UMPQUA COMMUNITY COLLEGE

Overview

In the 2019-20 Academic Year, UCC is addressing a set of core accreditation requirements, led by the Division of Institutional Effectiveness, the Senior Leadership Team, and Provost Council. Requirements include academic assessment; systematic and data-informed decision-making; and an effective governance system. Progress in each area is currently on track overall despite some challenges.

Student Learning Assessment - *UCC faculty and administration must collaboratively develop and implement a systematic approach to assessing student learning.*

Status: On track
In Fall Term 2019, UCC began implementation of a sustainable, accreditation-compliant system of academic assessment that focuses on program and universal learning outcomes, as well as data-informed program analysis. Faculty are following a timeline determined by the faculty-led Assessment and Curriculum Standards Committee (ACSC). Assessment deliverables required from faculty this term are:

- Department-specific timeline of when the department and/or academic programs will complete assessment work throughout the academic year.[1]
- Updates to program missions, descriptions, career considerations, and learning outcomes.
- Development of tools (rubrics, curriculum maps, etc.) that facilitate the assessment of universal, program, and course learning assessment throughout the academic year.

Faculty participation has been consistently high, with compliance ranging from 87-93% for each deliverable. Specifics on deliverables and associated compliance are listed in Appendix A.

ACSC, Academic Deans, the Dean of Student Support Services, and the Director of Assessment and Accreditation are working with all individuals responsible for the missing deliverables, as appropriate to each situation that has led to noncompliance. All deliverables are expected by the end of November. ACSC continues to work with all faculty to build education and knowledge necessary to complete assessment tasks set for this year and assessment work is considered to be on track with overall timelines.

Challenges: While the overall process is on track, a principle challenge in academic assessment is time and capacity for related training and education. Several departments require intensive support to complete or refine assessment deliverables, and all departments will require continued support throughout the year. This poses issues of time and capacity for faculty striving to complete deliverables, faculty and administrators on ACSC supporting the work and providing training, and academic Deans who support assessment alongside a variety of initiatives. We continue to monitor this challenge, as limits on time and capacity to complete or support this work has the potential to limit UCC's assessment success.

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[1] Academic program assessment is completed within CTE programs that lead to the Associate of Applied Science (AAS) and Associate of Science (AS) degrees, and certificates of over 45 credits; and A&S departments, organized by disciplines according to their contributions to Universal Learning Outcomes and the state's general education degree program, the Associate of Arts/Oregon Transfer (AAOT) degree.

> **Data-Informed Decision-Making** - *UCC must implement an institution-wide system of data-informed evaluation and planning to guide institutional decisions, continuous improvement, resource allocation, and measurements of institutional effectiveness.*

Status: On Track

In October of FY' 2019, UCC continued to implement refined institutional effectiveness processes to drive data-informed decision-making across the college. Highlights include:

1. Systematic, data-informed planning processes:

In October, UCC administrators completed tactical and operational plans. Tactical plans are created by members of the Senior Leadership Team, while operational plans are created by their reports. Each plan contains tactics and operations for the divisions, departments, and offices, as well as associated indicators of success. All plans align with the strategic priorities finalized in Summer Term 2019 and describe the main initiatives each division, department, and office is engaged in to advance UCC's 2018-2021 Strategic Plan. To advance comprehensive assessment processes, tactics and their indicators of success will be combined to create the 2019-2020 Strategic Plan Work Plan, which will be assessed in July 2020. Results will be incorporated in the annual Strategic Plan report.

2. Resource allocation linked to planning and assessment:

The FY'2020 resource allocation process strengthens links between resource allocation, planning, and assessment. All UCC budget managers must link any additional funding requests for FY'2020 explicitly with strategic needs and intended impact. The Institutional Effectiveness Committee will rank funding requests with a rubric designed to address strategic prioritization and impact on college operations and student success. All funding decisions will be made by the Senior Leadership Team. Departments or divisions receiving extra funding will be required to assess the impact that this funding has made on their operations and on student success as part of the ongoing assessment processes.

Next steps and challenges:

1. Gather institutional data:

The Division of Institutional Effectiveness is addressing data needs in academic and nonacademic areas. Non-academic assessment require coding institutional indicators that will provide a "big picture" view of student success across different demographics in areas such as retention, graduation, transfer, and admission rates, as well as collaborating across divisions of the college and community education to collect information. See Appendix B for UCC's Institutional Indicators. Academic assessment data involves collecting similar information, as well as course-specific information. All assessment data will be provided to departments across UCC for assessment practices this spring.

Challenges: Collecting this data continues to pose challenges due to historical data practices. With the continuation of strong, if time-intensive, cross-divisional collaboration with IT and all areas of operation, the Division of Institutional Effectiveness expects to have data prepared by Spring Term, 2019 to be used in end-of-year assessment practices. Data availability in 2018-19 may be modified depending on what data can be collected in an accurate manner, and what requires a longer timeframe to develop new collection and storage processes. Modifications will be communicated as determined.

2. Align planning and resource allocation cycles:

In January, 2020, UCC will align planning and resource allocation practices by expanding the tactical and operational plans to two years, to encompass FY 2019 and 2020. This is facilitated through a collaboration between the Division of Institutional Effectiveness and Office of Business Services and will allow UCC to move forward with a strongly linked system of planning and resource assessment.

Governance - *UCC must increase institutional stability through effective leadership and governance processes.*

UCC is addressing governance through the leadership of College Council. The Summer 2019 assessment of governance, conducted with input from all governance groups, resulted in a list of discrete actions to be completed by members of College Council and by each governance group. College Council developed a list of deadlines and responsible parties and is monitoring progress. See Appendix C for the list of actions and tracking documentation.

Conclusion

All areas across UCC are aware of UCC's accreditation status and are contributing to the development and implementation of processes crucial to meeting accreditation requirements. Related campus training will continue to be ongoing and supported. While all involved face challenges related to training and capacity, projects are believed to be on track. Reports on the deliverables stated in this report, and any others that are created to meet requirements, will continue to be provided to the Board on a monthly basis.

Appendix A

Academic Assessment Deliverables and Compliance, through 11/9/2019

Who	Deliverable	Due	Compliance
All Chairs/Program Coordinators	Detailed Year Timeline	10.4.19	31/33 (93.4%)
Chairs/Program Coordinators	Curriculum Maps and Questionnaire	10.4.19	29/33 (87.9%)
A&S Chairs	Courses identified to assess AAOT PLOs	10.4.19	Completed as a division
All Chairs/Program Coordinators	CLO/PLO/ULO Assessment Assignments (who is doing what form this term)	10.4.19	31/33 (93.4%)
Chairs/Program Coordinators with CTE programs	Program Update Form	10.15.19	75/85 (88.24%)
AAOT Chairs	Rubrics for PLOs	11.15.19*	
CTE Chairs/Program Coordinators	Rubrics for PLOs	11.15.19*	
All Faculty	CLO/PLO/ULO Assessments	1.17.19	

* Previous dates were 11.11.19, but were shifted forward due to Veterans Day on 11.11.19

UCC Institutional Indicators, Basic Descriptions – September 2019

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

UCC Institutional Indicators, Basic Descriptions – September 2019

8	Academic and Student Support Services	% of all areas of operation that identify and implement next steps for improvement as a result of programmatic assessment.	All areas of operation will assess, identify next steps, and implement them for improvement. This measurement will demonstrate whether or not assessment processes are occurring.
9	Equitable Outcomes	Statistically significant equity gaps identified in Transfer, Graduation, and Retention/Persistence, course pass rates decrease annually between: *Male/Female students, students of color and white students, athletes/non-athletes, students who use accessibility services and those who do not, students who are Pell eligible versus non-eligible, veterans versus non-veterans*	Identified equity gaps will be measured as a lagging indicator for equitable outcomes of ongoing student success efforts.
10	Admissions Yield Rate	% of students who apply for UCC admissions will be enrolled within one year.	Yield rate of admissions applications.
11	Life-long learning opportunities	Ability to meet community needs, measured by: ABS: Enrollment based on % of pop without a GED and GED completion rates CWT: Repeat rates of community members attending CWT community courses SBDC: Rate of meeting established impact benchmarks by quarter.	Ability to meet community needs by indicators specific to areas of operation.
12	Campus/Community Engagement	Community, students, and staff satisfaction ratings for any area of operation that received less than 70% "satisfied" responses demonstrates an increase in satisfaction rating in the next survey (done every 3 years).	Satisfaction rate for UCC services with less than 70% satisfaction rate increases.
13	Student Experience	% of UCC students who believe that their experience at UCC has contributed to their knowledge, skills and personal development	Students who believe their experience at UCC contributed to their knowledge, skills, and personal development.

Actions to be taken by all Governance Councils
Changes required by November 15th, 2019

NAME	All governance councils are to include "Advisory" in their titles
MEETINGS	At the beginning of each term, publish the meeting dates for the entire term on MyUCC in the respective areas for your councils.
	Publish the agenda of council meetings 3 days in advance on Umpqua Updates, notifying people of topics to be discussed and inviting any interested persons to attend the meetings. The purpose of these two actions is to encourage greater participation in governance.
NOTES / MINUTES	All meeting notes are to be published to the governance section of MyUCC. This year, in an effort to get more people to read the notes, the following changes are needed:
	Preface each set of minutes with a 2-3 sentence summary of actions or key discussions before posting to the intranet.
	Submit these summaries to Umpqua Updates after each meeting as soon as your notes are posted. The hope is that the summary in Umpqua Updates will inform people, encourage them to go to the intranet and read more, and perhaps even decide to attend meetings or join a council.
CHARTER	Change the section in your charter entitled, "Decision Making/Recommendations" to "Recommendations and Proposals" and remove any language throughout the charter that refers to making decisions, replacing it with making recommendations/proposals. The change in language does not remove the importance of the work of councils; instead, it clarifies the role of governance bodies as those that advise.
	Review your charter for clarity regarding purpose and process. If you have questions about purpose, process, or any other area of the charter, contact College Council by **October 28**. (Send inquires by email to Robynne.) Update the charters, if necessary, to clarify purpose and process.
	Submit your updated charter with change in name, advisory role, purpose, process, etc. to the College Council by **November 15.** (Send documents by email to Robynne.)
GOALS	Each charter should identify 1 to 3 goals for the year. Send your goals to College Council by **November 15.** (Send via email to Robynne.) The goals should be measurable and be connected to the strategic plan. You will be asked to report your progress at least once during the year and again at the end of the year.