

Overview

This 2019-20 Academic Year, UCC is addressing a set of core Accreditation requirements, led by the Division of Institutional Effectiveness, Senior Leadership, and Provost Council. These core requirements include academic assessment; systematic and data-informed decision-making; and an effective governance system. Progress in each area and associated timelines for ongoing work follows.

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

UCC is addressing the creation of a sustainable, accreditation-compliant system of academic assessment. Descriptions of system implementation are below. All related deadlines align with the 2020 Ad Hoc report and 2023 7-Year Self-Evaluation timelines required by NWCCU. Compliance with all deadlines will be reported on a monthly basis. Current progress and timelines include:

- 1. Assessment Process Development:** In Spring-Summer '19, the Director of Assessment and Accreditation worked with the Provost and Faculty to develop a sustainable, faculty-led, and accreditation-compliant process. Major components include:
 - Course, Program, and Institutional Learning Outcome Assessment
 - Curriculum maps and rubrics to support relevant assessment work.
 - Annual and Quadrennial Program reviews done at the program level.
 - Quarterly and Annual reporting on student learning and performance at the course and program level so that results can be used in assessment, planning, and resource allocation.
- 2. Assessment Implementation:** Dr. Shauna McNulty (Assessment and Curriculum Standards Committee Chair), Danielle Haskett (Dean of Learning Support Services), and Emily Fiocco (Director of Assessment and Accreditation) introduced systematic student learning assessment processes to all faculty during 10 hours of training and collaborative workshops during Fall In-Service.
- 3. Fall Deliverables Established:** A timeline with critical deliverables has been established and provided to all faculty. These deliverables are the tools and infrastructure necessary for the success of the new assessment system. The Dean of Learning Support Services and Chair of Assessment and Curriculum Standards Committee will provide ongoing training opportunities throughout Fall. Academic Deans will lead faculty accountability. *See Appendix A for deliverables and deadlines.*
- 4. Program Reviews:** Initial academic program reviews were completed in June, 2019 for each Program or Area of Study* at UCC. Initial reviews were completed during Spring In Service in June, 2019. 25 of 27 designated programs/areas of study completed this review.** These provide the foundation for data-driven assessment of program success, which will be completed in Spring 2019-2020.
- 5. Reporting:** The Director of Assessment and Accreditation, in conjunction with the Assessment and Curriculum Standards Committee, will generate Student Learning Outcome quarterly and annual reports for review by Faculty and student support services to facilitate assessment, resource allocation, and planning processes across UCC.

* "Area of Study" refers to groups of programs with several overlapping courses; **These areas are completing a version of this review as part of Fall 2019 In Service work.

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.

Over the past year, UCC has built the foundation for a sustainable system that links all components of institutional effectiveness (planning, assessment, and resource allocation) to facilitate data-informed decision-making. Detailed information on this work can be found in the Fall 2019 Institutional Effectiveness Report. Foundational elements include:

- 1. Strategic Planning:** Strategic Planning is the heart of a data-informed system. In Summer 2019, key activities took place to guide strategic planning and institutional effectiveness processes in the '19-'20 school year, including:
 - The Strategic Planning Oversight Committee (SPOC) formed in Spring 2019 and includes the members of the Senior Leadership Team, Provost Council, and Academic Chairs. SPOC held strategic planning workshops in July and August to evaluate and revise the strategic priorities.
 - The President presented the strategic priorities at the Board of Education's August retreat. In early September, the Senior Leadership Team reorganized the strategic priorities into two tiers. Tier I receives priority effort and attention for AY'19-20 (FY'20). *See Appendix B for Strategic Priorities*
- 2. Institutional Indicators:** Institutional Indicators allow UCC to review progress on student achievement and mission fulfillment at the snapshot level. They must include student learning outcome assessment results. UCC has not previously used Institutional Indicators to meaningfully capture progress or disseminate data for assessment and resource allocation. During Summer 2019, meaningful and measurable Institutional Indicators were identified by campus stakeholders and reviewed by SPOC. The first iteration will be provided for campus-wide reporting by Winter 2020. *See Appendix C for a list of current indicator descriptions.*
- 3. Operational and Tactical Planning and Assessment:** Planning and Assessment work must occur systematically throughout the organization. In Winter and Spring '19, initial plans were created at the Tactical (SLT and PC) and Operational (SLT and PC reports) levels. These plans link the goals and actions of each area of UCC to the Strategic Plan Goals and Priorities. These plans were assessed in Summer '19. New plans that link to assessment results are due on October 15, 2019. To support these processes, the Provost and Director of Assessment and Accreditation have provided administrator workshops and individual support throughout Winter-Fall 2019.
- 4. Data-informed Resource Allocation:** In Winter 2020, Resource Allocation processes begin for the 2021-2022 academic and fiscal year. This process will link resource allocation to planning and assessment processes. The process will be established collaboratively between the Division of Institutional Effectiveness and the Office of Business Services, efforts ongoing through Spring 2020.
- 5. Reporting:** Several reports and critical documents are being generated to facilitate data-informed decision-making and communicate the results of Institutional Effectiveness processes. These reports are being developed by the Division of Institutional Effectiveness, in collaboration with the President and her Senior Leadership Team. Expected Reports and associated Timelines:
 - Institutional Effectiveness Report (2018-2019) - October 2, 2019
 - Institutional Effectiveness Plan - November 15, 2019
 - Quarterly Indicator Report (F19) - February 14, 2020
 - Quarterly Indicator Report (W19) - April 17, 2020
 - Quarterly Indicator Report (S19) - July 1, 2020
 - Institutional Effectiveness Report (2019-2020) - July 15, 2020
 - NWCCU Ad Hoc Report 2020 - August 15, 2020

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

UCC is addressing governance systems at the Senior Leadership Team level. The President, in collaboration with the Senior Leadership Team, is addressing revisions to the system of governance put into place two years ago. This system increased opportunities for students, faculty, and staff to provide input on institutional decision-making. The 2018-19 Governance assessment report contains specific details of progress in Governance. Principle progress and actions in Governance include:

- 1. Identification of areas of improvement:** Two informational surveys were conducted in Spring 2019 that provide critical insight into the functioning of the Governance structure. One survey was sent to all of campus, while the other was sent to participating Governance Councils. These surveys provide insights on campus views of governance and generated key findings to guide continuous improvement processes, including:
 - Improvement of campus understanding of what Governance means and entails;
 - How information flows through the Governance system; and
 - Communication of decisions to campus.
- 2. Change implementation:** The Senior Leadership Team is addressing areas of improvement through changes planned throughout this Fall term. See the Governance Assessment Report (submitted separately) for details.

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. Reports on the deliverables stated in this report, and any others that are created to meet requirements, will be provided to the Board on a monthly basis.

Appendix A

Academic Assessment Dates and Deliverables

Tasks for the Year

<u>Fall tasks</u>	<u>Winter tasks</u>	<u>Spring tasks</u>	<u>Summer tasks</u>
CLO Assessment	CLO Assessment	Annual program reviews	Comprehensive report
PLO Assessment	PLO Assessment	Quadrennial program reviews	
ULO Assessment	ULO Assessment	CLO Assessment	
PLO revisions	Introduce program/area of study data	PLO Assessment	
Training workshops	Training workshops	ULO Assessment	
		Training workshops	

Fall Assessment Task Breakdown

<u>Who</u>	<u>What</u>	<u>When</u>
All Chairs/Program Coordinators	Detailed Year Timeline	October 4
CTE Chairs/Program Coordinators	Curriculum Maps and Questionnaire	October 4
AAOT Chairs	Courses identified to assess AAOT PLOs	October 4
All Chairs/Program Coordinators	CLO/PLO/ULO Assessment Assignments (who is doing what form this term)	October 4
CTE Chairs/Program Coordinators	Program Update Form	October 15
AAOT Chairs	Rubrics for PLOs	November 11
CTE Chairs/Program Coordinators	Rubrics for PLOs	November 11
All Faculty	CLO/PLO/ULO Assessments	January 17

Provided to Faculty during Fall '19 Inservice, 9/16/19

All assessment materials available upon request.

Appendix B

Strategic Priorities 2019-2020

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

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

Goal 1: Cultivate a healthy and efficient institutional culture

Tier 2	1.	Increase collaborations and intra-campus relations
Tier 1	2.	Enhance quality, efficiency, and effectiveness of all campus operations and services
Tier 2	3.	Enhance diversity, equity, and inclusion across all campus operations and services

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

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

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

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

Goal 4: Enhance integration of the College with the community

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

NOTES

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

UCC Institutional Indicators, 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
2	Early Momentum	% of students who complete based on # of credits they complete within their first terms
3	Graduation	% of entering degree/certificate students who complete a degree/certificate within 3 and 6 years
4	Transfer	% of students who transfer to another institution within one year of most recent UCC enrollment within the past 3 years (reported by: Students who have received a credential, and those who did not.)
5	Program-level Learning Outcomes:	% of Program Learning Outcomes are achieved at or above "proficient" levels.
6	Universal Learning Outcomes	% of degree/certificate-seeking students achieve ULO competencies at a "proficient" level.
7	Student Success Rates	% of students pass what have been identified as a "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: <i>Male/Female students, students of color and white students, athletes/non-athletes, students who use accessibility services and those who do not, students who are Pell eligible versus non-eligible, veterans versus non-veterans</i>	Identified equity gaps will be measured as a lagging indicator for equitable outcomes of ongoing student success efforts.
10	Admissions Yield Rate	% of students who apply for UCC admissions will be enrolled within one year.	Yield rate of admissions applications.
11	Life-long learning opportunities	Ability to meet community needs, measured by: ABS: Enrollment based on % of pop without a GED and GED completion rates CWT: Repeat rates of community members attending CWT community courses SBDC: Rate of meeting established impact benchmarks by quarter.	Ability to meet community needs by indicators specific to areas of operation.
12	Campus/Community Engagement	Community, students, and staff satisfaction ratings for any area of operation that received less than 70% "satisfied" responses demonstrates an increase in satisfaction rating in the next survey (done every 3 years).	Satisfaction rate for UCC services with less than 70% satisfaction rate increases.
13	Student Experience	% of UCC students who believe that their experience at UCC has contributed to their knowledge, skills and personal development	Students who believe their experience at UCC contributed to their knowledge, skills, and personal development.