



2020 Annual Strategic Plan Report

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by the
Strategic Plan Oversight Committee

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Introduction

The Umpqua Community College (UCC) Strategic Plan serves as a roadmap for achieving our vision for the future. The plan provides the systematic guidance necessary to fulfill our mission, reflects the College's values, and provides measurable goals for multiple years. In October 2018, the UCC Board of Education approved a new Strategic Plan. The approval came after months of collective work with input from UCC employees, students, and community members. A 2021 systematic review of progress on the 2018-2021 Strategic Plan found the plan conclusively relevant. Continued work on Strategic Plan goals and objectives would benefit the College both by preserving the momentum built in fulfilling its strategic goals, and by providing time for the incoming President to become familiar with the specific needs of the community and the College before developing the next strategic plan. Accordingly, in March 2021, to continue strategically moving the college forward, the UCC Board of Education approved a two-year extension of the Strategic Plan (2018-2023).

The Strategic Plan 2018-2023

The Strategic Plan is evaluated each year following an annual assessment process, allowing fine-tuning and adjustments to the plan during implementation. The [Strategic Plan 2018-2023](#) has four goals that provide strategic direction for the College:

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.

The Strategic Plan is part of a tiered set of goals, objectives, and institutional indicators designed to fulfill the College mission and improve effectiveness. The Strategic Plan process guides campus operations toward fulfillment of UCC's mission: *Transforming lives and enriching communities*. Campus Offices of Operation create [tactical and operational plans](#) with objectives, [tactics, outputs, outcomes](#), and indicators of success that align to [strategic priorities](#). This tiered system allows UCC to maintain a comprehensive data-informed approach to mission fulfillment and [institutional effectiveness](#). Figure 1 illustrates [UCC mission, vision, and values](#).

Figure 1

UCC Vision, Mission, and Values

VISION

Umpqua Community College will be a model for educational innovation,
empowering all students to contribute to an ever-changing, diverse world with confidence, competence, and compassion.

MISSION

Umpqua Community College transforms lives and enriches communities.

“ . . . transforms lives ”

Students are immersed in adventurous opportunities to explore new ideas and interact with others who have varied life experiences, cultures, careers, and ages. Whether taking one class or earning a certification or degree, enhancing career competencies, or enriching personal skills, students are guided by a talented, encouraging faculty and staff. Students have a wide range of opportunities to grow and learn, from designing products with new technologies to writing for the student newspaper, conversing in a new language, competing in athletic events, volunteering to tutor young children, or hiking along the Umpqua River – and so much more. Every step, milestone, and achievement students make instill a sense of pride they will carry through life.

“ . . . enriches communities ”

Through education and programming, UCC enhances the quality of life of communities in which we learn, live, and work. UCC’s performing arts programs, art exhibits, guest speakers, special events, and athletic competitions are vehicles for people to communicate, learn about the world, enhance social bonds, consider significant events, and experience personal growth. The economic vitality of the area is elevated as a byproduct of workforce training and partnerships with varied industries, businesses, and agencies. Students’ personal transformation helps our communities thrive and contributes to community transformation: college education translates to enhanced earning capacity, increased ability to be self-supporting, strengthened opportunities to maintain good health, heightened likelihood that education is valued by family, and expanded engagement in communities.

VALUES

Learning

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

Sense of Community

With a commitment to diversity, equity, and inclusion, we cultivate a learning environment and community where all people feel like they belong, they matter, and they are supported.

Integrity

We act with fairness and respect for others in our learning and working environments. Our actions are aligned with our commitment to openness and trust. We are accountable to ourselves, colleagues, and communities we serve.

Innovation

Using change to our advantage, we embrace an adventurous spirit, characterized by exploration of new ideas and bold risk-taking.

Institutional Indicators

To demonstrate tangible methods of tracking success toward Strategic Plan goal attainment, UCC developed [Institutional Indicators](#) and targets for success; illustrated in Table 1.

Table 1

Revised Institutional Indicator List for 2020-2022

Institutional Indicator	Indicator Description	Indicator Target
1 Retention	1A. Percentage of Full Time (FT)/Part Time (PT) students who return from one fall to the next	1A. FT – 50% PT – 45%
	1B. Percentage of FT/PT students enrolled in winter term who were enrolled in fall term.	1B. FT – 85% PT – 75%
2 Early Momentum	Rates at which 1 st time students complete 18+ college level credits in their first year	40%
3 Completion	3A. Percentage of degree/certificate-seeking student who complete a degree or certificate within 3 years.	3A. FT 30% PT – 15%
	3B. Percentage of degree/certificate-seeking student who complete a degree or certificate within 6 years.	3B. FT – 45% PT – 25%
4 Transfer Rates	4A. Percentage of <i>transfer</i> degree/certificate-seeking students who transfer to another institution within 1 year of most recent UCC enrollment.	4A. FT – 25% PT – 10%
	4B. Percentage of students who completed a transfer degree and transferred to another institution within 1 year of most recent UCC enrollment.	4B. FT – 40% PT – 25%
5 Program Learning Outcomes	Percentage of degree/certificate-seeking students who achieve Program Learning Outcomes at or above proficiency.	80%

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6	Universal Learning Outcomes	Percentage of degree/certificate-seeking students who achieve Universal Learning Outcomes at or above proficiency.	80%
7	Gatekeeper Course Success	Percentage of degree/certificate-seeking students who pass gatekeeper courses (BA180, MTH060, MTH095, MTH105, MTH111, MTH251, WR115, WR121).	80%
8	Equitable Outcomes	Decrease in statistically significant equity gaps identified in Early Momentum, Transfer, Completion, and Retention/Persistence indicators.	No statistically significant achievement gaps
9	Lifelong Learning	Ability to meet community needs by indicators specific to: ABS – Percentage of students who acquire measurable academic gain while part of the ABS program. CWT – annual satisfaction rates, measured by quantitative survey. SBDC – a) Clients Served, b) Jobs Created, c) New Business Starts, d) Capital Infusion, e) Jobs Supported.	ABS – 47% CWT – 80% SBDC a) 248, b) 34, c) 16, d) \$1.3M, e) 240
10	Campus & Community Engagement	Community, student, and employee satisfaction rate for UCC services with less than 70% satisfaction rate increases (by quantitative survey designed by UCC).	At least 80% of responses at the <i>satisfied-very satisfied</i> levels
11	Student Experience	Percentage of degree/certificate-seeking students who believe their experience at UCC contributed to their knowledge, skills, and personal development (CCSSE and SENSE every three years).	At least 80% of response at the <i>satisfied-very satisfied</i> levels

Note: Original indicator numbers 8 and 11 were folded into area tactical plans as outcome indicators instead of institutionally tracked indicators. Indicator numerical association was altered, all other aspects remain the same.

Indicator 8, *Continuous Improvement*, was originally included as an institutional indicator to ensure the College was monitoring continuous improvement. UCC Senior Leadership Team (SLT) determined this indicator was redundant; the strategic plan itself is a continuous improvement model, with a recursive cycle of planning, resource allocation, and assessment. Continuous improvement will be evaluated on an annual basis using the Institutional Effectiveness Rubric (Figure 5). Table 2 illustrates the crosswalk designed to track changes to the institutional indicators from their inception to Academic Year (AY) 2020-2021 status.

Table 2

Institutional Indicator Crosswalk 2018-2021

2018-2020 Indicator Indicators	Indicator	2020-2021 Institutional Indicators
1	Retention	1
2	Early Momentum	2
3	Completion	3
4	Transfer	4
5	Program Learning Outcomes	5
6	Universal Learning Outcomes	6
7	Gatekeeper Courses	7
8	Continuous Improvement	-----
9	Equitable Outcomes	8
10	Applicant Enrollment	-----
11	Lifelong Learning	9
12	Campus & Community Engagement	10
13	Student Experience	11

Strategic Plan Assessment Process

The Strategic Plan is evaluated by the UCC Strategic Plan Oversight Committee (SPOC). Biannually, SPOC participates in assessment activities designed to systematically analyze progress on strategic priorities. Utilizing assessment data from academic and support Offices of Operation, plus institutional indicator data, SPOC makes recommendations for improvement. SPOC membership avidly supports [Shared Governance](#) with inclusion of members from SLT, Provost Council (PC), [Institutional Effectiveness Committee](#) (IEC), and Academic Department Chairs. The Strategic Plan is regularly monitored by SLT and PC throughout the year to ensure goal fulfillment remains on track, adapting as necessary.

Strategic Plan Goals, Priorities, & Institutional Indicator Alignment

UCC derives annual strategic priorities aligned to the Strategic Plan to provide the framework for office, division, and department tactical and operational plans. Table 3 illustrates the alignment of Strategic Plan goals, objectives, priorities, and institutional indicator *pillars of success* that support the [2018-2023 Strategic Plan](#).

Table 3

Strategic Plan Goals, Objectives, Priorities, & Institutional Indicator Alignment AY 2020-2022

Goal	Objective	Priority	Institutional Indicator
1 Improve institutional climate, culture, and efficiency.	<ul style="list-style-type: none"> • 1a. Develop and continue to promote a positive campus culture that welcomes and respects all students, employees, and visitors. • 1b. Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus. • 1c. Utilize equity lens college-wide in the development and review of policies, practices, services, programming, activities, and resource allocation decisions. 	<ul style="list-style-type: none"> • Enhance efficiencies and effectiveness of targeted cross-campus processes and services. • Enhance diversity, equity, and inclusion across all campus operations and services. 	8) Equitable outcomes 10) Campus & Community Engagement 11) Student Experience
2 Increase high quality, relevant education opportunities through innovative and special programming.	<ul style="list-style-type: none"> • 2a. Streamline, strengthen, and expand academic programs. • 2b. Evaluate and implement innovative models of program delivery and content. • 2c. Expand workforce training options that meet the needs of non-degree students, local employers, and industry. • 2d. Enhance applied learning experiences within all degree and certificate programs. 	<ul style="list-style-type: none"> • Enhance the quality, efficiency and effectiveness of academic programs utilizing pertinent campus collaborations. 	5) PLO 6) ULO 7) Gatekeeper Courses 8) Equitable Outcomes 11) Student Experience
3 Support student success from recruitment through program progression, completion of programs, transfer, or entry to the	<ul style="list-style-type: none"> • 3a. Expand and re-envision enrollment efforts to reach a wide range of students. • 3b. Improve registration and advising processes to support students' 	<ul style="list-style-type: none"> • Expand and diversify recruitment through cross-divisional initiatives. • Implement guided pathway strategies through cross- 	1) Retention 2) Early Momentum 3) Completion 4) Transfer 8) Equitable Outcomes

Goal	Objective	Priority	Institutional Indicator
workforce.	academic and career pathways. <ul style="list-style-type: none"> 3c. Ensure that all students have equitable access to learning and to academic support services to successfully complete programs. 	campus partnerships.	
4 Improve integration of the College with the community.	<ul style="list-style-type: none"> 4a. Create an alumni relations program. 4b. Establish UCC as the top Douglas County venue for cultural events and athletic competitions¹ 4c. Develop more relationships with business and industry to enhance workforce learning opportunities. 	<ul style="list-style-type: none"> Integrate College programs and services with community agencies, schools, business, and industry. 	9) Lifelong Learning 10) Community and Campus Engagement

















Note: ¹Strategic Plan goal/objective 4b was eliminated for the 2020-2022 cycle due to impact of COVID-19.











Measures of Success








AY 2020-2021 begins the two-year second phase of the Tactical and Operational Plan cycle supporting the 2018-2023 Strategic Plan. Offices of Operation identified tactics necessary to fulfill each of the four Strategic Plan goals. To set the frame for the annual Strategic Plan assessment, it is important to consider UCC’s performance on the institutional indicators aligned to the Strategic Plan. A scorecard was developed to illustrate status on performance. Figure 3 illustrates the scorecard utilized by Offices of Operation to assess their progress toward Strategic Plan goal and priorities achievement. The [Institutional Indicator Report](#) in its entirety is publicly available on the College website.

Figure 3

Institutional Indicator Scorecard AY 2020-2021

 90-100% of target  70-89% of target  below 70% of target					
#	Indicator	Description	Target	2020-2021	
1A	Fall-to-fall Retention	Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-fall	FT – 50%	FT – 50%	
			PT – 45%	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%	FT – 86%	
			PT – 75%	PT – 74%	
2	Early Momentum	Percentage of first-time students who complete 18+ college level credits in their first year	40%	42%	
3A	3-Year Completion	Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 3 years	FT – 30%	FT – 21%	 
			PT – 15%	PT – 17%	
3B	6-Year Completion	Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 6 years	FT – 45%	FT – 33%	 
			PT – 25%	PT – 7%	
4A	Transfer	Percentage of transfer-degree-seeking students who transfer to another institution within one year of most recent UCC enrollment	FT – 25%	FT – 55%	 
			PT – 10%	PT – 20%	
4B	Transfer	Percentage of students who completed a transfer degree and transferred to another institution within one year of most recent UCC enrollment	FT – 40%	FT – 31%	 
			PT – 25%	PT – 8%	

 90-100% of target  70-89% of target  below 70% of target				
#	Indicator	Description	Target	2020-2021
5	Program Learning Outcomes	Percentage of degree/certificate-seeking students who achieve Program Learning Outcomes at or above "proficient" levels	80% of students achieve PLO at proficient level	89% 
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	74% 
7	Gatekeeper Courses	Percentage of students who pass identified "gatekeeper courses". UCC's gatekeeper courses are BA180, MTH (060, 095, 105, 111, 251), WR (115, 121) $Rate = \frac{P}{T}$ P= Total number of students who passed the gatekeeper courses. T = Total enrollment in all gatekeeper courses.	80%	77% 
8	Equitable Outcomes	Statistically significant equity gaps identified in Transfer, Graduation, Retention, and course pass rates across identified demographic areas decrease annually.	No significant achievement gaps	1 emerging to potentially significant gap (Ind. 1A) 
9	Lifelong Learning	Ability to meet community needs, measured by: ABS: % of students with measurable academic gain. CWT: Results of annual CWT customer satisfaction survey. SBDC – a) Clients Served, b) Jobs Created, c) New Business Starts, d) Capital Infusion, e) Jobs Supported.	ABS – 47% CWT – 80% SBDC – a) 248, b) 34, c) 16, d) \$1.3M, e) 240	ABS 53%  CWT 84%  SBDC 100% 

 90-100% of target  70-89% of target  below 70% of target				
#	Indicator	Description	Target	2020-2021
10	Campus and Community Engagement	Community, students, and employee satisfaction ratings for any area of operation that received less than 70% "satisfied" responses demonstrates an increase in satisfaction rating in the next survey.	At least 80% at the satisfied-very satisfied levels	Community ¹ 
				Student 85% ² 
				Employee 70% ³ 
11	Student Experience	Percentage of UCC students who believe that their experience at UCC has contributed to their knowledge, skills, and personal development.	At least 80% at the satisfied-very satisfied levels	68% ⁴ 

Note:

¹There is no data for this component for the 2020-21 survey cycle. The survey was promoted via a social media platform and received only two responses. SLT and Strategic Plan Oversight Committee offered suggestions to improve response rates next year, including promoting the survey through the industry and community contacts maintained by our advisory committees and Community and Workforce Education department, and other faculty connections within the community.

²All questions from the annual student satisfaction survey that use a satisfaction scale were included in this evaluation (Q5-Q32, Q34). All questions about the campus climate (Q37-Q44) were also included. None of the individual questions in these ranges received fewer than 81% of the responses in the target categories.

³All questions from the annual employee satisfaction survey that use a satisfaction scale were included in this evaluation (4a-4i, 6a-6h, 7a-7k, 8a-8f, 9a-9e, 10-14, 16-20, 24-32). All questions about the campus climate (Q36-Q43) were also included

⁴For this year, questions from the 2021 CCSSE survey were chosen to represent performance in this metric. The questions (4o, 5b, 5c, 5d, 5e, and 5f) asked students to rate how often coursework at UCC emphasized analysis, forming new ideas, making judgements about the soundness of information, applying theories to new situations, and using information to perform a new skill. The percentage of students answering in the two most-positive categories appears in the scorecard. Next year the student survey will specifically ask the question(s) as defined in indicator 11.

Strategic Priorities Summary on Progress AY 2020-2021













This section provides a rating and discussion of Office of Operation progress on the Strategic Plan priorities for AY 2020-2021. Progress for each priority is rated as  *on target*,  *significantly progressing toward target*,  or *significantly stalled/off target*. Figure 4 illustrates the Strategic Plan Priorities Scorecard for 2020-2021. Content discussion on progress toward fulfillment of Strategic Plan priorities follows the scorecard.

Figure 4


Strategic Priorities Progress Summary Scorecard 2020-2021

 on target  significantly progressing toward target  significantly off target		
#	Strategic Priorities 2020-2021	Status
1	Enhance efficiencies and effectiveness of targeted cross-campus processes and services.	
2	Enhance diversity, equity, and inclusion across all campus operations and services.	
3	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations.	
4	Expand and diversify recruitment through cross-divisional initiatives.	
5	Implement guided pathway strategies through cross-campus partnerships.	
6	Integrate College programs and services with the community agencies, schools, business, and industry.	

Note: Progress on Strategic Priority 6 was significantly impacted by effects of COVID-19. Restructure of tactical plan outcomes to align more realistically with current environment with inclusion of operational outputs at the outcome level should help mitigate these effects.

Discussion

Goal 1: Improve Institutional Climate, Culture, and Efficiency

Enhance efficiencies and effectiveness of targeted cross-campus processes and services.  Significant and meaningful progress was made in enhancing efficiencies and effectiveness, with resultant marked improvement of satisfaction ratings in campus services. Safety protocols and

systematic maintenance were improved. Processes reducing work time to complete tasks, reduction in manual processes and use of paperless processes (95% of employees were transitioned to MS 365, single identity access, LaserFiche, online employee orientation, employee payroll and performance tracking) with area cross-collaboration contributed to on-target status. Management of COVID-19 protocols and promotion of data driven decisions to enhance sustainability also contributed to cross-campus increases in effectiveness and efficiency. Fiscal indicators have met benchmarks. Individualized trainings and frequent communication with campus budget managers led to 98% of the budget operating within allocations. Due to consistent adherence to strict balanced budgeting and reserve policy requirements, the campus successfully stabilized the ending fund balance, and we are monitoring resource gaps and expenditures to hold the position. All campus facilities projects are between 85-95% complete; target should be achieved early.

Enhance diversity, equity, and inclusion across all campus operations and services. ▲ Multiple actions were taken to enhance diversity, equity, and inclusion. Progress remains steady and on-track with the expectation of realizing the benefits of these efforts within the next academic year. Significant strides have been made toward website development and improving how we provide accessibility and reach students from admissions to guided pathways. This will allow for evaluation of project success within the timeframe as well. Development of equitable, inclusive, and barrier-free employment selection committees, although slightly off-track, is expected to be achieved by December of 2021—still within the AY 2020-2021 tactical plan cycle. Reduction of manual process to process student information and payments exceeded their goal and has shifted focus to continued improvement and automation of internal processes for Community Workforce Training, Small Business Development Center, and Youth Recreation. Facilities were improved to support multiple learning methods and enhance cleaning practices and sanitation.

Student achievement data were disaggregated to identify equity gaps. Policies were reviewed with an equity lens, and 92% of students stated they experienced an inclusive and welcoming campus. Paperless processes, single identity access, and streamlining processing of student payments and information enhanced entrance to academic programs. *Classrooms/offices without walls project* significantly improved the ability to offer multiple methods of learning and instruction to students, fostering inclusion and equity. Comparative, survey, and trend data processes were developed including identification of regional and national college comparisons for benchmarking. A goal to reduce equity gaps by July 2022 is slightly stalled due to inaccurate anticipation of project scope, depth, and breadth; support of academic programs is a key factor. Several committees are concurrently working on equity projects. UCC enrolled two employees in the Northwest Commission on Colleges and Universities (NWCCU) Fellowship. A project goal was determined that will survey students and develop focus groups to further identify the needs of UCC students from student perspectives. Findings will be used to guide decisions around operations, services, and instructional methodologies to reduce equity gaps.

Goal 2: Increase high quality relevant education opportunities through innovative and special programming.

Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations. ▲ Significant efforts were made toward this priority and the dial is moving. The apprenticeship program has made great strides in all areas to help program improvement. Student onboarding processes, monthly tracking systems, and a newly hired full-time faculty program coordinator have contributed to positive impact. Targets for satisfaction ratings on surveyed students appear to be on target with most students indicating a high to very high rating. Final survey comparison to see a *one level higher* distinction for the outcome target should be reached by the close of the two-year tactical plan cycle. Public support for the program is growing and a waitlist includes approximately 60 more students than the program can enroll. Industry support is expected to continue to steadily increase as the program provides graduates

in the field, faculty integrate with the community, and positive results are experienced by all. The Southern Oregon Wine Institute program remains under review for best practices to determine viability and indicators of success. Areas are continuing to move the dial on work to develop five new programs by Fall 2022. New programs identified for exploration and development include Gerontology Certificate, Accounting Certificate, Artificial Intelligence, and Mechatronics.


Significant strides were made toward quality, efficacy, and efficiency of course offerings to students in varied formats of face to face, online, and HyFlex (a versatile method of instruction incorporating both synchronous and asynchronous online instruction with the option of face to face as well). Encouragement of non-credit courses to utilize Canvas and other remote learning options was launched. Quality assurance check process for online course evaluation and continued improvement was developed with an eLearning full time (FT) position filled in June 2021. Faculty continue to work diligently at incorporating best teaching methodology and learning strategies into their classrooms to offer support for students and increase equitable learning opportunities. Work toward increasing dual credit opportunities continues with development of the Learning Hub to support alignment with guided pathways initiatives, increase retention and completion, and determine interventions for part time students and ethnic/racial groups. Highschool relations, advisory board trainings, and community scholarship programs were established, and a newly filled College Transition Specialist position will help bridge the high school to college gap. The *classrooms/offices without walls project* saw marked success this academic year with use of Cares Act and The Higher Education Emergency Relief Fund II authorized by the Coronavirus Response and Relief Supplemental Appropriations Act 2021 (CRRSAA) funding to outfit 28 classrooms with new technology (installed, tested, and ready for Fall 2021 instruction) and to transition/train all FT employees on new private cloud and desktop virtualization equipment.

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

Expand and diversify recruitment through cross-divisional initiatives. ▲ Significant expansion and recruitments were obtained for the year 2020-2021. Athletics saw increase in the number of opportunities for participation within programs beyond the anticipated outcome of 25 positions. Each team roster registered at 95% capacity or greater and recruiting efforts are expected to normalize in the next year. To increase recruitment, enrollment utilized texting platforms for a more personalized outreach during onboard and advising, producing an impact on conversion rate increase by 1.04%, despite effects of COVID-19. One hundred thirty-four workshops, presentations, and events were offered this year, and while applications decreased by 15.66%, this figure was congruent with the pattern of students across the nation continuing online education and choosing not to complete FAFSA applications. While onboarding and streamlining of enrollment processes remain a focus, significant effort also includes demonstrating a continued stronger presence in area high schools, community, and events with simultaneous increase of virtual offerings in addition to face to face.

Implement guided pathway strategies through cross-campus partnerships. ▲ Guided pathways initiatives remain underway. *Areas of Study/Houses* have been developed for guided pathways and the new website is set to launch within the summer term, well within the two-year tactical plan cycle. A target for a 3% increase in transfer rate was set with a goal to improve transfer resources for students, particularly through the guided pathways lens. The most significant movement was made with the hire of a part time transfer advisor who implemented new transfer website connection and aided in department updates to academic information for transfer students. Student engagement continues to increase, with resources and virtual activities available at students' fingertips. Face-to-face activities will resume fall term and students are very excited about attending and connecting with their cohorts, classmates, and faculty in person. Work continues in developing and implementing an education model aimed at accelerating successful completion of college-level math and English with a focus on eliminating equity gaps.

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

Integrate College programs and services with community agencies, schools, business, and industry.  Integration and engagement with the community was challenging this academic year due to COVID-19 restrictions. All areas worked toward learning new methods for engagement and took advantage of face-to-face opportunities when available. The alumni-relations program was stalled at mid-year and renewed focus shifted to enhancement of donor relations to support connection with the community via alumni. Mid-year report for this area reported the alumni story goal of eight to be at two stories. An increase in alumni database contacts is projected to aid in attainment of this goal. Community Education and Partnerships created methods to measure business and industry satisfaction. Career Technical Education anticipates increased consistency in program engagement with the hire of a new Dean of Career Technical Education. Methods were set with the intention to use the data to determine the need for new programs or program revision. Funds were allocated for this project with a work-based learning project conducted. COVID-19 and departure of key staff created significant challenge for this project. However, next steps include research into best actions to take during this transition period to increase industry satisfaction and connection of noncredit and credit learning options.

Recent (summer 2021) endeavors to integrate with the community, enhance connection, and support students as they enroll include: a) attendance at, and/or hosting, local job fair events, b) use of incentives and scholarships to offer assistance for re-enrollment and degree completion, c) cultivation of partnerships with local employers to create *earn and learn* programs to support workforce recruitment and education, d) promotion of high school graduate connections to determine educational pathways for recent graduates, and e) enhance marketing to tell our story, showcase staff and students, and increase presence in, and support of, the community. UCC values its connection to the community and recognizes community as the foundation of all we do; our focus, our drive, our passion. We are looking forward to increased connection and revitalization of relationships to transform lives and enrich our community.

Strategic Plan Oversight Committee Findings

UCC adapted the NWCCU Rubric for Institutional Effectiveness ([NWCCU, 2020, Appendix B Standards 1.B.1-1.B.4, pp. 58-60](#)) as a guide for assessing the effectiveness of College direction, activity, and outcomes achieved for student success. Figure 5 illustrates the collective scoring (green highlighted boxes) of the strategic plan process awarded by groups at the annual SPOC meeting. Groups were requested to consider and rate the overall effectiveness of the Strategic Plan process to inform continuous improvement based on the [UCC Institutional Effectiveness Rubric](#).

Figure 5

Annual SPOC 2020-2021 Institutional Effectiveness of the Strategic Plan Scoring Rubric Results

Comprehensive, Systematic, Continuous Planning, and Assessment				
Criterion	Initial (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
1.B.1 The college has a well-defined process for assessing institutional effectiveness.	Preliminary dialogue and exploration of institutional effectiveness, assessment structures, and practices are underway.	Structures and practices for assessing institutional effectiveness are established; assessment occurs in some areas.	Systematic and regular process of assessing institutional effectiveness is implemented and address student learning, achievement, and support services.	Assessment of institutional effectiveness is systematic and leads to continuous quality improvement of all institutional systems, structures, practices, and student learning and achievement outcomes.
1.B.1 Evaluation and planning processes inform institutional effectiveness, assign resources, and improve student learning and achievement.	Planning and evaluation are evident in some areas of the college’s programs and services; some data and evidence are provided to support program and institution- wide planning efforts.	The college has defined planning processes in alignment with mission fulfillment objectives and outcomes, including student learning and achievement outcomes; there is an emerging understanding of the alignment of unit (support area operational/tactical planning), cross- functional (collaborative area work), and institutional (strategic planning) plans.	Integrated planning processes are clearly defined, understood, and systematic; the college assesses progress toward achieving mission fulfillment indicators over time.	Ongoing, systematic, evidence-informed evaluation and planning are used to inform and refine systems, practices, strategies, and assign resources; there is consistent and continuous commitment to improving student learning and achievement; educational effectiveness is a demonstrable priority in all planning structures and processes; there is sufficient evidence that the college has improved student learning and achievement, as a result of ongoing and systematic planning and evaluation processes.
Comparative Goals, Objectives, and Indicators				
Criterion	Initial (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
1.B.2 The institution	There is recognition of the need for quantitative and	Mission fulfillment objectives, indicators, and	Progress toward achieving its mission fulfillment objectives	Mission fulfillment objectives, indicators, goals, and outcomes are

sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness.	qualitative data, indicators, and analysis in planning and institutional effectiveness structures.	goals are established; standardized data are accessible at both unit* and institutional* levels; the college uses applicable quantitative and qualitative data to improve effectiveness in some areas.	is assessed over time, using longitudinal data and analyses; both standardized and program-specific data and performance measures are used to inform unit* planning, program review, and institutional plans.	widely distributed, discussed, analyzed, and used to determine strategic priorities.
1.B.2 The goals, objectives, and indicators of mission fulfillment or institutional effectiveness are in the context of, and in comparison, with, regional and national peers.	There is no evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers.	Regional and national peers have been identified; minimal evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers.	Regional and national peers have been identified based on clear criteria; evidence shows that mission fulfillment data has improved effectiveness in comparison with regional and national peers.	Regional and national peers have been identified with clear criteria; data are analyzed and there is extensive evidence that the college has improved institutional effectiveness in the context of regional and national peer institutions; regional and national peer institutions are regularly reviewed to ensure appropriate and meaningful comparison.

Inclusive Engagement and Integration of Processes

Criterion	Initial (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
1.B.3 The planning process is inclusive, allocates resources, and leads to improvement of institutional effectiveness.	There is minimal evidence of the involvement of the various constituents; there is minimal linkage between planning efforts, resource allocation, and outcomes.	Planning processes reflect the participation of an expanding constituent base; there is some evidence that formal planning processes are aligned with mission fulfillment and strategic priorities; planning guides resource prioritization and allocation.	Processes reflect the participation and meaningful contribution of a broad constituent base; formal planning is clearly aligned to institutional objectives, indicators, and outcomes; planning regularly guides resource allocation.	Evidence shows that planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to improvement of institutional outcomes.

Monitoring, Evaluation, and Adaptation

Criterion	Initial (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
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<p>1.B.4 The College monitors its internal and external environments to identify current and emerging patterns, trends, and expectations.</p>	<p>There is minimal evidence of monitoring internal and external environments; current and emerging evidence of patterns and trends are not developed.</p>	<p>Monitoring of internal and external environments has been initiated; data and evidence are used in some areas to inform planning and resource allocation.</p>	<p>Structures for monitoring internal and external environments are developed; data and evidence from internal and environmental monitoring are used regularly in planning and resource allocation.</p>	<p>Internal and external environments are monitored continuously and systematically to identify current and emerging patterns, trends, and expectations; data and evidence are systematically and regularly used to inform planning and resource allocation.</p>
<p>1.B.4 Governance system engagement in institutional effectiveness</p>	<p>Planning and institutional effectiveness efforts are discussed in some areas of institutional governance.</p>	<p>Governance, policy, and decision-making processes are informed by a review of institutional effectiveness.</p>	<p>Institutional effectiveness reports, findings, and recommendations are regularly discussed and addressed through the institution’s governance system.</p>	<p>The governance system uses findings and recommendations to assess the college’s strategic position, define its future direction, and review and revise, as necessary, its mission, planning, the intended outcomes of its programs and services, and indicators of achievement.</p>

Gap Analysis

A gap analysis was created to determine successful achievement of Strategic Plan purpose and provide a synopsis of the Annual SPOC meeting assessment results. The categories in the gap analysis were constructed in accordance with the group activities completed by SPOC members during the Annual SPOC meeting. The group activities were designed to assess Strategic Plan tactics/project completion, achievement of outcomes, and alignment to College mission and strategic priorities. Also included in the gap analysis is a summary of strengths (what we do well), current state (gaps—what we do not do well/areas marked for improvement), gap analysis (what is needed to bridge gaps), and future state (where we would like to be). Figure 6 illustrates the Annual SPOC meeting gap analysis. The following details the activities completed, their intentions, and process used for Strategic Plan assessment reporting:

- **Activity 1: Office of Operation Reports & Reflection on Progress** (excluded from the gap analysis)
Each Office of Operation provided a two-to-five-minute report on their reflection of last year’s progress using suggested prompts relating to a) highlights of the year, smiling accomplishments, areas where outcomes were not achieved, and actions taken to mitigate challenges, and b) tools for success including collaborative efforts and future needs from colleagues for goal accomplishment.
- **Activity 2: Strategic Plan/Tactical Plan Annual Report Review**
Groups were requested to assess an assigned Strategic Plan goal, through a NWCCU standards lens, for the appropriateness of area tactical plan assessments and alignment to Strategic plan goals and mission using a *process*—were area response aligned informing institutional effectiveness, resource allocation, and improvements for student learning and achievement?; *planning*—were tactics and indicators of success aligned to one

another and the Strategic Plan goals?, *parallel*—did areas compare themselves to benchmarked colleges where appropriate?, *pattern*—did areas use internal and external environment to systematically identify current emerging patterns trends, and expectations?, *proof*—was evidence used to support outcome achievement aligned, meaningful appropriate, accurate, and used to inform decisions and determine next steps?, and *product*—overall did the systematic Strategic Plan process support continuous improvement, framework?

- **Activity 3: Institutional Indicators Review**

Groups reviewed assigned institutional indicators and informed fulfillment of criteria in the template for alignment to NWCCU standards and appropriateness to UCC needs. In addition to assigned indicators each group also provided feedback on the newly designed benchmarking indicator and opinion on where to include *first generation college student* as an achievement indicator.

- **Activity 4: Rating of Continuous Improvement Based on UCC Institutional Effectiveness Rubric** (details in Figure 5; summary provided in Figure 6)

- **Activity 5: Strategic Plan Priorities Review**

Groups were asked to review Table 3 - Strategic Plan Goals, Objectives, Priorities, & Institutional Indicator Alignment AY 2020-2022, and any other pertinent documents (Institutional Indicator Report, annual survey results, tactical plans, outcome results, assessment findings, etc.) to determine appropriateness of current Strategic Plan priorities and suggest continuation and/or revision based on feedback between group members during discussion.

- **Activity 6: Reporting Plan Templates Review**

The templates we use to capture our success and tell our story must be accurate, feasible to use, and clearly communicate our Strategic Plan fulfillment, but also be designed to easily locate discrepancies and allow for early identification of threats to our tactical project completions. Groups were asked to analyze each template used throughout the year to capture Strategic Plan fulfillment and provide scoring and feedback on alignment to the Strategic Plan, ease of use, and identification of inconsistencies or areas that may need further explanation to make the completion of the templates more seamless and/or easily understood by all constituents.

Gap Analysis Additional Categories








Throughout the AY 2020-2021 inconsistencies were noted by the Offices of Institutional Research and Institutional Effectiveness relating to the methods of data gathering compared to outcomes, and their use. The discrepancies were identified as having potential to skew data and interpretation of results. The category of *Institutional Research Reflections and Recommendations* was incorporated into the gap analysis to communicate these findings.

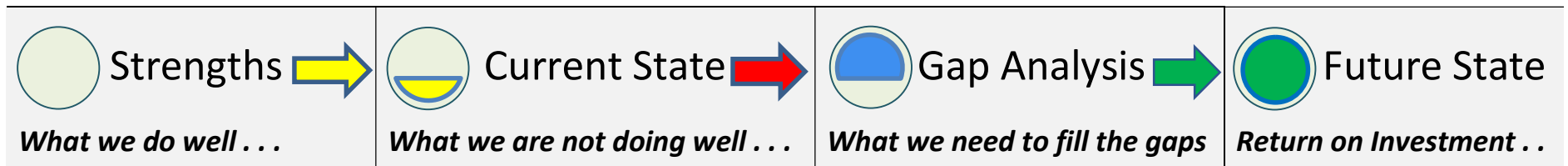
The category *Project Management* was integrated into the gap analysis based on an underlying theme identified through a mixed methods data gathering of qualitative group discussions, coding of group responses on activities templates, and identified areas of weakness/threats related to project completion.

The category *Future State/Return on Investment (ROI)* exists to capture future state, next steps to get there, and what we will get out of pursuit of future actions. ROI is not determined only by monetary value but also by resources preserved, efficiencies improved, sustainability forged, and overall presence and increase of connection to the community and students. ROI is quite simply *what we get out of what we do* but can be more appropriately phrased *what others get out of what we do*.

Figure 6

Annual SPOC Meeting Gap Analysis

 Strengths  <i>What we do well . . .</i>	 Current State  <i>What we are not doing well . . .</i>	 Gap Analysis  <i>What we need to fill the gaps</i>	 Future State <i>Return on Investment . .</i>
Strategic Plan/Tactical Plan Annual Report Review			
<p>Overall Offices of Operation tactics aligned with Strategic Plan, priorities, and institutional indicators.</p> <p>Student success is emerging as a point of strategy.</p> <p>Areas demonstrated project collaboration at an emerging level, markedly improved with silos breaking down.</p> <p>The Strategic Plan is aligned to institutional effectiveness and shows evidence of great strides in continuous improvement processes.</p>	<p>Plan alignment: Some areas showed more robust alignment to Strategic Plan and priorities.</p> <p>Use of data: All areas aligned tactics to institutional indicators, but majority neglected to clearly communicate how those data informed their decisions/next steps.</p> <p>Quantitative data is gathered but often does not, or does not clearly, align to outcome measurements or how results are used to inform decisions.</p>	<p>Time, practice, and encouragement spreading from leadership to operational levels will ensure continued progress is steady/healthy.</p> <p>Continuous improvement: Lifelong learning and inquiry, continued education, and peer feedback to reflect and review on tactics, outcome measurements, and how data is analyzed to link to, and inform, decisions.</p>	<p>Efficiency Strategic Plan processes become a part of daily thought process, become more efficient, and decrease noise to allow for innovation around supporting student learning and achievement.</p> <p>Accountability Resources are allocated, reported, and used appropriately and efficiently to accomplish goals.</p> <p>Stewardship The College demonstrates continued improvement for stewardship over the responsibility of monitoring the College for the students staff, and community.</p>




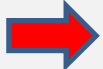













Institutional Indicators Review








<p>Indicator report is widely shared.</p> <p>Institutional Indicators are integrated into the strategic plan.</p> <p>Institutional Indicators are appropriately aligned to college mission, vision, values, and Strategic Plan goals and priorities.</p> <p>Equitable outcomes were communicated clearly and use of color was beneficial.</p>	<p>Communication: While widely available on the College website; indicator report is not announced internally; consensus is that external constituents do not have access or know where to find the report.</p> <p>Use of indicator data to inform decisions: Indicator data results are listed, but it is not clear how results were used to inform decisions/next steps.</p> <p>Timing of report release: Use as assessment tool challenging due to SPOC meeting timing.</p> <p>Minimal use of benchmarked indicators for comparison and to inform decisions <i>(this is a new indicator for 2021, we expect this to be an “emerging” skill).</i></p>	<p>Time and practice</p> <p>Streamlined and improved methods to communicate Institutional Indicators.</p> <p>Integrated use of technology: Using software we have and/or potentially integrating other software to communicate results.</p> <p>Continued lifelong learning and inquiry: Continued personally sought education and college-wide hands-on training.</p>	<p>Institutional indicators become widely distributed and accessible.</p> <p>Interpretation of results are used to inform decisions.</p> <p>Increased understanding = depth and breadth of skillset = increased efficiency.</p> <p>Students and constituents receive education and resources that are aligned and catered to their success.</p>
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Office of Institutional Research Reflections & Recommendations








<p>Identified disaggregated data based on minimal NWCCU standards.</p> <p>Identified benchmarks and college comparisons.</p> <p>Universal Learning Outcomes</p>	<p>Emerging use of disaggregated data to inform decisions: With indicators improving each year, use to inform decisions steadily improves.</p> <p>Emerging use of benchmarks and college comparisons: Some areas have incorporated, but with a formal indicator in place this should now improve steadily</p>	<p>Time, practice, and continued improvement</p> <p>Improve indicator 2 Early Momentum to reflect PT and FT disaggregation to better capture variables influencing enrollment intensity/momentum.</p> <p>Revise Indicators 5, 10, and 11</p>	<p>Shift from emerging to developed in our use of disaggregated indicators to clearly communicate how they inform our decisions.</p> <p>Improve support services/processes to facilitate student success and inform</p>
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 Strengths  <i>What we do well . . .</i>	 Current State  <i>What we are not doing well . . .</i>	 Gap Analysis  <i>What we need to fill the gaps</i>	 Future State <i>Return on Investment . .</i>
<p>(Indicator 6) are fashioned to capture essence of institutional learning and are appropriately distributed between courses/programs.</p>	<p>Lacking disaggregated program data: This is an emerging area for many institutions; NWCCU will shift focus to this area steadily over time; UCC should begin identifying how to disaggregate program data and seek to establish as an aspiration college in this area.</p> <p>NWCCU required disaggregated data of age and first-generation college student are not included as Institutional Indicators.</p> <p>Indicator 5 language should be revised to reflect the number of outcomes that are assessed and the mapping and/or rationale/<i>bread crumb trail</i> as to precisely how the data was collected (how, what, why, what for). As written, Indicator 5 implies all outcomes are assessed each year the indicator is measured; all outcomes are not currently assessed each year and without a rationale they could appear random, influencing validity.</p> <p>Indicator 10 uses an individualized rating for campus constituents and a complex tracking method. A combined satisfaction rating for campus as-a-whole would</p>	<p>Incorporate age and first-generation college student into Institutional Indicators.</p> <p>Improved technology to communicate data analysis</p> <p>Continued faculty inclusion and collaboration to improve program learning outcomes indicator measurements</p> <p>Continued lifelong learning and inquiry: Continued personally sought education and college-wide hands-on training on indicator, benchmark, comparison, and program disaggregated data used to inform decisions.</p> <p>Potential exists for additional position to split IR duties into <i>required data</i> and <i>additional data</i> (grant specific, program specific, and qualitative/exploratory data).</p>	<p>teaching methods to improve student learning.</p> <p>Increased cross-campus collaboration</p> <p>Continuous improvement</p> <p>Institutional effectiveness</p> <p>Improved student learning and achievement.</p>








 Strengths  <i>What we do well . . .</i>	 Current State  <i>What we are not doing well . . .</i>	 Gap Analysis  <i>What we need to fill the gaps</i>	 Future State <i>Return on Investment . .</i>
	<p>simplify and increase validity of the institutional indicator; disaggregated area data would be disseminated for individual analysis and to inform operational decisions.</p> <p>Indicator 11: Updates to annual surveys would be beneficial to a) align measurements with outcomes, b) split questions so only one variable is addressed in each question, c) categorize groups of questions into components or variables, d) streamline to only measure or ask questions for what we really need to know, and e) compare questions to other surveys students complete; revise to prevent redundancy/duplication.</p>		
Continuous Improvement Rating: Emerging  Developed			
<p>Precedence and priority set for accreditation lens.</p> <p>Robust systematic process for Strategic Plan assessment developed.</p> <p>Data used to inform decisions is a growing strength.</p> <p>Offices of operation are collaborating and communicating</p>	<p>Accreditation framework shift: Renewed efforts to complete projects that UCC needs for student success, not just for accreditation; shifting accreditation from the focus to the framework.</p> <p>Lack of evidence of data informed decisions: Widespread and accurate use of appropriately aligned data to inform decisions and measure success.</p> <p>Lack of program assessment: Majority of</p>	<p>Time, practice, and accountability for areas of operation, and the skills needed to lead teams forward.</p> <p>Continued lifelong learning and inquiry: Continued personally sought education and college-wide hands-on training in data and data analysis, its uses, meaning, interpretation, and methods for application.</p> <p>Aligned values and mission of</p>	<p>Student learning and achievement becomes demonstrably the true focus of the College.</p> <p>Students benefit from a united vision and follow the lead of educators, creating a culture of trust and springboard to learning.</p> <p>Support the community, fulfilling each employees</p>

 Strengths  <i>What we do well . . .</i>	 Current State  <i>What we are not doing well . . .</i>	 Gap Analysis  <i>What we need to fill the gaps</i>	 Future State <i>Return on Investment . .</i>
<p>between areas, silos are breaking down.</p> <p>Accredited programs, CTE, and certain areas excel at assessment processes.</p> <p>Improved from <i>Initial</i> category on IE Rubric between 2019 and 2020. Overall average score of <i>Emerging</i> on IE Rubric, with one category scored as <i>Developed</i>; goal to shift all categories to <i>Developed</i> for AY 2021.</p>	<p>programs lacking assessment best practices and generalized lack of robust documented systematic program assessment process—<i>academics is swiftly moving the dial on this and anticipate results fall term.</i></p> <p>Lacking benchmarked/comparison colleges: Generalized lack of use of benchmarked indicators and comparison to regional and national peers—<i>this is an emerging process/skillset and newly introduced at the Strategic Plan level this year.</i></p> <p>Budget communication needs improvement: Lack of feedback on Level 2 and 3 budget changes.</p> <p>Resource Allocation Process: While showing marked improvement, it is unclear how the process is linked to tactical planning; it is unclear how the process results are linked to impact on student learning and achievement; it is unclear how areas report back on results, use of allocations, and impact.</p> <p>Governance: Governance appears to remain a mystery to some areas and</p>	<p>constituents and leadership, ability to follow, accountability, and hands-on training to resolve program assessment gaps (Academics is uniting to resolve this, however, program assessment processes need to be not only established but in practice prior to reaffirmation).</p>	<p>dream to make a difference.</p>

 Strengths  <i>What we do well . . .</i>	 Current State  <i>What we are not doing well . . .</i>	 Gap Analysis  <i>What we need to fill the gaps</i>	 Future State <i>Return on Investment . .</i>
	<p>perceived as not widely shared; engagement and communication could be contributing factors.</p> <p>Lack of community engagement: Overall viewpoint of lack of community engagement, presence, and listening to needs of constituents.</p>		
Strategic Plan Priorities Review			
<p>Overall, the Strategic Plan priorities were deemed appropriate and essential to efficiency and effectiveness, aligned to offering of high-quality educational opportunities and student success, recruitment, and retention.</p>	<p>Lack of diversity, equity, and inclusion campus-wide conversations</p> <p>Clarify language: Example – cross-divisional versus cross-campus; overall, should statements have more clarity or continue to remain broad; <i>expand</i> replacing <i>enhance</i>?</p> <p>Community partnerships: Add language to reflect intention to grow, maintain, and seek to serve the industry, community, and students (advising, dual credit, project leadership, events).</p>	<p>Increase diversity, equity, and inclusion engagement, opportunities, exposure, and communication.</p> <p>Consider revision of priorities to reflect SPOC feedback.</p> <p>Increase accountability for and engagement with community to a) demonstrate support and b) increase opportunities for community to engage, hear our story, and be reminded they are a critical part of UCC.</p>	<p>Improved response, leadership, and awareness of diversity, equity, and inclusion; factors become ingrained in how we think, interact, and lead.</p> <p>Priorities become an extension of UCC shared values and vision and are led by constituent needs.</p> <p>Community experiences UCC support, trust builds, and relationships are fostered.</p> <p>Students experience a culture of support that launches them on their educational journey with success.</p>
Reporting Plan Templates Review			

 Strengths  <i>What we do well . . .</i>	 Current State  <i>What we are not doing well . . .</i>	 Gap Analysis  <i>What we need to fill the gaps</i>	 Future State <i>Return on Investment . .</i>
<p>Forms are meaningful</p> <p>Forms maintain consistency and communicate tactical plan fulfillment.</p> <p>Forms illustrate everyone has voice and wide distribution.</p>	<p>Congruence of forms is lacking</p> <p>Language is inconsistent</p> <p>Areas for narratives are too small</p> <p>Desire one form with tabs and tabulations to increase efficiency and accuracy.</p> <p>Most did not know there was a repository for reporting.</p> <p>Meeting minutes templates are needed.</p> <p>Operational areas may not know importance of fulfilling plans.</p> <p>Plan reporting feels like busy-work; lacks meaning for all areas.</p>	<p>Major revision of forms is needed to improve efficiency, project management, and communicate/demonstrate meaning to constituents.</p> <p>Technology: To summarize project management track progress.</p> <p>Accountability leadership for areas of operation will increase perceptions of meaningfulness, organization, value of the process, and encourage team members.</p> <p>Time: Continued work toward listening and making improvements.</p>	<p>Increased efficiency</p> <p>Systematic process gains momentum of meaning, priority, and importance.</p> <p>Continuous challenging of the process leads to innovation and improvement.</p> <p>Small and big wins are celebrated; contributions are recognized.</p> <p>Leaders model the way, inspire a shared vision, and enable team members to act.</p> <p>All this trickles down to our students and community.</p>
<p>Project Management</p>			
<p>Student-centric</p> <p>Interpersonal communication</p>	<p>Lacking project completion Projects are started but are not always completed – <i>close the loop</i> deficient, resulting in inefficient use of resources.</p> <p>Lacking consistent interproject communication Areas are siloed, <i>left hand/right hand</i>, resulting in lack of appropriate</p>	<p>Close the loop</p> <p>Project tracking Risk management WBS development/management Communication/sharing information</p>	<p>Increased impact to students</p> <p>Increased performance improvement</p>

 Strengths  <i>What we do well . . .</i>	 Current State  <i>What we are not doing well . . .</i>	 Gap Analysis  <i>What we need to fill the gaps</i>	 Future State <i>Return on Investment . .</i>
<p>Inter-area camaraderie</p> <p>Subject matter experts of area – talented, spectacular, and amazing!</p> <p>Improvement focused</p> <p>Forward thinking</p> <p>Passionate</p>	<p>prioritization for projects, work breakdown structure (WBS), and risk management (SWOT). Lacking consistent interproject collaboration Silos impacting efficiency</p> <p>Lacking project management expertise Resulting in overall decreased efficiency, optimum job performance and project completion.</p> <p>Lacking performance improvement Energy for improvement is split between SME work and project completion/management resulting in neither one operating at optimum levels (energy is placed in micro versus macro project management).</p> <p>Innovation is stunted Opportunities for innovation, growth, and change are missed.</p> <p>Lack of consistency in tracking outcomes This occurs to the point of outcomes not matching project end measurements, resulting in spinning wheels and projects</p>	<p>Project coordination Project prioritization Milestones focus aligned to strategic plan/uniting all areas</p> <p>Project development, management, monitoring, modification, measurement of success, collaboration, and evaluation to mitigate threats and strategically plan for the future.</p> <p>Connection Accountability One process/brain to link all personnel, projects, and align planning and outcomes to energy expended</p> <p>Strategic planning/master plan Innovation</p> <p>Project evaluation/modification Accuracy Consistency Appropriateness</p>	<p>Increased efficiency</p> <p>Increased quality assurance</p> <p>Appropriate use of talent and resources</p> <p>Increase in innovation</p> <p>Project completion</p>

 Strengths  <i>What we do well . . .</i>	 Current State  <i>What we are not doing well . . .</i>	 Gap Analysis  <i>What we need to fill the gaps</i>	 Future State <i>Return on Investment . .</i>
<p>Well meaning</p> <p>Knowledgeable</p> <p>Work cohesively as a team</p> <p>Vision and values aligned</p>	<p>not competed, or fading away, due to timing of completion/impact.</p> <p>Resources not optimally utilized Opportunities are missed; both internal and external.</p> <p>Disconnect from industry needs Community, external, and internal trends are not tracked or integrated into plans.</p> <p>Not celebrating our successes Lack of appropriate communication of our story to our constituents (too detailed, too complex, not simple enough for all to understand).</p> <p>Magnitude effect on overall ROI</p>	<p>SMART goals/objectives</p> <p>Systematic project monitorization Differentiate key performance indicators of success and critical success factors.</p> <p>Consistent situational and competitive analysis completed Efforts and outcomes aligned and realistic to needs. Energy focused at the micro level to determine best sources for funding/resources and achieve optimum macro level results.</p> <p>Communicate our story!</p> <p>Increased overall efficiency</p>	<p>Integration of areas and optimum use of resources.</p> <p>Alignment to current industry trends/needs resulting in a product that positively impacts students and meets community needs.</p> <p>Increased community trust, engagement, integration, and support; fulfill community expectations; community can see the impact of they and our efforts together achieving goals.</p> <p>Sustainability</p>

Moving Forward

College-wide Offices/Areas of Operation completed tactical plan assessments prior to the Annual SPOC meeting. Areas shared status of progress for year one of their two-year tactical plans and next steps shifting into year two. These results, along with the next steps to inform decisions, are included in [the Strategic Plan Tactical Plan Assessment AY 2020-2021](#) document. Themes that emerged from these findings include:

- Streamlining the Strategic Plan process to accurately reflect progress, outcomes results, and next steps but do so in snapshot format with executive summary. Thus, increasing communication to constituents and providing results in a way that can be readily understood, analyzed, and visibly seen.
- Prioritizing Office/Area of Operation projects to collaboratively a) align with strategic plan goals and b) ensure assessment/evaluation of impact on student learning and achievement is clear in plan design, metric/measurement of success, and reporting of impact.
- Continued focus on student learning and achievement best practices to inform decisions, make improvements, and support student success.
- Increased continued lifelong learning and inquiry, bringing back knowledge to share for continuous improvement, innovation, and efficiency.
- Continued increase of area collaboration, aligning projects, and improving processes in place to increase efficiency, sustainability, and manage resources.
- Increase community engagement with constituents to foster trust, shared values, and connections that will help students succeed, benefit the community, and revitalize relationships.

The College plans to review the findings included herein and use the results to inform actions for the final two years of the Strategic Plan, updating and refining where necessary to remain on track, and demonstrate impact on student learning and achievement.