2020-2022 Strategic Plan
Tactics, Actions, Outputs, and Outcomes

Tactics are overseen/implemented by the following SLT/PC areas of operation - ADV: Advancement; **AS**: Academic Services; **ATH**: Athletics; **BUS**: Business Services; **CEP**: Community Education and Partnerships; **ESS**: Enrollment and Student Services; **FS**: Facilities and Security; **HR**: Human Resources; **IE**: Institutional Effectiveness; **IT**: Information Technology; **LSS**: Learning Support Services

Tactics	Action Steps	Institutional Indicators	Strategic Priorities	Output Measures and Targets	Outcome Measures and Targets
Goal 1. Cultivate a healthy and efficient institutional culture (Institutional Indicators 9, 12, 13)					
Objective 1a. Develop and continue to promote a positive campus culture that welcomes and respects all students, employees, and visitors					

FS: Provide the most accessible and safest work environment as permitted by available resources	• Target specific areas of need for enhanced safety training
	• Determine priorities based on results of survey
	  ○ Areas of concern
	  ○ Knowledge deficiency
	  ○ Need for redundancy
	• Work with Communications and/or Compliance to develop survey questions to determine measures for priorities.
	• Hold a minimum of annual emergency management tabletop and simulation exercise.
	• Always review Accessibility opportunities in all new construction or renovation projects
		8
		12
				• 45% safety training participation
				• 90% participation in Emergency Response Team
				• Training calendar for all safety trainings provided
					• 80% or greater satisfaction in campus community comfort level

FS: Support Academic Tactical Plan by enhancing the learning and teaching environment	• Annually identify specific academic space for renovation and/or upgrades and implement improvements • Determine priorities based on: o Academic needs o Conditions assessment o Academic Tactical Plan	8 12	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations	• Systematic process for facility upgrades with consistent funding mechanism identified • Identified upgrades and/or renovations implemented	• 100% completion of yearly funded projects
FS: Enhance cleaning practices and sanitation	• Provide enhanced services for sanitation of F2F meeting and common spaces • Increase training opportunities for specialized Pandemic/SARS CoV-2 specific disinfectant techniques	8 12	Operational Imperative	• Enhanced cleaning techniques provided for 100% of custodial staff annually	• No infection attributed to the cleanliness of UCC
HR: Create online new employee orientation	• Develop an online New Employee Orientation. • Conduct an all campus review • Conduct focus group testing • Go live with orientation.	12	Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• Orientation program developed • Campus input and endorsement • Focus group testing	• User satisfaction rate of 75% or higher
Objective 1.b. Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus operations					

IE: Integrate data-informed IE processes throughout campus in an intentional, collaborative manner	• Collaboratively design tactical plans to include collaborative academic/support area actions and projects • Explicitly design tactical plan action outcomes to inform institutional indicators • Develop a discussion guide to be used by campus groups and governance entities more intentionally, widely, and frequently to review, discuss, and use IE processes and results	8	Operational Imperative: IE processes are comprehensive, systematic, integrated, and inclusive.	• All tactical plans included at least one cross-campus collaborative action • All tactical plans showed connection to institutional indicators • Discussion guide created by 11/20; 80% of monthly notes from dept. meetings reflected IE discussions and actions	• Institutional effectiveness rubric assessment rated at "developed" level by 7/22

IE: Use comparative, survey, and trend data to inform IE processes that lead to improvement in achievement of mission fulfillment	• Determine regional and national peer and aspirant comparison colleges, and identify the institutional effectiveness data and metrics for comparison with these colleges • Refine local surveys to reflect data needed for tactical and operational plans; conduct and systematically utilize results of national and local surveys to inform tactical and operational plans • Develop a guide for inclusion of a review of internal and external emerging patterns, trends, and expectations in SPOC semi-annual meetings	8	Operational Imperative: Monitor, evaluate, and adapt IE processes.	• List of 5 peer and 3 aspirant colleges developed; at least 6 comparative data sets created by July 2021 along with annual analysis of comparisons • Surveys designed and distributed by April 2021; 100% of survey responses less than satisfactory are included in appropriate2021-2023 tactical and operational plans • All SPOC meetings notes showed use of guide to review actions related to internal and external emerging patterns, trends, and expectations	• Institutional effectiveness rubric assessment rated at "developed" by July 2022

IE: Using an inclusive process, modify and extend the strategic plan through 2023	• Convene SLT sustainability retreat Create process for modifying the SP for an additional two years
	   o Identify leaders
	   o Establish priorities based on sustainability retreat
	   o Integrate priorities into current SP
	   o Consider feedback from campus constituencies
	   o Secure multiple levels of approval
		8	Operational Imperative: Strategic direction of the college is established and supported	• Sustainability list generated by September 2020
				• Inclusive process underway and documented by October 2020
				• Measures of success included
				• Plan approved by the BOE by May 2021
					• Strategic plan modification identified essential direction of the college through 2023

IE: Implement process to prepare Year Six PRFR Report and Year Seven Institutional Effectiveness Self-Evaluation Report for NWCCU	• Create I drive dedicated to accreditation evidence • Establish writing teams for standards 1 and 2 • Write reports for Year Six PRFR Report • Write reports for Year Seven Institutional Effectiveness Self-Evaluation Report • Educate campus and Board about accreditation processes • Budget for 2023 NWCCU site visit	8	Operational imperative: The College systematically evaluates its institutional effectiveness as required by NWCCU	• U drive created by Fall 2020 and populated as evidence becomes ready • Writers identified and trained by Fall 2020 for Year 6 repost and by Fall 2021 for Year 7 report • Year 6 report written, edited, revised, and submitted by Fall 2021 • Year seven preliminary report completed by August 2022 • Year seven final report submitted by December 2022 • Trainings provided to the campus and Board three times	• Successful reaffirmation in 2023 with no warnings, three accommodations, and fewer than five recommendations

FS: Provide systematic maintenance and upgrades to facilities	• Follow Facilities Performance Indicators and preventative maintenance planning based on the APPA FPI model and Dude Solutions PM Direct work flow processes.
	• Prioritize based on:
	  o Facilities Condition Assessment
	  o Academic Tactical Plan
	  o Master Plan
	  o Survey feedback
		8
		12
			Operational imperative	• Systematic process for facility system upgrades with consistent funding mechanism identified
				• Upgrades and/or renovations based on priorities identified
					• 100% completion of yearly funded projects

CEP: Reduce manual processes to manage student and payment information from the Enrole system	• Explore an automated extract of financial and student enrollment info from Enrole into Banner • Provide information and recommendations based on non-credit student success • Serve as the liaison with Enrole/Entrinsik staff for questions or modifications to the system	11	Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• 80% of non-credit students satisfied with the registration process • Finance, Registration, IT and non-credit units reported satisfaction with the upload process to Banner • Non-credit departments reported having satisfactory functionality and data to adequately promote offerings, track data, discount, analyze, collect payment, and communicate with students in a way that supports enrollment growth and student satisfaction	• Noncredit students utilize registration system that promotes enrollment growth and good business practices while reducing internal manual processes; determined by the 3 output measures

HR: Increase efficiency of HR processes and satisfaction with HR services	• Identify HR areas to enhance
	• Establish baseline HR metrics
	• Develop required workflows
	• Create electronic/ paperless processes
	• Test processes and training staff
		12	Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• By October, 2022, 70% or higher positive survey results regarding efficiencies of:
				  ○ Time saving
				  ○ Tracking
					• Time saving
					• Tracking
					• Ease of use
					• Cost effectiveness

HR: Establish tracking of employee performance evaluations using Banner for administrators' access.	• Activate employee performance tracking module in Banner • Enter current staff data • Produce a user friendly method of data access and communications with evaluators • Establish test focus group and refine process for user release • Create survey question to establish satisfaction rate data		Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• Output: Employee performance tracking module in Banner is activated • Output: Current staff data are entered • Output: User friendly method of data access and communications with evaluators is created • Output: Test focus group conducted and process for user release refined	• Output: Survey question to establish satisfaction rate data created

BUS: Enhance the College's sustainability by fostering responsible environment supported by data driven decision making	• Integrate resource allocation with the budget planning process : align with budget calendar and strategic priorities, assess the results after resource allocation process put in place • Identify emerging resource gaps within the next 5-year window to prepare the College for financial impacts • Develop sustainable solutions for areas with emerging financial impacts: Motor Pool, Copier Pool, Hawk shop, self-sustaining funds that move into deficit positions		Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• Documentation, tracking, and timeline developed • Resource gaps identified and planning started to resolve gaps • Emerging financial areas identified and plans are developed	• 90% or more of participants understand resource allocation process and deem process fair • Fiscal indicators meet benchmarks • Reserves meet policy requirements • Trend for ending fund balance improved or stabilized • 95% of the budgets within budgeted allocations at year end
BUS: Strengthen quality, efficiency and effectiveness of Business Service operations	• Implement, review, revise Business Service policies and procedures to reflect best business practices for Higher Education • Develop, implement and automate training in the areas of Budget, Purchasing, Accounting and Finance, Hawk shop to optimize value to our customers while maintaining compliance with federal, state and college operating guidelines • Transition Business Service operations to paperless environment and remove	12	Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• 100 % of existing policies, procedures reviewed and adopted • Processes revised and trainings developed and provided as identified in operational plans • 100% of areas with budget responsibilities trained in budgeting and procurement processes • 100% of users with budget responsibility trained	• Satisfaction for quality of services provided at 90% or above • 1% monthly decrease in errors on submitted documentation for processing by outside users • Decreased time for processing documentation (90% of A/P is

	barriers to working from home; improve access to information				processed within the due deadlines)
IT: Enhance efficiency and accuracy via Paperless Campus processes	• Align staff & faculty with Office tools vs G-Suite tools • Develop required training videos • Implement Office change for staff & faculty • Implement Office change for students • Provide (?) Vendor Demonstrations • Develop required workflows & web forms • Implement new departments to web forms & workflow • Convert legacy workflows to new system	12	Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• 95% of faculty, staff, and students transitioned to Microsoft 365 • 90% of G-suite tools transitioned to Microsoft 365 tools • 80% of current paper printing processes transitioned to electronic • Ability to perform e-signature on forms achieved • Video Trainings made available on website • Demand on printer toner & paper reduced by 20%	• Created access and use of automated processes, plus ability to electronically sign required documents for students and employees • Average 4 on 21/22 employee survey regarding paperless process improvements

IT: Single identity access	• Implement Banner 9 • Implement required SSO infrastructure • Map applications to active director groups for security • Convert applications to LDAP (single sign-on)	12	Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• Banner 9 implemented and working at UCC • All LDAP supported software transitioned to active director	• 20% reduction in passwords resets, resulting in less complexity for end users • Average score of 4 on 20/21campus survey for Banner ease of use
IT: Same day posting and registration recognition for the CWT student	• Research Enrole use and capability vs Banner capability • Decide on integration vs sunset • Develop solution • Create communication & implementation plans	12	Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• If integration: Posting of finance journals, registration, and student information prior to start of new business day • If Enrole sunset: Ease of community education student able to registerring for class without additional abandonments on web sites	• Reduction of 80% (2080 hrs registration + 130 hrs finance) without impacting students registering for classes.
ADV: Develop a website that best serves internal and external user needs	• Continue efforts started in 2019 to improve the website's Digital Certainty Index (DCI) through increased web editor training that will include quality assurance, accessibility standards, and increased work on search engine optimization (SEO)	8 12	Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• By June 2021, compliant, quality, up-to-date webpages with a DCI score of 85% or better • In 2020-21, 75% of campus web editors feel adequately trained to perform this work	• By June 2022, 70% satisfactory rating on overall web usability survey

ADV: Create a website that best serves internal and external user needs	• Build out webpages for the remaining 40% (6 out of 15) of the campus's operational areas that are incomplete		Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• 100% of campus operational areas (15 of 15) have streamlined webpages.	• 2021-22 Outcome: 70% satisfactory rating on overall web usability survey
Objective 1.c. Utilize equity lens college-wide in the development and review of policies, practices, services, programming, activities, and resource allocation decisions					
AS: Equity gaps in student success will be reduced July 1, 2022	• Provost will work with Provost Council, Department Chair, ACSC, Institutional Researcher to determine the type of trainings needed for faculty and support services personnel • Trainings will address the different types of equity gaps in curriculum and support services • Methods will be implemented to address relevant issues, eventually reducing and or closing the gaps that have been identified	8	Enhance diversity, equity, and inclusion across all campus operations and services	• 80% of the faculty participated in at least one training per term to better understand how to address matters of equity in the classroom and curriculum to lessen the equity gap • Data that measures equity gaps in learning analyzed and evaluated each term	• For each demographic, the equity gap will be reduced by 25% in two years • 75% of faculty and student support personnel participated in training relating to analyzing, evaluating and using data collected in a meaningful way to address equity gaps issues

ESS: Review of key policies and programs with equity lens	• Utilize an inclusion lens to identify the current policies, forms, programs, and services within Enrollment and Student Services that may negatively impact underrepresented students	9	Enhance diversity, equity, and inclusion across all campus operations and services	• 25% of Student Services Policies reviewed and rewritten if necessary • Student satisfaction surveys (establish baseline to determine rate)	• 3% increase in students' perceptions of UCC being a welcoming campus
HR: Create a method to ensure equitable, inclusive employment selection committees without barriers	• Establish ad hoc committee to create equitable selection committee processes • Create Canvas sell for equitable, inclusive selection committee training • Use focus group to complete training and provide feedback • Review feedback and make adjustments as needed	12	Enhance diversity, equity, and inclusion across all campus operations and services	• All selection committee members trained in processes of enhancing diversity, equity and inclusion	• At least 70% satisfaction rating in survey results • Measurable statistics of enhanced diversity, equity and inclusion in filling positions at UCC

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

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

AS: Five new academic programs will be offered at UCC by Fall 2022	• Provost works with chairs and program coordinators to determine new programs (degree or certificate) based on industry needs, research, transferability, and job readiness • Provost works with ACSC and academic program assistants to ensure compliance and program approval processes are followed • Marketing and recruiting	1 2 3 4 8 9	Expand and diversify recruitment and retention through cross-divisional initiatives	• Five programs and coordinators identified, in draft form, by December 1, 2020 to impact enrollment • Internal approval process completed June 15, 2021 • External approval processes completed by October 15, 2021	• Five new programs marketed, recruited for, and enrolled by Fall 2022 with an enrollment of 20 students per new program

ATH: UCC's new academic programs and pathways attract athletes and others	• Identify new academic programs for UCC • Work with academic departments and marketing to develop program • Move programs through the approval process • Market and recruit for the programs	5 6 7 9	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations	• Successful identification and implementation of programs: 1 new program developed and completed through all levels of approval	• Enrollment in programs: New courses enrolled at 15+ the first time offered
LSS: Reinforce the quality check process for online courses	• Inform faculty of the quality check process-Fall Convocation and throughout the academic year • Support faculty with assignment and course outcome alignment with training and ongoing support • Assess the effectiveness of the quality check process-evaluate the checklists, how they can be improved/modified • Develop a 2nd cohort of trained peer reviewers • Hire instructional designer • Backfill the vacant FT eLearning Specialist position	5 6 8 13	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations	• 2 QC trainings offered • 2 Outcome assessment workshops offered • 85% of faculty incorporated feedback from the peer review checklists • 60 course quality checks completed	• Satisfaction rates of online delivery increased by 10% (baseline data will be used from 2020 UCConline survey)

CEP: Improve student onboarding, monthly tracking systems and instructional experience of the Apprenticeship program	• Review current students onboarding and implement improvements • Improve instructional quality through hiring of a FTE Faculty/Program Coordinator • Update monthly reporting processes by utilizing tracking software for apprenticeship programs • Identify and implement a plan for long term instructional space and updated equipment • Hold meetings with industry and educators to explore pre-apprenticeship program for HS youth	12 13	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations	• 70% or higher satisfaction of students and training agents • Industry support for new JATC committee expanded by one additional trade by end of 2021-22 academic year	• Apprenticeship supported by industry and growing • Signed JATC/TATC agreements in 2023 and one additional trade offering in development or offered
CEP: Create and implement a plan for SOWI viability and determine indicators of success	• Listening sessions results, analysis and industry forecast data are used to create a business plan for SOWI • Determine what activities SOWI will operate and staff accordingly • Engage with industry partners to support the program in practical ways • Broadly communicate plan, actions and successes	8	Enhance efficiencies and effectiveness of targeted cross-campus processes and services	• Business plan developed and approved by Spring '21 • 2020-2022 SOWI Operation plan developed using listening session feedback, analysis, and recommendations • Enterprise fund net revenue increased 5% or more annually	• Role of SOWI is understood and supported by internal and external stakeholders; measured through outputs and internal/external satisfaction surveys
Objective 2.b. Evaluate and implement innovative models of program delivery and content					

AS: Faculty will utilize best practices and innovative strategies in teaching and learning	• Apply for a Title III grant to support the development of an innovative Teaching and Learning Center • Determine how developmental education, online learning and other pedagogical formats can be integrated to provide innovative strategies for teaching and learning • Develop a training plan for faculty	1 2 3 4 6 8	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations	• Grant writers meeting held in September 2020 with campus constituents • Plan for teaching and learning center approved by SLT • A mini-term established to focus on accelerated learning • UCC awarded Title III grant • Training Plan developed and communicated to all faculty	• 80% of FT & PT faculty articulated and utilized five innovative teaching and learning strategies (remote, online, hybrid and/or F2F) • 80% of faculty noted improvement in the teaching and learning section of course surveys • Components of Title III grant successfully implemented within the time frames established in the grant

LSS: Improve student learning and achievement by aligning guided pathways initiatives with retention and completion efforts, while focusing on part-time students and ethnic/racial groups	• Improve tutoring services • Explore a teaching and learning center with the Title III grant that would be a hub for faculty development • Implement the library plan presented to SLT Summer 2020 • Utilize the technology purchased through the Cares Act • Review learning outcome reports to identify areas of improvement • Implement the Commission student achievement rubric with LSC & EM/SS Divisions • Establish benchmark comparisons at the state and national levels	1 3 5 6	Implement guided pathway strategies through cross-campus partnerships	• 10 courses embedded with tutors • The redesign of library space completed • 70% of faculty trained utilizing technology purchased through the CARES Act • ULO outcome proficiency increased by 10%	• Fall to Fall Retention rates for PT students and ethnic/racial groups increased by 1%. • Completion rates for PT students increased by 10%. • 3-yr Completion Target FT – 30%, PT – 15% • 6-year completion Target FT – 45%, PT – 25%
ESS: Develop new dual credit opportunities	• Develop at least three new sponsored dual credit partnerships with high schools and UCC faculty	NA	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations	• At least three new courses offered	• 5% increase in number of students passing dual credit courses

Objective 2.c. Expand workforce training options that meet the needs of non-degree students, local employers, and industry					
CEP: Remove barriers for non-credit departments to utilize Canvas to deliver hybrid, remote and online courses	• Determine barriers to CEP depts & students utilizing Canvas • Address barriers and determine process for usage that minimizes duplicate processes • Explore Canvas/Enrole integration • Determine support model, cost, and funding cost for non-credit students • Provide training to non-credit staff and faculty on Canvas features and usability	11 12	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations	• 5 courses offered in Canvas by end of 2020-21 • 10 courses offered in Canvas by 2021-22 • Student evaluations showed 90% or higher satisfied/highly satisfied in courses using Canvas	• Non-credit enrollment numbers sustained during COVID-19 restrictions • Online/hybrid courses grew to 33% of total offerings post-COVID
Objective 2.d. Enhance applied learning experiences within all degree and certificate programs					
AS: Relationships with high schools and industry partners will be enhanced by 2022	• Establish at least one high connections initiative per academic department to enhance enrollment and high school relations • Establish a Community Scholars program, plan, and timeline to enhance fundraising and donor relations supporting teaching, learning, and academic leadership positions and signature programs • Confirm program advisory committees' responsibilities outlined in the handbook	11 13	Integrate College programs and services with community agencies, schools, business, and industry	• High school relations and program affiliates identified, established, and published in all academic departments literal, website, and so forth • Advisory board trainings published and held; meeting minutes on file on the appropriate webpage • Community Scholars Program established	• All five academic departments have at least one high school connection initiative • CTE and CEP Advisory committee work increased industry relations by 25% • 5 community scholars identified and assigned to each academic department

ATH: UCC's Community Service/Partnering Program has grown and improved	• Develop new community partners and service opportunities • Work with the campus to add new ways to serve internally • Monitor current offerings to ensure/improve the quality through satisfaction survey	11 13		• By June 2021, 5% increase in service hours, number of activities, and numbers of people served (all 3 areas)	• By June 2021, 65% satisfaction of organizations served
Goal 3. Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce (Institutional Indicators 1, 2, 3, 4, 8, 9)					
Objective 3.a. Expand and re-envision enrollment efforts to reach a wide range of students					
ESS: Enrollment of diverse student population will stabilize	• Improve event delivery methods and attendance • Develop calendar of communications, marketing, and recruitment outreach campaigns • Develop low enrolled program recruitment plan • Develop Recruit-Back Plan • Establish funding for CRM, and research best options	3	Expand and diversify recruitment and retention through cross-divisional initiatives	• At least 100 workshops, presentations and events held annually • Applications increased by 2% • Conversion rate increased by 2% • Calendars template implemented by staff • Plan developed for 5 low-enrolled programs • Enrollment increased in targeted low-enrolled programs by 10% • 5% of recruit-back list enrolled in a class at UCC	• Enrollment increased by 5%

ATH: UCC's student participation in athletics has increased	• Develop budget and cost analysis for the last phase of the strategic enrollment initiative (softball) • • Continue to monitor roster sizes for all existing sports	1 2 3 4 8 9	Expand and diversify recruitment and retention through cross-divisional initiatives	• Increased number of opportunities for participation by 25 spots by January 2022	• Each team roster at 95% capacity or greater by January 2022
<td colspan="5">**Objective 3.b. Improve registration and advising processes to support students' academic and career pathways**</td>
ESS: Improve student onboarding processes	• Utilize GP Houses in website and application redesign • Embed career coaching in onboarding process	1 3 4	Implement guided pathway strategies through cross-campus partnerships	• Initial Area of Study website completed and subpages for each house developed with degrees and certificates linked • Paper and SSB apps revised • At least 75% of transfer students identified a house	• 5% Increase in number of students retained and on track in their program of study

ESS: Streamline advising system	• Analyze issues with faculty advising and develop clear system of when students will be moved to faculty.
	• Develop advising calendar with template messages and checklists
	• Using EMM, develop advising plan to increase number of students taking college level math, writing and completing 36+ credits in first year
		1
		2
		3
		4
			Implement guided pathway strategies through cross-campus partnerships	• 75% of full time faculty received a caseload of at least 10 students by winter term 2021
				• Advising checklist printed and online
				• EMM rates increased:
				  o Completed college math in year 1: 14; Year 2: 20%
				  o Completed college English in year 1: 35%; Year 2: 45%
				  o Earned 36+ college credits in year 1: 14%: Year 2: 20%
					• 5% increase in number of students retained and on track in their program of study

ESS: Improve transfer resources	• Develop transfer plan with new transfer advisor • Focused workshops and advisor implemented for transfer students • Develop tracking system of where students transfer and what programs they enter • Analyze reasons students transfer before program completion	4	Implement guided pathway strategies through cross-campus partnerships	• Transfer plan developed and approved • At least 5 transfer workshops implemented • Transfer Tracking system developed	• 3% increase of students transferring
ADV: Develop website and marketing materials that support clear pathways to explore academic programs	• Restructure transfer and CTE webpages into one unified area • Create nine academic houses that include all related program subsets and marketing materials using color-coded identifiers	2 3 4	Implement guided pathway strategies through cross-campus partnerships	By June 2021: • 100% of all academic programs structured into 9 houses • 100% of houses have color-coded rack cards • 100% of Houses have an intro video	• 70% satisfactory rating on overall web usability survey questions in June 2022
Objective 3.c. Ensure that all students have equitable access to learning and to academic support services to successfully complete programs					
AS: Developmental education pedagogical practices will be integrated into the General Education curriculum by the end of Fall 2021	• Provost meets with AVP for Academic Services to confirm expectations • Provost meets with department chairs to confirm expectations • AVPAS submits proposal for development education model, plan and budget by end of December 1, 2020 • Provost reviews and approves model and plan before submitting to SLT • SLT reviews and approves plan by January 4, 2020	1 2 3 4 8 9	Implement guided pathway strategies through cross-campus partnerships.	• Plan and cost analysis approved by 01/08/21 • Faculty workshops held during winter and spring terms with 25% participation rate • 6 courses and faculty are identified with a pilot held in Spring term	• New dev ed model implemented into six selected gen ed courses • Dev ed course numbers are reduced by 50% each term • Cohort of students progressed through six classes with a 75% pass rate

LSS: Implement a new development education model aimed at accelerating successful completion of college-level math and English with a focus on part-time students and ethnic/racial groups	• Modify the developmental education model, review best practices and implement the findings, incorporate the co-requisite model • Move below-college level courses to ABS • Implement the corequisite math model and recruit students for math studio courses • Promote summer bridge to prepare students for Fall term • Identify equity gaps with the EMM data and develop strategies to address and improve the gaps	1 2 3 9	Implement guided pathway strategies through cross-campus partnerships	• Self-placement practices reviewed • 3 pre-college level courses transitioned to Adult Basic Skills • 60 students completed the math studio lab • Summer bridge participation increased by 10%	• 10% increase in Key Performance Indicators of early momentum metrics for college level math, English, and both in year one for part time students and ethnic/racial groups
ESS: Increase participation in Student Engagement activities	• Using a wellness model for a balanced life, develop a student engagement plan with an on-campus and virtual focus and increase campus wide knowledge and utilization of services	1 4	Implement guided pathway strategies through cross-campus partnerships	• Engagement plan developed • 10% Increase of student participation in student engagement activities	• 80% of students participating in student engagement activities valued activity and were more connected to UCC
IT: Create classrooms and offices without barrier "walls"	• Research available affordable video technology for classrooms, staff & faculty • Review student surveys, faculty, & staff emails regarding remote learning challenges with technology • Order and install required hardware • Implement virtualization & remote access • Train students, faculty, and staff	1 3	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations	• 300+ students adopted new technology • Adoption rate of virtualization by faculty & staff > 50%	• Score of 4+ on 20/21 technology satisfaction survey, indicating expanded access that enhances teaching, learning, and work success

Goal 4. Enhance integration of the College with the community (Institutional Indicators 11, 12)					
Objective 4.a. Create an alumni relations program					
ADV: Enhance Donor Relations/ Support connections with the community via improved alumni relations	• Produce an increased number of alumni spotlight stories • Increase alumni database contacts	11 13	Integrate College programs and services with community agencies, schools, business, and industry	• 20% increase in alumni spotlight stories • 20% increase in alumni database contacts	• By June 2022, 10% of alumni database contacts actively connected to the college through donor relations, classroom speakers, or other campus initiatives
Objective 4.c. Develop more relationships with business and industry to enhance workforce learning opportunities					
CEP: Implement methods to measure business and industry satisfaction with CTE and CEP graduates and completers, and use data with advisory committees to determine need for new programs	• Utilize the Workforce Committee to create a framework for industry satisfaction • Utilize Perkins funds to support advisory committee work, occupational data and industry surveys. • Review data and craft recommendations to Academic Council, Provost, College Leadership and other interested parties • Intentionally highlight success stories with business/industry and incorporate positive satisfaction survey results where applicable	11	Integrate College programs and services with community agencies, schools, business, and industry	• Guide available by Summer 2022 that outlines the framework for implementing new programs at UCC • Two business/industry success stories promoted via the UCC web and social media annually	• Newly developed satisfaction rate/metrics sustained or increased • 80% of business and industry reps satisfied with graduates and completers • 80% of business/industry reported likelihood of sending employees for training and to hire graduates