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Institutional Overview

Umpqua Community College (UCC) is a public community college located in Douglas County in southwestern Oregon, established in 1964 by a vote of its residents. It is the only postsecondary educational provider in Douglas County. Its mission is to make quality comprehensive post-secondary education affordable and accessible to district residents. UCC offers Transfer programs, Career and Technical Education, Community Education, Adult Basic Education, Workforce Development, and serves as a cultural and recreational center for the community.

UCC was first accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1970 and has maintained its accreditation status since that time. The last comprehensive evaluation was in 2004. The most recent interim report was in October, 2010.

The UCC district has 104,059 residents within the 5,071 square mile area of Douglas County. Under the Medicare/Medicaid categorization rules, Douglas County is classified “super rural,” isolated, and economically distressed. The City of Roseburg is the largest population center (pop. 21,255); a sizeable majority of county residents lives in towns with populations of fewer than 4,000 residents, or in the rural, unincorporated areas between these small towns.

The main campus is located six miles north of Roseburg on 100 acres of donated land overlooking the North Umpqua River. The main campus is composed of 17 buildings with additional College campus locations: the H. Woolley Adult Basic Education Center at 1634 W. Harvard, Roseburg; the Workforce Training Center at 2555 N. E. Diamond Lake Blvd., Roseburg; the Construction Technology Center at 400 Grant Smith Road, Roseburg; Tri City facility at 217 South Old Pacific Hwy, Myrtle Creek; and the Commercial Driving License Truck Shop located at 174 Stanford Road, Winston.

The 2010 Douglas County Census population is 107,667, of which 85,595 are adults (18 years and older). The total number of people attending UCC classes, events or activities was 60,884 when adjusted for duplications, so an estimated 56% of the Douglas County population (or 71% of adults 18 and older) attended at least one class, event or activity related to UCC in 2010–11.

As a comprehensive community college, UCC offers 29 two-year Associate of Applied Science (AAS) degrees, 32 one-year, less-than-one-year and pathways certificates, 49 Associate of Arts Oregon Transfer Degree (AAOT) subject area degrees, 17 Associate of Science (AS) direct transfer degrees and the Associate of General Science Degree (AGS). UCC offers a wide variety of non-credit classes, Workforce Development training, Small Business Development services, and also hosts and facilitates a wide range of cultural and athletic events at its facilities.

UCC requested authorization from voters on May 15, 2012 to finance $40 million in general obligation bonds to build an Allied Health and Sciences facility and Industrial Arts and Technology Training facility, to establish a facility to provide programs and services in South County, and to remodel vacated spaces. However, the bond
measure did not pass. UCC is currently considering options to still make use of the $8.5 million matching grant awarded by the state in 2009 for the Allied Health and Sciences Building.

In 2010, Washington Monthly\(^1\) ranked Umpqua Community College 13th best out of 650 community colleges—no other Oregon Community College made the top 50. This ranking was based on the Community College Survey of Student Engagement (CCSSE) results in categories of Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.

Along with support services to students, the campus offers cultural enrichment activities through the Whipple Fine Arts Center, Jacoby Auditorium and the Swanson Amphitheater, with the latter being developed and completed in 2008 through private contributions from the community. The UCC gymnasium is a resource for health and wellness programs and provides a home court for UCC’s Riverhawks basketball and volleyball teams.

At a time characterized by recession and high unemployment, an enrollment surge, and declining state funding, UCC continues to adapt well to meet training needs, to maintain and improve quality and to grow facilities and programs that serve the community.

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Preface

Institutional Changes since the Last Report

Enrollment

Oregon lost more than 220,000 private-sector jobs due to the recession of 2008. At the end of 2010, the private sector job count stood 11.4% lower than at the start of the recession. The unemployment rate for Douglas County stands at 13.6% as of September 2011 compared to the Oregon rate of 9.6% and a national rate of 8.65%. The number of Trade Act students enrolled under worker retraining initiatives increased from 225 in 2006–07 to 529 in 2009–10 for a 132.44% increase. The number of non-farm jobs available in Douglas County has decreased 6,370 or 15.75% between October 2007 and October 2011.

Enrollment dramatically increased 2008–09 through 2010–11 resulting in a compounded increase in FTE of 43.86%. Although enrollment increases continued during 2010–11, it was at a lesser rate (2.5%), and by the start of the current year enrollment has started to drop precipitously.

<table>
<thead>
<tr>
<th>UCC Projected Reimbursable FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>UCC Reimbursable FTE</td>
</tr>
<tr>
<td>% Change</td>
</tr>
</tbody>
</table>

UCC’s Office of Institutional Research projects a 2011–12 drop in FTE of 14%. By analyzing the dynamics of enrollment “bubbles” historically, UCC predicts another 23% drop for 2012–13, after which enrollment is predicted to stabilize. However, because the effects of the recession on Douglas County have been severe, it is unclear whether enrollment will actually re-stabilize at the levels seen prior to the start of the bubble, as is currently predicted.

Budget / Tuition / Fees

During this same period (2008–09 through 2010–11) state support per FTE declined by 35.06%. This resulted in a decrease of $1,282,234 state support to UCC during this period. To provide funding for needed classes and services per credit charges have increased from $69 per credit to $79.50 for an increase of $10.50. Even with this per credit increase UCC remains the lowest-cost community college in Oregon.

Financial aid disbursements increased from $7,647,719 in 2006–07 to $30,120,698 in 2010–11 resulting in a $22,472,979 or 298.85% increase. Total students served per year went from 1,916 in 2006–07 to 4,027 in 2010–11 for an increase of 2,111 student or 110.18%. This data is an indicator of the level of poverty in our service area.

In recognition of the difference between urban vs. rural and large vs. small community colleges, the state funding formula for community colleges has been adjusted. A new “floor”
amount has been set as the base funding amount for each college and an enrollment funding increase cap of 1% growth in FTE has been established. This sets the minimum funding level needed to operate each college and the floor amount from which percentage funding increases or decreases will apply. This strategy prevents large urban colleges from acquiring a disproportionate share of any new money and protects all colleges from disproportionate reductions in funding.

A campus budget committee with broad representation has been wrestling with budget issues and every area of UCC is reexamining its budget in light of the anticipated enrollment drops and resulting fiscal shortfalls over the next couple of years. The immediate financial impact has been cushioned somewhat because UCC anticipated a drop (although not as great as was seen). The state funding formula is based on a three-year average which will mitigate the sharpness of the decrease in state funding. However, the state is poised to implement an additional cut in funding overall that may reach 5%, depending on state economic conditions.

**Best Practices**

UCC has initiated “best practice” initiatives to address student retention issues. The Mentor Project started in fall 2011 to move students from academic probation to good academic standing. In 2010–11, 65% of all probationary students ended up on academic suspension. To address this issue 20 staff members have been trained so far as mentors to provide one-on-one support for probationary students and to help them regain good academic standing.

UCC is leading Oregon Community Colleges by implementing a mandatory orientation for financial aid students as part of UCC’s efforts to address new federal regulations concerning financial aid and student debt. The first such orientations were implemented in June 2011, an online version of the orientation was made available in July 2011, and as of Fall 2011 all students receiving federal financial aid were required to have participated in the orientation prior to registering for classes. These financial aid orientations are being integrated with the existing New Student Orientation.

**Online Learning**

During the recent enrollment surge UCC increased online offerings—the number of students served increased from 1,781 in 2006–07 to 8,711 in 2010–11 for a 389.11% increase. The number of class sections increased from 86 in 2006–07 to 424 in 2010–11 for a 393.02% increase. UCC also hosts web-based classes to satisfy demand and to provide options for students that would otherwise be unavailable through UCC’s classroom offerings.

UCC continues to develop online delivery and is committed to the quality of online instruction. This work is motivated both by the increasing expectations of students that educational offerings should be available online and by increased sophistication and quality of online materials used for instruction in traditional and hybrid classes as well. A growing number of UCC faculty and staff are certified Quality Matters (QM) reviewers, and courses that are offered substantially online are required to be QM certified, and will be additionally required to undergo periodic review to ensure that they meet these standards. The campus is engaged in a broad “Teaching, Learning and Assessment” conversation, and is significantly reorganizing, expanding and developing its resources and support for faculty teaching using digital learning tools—whether fully online, hybrid or enhanced.
Administrative Changes

UCC has seen a number of changes in administration in the last 15 months. After an extensive search and recruitment process Dr. Joe Olson was selected President, beginning his work with UCC on May 1, 2011. UCC hired a new Vice President for Instruction, Dr. Roxanne Kelly, who started work in July 2012. Beverly Brandt retired as Vice President for Administrative Services, and Dr. Lynn Moore, the Vice President for Student Development, has assumed those additional responsibilities, with the modification that the Director of Facilities and Chief Information Officer both now report directly to the President. Jason Aase is serving as the Interim Dean of Arts and Sciences as of April 2012. Lorrie Ranck was hired as Director of Curriculum Support in November 2010 and is now also serving as the Interim Chief Information Officer.

Strategic Planning

Umpqua Community College, through its strategic plan, formalizes its commitment to continuously improve its services, instructional programs, marketing and communication, and reinforcing existing and developing new partnerships within our communities in support of our mission. The current strategic plan with progress reports are published on the web (www.umpqua.edu/ucc-institutional-reasearch).

In 2007, UCC developed a strategic plan and framework focused on strengthening UCC’s ability to meet the needs of its community and serve its stakeholders through academic year 2012–13. This strategic plan is largely based on the college mission statement and gives four guiding initiatives centered on the assessment and prioritization of factors that will influence institutional decisions. Internal and external considerations and input from the community, staff, and students determined the relevance and need expressed in the plan’s four strategic initiatives. College committees developed the initial goals and measures related to achieving each initiative.

The strategic initiatives aim to improve communication by expanding college awareness and program marketing within our communities, insuring students a balance of programs and services needed to support achieving their academic goals and meeting educational needs, and the developing and/or expanding partnerships with education, industry and organizations. The current strategic plan provides sufficient flexibility to identify and address needs, changes, and challenges within our service area. Annual and semi-annual progress reports to the UCC Board of Trustees, campus and the community are developed to share the progress related to each initiative.

The next comprehensive strategic planning initiative will commence in Spring 2012. As part of a comprehensive process, UCC will review and engage in dialogue about its mission, vision, values and goals and utilize multiple data points to frame an integrated and inclusive planning effort reflective of a number of constituent groups. Building a scaffold of learning outcomes and competencies as well as articulating clearly defined accountability measures and benchmarks are paramount in rendering an institutional vision. This leads to continuous improvement while allowing for the campus to be agile and forward-thinking in the years ahead.
New Buildings

The new Danny Lang Teaching, Learning and Event Center was completed in January 2012. This building houses the Southern Oregon Wine Institute (SOWI: www.sowicellars.com). SOWI was founded in 2008, and is the premier viticulture and enology center in Oregon. With over 23,000 square feet, the lower floor of the Lang Center houses enology instructional and lab components and the second floor provides classrooms, a conference room, tasting room and event center. Ultimately, the building will support a wine incubator program, which recently received a $1.25 million grant from the Economic Development Administration of the US Department of Commerce. The Lang Center was paid for one-third from contributions from private sources and the remainder from federal low-interest economic development loans. Economic impact studies predict that SOWI, over a seven-year period, will help contribute to over 5,000 wine cluster jobs in the seven southern Oregon counties.
Response to Recommendation Three (Fall 2010)

On February 2, 2011, the Commission reaffirmed the accreditation of Umpqua Community College based on the Fall 2010 Regular Interim Evaluation, but noted three areas where UCC “substantially meets the Commission’s criteria for accreditation, but needs improvement.” Recommendations One and Two\(^2\) are to be addressed in the Year Three Self-Evaluation; and Recommendation Three in this Year One Self-Evaluation.

Recommendation Three

“Given recent changes in Board membership and anticipated changes in the presidency, the committee recommends that the Board of Directors move forward with its plans to develop and implement a process for regularly evaluating its effectiveness (Standard 6.B.6).”

Response to Recommendation Three

The Board has implemented a plan to address its effectiveness and the transparency of process. This includes a) setting clear goals, b) conducting regular internal self-assessments, and c) creating a regular process for getting feedback.

a) The Board immediately initiated a first annual series of work sessions resulting in a set of goals that were reviewed and adopted during the March 9, 2011 regular Governing Board meeting. This work included:

- a Board self-assessment using BoardSource (www.boardsource.org)
- detailed discussions of the internal process of Board meetings and Board interactions
- creation of a Board Policy on self-assessment
- initiating the practice of placing Board goals at the top of every Board agenda to maintain their visibility

b) The Board had a retreat in August 2011 to reevaluate their progress in meeting current goals; at this meeting the Board created its revised list of goals for 2012.

c) The Board engaged in the use of a variety of instruments to assess its effectiveness as reflected in campus surveys, evaluation of the President, and has committed itself to a process to conduct focused surveys of campus and community constituencies. See Appendix A: References to Board Process, Policies, Agendas.

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\(^2\) Recommendation One: “While Umpqua Community College has made substantial progress in its educational assessment, the committee recommends that additional work be done to achieve regular and systematic assessment of program outcomes by all faculty that demonstrate student achievement of outcomes and improvement of teaching and learning (Standard 2.A.5, 2.B.2, 2.B.3).”

Recommendation Two: “While it appears that faculty evaluation practices are in compliance for regular Umpqua Community College instructors, there is evidence that instructors teaching for UCC in local high schools may not undergo the same level of evaluation. The committee recommends that Umpqua Community College provide regular and systematic evaluation of all faculty performance across all delivery modalities (Standard 4.A.5).”
Eligibility Requirements

Executive Summary (Requirements 2–3)
Umpqua Community College meets all of the twenty-four NWCCU Eligibility requirements (www.nwccu.org/Standards and Policies/Eligibility Requirements/Eligibility Requirements.htm).

2 Authority
The institution’s mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education.

Umpqua Community College is an established comprehensive community college operating since 1964. The UCC Board of Trustees has authority to operate under ORS 341.290, ORS 341.425, and ORS 341.465, which provide authorization to award degrees and certificates, employ personnel, establish rules of governance, prescribe the educational program, control the use of property and otherwise oversee the operations of UCC.

3 Mission and Core Themes
The institution’s mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education.

The institution’s purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

In 2010–11, more than 5,473 students took credit classes and more than 10,910 participated in non-credit offerings, attesting to a local perception that everyone in the county goes to UCC. In 2010–11 UCC offered classes with a total student FTE of 4,769.36. The institution devotes substantially all of its resources to support its educational mission and core themes: related line items (instruction, instructional support, student services, community services, college support services, plant operation, financial aid, capital, work study and childcare) make up the great majority (80%) of budget requirements—remaining budget (20%) is devoted to debt service, fund transfers and contingencies.
Standard One: Mission, Core Themes, and Expectations

Standard 1.A Mission

Standard 1.A.1
The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Umpqua Community College's mission statement is widely published, approved by the Board, articulates UCC's purpose (from which it derives), and is supported by the community it serves.

Mission Statement
Umpqua Community College provides accessible and affordable quality college education, lifelong learning opportunities, workforce training, and cultural programs for our communities.

Standard 1.A.2
The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Umpqua Community College has identified five Core Themes (see below) that explicitly address the Mission's qualitative aspects, educational goals, and service to the community, and that “individually manifest … and collectively encompass” UCC’s Mission (Standard One). These Core Themes were reviewed in the November 9, 2011 Board meeting (Appendix A), and were again reviewed, discussed and unanimously affirmed at the December 14, 2011 Board meeting (Appendix A).

Core Themes
1. Promoting student access and success
2. Supporting quality learning and achievement through academic transfer education
3. Supporting quality learning and achievement through career and technical education
4. Supporting quality learning and achievement through student transition education
5. Serving our community through quality, lifelong learning in the areas of cultural, economic, workforce, self-improvement and professional development

Mission Fulfillment
Mission fulfillment and the threshold of mission fulfillment are defined in terms of the Core Themes:

- Mission fulfillment is defined as accomplishing Core Theme fulfillment for each of the five Core Themes.
- Core Theme fulfillment is defined as the arithmetic mean of the scores for each Core Theme’s data indicators.
• The minimum threshold of mission fulfillment is defined as having an average data indicator score of 80% or better for each of the five Core Themes.

These definitions will be revisited and recalibrated as part of the Year Three Self-Evaluation Report. Umpqua Community College provides accessible and affordable quality college education, lifelong learning opportunities, workforce training, and cultural programs for our communities.”
Standard 1.B Core Themes

Standard 1.B.1

The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

Core Theme 1 broadly addresses student access and success across all institutional areas. Core Themes 2–4 address academic transfer, career and technical education, and pre-collegiate student transition education. Core Theme 5 addresses other types of lifelong learning: non-credit instruction, workforce development, and non-instructional cultural events and activities.

Core Themes 2–4 are interrelated: academic transfer is essential for career and technical programs; many career and technical programs are designed for “transferability”; both depend on the successful transition of pre-collegiate students into college-level work; all depend on the extracurricular learning and support provided by other areas of UCC.

For these Core Themes UCC has developed a set of 65 data indicators. Of these, 23 (35%) focus on direct measures that quantify the actual intended effect—for example, a measurement of actual student GPAs.

There are 42 (or 65%) indirect indicators—for example, survey or sample data that doesn't necessarily measure the entire population.

The indicators are further classified into categories according to their primary intent: success, persistence, completion, prevention, perception and employment. The total count of indicators by category for each Core Theme is provided in the accompanying table below.

<table>
<thead>
<tr>
<th>Core Theme Indicators</th>
<th>Direct</th>
<th>Indirect</th>
<th>Success</th>
<th>Persistence</th>
<th>Completion</th>
<th>Prevention</th>
<th>Perception</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT1 success</td>
<td>12</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>CT2 academic transfer</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CT3 career technical</td>
<td>2</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>CT4 student transition</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CT5 workforce/</td>
<td>3</td>
<td>15</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>42</td>
<td>23</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>17</td>
<td>4</td>
</tr>
</tbody>
</table>

| Percentages           | 35%    | 65%      | 35%      | 8%          | 12%        | 12%        | 26%        | 6%         |

Indicator scores are normalized according to the following:

a) A rubric and/or calculation maps the indicator onto a percentage if need be.

b) An operational minimum and aspirational maximum is established for each indicator, considering factors such as historical values, comparisons with other Oregon community colleges, other national benchmarks where available.
c) Each indicator is scaled so that 60% corresponds to the operational minimum, and 100%, the aspirational maximum.

This is intended to make all indicator scores mimic the traditional grading scale in intuitively.

**Standards 1.B.1 and 1.B.2 – Core Themes, Objectives, and Data Indicators**

The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

**Core Theme 1: Promoting student access and success**

Core Theme 1’s objectives and associated data indicators are common to all aspects of the larger learning environment, either a) success, persistence and completion objectives that are in common to the different aspects of the academic b) objectives that characterize the commitment to provide a learning environment that supports students whether traditionally goal-seeking or those who may not be committed to a clear academic goal.

The data indicators are a direct reflection of the combined efforts of the academic disciplines that students are engaged in, and Student Development that provides counseling, support, assistance and formative experiences that are an integral part of the learning environment and as essential for student success.

Objectives 1.A–1.C are referred to as “success indicators” used in Objective 1.D for identified cohorts with diverse backgrounds and needs.

**Objective 1.A** Students are academically successful. The ability to continue taking and succeeding in classes is one of the fundamental directly assessable indicators of academic success. This is based on the student’s cumulative GPA as a trend over the timeframe that the student has been taking credit classes.

<table>
<thead>
<tr>
<th>Core Theme 1 Promoting student access and success</th>
<th>Objective 1.A Students are academically successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators</strong></td>
<td><strong>Threshold</strong></td>
</tr>
<tr>
<td>1.A.1 % of students taking credit classes while maintaining their cumulative GPA</td>
<td>&gt; X% Benchmark of direct measure of academic success</td>
</tr>
</tbody>
</table>

**Objective 1.B** Students persist in working toward their educational goals. These are “key” measures and indicators for the full collective of the academic enterprise, and provide UCC as a whole with the data needed to track how well students are persisting, and where improvements might be made.

<table>
<thead>
<tr>
<th>Core Theme 1 Promoting student access and success</th>
<th>Objective 1.B Students persist in working toward their educational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators</strong></td>
<td><strong>Threshold</strong></td>
</tr>
<tr>
<td>1.B.1 % persistence 1st-term =&gt; 2nd term</td>
<td>% increases over time Direct measure of persistence</td>
</tr>
<tr>
<td>1.B.2 % persistence term-to-term overall</td>
<td>% increases over time Direct measure of persistence</td>
</tr>
<tr>
<td>1.B.3 % persistence 1st-year =&gt; 2nd year</td>
<td>% increases over time Direct measure of persistence</td>
</tr>
<tr>
<td>1.B.4 % drops and withdrawals</td>
<td>% decreases over time Indicator of lack of persistence</td>
</tr>
</tbody>
</table>
Objective 1.C Students successfully complete their educational goals. The use of term-by-term planners is understood to be a proxy measure, as not all educational goals are captured in these planners. However, the clear articulation of long-term goals of achieving certificates and degrees provides a meaningful and assessable indicator of completion for the majority of students.

Additional measures and indicators for short-term goals are to be found within specific objectives for other Core Themes, notably Core Theme 5 that addresses other ways that UCC serves the community beyond traditional academic certificates and degrees.

### Core Theme 1 Promoting student access and success

#### Objective 1.C Students successfully complete their educational goals

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.C.1 % of students with accurate term-by-term planners</td>
<td>&gt; X%</td>
<td>Students with an accurate term-by-term planner have a defined goal</td>
</tr>
<tr>
<td>1.C.2 % of students completing goal identified in term-by-term planner</td>
<td>&gt; X%</td>
<td>Direct measure of goal achievement</td>
</tr>
<tr>
<td>1.C.3 % of student taking classes according to plan for those students with term-by-term plan</td>
<td>&gt; X%</td>
<td>Direct measure of incremental completion of goal</td>
</tr>
</tbody>
</table>

Objective 1.D Students with diverse backgrounds and needs are successful. UCC is only truly successful in fulfilling its mission when students from a diverse range of backgrounds are successful in their educational goals. This objective calls for analyzing the measures and indicators in Objectives 1.A–1.C for cohorts that are identified as being at risk to verify that their success is on par with the general student population.

### Core Theme 1 Promoting student access and success

#### Objective 1.D Students with diverse backgrounds and needs are successful

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.D.1 Academic Success Indicators by cohorts of background and need</td>
<td>(see 1.A–1.C)</td>
<td>Direct measure of success of cohorts with diverse backgrounds and needs</td>
</tr>
<tr>
<td>1.D.2 Persistence Indicators by cohorts of background and need</td>
<td>(see 1.A–1.C)</td>
<td>Direct measure of success of cohorts with diverse backgrounds and needs</td>
</tr>
<tr>
<td>1.D.3 Completion Indicators by cohorts of background and need</td>
<td>(see 1.A–1.C)</td>
<td>Direct measure of success of cohorts with diverse backgrounds and needs</td>
</tr>
</tbody>
</table>

Objective 1.E UCC provides effective intervention and preventive measures to ensure student success.

### Core Theme 1 Promoting student access and success

#### Objective 1.E UCC implements effective intervention and preventive measures

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.E.1 % of “Early Alert” students overall</td>
<td>&gt; X%</td>
<td>Minimizing direct measure of academic distress</td>
</tr>
<tr>
<td>1.E.2 % of early detection and intervention students with final grade of C or better in that class</td>
<td>&gt; X%</td>
<td>Direct measure of success in population showing academic distress</td>
</tr>
<tr>
<td>1.E.3 % of students participating in course evaluation process</td>
<td>&gt; X%</td>
<td>Indirect measure of student satisfaction</td>
</tr>
</tbody>
</table>
**Core Theme 1: Promoting student access and success**

Objective 1.E UCC implements effective intervention and preventive measures

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.E.4 % students participating in orientations</td>
<td>&gt; X%</td>
<td>Indirect indicator of preventive measures</td>
</tr>
<tr>
<td>1.E.5 % of students taking advantage of mentoring</td>
<td>&gt; X%</td>
<td>Indirect indicator of successful intervention</td>
</tr>
</tbody>
</table>

Objective 1.F Students engage with support services. It is an important aspect of UCC’s mission to ensure that students have extracurricular skills and opportunities that if lacking, create barriers to success.

**Core Theme 1 Promoting student access and success**

Objective 1.F UCC Provides effective support for learners

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.F.1 % of students who have attended financial literacy orientation</td>
<td>&gt; X%</td>
<td>Indirect indicator of support for learners making good financial decisions</td>
</tr>
<tr>
<td>1.F.2 improving use of services: # served by library increasing over time</td>
<td>&gt; X</td>
<td>Direct measure of usage rates for primary non-classroom instructional context</td>
</tr>
<tr>
<td>1.F.3 improving ease of use of services: library user survey</td>
<td>&gt; X</td>
<td>indicator of user perception of support, accessibility</td>
</tr>
</tbody>
</table>

**Core Theme 2: Supporting quality learning and achievement through academic transfer education**

Academic transfer education is an essential part of UCC’s mission. Credentials offered include the Associate of Arts Oregon Transfer Degree (AAOT); the Associate of Science (AS); and the Associate of General Science Degree (AGS) and the Oregon Transfer Module (OTM).

While Core Theme 1 applies to all areas focused on academic success, the Academic Transfer Objectives of Core Theme 2 focus on unique aspects of transfer success: defining goals, progression and completion, and success at the receiving transfer institutions.

Core Theme 2 has three objectives with seven indicators of achievement that in conjunction with the success indicators in Core Theme 1 provide a valid measure of mission fulfillment in academic transfer education.

Objective 2.A Students make progress in transfer studies. This is characterized in terms of proxy measures of timeliness in math and writing gatekeeper courses. A third measure captures the overall timeliness with the proxy measure of progress defined for the data indicator as earning sufficient credits (15) in their first year.

**Core Theme 2 Supporting quality learning and achievement through academic transfer education**

Objective 2.A UCC transfer students achieve high rates of progress and degree completion

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A.1 % of students pursuing a transfer degree that successfully pass MTH105 or MTH111 in their 1st year at UCC</td>
<td>&gt; X%</td>
<td>Direct measure of core class success and timeliness in Math</td>
</tr>
<tr>
<td>2.A.2 % of students pursuing a transfer degree that successfully pass WR 121 in their 1st year at UCC</td>
<td>&gt; X%</td>
<td>Direct measure of core class success and timeliness in Writing</td>
</tr>
</tbody>
</table>
Core Theme 2: Supporting quality learning and achievement through academic transfer education

Objective 2.A UCC transfer students achieve high rates of progress and degree completion

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A.3 % of students reaching the milestone of earning their first 15 college-level credits in one year</td>
<td>&gt; X%</td>
<td>Direct measure of student persistence. Identified as unique aspect of success for transfer students</td>
</tr>
</tbody>
</table>

Objective 2.B Students are prepared to succeed at their transfer institutions as reflected in the number of transfer students who complete their transfer degrees at the receiving institution within 3 years. This proxy data indicator summarizes the outcome that transfer students are prepared to succeed.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.B.1 % of students completing their transfer degrees in 3 years</td>
<td>&gt; X%</td>
<td>Proxy indicator for preparation for four-year studies — reflected in success rate at receiving institutions</td>
</tr>
</tbody>
</table>

Objective 2.C Students follow an education transfer plan. This is captured by three indicators that collectively show that an increasing number of students follow a plan; and independently tracks the success rates of those who do or do not follow a plan.

An “articulation plan” is the use of the term-by-term planner or similar document to create a schedule of classes for individual students to follow, whether or not UCC has a formal articulation agreement with the student’s intended four-year institution for their particular transfer emphasis.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.C.1 % of students who follow an articulation plan</td>
<td>&gt; X%</td>
<td>Unique Transfer area completion indicator - student goals map to receiving institutions</td>
</tr>
<tr>
<td>2.C.2 % of transfer students who successfully transfer to a four-year institution</td>
<td>&gt; X%</td>
<td>Direct indicator of program success: for students able to transfer, % that actually does so successfully.</td>
</tr>
<tr>
<td>2.C.3 % of students following an articulation plan successfully transfer to a four-year institution</td>
<td>&gt; X%</td>
<td>Direct indicator of program success: % succeeding of students with the intention to achieve a specific transfer goal</td>
</tr>
</tbody>
</table>

Core Theme 3: Supporting quality learning and achievement through career and technical education

The career and technical education aspect of UCC’s mission is to prepare students for the workforce while also supporting where possible student choice to engage in further education at four-year institutions. Career and technical education relies on industry and employers to ensure that students are receiving current information and skills and are thus employable.

While Core Theme 1 applies to all areas focused on academic success, the objectives of Core Theme 3 focus on unique aspects of career and technical program success: being properly prepared to engage with a technical cer-
Certificate or degree program of studies, having a broad transfer foundation where possible to facilitate taking different educational pathways and not dead-ending students, having current technical skills with market demand, and being able to find suitable employment having completed a certificate or degree.

Core Theme 3 has five objectives with thirteen indicators of achievement that in conjunction with the success indicators in Core Theme 1 provide a valid measure of mission fulfillment in career and technical education.

**Objective 3.A** Students are properly prepared for their technical studies, to avoid creating success barriers: on a per-program basis, key indicators selected are Math, Writing, Reading, and program application selection scores.

| Core Theme 3 Supporting quality learning and achievement through career and technical education | Objective 3.A Preparing the student for success in their chosen program of study |
|---|---|---|
| Indicators | Threshold | Rationale |
| 3.A.1 Success in Math prerequisites is an indicator of success in program | Correlation approaching X | Positive correlation in program math pre-requisites and ultimate success in the program |
| 3.A.2 Success in Writing prerequisites is an indicator of success in program | Correlation approaching X | Positive correlation in program writing pre-requisites and ultimate success in the program |
| 3.A.3 Success in Reading prerequisites is an indicator of success in program | Correlation approaching X | Positive correlation in program reading pre-requisites and ultimate success in the program |
| 3.A.4 Program application selection scores (for programs that have them) ensure that students are able to succeed | Negative correlation X | Negative correlation in lower program application selection scores and ultimate success in the program (for example, low but acceptable scores are sufficient for students to still be successful) |

**Objective 3.B** Current students and program graduates are satisfied with their education. Qualitative aspects of satisfaction with career and technical education is characterized with a selection of key data indicators, in the controlled and random CCSSE scores, in student evaluations of courses they are currently taking, and in post-graduation surveys of student satisfaction.

| Core Theme 3 Supporting quality learning and achievement through career and technical education | Objective 3.B students are satisfied with the quality of their programs |
|---|---|---|
| Indicators | Threshold | Rationale |
| 3.B.1 CCSSE Student satisfaction survey scores | > X% | Widely accepted indicator of student satisfaction; multiple scores — to be aggregated |
| 3.B.2 Students report satisfaction in program course surveys | > X% | Indicator of student satisfaction on per-program-course basis |
| 3.B.3 Graduates report satisfaction with program | > X% | Indicator by completers of satisfaction with program |

**Objective 3.C** Career and technical students do well in Gen Ed and technical transfer courses. A part of the career and technical mission is to ensure that, as much as possible, students may engage in further studies at a four-year institution if they so choose.
Core Theme 3: Supporting quality learning and achievement through Career and Technical Education

Objective 3.C: Students establish a strong educational foundation

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.C.1</td>
<td>&gt; X</td>
<td>Indicator that tracks how well CTE program requirements could lead to further studies at a four-year institution if students so choose</td>
</tr>
</tbody>
</table>

Objective 3.D: This establishes two general proxy measures for the quality of technical skills in a program. Programs must have strong advisory committees that help align the program's technical content with current market needs, and employers validate the skills students acquired against employer and market needs.

Core Theme 3: Supporting quality learning and achievement through career and technical education

Objective 3.D: Students establish and maintain a strong technical skill foundation

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.D.1</td>
<td>100%</td>
<td>Advisory committee input on curriculum and instructional issues is proxy for students receiving current knowledge and skills</td>
</tr>
<tr>
<td>3.D.2</td>
<td>&gt; X%</td>
<td>Employer satisfaction with student's technical skills</td>
</tr>
</tbody>
</table>

Objective 3.E: Students find well-paying employment in their field. This is characterized with a combination of Oregon Employment Department (OED) data and graduate survey data to ensure that the CTE employment objectives are being met.

Core Theme 3: Supporting quality learning and achievement through career and technical education

Objective 3.E: Programs are designed for employability

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.E.1</td>
<td>&gt; X%</td>
<td>Program Success indicator that students find work in their areas of study</td>
</tr>
<tr>
<td>3.E.2</td>
<td>&gt; X%</td>
<td>Indicator that students have employable skills, whether in their area of study or not</td>
</tr>
<tr>
<td>3.E.3</td>
<td>&gt; X%, $Y</td>
<td>Indicator of wages earned, Gainful Employment data</td>
</tr>
</tbody>
</table>

Core Theme 4: Supporting quality learning and achievement through the student transition education

Core Theme 4 addresses issues of pre-collegiate skill development. This encompasses developmental education classes in Writing, Reading, Math and Study Skills, Adult Basic Skills including Adult Basic education, English as a Second Language, GED, and Adult High School Diploma coursework. While enrollments in adult basic skills courses (ABE, ESL, GED and AHSD) have remained steady over time, enrollments in developmental education courses tripled between 2006–07 and 2010–11.
UCC provides educational opportunities to support students’ goals of skill improvement, credential attainment, transition between program areas, and workforce preparation. The three objectives are:

1. pre-collegiate students achieve improved rates of progress and success;
2. pre-collegiate students achieve progress and persist toward entering credit-level courses, workforce training, or the workforce; and
3. pre-collegiate students are prepared to succeed in their educational or career goals.

The first objective examines rates of progress and success in individual courses in the developmental education sequence of MTH010, MTH020, WR090, WR095, RD080, RD090, and HD100 and above. These are foundation courses for student success in higher-level undergraduate credit classes.

The second objective addresses student achievement in CASES pre- and post-test, as well as focuses on transitions, examining student progress within courses and programs at UCC. Tracking student transition points in the Adult Basic Skills program and using the distinctive measure of CASAS pre- and post-tests is part of an increased effort on ensuring student transition between ABS and both developmental and undergraduate credit classes.

The final objective focuses on how well students are prepared when they have completed their pre-collegiate goals, and addresses both student persistence and completion.

Core Theme 4 has 3 objectives with eight indicators of achievement that in conjunction with the success indicators in Core Theme 1 provide a valid measure of mission fulfillment in pre-collegiate student transition education.

**Objective 4.A** These key indicators are designed to capture for pre-collegiate students an effect analogous to that of Objective 1.A — that they take credits in key courses while improving their GPA.

| Core Theme 4 Supporting quality learning and achievement through student transition education |
|---|---|---|
| **Objective 4.A Students in STEP achieve improved rates of progress and success** | **Threshold** | **Rationale** |
| 4.A.1 % grades C or better in MTH010, MTH020 | % > X1, % > X2 | key math classes cumulative GPA as indicators of success |
| 4.A.2 % grades C or better in WR090, WR095 | % > X1, % > X2 | key writing classes cumulative GPA as indicators of success |
| 4.A.3 % grades C or better in RD080, RD090 | % > X1, % > X2 | key writing classes cumulative GPA as indicators of success |
| 4.A.4 % grades C or better in learning skills Human Development courses | % > X | Human Development classes cumulative GPA as indicators of success |

**Objective 4.B** Students are able to enter into new levels of education or employment. In the short term this is characterized by the indirect measure of CASAS score improvements in workforce skills courses. In the long term this is characterized by completion of a high school-level goal that actually resulted in making the transition to college-level education.
Objective 4.B Students show evidence over time of ability to enter credit-level courses, workforce training, or the workforce

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.B.1 Persistent improvement in CASAS pre- and post-test scores</td>
<td>pre-test &lt; post-test</td>
<td>Direct measure of incremental gains</td>
</tr>
<tr>
<td>4.B.2 X% of students that earn their GED and/or AHSD that continue on to earn a college level credential within Y years?</td>
<td>X%, Y</td>
<td>Indicator of ability to enter credit-level courses, workforce training or the workforce</td>
</tr>
</tbody>
</table>

Objective 4.C Students successfully transition from Learning Skills to college-level courses. This is characterized both with a forward-looking measure of Learning Skills cohorts who subsequently pass program-level courses, and a retrospective measure of program completers (whether academic transfer or career and technical) who benefited from taking a Learning Skills class at some point in their educational development.

Core Theme 5: Serving our community through quality, lifelong learning in the areas of cultural, economic, workforce, self-improvement and professional development

Core Theme 5 is focused on community-based noncredit classes, seminars, services and programs. A significant, but not exclusive amount of Core Theme 5 focuses on providing classes, resources and advisors in a variety of areas including, self-improvement, lifelong learning, cultural as well as workforce and business development.

The service aspect of this Core Theme is measured qualitatively by satisfaction surveys, but also through other measures that indirectly assess whether the breadth and depth of offerings satisfy the community’s needs, and whether the offerings are sufficiently accessible.

Students served include transitional, incumbent and entrepreneurial workers. Classes and services for transitional workers include job search classes and assistance, work and life skills classes and seminars, career coaching and exploration and skill building and other job-related services such as resume preparation. Incumbent workers are served via professional development courses, and contracted training with specific companies on a broad range of topics.

Cultural development includes a wide range of plays, art gallery showings, music performances, speech events, film and cultural entertainment screenings — these are offered at a variety of venues including Whipple Fine Arts Center, Jacoby auditorium, Swanson Amphitheater, and the soon-to-be-completed Danny Lang Center. Various measures are established on a per-venue basis to ensure that the mission is being served equally well at the different locations and within the different types of offerings that are characteristic of the different venues.
Objective 5.A UCC offers sufficiently broad and varied offerings. This is measured through needs surveys and indicators of community satisfaction, rather than trying to establish \textit{a priori} what the number or variety of offerings should be, or trying to infer that from historical offerings. Indicator 5.A.3 captures the average percentage of cancelled reservations as an indirect measure of having satisfactory offerings.

<table>
<thead>
<tr>
<th>Core Theme 5 Serving our community through quality, lifelong learning in the areas of cultural, economic, workforce, self-improvement and professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 5.A Community members have access to a wide range of quality, lifelong learning activities</td>
</tr>
<tr>
<td>Indicators</td>
</tr>
<tr>
<td>5.A.1 Increasing Non-credit student satisfaction rate of the Registration process.</td>
</tr>
<tr>
<td>5.A.2 Increasing percent of non-credit student activity at locations outside of Roseburg and Campus</td>
</tr>
<tr>
<td>5.A.3 Increasing percent of non-credit students who live outside of Roseburg taking online/hybrid classes</td>
</tr>
<tr>
<td>5.A.4 Increasing percent of college district population served</td>
</tr>
</tbody>
</table>

Objective 5.B UCC works successfully with a wide range of partners. These data indicators capture both high-level numbers on events, trainings and venue facilitations, and student activities in the form of partner referrals.

<table>
<thead>
<tr>
<th>Core Theme 5 Serving our community through quality, lifelong learning in the areas of cultural, economic, workforce, self-improvement and professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 5.B UCC works successfully with a wide range of partners to enhance the communities we serve.</td>
</tr>
<tr>
<td>Indicators</td>
</tr>
<tr>
<td>5.B.1 Increasing number of partners and co-sponsors of non-credit community and business seminars, trainings, and conferences held.</td>
</tr>
</tbody>
</table>

Objective 5.C UCC offers a variety and diversity of events and activities, both by the number of suitably large occurrences, and the number of new events as a proxy measure of variety. The amount of events and activities is tracked separately by venue as an additional proxy measure of variety, as different venues cater to different types of events and activities. Finally, also on a per-venue basis, community satisfaction addresses the qualitative aspects.

<table>
<thead>
<tr>
<th>Core Theme 5 Serving our community through quality, lifelong learning in the areas of cultural, economic, workforce, self-improvement and professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 5.C UCC delivers, hosts, facilitates and sponsors a variety of diverse cultural events and activities</td>
</tr>
<tr>
<td>Indicators</td>
</tr>
<tr>
<td>5.C.1 Increasing number of events occurring campus-wide in support of community needs and interests.</td>
</tr>
</tbody>
</table>
Core Theme 5: Serving our community through quality, lifelong learning in the areas of cultural, economic, workforce, self-improvement and professional development

**Objective 5.C** UCC delivers, hosts, facilitates and sponsors a variety of diverse cultural events and activities

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.C.2 Increasing number of events at each unique venue</td>
<td>&gt; X*; &gt; Y*</td>
<td>Indicator of diverse events hosted at diverse types of venues available at UCC</td>
</tr>
</tbody>
</table>

**Objective 5.D** UCC offers a variety and diversity of lifelong learning classes. This Objective is structured the same and with the same reasoning as Objective 5.C, but addresses classes rather than events and activities.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.D.1 Improving satisfaction rates of participants in non-credit community and business workshop classes.</td>
<td>&gt; X; &gt; Y</td>
<td>Indicator of breadth and depth of participant satisfaction at classes</td>
</tr>
<tr>
<td>5.D.2 Decreasing cancellation rate for open enrollment, non-credit community and business workshops and classes.</td>
<td>&gt; X; &gt; Y</td>
<td>Decreasing cancelation rate indicates effective marketing and registration processes.</td>
</tr>
<tr>
<td>5.D.3 Increasing student perception of teaching quality for non-credit classes.</td>
<td>&gt; X*; &gt; Y*</td>
<td>Subjective indicator of class or event quality</td>
</tr>
</tbody>
</table>

**Objective 5.E** Workforce development serves the community with activities, classes, job placements, licensures and certifications. The community when asked is satisfied with UCC workforce training.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.E.1 Enrollments in short-term skills training and success rates of certification exam/licensure preparation courses.</td>
<td>&gt; $X</td>
<td>Indicator of economic value of training activities in aggregate.</td>
</tr>
<tr>
<td>5.E.2 Percentage of employer satisfaction with contracted training provided by UCC</td>
<td>&gt; X</td>
<td>Indicator of employer satisfaction</td>
</tr>
<tr>
<td>5.E.3 Participation rate of people trained in workforce, small business and continuing education classes.</td>
<td>&gt; X</td>
<td>Indicator of workforce development</td>
</tr>
<tr>
<td>5.E.4 Amount of self-sustaining funding generated by workforce related courses, workshops and services.</td>
<td>&gt; X</td>
<td>measure of success in targeted training activities</td>
</tr>
</tbody>
</table>

UCC Year Three Self-Evaluation Report
Rationale for Measurability of Core Themes

The UCC mission is captured by Core Themes addressing academic transfer, career and technical, pre-college, workforce development, and community education and UCC’s role in providing cultural events and activities for the community. Core Theme 1 addresses the success, persistence and completion objectives that are in common to all of the the certificates and degrees in Core Themes 2–4, as well as critical non-instructional accessibility, diversity, and support aspects of accomplishing UCC’s mission independent of the student’s educational goal.

Fulfillment of UCC’s mission is based on the measurable fulfillment of each Core Theme; the measurability of the Core Themes flows directly from the measurability of their data indicators. All indicators are measurable and support meaningful operational benchmarks.

Core Theme 1

Student data indicators include GPA, persistence, completion of educational goals, student participation in key institutional intervention, prevention and support measures. All provide meaningful evidence of mission fulfillment with regard to access and success.

Core Theme 2

Student data indicators include passing key academic transfer classes, earning a meaningful number of credits within the first year, completing a degree within a meaningful amount of time (three years), establishing and following an educational plan, successfully transferring to a four-year institution and succeeding in their studies at that four-year institution. Together these provide meaningful evidence of mission fulfillment with regard to academic transfer education in conjunction with the indicators of Core Theme 1.

Core Theme 3

Student data indicators include completing necessary preparations for engaging in a career and technical certificate or degree, student and graduate satisfaction survey data, GPA for transferable classes within the career and technical program, community involvement in program content and design, and employment data. Together these provide meaningful evidence of mission fulfillment with regard to career and technical education in conjunction with the indicators of Core Theme 1.

Core Theme 4

Student data indicators include passing key college preparatory classes, demonstrating pre- and post-test CASES score improvement, earning a GED or AHSD and transitioning to a college-level course, and succeeding at a college level course after taking a Learning Skills course. Together these provide meaningful evidence of mission fulfillment with regard to pre-collegiate student transition education in conjunction with the indicators of Core Theme 1.

Core Theme 5

Community data indicators include satisfaction surveys, low cancellation rates, community partner collaborations and referrals, evidence of breadth and variety of well-attended events, activities and lifelong learning classes, funding generated, numbers of people trained, being placed in a job, and being successfully licensed or certified. Together these provide meaningful evidence of mission fulfillment with regard to Workforce Development, Community Education and service to the community.
Conclusion

Umpqua Community College's Year One Self-Evaluation Report defines a framework for self-assessment, and with this framework UCC is positioned to address the resource, assessment and planning documents during the remainder of the accreditation cycle.

UCC has defined a clear and operational methodology for assessing the extent to which UCC Mission has been fulfilled. It has addressed recommendation concerns as requested.

Beyond these report elements, the campus has embraced the new accreditation standards, its sharper focus on outcomes, and has engaged with the creation of UCC’s Core Themes, Objectives and data indicators in campus conversations, in student involvement, and has developed and deepened its understanding of accreditation.

UCC already has already committed to student success, evident across UCC but particularly in the work and increasingly close collaboration between the Student Development and Instruction Divisions. It has an increasing commitment to the use of evidence-based practice, and continues to strengthen the use of data in institutional conversations.

The process of engaging with the Year One Self-Evaluation has deepened UCC’s conversations and sharpen understandings of how a commitment to both a culture of evidence and student success can be a part of a larger picture that demonstrates mission fulfillment in a comprehensive way; how that can create a sharper definition of what it is that UCC does and how well; and how that provides UCC with tools to improve its work and better serve students and the community.
Appendix A: References to Board Process, Policies, Agendas

Board Process
www.boardsource.org

Board Policies
www.umpqua.edu/board-policies
www.umpqua.edu/images/100.17_BOARD_EVALUATION.pdf

Board Agendas and Minutes
www.umpqua.edu/board-reports-and-minutes

November 8, 2011 Board meeting – first reading of Core Themes

December 14, 2011 Board meeting – approval of Core Themes
## Appendix B: Data Indicator Summary Table

### Core Theme 1: Promoting student access and success

#### Objective 1.A: Students are academically successful

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.1 % of students taking credit classes while maintaining their cumulative GPA</td>
<td>&gt; X%</td>
<td>Benchmark of direct measure of academic success</td>
</tr>
</tbody>
</table>

#### Objective 1.B: Students persist in working toward their educational goals

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.B.1 % persistence 1st-term =&gt; 2nd term</td>
<td>% increases over time</td>
<td>Direct measure of persistence</td>
</tr>
<tr>
<td>1.B.2 % persistence term-to-term overall</td>
<td>% increases over time</td>
<td>Direct measure of persistence</td>
</tr>
<tr>
<td>1.B.3 % persistence 1st-year =&gt; 2nd year</td>
<td>% increases over time</td>
<td>Direct measure of persistence</td>
</tr>
<tr>
<td>1.B.4 % drops and withdrawals</td>
<td>% decreases over time</td>
<td>Indicator of lack of persistence</td>
</tr>
</tbody>
</table>

#### Objective 1.C: Students successfully complete their educational goals

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.C.1 % of students with accurate term-by-term planners</td>
<td>&gt; X%</td>
<td>Students with an accurate term-by-term planner have a defined goal</td>
</tr>
<tr>
<td>1.C.2 % of students completing goal identified in term-by-term planner</td>
<td>&gt; X%</td>
<td>Direct measure of goal achievement</td>
</tr>
<tr>
<td>1.C.3 % of student taking classes according to plan for those students with term-by-term plan</td>
<td>&gt; X%</td>
<td>Direct measure of incremental completion of goal</td>
</tr>
</tbody>
</table>

#### Objective 1.D: Students with diverse backgrounds and needs are successful

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.D.1 Academic Success Indicators by cohorts of background and need</td>
<td>(see 1.A–1.C)</td>
<td>Direct measure of success of cohorts with diverse backgrounds and needs</td>
</tr>
<tr>
<td>1.D.2 Persistence Indicators by cohorts of background and need</td>
<td>(see 1.A–1.C)</td>
<td>Direct measure of success of cohorts with diverse backgrounds and needs</td>
</tr>
<tr>
<td>1.D.3 Completion Indicators by cohorts of background and need</td>
<td>(see 1.A–1.C)</td>
<td>Direct measure of success of cohorts with diverse backgrounds and needs</td>
</tr>
<tr>
<td>Objective 1.E</td>
<td>UCC implements effective intervention and preventive measures</td>
<td>Indicators</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1.E.1</td>
<td>% of “Early Alert” students overall</td>
<td>&gt; X%</td>
</tr>
<tr>
<td>1.E.2</td>
<td>% of early detection and intervention students with final grade of C or better in that class</td>
<td>&gt; X%</td>
</tr>
<tr>
<td>1.E.3</td>
<td>% of students participating in course evaluation process</td>
<td>&gt; X%</td>
</tr>
<tr>
<td>1.E.4</td>
<td>% students participating in orientations</td>
<td>&gt; X%</td>
</tr>
<tr>
<td>1.E.5</td>
<td>% of students taking advantage of mentoring</td>
<td>&gt; X%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 1.F</th>
<th>UCC Provides effective support for learners</th>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.F.1</td>
<td>% of students who have attended financial literacy orientation</td>
<td>&gt; X%</td>
<td>Indirect indicator of support for learners making good financial decisions</td>
<td>x</td>
</tr>
<tr>
<td>1.F.2</td>
<td>improving use of services: # served by library increasing over time</td>
<td>&gt; X</td>
<td>direct measure of usage rates for primary non-classroom instructional context</td>
<td>x</td>
</tr>
<tr>
<td>1.F.3</td>
<td>improving ease of use of services: library user survey</td>
<td>&gt; X</td>
<td>indicator of user perception of support, accessibility</td>
<td>x</td>
</tr>
</tbody>
</table>

Core Theme 2 Supporting quality learning and achievement through academic transfer education

<table>
<thead>
<tr>
<th>Objective 2.A</th>
<th>UCC transfer students achieve high rates of progress and degree completion</th>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A.1</td>
<td>% of students pursuing a transfer degree that successfully pass MTH105 or MTH111 in their 1st year at UCC</td>
<td>&gt; X%</td>
<td>Direct measure of core class success and timeliness in Math</td>
<td>x</td>
</tr>
<tr>
<td>2.A.2</td>
<td>% of students pursuing a transfer degree that successfully pass WR 121 in their 1st year at UCC</td>
<td>&gt; X%</td>
<td>Direct measure of core class success and timeliness in Writing</td>
<td>x</td>
</tr>
<tr>
<td>2.A.3</td>
<td>% of students reaching the milestone of earning their first 15 college-level credits in one year</td>
<td>&gt; X%</td>
<td>Direct measure of student persistence. Identified as unique aspect of success for transfer students</td>
<td>x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2.B</th>
<th>Students are prepared to succeed at their transfer institutions</th>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.B.1</td>
<td>% of students completing their transfer degrees in 3 years</td>
<td>&gt; X%</td>
<td>Proxy indicator for preparation for four-year studies — reflected in success rate at receiving institutions</td>
<td>x</td>
</tr>
</tbody>
</table>
### Objective 2.C Students follow an articulation plan that will allow them to successfully transfer to a four-year institution

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.C.1 % of students who follow an articulation plan</td>
<td>&gt; X%</td>
<td>Unique Transfer area completion indicator - student goals map to receiving institutions</td>
</tr>
<tr>
<td>2.C.2 % of transfer students who successfully transfer to a four-year institution</td>
<td>&gt; X%</td>
<td>Direct indicator of program success: for students able to transfer, % that actually does so successfully.</td>
</tr>
<tr>
<td>2.C.3 % of students following an articulation plan successfully transfer to a four-year institution</td>
<td>&gt; X%</td>
<td>Direct indicator of program success: % succeeding of students with the intention to achieve a specific transfer goal</td>
</tr>
</tbody>
</table>

### Core Theme 3 Supporting quality learning and achievement through career and technical education

#### Objective 3.A Preparing the student for success in their chosen program of study

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A.1 Success in Math prerequisites is an indicator of success in program</td>
<td>Correlation approaching X</td>
<td>Positive correlation in program math pre-requisites and ultimate success in the program</td>
</tr>
<tr>
<td>3.A.2 Success in Writing prerequisites is an indicator of success in program</td>
<td>Correlation approaching X</td>
<td>Positive correlation in program writing pre-requisites and ultimate success in the program</td>
</tr>
<tr>
<td>3.A.3 Success in Reading prerequisites is an indicator of success in program</td>
<td>Correlation approaching X</td>
<td>Positive correlation in program reading pre-requisites and ultimate success in the program</td>
</tr>
<tr>
<td>3.A.4 Program application selection scores (for programs that have them) ensure that students are able to succeed</td>
<td>Negative correlation X</td>
<td>Negative correlation in lower program application selection scores and ultimate success in the program (for example, low but acceptable scores are sufficient for students to still be successful)</td>
</tr>
</tbody>
</table>

#### Objective 3.B students are satisfied with the quality of their programs

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.B.1 CCSSE Student satisfaction survey scores</td>
<td>&gt; X%</td>
<td>Widely accepted indicator of student satisfaction; multiple scores — to be aggregated</td>
</tr>
<tr>
<td>3.B.2 Students report satisfaction in program course surveys</td>
<td>&gt; X%</td>
<td>Indicator of student satisfaction on per-program-course basis</td>
</tr>
<tr>
<td>3.B.3 Graduates report satisfaction with program</td>
<td>&gt; X%</td>
<td>Indicator by completers of satisfaction with program</td>
</tr>
</tbody>
</table>
### Objective 3.C Students establish a strong educational foundation

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.C.1</td>
<td>Students' Cumulative GPA in General Education courses on a per-program basis</td>
<td>&gt; X</td>
</tr>
</tbody>
</table>

### Objective 3.D Students establish and maintain a strong technical skill foundation

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.D.1</td>
<td>100% of programs having advisory committees meeting at least twice a year</td>
<td>100%</td>
</tr>
<tr>
<td>3.D.2</td>
<td>Survey representative group of employers. Of those employers surveyed, X% are satisfied with student technical skill achievement</td>
<td>&gt; X%</td>
</tr>
</tbody>
</table>

### Objective 3.E Programs are designed for employability

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.E.1</td>
<td>Aggregate survey and/or OED data on % of graduates working in job cluster</td>
<td>&gt; X%</td>
</tr>
<tr>
<td>3.E.2</td>
<td>Aggregate survey and/or OED data on % of graduates working</td>
<td>&gt; X%</td>
</tr>
<tr>
<td>3.E.3</td>
<td>Aggregate survey and/or OED data on % of graduates making a &gt; $Y/hr</td>
<td>&gt; X%, $Y</td>
</tr>
</tbody>
</table>

### Core Theme 4 Supporting quality learning and achievement through student transition education

### Objective 4.A Students in STEP achieve improved rates of progress and success

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.A.1</td>
<td>% grades C or better in MTH010, MTH020</td>
<td>% &gt; X1, % &gt; X2</td>
</tr>
<tr>
<td>4.A.2</td>
<td>% grades C or better in WR090, WR095</td>
<td>% &gt; X1, % &gt; X2</td>
</tr>
<tr>
<td>4.A.3</td>
<td>% grades C or better in RD080, RD090</td>
<td>% &gt; X1, % &gt; X2</td>
</tr>
<tr>
<td>4.A.4</td>
<td>% grades C or better in learning skills Human Development courses</td>
<td>% &gt; X</td>
</tr>
</tbody>
</table>
### Objective 4.B Students show evidence over time of ability to enter credit-level courses, workforce training, or the workforce

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.B.1 Persistent improvement in CASAS pre- and post-test scores</td>
<td>pre-test &lt; post-test</td>
<td>Direct measure of incremental gains</td>
</tr>
<tr>
<td>4.B.2 X% of students that earn their GED and/or AHSD that continue on to earn a college level credential within Y years?</td>
<td>X%, Y</td>
<td>Indicator of ability to enter credit-level courses, workforce training or the workforce</td>
</tr>
</tbody>
</table>

### Objective 4.C Students in STEP are prepared to succeed in their educational or career goals

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.C.1 % of Learning Skills students who pass required program-level courses after taking Learning Skills Courses</td>
<td>&gt; X%</td>
<td>Sample indicator of ability to pass required program-level courses</td>
</tr>
<tr>
<td>4.C.2 % of program completers who took at least one class below program level (in any of Learning Skills, ABE or ESL)</td>
<td>&gt; X%</td>
<td>Indicator of academic success for completers of Learning Skills, ABE, ESL courses.</td>
</tr>
</tbody>
</table>

### Core Theme 5 Serving our community through quality, lifelong learning in the areas of cultural, economic, workforce, self-improvement and professional development

### Objective 5.A Community members have access to a wide range of quality, lifelong learning activities

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.A.1 Increasing Non-credit student satisfaction rate of the Registration process.</td>
<td>&gt; X%</td>
<td>Subjective indicator of service satisfaction.</td>
</tr>
<tr>
<td>5.A.2 Increasing percent of non-credit student activity at locations outside of Roseburg and Campus</td>
<td>&gt; X%</td>
<td>Objective indicator of market penetration</td>
</tr>
<tr>
<td>5.A.3 Increasing percent of non-credit students who live outside of Roseburg taking online/hybrid classes</td>
<td>&lt; X%</td>
<td>Indicator of interest to both sign up and take classes</td>
</tr>
<tr>
<td>5.A.4 Increasing percent of college district population served</td>
<td>&lt; X%</td>
<td>Indicator of interest to both sign up and take classes</td>
</tr>
</tbody>
</table>

### Objective 5.B UCC works successfully with a wide range of partners to enhance the communities we serve.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.B.1 # of shared resource development opportunities — co-sponsoring conferences, events, training; facilitate venue</td>
<td>&gt; X</td>
<td>Indicator of significant collaboration</td>
</tr>
</tbody>
</table>
### Objective 5.C UCC delivers, hosts, facilitates and sponsors a variety of diverse cultural events and activities

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.C.1 Increasing number of events occurring campus-wide in support of community needs and interests.</td>
<td>$X; &gt; Y$</td>
<td>Direct measure of UCC hosted or facilitated events of significant size</td>
</tr>
<tr>
<td>5.C.2 Increasing number of events at each unique venue</td>
<td>$X^<em>; &gt; Y^</em>$</td>
<td>Indicator of diverse events hosted at diverse types of venues available at UCC</td>
</tr>
</tbody>
</table>

### Objective 5.D UCC delivers, hosts, facilitates and sponsors a variety of diverse classes

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.D.1 Improving satisfaction rates of participants in non-credit community and business workshop classes.</td>
<td>$X; &gt; Y$</td>
<td>Indicator of breadth and depth of participant satisfaction at classes</td>
</tr>
<tr>
<td>5.D.2 Decreasing cancellation rate for open enrollment, non-credit community and business workshops and classes.</td>
<td>$X; &gt; Y$</td>
<td>Decreasing cancelation rate indicates effective marketing and registration processes.</td>
</tr>
<tr>
<td>5.D.3 Increasing student perception of teaching quality for non-credit classes.</td>
<td>$X^<em>; &gt; Y^</em>$</td>
<td>Subjective indicator of class or event quality</td>
</tr>
</tbody>
</table>

### Objective 5.E UCC provides, delivers and facilitates a variety of classes, programs, services and activities that enhance, grow and support workforce and economic development

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Threshold</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.E.1 Enrollments in short-term skills training and success rates of certification exam/licensure preparation courses.</td>
<td>$X$</td>
<td>Indicator of economic value of training activities in aggregate.</td>
</tr>
<tr>
<td>5.E.2 Percentage of employer satisfaction with contracted training provided by UCC</td>
<td>$X$</td>
<td>Indicator of employer satisfaction</td>
</tr>
<tr>
<td>5.E.3 Participation rate of people trained in workforce, small business and continuing education classes.</td>
<td>$X$</td>
<td>Indicator of workforce development</td>
</tr>
<tr>
<td>5.E.4 Amount of self-sustaining funding generated by workforce related courses, workshops and services.</td>
<td>$X$</td>
<td>measure of success in targeted training activities</td>
</tr>
</tbody>
</table>
Appendix C: Credits

Report Preparation
Bentley Gilbert and Joyce Kelly

Cover Photograph
Taizo Tokuda

Year One Accreditation Committee
Katie Cunnion, Lisa Fields, Chris Harwood, Lynn Moore, Nancy Nowak, Corrie Sommerfeld, Mellony Stratton, Teri Wichman, Mark Williams, and Dan Yoder

Report Typesetting
Adrienne Tratz
Year Three Self-Evaluation Report

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Preface

Institutional Changes since the Last Report
Since the last report, Umpqua Community College has experienced several shifts in administrative leadership. A new Vice President of Instruction, Dr. Roxanne Kelly, was hired in July 2012. Lorrie Ranck, the Director of Curriculum Support, has also taken on the role of Interim Director of Information Technology, and Jason Aase is serving as Interim Dean of Arts and Science.

Responses to Recommendations One and Two (Fall 2010)
On February 2, 2011, the Commission reaffirmed the accreditation of Umpqua Community College based on the Fall 2010 Regular Interim Evaluation, but noted three areas where the College “substantially meets the Commission’s criteria for accreditation, but needs improvement.” Recommendation Three was addressed in the Year One Self-Evaluation Report, and Recommendations One and Two are addressed in this Year Three Self-Evaluation.

Recommendation One of the Fall 2010 Regular Interim Evaluation Report
While Umpqua Community College has made substantial progress in its educational assessment, the committee recommends that additional work be done to achieve regular and systematic assessment of program outcomes by all faculty that demonstrate student achievement of outcomes and improvement of teaching and learning (Standard 2.A.5, 2.B.2, 2.B.3).

Response to Recommendation One
Umpqua Community College strives to improve regularly and systematically assessing program outcomes by all faculty that demonstrate student achievement of outcomes and improvement of teaching and learning. In Spring 2011, the Vice President of Instruction requested that full-time and part-time faculty submit information regarding assessment via an online form. Faculty could submit material for a single course, set of courses, departmental outcome or institutional outcome. A series of prompts assisted faculty in identifying learning outcomes, tools used to measure those outcomes, and how the assessment tools they used would improve or change their teaching at a course and departmental level. Additionally, faculty were asked to upload a copy of their assessment tool to the assessment portal.

Throughout the term, the Director of Curriculum Support and the appointed faculty assessment liaison met each week to review and discuss submissions by faculty. Each submission was followed by an email response or phone call acknowledging successful submission and for some, additional questions to clarify responses. Faculty were generally quick to revise their submissions as necessary. Ninety-three submissions were made to the assessment portal. Sixty-one out of 65 full-time faculty submitted to the portal. Faculty used both direct and indirect assessment measures and focused on institutional-, departmental-, and course-level learning outcomes.

As a result of data gathered in Spring 2011, the Director of Curriculum and Support has worked closely with the faculty assessment liaison in the past year to develop and present teaching, learning, and assessment seminars. An approach of appreciative inquiry has led to conversations with faculty in individual departments to explore how program outcomes can be more closely linked to the work that faculty do in the classroom. The emphasis has shifted from assessment for the sake of assessment to assessment that is intentionally linked to teaching and learning.
In addition, the Dean of Career and Technical Education has been working with faculty to map course outcomes using the Degree Qualification Profile approach.

The Dean of Career and Technical Education helped to author (and is on the statewide leadership team for) a recently-awarded three-year $790K grant from the Lumina Foundation for Oregon Community Colleges and Oregon University System (OUS) to evaluate the Degree Qualifications Profile. The DQP is a descriptive framework for characterizing and qualitatively assessing degrees. The national advisory committee for this grant-funded work includes Sandra Elman, President of the Northwest Commission on Colleges and Universities (NWCCU), Cable Green, Director of Global Learning, and Carol Geary Schneider, President of the Association of American Colleges and Universities (AACU) and a nationally-recognized assessment expert.

UCC has taken the lead role for the project in creating a prototype application for the DQP mapping that is being used as the design specification for the web application being developed for use statewide. UCC is creating DQP “maps” of program learning outcomes and course learning outcomes for each program. This characteristic “spider diagram” provides a strong visual of how well the program learning outcomes are being addressed by the course-level outcomes (see the figure at right). The process of engaging in this mapping of necessity involves faculty assessment of the discipline content related to each outcome.

The prototype was initially developed for the Computer Information Systems (CIS) program, where the lead faculty member, John Blackwood, engaged in weighting the content of the program and course outcomes against the five DQP dimensions. This work triggered discussions that resulted in a set of soon-to-graduate CIS students being asked to also engage in this weighting process. Discussions around differences in student and faculty weightings resulted in changes in the way the program is delivered, and specific discipline content is to be addressed in course activities. The DQP mapping is also being done on major CIS program course assessments, which are being similarly weighted against the DQP dimensions to ensure alignment between program outcomes, course outcomes, and course assessments.

Based on this initial work in CIS, the descriptive DQP mapping from program to course outcomes is being completed for all CTE programs this fall. Faculty are engaged in completing the weighting of outcomes and assessments, as well as the work presented to CTE advisory committees. This helps to ensure community involvement in the systemic assessment that program and course outcomes are well-defined and are being met.

DQP project membership information is located on the Lane Community College website at [www.lanec.edu/studentsuccess/DQP/contact.html](http://www.lanec.edu/studentsuccess/DQP/contact.html).

**Recommendation Two of the Fall 2010 Regular Interim Evaluation Report**

While it appears that faculty evaluation practices are in compliance for regular Umpqua Community College instructors, there is evidence that instructors teaching for UCC in local high schools may not undergo the same level of evaluation. The committee recommends that Umpqua Community College provide regular
and systematic evaluation of all faculty performance across all delivery modalities (Standard 4.A.5).

**Response to Recommendation Two**

**Overview**

Over the last several years the instructional unit coordinating dual credit has worked with high school administrators and dual credit faculty to align the program with Oregon Dual Credit Standards (ODCS). The standards have been evaluated systematically and are currently in place in all high schools in the UCC service district. The standards require policies and procedures for curriculum, faculty, students and subsequent assessment of outcomes align with current college policies. In accordance with the ODCS and UCC policy for evaluations, dual credit courses are reviewed annually by appropriate UCC department faculty during articulation meetings. In early fall of each academic year, the list of dual credit instructors for the upcoming school year (as identified by each area high school) is reviewed, updated, and compared to the instructor approvals on file.

**Dual Credit Instructor Approval Process**

High school instructors interested in teaching college classes for dual credit at their high school must follow the UCC employment procedures and meet qualifications established for UCC faculty. Department Chairs recommend dual credit instructors for approval to the Dean and Vice President of Instruction based on qualification standards identified by the granting department consistent with UCC policy. Dual credit instructors are required to confer with department faculty regarding course learning outcomes, teaching methodologies, textbook use, and assessments. Dual credit instructors follow departmental guidelines for learning outcomes and assessments as well as utilize standardized resources identified by departments for faculty, such as [www.turnitin.com](http://www.turnitin.com) or math assessments.

**Dual Credit Course Articulation Approval Process**

1. Dual credit high school teachers must attend an articulation meeting with UCC department chairs or meet with faculty one-on-one to review syllabi and learning outcomes for the dual credit course.

2. High school instructors must submit a syllabus to the respective department chair for approval each year a course is offered.

3. The Course Articulation Agreement, which identifies course requirements including learning outcomes (based on the current course outline), is signed by both faculty at the secondary and postsecondary level as well as by high school principals and the UCC Division Chair, Dean, and Vice President of Instruction.

4. Articulation agreements are reviewed and renewed each year. See Appendix B: Articulation Agreements.

UCC follows both state law and the Dual Credit Instructional Service Agreements in reviewing dual credit courses.

**Dual Credit Instructional Service Agreement Language regarding Faculty Evaluations**

“UCC credit instruction must be evaluated according to the College’s accreditation standards; NWCCU and OAR 589-007-0200. Evaluation of UCC credit instruction will take place regularly according to College guidelines and procedures.”

Full copy of the Instructional Services Agreement for UCC and Douglas County high schools can be found at [www.umpqua.edu/images/Programs/CollegeNow/ISA.template.09-10.pdf](http://www.umpqua.edu/images/Programs/CollegeNow/ISA.template.09-10.pdf). More information on UCC’s work with high schools to allow dual credit can be found at [www.umpqua.edu/college-now-home](http://www.umpqua.edu/college-now-home).
K-12 laws governing public school teacher evaluation

“ORS. 342.850 Teacher evaluation; personnel file content; rules. (3) Except in those districts having an average daily membership, as defined in ORS 327.006, of fewer than 200 students, the person or persons making the evaluations must hold teaching licenses. The evaluation shall be signed by the school official who supervises the teacher and by the teacher. A copy of the evaluation shall be delivered to the teacher.”

Full copy of this section is accessible at www.leg.state.or.us/ors/342.html.

Responses to Recommendations One and Two (Fall 2011)

Recommendation One of the Fall 2011 Year One Peer-Evaluation Report

The evaluators recommend that the College further define/refine specific thresholds of mission fulfillment for each indicator (Standard 1.A.2).

Response to Recommendation One

Starting April 2012, Umpqua Community College began developing a new five-year organizational strategic plan. The College Vision and Mission statements were updated and re-drafted to provide a high-level and relevant guide for strategic plan development. Over the next three months, information gathered from college and community stakeholders resulted in a draft strategic plan framework of four goals with several objectives and tasks. The Board of Trustees was updated and provided feedback on plan development progress and next steps during their August 2012 workshop. The draft strategic plan framework was subsequently cross-walked with the Accreditation Themes, Objectives, and Indicators in preparation for the next step in plan development.

The draft strategic plan framework, the cross-walk with accreditation, an objective/task development template, and instructions were distributed to the campus through the President’s Executive Cabinet. The instructions were to review current (and develop new) objectives and tasks for the strategic plan that links to accreditation objectives and indicators. Faculty and administrators are to review the accreditation indicators as part of the planning process with the goal of affirmation, adjustment, or removal. At the same time, a measure must be established that informs both strategic progresses toward achieving college goals in support of accreditation themes. This planning activity will be in progress during the Three Year Report visit.

Recommendation Two of the Fall 2011 Year One Peer-Evaluation Report

The evaluators recommend that the College further refine its indicators of achievement by setting realistic and strategic performance targets in order to ensure that results are clear, meaningful and measurable for evaluating the accomplishment of each objective for each core theme (Standard 1.B.2).

Response to Recommendation Two

Umpqua Community College is in the process of reviewing and refining its indicators of achievement. Core Theme 5 has already been reviewed and revised to provide clearer and more measurable objectives (see the updated Year One Peer-Evaluation Report). The work completed for Core Theme 5 will be a model for other divisions as they review the core themes most relevant to their work and continue to refine indicators and outcomes. The process of doing so will also be linked with strategic planning, as described in the response to Recommendation One.
Eligibility Requirements

Executive Summary (Requirements 4–21)
Umpqua Community College is in compliance with the NWCCU eligibility requirements (4–21) as indicated below.

4 Operational Focus and Independence
The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Umpqua Community College's primary purpose is to serve the higher education interests of its students. Its principal programs lead to recognized certificates and associate degrees. UCC devotes all its resources to support its educational mission and goals, and has the organizational independence and capacity to meet the NWCCU standards and eligibility requirements.

5 Non-Discrimination
The institution is governed and administered with respect for the individual in a non-discriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

It is the policy of Umpqua Community College and its Board of Trustees that there will be no discrimination or harassment on the grounds of sex, race, color, marital status, sexual orientation, religion, national origin, age, or disability in any educational programs, activities, or employment. UCC is an equal-opportunity employer, as is stated on all college employment recruitment materials (see Appendix B: Articulation Agreements). This policy affirms UCC's commitment to the principles of fair employment and the elimination of all vestiges of discriminatory practices that might exist. UCC respects diversity in operations and activities, as is evidenced by our policies, course offerings, and activities. Our culture and environment exhibit respect and value for individual differences.

The institution is also governed by ORS 589-010-0100, Non-Discrimination in Education Programs.

6 Institutional Integrity
The institution establishes and adheres to ethical standards in all of its operations and relationships.

The integrity of Umpqua Community College is reflected in its Board of Trustees and its actions; its commitment to academic freedom; the accuracy of information published in all its major publications, including the catalog, quarterly schedule, and website (see Appendix A: Links); and in its policies that prohibit discrimination and provide equal opportunity and access to all, including employees and students.

7 Governing Board
The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no
contractual or employment relationship or personal financial interest with the institution.

Governance of Umpqua Community College is the responsibility of the Board of Trustees. The seven board members are elected and represent their service districts in four-year terms. The Board acts within the authority of ORS Chapter 341, as well as any other applicable state statutes or regulations. Board members have no contractual, employment, or financial interest in the college. Board members adhere to the Board Code of Conduct described in Policy 100.08 and Board Policy Series 104, which describes policies regarding conflict of interest.

8 Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

Umpqua Community College's president, Dr. Joe Olson, was appointed to the position in 2011. President Olson is engaged in full-time leadership of UCC and serves as the clerk of the Board of Trustees.

9 Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

Umpqua Community College employs qualified administrators at all organizational levels. Each manager is responsible for the effective leadership of individual units, as well as the stewardship of cross-divisional decision-making. UCC’s vice presidents, Dr. Lynn Moore (VP for Administrative Services and Student Development) and Dr. Roxanne Kelly (VP of Instruction), are experienced and qualified administrators. Administrators serve in multiple functions across the campus, with primary responsibilities for management of staff, fiscal resources, and physical resources.

10 Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Umpqua Community College employs appropriately qualified staff in sufficient number to achieve and ensure the integrity of educational objectives.

1 www.umpqua.edu/images/BP_100.08_Duties_and_Responsibilities_of_Board.pdf and www.umpqua.edu/board-policies
academic oversight and to fulfill the educational mission of the institution. Faculty ensure both the integrity and continuity of academic programs.

The student-teacher ratio during the 2011–12 school year was 17 to 1, so students have a good opportunity to receive more personal attention from their instructors. Also, the annual Enrollment and FTE Comparison Report for the 2010–11 to 2011–12 school years shows growth in Fitness Technology, Business Marketing, Nursing, and various other programs. See Appendix L: Enrollment Data for more details of program enrollment.

Faculty are evaluated in a regular, systematic, substantive and collegial manner. Procedures for faculty evaluation are described in the Faculty Negotiated Agreement Article X (See Appendix K: Faculty Negotiated Agreement).

**11 Educational Program**

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Umpqua Community College provides programs appropriate for the comprehensive mission of a two-year community college. The certificate and degree programs offered are in recognized fields and culminate in the achievement of identified student learning outcomes, degrees, and certificates that are consistent with program content and are regularly reviewed.

For a list of degree programs, see [www.umpqua.edu/academic-programs/degree-programs](http://www.umpqua.edu/academic-programs/degree-programs). For a specific list of certificate programs, go to [www.umpqua.edu/academic-programs/certificate-programs](http://www.umpqua.edu/academic-programs/certificate-programs) or see Appendix C: Programs, Awards, and Certificates.

**12 General Education and Related Instruction**

The institution’s baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Umpqua Community College has specific requirements for general education and related instruction in each degree sequence. The Associate of Arts Oregon Transfer (AAOT) has specific outcomes for transfer classes and follows the guidelines established by the Joint Boards Articulation Committee in 2009. UCC has articulation agreements with many of the universities in Oregon and information regarding the articulation agreements is published annually in the catalog. See Appendix B: Articulation Agreements for a complete list of articulation agreements with Oregon universities.

UCC’s Career and Technical Education certificate and terminal degree programs of forty-five (45) credits or more provide instruction that includes a recognizable core of general education courses. Related instruction includes components in math, writing, and human relations (See Appendix N: UCC 2012–13 Catalog, p. 75).
13 Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Umpqua Community College's library has extensive paper and digital resources. Collection development is supported by guidance from instructors and is aligned with the college mission. The librarian and faculty library specialist work together to make collections decisions in response to instructional needs. Decisions are supported by institutional policies and principles.

The UCC library is connected to the various libraries in the Douglas County system to enable student access to a wide variety of library materials. The UCC library also subscribes to various academic and research databases and makes them available to students, such as EBSCOHost, Gale Cengage, LexisNexis, and Credo Reference, among others. The list of library branches and academic databases available to students is listed in Appendix D: Library Resources.

14 Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Umpqua Community College provides a physical environment that is safe, accessible, and secure. Both physical and technological infrastructure is sufficient in quantity and quality to support education programs and mission fulfillment.

The main campus is composed of 17 buildings with additional college campus locations:

- The H. Woolley Adult Basic Education Center at 1634 W. Harvard Blvd., Roseburg
- The Workforce Training Center at 2555 N. E. Diamond Lake Blvd., Roseburg
- The Construction Technology Center at 400 Grant Smith Road, Roseburg
- Tri City facility at 217 South Old Pacific Hwy, Myrtle Creek
- Riverside School Center at 251 Garden Valley Blvd., Roseburg
- The Commercial Driving License Truck Shop at 174 Stanford Road, Winston

To fulfill its mission of providing students an accessible and affordable education, UCC maintains several full-time staff members in its financial aid office, all of whom work to provide students with opportunities to obtain the necessary funds to complete their education at UCC. For information on endowments and scholarships set up through UCC, go to www.umpqua.edu/ucc-foundation-annual-scholarships-a-endowments.

Significant technological infrastructure upgrades are planned to be initiated before the end of the 2012 calendar year. Also see section 2.G.8 for more information about technology infrastructure processes at UCC or Appendix F: Finances for information on UCC's budget summary and balance sheets.

15 Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.
Umpqua Community College's faculty academic freedom policy is located in Chapter II item 8 of the Board of Trustees Policy Manual and Section 8.10 of the Faculty Negotiated Agreement. UCC’s student academic freedom policy is based upon Washington Administrative Code 132F-121-020. Policies on due process, distribution and posting, demonstrations, off-campus speakers, and student complaints are located in this code. The policies on academic freedom are established, published, and heeded.

16 Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Consistent with the mission and core themes, Umpqua Community College is an open-admission institution that ensures access to quality higher-education opportunities. UCC serves a diverse student body and has policies and procedures in place that guide admission and placement. UCC has established policies and procedures that guide admission and placement; continuation, termination, and readmission policies are clearly stated and administered in an equitable and timely manner. The published information can be found in Appendix N: UCC 2012–13 Catalog, pp. 6–16.

17 Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Umpqua Community College's annual catalog provides comprehensive information about costs, programs, policies and procedures. The catalog includes information about the college mission, vision and values, faculty and staff credentials and the academic calendar. Catalog material is developed annually through a collaborative process via a taskforce that includes representation from instruction and student services.

The following catalog information can be found in Appendix N: UCC 2012–13 Catalog:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission and core themes</td>
<td>p. 4</td>
</tr>
<tr>
<td>Admission requirements and procedures</td>
<td>pp. 6–7</td>
</tr>
<tr>
<td>Grading policy</td>
<td>p. 13</td>
</tr>
<tr>
<td>Academic programs and courses</td>
<td>pp. 39–165</td>
</tr>
<tr>
<td>Faculty information and credentials</td>
<td>pp. 168–171</td>
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<tr>
<td>Student conduct regulations</td>
<td>pp. 30–37</td>
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<tr>
<td>Student rights and responsibilities</td>
<td>pp. 30–37</td>
</tr>
<tr>
<td>Tuition, fees, and program costs</td>
<td>pp. 7–8</td>
</tr>
<tr>
<td>Refund policies and procedures</td>
<td>p. 10</td>
</tr>
<tr>
<td>Financial aid information</td>
<td>pp. 8–10</td>
</tr>
<tr>
<td>Academic calendar</td>
<td>p. 2</td>
</tr>
</tbody>
</table>
18 Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Umpqua Community College is committed to responsible, stable, and informed long-term financial planning that supports its programs, services, core themes, and mission fulfillment. The Oregon State Legislature provides a biennial budgetary allocation for the operation of the state's 17 public community colleges to the Department of Community Colleges and Workforce Development (CCWD). CCWD distributes these funds to colleges using an FTE allocation formula reviewed and approved by the college presidents. The college is authorized by the local Board of Trustees to collect and retain tuition to subsidize state funding. The college is also authorized to levy local property taxes that represent about 11% of the general fund resources.

UCC maintains adequate reserves to fund operational needs and maintains the Board’s mandated operating reserve of 8% of budgeted expenditures. In addition, UCC has established priorities and provided resources for anticipated costs for building repairs, maintenance, payments, and increased PERS (Public Employees Retirement System) costs. UCC has also established an account to provide additional resources to supplement the cost of servicing and supporting new facilities. The budget model provides financial and fund balance projections that assist in the annual budget process.

UCC applies realistic plans for its income, including Oregon State revenue, tuition revenue, earned income, donations, grants and other sources. UCC has a long history of responsible and strategic financial planning that is mission focused. For more information on UCC’s fiscal policies, see Appendix M: Board Policies, Reports, and Minutes.

19 Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

An annual audit is performed by an external CPA firm licensed through the state of Oregon in accordance with generally-accepted auditing standards, government auditing standards, and the requirements prescribed by the state of Oregon. In addition, annual audits are completed in compliance with bond covenants and provide supplemental information. Audit results and findings are presented and discussed with the Board at the November Board meeting (the month following the completion of the report). Board meeting minutes can be found in Appendix M: Board Policies, Reports, and Minutes.

20 Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Umpqua Community College will readily disclose all information required to the Northwest Commission on Colleges and Universities for its evaluation and accreditation functions.
21 Relationship with the Accreditation Commission

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution’s status with the Commission to any agency or members of the public requesting such information.

Umpqua Community College accepts and agrees to comply with the standards and related policies of the NWCCU. UCC agrees that the NWCCU may disclose the nature of any action, positive or negative, regarding its status with the Commission.
Standard Two: Resources and Capacity

Standard 2.A: Governance

2.A.1 Governance

The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Umpqua Community College has an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students in matters in which they have a direct and reasonable interest.

Description of governance structure:

The UCC governance structure is assigned to two formal groups: the Executive Cabinet and the College Council. The Executive Cabinet is primarily comprised of those who directly report to the President. The College Council is the primary advisory body to the President, and the Council Charter identifies the purpose. The Council provides advising and guidance on policy changes, planning, communication, budget processes, institutional effectiveness, and the forwarding of issues to committees.

Members of College Council

Elected and appointed members serve two-year staggered terms, except as noted. Elections are held during fall in-service for faculty and managers; classified representatives are elected at the end of the academic year. Terms begin in October.

- Two faculty and two classified members are elected by their respective constituent groups
- Two student representatives are appointed by UCC Student Government (one-year term)
- Two administrator/exempt representatives are elected by the administrator/exempt employees
- If a member is unable to fulfill his or her obligations the president will ask for an alternate
- Standing members: Vice Presidents
- Recorder: Confidential Assistant to the Vice President of Administrative Services

Procedures and Guidelines

Agenda development: In lieu of voting, full preparation and participation is essential in balancing the advice given to the President. All members are encouraged to submit items of interest to the agenda.

Quorum

Because this is a non-voting body, a quorum is 50% of the elected positions +1 in order to have balanced discussions of items of Council interest. It is the responsibility of each constituency to be represented by a member or at least one alternate at each meeting.
Minutes
College Council minutes are sent to members within five days. The members have 24 hours to respond with corrections via email. If no corrections are submitted, approval of the minutes is assumed. The minutes are then sent to the college community. The minutes are formally approved at the following Council meeting and corrections are documented at that time.

Annual Orientation
The charter is reviewed at the first meeting of the year for the benefit of new members.

Annual Evaluation
Members determine an evaluation process each year which could include surveys of the college, constituents, or members.

The full College Council Charter can be found in Appendix N: College Council Charter.

Executive Cabinet
The Executive Cabinet is a subgroup of the College Council which meets to resolve matters limited to those under “Scope of Work” below.

Membership currently consists of:

- Executive Assistant to the President
- Director of Community Relations (vacant)
- Director of Instructional Technology (interim)
- Director of Human Relations
- Executive Director of College Foundation
- Vice President of Instructional Services
- Vice President of Student Development and Administrative Services

The Scope of Work relates to legal matters, property acquisition and donor issues, implementation of plans and policies, day-to-day management, formulation of recommendations to the Board, matters that relate to immediate action and other matters important to the President.

A partial reorganization altered the membership of the Executive Cabinet in Summer 2011. The role of the Executive Cabinet and College Council needs refinement, and the College is considering guidance on this matter.

Student involvement is achieved through formal membership on the College Council. Informal communication through regular meetings with the President strengthens the role and voice of students.

Informal governance
More informal methods of governance are gathered through regular monthly meetings with faculty and classified associations and these meetings often lead to issues forwarded to the Executive Cabinet or College Council. The College finds these informal processes important to the governance structure and campus climate.
Students can also participate through College Task Forces and Committees. The Associated Students of UCC (ASUCC) make monthly reports on student activities to the Board of Trustees.

2.A.2 Governance

In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Umpqua Community College is one of 17 community colleges within the state of Oregon. The state does not provide a community college system; each of the 17 colleges are independent and maintain their own Board of Trustees. It should also be noted, however, that the state is in a transformation process and, through the Office of the Governor, is applying more direction to the entire K-20 educational function.

While there is no formal community college system, the community colleges work together on common goals. Presidents meet monthly (except June and July) and hold an annual retreat. These meetings are scheduled in concert with the office of Community Colleges and Workforce Development and the Oregon Community College Association. The mission of the Community Colleges and Workforce Development (CCWD) is to: “Contribute leadership and resources to increase the skills, knowledge and career opportunities to Oregonians.” The office is directed by a commissioner who is a Governor’s appointment and reports to the Governor through Education Programs. State of Oregon organizational chart and CCWD mission statement are included.

The Oregon Community College Association (OCCA) accepts membership from the community colleges to “advocate, communicate and collaborate in order to strengthen community colleges for the benefit of Oregonians.” Each community college president and a designated member of each college board serve as the OCCA Board. This board meets as part of the community college presidents’ meeting. Agendas for these meetings can be found online on the OCCA website at www.occa17.com.

CCWD promotes and advocates on behalf of the community colleges and assures compliance with state policies and procedures. CCWD provides direction and offers resources to meet state policies.

2.A.3 Governance

The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Umpqua Community College is in compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates. The Accreditation Liaison is the Vice President of Instruction, Dr. Roxanne Kelly. All communication with the Commission is coordinated through the VPI’s office.

UCC and the two unions/associations (Faculty and Classified) enjoy a healthy and collegial bargaining relationship. The exchange of information between administration and association prevents controversy and promotes resolution.

Given that Oregon lacks a formal community college system and that each college has an independent Board, UCC relies upon guidance from CCWD and OCCA (see 2.A.2). This model, while unusual, meets UCC’s needs.
2.A.4 Governing Board

The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

Umpqua Community College is supported by a seven-member Board of Trustees, none of whom have contractual, employment, or financial interest in the institution. Board members are elected to four-year terms at elections as provided by Oregon law. Representation is as equal to the census as practicable (Board Policy 100.01). The Board policies and meeting minutes can be found in Appendix N: Board Policies and Minutes. See the Board Member Chart below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Served since:</th>
<th>Other positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 1 Betty Tamm</td>
<td>July 2007</td>
<td>Director of NeighborWorks of Umpqua</td>
</tr>
<tr>
<td>Zone 2 Elin Miller</td>
<td>July 2009</td>
<td></td>
</tr>
<tr>
<td>Zone 3 Wendy Weikum</td>
<td>July 2007</td>
<td>Music Instructor</td>
</tr>
<tr>
<td>Zone 4 Sharon Rice</td>
<td>July 2009</td>
<td>Retired UCC Nursing Instructor</td>
</tr>
<tr>
<td>Zone 5 Bob Bell</td>
<td>July 2009</td>
<td>Retired UCC Art and Computer Instructor</td>
</tr>
<tr>
<td>Zone 6 Joe Yetter</td>
<td>July 2009</td>
<td>Retired Military Physician</td>
</tr>
<tr>
<td>Zone 7 Vanessa Becker (chair)</td>
<td>July 2007</td>
<td>Director of Douglas County Health and Human Services</td>
</tr>
</tbody>
</table>

2.A.5 Governing Board

The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Umpqua Community College Board of Trustees acts only as a committee of the whole. No member or subcommittee of the Board acts on behalf of the Board except by formal delegation of authority by the governing board as a whole.

Board Policy 100.10 states the role of the Board:

A. Appointment and evaluation of the President.

B. Have ultimate fiduciary responsibility for the institution.

C. Shall conduct an annual self-evaluation.

D. In the event of a sudden loss of presidential service, the Board shall appoint an acting President of the College consistent with Board policies.

E. The Board’s sole official connection to the College, its achievements and conduct will be through the President. No individual Board member, official or committee has sole authority over the President.

Open meetings are required under Oregon Public Meeting Law (ORS Chapter 192) and Board Policy 103 provides guidelines for Board meetings. All Board meetings are open to the public and to all campus constituents except those times when Executive Session is required. Executive Session results, findings, or actions are governed by ORS Chapter 192.

The Board invites presentations from all campus constituents and monthly presentations are a standard component of each meeting. Board minutes are a component of visiting team resource materials.
The Umpqua Community College Board of Education establishes, reviews regularly, revises as necessary and exercises broad oversight of institutional policies, including those regarding its own organization and operation. In 2010–11, the Board undertook an intensive review and update of policies. These reviews are a component of Board goals and are referenced in Board meeting agendas and minutes. This is an ongoing process most recently reflected and documented in notes from the August 2012 retreat to be endorsed as one of the goals for 2012–13.

As one of its five goals for 2011–12, the Board identified “Begin 2013–18 Strategic Planning Process.” The Director for Institutional Research and Planning then began the outline for the planning process after the first of the (2012) year. A strategic planning task force was developed consisting of two members from each of the following groups: Board of Trustees, Administrators, Faculty, Classified, Exempt, Students, and Community members. The planning process has been guided and supported by the Director of Institutional Research and Planning. The Task Force developed and refined information-gathering strategies, gathered input, and produced a draft strategic plan framework. The draft framework was then cross-walked with Accreditation Themes, Objectives, and Indicators in preparation for distribution to campus divisions, departments, and programs for development of objectives, tasks, and measures resulting in a draft Strategic Plan.

The draft plan will be presented to the campus and district communities through open forums. Final adjustments to the plan will be incorporated and the draft plan will be presented to the Board of Trustees for formal adoption. The Board will receive updates through the Strategic Plan Progress Report each year and will provide input and guidance through its regularly-scheduled meetings, budgeting process, and work sessions.

Under Board Policy 100.10 (Role of the Board) Part B, the Board will “have ultimate fiduciary responsibilities for the institution.” A summary more closely examining the annual budget is presented to the Board quarterly. These reports are presented by members of Administrative Services. The summaries of enrollment “dashboard” is also presented by the Director of Institutional Research and Planning.
Umpqua Community College’s Board of Trustees selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Board Policy 100.20 defines the Duties of the Board. The first priority of the Board is the “appointment and evaluation of the President.” At the August 2011 annual board retreat, the Board and the UCC President jointly placed a high priority on a 360° Presidential Evaluation, inviting a broad range of UCC employees and students to participate. A component of this evaluation was a comprehensive campus climate survey, which was developed by a campus climate committee formed for the purpose. The results of each survey (evaluation) were presented to the Board at the August 2012 retreat. They are available for the visiting team's review, but have not yet been acted upon. They will be accepted during the September and October Board meetings.

2.A.8 Governing Board

The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Administrative Procedure 100.17 states the Board of Education conducts a self-evaluation process in even-numbered years, which includes:

- the completion of a self-assessment instrument by each member of the Board;
- a discussion of the compilation of the results; and
- the development of a set of goals for the next one to two years.

The Board conducted a self-evaluation in 2010–11 using “Board Source” as an evaluation tool.

However, in response to recommendation by the accrediting agency, in 2011 the Board set clear goals for the operating year. These are reflected at the top of each month’s Board meeting agenda. Goal progress reviews and updates take place throughout the year and this is reflected in Board minutes. The Board followed this practice during the August 2012 Board retreat and goals for 2012–13 will be accepted in September. A self-evaluation process will also become a component of goal review.

2.A.9 Leadership and Management

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Policies that govern administration can be found in detail in section 302.4, Compliance Responsibility.

Umpqua Community College is organized into three administrative divisions: Instruction, Student Services and Administrative Services. These are led by two Vice Presidents, the Vice President of Instruction and the Vice President of Administrative Services and Student Services. The president’s executive staff includes the two VPs, the Director of Human Resources, the Director of Information Technology, the Director of Maintenance and Grounds, the Foundation Director, and the Director of Community Relations.

This group comprises the Executive Cabinet, which meets weekly to discuss issues of accountability, planning, and institutional management. The Executive Cabinet is responsible for ensuring core theme indicators are reviewed and achievement for each is met. The group is also responsible for assessing mission fulfillment.
2.A.10 Leadership and Management

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Dr. Joseph Olson, Umpqua Community College’s President, holds exemplary credentials for his role. The President serves as the Clerk of the Board of Trustees and implements the policies of the Board regarding the operation of UCC with the understanding that the following types of decisions will be referred to the Board of Education:

1. cases where policy is not clear; and
2. cases where there is no policy governing a particular situation (Board Policy 100.13).

Dr. Olson held a prior position as Vice President for Military, Community, and Economic Development at Copper Mountain College in Joshua Tree, CA. He was at Copper Mountain from July 2007, also having served as Vice President for Finance and Administration. A native of Boston, MA, he holds Bachelor’s and Master’s degrees from Suffolk University (MA). Olson received his Doctor of Education degree from East Tennessee State University in Johnson City, TN.

He has served at community colleges for over 25 years. Prior to his work in California, Olson served as the president of Jefferson Community College in Watertown, NY, and worked closely with the U.S. Army at Fort Drum. Other leadership positions include: Vice President for Student and Administrative Services at Adirondack Community College (NY), Dean of Students at Catawba Valley Community College (NC), and Interim Vice President for Academic Affairs and Dean for Continuing Education at Lamar University-Orange (TX). He started his community college career at North Shore Community College (MA).

2.A.11 Leadership and Management

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

Umpqua Community College administrators provide excellent leadership and management in support of UCC. They work collaboratively across institutional functions to foster mission fulfillment.

Lee Salter, Executive Assistant to President/Board
Serving at UCC since April 1992
Associate General Studies, Umpqua Community College, Roseburg, OR
A.A. Administrative Assistant, Umpqua Community College, Roseburg, OR
Prior Experience: 9 years at K-12, 10 years in corporate and small business

Jess Miller, Director of Facilities
Serving at UCC since October 1991
Electrical License
A.A.S. Industrial Technology, Umpqua Community College, Roseburg, OR
B.S./B.A. Project Management, Colorado Technical University, CO
Executive M.B.A., Colorado Technical University, CO

Dennis O’Neill, Foundation Director
Serving at UCC since July 2001
M.P.A., University of Southern California, CA
Prior Experience: 28 years at La Puente Valley Regional Occupational Program (last 16 as Zone Administrator)

**Lorrie Ranck, Director of Curriculum Support**
Serving at UCC since November 2010
Interim Director, Information Technology (April 2012 — Present)
M.A. in International and Multicultural Education, University of San Francisco, CA
B.A. in Education, Emphasis in English/Language Arts Teacher Preparation and Certification, University of Wyoming, Laramie, WY
Prior Experience: University of San Francisco (various positions), Heald Colleges, and University of Wyoming

**Jason G. Aase, Interim Dean of Arts and Sciences**
Serving at UCC since August 2007
M.S. in Geology from Brigham Young University, Provo, UT
Prior Experience: University of San Francisco (various positions), Heald Colleges, and University of Wyoming

**Janet Baxter, Ph.D, Director of Human Resources**
Serving at UCC since August 2008
Ph.D in Business Administration, and SPHR certification
M.S. in Human Resource Management
B.A. in Communication with Training and Development Emphasis
Prior Experience: College of Western Idaho, Boise, ID

**Lynn Moore, Ph.D, Vice President of Administrative Services and Student Development**
Serving at UCC since August 2008
Ph.D in Educational Administration, B.B.M., M.B.A.
Prior Experience: Dean of Students at Hill College, Hillsboro, TX and Director of Supplemental Education Services at Texas State Technical College, Waco, TX

**Roxanne Kelly, Ed.D, Vice President of Instructional Services**
Serving at UCC since May 2012
Ed.D. in Educational Leadership, Seattle University, WA
M.Ed. in Curriculum and Instruction, City University of Seattle, WA
B.A. in English, University of Texas at San Antonio, TX
Prior Experience: Dean of Washburn Institute of Technology in Topeka, KS; Director of Academic Services for the Kansas Board of Regents in Topeka, KS; Dean of Instruction at Flint Hills Technical College in Emporia, KS, Vice President and Academic Dean, Dean of the Albright School of Education and Faculty member at City University of Seattle in Renton, WA

**2.A.12 Policies and Procedures: Academics**

Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Umpqua Community College’s academic policies on teaching, service, scholarship, research and artistic creation are clearly communicated to UCC staff through the college catalog, published policies and procedures, staff orientation and negotiated agreements with the college’s bargaining unit representatives. All academic policies are available electronically through the college’s employee internet portals.

Faculty and staff have access to academic policies from the “Forms and Publications” link on the college’s website.
UCC’s catalog is updated every year. The collective bargaining agreements are renegotiated according to the “Term of Agreement” article. The UCC Board of Trustees reviewed and updated the college policies during the 2010–11 academic year. See Appendix N: UCC 2012–13 Catalog to review catalog information.

2.A.13 Policies and Procedures: Academics

Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Umpqua Community College’s library policies are made available on the college website at www.umpqua.edu/general-servicesand-policies. Library hours are posted elsewhere on the website at www.umpqua.edu/library-hours.

Guidelines for database access off campus are available on the “Library Database Passwords” handout made available at the library and in the Angel online course management system for UCC students and staff. See Appendix D: Library Resources for more information about library resources.

Rules of conduct in the library study areas and lab are posted in the building. Policies are enforced and regularly reviewed by all library staff. The library works with Student Services to enforce the Student Code of Conduct (SCC) on premises. The SCC is available at www.umpqua.edu/student-code-of-conduct.

2.A.14 Policies and Procedures: Academics

The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Umpqua Community College accepts transfer credit from regionally accredited college and universities, military training that has the American Council on Education recommendations, and CLEP and AP work. Once a student applies for admission and provides UCC with the official transcript an evaluation is performed and sent to the student.

UCC also maintains articulation agreements with other Oregon universities to allow students to transfer to four-year colleges or universities smoothly. See Appendix B: Articulation Agreements for information on articulation agreements, or Appendix C: Programs, Awards, and Certificates for information on UCC’s transfer degrees.

2.A.15 Policies and Procedures: Students

Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Umpqua Community College student rights and responsibilities are described in the Student Code of Conduct (SCC), adopted by the Board of Trustees in Summer 2008. The SCC is available in hard copy as a booklet from the Student Life Office, in the annual UCC Catalog (in print or PDF), and is accessible in two places on the UCC
website (through a direct link to the SCC and in the UCC Policy Manual). Faculty make information regarding the SCC available in course outlines and syllabi, and it is also shared at New Student Orientation.

Information related to accommodations for persons with disabilities is included on the website, in the UCC Catalog, and in the UCC quarterly class schedule. Faculty make information regarding accommodations available in course outlines and syllabi, and it is also provided in New Student Orientation materials. Oversight for disability accommodations is provided by the Disability Services Office.

The process for administration of the Student Code of Conduct is described within the SCC. The Vice President for Student Development reviews the SCC annually for any possible revisions or additions. See Appendix N: UCC 2012–13 Catalog, pp. 30–37, to view the Student Code of Conduct in full.

2.A.16 Policies and Procedures: Students

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Admission

Umpqua Community College has an “open door” policy and admits students who meet any of the following entrance requirements:

- Graduates from an accredited secondary school;
- Individuals who have earned the GED Certificate of Equivalency or an Adult High School Diploma;
- Non-high school graduates who are 18 years old or over and whose high school class has graduated;
- Individuals who are 16 or 17 years old who are not required to attend high school and who furnish a written “Release from Compulsory School Attendance” may make application as a special student (ORS 339.030);
- Students who are attending high school as juniors or seniors who present written approval from their schools officials. Course load must be approved by both schools;
- Some programs have special program requirements other than those listed above.

Admission may be made either in person or online. Online admission applications with payment are completed within 48 hours.

Individuals who are citizens of another country are required to meet federal immigration and college requirements before admittance to UCC. International students can request special application material for the International Student Advisor.

Placement Testing

Umpqua Community College utilizes the Compass Placement Test (CPT) to assess students’ reading, writing, and math skills prior to beginning courses. The CPT is required of all certificate- and degree-seeking students. Test scores are valid for one year and made available immediately upon completion. Transfer students may request to have their official transcripts evaluated by the Registrar for completed course work in reading, writing, and math for appropriate placement and/or course prerequisites met.
Placement testing is available on a walk-in basis and may also be provided at a local Douglas County High School as a remote testing site. Official test proctors are identified and trained at the beginning of each school year by the college’s Testing Coordinator.

Appropriate accommodations are arranged with the Disability Services Coordinator. Documentation supporting the requested accommodation is locked in a secured office within Disabilities Services. The coordinator meets with each individual seeking accommodation(s) to determine reasonable accommodation request(s).

Placement scores are entered in Self Service Banner (SSB), the college’s student information system. A master copy is filed for up to one year and a second copy is provided to the student at the time of test completion. Multiple test scores and dates may be entered into the system to capture a student's testing history.

**Exams**
The following tests are used for placement purposes:

- E-COMPASS is an online version of COMPASS used at the high schools and our campus testing center
- COMPASS/ESL is also available for second-language learners
- ASSET is a written exam available by appointment

**Academic Status**
Satisfactory progress is defined at UCC as fulfilling the college requirement of a 2.00 (C) cumulative grade point average (GPA) necessary to receive a degree or certificate.

If a student falls below the 2.00 GPA, they are notified they have been placed on academic probation. Academic probation is a warning that a student is not making satisfactory progress. If a student falls below the 2.00 GPA two consecutive terms, they are notified they have been placed on academic suspension.

**Re-admission After Suspension**
Students who have been placed on academic suspension have four options available to be re-admitted:

1. Continue in attendance as a part-time student (eight credit hours or less);
2. Discontinue attendance for one academic year;
3. Meet with the Director of Advising and Counseling, submit an Academic Standards appeal, appear before the committee, and receive approval for continued enrollment above eight credits;
4. Bring cumulative GPA to a 2.00 or better.

Information regarding admission, placement testing, and academic status is clearly defined and published in the college’s annual catalog and website. See Appendix N: UCC 2012–13 Catalog, pp. 6, 12, and 18.

**2.A.17 Policies and Procedures:**
**Students**
The institution maintains and publishes policies that clearly state its relationship to
co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Within the Umpqua Community College Student Code of Conduct, Student Freedoms describe the relationship of co-curricular activities including student organizations and student media.

For students involved in Student Government, the Student Life Office provides information related to the role and responsibilities of students engaged in student leadership.

Advisors to co-curricular activities are provided an Advisor Expectations document by the Student Life Office. It is at the discretion of the advisor to a co-curricular activities to provide information on the roles and responsibilities of students involved in co-curricular activities (excluding athletics).

The Student Life Office is working on publishing current documents on the UCC website and developing a Club Handbook to standardize the information regarding the roles and responsibilities of students involved in co-curricular activities.

The Mainstream student newspaper has policies which include publication standards and responsibilities of students participating in the creation of the paper (including student control of content and conflict of interest). The Mainstream also has an established editorial review board. The Mainstream advisor has expressed interest in clarifying the avenue by which complaints regarding content can be addressed.

2.A.18 Policies and Procedures: Human Resources

The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Umpqua Community College publishes, regularly reviews, and equitably applies its HR policies to employees and students. HR policies and procedures are published, maintained, and available to all college employees on the UCC website. These policies and procedures are aligned with federal and state laws and applicable collective bargaining agreements.

Policies are reviewed each year to ensure they are up to date. New and revised policies associated with Human Resources are reviewed by the Director of Human Resources and forwarded to the Executive Cabinet, the College Council, and to the Board of Directors for two readings. The associated procedures are reviewed by the Director of Human Resources, Executive Cabinet, and College Council when appropriate. Once policies and/or procedures are approved, they are posted to the UCC website.

UCC’s policy and procedure forms have been updated to indicate the date of adoption, date of revision(s), and date of last review. These annotations provide a record of each policy’s most recent review.

To ensure UCC’s compliance with Oregon State and U.S. Government employment, payroll, and benefit regulations, the Human Resource Director participates in employment law training opportunities as well as maintaining memberships with Society for Human Resource Management (SHRM), State and local SHRM affiliates, and Oregon Community College HR quarterly meetings.

UCC complies with federal and state affirmative action and non-discrimination laws. College policy prohibits discrimination and provides equitable employment and equal access to its programs and services without regard to race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or war-era veteran, the presence of any sensory, mental or physical disability, or genetic information. UCC is an equal opportunity employer, as is stated on all college employment recruitment materials, the college catalog, and other related publications. Additionally, UCC provides reasonable accommodation for persons with disabilities including students, employees, and applicants for employment.
2.A.19 Policies and Procedures: Human Resources

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Every Umpqua Community College employee has access to Board Policies and Administrative Procedures which are consistent with applicable Oregon Revised Statues (ORS) and Oregon Administrative Rules (OAR) and federal, state, and local employment laws, rules, and regulations (Board Policy Series Number: 100). These policies and procedures, along with collective bargaining agreements, apprise employees of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Board policies and procedures are available online on the UCC website; hard copies are available through Human Resources for individuals without access to computers, as requested. All employees must sign a statement acknowledging they are required to read electronic policies and regulations regularly, check for changes or revisions, and abide by their content. Employees who have questions about the policies and regulations, including any revisions, are encouraged to contact their supervisor or Human Resources for explanation and clarification. It is the employee’s responsibility to be aware of and understand UCC’s policies and procedures.

2.A.20 Policies and Procedures: Human Resources

The institution ensures the security and appropriate confidentiality of human resources records.

Umpqua Community College ensures the security and appropriate confidentiality of Human Resource records. UCC’s Human Resource records include paper and electronic data, employee information, and payroll data that may be subject to public disclosure. Security and confidentiality of tangible paper records, property, and equipment are achieved through use of traditional locks, keys, and electronic security monitoring systems. Intangible electronic data is protected by secure data systems that include secure logins, unique system identification numbers, passwords, controlled access, encryption, backup systems, off-site duplicate storage (in progress with new infrastructure), and contractual relationships that guarantee the safeguarding and integrity of institutional data.

Electronic records are safeguarded at the time of receipt, transmission, retrieval, storage, and disposition of data. UCC’s systems have expanded to capture electronic data records through centralization of processing servers, automation of time and leave processes, reliance on email records, growing use of e-forms, and shared drives. The Human Resources department also anticipates moving to an electronic applicant tracking system and electronic document storage system.

UCC has the ability to use Voice over Internet Protocol (VoIP) for telephone services, and to send and receive facsimiles from email accounts. The VoIP allows electronic review and repeat of telephone messages and creates an electronic log of incoming calls and the telephone numbers from which the calls were received.

UCC conscientiously protects the privacy rights of individual employees while allowing the general public to request information not deemed confidential or subject to regulation, by complying with the Oregon Attorney General’s Public Records and Meetings Manual the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA), among others.

Increasing electronic and mobile computing environments presents a challenge to UCC. Human Resource records will soon migrate from paper to electronic formats, and equipment portability creates ease of access. The use of mobile devices with access to institutional information moves data away from traditional, centralized workstations. Employees with access to institutional data are therefore required to accept responsibility for the integrity, security, and safeguarding of institutional data through their acceptance of campus policy as...
The UCC network is protected by the controlled assignment of unique logins, passwords, and/or identification numbers. Employee identity is protected through the elimination of data records including personal identifying information such as employee social security numbers. Whenever possible, data records include unique assigned identification numbers. This protocol protects employee privacy and eliminates the risk of identity theft when data records are shared, stored, and transported.

In compliance with the Oregon Attorney General’s Public Records and Meetings Manual, and SHRM recommendations, UCC has developed a plan and corresponding retention schedule for data records. With the planned implementation of digital data records for all human resource related documents, paper records will be replaced with electronically scanned records. Electronic storage of records allow for data indexing and subsequent retrieval eliminates the physical space requirements needed for paper records and the need for confidential paper record shredding.

UCC has conducted a pilot project and aspires to implement a web-based application tracking system for prospective employees, reducing the volume of paper records maintained for this purpose and eliminating ineffective paper routing. The electronic format will provide streamlined access to records, better cost accountability, improved data security, and reduced risk of accidental or intentional alteration or destruction of records. The system’s electronic records have safeguards to lock record submission with a time and date stamp lookup capacity and can be backed up and restored. UCC’s contract with People Admin for provision of this service includes strict provisions for the protection and safeguarding of data.

UCC complies with Health Insurance Portability and Accountability Act (HIPAA) accountability requirements by communicating health care information directly to the Oregon Educator’s Benefit Board (OEBB) by a secure email system and password-protected administrative data entry.

Most of UCC’s internal policies, procedures, and applicable data security safeguards are identified on our Enterprise database system, using a secure login protocol for users. Banner is also UCC’s electronic system for recording student grades and requires personal identification numbers (PINs) from faculty users in addition to unique network user identification numbers.

**2.A.21 Policies and Procedures: Institutional Integrity**

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

Umpqua Community College represents itself clearly, accurately, and consistently through its announcements, statements, and publications. All student and public services are communicated clearly regarding academic
timelines, and publications are regularly reviewed to assure integrity in all representations about UCC’s mission, programs, and services.

Information is provided to the public through UCC’s website, which is regularly reviewed and updated by all departments. Current information about the course catalog, class schedules, and current events are regularly disseminated via the website. The course catalog is reviewed annually and reflects all current academic programs. The Instructional Council reviews and approves all program and course changes to ensure the catalog has the most up to date information each year.

All publications are developed by the Community Relations department, which ensures that accurate information is made available to the public.

2.A.22 Policies and Procedures: Institutional Integrity

The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Umpqua Community College's Board of Trustees has several policies for ethics, and the following will define the meeting of this standard.

Policy 104.01 Potential Conflict of Interest
When met with a potential conflict of interest, a member of the Board shall publicly announce the nature of the potential conflict prior to taking any action in the capacity of a public official. “Potential conflict of interest” generally means any action or any decision or recommendation by a member of the Board that could result in a private pecuniary benefit or detriment to the member or the member’s relative, or a business with which the member or the member’s relative is associated.

Policy 104.02 Actual Conflict of Interest
When met with an actual conflict of interest, a member of the Board shall publicly announce the nature of the actual conflict and shall refrain from participating as a public official in any discussion or debate on the issue out of which the actual conflict arises. “Actual conflict of interest” means any action or any decision or recommendation by a member of the Board that would result in a private pecuniary benefit or detriment to the member, or the member’s relative, or any business with which the member or the member’s relative is associated. A member of the Board who has an actual conflict of interest shall not be eligible to vote unless it is necessary to constitute a quorum, and provided that the member does not participate in any discussion or debate as stated above.

Policy 104.03 Exceptions to Conflict of Interest
As used in this section, “conflict of interest” does not include any interest of a Board member:

A. that is shared generally by all inhabitants of the state, or all members of a particular industry or occupation to which the Board member, or a relative of the Board member, belongs; or

B. relating to service on the Board of a tax-exempt nonprofit corporation.

Policy 104.04 Definition of Relative
“Relative” means the Board member’s spouse or domestic partner, and the children, siblings, and parents of the member or the member’s spouse or domestic partner, as well as any person for whom the member has a legal
support obligation; and any other person that the member provides benefits for or receives benefits from in connection with employment.

**Policy 104.05 – Recording Conflicts of Interest in Minutes**
When a member of the Board gives notice of an actual or potential conflict of interest, the President shall record it in the minutes. In addition, a notice of the actual or potential conflict and its disposition may, at the Board’s discretion, be provided to the Oregon Government Ethics Commission within a reasonable period of time.

**Policy 104.06 – Prohibition Against Nepotism**
A member of the Board may not appoint, employ or promote a relative or member of his/her household to a position with the College, or discharge, fire or demote a relative or member of his/her household from a position with the College, and may not participate in any interview, discussion or debate regarding such matters, unless the public official complies with the conflict of interest requirements of this chapter. As used in this paragraph, “participate” does not include serving as a reference or providing a recommendation for the relative or member of the household.

**Policy 104.07 – Restriction on Receiving Gifts**
During a calendar year, members of the Board and their relatives are prohibited from soliciting or receiving, directly or indirectly, any gifts (including food, beverages, and entertainment) with an aggregate value of more than $50 from any single source, if the source could reasonably be known to have an economic interest distinct from the general public in any pending or contemplated decision or vote by the Board unless the gift is specifically excluded from these limits in ORS Chapter 244. As used in this section, “gift” shall have the meaning prescribed in ORS Chapter 244 and OAR Chapter 199, Division 5.

The Board maintains a full and aggressive position on policies designed to protect the College employees and students. Board policies on employment compliance are found in section 302. Policies are in various stages of revision. The Director of Human Resources will be able to provide the status of this ongoing task.

The Student Code of Conduct addresses Grievance, section 721.7; Sexual Harassment and Discrimination, section 721.2; Academic Review, section 709.2; Code of Conduct, section 721.0; Accommodations, section 721.2; FERPA, section 708.

The College is committed to a positive working environment. Administration and the Faculty and Classified staff meet monthly to address possible contractual issues in an informal and collegial manner. Most issues are resolved informally, however, grievances may arise. The procedure for resolving grievances is attached.

**2.A.23 Policies and Procedures: Institutional Integrity**
The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and
operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Umpqua Community College is a public institution of higher education without social, political, corporate, or religious affiliation. UCC has clearly defined policies that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff.

Policies that govern conflict of interest are listed in section 2.A.22 of this document.

Board members are not required to sign a conflict of interest statement; however, they do have policies within the 100 section that outline declaration of conflict of interest as listed in section 2.A.22.

2.A.24 Policies and Procedures: Institutional Integrity

The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Umpqua Community College maintains clearly defined policies in Article XVII – Intellectual Property Rights in the Collective Bargaining Agreement with the UCC Faculty Association. This policy clearly defines ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

UCC’s Board Policy 305 governs copyright policy and adheres to Public Law 94.553 of the copyright law of the United States, Title 17, of the U.S. Code.

2.A.25 Policies and Procedures: Institutional Integrity

The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Umpqua Community College accurately represents its current accreditation status by the NWCCU, which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. UCC maintains an accreditation webpage on its external website with the most recent accreditation reports and states on all webpages that the college is accredited by NWCCU. The accreditation webpage is at riverhawk-web.com/accreditation/.

2.A.26 Policies and Procedures: Institutional Integrity

If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Umpqua Community College operates in coordination with the Oregon Department of Community Colleges and Workforce Development (CCWD). All college finance offices must remain compliant with reporting requirements defined by the Oregon Statewide Financial Management Services Division.

UCC’s policy and procedures regarding the development of the college’s contractual agreements with external entities is consistent with the ORS 279A.065 Model rules generally; applicability to contracting agencies. (Oregon Revised Statutes of the Oregon State Legislature [2003 c.794 §10; 2003 c.794 §10a; 2011 c.458 §10])
To ensure compliance with these directives, in 2005 the UCC Board of Trustees adopted a set of operational procedures, “Community College Rules of Procurement” (CCRP). The CCRP was written by the Participating Oregon Community Colleges (POCC) task force which meets twice a year to review updates in the model provided by the Attorney General’s Office. The CCRP is reviewed annually and revised as needed.

All formal procurements of $100K or more are kept on file at the college. UCC requires a minimum of three written quotes for contracts of $5K or more. Written quotes submitted to UCC, and contact information, along with all documents for competitive solicitations, are kept in the procurement files. UCC submits recommendations for contract award to the Local Contract Review Board for contracts greater than $100K, subsequent to college policies and procedures.

All requests for contracted services are reviewed and approved by the UCC Vice President for Administrative Services or the President. UCC uses standard contract forms. When a tailored contract is required, the Vice President for Administrative Services works with UCC’s legal counsel to develop an appropriate contract.

UCC engages in the following contracted services:

- Interagency Agreements, between two or more public agencies for the purpose of joint or cooperative action.
- Personal Services Contracts, through which professional or technical expertise is provided to the college by a consultant in order to accomplish a specific study, project, task, or other college objective.
- Intergovernmental Agreements, between more than one government entities.
- State Procurement Contracts, under the Oregon Cooperative Procurement Program (ORCPP).
- Sole Source Contracts, with a contractor that provides professional or technical expertise of such a unique nature that the contractor is clearly and justifiably the only source to provide this service.
- Emergency Contracts, when circumstances could not have been reasonably foreseen, there is a substantial risk of loss, damage or interruption of services or a threat to property, public health, welfare or safety and they require prompt execution of a contract to remedy the condition.
- Maintenance Agreements between public agencies and private vendors for maintenance and upgrades of equipment or software.


2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.
Umpqua Community College publishes and adheres to policies regarding academic freedom and responsibility. UCC students, faculty, and staff are protected by these policies from inappropriate internal and external influences, pressures, and harassment.

UCC Board Policy Series Number 723, Free Speech and distribution of Materials, acknowledges the right of any member of the college community or visitor to campus to express any point of view and be free from harassment in such expression. Such expression includes peaceable assembly and distribution of materials. All such activities must be conducted in compliance with college procedures and approval processes as defined on the website.

UCC policies regarding non-discrimination of faculty and instructional authority are located in the Collective Bargaining Agreement between UCC and the Faculty Association. Article VI.D. is a non-discrimination clause; Article VI.E, Personal Life, states that as citizens of the United States, employees are free to exercise all rights of citizenship. Article XII, Instructional Authority, protects faculty’s instructional methodology, selection of teaching material, determination of grades, and involvement in curriculum and program review.

Student freedoms are described in the Student Code of Conduct, published in the UCC catalog and administered by the Vice President of Student Development. The SCC states that students shall be free to express opinions and support causes by orderly means and be free from unlawful discrimination and unlawful harassment.

UCC’s mission, vision, and values affirm that the college offers a learning environment that promotes scholarship and encourages personal and professional honesty and integrity. The UCC mission statement is displayed in many college locations and the college’s mission, vision, and values are stated in the college catalog (see Appendix N: UCC 2012–13 Catalog, p. 4).

UCC policies regarding instructional authority are located in the Collective Bargaining Agreement between UCC and the Faculty Association. According to Article XII.A, each employee will be given the responsibility to determine classroom discussion and method of presentation of the subject he/she teaches, consistent with the course outcomes approved by UCC.

Student Freedoms described in the Student Code of Conduct, published in the UCC catalog, state that students shall be free to state reasoned exception to information or views offered in any course of study and to reserve judgment about matters of opinion without it affecting their grade. Students are also free to examine and discuss all questions of interest to them and to express opinions publically and privately.

UCC’s commitment to high academic standards is both a promise and an expectation as outlined in the Student Code of Conduct.4 UCC core values call out “personal and professional integrity,” and UCC requires that individuals with teaching responsibilities do so “in accordance with College policies and procedures.”5 The UCC Governing Board policy on academic freedom (Board Policy 344) clearly articulates faculty responsibilities in agreement with the American Association of University Professors (AAUP) 1940 statement on Academic Freedom (go to www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm).

2.A.30 Policies and Procedures: Finance

The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The Umpqua Community College Board of Directors approves the policies that govern UCC. The Board began reviewing policies in 2011. As policies are reviewed and ratified they are posted to the UCC website for public access. The finance policies are located in Section VI – Business Operations. Policy 600.05, Fiscal Responsibility

4 Student Code of Conduct, Academic Integrity – SCC 721.4
5 Student Code of Conduct, CBA – Article XII B

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Asset Protection, requires that UCC budget conservatively, maintain working capital of not less than 8% of the budgeted operating expenditures, not reduce current assets to less than twice the current liabilities, and maintain a cash safety reserve of at least $500K. Policy 600.06, Investments, is currently under review.
2.B Human Resources

2.B.1 Human Resources

The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Umpqua Community College employs sufficient numbers of qualified employees to support operations. Selection of personnel is guided by clear and published policies and procedures, and well-defined requirements for knowledge, skills, abilities, and other qualifications. Position descriptions are regularly reviewed to ensure they accurately reflect the duties, responsibilities, and authority of each position.

UCC recruits and selects personnel who meet or exceed requirements in their fields of expertise to provide high-quality instruction for students and high-quality service for both external and internal customers. UCC recruits employees in compliance with federal, state, and local laws and regulations, established policies and procedures, and applicable collective bargaining agreements.

The Human Resource (HR) Department is responsible for ensuring that UCC positions are appropriately delineated and classified, with requisite qualifications and selection criteria.

As vacancies occur and recruitment is anticipated, UCC conducts reviews of relevant position descriptions and recruitment strategies. Human Resource staff meet with division administrators, deans, and department directors to develop job descriptions that identify essential functions and competencies. (Administrative Procedure No: AP 302.08 and 302.09, HR Procedure “Hiring”)

Human Resource staff and hiring managers design and implement recruitment plans tailored to vacant positions. These plans may include marketing in specialized online and hard-copy publications, professional associations, graduate schools, websites, conferences, professional association meetings, governmental agencies, and other venues.

Human Resource staff work with hiring managers to assist in the selection process. Screening committees are composed of a vice president, dean, or supervisor and members of the college community. Online recruitment software is currently being implemented that will streamline hiring processes and assist UCC in responding to staffing needs in a timely manner.

UCC continually strives for diversity in its workforce in terms of affirmative action goals and development. (Board Policy No: 302, IPEDS) HR works with committee chairs to review job descriptions and recruitment plans, ensuring that they effectively attract potential employees from UCC’s diverse service community.

2.B.2 Human Resources

Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

The administrator/confidential-exempt evaluation is an ongoing systematic process which provides individuals with feedback on performance, establishes goals and objectives for the coming year, recognizes excellence, and identifies areas for growth. The process uses annual evaluations as well as peer/subordinate review, and provides an official cumulative record of each administrator’s performance. The overall goal of the evaluation process is to develop and maintain high-performing administrators at Umpqua Community College (Board Policy Series Number: 337.01, Administrative Procedure No: AP 337.01).
All probationary classified non-exempt employees are evaluated at least once prior to reaching regular status. (The probationary period is a minimum of six months but may be extended to a total period of no greater than twelve months after the date of hire.) Following reaching regular status, employees are evaluated a minimum of once every two years. It is encouraged that during the evaluation cycle the employee and supervisor engage in discussions in an ongoing basis about performance and expectations. The evaluation process is seen as a communication tool between supervisor and employee, a formal opportunity to review the employee's job description and work activities, and an opportunity for employee self-improvement. In addition, the evaluation provides a record of the employee's performance for the employee personnel file.

2.B.3 Human Resources

The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Umpqua Community College provides employees with opportunities for professional development intended to assist employees increase their effectiveness and fully realize their roles, duties, and responsibilities. Employees receive information about this benefit at new employee orientation.

Faculty

UCC believes that individual professional development is extremely important to the continued professional growth of academic employees, the quality of educational programs and services, and the future of UCC. To this end, academic employees are encouraged to participate in activities that will promote professional growth, maintain the quality of educational offerings, and enhance the individual's contribution to the general welfare of UCC.

UCC is committed to faculty professional development as indicated in Article XXII of the Collective Bargaining Agreement Between UCC and the Faculty Association:

A. The College agrees to pay the full cost of tuition, fees, and other reasonable expenses incurred in connection with any courses, workshops, seminars, conferences, in-service training sessions or other such sessions which an employee is required to take by the College.

B.1. The College shall provide a $15K Professional Development Fund for faculty to support faculty development activities including, but not limited to, workshops, conferences, seminars, travel to make presentations at professional development gatherings, travel to participate as an officer in a professional organization related to a persons discipline, honoraria for presenters at faculty and/or staff events, and for honoraria for faculty presenters for the professional development of others on UCC faculty. Any unused funds will carry forward to the following year for the life of this contract.

B.2. The College shall increase this pool by 10% for each year of the contract.

B.3. A Faculty Development committee shall be established with four faculty members elected by the faculty and a Division Dean, appointed by the Vice President for Instructional Services.
B.4. The committee shall develop the rules and criteria which will be mutually agreed by the Faculty Association and the Vice President of Instruction. Those criteria will become part of the Faculty Handbook and shall only change with mutual agreement of the Association and the College.

C. Upon recommendation of the President, the Board may approve one (1) Quarter sabbatical for each 20 FTE faculty.

C.1. Sabbaticals will be administered by the Faculty Development Committee of four faculty members elected by the faculty and one Division Dean as appointed by the Vice President of Instructional Services.

C.2. As with the professional development awards, the criteria for a sabbatical will be mutually developed and agreed upon by the Faculty Association and the Vice President of Instructional Services. The Board will review and approve the sabbatical criteria upon recommendation of the President.

UCC’s annual faculty retreat is scheduled immediately before each fall quarter. Organized by the Faculty Development Committee, the retreat’s goals are for faculty to work and learn collectively, to explore learning and teaching at UCC, and to become better acquainted with one another.

**Classified Staff**

UCC is committed to classified staff professional development as indicated in Article XXI of the Collective Bargaining Agreement Between UCC and Association of Classified Employees of UCC:

- The College agrees to pay the full cost of tuition, fees, and other reasonable expenses incurred in connection with any courses, workshops, seminars, conferences, in-service training sessions or other such sessions which an employee is required to take by the College.

- Recognizing the importance of professional development for the growth of its employees, personally and professionally, the College shall provide a $15K Professional Development Fund for classified staff to support both full and part-time staff development activities including, but not limited to, workshops, conferences, seminars, and to pay honoraria of presenters to the staff training events.

B.1. The College shall increase this pool by 10% for each year of the contract.

B.2. Full- and part-time classified may qualify for up to $750 each per year until the funds are exhausted.

B.3. A Staff Development Committee shall be established with three (3) classified staff members, two (2) selected by the ACEUCC and one (1) selected by the President and an Administrator, appointed by the President to evaluate applications, develop rules of use and criteria which will be mutually agreeable to the ACEUCC and the College. This committee will report to the Director of Human Resources who will be the final decision maker in the event of the inability of the committee to reach agreement.

B.4. Any unused money will be carried forward at the end of each fiscal period.

**Exempt Staff**

UCC does not maintain an explicit professional development policy or procedure for exempt staff. Funding for exempt staff professional development is accommodated within department budgets. If adequate funds are not available at the department budget level, funding may be request from the appropriate vice president.

All full-time administrative/confidential-exempt employees of UCC will be granted tuition-free enrollment in all classes offered by the College on a space-available basis with the exception of Community Education courses. A tuition waiver on a space-available basis shall be granted to part-time employees who meet certain requirements regarding hours worked (Board Policy Series Number 322).
2.B.4 Human Resources

Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Qualifications and Staffing Levels

Umpqua Community College’s faculty have academic training and professional experience appropriate to the disciplines in which they teach. The college employs full-time faculty in all its university transfer, transitional studies, and professional technical programs.

Of 65 full-time faculty, 10 have earned doctorate degrees, 34 have earned master’s degrees, and four have a master’s degree in progress. UCC takes pride in the quality and number of its faculty. As a group, they are one of the College’s greatest strengths.

UCC maintains an appropriate balance of full-time to part-time faculty in order to achieve mission fulfillment while remaining responsive to a dynamic and challenging environment. The College continues to replace full-time, tenure-track faculty in programs and disciplines as faculty retire unless the program or discipline is being discontinued.

UCC is committed to its goal of employing a sufficient number of full-time, tenured faculty to meet the mission and scope of its educational offerings.

Faculty Roles

UCC’s primary role is to facilitate student learning. As they interact with students, faculty contribute more directly than other employee groups to achieving the institution’s mission. Faculty engage with student learning as course instructors, assessors of student learning, curriculum supervisors, program and career advisors, and instructional policy managers.

UCC faculty implement the college curriculum. They work individually to prepare course materials, collaborate with colleagues to select textbooks, write course guidelines and lab manuals, and develop instructional procedures. Faculty develop and revise courses and design curricular pathways in their disciplines.

Full-time faculty also hold primary responsibility for student learning assessment. They are charged with assessing student learning at the course, program, and degree levels, and have developed assessment implementation processes for each level. They are also responsible for communicating and discussing their assessment results, determining what improvements should be made based on their assessment results, and implementing and evaluating these improvements.

New degree proposals are reviewed and approved by faculty, UCC’s Board of Directors, and the State Board for Education. Certificate programs are approved by program faculty, UCC’s Board of Directors, and the State Board for Education. Professional and technical program faculty plan curriculum in collaboration with program advisory committees composed of industry professionals.

Faculty are organized into departments within the areas of university transfer and transitional studies, and into programs in the professional and technical fields. Faculty participate in a wide variety of college committees that contribute to institutional governance. The faculty union president represents faculty at monthly meetings of UCC’s Board of Directors. Board meetings typically include brief faculty presentations in instructional topics. Faculty participate in a variety of UCC committees and forums, including College Council, Curriculum Committee, Instructional Council; and the UCC Budget Committee, in which faculty, administrative, and staff representatives review the budget process and make budget recommendations to the Executive Staff. Faculty are involved in hiring committees’ faculty. Another important faculty role is to represent UCC, both formally
and informally, to community organizations in which they participate. Faculty service and involvement in such organizations support UCC’s core values and strengthen UCC’s engagement in and responsiveness to the local community.

Faculty are represented by the Faculty Association. UCC has successfully engaged in an interest-based, collaborative bargaining model for faculty negotiations. Use of collaborative bargaining has facilitated faculty and management cooperation in meeting common goals.

2.B.5 Human Resources

Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

Umpqua Community College faculty have responsibilities and workloads commensurate with UCC’s expectations for teaching, service, and scholarship. Workdays are defined as the hours an instructional employee is scheduled to be in the classroom, conducting office hours, and performing committee assignments on or off campus. The annual full-time workload falls in the range of 43 to 45 Instructional Load Credits (ILCs) or equivalency. (CBA UCC and UCCFA, Article XIV A.1)

The Board of Trustees views the duties of staff members as responsibilities which require considerable time and effort on the part of each individual. Instructors are professional educators as well as professionals within their disciplines; therefore, the goal of each instructor should be excellence of performance in the educational process. The Board recognizes that the performance of professional duties cannot necessarily be contained within traditional work hours.

However, the Board and community expect the full-time staff members to devote an least 40 hours each week to preparation, instruction, student conferences, and other work of the college community. During the regular school session the full-time staff member is expected to participate weekly—in addition to the classroom time involved in his or her teaching assignment—in at least five scheduled office hours on days and at times he or she finds appropriate to student needs; five additional unscheduled campus hours in student contact, consultation with colleagues, or their professional work; and 15 hours in preparation, either on or off campus. The faculty member is also expected to be available each day of the regular working week to meet professional obligations. (CBA UCC and UCCFA Article XIV J)

2.B.6 Human Resources

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for
improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Umpqua Community College faculty are evaluated in a regular, systematic, substantive, and collegial manner. College policy specifies timeline, criteria, indices of effectiveness, opportunities for continuous feedback, and administrative access to primary evaluation data. If needed, the process includes the development and implementation of an improvement plan.

UCC faculty evaluation is prescribed by Article X, *Employee Evaluation*, of the Collective Bargaining Agreement Between UCC and the Faculty Association. The purposes of evaluation at UCC are:

the improvement of instruction and to identify specific strengths and provide for recognition of staff accomplishments;

- to provide a staff member a means for identifying the growth and professional development;
- to identify weaknesses in faculty performance, and correcting such weaknesses;
- to help identify individual and in-service training requirements;
- to contribute in making determinations regarding probationary employees; and
- to provide continuing documentation for pay and promotional actions or to determine whether an employee’s employment should be continued.

Probationary employees are evaluated at least once per year within the first three years of employment. Regular employees are evaluated once every five years after attaining regular status.
2.C Education Resources

2.C.1 Education Resources

The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Through Umpqua Community College’s governance structure, college faculty, in conjunction with UCC’s academic administration, provide oversight of all courses, certificates, and degrees offered by UCC. Responsibility for appropriate content, rigor, and consistency of mission are managed by UCC’s Curriculum Committee and Instructional Council. Both instructional faculty and management hold membership on curricular committees and retain responsibility for program integrity.

The Instructional Leadership Team, Vice President of Instruction, Vice President for Student Development, and President oversee the implementation of all instructional programs, supervising academic personnel, curriculum, instruction, instructional sites, and teaching modalities.

There are multiple indicators that UCC academic programs have appropriate content and rigor. UCC students report very positively on their education at UCC—in 2010, Washington Monthly\(^6\) ranked UCC 13th out of 650 community colleges, where no other Oregon community college made the top 50. UCC students are competitive in other ways. For example, since 2006, four UCC students have received Jack Kent Cook Undergraduate Transfer scholarships (www.jkcf.org), a highly competitive national scholarship program.

The college has articulation agreements with various four-year institutions—evidence that UCC programs meet regional standards. The new and existing articulation agreements can be found in Appendix B: Articulation Agreements.

Of the 64 degrees and certificates of completion that UCC awards to students, almost half (26) are based on a state, regional, or national curricular standard. Four have separate accreditation requirements: Automotive Toyota T-TEN, EMS, Nursing, and Practical Nursing. UCC has 28 advisory committees made up of industry and community partners who review curriculum and provide advice on competencies.

UCC is committed to student learning outcome assessment, and faculty are actively supported in the areas of teaching, learning, and assessment by the Director of Curriculum Support. UCC faculty implement student learning outcome assessment at the course, program, and degree levels.

2.C.2 Education Resources

The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Instructional Learning Outcomes for the institution are published as documents located in classrooms and most public spaces at Umpqua Community College. The original intention for their creation, undertaken by faculty and instructional administration to guide the 2005 Accreditation Self-Study, was to state what students will have achieved by completing their academic preparation at UCC.

Program outcomes are published internally; they are used within programs or departments within the instructional division areas. Program outcomes are generally reflected in individual course outcomes in a number of these areas since faculty collaborate on course design and outcomes.

\(^6\) www.washingtonmonthly.com/college_guide/rankings_2010/community_colleges.php
Course learning outcomes have been identified, published, and archived on a shared institutional drive (See Appendix M: Learning Outcomes). UCC faculty and administrative staff are currently reviewing and updating all course outlines through the review and approval process for the credit curriculum. The Curriculum Committee and the Instructional Council serve as review bodies for the curriculum; the Instructional Council is the formal approval body for the curriculum.

Faculty are required to list course outcomes in all course syllabi. A hard copy of the syllabus for each in-person course is distributed to students during the first week of the quarter. In addition, syllabi for enhanced, hybrid, and online courses are published and accessible to students in the course shell for each class in which they are enrolled. Course shells are located within UCC’s Learning Management System, Angel, which is available to students, faculty and staff 24 hours a day, 7 days a week, excluding times designated times for backup or maintenance.

2.C.3 Education Resources

Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Courses and programs are approved at various levels within the school, by the state, and by accreditation agencies. These are then published in the annual catalog, which is the basis for awarding credit and degrees/certificates.

For more information on degree program requirements, see Appendix N: UCC 2012–13 Catalog.

2.C.4 Education Resources

Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Admission and graduation requirements are reviewed yearly and published in the annual catalog, which is available both online and in print. The catalog outlines course sequences for each program as necessary. All degree programs can be found in Appendix C: Programs, Awards, and Certificates, the specific requirements for which can be found in Appendix N: UCC 2012–13 Catalog.

2.C.5 Education Resources

Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Two structures, the Curriculum Committee and the Instructional Council, serve as the informal and formal bodies that offer perceptive and comprehensive input on the design, approval, implementation, and revision of the curriculum. Faculty from all areas of instruction and the Registrar’s Office are members of the Curriculum Committee. As this committee was formed by both faculty and instructional administration, a faculty liaison is identified and the chair of the committee is an instructional administrator.

The role of the Curriculum Committee is to review new and revised courses and programs and to advise, recommend, and support faculty in preparing it for the Instructional Council so the course or program has the best chance of approval. Council members review submissions and scrutinize the information provided,
including course learning outcomes, course descriptions, credit hour calculations, and grading options. Faculty presenting courses to the committee have the opportunity to hear feedback and work with a curriculum committee member on any necessary revisions before moving forward to the Instructional Council. This is particularly true of writing learning outcomes; the committee focuses on supporting faculty in developing meaningful, measurable, realistic learning outcomes that correspond to appropriate levels of Bloom's taxonomy.

The Instructional Council is made up of faculty and staff from all areas of instruction and includes student development and student government. The Council is co-chaired by instructional leadership and a faculty member. The co-chairs facilitate the meeting, review the minutes prior to campus-wide dissemination, and assist faculty with questions regarding submission of materials for review.

The role of the Instructional Council is to formally approve new programs and courses. The minutes of the Instructional Council serve as the official record and as such are disseminated to respective campus departments and to the state for reporting purposes. The Instructional Council also hears and discusses informational topics related to curriculum and instruction.

Selection of new full-time faculty is facilitated through a standardized Human Resources search process which includes representation from the faculty association and usually at least one departmental representative. Part-time faculty are selected at the discretion of the department chair and dean.

Faculty regularly assess student learning outcomes which are clearly identified in the course syllabus by using a variety of tools. Departmental meetings, area team meetings, in-service sessions, the faculty retreat, and year-round teaching, learning, and assessment sessions are all professional development opportunities which have provided dialogue, peer interaction, and evidence of a collective responsibility for engaging students in meeting outcomes.

2.C.6 Education Resources

Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Instructors regularly request instruction sessions with the reference librarian and work with the UCC library to incorporate research and other information literacy skills into class content. In the 2010–11 year, the reference librarian provided information literacy instruction to 2,031 students. The reference librarian teaches a research skills course, LIB 127, that integrates library and information resources and works collaboratively with faculty to develop assignments across different subject areas such as Human Development and Family Studies, Criminal Justice, Engineering, and World Languages.

The librarians also work with faculty to develop research guides customized for subject needs, available at guides.uclibrary.com. Faculty in the Nursing and Writing programs work with the reference librarian to integrate information literacy components into their courses to meet statewide requirements. In the spring term, the reference librarian meets with Writing faculty to assess student
writing samples and how the information literacy instruction in the program is assisting students in their paper research.

The reference librarian is a member of the faculty, providing the opportunity for the library to be involved on instructional committees and task forces. During the 2011–12 school year, the reference librarian participated in the steering group that organized the new Women's and Gender Studies course, assisting instructional faculty in developing resources for course readings and the spring seminar that occurred in April 2012. The library director sits on the Instructional Council, and faculty regularly consult the library to review subject materials when developing new courses or compiling program reviews.

There is close collaboration between faculty and the library in providing a comprehensive and high-demand reserve collection to students. Some faculty regularly request the library to add materials to the book and DVD collections to support their curriculum, and the library is almost always able to accommodate these requests. This is an informal process without departmental allocations, but seems to work well for the close-knit UCC campus.

2.C.7 Education Resources

Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

UCC's awarding of Credit for Prior Learning (CPL) has been very limited. The school has a Credit for Professional Certification (CPC) program for criminal justice students which is outlined in the catalog (see Appendix N: UCC 2012–13 Catalog). Other students seeking CPL must complete a portfolio course (CPL 120) before being granted credit. If a student is awarded credit, the information is displayed on the student's academic transcript under the heading of Credit for Prior Learning.

2.C.8 Education Resources

The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Transfer credit is articulated and stored in UCC's student information database (Banner). Credits are accepted from regionally-accredited schools and from the American Council on Education (ACE) recommendations (see below for more details). Transfer credit awards are based upon the student's program of study at the time of application or subsequent change of program of study. Information about the transfer course content are obtained from catalog course descriptions, course syllabi, and/or ACE descriptions.

Transcripting and Transferring Credits

If the student is transferring from another college:
1. If pursuing transfer credit: An official copy of the transcript listing the credits should be received by the Office of Admissions and Records at UCC before enrolling at UCC.

2. Credits are accepted only from regionally-accredited colleges and universities, and/or as listed below:

A. A grade of D is acceptable in transfer work unless the specific program or degree requires a grade of C or higher.

B. Career-Technical (vocational) credits will be accepted toward the AAS degree; and 12 such credits may count toward the AS and AA degrees.

C. Credit for military training is granted on the basis of recommendations by the American Council on Education (ACE) as contained in the “Guide to the Evaluation of Educational Experiences in the Armed Services.” UCC accepts credits from the military DANTES and USAFI programs, as recommended by the ACE. All military credits are to be listed on a military transcript:
   - Army — Army/ACE Registry System (AARTS)
   - Air Force — Community College of the Air Force
   - Marines — Individual Training Standards System, Maintenance Training Management and Evaluation Program (ITTS MATMEP)
   - Navy — Navy Occupation/Training and Awards History

D. Credit for College Level Examination Program (CLEP) and the Advanced Placement (AP) Tests are granted based on acceptable scores.

E. For information on a Credit for Prior Learning (CPL) program, contact the Advising and Career Service Center.

2.C.9–10 Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

As a result of completing an Associate of Arts Oregon Transfer (AAOT) degree, students graduating from UCC should be able to meet the following outcomes:

**General Education Arts and Letters**

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues
Cultural Literacy
• Identify and analyze complex practices, values, and beliefs and the culturally- and historically-defined meanings of difference

General Education Mathematics
• Use appropriate mathematics to solve problems
• Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results

General Education Science or Computer Science
• Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions
• Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner
• Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment

General Education Social Science
• Apply analytical skills to social phenomena in order to understand human behavior
• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live

General Education Speech/Oral Communication
• Engage in ethical communication processes that accomplish goals
• Respond to the needs of diverse audiences and contexts
• Build and manage relationships

General Education Writing sequence
• Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences
• Locate, evaluate, and ethically use information to communicate effectively
• Demonstrate appropriate reasoning in response to complex issues

General Education Writing courses infused with Information Literacy
• Formulate a problem statement
• Determine the nature and extent of the information needed to address the problem
• Access relevant information effectively and efficiently
• Evaluate information and its source critically
• Understand many of the economic, legal, and social issues surrounding the use of information

See Appendix M: Learning Outcomes for program awards and learning outcomes.

2.C.11 Undergraduate Programs
The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored...
by teaching faculty who are appropriately qualified in those areas.

Umpqua Community College Career and Technical Education programs and certificates with 45 or more credits contain related instruction components with identifiable and assessable student learning outcomes that align with and support program goals.7

Related student learning outcomes within each certificate and degree program are identified and assessed at the program level. All related courses are taught by UCC faculty qualified to teach in the respective disciplines. Related instruction is required in Human Relations, Computation/Math, and Communication/Writing.

See Appendix N: UCC 2012–13 Catalog for full program requirements or Appendix C: Programs, Awards, and Certificates for a list of awards and programs offered at UCC.

2.C.12–15 Graduate Programs

These standards will not be addressed as Umpqua Community College does not offer graduate programs.

2.C.16 Continuing Education and Non-Credit Programs

Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.

Umpqua Community College continuing education and non-credit programs are compatible with the institution’s mission to “provide accessible and affordable quality college education, lifelong learning opportunities, workforce training, and cultural programs for our communities.” Specifically, they meet UCC’s goal of “enhancing lifelong learning programs that increase opportunities in workforce training, economic development, job preparation and upgrading, personal enrichment, and cultural well-being for our students and community.”

The Workforce and Community Education division at UCC coordinates the majority of credit and non-credit continuing education activities. The division is made up of Workforce Development, Community Education, and the Small Business Development Center. These departments report to the Director of the Small Business Development Center and Workforce Training, who in turn reports to the Vice President of Instruction. These units are represented on the Instructional Leadership Team via the Director of the Small Business Development Center and Workforce Training and Instructional Council. The division provides programs in personal and professional development, business training, and workforce development. Staff members and courses are located both on and off campus and strive to be responsive to the ever-changing needs of patrons, employers, and businesses.

Several Career and Technical Education programs, including Allied Health, EMT, Apprenticeship, Engineering, Viticulture and Enology, and Fire Science also offer continuing education non-credit courses. In some instances, the Workforce and Community Education division partners with Career and Technical Education department faculty to design and deliver several continuing education classes, seminars, and conferences. Information on these programs can be found in Appendix M: Board Policies, Reports, and Minutes.

2.C.17 Continuing Education and Non-Credit Programs

The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special

7 An issue with the Paraeducator certificate Human Relations requirement has been identified and is being addressed. The certificate previously had fewer than 45 credits, and when revised to its current 50 credits did not have the Human Relations requirement added.
learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.

Umpqua Community College maintains direct and sole responsibility for the academic quality of all aspects of its continuing education programs and courses. Courses offered for academic credit are approved and student learning is assessed by the appropriate faculty. For-credit continuing education courses are submitted for review and approved through the college's regular course-approval process. UCC’s Curriculum Committee reviews courses and forwards them to the Instructional Council for approval. Credit course proposals and syllabi include the same expectations of student learning outcome assessment as those for regular college courses. See section 2.C.5 for more information on course approval.

The Director of SBDC and Workforce and the Director of Community Education are responsible for most non-credit offerings at the institution. Instructional Specialist staff review and approve non-credit course proposals and course outlines. The department directors are responsible for final approval of all non-credit course offerings as well as instructor hiring, student learning assessment, and the overall quality of non-credit community education, workforce, and businesses courses. Department chairs in the Career and Technical Education division have similar responsibilities for non-credit courses in their division.

2.C.18 Continuing Education and Non-Credit Programs

The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

The Workforce and Community Education division, as well as certain Career and Technical Education division programs, grant Continuing Education Units (CEUs) at Umpqua Community College. CEUs are granted for selected profession- and occupation-related classes as a means of measuring time spent in continuing education activities. It is awarded only for non-credit and non-graded activities that have been organized to provide instruction measurable in duration of time, subject to performance evaluation for the participant, and meet the specified criteria. UCC has recently discussed the need to review and update UCC’s policies and procedures for the granting of CEUs in the next academic year.

The process used across the institution to grant CEUs includes reviewing the course outline for content that meets the requirements of the field and if necessary, then seeking approval of a professional agency or organization indicating they will honor the CEUs. UCC keeps attendance records for CEU courses in the appropriate departments and also records pass/fail grades in the enrollment management system based on whether students have successfully completed instructional hours and met student outcomes.
2.C.19 Continuing Education and Non-Credit Programs

The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Umpqua Community College maintains a record of course outlines and student learning objectives for all non-credit courses delivered. These records are kept in the departments that provide non-credit courses at UCC (for example, Community Education, Adult Basic Skills Development).
2.D.1 Student Support Resources

Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Umpqua Community College is committed to success and has the following programs and services which support student learning needs:

- **New Student Orientation** is available in both in person and online (which will be required of all students beginning Winter 2013)
- **Advising and Counseling Services** provide students with both academic advising and personal counseling
- **Disability Support Services** provides students with documented disabilities accommodations to support their learning and engagement in the classroom
- **Mentoring Program** (started in Winter 2012) connects students on academic probation with a faculty or staff member
- **Early Alert System** flags students who are earning a “D” or “F” grade at the end of week 4; these students are notified and advised by the Advising and Career Services staff
- **Tutoring Services** recently expanded to include 24/7 tutoring through [www.SmartThinking.com](http://www.SmartThinking.com) and is anticipated to expanded in terms of hours and to include supplemental instruction
- Learning communities such as STEP (Student Transitions Educational Program)
- **TRiO/Student Support Services – Transfer Opportunity Program** provides personalized services to low-income, first-generation students and students with disabilities through a cohort model, small group and first year experience
- **Job and Career Services** helps students find part-time employment while in school, in addition to helping students prepare resumes and cover letters
- **Veterans Services** supports students who are current and former military members, and their families
- **Ford Childhood Enrichment Center** provides care for children of students, aged six weeks to five years

2.D.2 Student Support Resources

The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Umpqua Community College strives to be as proactive as possible in regards to the safety and security of all staff and students at this institution. All current policies and procedures in reference to safety and security are accessible on the security page of the college website. Main reference materials include (but are not limited to) the Campus Security Policy and Campus Crime Report, UCC Emergency Notification System, and Evacuation Procedures. The security information is located at [www.umpqua.edu/security](http://www.umpqua.edu/security).

The UCC Safety Committee meets monthly to address occupational safety and health issues. This meeting is a cooperative effort to promote safety and health within the college community. In the past five years, the college has made the following changes:

- Implemented quarterly fire drills
- Created a security webpage to make all security policies and procedures more accessible to everyone
- Created campus-wide lockdown and evacuation procedures
• Purchased 14 AEDs (Automated External Defibrillators) and located them in key strategic areas on campus
• Implemented Connect-Ed, a vital notification system to notify students, staff, and faculty in the event of an emergency
• Installed Active Crawl Notification which automatically delivers a text crawl directly to all campus computer desktops for emergencies
• Changed all classroom locks to one consistent lock and key system

2.D.3 Student Support Resources
Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

New Student Orientation
Prior to 2009, New Student Orientation (NSO) was a one-day group orientation session with up to 350 students in attendance. The day consisted of multiple presenters from across campus in the school’s gymnasium and concluded with campus tours with various faculty members. The Director of Student Life and Director of Advising and Counseling revamped the structure in 2009 and moved away from the large-arena, one-day NSO model. The new model consisted of smaller groups of 15–25 students. Sessions included:

- Career Exploration
- E-Resources
- Student Success Strategies
- Campus Resources

At the completion of each session, student evaluated their experience and usefulness of the information provided. Based upon the survey results and feedback, the model was refined and redefined not only in intent, but also in the information and the format of information presented to students. In addition, an online version was developed and offered in Summer 2011.

Beginning in the 2012–13 academic year, NSO is mandatory for all students. The entire process consists of three areas: Admission, Student 101 and Registration. All three may be completed in one day, or in multiple sessions. The admission process includes placement testing that is not timed, though most complete it in two to three hours. Immediately upon completion of the placement test, students pre-register for the next two areas: Student 101 and Registration. These sessions are two hours each. Student 101 covers the following topics:

- Campus Resources
- Student Success Strategies
- Funding Your Future

During the Registration session, students log in to their Riverhawk Web account in Banner and learn how to navigate the system. This includes accessing the financial aid tab, campus email, and course offerings. Once their COMPASS placement
test scores are reviewed, students meet with academic advisors and counselors to discuss courses and begin online registration. At the conclusion of orientation, students receive their student ID and parking pass.

In an attempt to engage faculty, NSO will soon include a fourth area, Student Success Seminars. These include, but are not limited to, the following:

- How to Use Angel Online (systems for online classes)
- Disability Services
- Career Exploration

The Career Exploration option offers the opportunity for the seminar to be degree- or career-pathway-specific.

Each NSO session is assigned to an academic advisor or counselor. Sessions consist of no more than 20 students. During the first three weeks of the first term, academic advisors or counselors contact students to discuss student satisfaction and offer any additional campus or community resources that may be beneficial. During weeks 3–5, academic advisors and counselors meet one-on-one with students to provide them an electronic copy of the Program Advising Worksheet, begin developing their academic term-by-term planners, and identify their faculty advisor. Students also begin to plan their next term courses and learn their assigned registration date. During weeks 7–9, advisors check in with students and discuss potential tutoring needs for upcoming terms, course prerequisites, and pre-registration for the campus-wide study-in hosted by the Associated Students of Umpqua Community College (ASUCC) that provides final exam preparation, stress relief activities, and food.

2.D.4 Student Support Resources

In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

As published in the UCC Catalog, students have five years to complete a program according to the first yearly catalog of their UCC education. If a significant program change or program elimination impacts a student, every effort is made at the program or department level to work with the student to move them to completion.

2.D.5a Student Support Resources

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes

The Umpqua Community College mission statement can be found in Appendix N: UCC 2012–13 Catalog, p. 4. The core themes not specifically stated in the catalog, but are reflected in it on p. 4 under “College Goals.”

Mission Statement

Umpqua Community College provides accessible and affordable quality college education, lifelong learning opportunities, workforce training, and cultural programs for our communities.

Umpqua Community College Goals

- The College will expand opportunities in current and new post-secondary transfer and professional/technical education programs that lead to continued learning activities and desired employment.
- The College will increase opportunities for enrollment in Adult Basic Skills Development programs for students who are not college or work prepared.
The College will enhance life-long learning programs that increase opportunities in workforce training, economic development, job preparation and upgrading, personal enrichment, and cultural wellbeing for our students and community.

The College will develop new strategies, methods and resources to access post-secondary educational programs and life-long learning services.

The College will promote and support a positive learning environment to encourage student and employee success.

2.D.5b Student Support Resources

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: b) Entrance requirements and procedures

The following information is listed in Appendix N: UCC 2012–13 Catalog, p. 6.

Students of all ages and backgrounds attend Umpqua Community College. They enroll for many reasons: lower-division transfer credits, training or retraining for new careers, updating their skills, obtaining a high school diploma, or increasing their knowledge. Many combine work with their education.

UCC has an “open door” policy and will admit students who meet any one of the following entrance requirements:

- Individuals who have graduated from an accredited secondary school
- Individuals who have earned the GED Certificate of Equivalency or an Adult High School Diploma
- Non-high school graduates who are 18 years old or over and whose high school class has graduated
- Individuals who are 16 or 17 years old who are not required to attend high school and who furnish a written “Release from Compulsory School Attendance” may make application as a special student (ORS 339.030)
- Students who are attending high school as juniors or seniors who present written approval from their school officials; course load must be approved by both schools
- Some programs have special program requirements other than listed above. If you are a citizen of another country, you must meet certain federal immigration and College requirements before admittance to UCC. International students can request special application materials from the International Student Adviser. Non-credit students are not required to make formal application.

Admission to Special Programs

Acceptance to the College as a regular student normally implies acceptance into any of the degree programs offered; however, some programs have special admission requirements due to limited space, staff and equipment. The apprenticeship, automotive, dental hygiene, EMS paramedic, Police Reserve Academy and nursing programs have special admission requirements and limited enrollment. See the appropriate program listings in this catalog.

Adult Basic Education / GED/Adult High School Diploma / ESL Students

Contact the appropriate office for information: 541-440-4603.
Disability-Related Accommodations
Disability-related accommodations for admission are available upon request. Ask for assistance at the Registration window or call Disability Services, 541-440-7760 or 541-440-7655 or Oregon Relay at 1-800-735-2900.

International Students
International students have an opportunity to pursue a quality education while living in a small American town. If you are a citizen of another country, you must present evidence of satisfactory English language skills through a TOEFL paper score of 500 or computer score of 173, ELPT score of 950, or IELTS 6.0. The proficiency may also be met through attending an intensive English language school, such as ESL Level 109 or equivalent. Please visit the website at www.umpqua.edu/internationalstudents. A deposit of $4K will be required to pay for the first term’s tuition, fees, and books.

2.0.5c Student Support Resources
The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: c) Grading policy

The following information is listed in Appendix N: UCC 2012–13 Catalog, pp. 13–14.

Grading Policy
Grades are issued at the end of each term.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional Work</td>
<td>4</td>
<td>Exceptional work</td>
</tr>
<tr>
<td>B</td>
<td>Superior Work</td>
<td>3</td>
<td>Superior work</td>
</tr>
<tr>
<td>C</td>
<td>Average Work</td>
<td>2</td>
<td>Average work</td>
</tr>
<tr>
<td>D</td>
<td>Inferior Work</td>
<td>1</td>
<td>Inferior work</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory Work</td>
<td>0</td>
<td>Unsatisfactory work</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
<td>The instructor has granted an “incomplete” mark with arrangements made for completing the requirements.</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>0</td>
<td>The course completion is in progress and that the instructor has not submitted the grade by the deadline.</td>
</tr>
<tr>
<td>E</td>
<td>Extended Course</td>
<td>0</td>
<td>The course was scheduled to extend into the next term and thus a grade cannot be submitted. The issuance of this grade is based upon satisfactory progress by the student. The E grade must be completed within two terms after the E grade was assigned, or the E grade becomes permanent and the course must be repeated.</td>
</tr>
<tr>
<td>P</td>
<td>Pass (equivalent to C or better)</td>
<td>0</td>
<td>A passing grade of C or better was earned. Qualifying credits count toward degrees and certificates but are not computed in the GPA.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0</td>
<td>The student withdrew from a course.</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
<td>The student audited the course. No credit awarded.</td>
</tr>
<tr>
<td>NG</td>
<td>Non-graded course</td>
<td>0</td>
<td>The course or section is not graded.</td>
</tr>
</tbody>
</table>

GPA is computed by:
1. multiplying the number of credit hours attempted in a course by the number of points allowed for the grade received;
2. adding the total points for all courses;
3. dividing this total by the number of credit hours attempted for the term. A GPA is usually computed to two decimal places.

Transfer GPAs are not listed on the UCC transcript, nor are they used in determining the student’s UCC GPA.

**Auditing**

Students who want to participate in a course, but do not want to receive credit and a grade may register for a course under an audit option beginning the first day of class. Charges for auditing a class are 50% of tuition and 100% of fees for the first time a specific course is audited at UCC, and no tuition and 100% of fees for subsequent audits of the same course or for courses previously completed with a passing grade at UCC. These charges are not eligible for financial aid assistance. Students may register as auditors beginning the first day of class on a space-available basis with credit students receiving priority. A student wishing to change from credit to audit, or vice versa, must do so by the tenth instructional day.

Maps index contacts course descriptions undecided career and technical transfer education.

**Grade Discrepancies**

Students must bring any grade discrepancy to the attention of the Director of Enrollment Services/Registrar within 90 days. Student academic records will be updated when courses are repeated, in most cases, so that credit is awarded only once.

**Incomplete**

When a student has satisfactorily completed a substantial portion of the assigned coursework but some essential course requirement has not been completed for reasons acceptable to the instructor, a grade of Incomplete (“I”) may be given and additional time granted for completion.

The Incomplete Grade Contract Form process must be initiated by the student, except in emergency cases. The form is to be filled out and signed by both the student and the instructor. However, only he instructor may submit the form to the Director of Enrollment Services/Registrar.

Because a substantial amount of completed coursework is required for incomplete eligibility for the student, a course repeat is not a legitimate make-up assignment and such agreement will not be accepted by the Registrar’s office.

An “I” grade must be removed by the end of the next regular term, regardless of whether or not the student is enrolled or the course is offered. An “I” grade may be extended only under the most extenuating circumstances and then only for one additional term. An extension must be filed with the Director of Enrollment Services/Registrar on a new or revised contract form prior to the original expiration date. If an “I” is not removed by the agreed-upon date, the “I” then becomes the letter grade designated on the contract.

**Mid-Term Status**

If a student is failing or in danger of failing the student may be notified by the Advising and Career Service Center sometime during weeks five through seven of each term. However, failure to receive this notification does not constitute assurance that the student will not fail based on performance following the seventh week.

**Pass/Fail Option**

Grading options for each course are listed in the course syllabus. Some courses are graded A–F only, some are graded Pass/Fail only, and some allow students to choose either of those two grading options. To choose a grading option, students must inform the instructor during the first two weeks of class. Courses in the student’s major should not be taken with the Pass/Fail option.
**Repeating a Course**

Umpqua Community College policy allows students to repeat a course to improve the grade earned.

Student academic records will be updated when courses are repeated, in most cases, so that credit is awarded only once. The lower grade will be notated with an “E” (excluded) on the transcript and is not computed in the GPA. The GPA is recalculated using the higher grade.

Course work taken at another school will not be considered as a repeat for the same course taken at UCC.

**2.D.5d Student Support Resources**

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings.

The Umpqua Community College catalog provides comprehensive information about college courses, programs, costs and procedure. The catalog, published annually, is developed through a collaborative process directed by UCC’s Vice President for Instruction and supported by the Community Relations/Marketing Department. The catalog is available to students and the public on the UCC website and in print from the Counseling and Advising Department, the Enrollment Services/Registrar’s Office, the UCC library, the Community Relations/Marketing Department, and various locations throughout the district. The catalog is free to students.

Included in the catalog:

- General Information
- Transfer Education
- Career and Technical Education
- Undecided
- Course Descriptions
- Contacts
- Index
- Maps

**2.D.5e Student Support Resources**

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty.

Umpqua Community College looks for the highest professional competence and qualifications in its administrators and full-time faculty. Master’s degrees are required for both types of positions and several administrators and full-time faculty have doctorates or other terminal degrees in their fields.
UCC requires administrators to have a master's degree in a closely-related field. In some cases, for administrators not in an academic position, long experience and mastery in the field may substitute for a master's degree. Additionally, three years of college-level teaching/educational experience is required, along with progressively responsible higher education experience (with community college experience preferred).

UCC requires full-time faculty members to have a master's degree in the field in which they teach or a master's degree in education with graduate credit in their field. Familiarity with the latest strategies for teaching with technology and familiarity with outcomes-based assessment is required.

Educational history and other relevant information about faculty and staff is available to students and other stakeholders in Appendix N: UCC 2012–13 Catalog, pp. 168–178.

2.D.5f Student Support Resources

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: f) Rules, regulations for conduct, rights, and responsibilities

Umpqua Community College publishes its complete Student Code of Conduct (SCC) is printed in booklet form and can also be found on the college’s website at www.umpqua.edu/student-code-of-conduct. Additionally, it is reviewed with students at New Student Orientation in the fall term of each year.

Students at UCC are expected to conduct themselves in a manner compatible with an educational environment and in accordance with standards of the college that are designed to perpetuate its educational purposes.

UCC, because of its responsibility to provide a safe and supportive learning environment, has certain obligations that need to be reflected as rules in the governance of student conduct and discipline.

In the SCC, UCC describes 1) the responsibilities, rights and freedoms afforded to students, and 2) conduct that would interfere with the educational mission of the institution.

The provisions of the SCC are not to be regarded as a contract between the students and UCC. UCC reserves the right to amend any provision herein at any time in accordance with established UCC policies. Communication of any changes will be made to the UCC community in an appropriate and timely fashion.

The SCC will apply to conduct which occurs on UCC premises and to conduct which occurs elsewhere during the course of a UCC-sponsored activity. Off-campus behavior that adversely affects UCC and/or the pursuit of its objectives may also be subject to the UCC Student Code of Conduct.

The Vice President for Student Development (VPSD) is responsible for the administration of the SCC. In the absence of the VPSD, the President may appoint a designee to administer the SCC.

2.D.5g Student Support Resources

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: g) Tuition, fees, and other program costs

The Umpqua Community College elected Board of Trustees sets the tuition and fees. Currently, UCC’s tuition is the lowest among the 17 community colleges in Oregon. UCC’s Board, administration, and faculty are aware of how admission and completing a college degree can be impeded by a high tuition cost. Therefore, before adjustments of tuition and fees occur, open forums are held for students so that the Board and administration may express their viewpoints about the affordability of tuition, the need for an increase, and the impact on course offerings and the number of available sections tuition adjustments would have. To offset this cost, UCC
administers more than $25 million in financial aid to some 80% of its students. UCC’s marketing materials and publications advertise the availability of financial aid.

The current residential, out-of-state, and international student tuition is published in the quarterly Schedule of Classes and on the college’s website at www.umpqua.edu/forms-and-publications#schedule. The fee amounts are published in the annual catalog, the quarterly schedule and the website. For current information on tuition and fees, see Appendix N: UCC 2012–13 Catalog, pp. 7–8; for information on financial aid, see pp. 8–9.

2.D.5h Student Support Resources

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: h) Refund policies and procedures for students who withdraw from enrollment

Students who withdraw from one or more Umpqua Community College courses and who have complied with regulations governing withdrawals are entitled to certain refunds of tuition depending on the time of withdrawal. Refunds are limited to students who comply with withdrawal procedures. See “Refunds” in Appendix N: UCC 2012–13 Catalog, p. 10.

Full tuition is refunded if withdrawal is made during the first week of summer, fall, winter, and spring terms. During summer, full tuition is refunded if withdrawal is made during the first week of the ten-week session, or during the first week of the three- and five-week sessions. No tuition refund will be made if withdrawal is made after these times.

Refunds in all cases are calculated from the date a refund is requested. It is not calculated from the date the student ceased attending class. The only exception is in an unusual case in which delay occurred for reasons beyond the student’s control. Students receive full refunds for courses canceled.

2.D.5i Student Support Resources

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: i) Opportunities and requirements for financial aid

Umpqua Community College takes strong affirmative action to offer financial aid to students and prospective students who need it qualify for it. At the same time, UCC takes responsibility to make sure that students fully understand their responsibility for and the level of the burden they are understating. A financial literary seminar is required of all students seeking financial aid from the college. In addition to the usual gamut of federal and state financial aid on offer, the college foundation administers scholarships from 52 local benefactors have combined to offer 233 scholarships totaling $255,580 to students entering UCC in the 2012–13 academic year.

Information about financial aid offered by UCC is available in the annual catalog (see Appendix N: UCC 2012–13 Catalog, pp. 8–9)) with eligibility requirements and the types, sources, and repayment procedures. Information about the foundation’s offering can be found at www.umpqua.edu/ucc-foundation-annual-scholarships-awards. Additionally, its availability is noted on most of the college’s marketing materials and publications.

2.D.5j Student Support Resources

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: j) Academic calendar
Umpqua Community College's academic calendar is approved by the elected Board of Trustees from a recommendation from the college administration. It is published in the front of the catalog (see Appendix N: UCC 2012–13 Catalog, p. 2), by quarter in the class schedule, and the full year's academic calendar is located on the website at www.umpqua.edu/current-students/academic-calendar.

UCC wants students to have as much information as possible to begin the term and to register on time, to add and drop classes without penalty, and complete the term without incompletes or missing required information.

2.D.6a Student Support Resources

Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.

The Umpqua Community College catalog provides comprehensive information about college costs, programs, policies and procedures, the college mission, values and vision statements, faculty and staff credentials, and the academic calendar. The catalog is published annually and developed through a collaborative process directed by UCC’s Vice President for Instruction with the support of the Community Relations/Marketing Department. The catalog is available online to students and the public on the UCC website and in print in many college departments, the college library, and at various locations throughout the district.

UCC’s print and online publications fully describe the certificates and degree programs, and include accurate information on licensure, entry to professions and unique occupational or transfer requirements. See Appendix C: Programs, Awards, and Certificates for more information on programs and awards granted by UCC.

The college catalog and website provide students and the public with extensive information on certificate and degree programs. The college catalog includes college transfer degrees, highlighting requirements for baccalaureate transfer, career training certificates and degrees, entry into professions, licensure and specialized program accreditation.

UCC’s public website prominently includes an “Instructional Programs” section and “Current Students” section that provide catalog information on programs along with additional information and links to relevant sources. This digital resource is intended to provide current students, prospective students, and the public with more detailed information than can feasibly be included in a print publication.

2.D.6b Student Support Resources

Publications describing educational programs include accurate information on: b) Descriptions of unique requirements for employment and advancement in the occupation or profession.
For those programs with specific requirements for certification, employment or advancement, information pertaining to the requirements are published in the UCC catalog and on the website. (See Appendix N: UCC 2012–13 Catalog, pp. 103–105 “Registered Nursing” for an example).

2.D.7 Student Support Resources

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Student records are kept in two ways. Once a student is admitted and enrolled at UCC, the paper record moves from the Admissions Office to the Registrar’s Office where student files are kept in a secure location for ten years (some of the more vital information is kept in fireproof cabinets). The information in these files is also housed in the school's database (Banner) located in the Educational Skills building on campus. In case of an emergency, there is an electronic backup copy of the database kept off site.

Student records are kept confidential and release practices are published in the catalog (see Appendix N: UCC 2012–13 Catalog, p. 16) under “Student Educational Records” and “Your Rights Under FERPA.”

2.D.8–9 Student Support Resources

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Students receiving financial aid are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Umpqua Community College is committed to providing a quality education for students by engaging students in opportunities to learn about financial aid options, repayment, and financial literacy information. UCC requires all students receiving financial aid to complete a financial literacy seminar before they receive their financial aid award. During the seminar students are directed to the website where they will find the Financial Aid Award Information Booklet specific to UCC. Students learn about types of financial aid, repayment requirements, and consequences of not fulfilling responsibilities of repayment. Students create a student budget, learn to use career research websites to get information about anticipated wages they will earn after completing degree to assess feasibility of repayment. Students are directed to the UCC website to complete the Entrance Counseling requirements.

When students receive their award they are directed on their award to access the Financial Aid Informational Booklet for more information regarding the types of aid they have received.

UCC financial aid staff travel to area high schools to give presentations on applying for financial aid using FAFSA on the web and the process of receiving financial aid at UCC. Additionally, UCC participates in College Goal Saturday in which financial aid staff volunteers their time to assist Douglas County residents interested in attending college complete their FAFSA.

Scholarships are an integral part of making college affordable for Douglas County students. Scholarships opportunities are published on the web and through print and media throughout Douglas County. The scholarship coordinator visits local high schools to give presentations on applying for scholarships through UCC’s online scholarship application. Additionally, the scholarship coordinator offers many scholarship workshops on campus to encourage and assist students in applying for scholarships. A list of scholarships and
awards through UCC is available on the website at www.umpqua.edu/ucc-foundation-annual-scholarships-awa-

UCC regularly monitors its student loan programs and the institution’s loan default rate. The institution replies
to all Skip Trace requests received by loan servicers. These are received either by USPS or email with the request
of current contact information and are usually done the same day they are received. Copies are kept in the
Financial Aid Office. Second, financial aid monitors all former students via the National Student Loan Data
System (NSLDS). Reports are requested from the system in order to track those students who are at risk of
defaulting on their student loans based on the number of days delinquent in repayment. Those students are sent
a letter through USPS informing them that they have options and that financial aid is available to help. Third,
financial aid personnel are available to counsel all students on the repayment options available and the contact
information of their servicer. Finally, financial aid is actively in the process of educating the UCC community
regarding how all staff and faculty have a role in helping students be successful, which in turn minimizes the
default rate.

2.D.10 Student Support Resources

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

The following is a list of the Umpqua Community College employees (and their levels of education) who provide
clear and accurate academic advising:

- 2 part-time academic advisors with associate’s degrees
- 1 part-time academic advising specialist with a bachelor’s degree
- 2 full-time academic advising specialists with bachelor’s degrees
- 1 full-time lead academic advising specialist with a master’s degree
- 1 part-time counselor with a master’s degree
- 2 full-time counselors with master’s degrees
- 1 full-time coordinator with a master’s degree
- 1 full-time director with a master’s degree

The lead academic advising specialist (LAAS) is responsible for academic advising training, scheduling and is
crossed-trained to assist with coverage of any classified advising position within the department. All advising
is monitored by the LAAS and the Director by ensuring program updates have been approved by Instructional
Council before disseminating to advising and counseling staff. New staff training also includes division training
with admissions, registration, financial aid, student life, recruitment, athletics, child care center and TRiO
programs.

Advisors and counselors are provided training on intrusive advising, academic coaching techniques, and the
Family Educational Rights and Privacy Act (FERPA). Training is provided on the various degrees and certificate
offered at UCC. Each staff member has access to program advising worksheets and is trained to run unofficial
degree evaluations.

In addition to providing academic advising, all advisors and counselors are also New Student Orientation
Leaders, facilitating sessions on Student 101 and Registration. Students are assigned for advisors and counselors
to provide intensive services beginning with their first term of attendance. Full-time staff members are also
responsible for assisting with the department’s program. These responsibilities include the following:
2.D.11 Student Support Resources

Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

A variety of co-curricular activities that enrich students’ lives are available through student government, clubs, student life, the Mainstream publication, and athletics. Co-curricular activities serve to provide both lifelong learning opportunities and cultural programs, both of which are part of UCC’s mission.

To provide better structure for co-curricular activities, a Club Handbook is under development.

2.D.12 Student Support Resources

If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Bookstore

The Umpqua Community College Bookstore supports and enhances education by providing textbooks, school supplies, convenience items, and services at affordable prices to our students and staff. The UCC Bookstore supplies required and/or optional textbooks and supplies as requested by faculty at the lowest possible prices while still maintaining a self-sustaining status. The textbook rental program was launched during the 2011–12 academic year. The UCC Bookstore manager also began work with the UCC Student Government Association to develop a textbook borrowing system in an effort to offset the increasing costs of textbooks for students.

The UCC Bookstore helps support college activities by actively donating to various campus groups and organizations to enhance college spirit and pride. The bookstore also carries a wide assortment of dry goods, and promotional clothing and items that carry the UCC logo. A big draw to the UCC Bookstore is the Coffee Cart and the wide range of smoothies and other seasonal drinks and snacks provided by the UCC Bookstore staff. The staff has also created a comfortable atmosphere inside and just outside the building where the UCC Bookstore is located, that is welcoming for both students and staff to congregate and visit. The UCC Bookstore generates a modest profit that supports college functions and activities.

Food Services

In conjunction with the UCC Culinary Program, the college provides a full-service cafeteria for both college students and employees, and is open to the general public. The cafeteria is centrally located on campus in the Campus Center Building. The Director and Assistant Director of the UCC Culinary Department also run the cafeteria, UCC Catering Service, and the UCC River Rush Bistro.

The UCC River Rush Bistro opened during the 2011–12 academic year, and is a menu-driven, sit-down, full-service restaurant located just adjacent to the cafeteria. The ambiance of this space was created with smaller
lunch meetings and gatherings in mind. The UCC River Rush Bistro provides a more intimate setting that overlooks the beautiful North Umpqua River, along with a practical classroom experience for culinary students to sharpen their service skills. Students, employees and the general public enjoy good food and good service provided by the UCC Culinary Program students.

While students are not required to purchase meal tickets, the cafeteria and bistro are widely used by both students and employees because the nearest alternative hot-food option is located more than two miles off campus.

**Ford Childhood Enrichment Center**

UCC staff operates the Ford Childhood Enrichment Center that is certified and licensed by the State of Oregon and the USDA. This comprehensive childcare center gives UCC students and UCC employees priority registration for their children ages six weeks to five years old. The center operates full-time during the academic year, and is supported by a CCAMPIS federal grant that provides funding during the summer term to offset charges for student parents. The center provides meals and snacks for the registered students based on USDA and state regulations. The center also operates as a practicum site for the UCC Early Childhood Program so that students can participate in internship hours in without leaving campus. The center receives moderate funding support from the UCC General Fund every year.

2.D.13 Student Support Resources

Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Umpqua Community College is a member of the Northwest Athletic Association of Community College (NWAACC). Student athletes must adhere to the policies and procedures outlined in the NWAACC Codebook, including academic standards.

Student athletes must complete and follow the same processes that are required of non-athlete students. Student athletes are not given special consideration in admissions, enrollment status, financial aid, or degree completion. Student athletes may use the same student services, offices, and agencies as all other students on campus. Guidelines for the distribution of athletic scholarships are outline in the NWAACC Codebook. UCC may fund tuition grants up to the amount of in-state tuition per quarter.

2.D.14 Student Support Resources

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.
Umpqua Community College students are issued a unique student identification number and use this to log into the Angel Learning Management System for all online courses. Instructors may require a proctored exam for online courses. Some online courses require students to participate in both online coursework as well as face-to-face labs. UCC adheres to FERPA for all students, including students enrolled in online courses.
2. E Library and Information Resources

2. E. 1 Library and Information Resources

Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

The original open construction of the building has enabled the library to reinvent itself over the last fifteen years as a combination open computer lab, collaborative learning center, quiet study space, and traditional circulating library with reference service. The library houses 32,000 books, DVDs, journals, and compact discs. Online services include a growing number of commercial databases, providing students access to tens of thousands of journal articles, full-text books, and other documents.

As the primacy and popularity of online material grows, the library is working to provide access to materials that can be used by students across many different subjects and at different locations beyond campus. The library provides a dynamic reserve collection of materials to support students. ASUCC (UCC’s student government) collaborates with the library to fund extra copies of many in-demand reserve books. With setup and support from Information Technology, the library offers 49 computers to all students by providing relevant software and high-speed internet access, as well as 15 laptop computers for in-library use.

The librarians routinely review items for currency and connection to the current curriculum, and have been focusing on an in-depth review of the current book collection during the 2011–12 academic year in preparation for a remodel of the library space to transform it into a campus learning commons. As part of this in-depth review, items from old curriculum areas on which the college no longer focuses have been removed, while other current curriculum areas were updated with new editions and, in some cases, additional titles. The library also regularly purchases books or videos that supplement the collection and its support of curriculum-related research by students.

The library also provides several specialized collections to serve campus and community needs—the Grantsmanship Collection, instructional videos for use by faculty in the classroom, and the Reserves collection. The instructional videos are purchased by request of subject faculty and are provided on instructors’ requests for class use.

The library subscribes to many online databases such as EBSCOHost, Gale Cengage, and Credo Reference, among others, to support student research and academic success. These databases give students access to a wide variety of discipline-focused publications, including content collections affiliated with curricular areas and thousands of articles from peer-reviewed journals and other specialized academic publications. The library regularly evaluates e-book subscriptions as potential additions to the collection. Usage reports and faculty referrals indicate the databases are well used by students and support both on-campus classes and classes offered remotely by providing access to library resources regardless of physical proximity to the college.
2.E.2 Library and Information Resources

Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

The library plans for service by observing daily usage patterns and evaluating formal surveys of the library use. In Fall 2010, the library conducted a survey of 200 students who used the library and discerned the following results:

- 78% of respondents use the library study tables and 46% use the “quiet study area” of the library
- 71% of respondents use the library daily
- 55% of respondents use the library from 1 to 3 hours on an average visit
- 35% of respondents use the library less than an hour per visit
- 98% of respondents indicate “average” or better to the question “How are we at meeting your needs?”
- 88% of respondents indicate “above average” (33%) or “excellent” (55%) to the question “How are we at meeting your needs?”

Once a year (usually during fall term), the circulation staff conducts hourly headcounts of patrons in the library every day for a week. Number of computer lab users and laptop and tablet users are tallied, and the staff use this information to adjust library hours and services to better serve students.

As a result of such data, the library changed its hours in Fall 2011 so more staff can be available to assist patrons during the busiest afternoon times instead of late evenings when use of reference assistance and the library space is very minimal. During the fall, winter, and spring terms, the library is open 63.5 hours per week. The library is open 54 hours a week during the summer term. The library is providing more laptops for checkout to students as evidence and observation shows wireless device use in the library is beginning to outpace the lab.

The library uses internal data from reports to collaborate with other campus groups to increase instructional support and resources. At the start of each term, the circulation staff run a report on the current status of the texts available for checkout and works with UCC student government (ASUCC) to purchase additional copies of high-demand or missing class texts to supplement the Reserve collection. In Winter 2012, the reference librarian began developing online class guides to accompany information literacy instruction using the LibGuides platform, which allows usage statistics to be tracked. These statistics will be used to evaluate resource use and instruction focus alongside more qualitative assessments such as faculty and student feedback from librarian sessions.

The 2010 student survey also invited responses to the question “How can we improve?” and 34% of the comments—a combination of requests for quiet space and study rooms, more tables, additional outlets—indicate a need for improvement of the library facility. Many student groups, with and without instructors, meet in the library. Taking into account this use, as well as discussions with faculty and administrators about opportunities for collaborative instruction space, the library completed a five-year strategic plan in Summer 2011. The plan includes transitioning the library into a learning commons with academic support partnerships such as expanded tutoring services. Patron feedback and formal usage statistics lead to significant reduction in the book collection, print magazine/journal subscriptions, and retention of back issues over the last two years, creating a 30% reduction in the physical collection size.

In turn, the library staff are working on increasing access to online content while turning the open physical space into expanded and diversified study areas for students to accommodate a variety of needs and noise levels.
Over the past ten years, library planning involving other campus areas has been slow to gain momentum due to extensive administrative change at the college. However, with recent support from administration for the development of strategic planning for the learning commons, the library has been able to share and promote the learning commons concept with students, faculty, instructional leadership, and the College Board.

2.E.3 Library and Information Resources

Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The library provides information literacy instruction to students face-to-face through collaborative instruction between the reference librarian and other subject faculty as well as online support through posted research guides and online reference forums for distance learners. The reference librarian delivered one-time instruction and orientation tours to 2,031 students on campus during the 2010–11 academic year, in addition to offering “Ask a Librarian” online forums hosted in Angel classes during the fall, winter, and spring terms.

A three-credit course, Library and Internet Research, is taught by the reference librarian as an online elective during the fall, winter, and spring terms and has been fully enrolled.

The librarians also offer one-time instruction in making successful, efficient use of library resources to faculty at in-service events, one-on-one, and to interested community groups. The library director regularly presents orientations and training on our grant writing collection and online grants database to nonprofit groups and community classes, and the reference librarian gives research instruction and assistance to high school classes each spring. In addition, the librarians are available for reference and to provide assistance during regular business hours in person, by phone, and through email. The librarians’ contact information is available through the library website and on class “LibGuides” and paper handouts that are distributed during instruction sessions. The circulation staff provides in-person and phone assistance during the library’s open hours, and the library staffs a student “lab aide” position from 8am–8pm Mon.–Thurs., 8am–5pm Fri., and 1pm–4pm Sat. during the regular academic year to provide lab users with basic computer assistance.

Use of the physical space in the library has traditionally been high—the library has averaged over 211,000 visitors annually in each of the last two years. For the previous seven years, the library averaged 168,000 visitors per year. During peak hours, all of the study tables are occupied, the computer lab is busy, and laptop use is growing to over 500 checkouts monthly. During an average week (May 9–14, 2011), the library recorded 6,018 people entered the library. The library provides general seating at tables for 128 people and study carrels accommodate an additional 37 individuals. The library also provides wireless internet access and printing, scanners, CD burners, printers, and both color and black-and-white copy machines.

The library has two small rooms for student use, although they are of limited availability for group study. The reference librarian works with faculty to align one-time outcomes to class needs, and collaborate on a department level for Information Literacy outcomes across sequences in Nursing and Writing to support the OCNE curriculum and the AAOT foundational Writing requirements. In the spring term, the reference librarian meets with writing faculty to assess student writing samples and how the Information Literacy instruction in the program is assisting students in their paper research. With the forthcoming online class assessment tool for student evaluations (“Blue”) that UCC is switching to in Summer/Fall 2012, it will be possible to add questions to students’ end-of-term class evaluation form to allow for more quantitative assessment of the success of one-time instruction with the librarians.
2.E.4 Library and Information Resources

The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The librarians regularly review the physical collection and online subscriptions for currency and use. The physical collection is regularly evaluated by the librarians; subject sections are examined and updated as part of the librarians’ ongoing work, and during the 2011–12 year the entire book collection was weeded and reviewed in preparation for moving the stacks. The library invites subject faculty to review the collection and make purchase selections on an ongoing basis. The collection is constantly evaluated for access and format; examples include switching out VHS media for DVDs after data from the library management system (SIRSI) showed the tapes no longer being used, and identifying ways to make the best use of space previously occupied by reference shelving as the demand for online access has increased while demand for print has decreased. Database statistics and reports from SIRSI are regularly reviewed by the librarians in determining the use and adequacy of the collection, and informal feedback and formal surveys from faculty and students about the quality of the content and its accessibility are also used in regular collection development. In addition, the librarians also review the cost and use of each database yearly in determining if continuing a subscription makes sense in light of the college’s curricular needs.

Umpqua Community College participates in several regional cooperative agreements—cataloging, collection management systems, and van delivery of materials are shared with the Douglas County Library System, and database subscriptions through cooperative agreements with the Oregon State Library and Orbis-Cascade Consortium (a regional group of Pacific Northwest academic libraries which includes public and private four-year universities and community colleges). The college works with OCLC to provide inter-library loan services, cataloging, and a public web catalog that including holdings from other libraries worldwide, WorldCat Local. The UCC Library is a Foundation Center cooperating collection member, allowing the community access to many grant-development and funding resources. These agreements allow the library to offer an increased number of database subscriptions and a larger diversity of physical items while allowing the college to obtain the services at a reduced cost. Recent challenges to the county library system, including a significant reduction in operating hours as of July 2011 as well as the potential closure of the county system if federal timber money is cut, mean that the future of the services shared with the local county libraries is uncertain.
2.F Financial Resources

2.F.1 Financial Resources
The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Financial Planning
The Oregon State Legislature provides a biennial budgetary allocation for the operation of the state's 17 public community colleges to the Department of Community Colleges and Workforce Development (CCWD). CCWD distributes these funds to colleges using an FTE allocation formula reviewed and approved by the college presidents. The college is authorized by local Board of Trustees to collect and retain tuition to subsidize state funding. The college is also authorized to levy local property taxes that represent about 11% of the general fund resources.

Every year since the 2007–09 biennium, the college has experienced a reduction in its state allocation. Actual budgetary basis state resources were as follows:

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<td>$10,255,466</td>
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To mitigate the state's diminishing funding allocations, UCC strategically plans for additional revenue to assure year-to-year financial stability for the college. Student tuition is the college's greatest single non-state revenue source.

Additionally, the college regularly plans for, and secures revenue from a variety of other sources. Some of these revenues are restricted for designated purposes, while others can be used at the discretion of the college. UCC has a negotiated agreement with the federal government to retain 35% of federal grants and contracts as indirect cost recovery. When allowed, this percentage for indirect cost recovery is applied to grants and contracts awarded to the college. Indirect funds support general administrative overhead and instructional objectives.

Grants and contracts provide critical resources for the college to accomplish its core themes and mission. These revenues are reliable funding sources for the periods specified in the grants, and are factored into the college's financial planning processes. UCC is regularly awarded both restricted and unrestricted grants and contracts. Examples of current contracts and grants with restricted funds include, but not limited to:

- **TRiO Upward Bound Program**: A grant of $1.3 million was awarded for 2012–17
- **TRiO Educational Talent Search Program**: A grant of $1.15 million was awarded for 2011–16
- **TRiO Student Support Services**: A grant of $1.4 million was awarded for 2010–15
- **Adult Basic Education**: A grant of $280K was awarded for 2011–14

Cash Flow/Reserve
UCC maintains adequate reserves to fund operational needs and maintains the Board's mandated operating reserve of 8% of budgeted expenditures. In addition, UCC has established priorities and provided resources for anticipated costs for building repairs, maintenance, payments, and increased PERS (Public Employees Retirement System) costs. UCC has also established an account to provide additional resources to supplement
the cost of servicing and supporting new facilities. The budget model provides financial and fund balance projections that assist in the annual budget process.

UCC has an Investment Policy that identifies the Vice President of Administrative Services as the President’s designee for investments. UCC currently only has funds invested with the Oregon Local Government Investment Pool authorized by Oregon law.

**Long Term Obligations**
UCC has issued $4.25 million of general obligation Full Faith and Credit Obligations to finance the Danny Lang Teaching, Learning, and Events Center. In February 2004, $11.91 million of limited Tax Pension Obligation Bonds were issued and transferred to the State of Oregon Public Employees retirement system to cover a portion of UCC’s share of the cost-sharing plan’s unfunded actuarial liability. UCC has been budgeting reserves designated to the future long-term obligations payments. In 2009–10 UCC retired $1.415 million of long-term debt early using fund reserves designated for debt service. The early payoff resulted in an interest cost savings of $341,943.

2.F.2 Financial Resources
Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The Umpqua Community College budget process includes all UCC funds and resources in accordance with Oregon Budget Law. All revenue projections are thoroughly researched and updated throughout the year. The budget is continuously monitored to ensure expenses do not exceed appropriations.

The annual budget is developed based on conservative estimates of the Oregon State legislative biennial allocation, annual tuition revenue and property tax revenue, UCC’s main funding sources for regular operating expenses. UCC does not use one-time funds to fund ongoing operational costs. UCC’s prudent budget forecasting process provides stability for college operations.

UCC currently operates in a volatile economic environment. State revenues, tuition, and enrollment demand are continually changing. UCC’s executive staff closely monitors revenue and expenditures and regularly communicates current and future budget information to the Board of Trustees and other college constituents. Enrollment trends are incorporated into the budget planning. The budget process is transparent and continuous and incorporates information solicited from college stakeholders.

UCC’s auxiliary services, which include the bookstore and food services, maintain self-balancing accounts.

2.F.3 Financial Resources
The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.
Umpqua Community College has established detailed policies and procedures related to budgeting, investing, and financial planning to ensure consistent and timely development of the annual operating budget. The budgeting process is guided by a detailed budget calendar identifying all key components, steps, and legal notices as required by Oregon Budget Law. UCC uses a decentralized approach to budget development to ensure broad participation from all areas of UCC.

See Appendix F: Finances for information on UCC’s budget summary and balance sheets.

2.F.4 Financial Resources

The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Umpqua Community College maintains robust accounting and budgeting systems that provide real-time summaries and detailed reports to all departments with budget responsibilities. UCC provides quarterly financial reports to the Board. In addition, UCC produces an annual financial report, following generally-accepted accounting principles, which is audited by licensed state auditors.

UCC has voluntarily adopted elements of the Sarbanes-Oxley Act to ensure that it is employing best-business practices and maintaining adequate systems of internal controls. UCC conducts a review of internal controls with each annual audit.

Accounting functions are directly overseen by the Director of Accounting and Finance, who reports to the Vice President for Administrative Services and supervises appropriately trained and qualified employees.

2.F.5 Financial Resources

Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Umpqua Community College’s long-range strategic plans (facilities master plan, technology plan, capital budgets) are shaped, updated, and revised to meet UCC’s mission, objectives, and values. Long-range forecasts are discussed annually and throughout the year as new information becomes available. All resource requirements for long-term obligations and capital budgeting are identified in the annual budgeting process. Long-range facility plans include the total cost to acquire, construct, and operate new and remodeled facilities. UCC’s long-range plans also include increased operational budgets for facility and program expansion.

The state of Oregon, through Oregon Revised Statutes (ORS 341.675), limits the amount and use of bonded indebtedness. UCC has elected to minimize debt obligations and has instead used reserves to fund several projects and purchase major equipment. The Board of Trustees must approve all debt obligations, and debt requirements and disclosure are included in the annual financial report.

2.F.6 Financial Resources

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.
Umpqua Community College has established clearly-defined relationships between general operations and auxiliary services, which include the bookstore, and food services, copy center, motor pool, and administratively-restricted programs. Enterprise services (bookstore and food services) are expected to produce an appropriate profit to ensure long-term sustainability. Internal service activities (copy center and motor pool) operate on a cost-recovery basis, and administratively-restricted programs are expected to operate on a self-balancing basis with available resources, which include budgeted transfers in from general operations.

2.F.7 Financial Resources

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

An annual audit is performed by an external CPA firm licensed through the state of Oregon in accordance with generally-accepted auditing standards, government auditing standards, and the requirements prescribed by the state of Oregon. In addition, annual audits are completed in compliance with bond covenants and provide supplemental information. Audit results and findings are presented and discussed with the Board of Trustees at the November Board meeting (the month following the completion of the report).

2.F.8 Financial Resources

All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Umpqua Community College Foundation’s purpose, as stated in the articles of incorporation, is to exist exclusively for the benefit of UCC, its faculty, and students to further the educational and charitable activities of UCC. Appendix G: Foundation Agreement contains the written agreement between UCC and the UCC Foundation. The Foundation’s fundraising activities are conducted in a professional and ethical manner as demonstrated by several practices:

- Independent oversight by the UCC Foundation’s governing board
- Independent yearly audit by an outside accounting firm
- A policies and procedures manual that delineates appropriate behavior in a variety of circumstances

The UCC Foundation complies with governmental regulation as demonstrated by its bylaws, IRS determination letter (demonstrating its not-for-profit status) and its annual independent audit by an outside accounting firm.
2.G Physical and Technological Infrastructure

2.G.1 Physical Infrastructure

Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

Umpqua Community College’s physical infrastructure exists to support the mission, goals, priorities, and core themes of UCC. The importance of this infrastructure is exemplified in the Board’s polices and its annual provision of funds for construction, maintenance, and capital. The Campus Master Plan was updated in 2008 to provide input and guidance to UCC facilities planning and decision-making. A campus map is available in Appendix F: Facilities. Since the last accreditation report, UCC has added the Danny Lang Teaching, Learning, and Event Center. It houses the Southern Oregon Wine Institute which was funded through fundraising and private donations.

UCC currently includes the main campus and several special-purpose locations. The main campus is located six miles north of Roseburg on 100 acres of donated land overlooking the North Umpqua River. The main campus is comprised of 17 buildings located on park-like grounds with approximately 290,000 square feet with three additional off-campus locations:

- The H. Woolley Adult Basic Education Center located at 1634 W. Harvard, Roseburg
- The Workforce Training Center located at 2555 N. E. Diamond Lake Blvd., Roseburg
- The Construction Technology Center located at 400 Grant Smith Road, Roseburg

UCC has addressed the accessibility for persons with disabilities on the main campus by remodeling restrooms so that all campus buildings are fully ADA-compliant. Accessible sidewalk routes connect all buildings on the main campus and are not issues at off-campus locations.

2.G.2 Physical Infrastructure

The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Umpqua Community College maintains and updates a Hazardous Materials Plan. Chemicals are stored in accordance with the hazard rating of the chemical. Toxic or hazardous chemicals are stored so that only authorized personnel have access, for example, in a locked cabinet or room. Material Safety Data Sheets (MSDS) are maintained and updated as chemical inventory changes. Used and/or outdated chemicals are inventoried and submitted for disposal. Safety training for handling and use is conducted by the Directors of Facilities and Maintenance Services and Safety, Security, and Custodial Services, contracted instructor, or designee prior to use.
2.G.3 Physical Infrastructure

The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The Campus Master Plan was updated in 2008 to provide input and guidance to Umpqua Community College facilities planning and decision-making. Unprecedented enrollment growth over the past four years has placed a severe strain on all parts of UCC, including facilities. Shortages of classroom and office space have resulted in small remodeling projects utilized to help alleviate the stress and meet the need.

In April 2009, UCC received $4 million in stimulus dollars as part of the American Recovery and Reinvestment Act of 2009. UCC used these dollars to renovate and refurbish a total of 11 shovel-ready projects from our Deferred Maintenance List.

This volume of construction, while necessary for supporting the institutions growth, and the ongoing facility support requirements put severe strain on the campus infrastructure support personnel. Declines in state support correlate with minimal staffing of Maintenance, Grounds, and Custodial Services.

2.G.4 Physical Infrastructure

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

The Director of Facilities and Maintenance Services annually solicits maintenance projects from the campus community and prioritizes them along with projects from the facilities audit, master plan, and other documents. This process culminates in a rolling, multi-year maintenance projects list which is prioritized for budget consideration and presented each spring to the Board of Directors through the budget process. The Director of Safety, Security, and Custodial Services reviews annually the status of equipment and infrastructure related to custodial, access and security in developing budget requests related to supporting these areas.

Assessment tools are utilized yearly to monitor equipment and project replacement of mechanical system components. Our fleet, grounds, custodial and maintenance tools/equipment are maintained and monitored by our shop mechanic using assessment tools updated during preventative maintenance and equipment servicing processes.

2.G.5 Technological Infrastructure

Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

In early 2012, the Campus Technology Oversight Committee was chartered to ensure that organizational technology infrastructure, systems, software, and delivery systems adequately meet the needs of UCC. The IT department is committed to working collaboratively with the CTO Committee by articulating a comprehensive Tactical Plan and fostering a service-oriented structure focused on user empowerment in order to meet the demands of a college community.
From an operational standpoint, UCC currently supports 29 computer labs consisting of 507 desktop computers, 4 mobile labs, 94 laptops and iPads, with 46 teaching stations in classrooms in addition to 500 office computers located throughout UCC facilities. Hardware equipment and software applications for both instructional and administrative functions are supported by the centralized Information Technology (IT) department.

In April 2012, a task group including identified IT staff and an external consultant from the Douglas Educational School District reviewed the proposed Infrastructure proposal, assessed needs and analyzed multiple options before selecting new system. In August 2012, core infrastructure (SAN, servers and required software) was purchased and the installation will occur during the first half of September. This will allow UCC much-needed capacity for operating various software programs and the enterprise database (Banner) as well as have a fully functional backup and recovery system for all digital information. UCC has also completed its failover connection to the outside world so in the event of an emergency, UCC is able to connect outside of its system.

2.G.6 Technological Infrastructure

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The Human Resources department determines the technology access needs of new hires through consultation with the supervisor of that position. Once an individual is hired, the HR department forwards a technology access form to the IT department where email, phone, and information system access is set. IT then informs HR that set up and access is complete and the supervisor conducts orientation and training with the new hire on the use and utilization of the various systems and tools.

Staff and faculty are required to complete the online FERPA course to ensure they are fully apprised of Federal privacy and security laws in relation to use and dissemination of student information. This is managed by the Director of Enrollment Services.

The Helpdesk, as part of the centralized IT department, is available for faculty, staff, and administrators to call for assistance in resolving computer, information system, or facility problems. The Helpdesk uses a ticketing system that generates an email to the end user and identifies the appropriate staff member to address and resolve the issue. Technicians specialize in computer hardware and software support, network and systems administration, telecommunications, and multimedia systems support and are experts in troubleshooting technology issues.

Face-to-face and online orientation sessions of the Learning Management System (LMS) are available to students each term. Students have the option of a drop-in lab at the beginning of each term for assistance with technical questions regarding using the LMS. Students can also call, email, or visit UCCOnline and the Educational Technology Center located in the Educational Skills Building and work with an Instructional Support Specialist or student tutor.

Training is required of faculty who use the LMS for online, hybrid and web-enhanced courses through one-on-one and small group sessions. All online and hybrid courses are developed from course outlines that already exist and have been approved by Instructional Council. Before a course can be offered to students, it is peer-reviewed and revised accordingly using the Quality Matters rubric, a set of instructional design standards and online best practices.

The UCCOnline and the Educational Technology Center also provides opportunities each term for faculty to learn about new technology tools, both hardware and software, that can positively impact teaching and learning. Faculty and staff can check out equipment like cameras, iPads, or laptops to learn about a new technology or work on a project. They can also meet with an Instructional Support Specialist for a demonstration, troubleshooting or training. In addition to individual meetings, the Center facilitates sessions at in-service
and retreats as well as signature events and brown bag lunches throughout the year to demonstrate and engage faculty and staff in the use of technology as a way to support students in meeting their academic goals.

2.G.7 Technological Infrastructure

Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The Campus Technology Oversight Committee (CTOC) was formed in February 2012. This committee is broadly representative of the campus community which brings together diverse and representative perspectives to address operational issues, policy proposals, critical technology prioritization and recommendations. This committee provides oversight for the prioritization and implementation time lines of technology projects by:

- determining the institution technology environment and inventory existing hardware and software;
- reviewing of technology assets and how they’re managed; and
- identifying fiscal issues like recurring license fees and support costs.

The CTOC meets at least monthly and as often as needed to address campus technology needs and issues. This committee provides a structured format for various UCC constituents to share their opinions and perspectives and facilitates effective communication and dialogue regarding technology within UCC. With the growing importance of technology in all aspects of college affairs, the members of the committee represent a balanced cross-section of UCC, including staff from the Information Technology Department.

In Spring and Summer 2012, Information Technology staff began research and review of various components of an IT Tactical Plan. Infrastructure planning, computer standards and the determination and implementation of a clear refresh and replacement cycle were significant dialogues which inform the tactical plan and will continue throughout the 2012–13 academic year.

2.G.8 Technological Infrastructure

The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

The IT department has a refresh cycle in place for UCC-owned desktops and laptop computer classrooms and labs as well as faculty and staff offices and work areas. The Information Technology Department supports and maintains hardware and software on UCC’s main campus and multiple satellite locations in Douglas County.

The refresh cycle is structured to use desktops or laptops for up to four years before they are removed from the network. Most of the PCs in full-time use are replaced every four years, with older computers moved into areas with lower criticality. This approach provides current technology, while maximizing how dollars are spent. A similar approach is used for the classroom media equipment, such as projectors. Annual updates to software applications are coordinated through collaboration with the faculty and administration.

Operating system updates are based on stable releases of new versions, but also in collaboration with faculty and staff. With the purchase of new technology infrastructure in August 2012, UCC is beginning the same approach for the network and data center infrastructure, creating a lifecycle timetable to proactively replace aging equipment before end of life status and end of warranty or service contract.
Conclusion

Umpqua Community College's Year Three Self-Evaluation Report is the second report prepared by UCC in response to NWCCU’s recently revised accreditation standards and reporting cycle. The Year Three Self-Evaluation Report includes chapters on two standards, Standard One: Mission, Core Themes, and Expectations and Standard Two: Resources and Capacity.

Standard One focused on UCC’s mission fulfillment, core themes, and core indicators of achievement. The five core themes and the indicators of achievement for each were developed through an inclusive process that engaged the campus community in discussions regarding how UCC fulfills its mission. The core indicators of achievement will be used during institutional continuous improvement efforts, including the five year strategic planning for 2013–18, state Achievement Compacts, and our participation in the Achieving the Dream initiative. UCC will also continue to work with the core themes and core indicators of achievement as future self-evaluation reports are developed for NWCCU.

Standard Two demonstrates UCC’s resource capacity to fulfill the mission and core themes. UCC’s governance, human resources, education, student support, library and information, financial, physical, and technological resources all support UCC’s ability to achieve mission fulfillment.

UCC is dedicated to successfully achieve the mission to provide accessible and affordable quality college education, lifelong learning opportunities, workforce training, and cultural programs for our communities.
## Appendix A: Links

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
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<tr>
<td>Umpqua Community College Website</td>
<td><a href="http://www.umpqua.edu">www.umpqua.edu</a></td>
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<td>UCC Fall 2012 Schedule</td>
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<tr>
<td>Board of Trustees reports and minutes</td>
<td><a href="http://www.umpqua.edu/board-reports-and-minutes">www.umpqua.edu/board-reports-and-minutes</a></td>
</tr>
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<td>Interactive Campus Map</td>
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<tr>
<td>Campus Map</td>
<td><a href="http://www.umpqua.edu/maps-and-directions">www.umpqua.edu/maps-and-directions</a></td>
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<tr>
<td>Douglas County libraries: hours and locations</td>
<td><a href="http://dclibrary.us/branch-libraries">http://dclibrary.us/branch-libraries</a></td>
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<td>UCC library database login information</td>
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<td>UCC Foundation scholarships and endowments</td>
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Appendix B: Articulation Agreements

The following table presents Umpqua Community College's current articulation agreements with Oregon universities.

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<td>Medical Imaging Tech</td>
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<tr>
<td>Criminology/Criminal Justice</td>
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<td>SOU</td>
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<tr>
<td>Human Services</td>
<td>AS</td>
<td>SOU</td>
</tr>
<tr>
<td>Music</td>
<td>AS</td>
<td>SOU</td>
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<tr>
<td>Accounting</td>
<td>AAS</td>
<td>SOU</td>
</tr>
<tr>
<td>Early Childhood Ed</td>
<td>AS to BA/BS</td>
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See the hard or online copy of the "Articulations by School" spreadsheet for more details on existing and planned articulation agreements with other Oregon universities.
## Appendix C: Programs, Awards, and Certificates

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<tr>
<th>Title</th>
<th>Award</th>
<th>Year(s)</th>
<th>Credits</th>
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<td>Juvenile Corrections</td>
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<td>48</td>
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<tr>
<td>Green Technology</td>
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<tr>
<td>Civil Engineering and Surveying Technology: Surveying (*new)</td>
<td>CPCC</td>
<td>&lt;1</td>
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<tr>
<td>Civil Engineering and Surveying Technology: Water Quality (*new)</td>
<td>CPCC</td>
<td>&lt;1</td>
<td>*</td>
<td></td>
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<tr>
<td>COMMUNICATION SPECIALIST IN ORGANIZATIONS</td>
<td>CPCC</td>
<td>&lt;1</td>
<td>15</td>
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<td>x</td>
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<tr>
<td>Comp. Inf. Systems- HI: Microsoft Networking Support Technician (*new)</td>
<td>CPCC</td>
<td>&lt;1</td>
<td>*</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Comp. Information Systems: Cisco Networking Support Technician (*new)</td>
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<td>&lt;1</td>
<td>*</td>
<td></td>
<td>x</td>
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<tr>
<td>Early Childhood Education: Early Childhood Education (*new)</td>
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<tr>
<td>Early Childhood Education: Infant/Toddler (*new)</td>
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<tr>
<td>Early Childhood Education: Pre-School (*new)</td>
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<td>Employment Skills Training</td>
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<td>ENTREPRENEURSHIP</td>
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<td>Financial Services</td>
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<td>Limited Electrician Apprenticeship Technologies</td>
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<td>Microsoft Office Technologist</td>
<td>CPCC</td>
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<td>PRE-PRESS TECHNICIAN</td>
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<td>PUBLIC RELATIONS COMMUNICATION ASSISTANT</td>
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<td>Retail Management</td>
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<td>Trucking and Transportation Logistics</td>
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<td>WINE MARKETING ASSISTANT Career Pathway Certificate</td>
<td>CPCC</td>
<td>&lt;1</td>
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</tbody>
</table>

**Totals** 64 22 3 20 5 14 23 2 61 13 2 12 4
Appendix D: Library Resources

Library hours are available to students in the UCC library and online at [http://dclibrary.us/branch-libraries](http://dclibrary.us/branch-libraries) and the database information can be found at [www.umpqua.edu/index.php/ucc-library-online-databases](http://www.umpqua.edu/index.php/ucc-library-online-databases).

# Hours and Location

## Douglas County Library System

<table>
<thead>
<tr>
<th>Location</th>
<th>Open Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Douglas County Central Library - Roseburg</strong>&lt;br&gt;Mail: 1409 NE Diamond Lake Blvd.,&lt;br&gt;Roseburg, OR 97470&lt;br&gt;Phone: 541-440-4305</td>
<td>Tuesday .......... noon-7pm&lt;br&gt;Wednesday ........ 11am-6pm&lt;br&gt;Thursday .......... 11am-5pm&lt;br&gt;Saturday .......... 10am-2pm</td>
</tr>
<tr>
<td><strong>Canyonville Branch</strong>&lt;br&gt;Mail: PO Box 216, Canyonville, OR 97417&lt;br&gt;Location: 250 N. Main Street, Canyonville, OR 97417&lt;br&gt;Phone: 541-839-4727</td>
<td>Monday .......... noon-5pm&lt;br&gt;Wednesday ....... 10am-4pm&lt;br&gt;Thursday .......... 2pm-7pm</td>
</tr>
<tr>
<td><strong>Drain Branch – Mildred Whipple Library</strong>&lt;br&gt;Mail: PO Box 128, Drain, OR 97435&lt;br&gt;Location: 205 West A Avenue, Drain, OR 97435&lt;br&gt;Phone: 541-836-2648</td>
<td>Monday .......... 2pm-7pm&lt;br&gt;Tuesday .......... 10am-5pm&lt;br&gt;Friday .......... noon-4pm</td>
</tr>
<tr>
<td><strong>Glendale Branch</strong>&lt;br&gt;Mail: PO Box 680, Glendale, OR 97442&lt;br&gt;Location: 3rd and Willis, Glendale, OR 97442&lt;br&gt;Phone: 541-832-2360</td>
<td>Tuesday .......... 1pm-6pm&lt;br&gt;Wednesday .......... 11am-4:30pm&lt;br&gt;Friday .......... 11am-4:30pm</td>
</tr>
<tr>
<td><strong>Myrtle Creek Branch</strong>&lt;br&gt;Mail: PO Box 57, Myrtle Creek, OR 97457&lt;br&gt;Location: 231 Division, Myrtle Creek, OR 97457&lt;br&gt;Phone: 541-863-5945</td>
<td>Monday .......... noon-6pm&lt;br&gt;Tuesday .......... 11am-5pm&lt;br&gt;Wednesday .......... 11am-5pm&lt;br&gt;Thursday .......... noon-6pm</td>
</tr>
<tr>
<td><strong>Oakland Branch</strong>&lt;br&gt;Mail: 637 NE Locust, Oakland, OR 97462&lt;br&gt;Location: 637 NE Locust, Oakland, OR 97462&lt;br&gt;Phone: 541-459-9784</td>
<td>Monday .......... 1pm-5pm&lt;br&gt;Wednesday .......... 1pm-6pm&lt;br&gt;Friday .......... 10am-5pm</td>
</tr>
</tbody>
</table>
Reedsport Branch
Mail: 395 Winchester, Reedsport, OR 97467
Location: 395 Winchester, Reedsport, OR 97467
Phone: 541-271-3500

Tuesday .......... noon-7pm
Wednesday ......... 10am-4pm
Thursday .......... noon-6pm
Friday .............. 11am-4pm

Riddle Branch
Mail: PO Box 990, Riddle, OR 97469
Location: 637 First Avenue, Riddle, OR 97469
Phone: 541-874-2070

Tuesday .......... noon-6pm
Wednesday .......... noon-5pm
Friday .............. 11am-4pm

Sutherlin Branch – C. Giles Hunt Memorial Library
Mail: PO Box 429, Sutherlin, OR 97479
Location: 210 E. Central Avenue, Sutherlin, OR 97479
Phone: 541-459-9161

Tuesday .......... noon-6pm
Wednesday .......... 10am-6pm
Friday .......... 11am-4pm
Saturday .......... 11am-4pm

Winston Branch - Paul B. and Dorothy F. Hult Library
Mail: PO Box 640, Winston, OR 97496
Location: 440 SE Grape Avenue, Winston, OR 97496
Phone: 541-679-5501

Monday .......... noon-6pm
Tuesday .......... noon-6pm
Thursday .......... noon-6pm
Friday .......... 11am-5pm

Yoncalla Branch
Mail: PO Box 157, Yoncalla, OR 97499
Location: 194 Birch Street, Yoncalla, OR 97499
Phone: 541-849-2128

Wednesday .......... 10am-5pm
Thursday .......... 2pm-7pm
Saturday .......... 10am-2pm

Or you can use the appropriate form below to contact us via e-mail:

- Ask your librarian a question
- General comments or suggestions

We look forward to hearing from you!
Some of our database subscriptions (www.umpqua.edu/library) are also accessible off campus with a username and password. When available, usernames and passwords are listed below. Usernames and passwords are case sensitive.


CINAHL-- Username: umpqua Password: libpass

CQ Researcher -- Current controversial issues. Login using your student ID number.

Credo Reference -- Great place to start research with reference ebooks. Username: umpqua Password: libpass

EBSCOHost products -- 1000s of journals; many databases. Username: umpqua Password: libpass

Encyclopedia Britannica -- Available on campus only.

Foundation Center Grants Databases -- Available in the library; see a librarian for details.

Gale Cengage products -- 1000's of journals, books, and more in dozens of databases. Your library ID: umpqua

Global Road Warrior -- Countries, cultures, customs. Username: umpqua Password: libpass

Learning Express Library -- Practice tests and tutorials. Create your own username and password to use.

LexisNexis Academic -- Legal database, world news, business reports. Available on campus only.

Literary Reference Center -- Literary criticism, journals, and reference. Username: umpqua Password: libpass

NoodleBib -- Create MLA and APA-style source lists. Username: umpqua Password: libpass

Opposing Viewpoints In Context -- Current controversial social issues. Your Library ID: umpqua


Oxford Reference Online Premium -- Start your research w/ reference books. Username: umpqua Password: libpass

Salem Health -- Medical reference encyclopedias. Password: libpass

July 2012
Appendix E: Facilities

This campus map can be found at www.umpqua.edu/maps-and-directions and the interactive campus map can be found at www.umpqua.edu/images/maps/Interactive_map.swf.
# Appendix F: Finances

## Budget Summary

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and investments</td>
<td>8,384,720</td>
<td>8,286,691</td>
<td>4,885,671</td>
</tr>
<tr>
<td>Accounts Receivable, net of allowance for uncollectibles:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property taxes</td>
<td>396,308</td>
<td>350,325</td>
<td>288,929</td>
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<tr>
<td>Accounts/Grants</td>
<td>3,494,781</td>
<td>4,069,609</td>
<td>3,999,816</td>
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<tr>
<td>Accounts Receivable - Due from Foundation</td>
<td>135,387</td>
<td></td>
<td></td>
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<tr>
<td>Inventories</td>
<td>472,606</td>
<td>410,739</td>
<td>347,616</td>
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<tr>
<td>Prepaid expenses and deferred charges</td>
<td>281,576</td>
<td>121,781</td>
<td>45,182</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>13,165,376</td>
<td>13,239,145</td>
<td>9,567,214</td>
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<tr>
<td>Noncurrent assets:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pension Asset</td>
<td>10,493,525</td>
<td>9,742,497</td>
<td>9,431,667</td>
</tr>
<tr>
<td>Other Post Employment Benefits Asset</td>
<td>63,580</td>
<td>41,466</td>
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<tr>
<td>Unamortized bond issue costs</td>
<td>184,742</td>
<td>109,340</td>
<td>115,538</td>
</tr>
<tr>
<td>Capital assets:</td>
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<td></td>
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<tr>
<td>Construction in Process</td>
<td>5,091,884</td>
<td>450,184</td>
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<tr>
<td>Land improvements</td>
<td>624,772</td>
<td>624,772</td>
<td>1,945,786</td>
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<tr>
<td>Buildings and improvements</td>
<td>19,203,749</td>
<td>18,887,438</td>
<td>16,978,757</td>
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<tr>
<td>Equipment</td>
<td>3,805,802</td>
<td>3,445,090</td>
<td>3,189,737</td>
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<td>Infrastructure</td>
<td>1,893,548</td>
<td>1,893,548</td>
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<tr>
<td>Intangible assets</td>
<td>327,818</td>
<td></td>
<td>193,818</td>
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<tr>
<td>Less accumulated depreciation</td>
<td>(14,170,071)</td>
<td>(13,184,904)</td>
<td>(12,339,980)</td>
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<tr>
<td><strong>Total noncurrent assets</strong></td>
<td>27,627,989</td>
<td>22,311,889</td>
<td>19,430,145</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>$40,793,366</td>
<td>$35,551,034</td>
<td>$28,997,359</td>
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</table>

## CURRENT LIABILITIES

<table>
<thead>
<tr>
<th>Current Liabilities</th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>1,245,061</td>
<td>566,314</td>
<td>610,423</td>
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<tr>
<td>Accounts payable - Due to Foundation</td>
<td>5,180</td>
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<td>Payroll liabilities</td>
<td>861,475</td>
<td>882,953</td>
<td>953,064</td>
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<td>Compensated absenses</td>
<td>258,493</td>
<td>263,734</td>
<td>261,584</td>
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<td>Unearned revenue</td>
<td>2,002,359</td>
<td>1,853,106</td>
<td>975,108</td>
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<td>Current maturities of long-term obligations</td>
<td>315,000</td>
<td>145,000</td>
<td>260,000</td>
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<td><strong>TOTAL CURRENT LIABILITIES</strong></td>
<td>$4,687,568</td>
<td>$3,711,107</td>
<td>$3,060,179</td>
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</table>

## NONCURRENT LIABILITIES (long-term obligations)

<table>
<thead>
<tr>
<th>Noncurrent Liabilities</th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pension bonds payable</td>
<td>11,535,000</td>
<td>11,680,000</td>
<td>11,790,000</td>
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<tr>
<td>Full faith and credit obligations</td>
<td>4,090,000</td>
<td>-</td>
<td>1,180,000</td>
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<tr>
<td>Certificates of participation</td>
<td>-</td>
<td>-</td>
<td>235,000</td>
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UCC Year Three Self-Evaluation Report
### Balance Sheet

<table>
<thead>
<tr>
<th></th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
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</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
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<tr>
<td>Tuition and fees</td>
<td>3,822,222</td>
<td>3,704,066</td>
<td>3,018,017</td>
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<tr>
<td>Federal appropriations</td>
<td>-</td>
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<tr>
<td>State appropriations</td>
<td>7,527,455</td>
<td>13,561,048</td>
<td>8,195,033</td>
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<tr>
<td>Local appropriations (Property Taxes)</td>
<td>3,026,591</td>
<td>3,001,765</td>
<td>2,928,939</td>
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<tr>
<td>Grants and contracts</td>
<td>32,089,537</td>
<td>33,001,876</td>
<td>21,298,761</td>
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<tr>
<td>Endowment income</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Auxiliary enterprises</td>
<td>1,352,812</td>
<td>1,517,994</td>
<td>1,309,440</td>
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<tr>
<td>Other (Gain on Pension asset, investment income)</td>
<td>3,205,188</td>
<td>2,739,295</td>
<td>1,406,008</td>
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<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$51,023,805</td>
<td>$57,526,043</td>
<td>$38,156,198</td>
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<td><strong>Expenditures and Mandatory Transfers</strong></td>
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<tr>
<td>Educational and General</td>
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<td></td>
<td></td>
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<tr>
<td>Instruction</td>
<td>11,172,957</td>
<td>11,535,947</td>
<td>10,555,227</td>
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<tr>
<td>Research</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Public services</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Academic support</td>
<td>2,461,725</td>
<td>2,245,356</td>
<td>2,675,686</td>
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<td>Student services</td>
<td>4,613,949</td>
<td>4,367,817</td>
<td>4,487,838</td>
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<td>Institutional support</td>
<td>4,599,956</td>
<td>4,649,251</td>
<td>4,446,124</td>
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<tr>
<td>Operation and maintenance of plant</td>
<td>2,738,090</td>
<td>3,314,810</td>
<td>1,897,665</td>
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<tr>
<td>Scholarships and fellowships</td>
<td>20,466,550</td>
<td>19,776,915</td>
<td>10,457,165</td>
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<tr>
<td>Other</td>
<td>1,776,579</td>
<td>1,542,699</td>
<td>3,912,111</td>
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<tr>
<td>Mandatory transfers for:</td>
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</tr>
<tr>
<td>Principal and interest</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Net Assets**

- Invested in capital assets, net of related debt: $13,581,888, $9,706,448, $8,467,940
- Restricted for Debt Service: $1,654,348, $1,416,911, $2,319,657
- Restricted for student financial aid: -
- Restricted for grants and contracts: $910, $62,823, $7,247

**Total Restricted Net Assets**: $1,655,258, $1,479,734, $2,378,896

**Unrestricted**: $5,558,653, $9,118,746, $2,133,978

**Total Net Assets**: $20,795,799, $20,304,928, $12,980,814
<table>
<thead>
<tr>
<th></th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal and replacements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Loan fund matching grants</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL EDUCATIONAL AND GENERAL</strong></td>
<td><strong>$ 47,829,806</strong></td>
<td><strong>$ 47,432,795</strong></td>
<td><strong>$ 38,431,816</strong></td>
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<tr>
<td><strong>AUXILIARY ENTERPRISES</strong></td>
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<tr>
<td>Expenditures</td>
<td>$ 2,703,129</td>
<td>$ 2,769,134</td>
<td>$ 2,252,249</td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Principal and interest</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Renewals and replacements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL AUXILIARY ENTERPRISES</strong></td>
<td><strong>$ 2,703,129</strong></td>
<td><strong>$ 2,769,134</strong></td>
<td><strong>$ 2,252,249</strong></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES AND MANDATORY TRANSFERS</strong></td>
<td><strong>$ 50,532,934</strong></td>
<td><strong>$ 50,201,929</strong></td>
<td><strong>$ 40,684,065</strong></td>
</tr>
<tr>
<td>Other Transfers and Additions/Deletions</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Excess</strong> (deficiency of revenues over expenditures and mandatory transfers (net change in fund balances))</td>
<td><strong>$ 490,871</strong></td>
<td><strong>$ 7,324,114</strong></td>
<td><strong>$ (2,527,867)</strong></td>
</tr>
<tr>
<td><strong>INSTITUTIONAL INDEBTEDNESS - TOTAL DEBT TO OUTSIDE PARTIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Capital Outlay</td>
<td><strong>$ 4,090,000</strong></td>
<td>-</td>
<td><strong>$ 1,415,000</strong></td>
</tr>
<tr>
<td>For Operations: PERS Bonds Payable1</td>
<td><strong>$ 11,535,000</strong></td>
<td><strong>$ 11,680,000</strong></td>
<td><strong>$ 11,790,000</strong></td>
</tr>
</tbody>
</table>
AGREEMENT
Between
UMPQUA COMMUNITY COLLEGE
And
UMPQUA COMMUNITY COLLEGE FOUNDATION

July 1, 2012 – June 30, 2013

This Agreement is entered into by and between Umpqua Community College ("College") and the Umpqua Community College Foundation, a nonprofit corporation ("Foundation").

The Foundation as a tax-exempt nonprofit corporation must be organized and operated exclusively to receive and administer property for the benefit of the College and to make contributions, grants, gifts, and transfers of property to the College.

The Foundation is empowered by the College to solicit and receive contributions, grants, gifts, and property in the name and on behalf of the College and receive property and to make contributions, grants, gifts and transfers of property to the College.

The College shall provide the Foundation with office space, including utilities, use of office furniture, file cabinets, and associated equipment.

The College shall provide the Foundation with use of office machines, materials and services as reasonably required for its operation. The time allocated to services to the Foundation shall not be full-time for any College employee. Staff’s work will include other duties beside Foundation duties.

The value of all space and equipment, supplies, personnel, and other services, which the College provides to the Foundation, shall not exceed the total amount of $300,000 in any fiscal year.

The foundation shall annually confirm to the College (1) that it has fully complied with its obligation to expend its best efforts to seek to accrue gifts, grants, donations and endowments for the benefit of the College; and (2) that it has used all assets and earnings of the Foundation for the exclusive benefit of the College or the payment of necessary and reasonable administrative expenses of the Foundation.

The Foundation is a separate entity from the College, and shall be periodically audited by a reputable independent accounting firm.

The Foundation shall permit the President of the College or the President’s designee, to inspect and/or copy pertinent Foundation books, accounts and records at all reasonable times in order to determine compliance with the commitments made in this Agreement. The president’s designee may include institutional or state auditors. Nothing herein shall be deemed to affect the rights and responsibilities of the State Auditor.
IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties on the \[15\] day of \[May\] 2012.

UMPOQUA COMMUNITY COLLEGE FOUNDATION

By
President
Umpqua Community College Foundation

UMPOQUA COMMUNITY COLLEGE

By
President
Umpqua Community College
Appendix H: College Council Charter

College Council Charter
as of April 26, 2011

Purpose of Council
Primary advisory body to the President regarding policy change, college-wide planning, communication plans, budget processes, institutional effectiveness, and forwarding issues to committees.

The council can identify significant topics for improved college-wide communication, including the design of forums.

A key role for the council is to determine the best manner of communication for policy changes.

History
Established May 2007

Meetings
Tuesdays, 2-3:30 twice a month. Board Room

To Make the Best Use of Council Time
The agenda and attached materials will be distributed to members at least five (5) working days before meeting so members can be prepared for meeting.

College Council may convene in the summer if there are agenda items.

Members of Council
Elected and appointed members serve two-year staggered terms, except as noted. Elections are held during fall in-service for faculty and managers; classified representatives are elected at the end of the academic year. Terms begin in October.

- Two faculty and two classified members are elected by their respective constituent groups.
- Two student representatives are appointed by UCC Student Government (one-year term).
- Two administrator/exempt representatives are elected by the administrator/exempt employees.
- If a member is unable to fulfill his or her obligations, the President will ask for an alternate.
- Standing members: Vice Presidents
- Recorder: Confidential Assistant to the Vice President of Administrative Services
Representation Intention

The Council as a whole functions as the primary advisory group to the President regarding internal communication, the impact of policy and procedure on student success, and macro-level decisions regarding resource priorities.

- Faculty members represent all full- and part-time faculty teaching reimbursable and non-reimbursable instruction, even those not providing direct classroom instruction. They advise the President on the impact proposed policy may have on instruction and student success.

- Classified representatives represent all full and part-time staff. They are in an excellent position to advise the President on the impact of policy and resource allocation on students outside of the classroom.

- Administrative (mid-level managers) representatives provide a perspective to the President that is different than the Vice Presidents—they are in an excellent position to provide advice about implementation of policy.

- Vice Presidents represent the expertise and integrated perspective of their areas of responsibility. They help the Council have a more global perspective of the college.

- Students are essential to advising the President and the Council is the best venue for sharing their perspective regarding unintended consequences of policy change and resource allocation.

Procedures and Guidelines

Agenda development

In lieu of voting, full preparation and participation is essential in balancing the advice given to the President. All members are encouraged to submit items of interest to the agenda.

Quorum

Since this is a non-voting body, a quorum is 50% of the elected positions +1 in order to have balanced discussions of items of Council interest. It is the responsibility of each constituency to be represented by a member or at least one alternate at each meeting.

Minutes

College Council minutes are to be sent to members within 5 days. The members have 24 hours to respond with corrections via email. If no corrections are submitted, approval of the minutes is assumed. The minutes will then be sent to the college community. The minutes will be formally approved at the following Council meeting and corrections will be documented at that time.

Annual Orientation

The charter will be reviewed at the first meeting of the year for the benefit of new members.

Annual Evaluation

Members will determine an evaluation process each year—which could include surveys of the college, constituents, or members.

Suggested Agenda Format (times approximate)

- Brief announcements (10 minutes) – handouts to be distributed electronically at least five (5) working days in advance of the meeting. If a member has a question about a handout, it is his or her responsibility
to contact the originator of the material for clarification. If a member wants Council discussion, it is his or her responsibility to ask for an agenda item for discussion on the topic.

- Small group discussion, reporting out to larger group discussion on a broad topic of general interest to the Council. It could be possible to continue a discussion topic over several meetings. The expected outcome of Council discussion would be specific recommendations to the President. (40 minutes)

- Policy-procedure review (20 minutes). NOTE: Policies that are not new and have not been revised should still be reviewed every 10 years. Those policies would come to the Council for review and would be labeled: “Reviewed by College Council, date” if no changes are needed.

- Business of the Council – Review of proposed major changes in college policies or procedures and how they will be communicated to the college. (15 minutes)

- Consensus check — Prioritization of items for next agenda (5 minutes)

**Relationship to Other Governance Structures**

Recommendations will move from College Council to the President who may delegate implementation to members of Executive Cabinet.

The council should review standing committee membership and purpose at least once a year.

The Council is the only standing body that facilitates critical conversations between constituent groups.
Appendix I: Basic Institutional Data Form

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Umpqua Community College

Address: PO Box 967

City, State, ZIP: Roseburg, OR 97470

Degree Levels Offered: □ Doctorate □ Masters □ Baccalaureate □ Associate □ Other

If part of a multi-institution system, name of system: __________

Type of Institution: □ Comprehensive □ Specialized □ Health-centered □ Religious-based □ Native/Tribal □ Other (specify) __________

Institutional control: □ Public □ City □ County □ State □ Federal □ Tribal □ Private/Independent □ Non-profit □ For Profit

Institutional calendar: □ Quarter □ Semester □ Trimester □ 4-1-4 □ Continuous Term □ Other (specify) __________

Specialized/Programmatic accreditations: List programs or schools, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

<table>
<thead>
<tr>
<th>Program or School</th>
<th>Degree Level(s)</th>
<th>Recognized Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>AAS-EN</td>
<td>NLNAC—National League for Nursing Accreditation Committee</td>
<td>2005 for 8 years; Next accreditation scheduled for Jan 29-31, 2013</td>
</tr>
<tr>
<td>Nursing</td>
<td>AAS-EN</td>
<td>OSBN – Oregon State Board of Nursing</td>
<td>2006 for 5 years; Next accreditation scheduled for Jan 29-31, 2013</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>PN Certificate</td>
<td>OSBN – Oregon State Board of Nursing</td>
<td>March 2011 – Spring 2016</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>AAS</td>
<td>Oregon Health Authority, Public Health EMS and Trauma Systems</td>
<td>December 16, 2012 – December 2017</td>
</tr>
<tr>
<td>Fire Science</td>
<td>AAS</td>
<td>Oregon Department of Public Safety Standards and Training</td>
<td>September 28, 2010 – September 29, 2013</td>
</tr>
<tr>
<td>Automotive</td>
<td>AAS and 1 Year Certificate</td>
<td>NATRF</td>
<td>2007; recertification in 2013</td>
</tr>
<tr>
<td>Automotive</td>
<td>Toyota T-Ten Program</td>
<td>Toyota</td>
<td>Accreditation visit October 2011, accreditation for CB standards in progress</td>
</tr>
</tbody>
</table>
**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: \(\text{Total Student Contact Hours divided by 510} = \text{FTE}\))

**Official Fall 2011 (most recent year) FTE Student Enrollments**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: Fall 2011</th>
<th>One Year Prior Dates: Fall 2010</th>
<th>Two Years Prior Dates: Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>955.33</td>
<td>1064.94</td>
<td>983.93</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td>327.29</td>
<td>400.05</td>
<td>446.93</td>
</tr>
<tr>
<td>Total all levels</td>
<td>1,282.62</td>
<td>1,464.99</td>
<td>1,430.86</td>
</tr>
</tbody>
</table>

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall (most recent year) Student Headcount Enrollments**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: Fall 2011</th>
<th>One Year Prior Dates: Fall 2010</th>
<th>Two Years Prior Dates: Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2,584</td>
<td>3,053</td>
<td>2,929</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td>5,085</td>
<td>4,563</td>
<td>4,115</td>
</tr>
<tr>
<td>Total all levels</td>
<td>7,670</td>
<td>7,616</td>
<td>7,044</td>
</tr>
</tbody>
</table>

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Associate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>63</td>
<td>184</td>
<td>3</td>
<td>13</td>
<td>36</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>53,938</td>
<td>8.5</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>64,170</td>
<td>26.4</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Budget Summary

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and investments</td>
<td>8,384,720</td>
<td>8,286,691</td>
<td>4,885,671</td>
</tr>
<tr>
<td>Accounts Receivable, net of allowance for uncollectibles:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property taxes</td>
<td>396,308</td>
<td>350,325</td>
<td>288,929</td>
</tr>
<tr>
<td>Accounts/Grants</td>
<td>3,494,781</td>
<td>4,069,609</td>
<td>3,999,816</td>
</tr>
<tr>
<td>Accounts Receivable - Due from Foundation</td>
<td>135,387</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventories</td>
<td>472,606</td>
<td>410,739</td>
<td>347,616</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>281,576</td>
<td>121,781</td>
<td>45,182</td>
</tr>
<tr>
<td>Total Current Assets</td>
<td>13,165,376</td>
<td>13,239,145</td>
<td>9,567,214</td>
</tr>
<tr>
<td>Noncurrent assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pension Asset</td>
<td>10,493,525</td>
<td>9,742,497</td>
<td>9,431,667</td>
</tr>
<tr>
<td>Other Post Employment Benefits Asset</td>
<td>63,580</td>
<td>41,466</td>
<td></td>
</tr>
<tr>
<td>Unamortized bond issue costs</td>
<td>184,742</td>
<td>109,340</td>
<td>115,538</td>
</tr>
<tr>
<td>Capital assets:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction in Process</td>
<td>5,091,884</td>
<td>450,184</td>
<td></td>
</tr>
<tr>
<td>Land improvements</td>
<td>624,772</td>
<td>624,772</td>
<td>1,945,786</td>
</tr>
<tr>
<td>Buildings and improvements</td>
<td>19,203,749</td>
<td>18,887,438</td>
<td>16,978,757</td>
</tr>
<tr>
<td>Equipment</td>
<td>3,805,802</td>
<td>3,445,090</td>
<td>3,189,737</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>1,893,548</td>
<td>1,893,548</td>
<td></td>
</tr>
<tr>
<td>Intangible assets</td>
<td>327,818</td>
<td>193,818</td>
<td></td>
</tr>
<tr>
<td>Less accumulated depreciation (14,170,071)</td>
<td>(13,184,904)</td>
<td>(12,339,980)</td>
<td></td>
</tr>
<tr>
<td>Total noncurrent assets</td>
<td>27,627,989</td>
<td>22,311,889</td>
<td>19,430,145</td>
</tr>
<tr>
<td>TOTAL ASSETS</td>
<td>$40,793,366</td>
<td>$35,551,034</td>
<td>$28,997,359</td>
</tr>
</tbody>
</table>

## CURRENT LIABILITIES

<table>
<thead>
<tr>
<th></th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>1,245,061</td>
<td>566,314</td>
<td>610,423</td>
</tr>
<tr>
<td>Accounts payable - Due to Foundation</td>
<td>5,180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll liabilities</td>
<td>861,475</td>
<td>882,953</td>
<td>953,064</td>
</tr>
<tr>
<td>Compensated absenses</td>
<td>258,493</td>
<td>263,734</td>
<td>261,584</td>
</tr>
<tr>
<td>Unearned revenue</td>
<td>2,002,359</td>
<td>1,853,106</td>
<td>975,108</td>
</tr>
<tr>
<td>Current maturities of long-term obligations</td>
<td>315,000</td>
<td>145,000</td>
<td>260,000</td>
</tr>
<tr>
<td>TOTAL CURRENT LIABILITIES</td>
<td>$4,687,568</td>
<td>$3,711,107</td>
<td>$3,060,179</td>
</tr>
</tbody>
</table>

## NONCURRENT LIABILITIES (long-term obligations)

<table>
<thead>
<tr>
<th></th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pension bonds payable</td>
<td>11,535,000</td>
<td>11,680,000</td>
<td>11,790,000</td>
</tr>
<tr>
<td>Full faith and credit obligations</td>
<td>4,090,000</td>
<td></td>
<td>1,180,000</td>
</tr>
<tr>
<td>Certificates of participation</td>
<td></td>
<td></td>
<td>235,000</td>
</tr>
<tr>
<td>Other post-employment benefits</td>
<td></td>
<td></td>
<td>11,366</td>
</tr>
<tr>
<td>Total long-term obligations</td>
<td>15,625,000</td>
<td>11,680,000</td>
<td>13,216,366</td>
</tr>
<tr>
<td>Less current maturities (315,000)</td>
<td>(145,000)</td>
<td>(260,000)</td>
<td></td>
</tr>
<tr>
<td>TOTAL NONCURRENT LIABILITIES</td>
<td>$15,310,000</td>
<td>$11,535,000</td>
<td>$12,956,366</td>
</tr>
<tr>
<td></td>
<td>Last Completed FY: 2010–11</td>
<td>One Year Prior to Last Completed FY: 2009–10</td>
<td>Two Years Prior to Last Completed FY: 2008–09</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>TOTAL LIABILITIES</td>
<td>$19,997,567</td>
<td>$15,246,106</td>
<td>$16,016,545</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invested in capital assets, net of related debt</td>
<td>13,581,888</td>
<td>9,706,448</td>
<td>8,467,940</td>
</tr>
<tr>
<td>Restricted for Debt Service</td>
<td>1,654,348</td>
<td>1,416,911</td>
<td>2,319,657</td>
</tr>
<tr>
<td>Restricted for student financial aid</td>
<td>-</td>
<td>-</td>
<td>7,247</td>
</tr>
<tr>
<td>Restricted for grants and contracts</td>
<td>910</td>
<td>62,823</td>
<td>51,992</td>
</tr>
<tr>
<td><strong>TOTAL RESTRICTED NET ASSETS</strong></td>
<td>$1,655,258</td>
<td>$1,479,734</td>
<td>$2,378,896</td>
</tr>
<tr>
<td>UNRESTRICTED</td>
<td>$ 5,558,653</td>
<td>$ 9,118,746</td>
<td>$ 2,133,978</td>
</tr>
<tr>
<td><strong>TOTAL NET ASSETS</strong></td>
<td>$ 20,795,799</td>
<td>$20,304,928</td>
<td>$12,980,814</td>
</tr>
</tbody>
</table>

**Balance Sheet**

<table>
<thead>
<tr>
<th></th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>3,822,222</td>
<td>3,704,066</td>
<td>3,018,017</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State appropriations</td>
<td>7,527,455</td>
<td>13,561,048</td>
<td>8,195,033</td>
</tr>
<tr>
<td>Local appropriations (Property Taxes)</td>
<td>3,026,591</td>
<td>3,001,765</td>
<td>2,928,939</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>32,089,537</td>
<td>33,001,876</td>
<td>21,298,761</td>
</tr>
<tr>
<td>Endowment income</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>1,352,812</td>
<td>1,517,994</td>
<td>1,309,440</td>
</tr>
<tr>
<td>Other (Gain on Pension asset, investment income)</td>
<td>3,205,188</td>
<td>2,739,295</td>
<td>1,406,008</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>$ 51,023,805</td>
<td>$ 57,526,043</td>
<td>$ 38,156,198</td>
</tr>
</tbody>
</table>

**EXPENDITURES AND MANDATORY TRANSFERS**

**EDUCATIONAL AND GENERAL**

<table>
<thead>
<tr>
<th></th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>11,172,957</td>
<td>11,535,947</td>
<td>10,555,227</td>
</tr>
<tr>
<td>Research</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Public services</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Academic support</td>
<td>2,461,725</td>
<td>2,245,356</td>
<td>2,675,686</td>
</tr>
<tr>
<td>Student services</td>
<td>4,613,949</td>
<td>4,367,817</td>
<td>4,487,838</td>
</tr>
<tr>
<td>Institutional support</td>
<td>4,599,956</td>
<td>4,649,251</td>
<td>4,446,124</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>2,738,090</td>
<td>3,314,810</td>
<td>1,897,665</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>20,466,550</td>
<td>19,776,915</td>
<td>10,457,165</td>
</tr>
<tr>
<td>Other</td>
<td>1,776,579</td>
<td>1,542,699</td>
<td>3,912,111</td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Principal and interest</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Renewal and replacements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Loan fund matching grants</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL EDUCATIONAL AND GENERAL</strong></td>
<td>$ 47,829,806</td>
<td>$ 47,432,795</td>
<td>$ 38,431,816</td>
</tr>
</tbody>
</table>
## AUXILIARY ENTERPRISES

<table>
<thead>
<tr>
<th></th>
<th>Last Completed FY: 2010–11</th>
<th>One Year Prior to Last Completed FY: 2009–10</th>
<th>Two Years Prior to Last Completed FY: 2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>2,703,129</td>
<td>2,769,134</td>
<td>2,252,249</td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Principal and interest</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Renewals and replacements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL AUXILIARY ENTERPRISES</strong></td>
<td><strong>$ 2,703,129</strong></td>
<td><strong>$ 2,769,134</strong></td>
<td><strong>$ 2,252,249</strong></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES AND MANDATORY TRANSFERS</strong></td>
<td><strong>$ 50,532,934</strong></td>
<td><strong>$ 50,201,929</strong></td>
<td><strong>$ 40,684,065</strong></td>
</tr>
</tbody>
</table>

### Other Transfers and Additions/Deletions
- - - -

### Excess (deficiency of revenues over expenditures and mandatory transfers (net change in fund balances))
- $490,871
- $7,324,114
- $(2,527,867)

## INSTITUTIONAL INDEBTEDNESS - TOTAL DEBT TO OUTSIDE PARTIES

| For Capital Outlay          | $ 4,090,000 | - | $ 1,415,000 |
| For Operations: PERS Bonds Payable1 | $ 11,535,000 | $ 11,680,000 | $ 11,790,000 |

### Domestic Off-Campus Degree Programs and Academic Credit Sites:
Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

### PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

<table>
<thead>
<tr>
<th>Location of Site</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCC Starlight, 400 Grant Smith Road, Roseburg Oregon 97470 <em>Combined Field (on-site) Training</em></td>
<td>Construction Certificate</td>
<td>CST 101, CST 110, CST 111, CST 116, CST 122 CST 123 <em>CST 118 A,B C</em> (or in the field)</td>
<td>7</td>
<td>1 (Full Time) 2 (part-time) 1 (Part-time Lab instructor)</td>
</tr>
<tr>
<td>Round Prairie I-5 South Exit 112 <strong>Student Population Year</strong></td>
<td>Trucking Transportation and Logistics</td>
<td>TTL101, TTL121</td>
<td><strong>2010-11</strong> 21</td>
<td>2 (Full-Time 1 Part-time)</td>
</tr>
</tbody>
</table>
Appendix J: Learning Outcomes

Information on the learning outcomes via the *Outcomes and Criteria for Transferable General Education Courses in Oregon* document can be found in print at Umpqua Community College.

Appendix K: Faculty Negotiated Agreement

The Faculty Negotiated Agreement can be found in print or on the G drive at Umpqua Community College.

Appendix L: Enrollment Data

The enrollment data, including CCSSE Survey reports, SENSE reports for Fall 2009, and the annual 2010–11 to 2011–12 Enrollment and FTE comparison report, can be found in print or on the G drive at Umpqua Community College.

Appendix M: Board Policies, Reports, and Minutes

Board policies and meeting minutes, including fiscal policies, can be found in print or on the G drive at Umpqua Community College, or at the following links:

Board policies: [www.umpqua.edu/board-policies](http://www.umpqua.edu/board-policies)

Board reports and minutes: [www.umpqua.edu/board-reports-and-minutes](http://www.umpqua.edu/board-reports-and-minutes)

Appendix N: UCC 2012-13 Catalog

The UCC 2012–13 Catalog can be found in print at Umpqua Community College or online at [www.umpqua.edu/images/FormPubs/catalog/catalog12-13/2012-13%20catalog.pdf](http://www.umpqua.edu/images/FormPubs/catalog/catalog12-13/2012-13%20catalog.pdf).

Appendix O: UCC Fall 2012 Schedule

The UCC Fall 2012 Schedule can be found in print at Umpqua Community College or online at [www.umpqua.edu/images/schedule/Fall12/Fall_2012_Full_Catalog.pdf](http://www.umpqua.edu/images/schedule/Fall12/Fall_2012_Full_Catalog.pdf).
Appendix P: Credits

Report Preparation
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Taizo Tokuda

Year Three Accreditation Committee
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Adrienne Tratz