Umpqua Community College
Year Seven
Self-Evaluation Report

Submitted August 31, 2015

Umpqua Community College
1140 Umpqua College Road
PO Box 967
Roseburg, Oregon 97470-0226
www.umpqua.edu

Interim President
Dr. Rita Cavin
(541) 440-4623
rita.cavin@umpqua.edu

Accreditation Liaison Officer
Dr. Roxanne Kelly
(541) 440-4624
roxanne.kelly@umpqua.edu
http://www.umpqua.edu/accreditation
Table of Contents

Year Seven Self-Evaluation Report
Institutional Overview ........................................................................................................................................... 3
Basic Institutional Data Form ................................................................................................................................. 5
Changes and Recommendations ............................................................................................................................ 14
  Preface .................................................................................................................................................................. 14
  Institutional Changes Since the Last Report ...................................................................................................... 14
  Response to Recommendations (2012) ............................................................................................................ 16
Chapter One: Mission, Core Themes, and Expectations ....................................................................................... 18
  Executive Summary (Requirements 2-3) ........................................................................................................ 18
  Standard One: Mission, Core Themes, and Expectations ........................................................................ 18
    Standard 1.A: Mission ............................................................................................................................... 18
    Standard 1.B: Core Themes ..................................................................................................................... 20
Chapter Two: Resources and Capacity .................................................................................................................. 30
  Executive Summary (Requirements 4–21) ..................................................................................................... 30
  Standard Two: Resources and Capacity ...................................................................................................... 36
    Standard 2.A: Governance ....................................................................................................................... 36
    Standard 2.B: Human Resources ............................................................................................................ 58
    Standard 2.C: Education Resources ...................................................................................................... 64
    Standard 2.D: Student Support Services .............................................................................................. 74
    Standard 2E: Library Resources ........................................................................................................... 89
    Standard 2.G: Physical and Technological Infrastructure ....................................................................... 99
Chapter Three: Institutional Planning ..................................................................................................................... 104
  Standard 3.A: Institutional Planning ............................................................................................................ 104
Chapter Four – Core Theme Planning, Assessment, and Improvement ............................................................... 113
  Executive Summary (Requirements 22–23) .............................................................................................. 113
  Standard Four: Effectiveness and Improvement ....................................................................................... 114
Chapter Five: Mission Fulfillment, Adaptation and Sustainability ........................................................................ 142
  Executive Summary (Requirement 24) ........................................................................................................ 142
  Standard Five: Mission Fulfillment, Adaptation, and Sustainability ....................................................... 142
    Standard 5.A: Mission Fulfillment ......................................................................................................... 142
    Standard 5.B: Adaptation and Sustainability ...................................................................................... 144
Conclusion ....................................................................................................................................................... 145
Supporting Documentation Table ...................................................................................................................... 146
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, and Workforce Development, and the college also 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 was in October 2012.

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 Small Business Development Center at 522 SE Washington Ave., Roseburg; the South County Site at 501 Chadwick Lane, Myrtle Creek; and the Commercial Driving License Truck Shop located at 174 Stanford Road, Winston.

Data from the Portland State Population Research Center gives a total population estimate of 109,385 as of July 1, 2014 for Douglas County. This represents a growth of 1,695 persons or 1.57% when compared to the July 1, 2010 population estimate. However, persons in the 18-64 category have declined by 1,112 or 1.77% during this same time. The total number of credit and non-credit students served by UCC during the 2013-14 academic year was 13,604 (unduplicated headcount). This is a significant 22.07% of the target population.

As a comprehensive community college, UCC offers 26 two-year Associate of Applied Science (AAS) Degrees; 56 one-year, less-than-one-year, and pathways certificates; 49 Associate of Arts Oregon Transfer Degree (AAOT) subject area degrees; 9 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, and Small Business Development services.

Along with support services to students, the campus also hosts and facilitates a wide range of cultural and athletic events at its facilities. UCC 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. The UCC pool reopened in 2014 and is also a resource for the campus and Douglas County communities.

At a time characterized by 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.
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) _____

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM
**Specialized/Programmatic accreditation:** List program or school, 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-RN</td>
<td>ACEN/NLN – Accreditation Commission for Education in Nursing</td>
<td>Last site visit was July 11, 2013 with a follow up report in October 2015. If follow up report is accepted then accreditation until April 21, 2021</td>
</tr>
<tr>
<td>Nursing</td>
<td>AAS-RN</td>
<td>OSBN – Oregon State Board of Nursing</td>
<td>Last site visit was 4/25/13. Next visit is April 2018</td>
</tr>
<tr>
<td>Nursing</td>
<td>PN Certificate</td>
<td>OSBN – Oregon State Board of Nursing</td>
<td>OSBN last evaluation was April 21, 2011. Next evaluation is April 2016</td>
</tr>
<tr>
<td>Nursing</td>
<td>CNA1 and CNA2</td>
<td>OSBN- Oregon State Board of Nursing</td>
<td>New curriculum accepted February 1, 2015. Last site visit was November 24, 2014. Self-evaluation done April 17, 2015. Next visit is November 2015</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>CDA and EFDA Certificates</td>
<td>Commission on Dental Accreditation</td>
<td>Initial site visit scheduled for October 8-9, 2015</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>AAS</td>
<td>Community Colleges and Workforce Development Worksource Oregon</td>
<td>March 5, 2012 to December 2017</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>AAS</td>
<td>National Accreditation Commission on Accreditation of Allied Health Education Programs</td>
<td>January 15, 2015 to January 31, 2020</td>
</tr>
<tr>
<td>Fire Science</td>
<td>AAS</td>
<td>Oregon Department of Public Safety Standards and Training</td>
<td>April 14, 2014 to April 14 2017</td>
</tr>
<tr>
<td>Automotive</td>
<td>AAS and 1 Year Certificate</td>
<td>NATEF</td>
<td>Continuous</td>
</tr>
<tr>
<td>Automotive</td>
<td>Toyota T-Ten Program</td>
<td>Toyota</td>
<td>Two year contract signed 2014</td>
</tr>
</tbody>
</table>
**Official Fall 2014 (most recent year) FTE Student Enrollments**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: Fall 2014</th>
<th>One Year Prior Dates: Fall 2013</th>
<th>Two Years Prior Dates: Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>563.87</td>
<td>557.61</td>
<td>645.66</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>2,477.93</td>
<td>2,781.53</td>
<td>3,814.76</td>
</tr>
<tr>
<td>Total all levels</td>
<td>3,041.80</td>
<td>3,339.14</td>
<td>4,460.72</td>
</tr>
</tbody>
</table>

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall 2014 (most recent year) Student Headcount Enrollments**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: Fall 2014</th>
<th>One Year Prior Dates: Fall 2013</th>
<th>Two Years Prior Dates: Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2,128</td>
<td>2,186</td>
<td>2,625</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>11,486</td>
<td>11,788</td>
<td>13,127</td>
</tr>
<tr>
<td>Total all levels</td>
<td>13,614</td>
<td>13,974</td>
<td>15,752</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>Total Number</th>
<th>Number of Full Time (only) Faculty and Staff by Highest Degree Earned</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>47</td>
<td>2</td>
<td>6</td>
<td>38</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>14</td>
<td>291</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td>Research Staff and Research Assistant</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>
</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.
### Mean Salary and Years of Service

<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>62,786</td>
<td>12.8</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>50,500</td>
<td>1.4</td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Financial Information

Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: Ending June 30, 2014

| Reporting of income: | Accrual Basis | x |
| Reporting of expenses: | Accrual Basis | x |

### Balance Sheet Data

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY</th>
<th>One Year Prior to Last Completed FY</th>
<th>Two Years Prior to Last Completed FY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dates: Ending</td>
<td>Dates: Ending</td>
<td>Dates: Ending</td>
</tr>
<tr>
<td></td>
<td>6/30/2014</td>
<td>06/30/2013</td>
<td>06/30/2012</td>
</tr>
<tr>
<td>Cash</td>
<td>3,253,211</td>
<td>3,492,846</td>
<td>1,971,088</td>
</tr>
<tr>
<td>Investments</td>
<td>6,739,384</td>
<td>4,135,985</td>
<td>8,267,040</td>
</tr>
<tr>
<td>Accounts receivable gross</td>
<td>4,334,167</td>
<td>4,626,691</td>
<td>4,385,384</td>
</tr>
<tr>
<td>Less allowance for bad debts</td>
<td>(677,022)</td>
<td>(581,658)</td>
<td>(469,008)</td>
</tr>
<tr>
<td>Inventories</td>
<td>403,757</td>
<td>517,665</td>
<td>378,728</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>542,802</td>
<td>469,227</td>
<td>358,646</td>
</tr>
<tr>
<td>TOTAL CURRENT ASSETS</td>
<td>14,596,299</td>
<td>12,660,757</td>
<td>14,891,878</td>
</tr>
</tbody>
</table>

Noncurrent Assets

| Pension Asset                 | 11,410,061        | 10,347,940                         | 9,812,497                          |

Other post employment benefit asset

| Unamortized bond issue costs  | -                 | 165,546                            | 175,144                            |
### Capital assets

<table>
<thead>
<tr>
<th></th>
<th>Last Completed FY</th>
<th>One Year Prior to Last Completed FY</th>
<th>Two Years Prior to Last Completed FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>156,353</td>
<td>156,353</td>
<td>156,353</td>
</tr>
<tr>
<td>Land improvements</td>
<td>761,080</td>
<td>761,080</td>
<td>26,838,301</td>
</tr>
<tr>
<td>Buildings</td>
<td>27,227,499</td>
<td>26,879,549</td>
<td>726,672</td>
</tr>
<tr>
<td>Equipment</td>
<td>5,213,344</td>
<td>4,454,711</td>
<td>4,115,338</td>
</tr>
<tr>
<td>Art Collection</td>
<td>80,500</td>
<td>5,500</td>
<td></td>
</tr>
<tr>
<td>Musical Instrument Collection</td>
<td>49,200</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Construction in process</td>
<td>754,116</td>
<td>874,037</td>
<td>861,626</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>1,893,548</td>
<td>1,893,548</td>
<td>1,893,548</td>
</tr>
<tr>
<td>Vineyard Development</td>
<td>18,424</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>327,818</td>
<td>327,818</td>
<td>327,818</td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>(17,712,879)</td>
<td>(16,481,607)</td>
<td>(15,314,094)</td>
</tr>
<tr>
<td><strong>Total noncurrent assets</strong></td>
<td><strong>30,179,064</strong></td>
<td><strong>29,384,475</strong></td>
<td><strong>29,648,077</strong></td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>44,775,363</strong></td>
<td><strong>42,045,232</strong></td>
<td><strong>44,539,955</strong></td>
</tr>
</tbody>
</table>

### Balance Sheet Data (continued)

#### Liabilities

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>Last Completed FY Dates:</th>
<th>One Year Prior to Last Completed FY Dates:</th>
<th>Two Years Prior to Last Completed FY Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>711,739</td>
<td>414,206</td>
<td>339,629</td>
</tr>
<tr>
<td>Accounts Payable - Due to Foundation</td>
<td>2,203</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Payroll Liabilities</td>
<td>986,651</td>
<td>993,582</td>
<td>978,696</td>
</tr>
<tr>
<td>Compensated Absences</td>
<td>332,352</td>
<td>298,969</td>
<td>281,484</td>
</tr>
<tr>
<td>Unearned revenues</td>
<td>1,078,394</td>
<td>1,455,086</td>
<td>944,483</td>
</tr>
<tr>
<td>Current Maturities of long term obligations</td>
<td>460,000</td>
<td>410,000</td>
<td>360,000</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td><strong>3,571,339</strong></td>
<td><strong>3,571,843</strong></td>
<td><strong>2,904,293</strong></td>
</tr>
</tbody>
</table>

#### Noncurrent Liabilities -long term obligations

<p>| Pension Bonds payable                           | 10,850,000               | 11,125,000                              | 11,350,000                              |</p>
<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Faith and Credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obligations payable</td>
<td>3,690,000</td>
<td>3,825,000</td>
<td>3,960,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other post employment</td>
<td>58,691</td>
<td>19,210</td>
<td>-</td>
</tr>
<tr>
<td>benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Long-Term</td>
<td>14,598,691</td>
<td>14,969,210</td>
<td>15,310,000</td>
</tr>
<tr>
<td>Obligations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less current maturities</td>
<td>(460,000)</td>
<td>(410,000)</td>
<td>(360,000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total noncurrent</td>
<td>14,138,691</td>
<td>14,559,210</td>
<td>14,950,000</td>
</tr>
<tr>
<td>liabilities - long-term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>obligations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>17,710,030</td>
<td>18,131,053</td>
<td>17,854,293</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net position:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invested in capital</td>
<td>15,079,003</td>
<td>15,045,989</td>
<td>15,645,562</td>
</tr>
<tr>
<td>assets, net of related</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>debt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted for debt</td>
<td>2,306,183</td>
<td>2,172,564</td>
<td>1,964,514</td>
</tr>
<tr>
<td>service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted for grants</td>
<td>272,547</td>
<td>1,873</td>
<td>3,332</td>
</tr>
<tr>
<td>and contracts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Restricted Net</td>
<td>2,578,730</td>
<td>2,174,436</td>
<td>1,967,846</td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>9,407,600</td>
<td>6,693,754</td>
<td>9,072,255</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Net Position</td>
<td>27,065,333</td>
<td>23,914,179</td>
<td>26,685,662</td>
</tr>
</tbody>
</table>

**Current Funds, Revenues, Expenditures, and Other Changes**

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Last Completed FY Dates: Ending 06/30/2014</th>
<th>One Year Prior to Last Completed FY Dates: Ending 06/30/2013</th>
<th>Two Years Prior to Last Completed FY Dates: Ending 06/30/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>3,029,056</td>
<td>3,185,431</td>
<td>3,633,640</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State appropriations</td>
<td>13,753,048</td>
<td>7,575,009</td>
<td>13,349,213</td>
</tr>
<tr>
<td>Local appropriations (Property Taxes)</td>
<td>3,253,946</td>
<td>3,224,160</td>
<td>3,126,992</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>5,000,077</td>
<td>4,451,705</td>
<td>4,485,807</td>
</tr>
<tr>
<td>Federal Student Financial Aid (except Direct loans)</td>
<td>5,532,692</td>
<td>6,730,671</td>
<td>10,028,212</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>887,950</td>
<td>1,026,102</td>
<td>1,181,580</td>
</tr>
<tr>
<td>Other (investment income, gain on pension asset, other)</td>
<td>2,814,209</td>
<td>2,079,939</td>
<td>3,537,899</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>TOTAL Revenue</td>
<td>34,270,977</td>
<td>28,273,017</td>
<td>39,343,343</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure &amp; Mandatory Transfers</th>
<th>Last Completed FY Dates: 06/30/2014</th>
<th>One Year Prior to Last Completed FY Dates: 06/30/2013</th>
<th>Two Years Prior to Last Completed FY Dates: 06/30/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational and General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>10,800,579</td>
<td>11,144,812</td>
<td>11,515,990</td>
</tr>
<tr>
<td>Research</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Public services</td>
<td>80,441</td>
<td>63,093</td>
<td>108,606</td>
</tr>
<tr>
<td>Academic support</td>
<td>2,522,726</td>
<td>2,430,765</td>
<td>2,436,179</td>
</tr>
<tr>
<td>Student services</td>
<td>4,014,290</td>
<td>3,646,345</td>
<td>3,767,328</td>
</tr>
<tr>
<td>Institutional support</td>
<td>5,191,755</td>
<td>4,842,160</td>
<td>1,204,989</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>2,275,574</td>
<td>2,224,890</td>
<td>2,214,448</td>
</tr>
<tr>
<td>Facilities acquisition/construction</td>
<td>520,361</td>
<td>185,811</td>
<td>3,898,835</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>1,780,432</td>
<td>2,533,189</td>
<td>3,838,826</td>
</tr>
<tr>
<td>Other (depreciation)</td>
<td>1,274,135</td>
<td>1,289,021</td>
<td>1,245,277</td>
</tr>
<tr>
<td>Interest expense, amortization of bond issue costs</td>
<td>796,513</td>
<td>818,306</td>
<td>833,034</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 (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Educational and General</td>
<td>29,256,806</td>
<td>29,178,392</td>
<td>31,063,512</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Auxiliary Enterprises</th>
<th>Last Completed FY Dates: 06/30/2014</th>
<th>One Year Prior to Last Completed FY Dates: 06/30/2013</th>
<th>Two Years Prior to Last Completed FY Dates: 06/30/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>1,697,471</td>
<td>1,866,108</td>
<td>2,389,968</td>
</tr>
</tbody>
</table>
### Mandatory transfers for:

<table>
<thead>
<tr>
<th></th>
<th>Total Auxiliary Enterprises</th>
<th>Total Expenditure &amp; Mandatory Transfers</th>
<th>Excess [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal and interest</td>
<td>1,697,471</td>
<td>30,954,277</td>
<td>3,316,700</td>
</tr>
<tr>
<td>Renewals and replacements</td>
<td>1,866,108</td>
<td>31,044,500</td>
<td>(2,771,483)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,389,968</td>
<td>33,453,480</td>
<td>5,889,863</td>
</tr>
</tbody>
</table>

### Institutional Indebtedness

<table>
<thead>
<tr>
<th>Total Debt to Outside Parties</th>
<th>Last Completed FY Dates: 06/30/2014</th>
<th>One Year Prior to Last Completed FY Dates: 06/30/2013</th>
<th>Two Years Prior to Last Completed FY Dates: 06/30/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td>3,690,000</td>
<td>3,825,000</td>
<td>3,960,000</td>
</tr>
<tr>
<td>For Operations:( Pension Bonds Payable)</td>
<td>10,850,000</td>
<td>11,125,000</td>
<td>11,350,000</td>
</tr>
</tbody>
</table>
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.

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.

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>City, State, ZIP</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Truck Driving Center</td>
<td>6482 Dole Rd., Myrtle Creek, Oregon</td>
<td>Trucking &amp; Transportation Logistics Certificate: Professional Truck Driver Certification</td>
<td>TTL 101 TTL 121 TTL 141 TTL 281</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>South County Site</td>
<td>501 Chadwick Lane Myrtle Creek, OR 97457</td>
<td>Industrial Mechanics &amp; Maintenance Technology Apprenticeship Welding One Year Certificate and AAS</td>
<td>APR229 - Basic Pneumatics MFG111 - Machine Shop 1 MFG112 - Machine Shop 2 MFG113 - Machine Shop 3 MFG121 - Hydraulics 1 MFG122 - Hydraulics 2 MFG123 - Hydraulics 3</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

| | | | WLD 101 WLD 111 WLD 112 WLD 121 | 5 | 1 |
Changes and Recommendations

Preface
Umpqua Community College’s Year Three Evaluation was conducted in fall 2012. Since that time, the institution has experienced changes in enrollment, revenue, and administrative leadership. The changes that have occurred since the last report are described below, as are the responses to the three recommendations from the Year Three Evaluation.

Institutional Changes Since the Last Report

Enrollment
With the recession beginning 2007-08/2008-09, state reimbursable enrollment, due to displaced workers and a lack of jobs, increased by 43.86% FTE through the 2010-11 academic year. This enrollment bubble coincided with state funding declines to higher education while federal financial aid rules were relaxed to support worker training and retraining efforts. As a consequence, tuition and fees were raised to bridge the funding gap that developed. Enrollment increases and decreases do not occur efficiently and, due to past experience, the college managed the surge and following out-flow through strategic use of adjunct faculty. Enrollment declined 8.59% in 2011-12 and 25.13% in 2012-13 and 9.32% in 2013-14 as students completed their programs or otherwise moved on, returning the college to pre-recession enrollment levels. Enrollment is projected to be nearly flat for 2014-15 and 2015-16.

Budget / Tuition / Fees
State support per FTE has fluctuated greatly over time:

As evidenced by the graph above, projected State support for FY 2016 is $1.5 Million less than it was in FY 2008 while the FTE for the college is roughly the same. As a result, tuition has continued to increase and is currently at $87 per credit. In order to keep up with rising costs, the College Board approved annual increases in tuition that are tied to CPI.
The funding formula for community colleges in Oregon is expected to change over the next couple of years. A shift to outcomes based funding is expected to be implemented. The formula is based on the Tennessee model and includes areas of input from each of the community colleges. Implementation is expected to be done slowly to avoid any large, unintended, fluctuations in funding to individual colleges.

**Best Practices**

UCC has continued to work on best practices to increase student success. The institution became an Achieving the Dream (ATD) school in 2012, and the ATD committee has worked on process mapping and initiatives that have improved services to students. The Office of Student Life started a peer mentoring program in 2013. Throughout 2014-2015, student success has been a standing item on the Board of Trustee’s agenda with monthly presentations from staff regarding how best practices for student success and retention are being implemented on campus. To address challenges with the student loan default rate, UCC has contracted with SALT, which is a non-profit organization that provides resources to students to identify ways to pay for college, as well as to support students who have defaulted or are close to default on their student loans. Financial aid also continues to conduct mandatory financial aid seminars for all new students. UCC’s cohort default rate has steadily dropped, with the draft rate for 2012 at 30%.

**Online Learning**

In 2014-2015, UCC began the process of conversion to a new learning management system from Angel to Canvas. All courses will be converted by the end of summer 2015.

**Administrative Changes**

UCC has seen a number of administrative changes since the last report. Dr. Joe Olson left the institution in June 2015. The Board of Trustees appointed Dr. Rita Cavin as Interim President. Dr. Cavin previously served at UCC as Interim President in 2011 following the retirement of Dr. Blaine Nisson. Dr. Cavin will serve in the interim capacity while a nationwide search for a new president is conducted.

Dr. Lynn Moore vacated her position as Vice President of Student Services and Administration. Joyce Coleman was hired as Vice President of Student Services and Rebecca Redell was appointed as Chief Financial Officer. Jason Aase was hired permanently as Dean of Arts and Sciences; Jesse Morrow was promoted to Dean of Career and Technical Education; Dr. Ali Mageehon was promoted to Dean of Academic Support. Dan Yoder was promoted to Director of Information Technology and Institutional Research, and Dr. Xianna Smithhart was hired as Institutional Researcher. Lynn Johnson was hired as Director of Human Resources.

**Collective Bargaining**

UCC is currently engaged in collective bargaining with full-time faculty and classified associations. The most recent part-time faculty collective bargaining agreement was ratified by the Board of Trustees in January 2015. Full-time faculty and classified collective bargaining agreements will be ratified by the Board of Trustees in Fall 2015.
New Building and Space in South County
As indicated in the Year Three report, a bond measure in 2012 to finance $40 million in general obligation bonds to build a Health, Nursing and Science Center, an Industrial Arts and Technology Training facility, and to remodel vacated spaces did not pass. The institution committed to a capital campaign to raise matching funds to secure the $8.5 million matching grant awarded by the state in 2009 for the Bonnie J. Ford Health, Nursing and Science Center. Ground breaking for the building occurred in summer of 2015 with an estimated completion date for the new building in fall of 2016. The Board of Trustees also approved a student legacy fee that will contribute in part to securing the matching grant from the state and in part to support deferred maintenance of existing buildings as well as renovate the spaces that will be vacated by nursing, dental and science when these programs move into the new building.

In addition, Umpqua Community College entered into a lease agreement with South Umpqua School District in 2014 to provide services to the southern part of Douglas County. At this time, this facility houses a branch of our JOBS program, a GED classroom, and welding, apprenticeship, and general education classes.

Response to Recommendations (2012)
On January 25, 2013, the Commission reaffirmed the accreditation of Umpqua Community College based on the Fall 2012 Year Three Evaluation; and the Commission noted three areas where UCC “substantially meets the Commission’s criteria for accreditation, but needs improvement.”

Recommendation One:
The College has experienced several years of constant turnover in the executive administration while growing leadership at staff levels through its UCC Leadership program. The Committee recommends that the college consider creating a comprehensive succession plan that will develop local talent and ensure leadership continuity at all levels of the institution. 2A.9, 2.B.1, 2.B.3.

The college has an effective system of leadership, staffed by qualified administrators. UCC employs a sufficient number of qualified personnel to maintain support and operations functions.

<table>
<thead>
<tr>
<th>Current Full Time Staffing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Time Faculty</strong> – 61</td>
<td>Full Time Classified – 113</td>
</tr>
<tr>
<td>(38 faculty have a Master’s level degree; 13 faculty have a Doctoral level degree)</td>
<td></td>
</tr>
</tbody>
</table>

The institution has a clear policy that identifies succession when the president is unavailable. This policy was operationalized due to the recent resignation of Dr. Joe Olson. The institution continued to operate seamlessly during this period of time.
The institution regularly provides faculty, staff, and administrators appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities. This is evidenced by generous professional development funds set aside for classified, faculty, and administrators. All three groups of staff regularly use these funds for trainings relevant to their areas of expertise, as well as for training for leadership. In addition, the executive cabinet, as well as administration, receive leadership training during the annual in-service retreat. Individual departments also provide support and leadership training to ensure leadership continuity within departments.

**Recommendation Two:**

Although UCC has written procedures and a stated timeline for administrative, staff, and faculty evaluations, they are not completed in a regular and timely manner. The Committee recommends that the College administer its evaluation processes consistent with the Commission’s standards. 2.B.2; 2.B.6

With the guidance and direction of a new HR Director, institutional leadership has worked across all levels of the institution to ensure that administrative, staff, and faculty evaluations are completed in a regular and timely manner, per institutional policies and collective bargaining agreements. The HR department assists departments in ensuring all evaluations are completed on time and on file with HR.

**Recommendation Three:**

While the faculty is attentive to the assessment of course level learning outcomes, the Committee recommends that the college implement a more comprehensive and systematic model of assessment. 2.C.5; 2.C.10

Since the 2012 report and visit, the instructional division has worked with department chairs and faculty to develop Course Outcome Assessment Guides that align each course with course learning outcomes, program or department learning outcomes, and institutional learning outcomes. Each Course Outcome Assessment Guide also aligns with the appropriate core theme for the instructional division and the college mission statement. In addition, the Career and Technical Education programs each align to a Technical Skills Assessment (TSA). All new courses and programs will be required to have a Course Outcome Assessment Guide included in materials that go through local approval. All new Career and Technical Education programs will also be required to have an identified TSA. Historically each program has completed a program review every fifth year. The instructional division is currently working with department chairs to revise the program and department review process to ensure that program and department assessment provides data that informs decision making concerning program improvement and viability and occurs on a regular basis.
Chapter One: Mission, Core Themes, and Expectations

Executive Summary (Requirements 2-3)

Umpqua Community College is in compliance with the NWCCU eligibility requirements (2-3) as indicated below:

2 Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

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, ORS341.425, 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. The Board of Trustees has formally adopted the mission and core themes.

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.

Umpqua Community College has a clearly defined mission and core themes that have been adopted by the Board of Trustees. The mission statement was most recently updated and approved by the Board in May 2013. UCC 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 majority (80%) of budget requirements. The remaining budget (20%) is devoted to debt service, fund transfers, and contingencies.

Standard One: Mission, Core Themes, and Expectations

Standard 1.A. Mission

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, has been 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 its communities.

Standard 1.A.2

The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by these parameters, 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 focus on student success, educational goals, and service to the community. These Core Themes were affirmed at the December 14, 2011 Board meeting.

Core Themes

1. Promoting student access and success
2. Supporting quality learning and achievement through academic transfer education
3. Supporting quality learning through career and technical education
4. Supporting quality learning 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

Interpretation of Mission Fulfillment

Umpqua Community College’s mission is fulfilled when the college meets 80% or more of the mission fulfillment targets at either “meets” (below 50% of the target but still falls within the mission fulfillment range) or “exceeds” (at or above 50% of the target). The mission fulfillment target ranges are a lens through which the college can review its annual performance. Objectives and indicators are tied to the Strategic Plan. The intent of the Board of Trustees is to use the indicators in Core Theme 1 as the basis for a data dashboard, so that stakeholders can see a visual representation of UCC’s success. All indicators and the data associated with them will be used as metrics of success and will be used to support the continuous improvement model at UCC.

The College Mission and Core Themes express a commitment to student learning and community engagement. The chosen objectives and indicators affirm a commitment to UCC’s mission to provide accessible and affordable quality college education, as well as lifelong learning opportunities throughout the communities served by the college.
Standard 1.B Core Themes

Standard 1.B.1

The institution identified 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, including non-credit instruction for personal enrichment and workforce development. Each core theme relates directly back to the institutional mission. Further, as identified in Table 1, the core themes are related to UCC’s Strategic Goals and Objectives, as outlined in the Strategic Plan. The work of described by each Core Theme is also connected to ongoing campus-wide initiatives and established committees.

Table 1

<table>
<thead>
<tr>
<th>UCC Strategic Goals</th>
<th>UCC Strategic Objectives</th>
<th>UCC Core Themes</th>
<th>Campus Initiatives and Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Success</strong></td>
<td>Improve student processes from initial contact through academic goal attainment</td>
<td>Student access and success</td>
<td>Title III ATD</td>
</tr>
<tr>
<td></td>
<td>Strengthen and expand campus services that contribute to student success and retention</td>
<td>Student access and success, Academic Transfer, Career and Technical Student Transition</td>
<td>Title III ATD</td>
</tr>
<tr>
<td></td>
<td>Allocate resources needed to support student retention and completion</td>
<td>Student access and success</td>
<td>Title III ATD</td>
</tr>
<tr>
<td><strong>Relevant and Innovative Instruction and Programming</strong></td>
<td>Ensure instructional programs support College mission</td>
<td>Academic Transfer, Career and Technical Student Transition</td>
<td>Instructional Council</td>
</tr>
<tr>
<td></td>
<td>Ensure instructional best practices are used</td>
<td>Academic Transfer, Career and Technical Student Transition</td>
<td>Instructional Council</td>
</tr>
<tr>
<td></td>
<td>Ensure instructional modalities provide consistent level of rigor</td>
<td>Academic Transfer, Career and Technical Student Transition</td>
<td>Instructional Council</td>
</tr>
<tr>
<td></td>
<td>Ensure technical and physical infrastructure supports all instructional modes</td>
<td>Academic Transfer, Career and Technical Student Transition</td>
<td>IT, UCC Online</td>
</tr>
<tr>
<td></td>
<td>Expand e-education instruction opportunities</td>
<td>Academic Transfer, Career and Technical Student Transition</td>
<td>UCC Online, IT, Department Chairs</td>
</tr>
<tr>
<td></td>
<td>Ensure Continuing Education programs meet</td>
<td>Workforce and Community Education</td>
<td>Community Education and</td>
</tr>
<tr>
<td><strong>Collaboration and Communication</strong></td>
<td>Promote customer service knowledge and skills</td>
<td>Student access and success</td>
<td>All campus</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Promote institutional culture of leadership and inclusion</td>
<td></td>
<td></td>
<td>EC</td>
</tr>
<tr>
<td>Create organizational culture that embraces accountability</td>
<td></td>
<td>All themes</td>
<td>EC</td>
</tr>
<tr>
<td><strong>Responsible and Sustainable Leadership</strong></td>
<td>Sustainable fiscal stability</td>
<td>All themes</td>
<td>EC, Budget Committee</td>
</tr>
<tr>
<td>Develop long-term institutional sustainability plan</td>
<td></td>
<td></td>
<td>EC, Strategic Planning Committee</td>
</tr>
<tr>
<td>Sustainable operational budgeting</td>
<td></td>
<td></td>
<td>EC, Budget Committee</td>
</tr>
<tr>
<td>Maintain and improve college facilities and infrastructure</td>
<td></td>
<td></td>
<td>EC</td>
</tr>
<tr>
<td>Ensure stable, diverse, and talented professional workforce</td>
<td></td>
<td></td>
<td>EC, Human Resources, Leadership UCC</td>
</tr>
<tr>
<td>Maintain and enhance positive relationships with labor organizations</td>
<td></td>
<td></td>
<td>EC, Labor Management Committees</td>
</tr>
<tr>
<td><strong>Stakeholder Awareness</strong></td>
<td>Recruitment and marketing</td>
<td>All themes</td>
<td>Community Relations</td>
</tr>
<tr>
<td>Foster academic, business, cultural and economic partnerships</td>
<td>Academic Transfer Career and Technical Workforce and Community Education</td>
<td></td>
<td>ILT</td>
</tr>
<tr>
<td>Increase campus connectivity with community</td>
<td>Workforce and Community Education</td>
<td></td>
<td>ILT</td>
</tr>
<tr>
<td>Increase knowledge of UCC to stakeholders</td>
<td>All themes</td>
<td></td>
<td>EC, ILT</td>
</tr>
<tr>
<td>Increase use of campus facilities by community partners and groups</td>
<td>Workforce and Community Education</td>
<td></td>
<td>ILT</td>
</tr>
</tbody>
</table>
Standard 1.B.2

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.

After attending Year Seven training from NWCCU in spring of 2014, the leadership at UCC made the decision to review the 65 data indicators that were originally developed for the Year One and Year Three reports. After a close review, it was decided to narrow the focus of the objectives and indicators to a total of 32 data indicators that are direct measures of each objective. The core indicators are informed by best practices and relevant literature. The narrowed focus of objectives and data indicators was shared with the Board of Trustees during a summer work session; a Board work session in the fall; and again at the March 11, 2015 Board meeting, at which time, the Board of Trustees adopted the refined core theme objectives, data indicators, and mission fulfillment ranges. The Core Theme Objectives and Indicators have been aligned with the Strategic Plan. Additionally, the executive leadership reviews the indicator data on an annual basis.

This section describes the Core Themes, the objectives to be achieved via each Core Theme, and the indicators of achievement of the respective Core Theme objectives. This section also describes the rationale for the selection of the respective indicators of achievement.

Throughout 2014-2015, the accreditation committee worked with the Institutional Researcher to refine the indicators, gather data, and review similar data for similarly-sized rural community colleges from which to establish a mission fulfillment range for each indicator. The Board of Trustees and executive leadership have affirmed that mission fulfillment is achieved when 80% of the indicators achieve a status of “meets” or “is above” the mission fulfillment target.

Core Theme One: Promoting Student Access and Success

Description

As reflected in UCC’s five-year strategic plan, student success is fundamentally important to the lives of the college’s students, the workforce, the needs of the local economy, and the ability to meet completion and student retention goals. Student success also supports organizational stability and sustainability. Student access and success is also a critical part of UCC’s institutional mission. The college has multiple initiatives developed around student success, including UCC Scholars, Achieving the Dream, and a Title III grant.

Objectives, Indicators of Achievement, and Indicator Rationale

Objective 1.A: Students persist and successfully complete their educational goals

1.A.1 Percent of persistence term-to-term of first time full-time degree-seeking students—fall-to-winter then winter-to-spring

Mission Fulfillment Range: 60%-70%

Rationale: Term-to-term persistence is a key measure of student retention. This is an indicator for which the college reports data for the Achieving the Dream initiative.
In addition, this indicator will be used to measure success in other initiatives of retaining students.

1.A.2 Percent of persistence fall-to-fall of first-time full-time degree-seeking students

**Mission Fulfillment Range:** 45%-55%

**Rationale:** Fall to fall persistence is also a key measure of student success. This is an indicator used to report data for the Achieving the Dream initiative. This indicator is also used as a general measure of college success in helping students achieve their goals.

1.A.3 Percent of full-time students reaching the milestone of earning their first 15 college-level credits in one year

**Mission Fulfillment Range:** 55%-65%

**Rationale:** The milestone of earning 15 college-level credits in one year is identified as a key measure in Oregon’s Achievement Compacts. This measurement is important in determining rates of student persistence, as 15 college-level credits earned is a momentum point and leads to the likelihood that a student will persist toward certificate or degree completion.

1.A.4 Percent of full-time students reaching the milestone of earning their first 30 college-level credits in one year

**Mission Fulfillment Range:** 25%-35%

**Rationale:** The milestone of earning 30 college-level credits in one year is also identified as a key measure in Oregon’s Achievement Compacts. This measurement is important in determining rates of student persistence, as 30 college-level credits earned is a momentum point and leads to the likelihood that a student will persist toward certificate or degree completion.

**Objective 1.B:** UCC provides effective supports, interventions, and preventative measures

1.B.1 Percent of faculty who participate in early alert fall-to-fall term

**Mission Fulfillment Range:** 40%-50%

**Rationale:** Early alert and intervention is a best practice to keep students engaged. Faculty involvement in the engagement process is critical to student success.

1.B.2 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Support for Learners

**Mission Fulfillment Range:** 45-55

**Rationale:** Support for learners is an indicator of the extent to which UCC provides effective supports, interventions, and preventive measures to keep students engaged.
Objective 1.C: Students with diverse backgrounds and needs are successful

1.C.1 Percent of non-traditional completers in CTE fields of first time full-time degree seeking students

**Mission Fulfillment Range:** 10%-20%

**Rationale:** The percent of non-traditional completers in CTE fields is a measure of the extent to which the college supports students with diverse backgrounds and needs. This is also a measure used for Perkins reporting and is an established data measure for the state.

1.C.2 Percent of first-generation students who complete a certificate or degree in four years.

**Mission Fulfillment Range:** 15%-25%

**Rationale:** Earning a certificate or degree is a direct measure of attainment. All measures of completion use the four-year timeframe, as this is the timeframe used by Complete College America.

Core Theme Two: Supporting Quality Learning and Achievement Through Academic Transfer Education

Description

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), the Associate of General Science Degree (AGS), and the Oregon Transfer Module (OTM). In addition to the statewide transfer degree, UCC provides multiple programs that articulate with baccalaureate-granting institutions. The three-year average of students from UCC who transfer to a four-year institution is 22.12%

Objectives, Indicators of Achievement, and Indicator Rationale

Objective 2.A: UCC supports quality learning

2.A.1 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Active and Collaborative Learning

**Mission Fulfillment Range:** 55-65

**Rationale:** Active and collaborative learning is an indicator of the degree to which classrooms are student-centered.

2.A.2 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Academic Challenge

**Mission Fulfillment Range:** 50-60

**Rationale:** Perceived academic challenge is an indicator of quality and a measure of academic rigor.
2.A.3 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Student-Faculty Interaction

**Mission Fulfillment Range:** 45-55

**Rationale:** Student-faculty interaction is an indicator of the extent to which students feel connected to the college campus. Faculty engagement and connection to students is an indicator of student persistence and engagement.

2.A.4 Number of online courses in transfer areas that meet Quality Matters standards.

**Mission Fulfillment Range:** 65%-75%

**Rationale:** The number (expressed as a percentage) of online courses that meet Quality Matters standards is a measure of quality learning.

**Objective 2.B:** Students complete a state-recognized program of study that leads to a transfer degree

2.B.1 Percent of students who declared an AAOT complete the AAOT within four years

**Mission Fulfillment Range:** 15%-25%

**Rationale:** This is a direct measure of degree attainment at UCC.

**Objective 2.C:** Students who express an intent to transfer enroll for a four-year baccalaureate

2.C.1 Percent of student with transfer intent enroll at a four-year baccalaureate

**Mission Fulfillment Range:** 20%-30%

**Rationale:** This is a measure of student persistence. It also indicates whether the goal of preparing students for transfer is met.

**Core Theme Three: Supporting Quality Learning and Achievement Through Career and Technical Education**

**Description**

Career and Technical Education (CTE) is a central component to UCC’s mission. CTE programs help students gain high-skilled, high-wage employment. These programs work closely with local employers and industry to ensure that students are prepared in their field of study. Students are able to attain both short-term credentials and Associate of Applied Science degrees in multiple career and technical education areas.

**Objectives, Indicators of Achievement, and Indicator Rationale**

**Objective 3.A:** UCC Career and Technical Education supports quality learning

3.A.1 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Active and Collaborative Learning

**Mission Fulfillment Range:** 55-65
Rationale: Active and collaborative learning is an indicator of the degree to which classrooms are student-centered.

3.A.2 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Academic Challenge

Mission Fulfillment Range: 50-60
Rationale: Perceived academic challenge is an indicator of quality and a measure of academic rigor.

3.A.3 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Student-Faculty Interaction

Mission Fulfillment Range: 45-55
Rationale: Student-faculty interaction is an indicator of the extent to which students feel connected to the college campus. Faculty engagement and connection to students is an indicator of student persistence and engagement.

3.A.4 Number of online courses in CTE areas that meet Quality Matters standards.

Mission Fulfillment Range: 50-60%
Rationale: The number of online courses that meet Quality Matters standards is a measure of quality learning.

Objective 3.B: Students complete a state-recognized program of study that leads to employment

3.B.1 Number of students who complete a Career Pathway Certificate in four years

Mission Fulfillment Range: 50-60
Rationale: This is a direct measure of attainment of a credential at UCC.

3.B.2 Percent of students who complete a one-year certificate in four years

Mission Fulfillment Range: 15%-25%
Rationale: This is a direct measure of attainment of a credential at UCC.

3.B.3 Percent of students who declare AAS, AGA, or AS complete one within four years

Mission Fulfillment Range: 10%-20%
Rationale: This is a direct measure of degree attainment at UCC.
Core Theme Four: Supporting Quality Learning and Achievement Through Student Transition Education

Description

As a comprehensive community college, UCC serves students who need additional academic support for success. This includes developmental education, GED, and Adult High School Diploma programs. In addition, the institution encourages students to seek early transition to college through programs supported by the college such as dual credit and expanded options.

Objectives, Indicators of Achievement, and Indicator Rationale

Objective 4.A: UCC supports quality learning

4.A.1 Percent of students who take one or more courses below 100 level and persist from one term to the next

Mission Fulfillment Range: 75%-85%

Rationale: Success in below 100 level reading, writing, and math courses indicates the student is prepared to enter 100 level college courses.

4.A.2 Percent of students who take one or more courses below 100 level and persist from fall-to-fall term

Mission Fulfillment Range: 55%-65%

Rationale: Success in below 100 level reading, writing, and math courses indicates the student is prepared to enter 100 level college courses. Fall-to-fall persistence is an additional measure of student success and is used to report data for ATD.

Objective 4.B: Students in Academic Support are prepared to succeed in their educational goals

4.B.1 Percent of students who begin their GED complete their GED within two years

Mission Fulfillment Range: 35%-45%

Rationale: Student persistence data for GED completion is reported to the state as part of annual reporting. GED completion is an indicator of student success.

4.B.2 Percent of students who earn their GED or AHSD and continue to earn a college-level credential within four years

Mission Fulfillment Range: 5%-15%

Rationale: Persistence from the GED or AHSD program into college-level coursework is an indicator of student success and is used as a momentum point in Oregon’s statewide Student Success Report.

4.B.3 Percent of students who took one or more dual credit courses in high school who earn a college-level credential within four years

Mission Fulfillment Range: 30%-40%
Rationale: Completion of dual credit courses in high school is an indicator of future success in college.

4.B.4 Percent of students attending courses online

Mission Fulfillment Range: 45%-55%
Rationale: As online offerings have increased, this measure is an indicator of the extent to which students have adequate support to be successful in online courses.

Core Theme Five: Serving Our Community Through Quality Lifelong Learning in the Area of Cultural, Economic, Workforce, Self-Improvement, and Professional Development

Description

UCC provides services to a wide range of community members through a variety of programming that includes community education offerings for personal enrichment. UCC also provides professional development and workforce training in non-credit offerings through both its Community Education program and its Small Business Development Center.

Objectives, Indicators of Achievement, and Indicator Rationale

Objective 5.A: Community members participate in a wide range of quality lifelong-learning activities

5.A.1 Percentage of community education enrollments as compared to district resident population.

Mission Fulfillment Range: 7%-17%
Rationale: This is an indicator of the extent to which the College is reaching community members and providing adequate community education offerings.

5.A.2 Number of courses UCC delivers, hosts, facilitates, and sponsors

Mission Fulfillment Range: 1,500-2,000
Rationale: This is an indicator of the extent to which UCC reaches into the community with non-credit, lifelong learning, and professional development opportunities.

5.A.3 Overall satisfaction rating of a class by students completing course evaluations. (Rating of ‘Excellent’ or ‘Very Good’)

Mission Fulfillment Range: 90%-100%
Rationale: This is an indicator of student satisfaction.
**Objective 5.B:** UCC provides, delivers and facilitates a variety of classes, programs, services and activities that enhance, grow, and support workforce and economic development

5.B.1 Percentage of employers satisfied with contracted training provided by UCC

*Mission Fulfillment Range:* 95%-100%
*Rationale:* This is an indicator of the quality of contracted training provided in the community.

5.B.2 Percentage of people trained in workforce, small business, and continuing education classes as compared to the district population of 18-64 year olds.

*Mission Fulfillment Range:* 20%-30%
*Rationale:* This is an indicator of the extent to which UCC is providing workforce, small business, and continuing education classes to the target population in the community.
Chapter Two: Resources and Capacity

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. 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 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; 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 interim-president, Dr. Rita Cavin, was appointed to the position in 2015. Interim President Cavin 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, Joyce Coleman (VP of Student Services), Dr. Roxanne Kelly (VP of Instruction), and Rebecca Redell (VP/Chief Financial Officer) 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 and the function of 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 2014-2015 school year was 17 to 1, so students have a good opportunity to receive more personal attention from their instructors.

Faculty are evaluated in a regular, systematic, substantive and collegial manner. Procedures for faculty evaluation are described in the Faculty Negotiated Agreement Article X.

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 and certificate programs, see http://www.umpqua.edu/course-catalog.

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. A complete list of articulation agreements with Oregon universities is available in the document room.

UCC’s Career and Technical Education certificate and terminal degree programs of 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.
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.

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
- Small Business Development Center located at 522 SE Washington Ave., Roseburg
- The South County Site located at 501 Chadwick Lane, Myrtle Creek
- The Commercial Driving License Truck Shop at 174 Stanford Road, Winston

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 Article XII of the Faculty Association Collective Bargaining Agreement and in Article 4.G of the Part-Time Faculty Association Collective Bargaining Agreement. Policies on due process, distribution and posting, demonstrations, off-campus speakers, and student complaints are located in Policy #723. 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 established policies and procedures in place 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 the UCC 2015–16 Catalog, pp. 7–18.

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. Umpqua Community college also publishes the catalog on the website and maintains current information on student conduct, rights and responsibilities of students, and other policies and procedures on the website.

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.

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 at http://umpqua.edu/board-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 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 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 this purpose. The Council provides advising and guidance on policy change, college-wide planning, communication plans, budget processes, and institutional effectiveness.

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 plus one 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.

Executive Cabinet
The Executive Cabinet (EC) is comprised of the president’s direct reporters and meets bi-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.

Membership currently consists of:
- Executive Assistant to the President
- Director of Community Relations
- Director of Information Technology
- Director of Human Resources
- Executive Director of College Foundation
- Vice President of Instructional Services
- Vice President of Student Services
- CFO/Vice President

The EC provides a venue for direct communication among the President and the President’s direct reports on a regularly scheduled basis for the purpose of shared timely information, team building, cross-fertilization of ideas from different areas of the college, and collaboration among team leaders. The focus of the meetings is accountability, planning, and management. The EC also monitors core theme indicators and mission fulfillment.

In order for the role of the EC to be more clear to the college community, its membership was revised and its name was changed to President’s Staff in summer of 2015.

Informal governance
More informal methods of governance are implemented through regular monthly meetings with faculty and classified associations, and these meetings often lead to issues being 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) makes 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 is independent and maintains its 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 system.

While there is no formal community college system, the community colleges work together on common goals. Presidents meet monthly (except June and July) at Oregon Presidents Council and hold an annual retreat supported by the Oregon Community College Association.

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 Oregon Presidents Council meeting. Agendas for these meetings can be found online on the OCCA website at www.occ17.com.

The State of Oregon is in current transition from the Community College and Workforce Development model. Documents demonstrating the most recent statewide Oregon community college structure will be available in the team room.

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 three unions/associations (Faculty, Part-Time Faculty and Classified) enjoy a healthy and collegial bargaining relationship. The exchange of information between administration and association prevents controversy and promotes resolution.

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 at [http://umpqua.edu/board-reports-and-minutes](http://umpqua.edu/board-reports-and-minutes). See the Board Member Chart below.

<table>
<thead>
<tr>
<th>Zone</th>
<th>Name</th>
<th>Served since</th>
<th>Other positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 1</td>
<td>Betty Tamm</td>
<td>July 2007</td>
<td>Retired Director of NeighborWorks of Umpqua</td>
</tr>
<tr>
<td>Zone 2</td>
<td>Doris Johnson-Lathrop</td>
<td>July 2015</td>
<td>Retired UCC Administrator</td>
</tr>
<tr>
<td>Zone 3</td>
<td>Wendy Weikum</td>
<td>July 2007</td>
<td>Music Instructor</td>
</tr>
<tr>
<td>Zone 4</td>
<td>Sharon Rice</td>
<td>July 2009</td>
<td>Retired UCC Nursing Instructor</td>
</tr>
<tr>
<td>Zone 5</td>
<td>Bob Bell</td>
<td>July 2009</td>
<td>Retired UCC Art and Computer Instructor</td>
</tr>
<tr>
<td>Zone 6</td>
<td>Joe Yetter</td>
<td>July 2011</td>
<td>Retired Military Physician</td>
</tr>
<tr>
<td>Zone 7</td>
<td>Vanessa Becker (chair)</td>
<td>July 2007</td>
<td>Consultant, VConsulting</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 available at [http://umpqua.edu/board-reports-and-minutes](http://umpqua.edu/board-reports-and-minutes).
2.A.6 Governing Board

The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Umpqua Community College Board of Trustees 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.

In March of 2013 Umpqua Community College completed a comprehensive planning process resulting in a Strategic Plan, based on the college mission statement, to continue strengthening the college’s ability to serve its stakeholders. The plan consists of five goals that will guide college decision-making processes during the next five years. Internal and external factors were considered along with input from community members, students, and staff which determined the relevance and need expressed in the plan’s five goals. The college, through its strategic plan, provides a framework for realizing its commitment to serve students and continuously improve its services, marketing, communication, balance of programs, and creation of new instructional programs, and for strengthening existing and developing new partnerships within our communities that support our mission. The College Board adopted the 2013-14/2017-18 Strategic Plan June 12, 2013.

Work on UCC’s Strategic Plan is a never-ending process. The President assigns senior staff to act as leads for each goal and the leads work with their teams, through the strategic plan framework, toward achieving college goals. The Board provided for flexibility in responding to unforeseen developments and the value of using assessment measures in determining the effectiveness of tasks, initiatives, and related action plans toward achieving plan objectives in support of goals. The college ensures its ability to respond to community and student needs through its annual planning and budgeting processes. Objectives and/or additional tasks may be sunset or added as needed and on-going initiatives are updated. The first Strategic Plan Progress Report, reflecting the work of the prior academic year, was presented to the Board during the December 2014 board meeting. The result of these important discussions of the leads and their teams will ensure that Umpqua Community College remains responsive, proactive, creative, relevant, and essential in providing programs and services that meet the needs of its students and communities.

All internal and external initiatives are aligned with relevant Strategic Plan goals and/or objectives. An example is the Achieve the Dream (ATD) initiative which impacts student success by promoting best practices in on-boarding and academic advising with curriculum redesign in support of students successfully moving through remediation to college level work. The ATD initiative is linked to Goal 1 - Promote student success through a comprehensive institutional approach to student retention and completion and Goal 2 - Provide comprehensive, relevant, innovative instruction and programming. Associated measures at the goal level include
term-to-term and fall-to-fall retention; at the objective level, they include reducing class drop/fail rates and increasing successful persistence through a sequence of classes. Goal level measures also align with accreditation indicators.

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 the enrollment “dashboard” are also presented by the Director of Institutional Research and Planning.

2.A.7 Governing Board

The board 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.

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 100.10 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 UCC President Olson jointly placed a high priority on a 360-degree Presidential Evaluation, involving a broad range of UCC employees and students. A component of this evaluation was a campus climate survey, which was developed by a campus climate committee formed for this purpose. The results of this survey were presented to the Board at the August 2012 retreat.

On June 3, 2015, the Board terminated its contract with President Olson as a result of its annual presidential evaluation process. The Board immediately appointed the Vice President of Instruction, Dr. Kelly, as the Acting President. At a special meeting on June 9, the Board approved entering into contract negotiations with Dr. Cavin to serve as Interim President until a permanent president is selected. At another special meeting on June 16, the Board approved a contract with Dr. Cavin who began on June 17, 2015. Her goals were approved by the Board at its July 8, 2015 meeting.

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.

Board Policy 100.17 calls for the Board to conduct regular self-evaluations. Administrative Procedure 100.17 states that the Board of Trustees will conduct a self-evaluation in even-numbered years. Operating under this policy, the Board had its first self-evaluation in 2012 using an evaluation tool through “Board Source,” followed by a Governance Institute for Student Success online self-evaluation provided by ACCT in 2014. The results of the self-evaluation are
merged into the annual discussion of Board Goals, which occurs at the annual Board Retreat in August.

The Board sets clear goals for each 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 will follow this practice during their August 2015 Board retreat and goals for 2015–16 will be accepted in September.

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.

Umpqua Community College is organized into three administrative divisions: Instruction, Student Services, and Administrative Services. These divisions are respectively led by three vice presidents: the Vice President of Instruction, the Vice President of Student Services and the CFO/Vice President. The president’s executive staff includes the three 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.

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.

The President serves as the Clerk of the Board of Trustees and implements the policies of the Board regarding the operation of Umpqua Community College with the understanding that the following types of decisions will be referred to the Board of Trustees:

1. cases where policy is not clear; and

2. cases where there is no policy governing a particular situation (Board Policy 100.13).

Dr. Joseph Olson, UCC’s President from May 2011 to June 2015, holds exemplary credentials for his role. 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 the following: 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).

Interim President Dr. Rita Cavin (starting June 17, 2015) previously served UCC as interim president from November 2010 to May 2011. Prior to that she served as President of Linn Benton Community College from 2003 to 2010. She holds Bachelor’s and Master’s degrees from University of Redlands (CA), a Master’s degree from Immaculate Heart College (CA), and a Ph.D. from Claremont Graduate University (CA). She has served at community colleges since 1969 beginning her career as a faculty member at Rio Hondo College (CA) and Citrus College (CA). She has also served as Vice President of Instruction at both Citrus College and Mt. San Antonio College (CA).

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.

Joyce Coleman, MSW, Vice President for Student Services, Title IX Coordinator
Serving UCC since October 2014
MSW – University of Houston, TX
BS, Criminology & Corrections, Sam Houston State University, TX
Prior Experience: 25 years of community college administration experience in Oregon and California

Lynn M. Johnson, Director of Human Resources
Serving at UCC since July 2014
B.A. Management and Organizational Leadership/Human Resources, George Fox University, Newberg, OR
Prior Experience: 14 years Human Resources management; 22 years corporate management

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

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)

Rebecca Redell, Vice President / Chief Financial Officer
Serving at UCC since October 2010
Certified Management Accountant
B.S. Business Accounting, University of Phoenix, NV
Prior Experience – 2 years plant controller Alcan Cable Roseburg, OR. 8 years at Bally Technologies Las Vegas, NV (last two years as Finance Controller)

Lee Salter, Director of Community Relations
Serving UCC since November 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

Robynne Wilgus, Executive Assistant to President/Board
Serving at UCC since November 2009
Prior Experience: 6 years at K-12, 12 years in corporate and small business

Dan Yoder, Director of Information Technology
Serving UCC since June 1985
B.A. Business Administration, Northwest Christian College, OR
AAOT Associate of Arts Oregon Transfer, Umpqua Community College, OR
AGS General Studies, Umpqua Community College, OR
AS Computer Programming, Umpqua Community College, OR

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.

2.A.13 Policies and Procedures: Academics

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

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

The digital library collections are available to all students off campus with the use of the internet and the student ID number.

Rules of conduct in the library study areas and lab are posted on the library website at www.umpqua.edu/library-policies. 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 http://www.umpqua.edu/resources-and-services/academic/student-code-of-conduct and a link is available at www.umpqua.edu/library-policies.

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.

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 on the UCC website (through a direct link to the SCC and in the UCC Policy Manual - http://www.umpqua.edu/resources-and-services/academic/student-code-of-
conduct). Faculty make information regarding the SCC available in course syllabi, and information is also shared at New Student Orientation.

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

The process for administration of the Student Code of Conduct is described within the SCC. The Vice President for Student Services reviews the SCC annually for any possible revisions or additions. The full UCC Code of Conduct is available online at http://umpqua.edu/resources-and-services/academic/student-code-of-conduct

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 school and college;
- Some programs may have special program requirements other than those listed above.

Admission may be made either in person or online. Online admission applications with payment are processed 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 materials from 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. Students may elect to have the math department and/or the English department faculty review their high school transcripts to determine course placement.

Beginning in August 2015, prospective students are provided with the opportunity to enroll in a free four-hour, once monthly COMPASS math and/or COMPASS reading/writing workshop to refresh their skills before or after completing the COMPASS.

Placement testing is available on a walk-in basis and may also be provided at some local Douglas County high schools as remote testing sites. High school 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 Accessibility Services Coordinator. Documentation supporting the requested accommodation is locked in a secured office within Accessibility Services. The coordinator meets with each individual seeking accommodation(s) to determine reasonable accommodation requests.

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 UCC 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, the student is notified that he/she has 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, the student is placed on academic suspension and notified accordingly.
**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 Vice President of Student Services, 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.

**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.

**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 that 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 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 with 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 identified in UCC’s Confidentiality Agreement and the Network Access User Agreement (per Board policy and corresponding administrative procedure). 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 allows 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 NeoGov 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. Board Policy 719 addresses how the College tracks student complaints and grievances.

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, when grievances arise, there is a clear procedure for resolving them.

**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 website with the most recent accreditation reports and states on all webpages that the college is accredited by NWCCU. The accreditation webpage is at umpqua.edu/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 as they apply 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 contract 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, subject 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 entity.

• 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.

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 is 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.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 Associations. Article VI.D of the Full-Time Faculty Association Agreement contains 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. Similarly, in the Part-Time Faculty Association Agreement Article 4 addresses employee rights. In particular, Article 4 F speaks to non-discrimination; Article 4 H speaks to personal freedom; Article 4 G addresses Academic Freedom and Article 4 D addresses instructional methodology.

Student freedoms are described in the Student Code of Conduct (SCC), 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.

UCC policies regarding instructional authority are located in the Collective Bargaining Agreement between UCC and the Faculty Associations. 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.

UCC’s 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.” 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 (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 Asset Protection, requires that UCC budget conservatively, maintain working capital reserve 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, directs the College to invest funds in excess of its immediate operational needs in accordance with applicable Oregon Laws. The Board of Trustees enacts a resolution each year to permit inter-fund borrowing with the requirement of restoring all accounts to be in a positive cash position by the end of the fiscal year. Policy 614 addresses debt issuance and management for the College by establishing the following objectives: maintain a well-balanced relationship between current operating needs and debt service requirements, maintain and enhance the College’s ability to obtain favorable access to credit markets, minimize costs to the taxpayers by prudently incurring and managing debt, and maintain an adequate margin of statutory debt capacity.
Standard 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 meets 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, members of the college community, and, when appropriate, students and community members. Online recruitment software, NeoGov, is streamlining the hiring processes and assists UCC in responding to staffing needs in a timely manner.

The College is working towards completion of a comprehensive succession plan that will develop local talent, and ensure leadership continuity at all levels of the institution.

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 227.01, Administrative Procedure Number 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. During the evaluation cycle, the employee and supervisor are encouraged to engage in discussions on 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.

To help ensure performance evaluations are done regularly, and in a timely fashion, the HR Department is working to mechanize the process through the use of NeoGov software. New evaluation tools are in creation. Reminders will be sent to supervisors, and accountability and expectations will be established and monitored by the human resources director and communicated to the president when compliance is missed.

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 their increased effectiveness and fully realize their roles, duties, and responsibilities. Employees receive information about this benefit during 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 the College.
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 person’s 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. The Faculty Development committee shall be established with four (4) 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 upon 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:
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. 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. 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 $1,000 each per year until the funds are exhausted.

B.3. 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 requested 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 61 full-time faculty, 13 have earned doctorate degrees, 38 have earned master’s degrees, and two 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 members are involved in hiring committees to hire new 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 dependent upon their status: full time or part time. 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 has 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 teaching 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 at 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 purpose of the evaluation is 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 growth and professional development;
- to identify weaknesses in faculty performance, and correct 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. To assist in ensuring performance evaluations are done regularly and in a timely fashion, the HR Department is working to mechanize the process through the use of NeoGov software. New evaluation tools are in creation. Reminders will be sent to supervisors, and accountability and expectations will be established and monitored by the human resources director and communicated to the president when compliance is missed.

**Standard 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 (Dean, Arts and Sciences; Dean, Career and Technical Education; Dean, Academic Support; Director, Library; and Director, UBC/SBDC), 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 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 Cooke 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.

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, Registered Nursing, and Practical Nursing. UCC has 28 advisory committees made up of industry and community partners who review curriculum and provide advice on competencies on a regular basis.

UCC is committed to student learning outcome assessment, and faculty are actively supported in the areas of teaching, learning, and assessment. 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.

Course learner outcomes have been identified, published, and archived on a shared institutional drive. 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.

Course Outcome Guides (COGs), sometimes referred to on campus as Learner Outcomes Assessment Forms (LOAFs), map course learner outcomes to program outcomes and
institutional outcomes. These forms are used reflectively by program faculty and other campus and program stakeholders to help describe and trace these important linkages.

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 new Learning Management System, Canvas, which is available to students, faculty and staff 24 hours a day, 7 days a week, excluding times designated for backup or maintenance. UCC transitioned from Angel to Canvas beginning in the fall of 2014. The transition is ongoing and will be completed at the end of the summer 2015 term.

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 college, 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. The Degree Works Degree Audit is the tool used to determine whether or not a student has met the requirements necessary to complete a degree or certificate.

For more information on degree program requirements, see the UCC 2015–16 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 the UCC 2015-2016 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 documents 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 the Vice President of Instruction. The chair facilitates the meeting, reviews the minutes prior to campus-wide dissemination, and assists 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. The Collective Bargaining Agreement with the Faculty Association guides the make-up of the faculty vacancy committee. 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 2014–15 year, the reference librarian provided information literacy instruction to 1,282 students, and the library provided a library orientation to 771 students. The reference librarian teaches a research skills course, LIB 127, which 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.ucclibrary.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.

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 attends 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.

In 2014 the library began offering 30-minute workshops on topics of interest to faculty and students. Workshops for faculty included e-books, copyright and open educational resources. Workshops for students included Zotero and other online bibliography management systems.

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) continues to be very limited. The college has a Credit for Professional Certification (CPC) program for criminal justice students which is outlined in the 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 is 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 Educational Partnerships Specialist.
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.

The Oregon University System has identified a standard set of learning outcomes for those students who pursue an Associate of Arts Oregon Transfer (AAOT) degree. Those students graduating from UCC with an AAOT 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

**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.

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.
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 Community and Workforce Training Department at UCC coordinates the majority of credit and non-credit continuing education activities. The department reports to the Dean of Career and Technical Education, who in turn reports to the Vice President of Instruction. The Dean is a member of the Instructional Leadership Team 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 respond to the ever-changing needs of residents and businesses quickly and with care.

The Small Business Development Center and 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 Community and Workforce Training 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 online at www.umpqua.edu.

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 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 Dean of Career and Technical Education, the Small Business Development Director, and the Director of Community and Workforce Training are responsible for the majority of non-credit offerings at the institution. Instructional Coordinators or Department Chairs 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.

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 Community and Workforce Training Department, 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, be subject to performance evaluation for the participant, and meet the specified criteria.

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 and Workforce Training, Career and Technical Education, Adult Basic Skills Development).
Standard 2.D: Student Support Resources

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 person and online beginning September 2015.
- **Advising and Counseling Services** – Advising Services provide students with academic advising and life skills support; Counseling Services provide career assessment and advising as well as academic and wellness counseling.
- **Accessibility Services** provide students with documented disabilities accommodations to support their learning and engagement in the classroom and co-curricular engagement.
- **Early Alert System** flags students who are at risk; these students are notified and advised by the Advising and Counseling Services staff.
- **Tutoring Services** recently expanded to include 24/7 tutoring through [www.SmartThinking.com](http://www.SmartThinking.com) and is anticipated to expand in person in terms of hours and includes supplemental instruction in some courses.
- **Learning communities** are available in the developmental education sequence of reading and writing courses. The learning communities pair reading, writing, and a student success course.
- **TRiO/Student Support Services – Transfer Opportunity Program** provides personalized services to low-income, first-generation students and students with accessibility needs through a small-group cohort model and first-year experience.
- **Job and Career Services** help students find part-time employment while in school, and prepare resumes and cover letters.
- **Peer Mentors** serve as positive role models and a resource for students at UCC, who help facilitate students' adjustment to the college environment, working with students outside of the classroom.
- **Student Ambassadors** represent UCC to prospective students, current students, faculty, staff, community members, and guests. They are first points of contact, well informed about campus, and able to provide direction and assistance as needed.
- **Veterans Services** supports students who are current and former military members and their families.
- **Ford Childhood Enrichment Center** provides care for students’ children aged six weeks to five years and provides advising and support services to student parents.
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 programs and services are provided. 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 proactive in regards to the safety and security of all staff, students, and visitors 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.

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.

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 the following topics:

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

At the completion of each session, students evaluate 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 became 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. 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:
During the registration session, students log into 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 an academic advisor and/or counselor to discuss courses and begin online registration. At the conclusion of orientation, students receive their student ID.

Beginning September 2015, before students can register for classes, all first-time degree and certificate seeking students are required to complete online student orientation. Students may also elect to attend an in-person orientation. First-time degree- and certificate-seeking students are required to complete the orientation before taking the placement test. Students who have completed online or in-person student orientation, placement testing, and academic advising can then register for classes.

Beginning September 2015, prospective students are able to access an online pre-orientation video that provides information about UCC and the process to enroll. Prospective students are able to take a virtual video college tour or schedule an in-person tour on campus.

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 students 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 UCC 2015–16 Catalog, p. 4. The college goals are found on p. 4; while the accreditation core themes are found on p. 5 in the catalog.

Mission Statement

Umpqua Community College provides high quality college degree programs, workforce training, and community learning opportunities.
**Umpqua Community College Goals**

Goal 1. Promote student success through a comprehensive institutional approach to student retention and completion.

Goal 2. Provide comprehensive, relevant, innovative instruction, and programming.

Goal 3. Foster appositive and productive campus culture and environment based on shared values.

Goal 4. Exemplify responsible and sustainable organizational stewardship.

Goal 5. Build stakeholder awareness through comprehensive communication, promotion, marketing, and recruitment.

**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 the UCC 2015–16 Catalog, p. 7:

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:

- 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 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 Umpqua Community College. International students can request special application materials from the International Admissions Officer. 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, staffing, and equipment. The apprenticeship, automotive, dental assisting, 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.

Accessibility-Needs Accommodations
Accessibility-related accommodations for admission are available upon request. Ask for assistance at the Registration window or call Accessibility 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.D.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 the UCC 2015–16 Catalog, pp.16–17:

Grading System

<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 the instructor has not submitted the grade by the deadline.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points Attempted</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<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.

**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 the 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 staff 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:

- 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 procedures. The catalog, published annually, is developed through a collaborative process directed by UCC’s Director of Enrollment Services/Registrar 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 and community members.

The following information is 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. A master’s degree is 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 lower division collegiate faculty members to have earned a master’s degree in the primary teaching assignment. Acceptable avenues to becoming a Career and Technical Education faculty member include an earned AAS Degree and five years of directly-related work experience, or journeyman status or other industry-based credential and five years of directly-related work experience, or an earned BS/BA in the primary field and 3 years of directly-related work experience. Developmental Education, ESL, and AHS faculty must have earned a bachelor’s degree in a directly-related discipline with a minimum qualification of 9 undergraduate quarter hours and 12 quarter hours of graduate work in a directly-related discipline or 18 quarter hours of related graduate work.

Educational history and other relevant information about faculty and staff is available to students and other stakeholders in the UCC 2015–16 Catalog, pp. 269-271.
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), which is printed in booklet form and can also be found on the college’s website at http://umpqua.edu/resources-and-services/academic/student-code-of-conduct. Additionally, student code of conduct information is included in the New Student Orientation.

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 therein 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 Services (VPSS) is responsible for the administration of the SCC. In the absence of the VPSS, 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 among the lowest of the 17 Oregon community colleges. 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 umpqua.edu/class-schedule. The fee amounts are published in the annual catalog, the quarterly schedule, and the website. For current information on tuition and fees, see the UCC 2015–16 Catalog, pp. 8–9; for information on financial aid, see pp. 9-10.

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 the UCC 2015–16 Catalog, p. 11.

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 cancelled courses.

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 qualify for financial aid. 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 undertaking. A financial literacy seminar is available to all students. In addition to the usual options of federal and state financial aid, the college Foundation administers scholarships from more than 116 benefactors that have combined to offer 173 scholarships totaling $352,306 to students entering UCC in the 2015–16 academic year.

Information about financial aid offered by UCC is available in the annual catalog with eligibility requirements and the types, sources, and repayment procedures. Information about the Foundation’s offerings can be found at http://www.umpqua.edu/scholarships. Additionally, scholarship 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.

The academic calendar can be found at: http://www.umpqua.edu/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, 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 to complete the term without incompletes.

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 Director of Enrollment Services/Registrar 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.

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 a “Getting Started” section with links to “New to UCC,” “Returning to UCC,” “Transferring to UCC,” “High School Students,” “Adult Basic Education,” and “Community Education” links. Each provides 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 is published in the UCC catalog and on the website
(see the UCC 2015–16 Catalog, pp. 182-183 “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 maintained 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)
physically located in the Educational Skills building on campus. In case of an emergency, there is
an electronic backup copy of the database maintained off site.

Student records are kept confidential, and release practices are published in the catalog 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 assistance 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 provides a financial literacy seminar to all students; students receiving
financial aid are encouraged to complete the web-based training 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, and they learn to use career research websites to get
information about anticipated wages they can potentially earn after completing degree to assess
feasibility of repayment.
When students receive their award, they are directed 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 facilitate 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, during which financial aid staff volunteer 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. Scholarship 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 http://www.umpqua.edu/scholarships.

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 maintained in the Financial Aid Office. Financial aid staff 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 the financial aid office is available to help. Financial aid personnel are available to counsel all students on the repayment options available and the contact information of their servicer. Finally, financial aid staff 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. UCC has a Default Management Taskforce and a Financial Aid Program Review Taskforce made up of cross-functional members.

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:

- 4 full-time academic advising specialists with bachelor’s degrees
- 2 full-time lead academic advising specialists with master’s degrees
- 1 full-time counselor with a master’s degree
- 1 full-time retention specialist with a master’s degree
• 1 part-time counselor with a master’s degree
• 1 full-time director with a master’s degree

All advising is monitored by the Director and Vice President of Student Services, who ensure 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 certificates 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 available during New Student Orientation. Students are assigned to advisors and counselors by programs and majors. Students receive 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:

• Adult High School Diploma
• Dislocated Workers
• New Student Orientation
• Educational Opportunity Program
• Academic Early Alert
• Senior High School Advisement
• Oregon Pathways for Adult Basic Skills

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.

A Club Handbook is available to current club members or anyone interested in starting a club.

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 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. In 2011-12, the UCC Bookstore manager, working with the UCC Student Government Association, developed 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**
Until summer 2015, in conjunction with the UCC Culinary Program, the college provided a full-service cafeteria for both college students and employees and was 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 managed the cafeteria, UCC Catering Service, and the UCC River Rush Bistro. Beginning fall 2015, the cafeteria services were contracted. The vendor provides full-service cafeteria services to the campus community.

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 is also open to the community. 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; therefore, students can participate in internship hours 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 Canvas 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.

Standard 2.E: Library Resources

2.E.1 Library and Information Resources

Consistent with its mission and core themes, the institution 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 continue to reinvent itself over the last fifteen years. Additional services have been added such as an open computer lab; laptops to checkout; quiet study space; a group study room with tables, large monitors, and whiteboards; and a circulating physical collection of print books, DVDs and CDs. Currently, the library houses a collection of 33,000 books, DVDs, CDs, and journals. The library’s online digital collection houses over 139,000 eBooks along with 87 databases providing digital academic and peer-reviewed journal articles in full text. The online resources provide students with a digital library available 24/7 either on or off campus. The library continues to offer a well-used reserve textbook collection for students who need access or are unable to afford textbooks. ASUCC (UCC’s student government) collaborates with the library to fund extra copies of many high demand reserve textbooks.

As the transition from print and other physical mediums to digital formats continues, the library works to provide access to a wide range of materials appropriate to the college and the classes offered. With setup and support from Information Technology, the library currently offers 22 desktop computers to all students which provide relevant software and high-speed internet access, as well as 22 laptops for in-library use and 15 laptops for campus-wide use.

The librarians routinely review items for currency and connection to the current curriculum, and continue to focus on an in-depth review of the current book collection. As part of this in-depth review, items from old curriculum areas on which the college no longer focuses are being removed, while other current curriculum areas are being updated with newer editions and, in some cases, additional titles. The library regularly purchases books and select DVDs that supplement the collection and its support of curriculum-related research by students. The library also selects materials which encourage life-long learning for the students, faculty and staff.

The library provides several specialized collections to serve campus and community needs: the Grantsmanship Collection, instructional videos for use by faculty in the classroom, and the Reserve collection. The instructional videos are purchased by request of subject faculty and are provided on instructors’ requests for class use. With the current transition from physical video formats to online access, the library is reviewing the selection of online video collections for class use by instructors. These products provide a wider selection of videos for classroom use and also allow us to provide access to video materials for use in the online classes.

The library subscribes to 87 online databases such as Ebscohost, Gale Cengage, and Credo Reference, among others, to support student research and academic success. These database collections of digital materials give students access to a wide variety of discipline-focused publications, including content collections affiliated with curricular areas and thousands of peer-reviewed journal articles and other specialized academic publications. As part of the collection development policy, the library regularly evaluates eBook collections as potential additions to the library. Collection usage reports and faculty referrals indicate the databases are 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. The library’s digital collection is much larger than the physical collection.

The library is planning for a library learning commons which will be a collaboration between library services and the Success Center.
2.E.2 Library and Information Resources

Planning for library and information resources is guided by data that includes 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 library use. In the fall of 2012, the library conducted a survey of 260 students who used the library and discerned the following results:

- 71% of respondents use the library study tables and 52% use the “quiet study area” of the library
- 68% of respondents use the library daily
- 48% of respondents use the library from 1 to 3 hours on an average visit
- 29% of respondents use the library less than an hour per visit
- 100% of respondents indicate “average” or better to the question “How are we at meeting your needs?”
- 94% of respondents indicate “above average” (37%) or “excellent” (57%) 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. The number of computer lab users and laptops and tablet users are tallied, and the staff uses 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 library use is very minimal. During the fall, winter, and spring terms, the library is open 58.5 hours per week. The library is open 42 hours a week during the summer term. The library provides 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 is observing an increase in the use of mobile devices including laptops, tablets, and mostly smartphones. This increase has implications for library service now and in the future.

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 runs a report on the current status of the textbooks 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 2012 student survey also invited responses to the question “How can we improve?” and 34% of the comments—a combination of request for quiet space, more tables, and additional outlets, along with 13% for more computers—indicate a need for improvement of the library facility.

Many student groups, both with and without instructors, meet in the library, including the newly-
renovated group study room. 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 library learning commons with academic support partnerships such as the success center. Patron feedback and formal usage statistics are leading to significant reduction in the book collection, print magazine/journal subscriptions, and retention of back issues over the last two years, which has created a 30% reduction in the physical collection size. Even with this size reduction, the librarians are continuing to review the older materials for even further reduction of the physical collection while the digital collection grows.

In turn, the library staff work on increasing access to online content while turning the open physical space into expanded and diversified study areas 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 library learning commons, the library has been able to share and promote the library 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 students on campus during the 2014-2015 academic year, in addition to offering short videos and webinars for the course shells in Canvas. The Director of Library Services provides orientation tours to students on campus during the summer term.

The institution migrated from the Angel learning management system to the Canvas learning management system. The reference librarian is working with the online/distance learning staff to migrate the access to library resources and adding online resources targeted to the distance learning community including information literacy webinars. Including information literacy webinars for the distance learning community is beginning to grow and evolve in this transition to the digital world.

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. Currently, this course has an enforced elective of Writing 123 or higher which has diminished the popularity of this course. The reference librarian requested the enforced prerequisite to be dropped and starting fall term 2015 there will be no prerequisite to take this course.
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 Director of Library Services provides orientations, library workshops on eBook resources and on copyright and creative commons licenses, and consulting services to faculty for open educational resources. The reference librarian gives research instruction and 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 8 am-8 pm Monday through Thursday and 8 am to 5 pm on Friday during the academic year to provide lab users with basic computer assistance.

Use of the physical space in the library has traditionally been high—the library averaged 159,132 visitors annually for the 2013-14 and 2012-13 academic years. For the previous seven years, the library averaged 197,000 visitors per year. During peak hours all of the study tables are occupied, the computer lab is busy, and laptop use is over 500 checkouts monthly. The library provides general seating at tables for 150 people; study carrels accommodate an additional 42 individuals, and soft furniture can accommodate another 30 individuals. The library also provides wireless internet access and access to a printer, document scanners, and both color and black and white copy machines.

The library’s group study room can accommodate two study groups ranging from 4-8 students each, and it has a meeting room which is also available 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 the writing faculty to assess student writing samples and how the information literacy instruction in the program is assisting students with their research for projects. Librarians hope to use course evaluation software in the future to help provide more quantitative assessment of the one-time information literacy instruction requested by faculty.

2.E.4 Library and Information Resources

The institution regularly and systematically evaluates 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 and digital collections for currency and use. The physical collection is regularly evaluated by the librarians. The library works collaboratively with subject faculty to review the collection and make purchase suggestions on an ongoing basis. The collection is evaluated for access and format; examples include reviewing DVDs after data from the library management system (SirsiDynix) showed the DVD circulation has dropped significantly, and repurposing library space previously occupied by reference shelving as the collection is transitioning from a physical collection to a digital collection. Database statistics and reports from SirsiDynix 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 annual cost and use of each database to
determine 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 the Orbis-Cascade Alliance 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 interlibrary loan services,
cataloging, and a public web catalog (WorldCat Local) that includes holdings from libraries
worldwide. This year the Library purchased discovery system software which allows for a single
search for the majority of the Library’s physical and digital collections. Students will no longer
need to search across four different search interfaces to find the materials in the library
collections. 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 significant
reduction in operating hours as of July 2011 as well as the potential closure of the county library
system if federal timber money is further reduced, mean the future of shared services with the
local county library system is uncertain.

Standard 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 its 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 14% of the general fund resources.

For the last five years, the college has experienced fluctuations in its state allocation. Actual
budgetary basis state resources were as follows:

<table>
<thead>
<tr>
<th>State Resources per Fiscal Year</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15(est.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>$10,255,466</td>
<td>$10,626,202</td>
<td>$10,251,054</td>
<td>$11,077,003</td>
<td>$10,400,000</td>
</tr>
</tbody>
</table>
To mitigate the state’s fluctuating 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 are not limited to the following:

- **TRiO Upward Bound Program**: A grant of $1.3 million was awarded for 2012–17
- **TRiO Educational Talent Search Program**: A grant of $1.1 million was awarded for 2011–16
- **TRiO Student Support Services**: A grant of $1.6 million was awarded for 2010–15
- **Student Success**: A grant of $2.2 million was awarded for 2013–18

**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**

For the Bonnie J. Ford Health Nursing and Science Center, the State of Oregon offered matching funds of $8.5 million. In order to receive the match, the college issued Full Faith and Credit Obligations in December 2014. The debt is split into two issues and will be serviced differently. The first issue is ten-year interest of only $5.5 million with a five-year call option. This first issue will be paid with funds raised by the UCC Foundation. To date, the Foundation has received commitments of over $5.6 million which are expected to be realized over the next ten years. The second issue of $2.405 million is a twenty-year bond with a ten-year call option.
per-credit Legacy Fee will be charged starting with Summer Term 2015. In September 2010, UCC 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’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.
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. 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 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 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. The 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.
Standard 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 2014 to provide input and guidance to UCC facilities planning and decision-making.

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 five 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 Small Business Development Center located at 522 SE Washington Ave., Roseburg
- The South County Site located at 501 Chadwick Lane, Myrtle Creek
- The Commercial Driving License Truck Shop located at 174 Stanford Road, Winston

UCC has addressed accessibility for people 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, a contracted instructor, or a 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 2014 to provide input and guidance to Umpqua Community College facilities planning and decision-making.

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 the Deferred Maintenance List.

This volume of construction, while necessary for supporting the institution’s growth and 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. The fleet, grounds, custodial, and maintenance tools/equipment are maintained and monitored by the shop mechanic using assessment tools and updated during preventive 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.

The Director of the Information Technology Department is charged with ensuring 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 Instructional Leadership team and senior management in developing operational plans for hardware updates and maintaining instructional and management information systems software
currency. The IT Department is committed to fostering a service-oriented structure focused on user empowerment in order to meet the technology and software demands of the 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 a 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 are complete, and the supervisor conducts orientation and training with the new hire on the use 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 using the Quality Matters rubric, a set of instructional design standards and online best practices, and revised accordingly.

UCCOnline and the Educational Technology Center (ETC) also provide 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 ETC 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 timelines of technology projects by implementing the following actions:

- determining the institution’s technology environment and conducting an inventory of existing hardware and software;
- reviewing technology assets and how they are 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. 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. 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.

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 Information Technology 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 IT 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 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.
Chapter Three: Institutional Planning

Standard 3.A: Institutional Planning

3.A.1 Institutional Planning
The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2 Institutional Planning
The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

3.A.3 Institutional Planning
The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Umpqua Community College is committed to systemic planning utilizing a cycle of review for continuous improvement. The college engages in ongoing, participatory planning that combines departmental and program initiatives with budget planning toward achieving the intended outcomes of its programs and services in support of its core themes and mission fulfillment. Resulting action plans and initiatives reflect the interdependent nature of UCC’s operations and functions, and they are designed to utilize resources effectively. The college strategic plan, with progress reports, and the facilities master plan are posted on the college institutional research web page for all college stakeholders to access. College planning and implementation processes are intended to be flexible so that the college is able to take advantage of unanticipated opportunity as well as address unexpected circumstances that impact UCC’s ability to fulfill its mission. The Operational Framework for Continuous Improvement presented in Figure 1 illustrates how UCC’s cycle of Strategic, Operational, and Budget Planning processes are connected to the college's assessment efforts that lead to mission fulfillment.

Strategic Planning

The current plan

Umpqua Community College develops a new strategic plan every five years. The plan is intended to be malleable in the face of opportunities or exigencies in a cycle of continuous improvement. An annual Strategic Plan progress report ensures that the Board, college community, and community stakeholders are informed regarding ongoing initiatives and progress. Leading into the annual budget development process, the college engages in group environmental scans and Strength, Weaknesses, Opportunities, and Threats (SWOT) analysis of its service area as well as research on best practices and innovative methods to ensure that plan initiatives are responsive and forward-thinking. The development of UCC's current strategic plan began in 2012-13 when a collaborative year long process was used to revitalize the college mission and vision statements. The mission and vision statements were adopted by the Board in
In spring 2012, a strategic planning task force was appointed to review the college's mission and vision statements leading into developing a five-year strategic plan intended to generate stakeholder ownership, guide resource allocation, and support the college's transition to the new NWCCU accreditation format. The task force consisted of two members from each of the following groups: Students, College Board of Trustees, Community Members, Faculty, Classified Employees, Exempt/Confidential Employees, and Administrative employees as well as the Director of Institutional Research, Planning and Compliance, representing all college divisions, groups, and communities. Through an interactive process with the campus community, the task force updated the college mission and vision. The task force developed five strategic goals with multiple objectives through the lens of the updated mission and vision statements and in context with accreditation Core Themes. Each core theme and associated strategic goals are aligned through the parallel use of indicators informing progress and mission fulfillment wherever possible. The core themes reflect the programmatic breadth of the college, the scope of the college’s diverse activities, and the multiple needs and goals of the college community. The strategic planning task force developed a five-year (2013-2018) strategic plan establishing goals, objectives and indicators of progress. The accreditation task force with strategic goal leads developed measures to inform mission fulfillment and to guide operational planning and resource allocation.
Umpqua Community College Strategic Planning Framework

Our Mission:
Umpqua Community College provides high quality college degree programs, workforce development, and community learning opportunities.

Commitment to Success through assessment, review and planning, in a continuing cycle of improvement.
The core themes are updated continuously and measured annually. Achievement, as measured through the respective indicators, informs us about the realization of the related core themes, and college mission fulfillment. The college's process of measuring core indicators associated with each core objective by collecting and analyzing explicitly-defined data related to each indicator is described in Chapter Four, "Standard Four - Effectiveness and Improvement."

Core Theme One: Promoting Student Access and Success
- Students persist and successfully complete their educational goals
- UCC provides effective supports, interventions, and preventative measures
- Students with diverse backgrounds and needs are successful

Core Theme Two: Supporting Quality Learning and Achievement through Academic Transfer Education
- UCC Transfer Education supports quality learning
- Students complete a state-recognized program of study that leads to a transfer degree
- Students who express an intent to transfer enroll for a four-year baccalaureate

Core Theme Three: Supporting Quality Learning and Achievement through Career and Technical Education
- UCC Career and Technical Education Supports Quality Learning
- Students complete a state-recognized program of study that leads to employment

Core Theme Four: Supporting Quality Learning and Achievement through Student Transition Education
- UCC Transition Education supports quality learning
- Students in Academic Support are prepared to succeed in their educational goals

Core Theme Five: Serving Our Community through Quality Life-long Learning in the Areas of Cultural, Economic, Workforce, Self-Improvement, and Professional Development
- Community members participate in a wide range of quality, lifelong-learning activities
- UCC provides, delivers and facilitates a variety of classes, programs, services, and activities that enhance, grow, and support workforce and economic development

**Operational Planning**

Umpqua’s Strategic Plan is intended to be responsive to changes and opportunities as they develop. All staff are encouraged to keep apprised of changes or trends related to educational best practices; service area needs/developments; and government, economic, social, demographic, and regional influences. The Strategic Planning Advisory Committee is instrumental in supporting the Goal/Objective Leads in operational planning, measure definition, and resource allocation each year. Additionally the administrative group has focused strategic conversations at their retreat each fall and ongoing conversations within their divisions. Though funding initiatives and tasks is accomplished during the campus budget development process, beginning in January each year, the development of operational plans is an ongoing process involving continuous refinement and improvement.
Planning Priorities as expressed through our Goals and Objectives:

<table>
<thead>
<tr>
<th>1.</th>
<th>Promote student success through a comprehensive institutional approach to student retention and completion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Adopt a definition of, and work toward, achieving student success.</td>
</tr>
<tr>
<td>b.</td>
<td>Improve student processes from initial contact through academic goal attainment.</td>
</tr>
<tr>
<td>c.</td>
<td>Strengthen and expand those campus services that contribute to student success and retention.</td>
</tr>
<tr>
<td>d.</td>
<td>Allocate resources needed to support student retention and completion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th>Provide comprehensive, relevant, innovative instruction and programming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>UCC supports quality learning.</td>
</tr>
<tr>
<td>b.</td>
<td>Students complete a program of study that leads to a transfer degree.</td>
</tr>
<tr>
<td>c.</td>
<td>Students complete a program of study that leads to a career and technical degree or certificate. Ensure all instructional modalities and options provide a consistent level of academic rigor.</td>
</tr>
<tr>
<td>d.</td>
<td>Students establish and maintain a strong technical skill foundation.</td>
</tr>
<tr>
<td>e.</td>
<td>Students in Academic Support are prepared to succeed in their educational goals. Expand e-education instruction opportunities.</td>
</tr>
<tr>
<td>f.</td>
<td>Ensure Continuing Education programs meet individual and community needs and provide quality lifelong-learning opportunities.</td>
</tr>
<tr>
<td>g.</td>
<td>Ensure online programs meet student needs and adhere to high standards of quality.</td>
</tr>
<tr>
<td>h.</td>
<td>Ensure library services and resources support student and faculty learning as technology, programs, information, and learning needs evolve.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>Foster a positive and productive campus culture and environment based on shared values.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Promote internal organizational customer service knowledge and skills.</td>
</tr>
<tr>
<td>b.</td>
<td>Promote and foster an institutional culture of leadership and inclusion at all levels.</td>
</tr>
<tr>
<td>c.</td>
<td>Create an organizational culture that embraces accountability.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>Exemplify responsible and sustainable organizational stewardship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Manage financial resources in a fiscally sound and sustainable manner in support of the College mission.</td>
</tr>
<tr>
<td>b.</td>
<td>Develop a long-term institutional sustainability plan.</td>
</tr>
<tr>
<td>c.</td>
<td>Base financial planning on sustainable operational budgeting.</td>
</tr>
<tr>
<td>d.</td>
<td>Maintain and improve college facilities and infrastructure.</td>
</tr>
<tr>
<td>e.</td>
<td>Ensure a stable, diverse, and talented professional workforce utilizing internal equity and external competitiveness.</td>
</tr>
<tr>
<td>f.</td>
<td>Maintain and enhance positive relationships with labor organizations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>Build stakeholder awareness through comprehensive communication, promotion, marketing, and recruitment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Implement student recruitment and program marketing strategies that are current and comprehensive.</td>
</tr>
</tbody>
</table>
b. Foster academic, business, cultural, and economic partnerships.
c. Increase the campus’s connection with the communities it serves.
d. Increase student body, community member, and staff awareness/knowledge of UCC.
e. Increase the use of campus facilities by community partners and groups (for the wellbeing and enrichment of our communities and to promote campus familiarity and community support).

Operational initiatives and tasks are defined and recorded in the Strategic Plan Operations document while funding and resource allocation are requested and secured through the budget process. This document is compiled and maintained by the office of Institutional Research and is the foundational document in developing the annual strategic plan progress report. Budget notes and comments recorded as budget perspectives/justifications are linked to specific strategic goals and objectives. These notes are used to assist the budget committee and board in resource prioritization.

Data and analysis are developed both through the college institutional research office and in partnership with strategic plan leads, college committees, and work groups. This data and analysis are then used to evaluate progress toward achieving mission fulfillment. Some measures or indicators may be specific to a task or initiative, yet all are aimed at moving the college toward goal achievement. Indicators and measures are updated after each term or academic year, as appropriate, and made available to the campus community.

**Input from appropriate constituencies**

In addition to ensuring the participation of students, faculty, and staff in the development of operational plans as described above, Umpqua Community College encourages broad participation in and solicits input to decisions at all stages of the planning process. The institutional structure includes a college council, committees, task forces, and departmental groups, which include representation from a broad range of internal and external constituencies, illustrating UCC’s inclusive governance process that informs UCC’s planning processes.

The UCC College Council provides governance perspective and guidance to inform college policy and planning. College Council, with representatives from all college constituencies develops and/or directly relays input from all employee groups to the president and vice presidents regarding all aspects of college operations. Instructional Council provides input to the vice president of instruction and executive staff regarding academic issues and faculty/administrative interactions outside the scope of the negotiated agreement. The student services directors provide input to the vice president for student services and executive staff regarding issues of student and institutional policy.

Departments and groups influence college policy and planning at an advisory level and play a role in establishing lower level procedures that affect limited sectors of the college. As an example: The lead campus security officer, under the facilities director’s authority, may present proposals or perspectives related to security issues to the College Council or executive level for consideration. Similarly the director of the Information and Technology Department may provide
proposals, input, and/or perspective regarding acceptable use of technology resources, disaster recovery, hardware refresh cycles, network security, and other such areas.

**Use of Data in Institutional Planning and Analysis**

The strategic planning process is driven by two distinct types of data collection and analysis processes: 1) an environmental scanning process and 2) indicator data collection, analysis, and improvement activities associated with primary goal assessments. The last formal Environmental Scan was initiated in May/June of 2012 in anticipation of updating the college strategic plan. The scanning process included reviewing regional economic reports and analyses, publications, as well as systematically meeting with campus and off-campus constituent groups.

The following listing represents some of the sources of data used in the scan:

- The Oregon Community Colleges Student Success Plan for the Oregon Community Colleges and Workforce Development Office
- Portland State University Population Research Center data pertinent to our service area and region
- Campus Climate Survey of faculty, classified, and administrative staff
- Input from Career and Technical Program Advisory Committees
- Focus groups/meetings with students and community members
- Focus group meetings with each Division
- Oregon Community College Economic Impact studies
- State of Oregon Employment Department reports and analysis related to worker training and development needs
- Publications regarding the latest findings related to student performance and college effectiveness in conjunction with best practices
- Campus based data and analysis of students, programs, and practices
- CCSSE and SENSE student survey results

These primary sources of information provided input into the environmental scan giving insight into trends (including technological, economic, demographic, political, social, and educational). This information and data informed the strategic planning process in the affirmation of existing Strategic Goals and Objectives or supporting evidence for proposed Strategic Goals and Objectives. For example, changes in federal financial aid rules indicated funding constraints for two-year programs, resulting in the development of objectives and action plans under Goal 1 (“Promote student success through a comprehensive institutional approach to student retention and completion”) aimed at promoting student persistence and success. Campus community input resulted in the development of Goal 3 (“Foster a positive and productive campus culture and environment based on shared values”) and related objectives. Community focus group input resulted in the development of Goal 5 (“Build stakeholder awareness through comprehensive communication, promotion, marketing, and recruitment.”) Goals 2 and 4 were affirmed and refocused.

Though the strategic plan development process focused on utilizing data and analysis to inform conversations in connection with decision-making, one of the outcomes is a campus commitment to using data to assess results and inform all aspects of decision-making where possible. The
Board of Trustees added the development of an Institutional Dashboard and that all operational planning include developing a relevant indicator or assessment of success. As an example, analysis showed that students have historically not transitioned well from remediation to college-level performance. Initiatives were developed with the specific goal of improving the transition rate of students starting in remediation into successful completion of college level work. The implementation of best practices in instruction, advising, and student support addresses actual and perceived needs and/or deficiencies in these areas that are focused on improving student persistence and success (Goal 1) and supporting quality and relevance of instructional programs and course offerings (Goal 2). Improvement as noted by focused indicator outcomes will result in greater levels of achievement of college goals and inform core theme outcomes leading to mission fulfillment.

3.A.4 Institutional Planning

The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

UCC takes a broad and comprehensive approach to resource allocation. This process is informed by the strategic plan as well as the various constituent groups UCC serves. The centerpiece to resource allocation is the annual budgeting process.

Umpqua Community College’s annual budgeting process endeavors to engage the campus community as a whole in order to maximize input and to ensure that the needs of students are being met. The budget administrator begins meeting with the internal budget committee in October each year. The committee is made up of representatives from each employee group along with a student representative. The October through December meetings are an opportunity to refresh the committee on how the process works and the roles and responsibilities of each member. In addition, the committee hears about the outlook for the next year. The budgeting process starts in earnest in January each year with training sessions held by the budget administrator. There are two types of trainings offered. Administrators and department chairs are given details on exactly how to prepare their budget requests in training sessions done with each group respectively. In addition, open information sessions/trainings are held for any campus member who would like to attend. These trainings are done to engage as many staff as possible in the budgeting process. During these training sessions, attendees are advised to note in the budget worksheets how their budget overall fits in with the strategic plan. It is also communicated that any specific funding requests will be given higher priority if they are tied to a specific strategic goal. At these sessions, the budget timeline is shared.

Once trainings are completed, the department chairs and supervisors prepare their budget requests. These budget requests go up to the deans and then the vice presidents for approval. There are separate comment boxes on the worksheets to allow for each approval level to give input and justify the budget requests. When the worksheets have been vetted, they are forwarded to the budget administrator for incorporation in the overall college budget.

The draft budget is completed in the first part of March each year. Once assembled, the budget goes to the internal budget committee for review and input. According to the internal budget
committee charter, “the committee will be responsible for making recommendations to the executive cabinet that ensure sufficient resources are available to fund operations.” When the committee has its recommendations ready, they will forward them to the president and vice presidents for review. The president and vice presidents will review the recommendations and ultimately ensure that the budget is balanced.

Once review of the draft budget is completed, the external budget committee will convene to review the overall budget. The external committee is made up of the board of directors for the college along with a community representative from each district. The external committee reviews the budget, asks for clarification, and makes recommendations if needed. When satisfied with the budget, the external committee votes to approve the budget. The budget will then be sent to the College Board for approval at the June board meeting.

3.A.5 Institutional Planning

The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Umpqua Community College is committed to the welfare of its students, faculty, staff, and visitors. Creating an emergency preparedness plan and allocating resources to respond to possible emergencies are two ways the college meets this commitment. The plan is fashioned in accordance with the laws, regulations, and policies that govern emergency preparedness and reflects the most current thinking in this area.

The Emergency Preparedness Plan is designed to maximize life safety and preservation of property, minimize danger, restore normal working conditions, and assure responsive communication with the college community, surrounding neighborhood, City of Roseburg, Douglas County, State agencies such as State and County Police, Fire District #2, Mercy and Cottage Grove Medical Center, National Response Center, Poison Control, Pacific Power and Light, and Avista Utilities.

The Emergency Preparedness Plan for Umpqua Community College is publicly available on the UCC website. Copies of the UCC campus map and building floor plans have been provided to all regional emergency responders such as police and fire departments.

It shall be the responsibility of the Chief of Security to coordinate and maintain and update Umpqua Community College’s Emergency Preparedness Plan. The plan shall be reviewed annually and updated as needed.
Chapter Four: Core Theme Planning, Assessment, and Improvement

Executive Summary (Requirements 22-23)

Umpqua Community College is in compliance with the NWCCU eligibility requirements (22-23) as indicated below.

22 Student Achievement
The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Umpqua Community College identified learning outcomes for each of its degree and certificate programs. These are published in the catalog and on the college’s website. Regular and ongoing assessment to validate student achievement of the learning outcomes occurs.

23 Institutional Effectiveness
The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Umpqua Community College systematically applies evaluation and planning procedures and assesses mission achievement using the core themes, objectives, and indicators to effect institutional improvement. The strategic plan and core theme, objective, and indicator documents are regularly published and available to institutional constituencies. Through planning and assessment, the internal and external environments are monitored so that the institution can respond and ensure continued viability and sustainability.


This chapter will adhere to the guidelines for the preparation of year seven self-evaluation reports provided by NWCCU. Included here is one section for each of UCC’s core themes (listed below) that addresses Standards 3.B Core Theme Planning, 4.A Assessment, and 4.B Improvement.

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 life-long learning areas of cultural, economic, workforce, self-improvement, and professional development
The following is a broad overview of UCC’s adherence to the standards. Immediately after, each core theme is discussed in context of planning, assessment and improvement.

3.B.1 Core Theme Planning

Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of program and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.

3.B.2 Core Theme Planning

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3 Core Theme Planning

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Planning for the core themes is consistent with the institution’s strategic plan and mission. Core themes were derived from the mission, and programming and services are consistent with the core themes and objectives. Each unit of the college reviews the strategic plan on an annual basis and evaluates data to make decisions about the success of strategic plan objectives. The objectives in the strategic plan are aligned with objectives and indicators in the core theme objective and indicator document. Those indicators that do not meet mission fulfillment are reviewed by stakeholders and decisions are made regarding how to best achieve mission fulfillment in each area. Mission fulfillment ranges are determined based on benchmarking of similar data from similar sized institutions.

Standard Four: Effectiveness and Improvement

Core Theme One: Promoting Student Access and Success

Umpqua Community College has been an Achieving the Dream National Reform Network college since 2012. ATD champions evidence-based institutional improvement and is student centered and built on the values of equity and excellence. Achieving the Dream embraces continuous improvement, fosters creativity and innovation, and operates with transparency and respect. ATD supports colleges in creating a “culture of evidence” on community college campuses in which data collection and analysis drive efforts to identify problems that prevent students from succeeding—particularly low-income students and students of color—and develop programs to help them stay in school and receive a certificate or diploma or transfer to a four-year institution. With 64% of UCC students identified as Pell eligible and living in poverty, we clearly see how this community college way of life can positively impact our students, our community, and Oregon’s 40/40/20 goal.
Planning
The college has taken strategic and deliberate steps to refocus efforts on the diverse population of its students by providing open-access admissions and by improving student success, persistence, retention, program completion, and transfer opportunities in many areas. At UCC, we have struggled with retrieving and utilizing data as the position of institutional researcher has been difficult to fill, and once filled, to retain the employee. However, the college is committed to maintaining high standards through 1) control over curriculum and faculty qualifications, inclusive of all modalities and locations; 2) a steady focus on the improvement of teaching, learning, and student achievement through the Student Learning Outcomes (SLO) process; (3) actions taken to improve student success prompted by data on retention, persistence, and completion rates; and 4) developing an assessment method, administering the assessment, collecting and reporting the data, analyzing the results, and implementing any necessary changes to improve student learning.

Assessment
UCC has been engaged in systematic use of data via the Achieving the Dream initiative since 2012. Throughout this process, the ATD steering committee has reviewed data on an annual basis. The ATD steering committee has also shared data in various campus forums throughout the past four years as part of an effort to encourage and promote using data for the purposes of decision making and for guiding student success conversations.

Core Theme One: Promoting Student Access and Success

<table>
<thead>
<tr>
<th>Description:</th>
<th>Students are provided the tools for success through many support systems and individual opportunities for growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.A: Students persist and successfully complete their educational goals</td>
<td></td>
</tr>
<tr>
<td>Indicators of Achievement</td>
<td>2011-2012</td>
</tr>
<tr>
<td>1.A.1 Percent of persistence term-to-term of first time full-time degree-seeking students- fall to winter then winter to spring</td>
<td>59.39%</td>
</tr>
<tr>
<td>1.A.2 Percent of persistence fall to fall of first time full-time degree-seeking students</td>
<td>41.21%</td>
</tr>
<tr>
<td>1.A.3 Percent of full-time students reaching the milestone of earning their first 15 college-level credits in one year</td>
<td>52.12%</td>
</tr>
</tbody>
</table>
1.A.4 Percent of full-time students reaching the milestone of earning their first 30 college-level credits in one year

|          | 24.85% | 31.22% | 32.5% | 25%-35% |

**Objective 1.B: UCC provides effective supports, interventions, and preventative measures**

1.B.1 Percent of faculty who participate in early alert fall-to-fall term

|          | 34.7% | 39.5% | 43.1% | 40%-50% |

1.B.2 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Support for Learners

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
<th>Year</th>
<th>Score</th>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
</table>

**Objective 1.C: Students with diverse backgrounds and needs are successful**

1.C.1 Percent of non-traditional completers in CTE fields of first time full-time degree-seeking students

|          | 2.44% | 9.38% | 15.38% | 10%-20% |

1.C.2 Percent of first-generation students who complete a certificate or degree in four years.

|          | 25.68% | 18.34% | 22.07% | 15%-25% |

Table 2: Core Theme 1 Ratings

**Objective 1.A: Students persist and successfully complete their educational goals**

**Indicator 1.A.1** Percent of persistence term-to-term of first time full-time degree-seeking students- Fall to winter then winter to spring

**Status: ▲**

UCC has been focusing on improving the term-to-term persistence of first time full-time degree-seeking students through various student success initiatives. The primary effort has been through Achieving the Dream as is described in the improvements section below. The institution as a whole has been looking at best practices to increase persistence, including limiting late admittance, making first-year student success courses mandatory, and requiring new student orientation. The enrollment staff has created a texting alert system students and staff can sign up for to alert them of important dates such as registration, drop deadlines, final exams, and other milestones students need to be aware of. The developmental education department has also created cohorts to increase retention for students testing into developmental education. Supplemental instruction has been piloted and will be continued in coming years based on data.
The campus is aware that student advising needs reform and has researched several best practices. UCC will be implementing changes to this program in the coming year.

**Indicator 1.A.2** Percent of persistence fall to fall of first time full-time degree seeking students

**Status:** ▲

As with 1.A.1, UCC has been focusing on improving the term-to-term persistence of first time full-time degree-seeking students through various student success initiatives. The primary effort has been through Achieving the Dream as is described in the improvements section below. The institution as a whole has been looking at best practices to increase persistence, including limiting late admittance, making first-year student success courses mandatory, and requiring new student orientation. The developmental education cohorts are designed to increase fall to fall retention, and UCC has implemented a scholars program designed to increase fall to fall retention of high-achieving traditional students. They apply to earn tuition waivers if they have a 3.5 GPA in high school, and as long as they maintain a 3.25 while taking a full-credit load, the tuition waiver continues for two years. This incentive was designed specifically to increase fall to fall retention as well as completion.

**Indicator 1.A.3** Percent of full-time students reaching the milestone of earning their first 15 college-level credits in one year

**Status:** ▲

Fifteen and thirty credits are identified as key milestones in helping students persist. UCC has identified fifteen credits of college-level work as a marker of the potential for student success. Current efforts as part of ATD are designed to support student persistence.

**Indicator 1.A.4** Percent of full-time students reaching the milestone of earning their first 30 college-level credits in one year

**Status:** ▲

As with 1.A.3, UCC has identified thirty credits of college-level work as a marker of the potential for student success. Current efforts as part of ATD are designed to support student persistence.
Objective 1.B: UCC provides effective supports, interventions and preventative measures

Indicator 1.B.1 Percent of faculty who participate in early alert fall-to-fall term

Status: 🔴

Early Network Alert is a team effort by UCC faculty, support staff, and students to increase student success, retention, and graduation rates. The Early Alert Network (EAN) is designed for faculty to identify students during weeks 2-3 and weeks 5-6 of fall, winter, and spring terms who may be in need of support due to poor academic performance, participation, and/or other difficulties they may be experiencing outside the classroom. While there are two entry periods for faculty to enter early-alert information during the term, the first three weeks are critical for student success, persistence, and retention. The percentage of faculty who utilize the current Early Alert system is low for several reasons: no ongoing professional development as it relates to using the EAN program, the system does not provide an opportunity to close the loop once a student has been referred, the referring faculty does not know what has occurred as a result of the referral, and the limited windows of referral by faculty defeat the purpose of referral if faculty has to wait to refer a student for assistance.

Indicator 1.B.2 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Support for Learners

Status: 🔴

UCC continues to engage faculty and staff in professional development to provide support for learners. Our Early Alert Network is designed to assist students who are identified mid-term as needing additional support. We also have a robust tutoring center and piloted a Supplemental Instruction program in 2014-2015, which will go to scale in 2015-2016. Community College Survey of Student Engagement (CCSSE) data was integral in the attainment of a continuing TRiO SSS program, and ATD has begun to analyze CCSSE data in comparison with accreditation data to help the campus move forward.

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

Indicator 1.C.1 Percent of non-traditional completers in CTE fields of first-time full-time degree seeking students

Status: 🔴

UCC’s Educational Partnerships Office is working closely with the Douglas Educational Service District (DESD) via the Perkins Reserve grant to create a healthy career and technical student pipeline with equitable gender representation in non-traditional fields. In the spring of 2015, UCC and the DESD joined the Oregon Post-secondary Improvement Process for Equity led by the National Alliance for Partnerships in Equity. In 2015-2016, the UCC and DESD team will be trained to train all CTE teachers and faculty in the county on micro-messaging strategies to increase non-traditional participation.
**Indicator 1.C.2** Percent of first-generation students who complete a certificate or degree in four years.

**Status:**

UCC has a high level of success of engaging students in the classroom and supporting them through completion. These numbers reflect the high-touch efforts of faculty to retain students once they have identified a program and degree path.

**Improvement**

In January 2015, the ATD steering committee identified four overarching key priorities (P) that students may encounter on their educational journey that can be a freeway or roadblock to an individual’s success:

- **P 1:** Onboarding Activities—this includes, but may not be limited to outreach, marketing, orientation, and admissions process
- **P 2:** Retention Efforts—this includes, but may not be limited to FYE, intrusive advising, case management, staffing structures, early alert, behavior interventions, triaging, and professional development
- **P 3:** Completion and Progression in Developmental Education and “Gateway” Classes
- **P 4:** Identifying Structures and Processes—any institutional, structural, historical barrier that prevents students from being successful

Recognizing ATD’s focus of broad engagement, the steering committee focused on building shared responsibility, identifying and refining goals and strategies for enhancing and developing processes that ultimately support every student to be successful. The committee then invited the campus community to join onboarding, retention, and developmental education taskforces as we continued to venture further down the road to advancing student success and making it possible for **every** Douglas county citizen to be inspired and empowered to seek and get an education.

Every campus community member—students, faculty, and staff—was offered an opportunity to be engaged differently and to actively serve on a student success taskforce that advanced student success. The taskforces of two to four members per taskforce were charged with reviewing current UCC practices using process mapping, reviewing national best practices, reviewing UCC data, and generating a proposal for UCC that supports student success.

<table>
<thead>
<tr>
<th>ATD Taskforces</th>
<th>Onboarding</th>
<th>Retention</th>
<th>Developmental Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions: online and in person</td>
<td>Advising (Faculty)</td>
<td>BIT - Behavior Intervention Team</td>
<td></td>
</tr>
<tr>
<td>Advising/Counseling (except faculty)</td>
<td>EAS - Early Alert System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FA - Financial Aid</td>
<td>PM - Peer Mentors/Ambassadors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYE - First Year Experience</td>
<td>Probations/Suspensions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSP - High School Programs</td>
<td>Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing/Outreach/Recruiting</td>
<td>Tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSO - New Student Orientation</td>
<td>Placement Prep; Assessment Testing (on/off campus);</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

119
Taskforces met over the course of six months. Each taskforce was assigned a steering committee member to serve as liaison. Upon completion of the proposals, taskforces presented the proposal to the ATD Steering Committee—both in-person and in written format. At the end of the spring term, the steering committee met to review all proposals. Proposals were then forwarded to the appropriate administrator, who was asked to meet with his or her team members to review, implement as appropriate, and provide a status report to the taskforces in early October 2016.

Core Theme Two: Supporting Quality Learning and Achievement through Academic Transfer Education

A critical component Umpqua Community College’s mission is to successfully prepare students for transfer to a baccalaureate institution. UCC offers two transfer degrees: the Associate of Arts – Oregon Transfer Degree (AA/OT) and the Associate of Science (AS). UCC also offers the Associate of General Studies (AGS) and the Oregon Transfer Module (OTM). The majority of transfer students at UCC pursue an Associate of Arts – Oregon Transfer (AAOT), which is accepted as a block transfer throughout the Oregon University System. Many UCC students transfer to a four-year institution without completing an associate degree, and the college supports these students through a variety of articulation agreements. This core theme also supports Career and Technical Education by offering many of the prescribed program prerequisites.

Transfer education at UCC is housed in the Arts and Sciences Division, comprising eight academic areas: Fine and Performing Arts, Health and Human Performance/Outdoor Recreation, English and Humanities, Science, Mathematics, Social Science/Language and Communication, Education and Early Childhood Education, and Human Services. Transfer Education accounts for approximately fifty percent of the college’s enrollment.

Planning

Planning for Core Theme Two is guided by the college’s overall strategic direction to focus on the success of students and to ensure their success upon completion of their community college experience.

One example of this planning is the recently created Natural Resources AS degree, which is currently in the approval process. This degree was developed by the science department chair and will articulate with Oregon State University’s College of Forestry. It has been designed to engage students while in high school and to provide them with experiential classes and field experience at UCC that will meet both UCC’s AS requirements as well as many of OSU’s baccalaureate core, natural resources core, and specialization requirements. Upper division requirements needed to complete a bachelor degree are available through OSU’s Ecampus. This will allow students to complete a four-year degree without relocating to Oregon State University.

Another example of planning encompassed under Core Theme Two would be UCC’s early alert network, which was developed via collaboration between student services and instruction. Recognizing that identifying and extending support to struggling students as early as possible is critical to retention and success, and faculty are asked to identify those students who may be struggling in class. This may include students with attendance or participation problems, behavioral changes, poor quality or missing work, or evidence of personal issues outside the
classroom such as transportation, housing, relationship issues, lack of childcare, etc. Faculty members enter the names in the early alert network system twice each term, during the second or third weeks and during the fifth or sixth weeks. Student services then contacts the identified students to offer help beyond what is being offered in class.

As with other core themes, planning is rooted in UCC’s vision and mission, using appropriate data as well as stakeholder input whenever possible to inform the decision making process.

Assessment

All subject areas within the Arts and Sciences division have course, program, and department learner outcomes that map to UCC’s institutional learner outcomes. Course level learner outcomes are identified by the appropriate faculty, and map to departmental level outcomes. The linkages between course, departmental, and institutional outcomes for each class are recorded on a Course Outcomes Guide. Prior to instructional council approval of a new or revised course, a Course Outcomes Guide must be satisfactorily completed. All completed Course Outcomes Guides will be available on our website. Course outcomes within the Arts and Sciences are published in course syllabi and reviewed on a regular basis by discipline faculty. Course instructors are responsible for the assessment of student achievement of the stated course outcomes.

The Arts and Sciences Division chairs and dean reviewed Core Theme Two’s objectives and determined the indicators for achievement that would best support future planning and assessment in the division as well as reviewed the mission fulfillment target range and set the target range based on comparison to national data.
**Core Theme Two: Supporting Quality Learning and Achievement through Academic Transfer Education**

**Description:** Students enrolled in academic transfer degrees are able to complete and transfer within a reasonable timeframe and are successful when they transfer.

**Objective 2.A:** UCC supports quality learning

<table>
<thead>
<tr>
<th>Indicators of Achievement</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>Mission Fulfillment Range</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A.1 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Active and Collaborative Learning</td>
<td>60.2 (2008)</td>
<td>60.0 (2011)</td>
<td>53.6 (2014)</td>
<td>55 -65</td>
<td></td>
</tr>
<tr>
<td>2.A.3 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Student-Faculty Interaction</td>
<td>53.0 (2008)</td>
<td>52.2 (2011)</td>
<td>52.1 (2014)</td>
<td>45 -55</td>
<td></td>
</tr>
<tr>
<td>2.A.4 Number of online courses in transfer areas that meet QM standards.</td>
<td></td>
<td></td>
<td>72%</td>
<td>65%-75%</td>
<td></td>
</tr>
</tbody>
</table>

| Objective 2.B: Students complete a state-recognized program of study that leads to a transfer degree |
|---------------------------------------------------------------|----------------|----------------|----------------|----------------|--------|
| 2.B.1 Percent of students who declared an AAOT complete the AAOT within four years | 18.71% | 13.08% | 13.39% | 15%-25% | |

| Objective 2.C: Students who express an intent to transfer enroll for a 4 year baccalaureate |
|---------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|--------|
| 2.C.1 Percent of student with transfer intent enroll at a 4-year baccalaureate | 25.32% | 22.31% | 18.75% | 20%-30% | |

Table 3: Core Theme 2 Ratings
Objective 2.A: UCC supports quality learning

Indicator 2.A.1: Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Active and Collaborative Learning

Status: ▲

UCC encourages professional development related to active and collaborative learning and has sent faculty to trainings at other colleges. We will continue to encourage this type of professional development and facilitate appropriate growth opportunities.

Indicator 2.A.2: Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Academic Challenge

Status: ✔

Academic rigor is a discussion topic in UCC’s Instructional Council, and our faculty members take this seriously. New and revised courses have to show appropriate outcomes and structure in order to obtain Instructional Council approval. We are also in the process of restructuring our program review process to give more ownership to the faculty.

Indicator 2.A.3: Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE) Student-Faculty Interaction

Status: ✔️

Experiential learning and active student engagement are also topics of current concern among faculty as well as an emphasis on professional development. We continue to seek opportunities to send faculty to training, to bring trainers here, and to encourage faculty to seek out individual opportunities.

Indicator 2.A.4: Number of online courses in transfer areas that meet QM standards.

Status: 🔴

With our process of converting from Angel to Canvas, all of our courses are going through a version of the QM process, and we should see these numbers continue to increase.

Objective 2.B: Students complete a state-recognized program of study that leads to a transfer degree

Indicator 2.B.1: Percent of students who declared an AAOT complete the AAOT within four years

Status: ▲

Complicating this data is the fact that many students who initially declare an AAOT end up transferring without a degree or finishing their associates elsewhere. While these students may still successfully complete, it is difficult to track successfully and much of the data is anecdotal. We will continue to work to improve this data collection.
Objective 2.C: Students who express an intent to transfer enroll for a four-year baccalaureate

Indicator 2.C.1: Percent of student with transfer intent enroll at a four-year baccalaureate

Status: ▲

This involves similar complications to indicator 2.B.1. Difficulty arises in tracking students to their choice of a four-year institution. We will continue to work to improve this data collection.

Improvement

The Arts and Sciences Division is doing well overall with mission fulfillment of the chosen indicators. Despite this, there is room for improvement. We are currently looking at the following areas:

- UCC is in the process of completing the migration from the Angel Learning Management System (LMS) to Canvas. As part of this process, all fully online courses are required to go through a “QM-light” process, ensuring that each migrated course meets basic quality standards.
- To aid in student retention, Early Childhood Education has created navigator positions to work with students, building positive relationships between students and ECE professionals, and to ensure the students are on the right education path to fulfill their career goals. Two career pathways have been added to help students obtain marketable certificates.
- Alternative scheduling is being considered in an effort to better meet the needs of the students. This includes, but is not limited to, late start classes, evening classes and weekend classes.
- Partnering with other community colleges to offer online courses between campuses. As some classes are only offered once a year, some students often need to wait a year to complete their core coursework. Via the course sharing system, the students are afforded a quicker path to graduation.
- Continuing to pursue articulation agreements with Oregon universities to aid in successful transfer of earned credit.
- There is a faculty initiative on campus to implement faculty advising. If implemented, this would increase student access to advice regarding courses and career path.

Core Theme 3: Supporting Quality Learning Through Career and Technical Education (CTE)

CTE education is an umbrella encompassing trade skill education, industry certification, and four-year college transfer programs. The CTE division oversees 17 major programs with 27 sub-programs:

1. Automotive
   a. Automotive Basic Technician Certificate
   b. Automotive Advanced Technician Certificate
   c. Toyota T-Ten Accreditation
      i. National Toyota CE Accreditation
   d. Automotive Service Technician
i. ASE
ii. Snap On

2. Apprenticeships
   a. BOLI Approved fields of Study
      i. Inside electrical (BOLI MA #4016)
      ii. Industrial Electrical (BOLI MA#4011)
      iii. Industrial Maintenance (BOLI MA#4007)
         1. Millwright
         2. Machinist
         3. Pipe Fitter
         4. Saw Filer

3. Aviation (Suspended)

4. Business
   a. Accounting Technology
   b. Entrepreneurship
   c. Entry Management
   d. Retail Management
   e. Financial Services
   f. Marketing
   g. Office Technology
      i. Executive Business Assistant
      ii. Medical Office Administration
      iii. Front Office Medical Assistant
      iv. Microsoft Office Technologist
      v. Office Assistant
      vi. Medical Billing and Collections Clerk

5. Computer Information Systems (CIS)
   a. Computer Information Systems Certificate

6. Culinary Arts (Culinary)

7. Criminal Justice (CJ)
   a. Police Reserve Academy
   b. Juvenile Corrections Certificate

8. Dental Assisting (Dental)

9. Engineering
   a. Civil and Surveying Technology
   b. Engineering and Drafting Technician
   c. Water Quality Treatment

10. Emergency Medical Services (EMT)
    a. EMT Basic and Advanced
    b. Paramedic

11. Fire Protection Technology (Fire)
    a. Fire Science
    b. Wildland Recertification (non-credit)

12. Green Technology (Green) (Suspended)

13. Health Informatics (Health/CIS)

14. Paralegal Studies (Paralegal)
15. Professional Truck Driver Training Certificate (Truck)
16. Nursing
   a. Certified Nursing Assistant
   b. Practical Nursing
   c. Registered Nursing
17. Welding
   a. One-year Certificate
   b. AAS Degree (newly approved by state)

In addition to the above programs, the CTE Division also provides oversight to the Community Education division. However, that division is covered under Core Theme 5.

Planning

Planning for all facets of CTE education programs is guided by the college’s overall strategic direction to focus on student success and quality learning. Several but not all of the programs also operate in conjunction with the academic transfer outcomes. Each of the programs operate with industry and trade requirements, certification requirements, and/or educational outcome requirements defined by industry advisory groups. The program outcomes serve to guide the development of curriculum and program content that is coordinated across the campus through the Instructional Leadership Team (ILT).

As an example, the Business Program operates the Administrative Assistant / Executive Business Assistant AAS program that uses a state-approved technical skill assessment. The assessment was developed in 2013. The pilot test demonstrated a Pearson Product Moment Correlation of 0.827502; and it demonstrated a reliability of 0.90561. The Oregon Department of Education provided information that indicated that a reliability of 0.8 and higher is good. Additionally, program outcomes were mapped to the Oregon Skill Set for Administrative Assistants (OSSAA); and test questions from the multiple-choice TSA were mapped to the OSSAA.

The cut score for this assessment model is 70%. Results follow:

- 2012/13: 100% pass rate, n=2, 97% average
- 2013/14: 100% pass rate, n=6, 88.33% average

An example of community and industry planning comes from the General Business Advisory Committee that meets twice a year to provide input and oversight for the CTE business education programs. The committee has 16 members. The membership includes experts in business, marketing, graphic design, employment, teaching, banking, government, and small business development. Seven members are small business owners, six are managers or administrators, one works for a governmental agency other than schools, and six are former or current business faculty. We will continue to seek the advice of the committee members to keep the marketing program current and relevant to the business environment. The marketing program project will be presented and reviewed by committee members as needed to obtain any needed improvements.

The Career and Technical Educational Division has reviewed and revised all Course Outcomes Guides (COGs). The COGs map each course in CTE to program outcomes and to UCC’s
Learner Outcomes. Course Outcomes Guide examples are available in the document room and on the shared network drive.

Each of the CTE departments maintains a record of its connection to the development of learner outcomes either through program standards, certification standards, trade standards, or advisory committee standards. Detailed information can be obtained from each of the program leads.

Assessment

Programs in CTE are evaluated using either industry or comparative data based on the construct of the program. The CTE division directors, department chairs, and/or program leads work with the dean to continuously review the results of the program and make changes based upon either program deficiencies or changes in program outcomes.

As with other areas of the accreditation report, the sheer number of programs does not make inclusion of all programs in this report realistic. Individual departments or programs are available to share their specific assessment areas with the accreditation team. However, the following CTE examples are offered as demonstrative of the overall program(s):

Apprenticeship Programs

Apprenticeship is a style of education that combines classroom (related training – RT) and on-the-job (OJT) learning. Apprentices are paid employees of the sponsoring training agent and receive compensation for the OJT hours, and their wage is determined by their level within the program. Each apprentice student progresses from period one through eight, typically in a four-year cycle; each progression through levels is reflective of OJT and RT hours. Students advance per each 1,000 hours of OJT and 72 hours of RT (they must meet both set of hours to rerate).

The UCC Apprenticeship program offers education for the following trades: millwright, machinist, pipefitter, saw filer, manufacturing plant electrician, limited maintenance electrician, and inside electrician.

OJT: The apprentice must complete 8,000 hours (exception: LME is 4,000 hours) to obtain a journeyman card. The Apprenticeship Department recognizes and respects the concept that training agents (TA) are of great importance and contribute to student success. Apprentices may not, under State standard, work alone. The Apprenticeship office keeps a strong, healthy relationship with TAs to ensure open communication and positive action with the apprentice’s best interest always in mind. This is an important piece to this program: students understand both college and employer are united to help them succeed.

Student success: This is a team effort to come alongside students as they advance through the program. The team includes Apprenticeship office staff, training agents (employer), and a committee of each trade. Committees meet every quarter. Twice per year, a committee reviews every student’s file, and the student is rerated according to committee standards. This involves both classroom and on the job information. The Apprenticeship coordinator brings issues to the committee for discussion and resolution options.
**Business Programs**

The assessment model used is the Technical Skill Assessment (TSA) with a benchmark of 70 percent proficiency level. The testing benchmarks are determined by the course outcome of demonstrating the use of basic marketing concepts. The evaluation rubric used for the assessment includes the following categories as a scoring guide: for exemplary work (3), meets standard (2), developing (1), and unacceptable (0). These categories are determined by the target market and product. Each of these areas are defined and provided to the student along with the project instructions. For example, the exemplary target market is the student’s ability to identify the target market and determine if the marketing strategy is undifferentiated, differentiated, or concentrated.

**Toyota T-TEN Program**

Prior to 2015, the automotive program infused Toyota T-TEN curriculum into all automotive classes. Starting with the 2015 – 2016 school year the general program will no longer be infused with the T-TEN program but the structure, particularly for assessment, will remain similar.

The Toyota T-TEN courses were designed by identifying the course objectives to meet the needs of the industry (based on industry and advisory committee recommendations). Competency-based curriculum and assessments are designed to meet the objectives. Lab-sheets are created to meet the learning objectives and added to the worksheets required by Toyota. Reading assignments are used to supplement the lab activities and quizzes are attached to the reading assignments.

The students admitted into the program go through a rigorous screening program and are hired at a Toyota dealership prior to starting the program. Students attend required courses for ten weeks, practice what they learn at the dealership for ten weeks. The appropriate Automotive Service Excellence exams are taken at the end of courses. In order for the student to keep his/her paid internship at the dealership he/she must meet the course requirements.

**Core Theme Three: Supporting Quality Learning and Achievement through Career and Technical Education**

**Description**: UCC’s programs meet industry standards, preparing students to enter the workforce at entry-level.

**Objective 3.A: UCC Career and Technical Education Supports Quality Learning**

<table>
<thead>
<tr>
<th>Indicators of Achievement</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>Mission Fulfillment Range</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A.1 Benchmark scores from UCC’s Community College Survey of Student Engagement (CCSSE)</td>
<td>60.2 (2008)</td>
<td>60.0 (2011)</td>
<td>53.6 (2014)</td>
<td>55-65</td>
<td>▲</td>
</tr>
</tbody>
</table>
### Table 4: Core Theme 3 Ratings

#### Objective 3.A: UCC CTE Supports Quality Learning

**Indicator 3.A.1:** Benchmark scores from UCC’s CCSSE active and collaborative learning:

**Status:** ![Green Diamond](image)

CTE using the global CCSSE data for best practices for student’s success across the institutional response-CTE is using this information to increase Accreditation by Local, State and National Certifications and Accreditations in the following areas.

- Using QM and Testing Viability processes to ensure students meet the accreditation standards for their individual programs of study
- CTE EMS programs using exit interviews from Medical Advisor to ensure and confirm learning outcomes have been met for National Standards
- CTE Nursing programs using self-reflection assignments review by instructor of record and Nursing Program Director to ensure the positive learning environment on campus, in simulations, and clinical experiences

**Indicator 3.A.2:** Benchmark scores from UCC’s CCSSE for academic challenges:

**Status:** 🟢

Refer to Response 3.A.1.

**Indicator 3.A.3:** Benchmark scores from UCC’s CCSSE student-faculty interactions:

**Status:** 🟢

CTE is using the recent Canvas LMS adoption to encourage the use of digital classroom support for face-to-face classes in addition to digital classes. The Canvas LMS provides a common platform for student announcements, student-instructor and instructor-student interaction, and the opportunity for student-student interactions through discussion boards that live outside the physical classroom.

**Indicator 3.A.4:** Number of online courses in CTE areas that meet QM standards:

**Status:** 🟢

Currently the CTE Division in actively engaged in completing QM on all online courses. At this time, the CTE areas of study have reviewed 80% of online courses using QM standards. The remaining courses will be completed before they are presented in the next scheduled rotation. All CTE new online and hybrid courses will meet QM standards. All instructors (full-time and part-time) making migration from Angel (LMS) to Canvas (LMS) have to complete QM Light for their conversions.

**Objective 3.B: Students complete a state-recognized program of study that leads to employment**

**Indicator 3.B.1:** Number of students who complete a Career Pathway Certificate in four years:

**Status:** 🟠

Since 2006, Umpqua Community College has been developing career pathways certificates, which are certificates between 12-44 credit hours embedded in a one-year certificate or two-year Associate of Applied Science degree. The state of Oregon has provided substantial support through a career pathways grant on a biannual basis, which has allowed for innovation for developing the certificates. We currently have 24 career pathways certificates. The challenge we face is that the certificates are embedded in larger certificate or degree pathways, and most students do not choose to pay the graduation evaluation fee to be awarded the career pathways certificates. The institution is currently working on several avenues to work on improving this indicator. The CTE dean, department chairs, and program coordinators are working with the
institutional researcher to develop customized reports to determine how many students have completed or are close to completing career pathways certificates. This allows the CTE departments to reach out and encourage student to complete the credentialing in the areas of study. UCC is working on completing automatic awarding of short-term credentials within the next two years.

The majority of the career pathway certificates are embedded within a degree program and thus not reported or tracked.

**Indicator 3.B.2:** Percent of students who complete a one-year certificate in four years:

**Status:** ▲

Student achievement in the area of certificate completion and degree completion are understated due to limitations in the UCC tracking and reporting systems. Work done during this review period demonstrated that certificates taken within a declared major are not accurately reported. In addition, certificates taken prior to the declaration of a major result in data errors. Steps are being explored to overcome this tracking problem. CTE through the Instructional Council is working to support the implementation of a tracking program called Degree Works. In addition, work is underway with the registrar to move toward auto-awarding for all certificates completed. Once the new tracking system is implemented and auto-awarding is available, the baseline data will be recalculated and all programs will implement plans of action based on the more accurate data.

**Indicator 3.B.3:** Percent of students who declare AAS, AGA, or AS complete one within four years:

**Status:** ▲

Note 2011-2012 data not available due to system conversion. Refer to Response 3.B.2.

**Core Theme Four: Supporting Quality Learning and Achievement Through Student Transition Education**

Student transition education is encompassed by four academic departments at UCC including Adult Basic Skills Development (ABSD), Learning Skills, eLearning and Educational Partnerships, and the math department. Three of the four departments are housed in the division of Academic Support and provide the following services:

- **ABSD** provides Pre-GED, GED, Adult High School Diploma, English as a Second Language and Skills Review coursework. This program is also staffed to provide transitional support for students moving from the GED, AHSD, or ESL classes to college coursework and to career paths.
- **Learning Skills** provides coursework in developmental reading (RD80, RD90), developmental writing (WR90, WR95), college level reading (RD115), writing support (WR80), and student success coursework (HD100, HD136, HD107). The Student
Success Center, which includes tutoring, supplemental instruction and student success workshops, is also housed in the Learning Skills department.

- eLearning and Educational Partnerships provides support for students transitioning to college through coordination of dual credit. The director for this area also directs our online program, providing support for students who are taking online courses.

Math is a department within the division of Arts and Sciences. Prior to 2014, MTH10 and MTH20 were both offered through Learning Skills. However, in fall of 2014, the decision was made to move the two math classes to the math department so that there would be a smoother transition for students moving through the math sequence of classes. Academic Support still provides non-credit skills review coursework through the ABSD program, as well as non-credit, online review materials, including Core Skills Mastery (CSM).

**Planning**

Planning for transitional education programs in Academic Support is guided by the college’s overall strategic direction to focus on student success. Furthermore, specific objectives in the strategic plan align with the core theme’s objectives. UCC is also part of the rural consortium of colleges in Oregon for Achieving the Dream, so this core theme encompasses data metrics that coincide with our ATD implementation plan. The core theme reflects UCC’s focus on traditional and non-traditional populations of students who are transitioning from one level of education to the next.

An example of planning for this core theme includes Learning Skills revision of how developmental education courses are scheduled. As of fall of 2013, all students testing into the developmental education sequence for writing or reading are required to participate in cohorts that co-require developmental writing, reading, and study skills. Another example is UCC’s adoption of Core Skills Mastery as a tool to help incoming students improve their skills prior to taking the COMPASS placement test.

Based on national and state trends, planning for this core theme has also included looking at transition data for students moving from the GED program to college, as well as looking at data regarding transition and success rates for students enrolled in dual credit courses while still in high school.

Core theme planning for this core theme has included looking at data provided by UCC’s institutional researcher, ATD data, GED data via the TOP database and state data provided through the Oregon University System and Oregon Community College Unified Reporting System (OCCURS). A concerted effort has been made to ensure that the indicators and data necessary for Core Theme Four align with ATD, the Title III grant, the Title II grant, and the strategic plan. The academic support directors have reviewed initial data for accreditation indicators and will continue to monitor this data on an annual basis to plan for change.

**Assessment**

Developmental education coursework is assessed using data for completion and persistence. The assumed in this area is that students who complete courses and move to the next level have met course level outcomes. Success in developmental education coursework meets institutional
outcomes as reflected by the strategic plan objective that students in Academic Support are prepared to succeed in their educational goals. Measures of term-to-term persistence are key in assessing this objective.

Programs in ABSD are evaluated based on local, state, and national comparative data. This data is reviewed annually by the ABSD department at their fall in-service meeting. The ABSD program has been longitudinally tracking student persistence from GED programs to college program enrollment since 2009. This data has been used to make adjustments to staffing within ABSD, including redesigning a full-time orientation specialist position to include job duties specific to assisting students’ transition. The prioritization of transition resulted from analyzing employment data and the institutional goal to help students achieve livable wages in their employment.

The Academic Support division directors and dean reviewed Core Theme Four’s objectives and determined the indicators for achievement that would best support future planning and assessment in the division as well as reviewed the mission fulfillment target range and set the target range based on comparison to national data.

**Core Theme Four: Supporting Quality Learning and Achievement Through Student Transition Education**

<table>
<thead>
<tr>
<th>Description: UCC provides quality education for all students, including those who start pre-college or college level work via non-traditional entry points, including developmental education, Adult Basic Skills, and dual credit.</th>
</tr>
</thead>
</table>

| Objective 4.A: UCC supports quality learning |  |
|---|---|---|---|
| **Indicators of Achievement** | 2011-2012 | 2012-2013 | 2013-2014 |
| 4.A.1 Percent of students who take one or more courses below 100 level and persist from one term to the next | 78.48% | 83.58% | 75% |
| 4.A.2 Percent of students who take one or more courses below 100 level and persist from fall-to-fall term | 40.38% | 56.60% | 46.30% |

| Objective 4.B: Students in Academic Support are prepared to succeed in their educational goals |  |
|---|---|---|---|
| 4.B.1 Percent of students who begin their GED complete their GED within two years | 34.39% | 45.86% | Update July 2015 |
| Status | | | 35%-45% |

133
### 4.B.2 Percent of students who earn their GED or AHSD and continue to earn a college level credential within four years

<table>
<thead>
<tr>
<th>Year</th>
<th>GED</th>
<th>AHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2008-2009)</td>
<td>0%</td>
<td>5.36%</td>
</tr>
<tr>
<td>(2009-2010)</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>(2010-2011)</td>
<td>1.45%</td>
<td>0%</td>
</tr>
<tr>
<td>Status</td>
<td>5%-15%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>GED</th>
<th>AHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2010-2011)</td>
<td>1.45%</td>
<td>0%</td>
</tr>
<tr>
<td>Status</td>
<td>5%-15%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>GED</th>
<th>AHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2010-2011)</td>
<td>1.45%</td>
<td>0%</td>
</tr>
<tr>
<td>Status</td>
<td>5%-15%</td>
<td></td>
</tr>
</tbody>
</table>

### 4.B.3 Percent of students who took one or more dual credit courses in high school who earn a college level credential within four years

<table>
<thead>
<tr>
<th>Year</th>
<th>GED</th>
<th>AHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2008-2009)</td>
<td>39.44%</td>
<td></td>
</tr>
<tr>
<td>(2009-2010)</td>
<td>39.33%</td>
<td></td>
</tr>
<tr>
<td>(2010-2011)</td>
<td>25.64%</td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>30%-40%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>GED</th>
<th>AHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2008-2009)</td>
<td>39.44%</td>
<td></td>
</tr>
<tr>
<td>(2009-2010)</td>
<td>39.33%</td>
<td></td>
</tr>
<tr>
<td>(2010-2011)</td>
<td>25.64%</td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>30%-40%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>GED</th>
<th>AHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2008-2009)</td>
<td>39.44%</td>
<td></td>
</tr>
<tr>
<td>(2009-2010)</td>
<td>39.33%</td>
<td></td>
</tr>
<tr>
<td>(2010-2011)</td>
<td>25.64%</td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>30%-40%</td>
<td></td>
</tr>
</tbody>
</table>

### 4.B.4 Percent of students attending courses online

<table>
<thead>
<tr>
<th>Year</th>
<th>GED</th>
<th>AHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2008-2009)</td>
<td>54.17%</td>
<td></td>
</tr>
<tr>
<td>(2009-2010)</td>
<td>54.61%</td>
<td></td>
</tr>
<tr>
<td>(2010-2011)</td>
<td>53.32%</td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>45%-55%</td>
<td></td>
</tr>
</tbody>
</table>

### Table 5: Core Theme 4 Ratings

**Objective 4.A: UCC supports quality learning.**

**Indicator 4.A.1:** Percent of students who take one or more courses below 100 level and persist from one term to the next

**Status:** ▲

Term-to-term persistence for students who take one or more courses below 100 level is slightly higher than overall term-to-term persistence for all first-time full-time degree-seeking students. However, the measurement range is an aspirational range. Current work on redesigning developmental education coursework is intended to increase success in this area.

**Indicator 4.A.2:** Percent of students who take one or more courses below 100 level and persist from fall-to-fall term

**Status:** ■

While the data for persistence for students who take courses below 100 level at UCC is not very different than national data, the focus in the strategic plan is on student success and persistence. As such, our measurement range is an aspirational range.
Objective 4.B: Students in Academic Support are prepared to succeed in their educational goals

Indicator 4.B.1: Percent of students who begin their GED complete their GED within two years

Status: ✖️

We have strong success with completion of the GED within two years. It should be noted, however, that our partnership with Wolf Creek Job Corps strongly contributes to this completion rate. Students at Wolf Creek Job Corps are required to complete the GED before they can progress into their technical education program and have GED instruction five days per week for thirty hours, so they complete at higher rates than students who attend GED programs at other sites within this department.

Indicator 4.B.2: Percent of students who earn their GED or AHSD and continue to earn a college-level credential within four years

Status: ☑️

National data indicates that a fairly low percentage of GED completers also hold a college level credential. However, UCC is much lower than a national average of 7%, despite a concentrated effort to provide transitional coursework and services to students completing a GED. UCC has monitored this data since 2009 and has taken steps to provide GED students with dual enrollment opportunities, with a sixteen-credit tuition waiver, and with staffing specifically assigned to developing transition programs. As noted in Indicator 4.B.1, UCC also has many students complete the GED who are attending Wolf Creek Job Corps, which also impact this data point, since the Job Corps students continue on in a trade and find employment directly from Job Corps. Few attend UCC after they have completed their training at Job Corps.

Indicator 4.B.3: Percent of students who took one or more dual credit courses in high school who earn a college-level credential within four years

Status: 🔺

Compared to data of student completion for all students at UCC completing a college level credential in four years, completion rates of students who have taken some dual credit coursework in high school are slightly higher. Alignment of dual enrollment credits with pathways that lead to specific certificates and degrees may increase completion rates in this indicator. The educational partnerships team has been working closely with the Douglas ESD and high school partners to increase the focus on pathways, particularly in career and technical education. As a result, two schools are now offering career pathway certificates students can complete concurrently with the high school diploma. The continuation of the UCC Scholars free tuition program for local high school students will likely have a positive impact on the completion rate of dual credit students as well, since the program has a high participation rate by dual credit students.
**Indicator 4.B.4:** Percent of students attending courses online

**Status:** ⚫

The percent of students attending courses online reflects UCC’s overall approach to slow, but steady, conversion of face-to-face courses to online offerings. Our strategic plan reflects a focus on providing quality over quantity for online education, so in this regard this indicator is aligned with strategic planning and overall institutional vision.

**Improvement**

The Academic Support Division did not meet mission fulfillment status on the majority of the indicators. As a result, the division is undertaking several efforts to improve student success in transitional-focused programs. Further, the Academic Support Division has initiated preliminary programs to begin addressing the needs of our students, which will also assist in fulfilling the status of the aforementioned indicators.

- UCC is participating in a state-supported effort to identify key areas for developmental education redesign. We have identified four areas in which we are gathering data and planning for future changes through this process, which include mandatory student success coursework in the first term, mandatory and continuous enrollment in developmental education courses, no late admission, and interventions for students who fail one or more developmental education courses. (4.A.1, 4.A.2)

- Supplemental Instruction: The Learning Skills department is actively developing and implementing a supplemental instruction (S.I.) pilot program. This pilot was created as a response to abnormally high fail or drop-fail rate courses on campus. S.I. integrates facilitated study sessions led by an already-accomplished student who has previously passed the designated course. The S.I. Leader collaborates with the faculty partner to determine historical patterns of difficult content for students, current trends within the individual class, and what material should be emphasized in the group study sessions. (4.A.1, 4.A.2)

- UCC is in the process of migrating from the Angel Learning Management System (LMS) to Canvas. Canvas is known for its high adoption rate by teachers due to ease of use, as well as its student-friendly interface. Instructors who have been waiting for the migration to create new online courses and programs can now move ahead. (4.B.4)

- Educational Partnerships: The directors of eLearning and Learning Skills are implementing strategies to be more responsive to UCC’s dual-credit instructors. The Academic Support Division believes that by collaborating with high school partners, we can initiate transitional conversations and strategies with students and our partners earlier than before. Continually, we can be more proactive in our approach to ensuring that we are responsive to the needs of both our students and partners. (4.B.3)

- Orientation Through Transition (GED): The director of Adult Basic Skills Development has envisioned a new structure and obligation set for the Orientation Through Transition Coordinator position under the ABSD directive. This position will now focus on integrating transition planning from the beginning of a student’s enrollment in GED courses until his or her successful completion and transfer into a college-level study. (4.B.1, 4.B.2)
• The director of Adult Basic Skills Development is developing an alternative GED program plan for the Woolley Center, which focuses classroom instruction on the GED test subjects, as well as transition planning to college and careers. In addition, specific student support resources would be directed at intrusive advising and transition activities to prepare these students for “next steps” after completion. (4.B.1)

• The Assessment and Tracking Coordinator for ABSD is working on streamlining the pre- and post-testing process and will use the program level data to better track student persistence. The collaboration between the Assessment and Tracking Coordinator and the Orientation Through Transition Coordinators to better follow students from intake to completion will impact student success and completion of secondary studies. (4.B.1)

• The Academic Support Division has made a commitment to begin intrusively coaching students under its directive. The Success Center Initiatives Coordinator and the Director of Learning Skills attended an intrusive advising workshop and intend to provide training to others within the Academic Support Division. Academic Support is currently investing in further trainings in the following: intrusive tutoring and success coaching, affirming students who are achieving at a high level, and student goal planning. In addition to this, the directors of ABSD and the Transfer Opportunity Program have collaborated to create an intrusive advising training for new coordinators who provide intrusive advising to students. (4.A.1, 4.A.2)

• Online Resources: The Director of Learning Skills is collaborating with Adult Basic Skills Development, Financial Aid, Educational Talent Search, Developmental Educational instructors, and Advising and Counseling to ensure that students have access to our 24/7 on-demand tutoring, SmarThinking. Student success and strategy workshops are made available online through Student Lingo. We recognize that students who are transitioning into college often times require additional skills to be successful, including study strategies, personal management, and specific content area assistance, and these resources are focused to help students reach their fullest potential. (4.A.1, 4.A.2)

Core Theme Five: Serving Our Community through Quality Lifelong Learning in the Area of Cultural, Economic, Workforce, Self-improvement, and Professional Development.

The Community and Workforce Training Department coordinates most of the non-credit continuing education activities at UCC in addition to several credit programs. The objectives and indicators for Core Theme Five were originally written to show a broader range of activities related to Cultural, and Community activities provided by the College. The focus of this core theme was reduced through the process. The information provided in this section of the self study is focused on the Community and Workforce Training Department’s work specifically.

The mission of the department is “Enriching lives and supporting employers with high-quality education and training in Douglas County. We strive to respond to the ever-changing needs of residents and businesses quickly and with care.” The department coordinates classes, workshops, and training in four broad areas:

- Fun, hobby, and personal enrichment
- Professional development and continuing education
- Safety and health certifications
- Employee training and consulting
Planning

Planning for Community and Workforce Training is based on the needs of community members and businesses and is guided by the college’s strategic plan and mission. Our department supports the college’s goal of “enhanced life-long 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.” Annually, the department tracks our progress towards Objective 2.6 of the strategic plan: “Ensure Continuing Education programs meet individual and community needs and provide quality lifelong-learning opportunities.”

While there are no common statewide benchmarks for continuing education departments, our department utilizes measures from an organization we belong to called LERN (Learning Resources Network). Benchmarks in the field include tracking student enrollment, FTE generation, and revenue (as we are a self-sustaining program). For purposes of accreditation, UCC is using data measures accessible from our ERP that are consistent and can be tracked over multiple years.

5. A - Community members participate in a wide range of quality lifelong-learning activities

The department offers Adult Continuing Education (ACE) courses to meet the lifelong-learning needs of community members. Several unique characteristics about these courses we strive for include being innovative, high quality, community driven, and affordable. ACE courses are offered in four broad areas: Health and Fitness, Safety, Workforce, and Hobby or Recreation. The location, content, and length of our offerings vary depending on the course topic and audience. The department tracks enrollment, number of courses offered, and student satisfaction among other indicators. These show trends in community programing, diversity of classes, and whether our community customers are satisfied.

The indicators were selected and measured by:

- Percentage of ACE enrollments as compared to district resident population. We use this measure to gauge whether community members are participating at the same rate with changing demographics and population shifts in the county. Population of the county is determined by Portland State University for each year.
- The number of courses offered each year is one indicator of variety and breadth of our reach.
- Course satisfaction was measured by student-completed evaluations at the end of the classes. The result for “overall rating for the class” was used. Courses are evaluated after the first time offered and then every two years.

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

The department provides short-term skill development, continuing education, certification prep, and customized employer training and consulting for community members and businesses. These offerings prepare people for entrance into an occupation, improve current job skills, or support the abilities people need to succeed in the workplace.
The indicators were selected and measured by the following:

- Percentage of employers satisfied with contracted training provided by UCC. The satisfaction of employers with contract training is a key performance measure (“Business and Industry Training System Customer Satisfaction”) that is reported to the state annually.
- The percentage of people trained in professional-development-related classes was determined by the total number of students compared to the county population that year of 18 to 64-year-olds. We use this measure to gauge whether the workforce-aged population is participating at the same rate given changing demographics and population shifts in the county. Population data is from Portland State University.

**Core Theme Five: Serving Our Community through Quality Lifelong Learning in the Area of Cultural, Economic, Workforce, Self-Improvement, and Professional Development**

**Description:** UCC provides services to a wide range of community members through a variety of programming.

**Objective 5.A** Community members participate in a wide range of quality, lifelong-learning activities

<table>
<thead>
<tr>
<th>Indicators of Achievement</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>Mission Fulfilment Target</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.A.1 Percentage of community education students as compared to district resident population.</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
<td>7-12%</td>
<td><img src="status" alt="" /></td>
</tr>
<tr>
<td>5.A.2 Number of courses UCC delivers, hosts, facilitates and sponsors</td>
<td>1,955</td>
<td>1,767</td>
<td>1,801</td>
<td>1500-2000</td>
<td><img src="status" alt="" /></td>
</tr>
<tr>
<td>5.A.3 Overall satisfaction rating of a class by students completing course evaluations. (Rating of “Excellent” or “Very Good”)</td>
<td>95.42% (349 evals)</td>
<td>90.33% (362 evals)</td>
<td>88.04% (443 evals)</td>
<td>90% -100%</td>
<td><img src="status" alt="" /></td>
</tr>
</tbody>
</table>

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

| 5.B.1 Percentage of employers satisfied with contracted training provided by UCC | 100% 2 employers | 100% 2 employers | 100% 4 employers | 95% -100% | ![](status) |
Table 6: Core Theme 5 Ratings

Objective 5.A Community members participate in a wide range of quality, lifelong learning activities

Indicator 5.A.1 Percentage of community education students as compared to district resident population.

Status: ▲

The percentage of community members taking Adult Continuing Education classes is within the target area but closer to the bottom of the benchmark. The recent recession brought record enrollment numbers during the 2009-10, 2010-11, and 2011-12 academic years. Classes that were specific to enrichment suffered a downturn in enrollments as beginner and intermediate computer class enrollments soared. Now that we are emerging from the recession, our department must adapt our offerings to the current demographics and economic reality of the county.

Indicator 5.A.2 Number of courses UCC delivers, hosts, facilitates, and sponsors

Status: 🔴

The number of courses offered, as well as our cancellation rate, has been steady.

Indicator 5.A.3 Overall satisfaction rating of a class by students completing course evaluations. (Rating of “Excellent” or “Very Good”)

Status: 🔴

The 2013-14 survey results did not meet the benchmark for student satisfaction of courses. The survey size was slightly larger; however, there was a steady decline over three years.
**Indicator 5.B.1** Percentage of employers satisfied with contracted training provided by UCC

**Status:**  

The department is meeting this benchmark although the number of employers served during the last three years has been low. The responsibility for customized training was transferred to the department in fall of 2013. Efforts are underway to establish relationships and processes to better meet the needs of local employers.

**Indicator 5.B.2** Percentage of people trained in workforce, small business and continuing education classes as compared to the district population of 18 to 64-year-olds.

**Status:**  

The number of people trained in workforce has declined during the last three years compared to the working-age population. Unemployment, families struggling financially, and outward migration of skilled workers are possible explanations. More analysis is needed to determine and meet the needs of the county’s current workforce.

**Improvement**

The department met three out of five mission fulfillment indicators. As a result, the department is exploring several ideas for improvement to serve the residents and business community. They are as follows:

1.) Adapting to the changing demographics of the county. District-wide, the population is older and the size of our workforce is decreasing. Additionally, the school-aged population has decreased. This affects our youth and family courses such as enrichment camps and driver education. We anticipate increases in personal enrichment and self-improvement enrollment as economic conditions improve. Reports on enrollment, revenue, and FTE are being generated and analyzed for trends at the conclusion of each term.

2.) Online delivery methods and hybrids are being introduced so that we can train workers when there is not enough enrollment for a face-to-face course. An example is “skill checks” for First Aid/CPR. Students can complete an online course and then come to our office at their convenience for a skills check to receive their certification card.

3.) Increasing student satisfaction. Course satisfaction is being addressed with continuing training for department instructors. Training designed specifically for non-credit instructors is addressing instructional design, communicating the benefits of enrichment classes, creating and articulating course objectives, helping students to complete their goals, and celebrating student success.

4.) A long-time barrier to enrollment has been our registration process for non-credit students. Due to a number of factors, the college has not invested in an enrollment system that provides an easily accessible enrollment experience. Currently all non-credit students must register by phone or in person for classes. An enrollment management system that allows customer-friendly access and easily-accessible department data for marketing and reporting is desirable.
Chapter Five: Mission Fulfillment, Adaptation and Sustainability

Executive Summary (Requirement 24)
Umpqua Community College is in compliance with the NWCCU eligibility requirement (24) as indicated below.

24 Scale and Sustainability
The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Umpqua Community College undergoes regular and systematic review of the strategic plan and links resource allocation to the strategic plan. In this manner, the institution demonstrates that its operational scale is sufficient to fulfill its mission and achieve its core themes in the present. Annual review of programs and initiatives also ensures that resources are allocated in a way that the institution can maintain sustainability in the future.

Standard Five: Mission Fulfillment, Adaptation, and Sustainability

Standard 5.A: Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

UCC engages in regular and systematic data collection for its core theme indicators. The institution uses the results from data collection for the purposes of evidence-based assessment of its accomplishments. The institution has set a threshold of 80% of mission fulfillment ranges being at “meets” or “exceeds.” In aggregate, 84% of mission fulfillment ranges are at the “meets” or “exceeds” levels. In addition, as indicated in Chapter Four, the institution reviews each core theme separately to determine what planning needs to occur to continue to improve those indicators that do not meet the mission fulfillment target range. The following charts depict mission fulfillment ranges for each indicator in each core theme area.
While indicator data shows that we substantially meet the thresholds for mission fulfillment ranges for each indicator, the institution is aware that some areas need additional focus. As identified in Chapter Four, each core theme area has staff members who have analyzed the data and created plans to continue to work on mission fulfillment for any indicator that does not meet the mission fulfillment range.
Standard 5.B: Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

The institution regularly evaluates the adequacy of its resources, capacity, and effectiveness of operations through the strategic planning process. In the past year, the strategic plan has been evolving to better integrate core themes and data indicators that measure mission fulfillment. Data for each indicator is updated on an annual basis. As described in Chapter Three, the strategic plan is also examined annually, and each area that has responsibility for the goals and tasks of the strategic plan reports on progress in that area.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Through the strategic plan, the institution documents and evaluates its cycle of planning and assessment. The plan is evaluated on an annual basis and changes are made, as necessary, for improvement. The campus, as a whole, is increasing awareness of the use of data for change through the Achieving the Dream initiative. The institution also has structures in place that ensure regular evaluation of institutional capacity, including internal and external budget committees and governance committees (College Council, Executive Cabinet, Instructional Council).

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

The institution regularly monitors and evaluates its internal and external environments to identify current and emerging patterns, trends, and expectations. This occurs throughout the institution on a division-by-division basis, and results of these internal and external environmental scans are used by the governance system to define future directions for the institution. An example of this includes identifying health care as a potential economic driver for Douglas County and planning new construction for a health, nursing, and science building based on this need. Institutional mission and strategic planning are reviewed on a regular basis. In the future, the Board of Trustees and executive leadership will have available a dashboard so that data can be regularly reviewed for each of the key indicators for institutional sustainability.
Conclusion

Umpqua Community College has worked over the past several years to better align its strategic plan, mission, core themes, objectives, and indicators. UCC’s campus shares a foundational understanding of the importance of student success, and recognizes the value of using data to make changes that will support efforts to retain students and ensure their success. The institution continues to be effective in serving its communities and is constantly scanning the environment to ensure that programs are relevant and meet the needs of students, the community, and employers.

UCC is strengthening its use of assessment and program review in the instructional areas. The institution is becoming more effective in using data regarding student learning to improve instruction. Through engagement with the Achieving the Dream network, the institution has become more efficient in identifying and deploying best practices for student success, then following up with data analysis to ensure that programs and services are effective.
## Supporting Documentation Table
*(This report uses URLs where available, rather than hardcopy evidence)*

<table>
<thead>
<tr>
<th>1.B.2</th>
<th>Accreditation Objectives, Indicators, and Mission Fulfillment Range</th>
</tr>
</thead>
</table>
| 2.A.1 | **Board Policy 300: Responsibilities**  
        College Council Charter (available in Documents Room on site) |
| 2.A.2 | **Oregon Department of Community Colleges and Workforce Development**  
        **Oregon Community College Association**  
        **Higher Education Coordinating Commission (HECC)** |
| 2.A.4 | **Board Policies**  
        **Board Reports and Minutes**  
        **Policy 100.01: Membership of the Board** |
| 2.A.5 | **ORS Chapter 192 – Records, Public Reports, and Meetings**  
        **Policy 100.10: Duties of the Board**  
        **Board Reports and Minutes** |
| 2.A.6 | **Policy 100.10: Duties of the Board**  
        **Administrative Procedure 100.17: Board Evaluation** |
| 2.A.7 | **Policy 100.10: Duties of the Board** |
| 2.A.8 | **Policy 100.17: Board Evaluation**  
        **Administrative Procedure 100.17: Board Evaluation**  
        Examples of board’s review of its own performance (available in Documents Room on site) |
| 2.A.9 | **Administrator and Faculty Contacts** |
| 2.A.10 | **Resume of president (available in Documents Room on site)**  
        **Policy 100.13: President of the College as Office of Board** |
| 2.A.11 | **Administrative Organization Chart**  
        **Finance Organization Chart**  
        **Instructional Organization Chart**  
        **Student Services Organization Chart**  
        **IT+Innovation Organization Chart**  
        Most up-to-date organization charts will be available in Documents Room on site |
| 2.A.12 | **Full Time Faculty Collective Bargaining Agreement**  
        **UCC Catalog 2015-2016** |
| 2.A.13 | **UCC Catalog 2015-2016 General Information**  
        **Policy 718: Library**  
        **Library Policies**  
        **Student Code of Conduct** |
| 2.A.14 | **UCC Catalog 2015-2016 General Information**  
        Articulation agreements (available in Documents Room on site) |
| 2.A.15 | **UCC Catalog 2015-2016 General Information**  
        **Policy 719: Institutional Records of Student Complaints and Grievances** |
| 2.A.16 | **UCC Catalog 2015-2016 General Information**  
        **Policy 709: Academic Standing**  
        **Policy 709.02: Academic Suspension and Re-Admission**  
        **Policy 709.03: Forgiveness of Past Academic Record** |
| 2.A.17 | Policies that state relationship of institution to co-curricular activities including the role and responsibilities of students for those activities including student publications and media (available in Documents Room on site) |
| 2.A.18 | Human Resources Web Page  
Policy 302.08: Employment Policy (Full-Time Employee)  
Administrative Procedure 302.08: Employment Procedures (Full-Time Employee)  
Administrative Procedure 302.09: Part-Time Employees Employment Procedures |
| 2.A.19 | Policy 313.01: Standards of Conduct  
Policy 313.02: Discipline and Discharge  
Administrative Procedure 313.02: Discipline, Discharge and Due Process  
Full Time Faculty Collective Bargaining Agreement  
Part Time Faculty Collective Bargaining Agreement  
Full Time Classified Collective Bargaining Agreement |
| 2.A.20 | Policy 302.11: Personnel Files  
Policy 302.12: Employment Records |
| 2.A.21 | Policy 200: Community Relations |
| 2.A.22 | Policy 719: Institutional Records of Student Complaints and Grievances  
ORS Chapter 244 – Government Ethics  
OAR Chapter 199 Division 5 - Gifts  
Student Code of Conduct  
Policy 104.01: Potential Conflict of Interest  
Policy 104.02: Actual Conflict of Interest  
Policy 104.03: Exceptions to Conflict of Interest  
Policy 104.04: Definition of a Relative  
Policy 104.05: Recording Conflict of Interest in the Minutes  
Policy 104.06: Prohibition Against Nepotism  
Policy 104.07: Restriction on Receiving Gifts |
| 2.A.23 | Policy 104.01: Potential Conflict of Interest  
Policy 104.02: Actual Conflict of Interest  
Policy 104.03: Exceptions to Conflict of Interest  
Policy 104.04: Definition of a Relative  
Policy 104.05: Recording Conflict of Interest in the Minutes  
Policy 104.06: Prohibition Against Nepotism  
Policy 104.07: Restriction on Receiving Gifts |
| 2.A.24 | Policy 305: Use of Copyright Materials  
Full Time Faculty Collective Bargaining Agreement  
Part Time Faculty Collective Bargaining Agreement |
| 2.A.25 | Accreditation Status |
| 2.A.26 | General Terms and Conditions for the Purchase of Supplies and/or Services  
Community College Rules of Procurement  
Community Relations |
| 2.A.27 | Full Time Faculty Collective Bargaining Agreement  
Part Time Faculty Collective Bargaining Agreement  
Policy 723: Free Speech and Distribution of Materials  
1940 Statement of Principles on Academic Freedom and Tenure |
2.A.29 Policy 305: Use of Copyright Materials
2.A.30 Policy 604.04: Records Retention and Destruction
Policy 600.05: Fiscal Responsibility Asset Protection
Policy 600.06: Investments
Policy 600.08: Identity Theft Prevention
Policy 600.09: Financial Exigency
Policy 614: Debt Issuance and Management

2.B.1 Human Resources: Employee Forms - Recruitment
Policy 302.08: Employment Policy (Full-Time Employee)
Administrative Procedure 302.08: Employment Procedures (Full-Time Employee)
Administrative Procedure 302.09: Part-Time Employees Employment Procedures

2.B.4 Administrator and Faculty Contacts
2.B.5 Full Time Faculty Collective Bargaining Agreement
Part Time Faculty Collective Bargaining Agreement
2.B.6 Full Time Faculty Collective Bargaining Agreement
Part Time Faculty Collective Bargaining Agreement

2.C.1 Learning outcomes for all programs (available in Documents Room on site)
Articulation agreements (available in Documents Room on site)
2.C.2 Learning outcomes for all courses, programs and degrees (available in Documents Room on site)

2.C.7 UCC Catalog 2015-2016 General Information
Policy 700: Admission to the College
Umpqua Community College Areas of Study
2.C.5 Full Time Faculty Collective Bargaining Agreement
Part Time Faculty Collective Bargaining Agreement
Schedule Library Instruction
LIB 127: Library and Internet Research

2.C.16 UCC Catalog 2015-2016 General Information
2.C.17 UCC Catalog 2015-2016 General Information
Policy 714: Continuing Education Units (CEU’s)
Administrative Procedure 714: Continuing Education Units
2.C.19 Policy 600.04: Records Retention and Destruction
OAR 166 – Community College Records

2.D.2 UCC Catalog 2015-2016 General Information
Summer 2015 Schedule
Fall 2015 Schedule
2.D.3 UCC Catalog 2015-2016 General Information
Policy 700: Admission to the College
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
</table>
| 2.D.5     | UCC Catalog 2015-2016  
About Umpqua Community College  
Summer 2015 Schedule  
Fall 2015 Schedule |
| 2.D.6     | Policy 200: Community Relations                                      |
| 2.D.7     | UCC Catalog 2015-2016 General Information                            |
| 2.D.8     | Financial Aid                                                        |
| 2.D.10    | Advising and Counseling Services                                     |
| 2.D.11    | ASUCC Constitution  
ASUCC Bylaws                                                           |
| 2.D.12    | Policy 730: Bookstore  
Administrative Procedure 730.01: Ordering Textbooks  
Administrative Procedure 730.02: Complimentary Copies  
Administrative Procedure 730.03: Used Textbooks  
Administrative Procedure 730.04: Textbook Ethics |
| 2.D.13    | Intercollegiate athletic policies (available in Documents Room onsite) |
| 2.E.1 – 2.E.4 | Policy 305: Use of Copyright Materials  
Umpqua Community College Library  
Services for Distance Students |
| 2.F.3 – 2.F.7 | Budget Process  
Budget Timeline  
Local Budget Law - Oregon  
Local Budgeting in Oregon  
Oregon Department of Revenue Local Budgeting Manual  
Policy 600.05: Fiscal Responsibility Asset Protection  
Policy 600.06: Investments  
Policy 600.08: Identity Theft Prevention  
Policy 600.09: Financial Exigency  
Policy 614: Debt Issuance and Management  
ORS 341.675: Authority to Incur Bonded Indebtedness |
| 2.F.8     | Agreement with foundation (available in Documents Room on site)  
Policy 107: Separation of College and Foundation                      |
| 2.G.1     | UCC Campus Map  
Off-Campus Locations                                                   |
| 2.G.3     | Umpqua Community College Master Plan June 2014                       |
| 2.G.6     | Policy 348: Information Technology Acceptable Use  
Administrative Procedure 348: Information Technology Acceptable Use Procedures |
| 2.G.7     | Technology plan (available in Documents Room on site)                |
| 2.G.8     | Technology replacement plan (available in Documents Room on site)    |
| 3.A.1     | Strategic Plan 2013-2018                                              |
| 3.A.5     | Emergency Response Plan                                               |
| 5.B.3     | Organizational Climate Survey 2014                                    |