

Year Seven Evaluation Report

Umpqua Community College
Roseburg, Oregon

March 30 - April 1, 2016

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I. Introduction

Umpqua Community College (UCC) is a public community college located in Douglas County in southwestern Oregon, established in 1964. UCC offers Transfer programs, Career and Technical Education, Community Education, Adult Basic Education, and Workforce Development. The UCC district has 104,059 residents within the 5,071 square mile area of Douglas County, which is isolated and economically distressed. The total number of credit and non-credit students served by UCC during the 2013-14 academic year was 13,604 (unduplicated headcount).

The evaluation visit was initially scheduled for the October 19 - 21, 2015, shortly after the tragic shootings occurred that killed nine and left a number of others injured. Although the members of the UCC community have responded remarkably, there are lingering scars that challenge the campus and the community.

a. Assessment of Institution's Self-Study and Support Materials

The evaluation community found the Year Seven Report to be a helpful introduction to the college and the community, although it lacked the analysis and synthesis that might have been more reflective of the college's challenges and strengths. In addition, it appeared some of the tables did not correspond to the numbers in the text and some of the links to electronic documents didn't work.

b. Brief Summary of Methods Used to Verify the Contents of the Self-Study

Prior to the campus visit, evaluators reviewed materials (Year Seven Report, appendices, catalog/addendum, and online supplementary materials). The site visit was conducted on March 30- April 1, 2016. Evaluators conducted interviews with all major administrators and substantial numbers of faculty, staff and students. Students, staff, administrators and faculty were candid in their responses and feedback to the evaluators.

In addition to the self-study and the interviews, the Evaluation Committee reviewed evidence provided by UCC in the work room and online. Exceptional support was provided during the visit and the evaluators felt that those interviewed were candid, which allowed the Committee to develop accurate perceptions of the college and its strengths and challenges.

II. Changes and Recommendations

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.

a. Funding and Enrollment

From 2007 to 2010, state reimbursable enrollment increased by 43.86%, at the same time that the state funding declined. Since that time, tuition and fee increases have offset the funding gap. Between 2011 and 2014, the enrollment returned to pre-recession numbers. While strategic use of adjunct faculty allowed the College to respond to the enrollment shifts, a number of support positions were lost that have not been refilled.

b. Enhanced Practices to Encourage Student Learning

Despite fluctuations in funding and staff, UCC has continued to work on improving its practices to increase student success:

1. UCC became an Achieving the Dream (ATD) school in 2012, and the ATD (student success team) committee has worked on process mapping and initiatives that have improved services to students.
2. The Office of Student Life started a peer mentoring program in 2013.
3. 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.
4. 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 from an historic high of 34% to 26%.
5. In 2014-2015, UCC began a successful process of conversion from the Angel learning management system to Canvas.

c. Administrative Changes

Umpqua Community College has seen a significant number of executive and administrative changes since the last evaluation report.

Presidential Changes

Dr. Joe Olson left the institution in June 2015. The Board of Trustees appointed Dr. Rita Cavin (who had also served as Interim prior to President Olson's appointment) as Interim President. She served in that role through December 2015. The Board of Trustees then appointed Dr. Walter Nolte as Interim President. He began in January and he will serve in the interim capacity while the ongoing nationwide search for a new president is conducted.

Other Significant Executive and Administrative Changes

In June, 2013, Dr. Lynn Moore vacated her position as Vice President of Student Services and Administration, a position she had held since September, 2011. Joyce Coleman was hired as Vice President of Student Services until November 2015, when Dr. Beth Hogeland served in an interim

capacity until the end of February 2016. Ms. Marjan Coester is now the Interim Vice President of Student Services. Ms. Rebecca Redell was appointed as VP/Chief Financial Officer in July of 2013; 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 and has since left the College. 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.

d. New Building and Space in South County

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, UCC 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 the district's JOBS program, a GED classroom, welding, apprenticeship, and general education classes.

III. Response to Recommendations from the Fall 2012 Year Three Evaluation

On January 25, 2013, the Commission reaffirmed the accreditation of Umpqua Community College based on the Fall 2012 Year Three Evaluation; with three recommendations:

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.

This recommendation continues to be a major area of concern. President Blaine Nisson retired in December 2010; Dr. Rita Cavin, served as interim president until President Joe Olson began in 2011. Dr. Olson announced his retirement in June, 2015, and Dr. Rita Cavin again served as the interim President until the end of 2015, at which point Dr. Walter Nolte agreed to serve as the interim until the new president is appointed after conclusion of the ongoing search later this spring. Many campus employees noted that it was difficult to know the overall direction for the institution with 5five presidents in 5five years.

The turnover at other senior administrative levels has exacerbated the challenges of the UCC faculty, staff and students understanding clear direction for the institution. While there is some evidence of professional development for some groups of employees, there continues to be a problem selecting and retaining executive leadership.

The evaluation committee recommends Recommendation One of the Fall 2012 Year Three Evaluation be continued as Recommendation 3 of the Spring 2016 Year Seven Evaluation Report.

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

Faculty evaluations are now completed regularly, but performance evaluations of other employees are not conducted regularly or completed according to existing policies.

The evaluation committee recommends Recommendation Two of the Fall 2012 Year Three Evaluation be continued as Recommendation 6 of the Spring 2016 Year Seven Evaluation Report with regard to non-faculty employees.

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

Although work has been done since the 2012 visit, the College still lacks a consistent, systematic pattern for assessing student learning at the course, program and college levels.

The evaluation committee recommends Recommendation Three of the Fall 2012 Year Three Evaluation be continued as Recommendation 7 of the Spring 2016 Year Seven Evaluation Report.

Standard One: Mission, Core Themes, and Expectations

Eligibility Requirements 2 and 3

Umpqua Community College is a comprehensive community college established in 1964. The UCC Board of Trustees, which is comprised of seven members elected to four year terms, 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.

1.A Mission

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.

Umpqua Community College Mission Statement

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

1.A.2 Mission Fulfillment

Interpretation of Mission Fulfillment

Umpqua Community College describes mission fulfillment as “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.”

Compliment:

The target of 80% for meeting or exceeding target seems to be a reasonable balance between aspiration and reality.

1.B Core Themes

Core Themes

Umpqua Community College has identified 5 Core Themes that 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 Theme 1. Promoting student access and success

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

Core Theme 3. Supporting quality learning through career and technical education

Core Theme 4. Supporting quality learning through student transition education

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

Concerns:

1. The core themes appear to be redundant, since many of the objectives and indicators are the same for two or more of the core themes.
2. “UCC supports quality learning” appears to be summative rather than distinct from the other core themes.
3. Core Theme One and Four appear to be similar enough to other core themes that they could be incorporated into other core themes, which would make the assessment process for mission fulfillment more manageable.

1.B.2 Core Theme Objectives

Concerns:

1. Student engagement with student-faculty interaction in which “students feel connected to the College campus” seems out of alignment with Core Theme Two. Specifying transfer advising may be more appropriate.
2. It is unclear how unique outcomes in academic transfer education or career and technical education are being assessed.
3. Although transitional education is in another core theme, having students reach college level and persist in college-level general education courses may be an effective indicator of Core Theme One.
4. The objective 4.B.4 does not appear to be closely related to Core Theme Four.
5. The chart on page 20-21 is confusing. All core themes could address a particular goal, but it is not clear if the goal is really being assessed in each core theme area.

Standard: Two Resources and Capacity

Eligibility Requirements 4 through 21

4. The Committee found that UCC's programs and services are predominantly concerned with higher education and it has sufficient organizational independence to be held accountable for the Commission's standards and eligibility requirements.
5. The Committee found UCC's programs and practices to be non-discriminatory.
6. The Committee found that UCC adheres to high standards of integrity.
7. The Committee found that UCC has a functioning governing board which consists of seven publicly elected members who have no contractual or financial interest in the institution.
8. The Committee found that UCC employs a chief executive officer, appointed by the Board, whose full-time responsibility is to the institution.
9. The Committee found that UCC employs a sufficient number of adequately prepared administrators to provide effective leadership and management for the institution, but the continuity issues, noted earlier, have hampered their ability to perform..
10. The Committee found that UCC employs and regularly evaluates a sufficient number of qualified faculty.
11. The Committee found that UCC's educational programs have appropriate content and rigor, generally culminate in clearly identified student learning outcomes, and lead to college-level degrees in recognized fields of study.
12. The Committee found that UCC's associate transfer programs and applied technology programs have appropriate general education and/or related instruction in communication, computation, and human relations.
13. The Committee found that UCC maintains a library that has resources of appropriate depth, currency and breadth to supports it programs of instruction.
14. The Committee found that UCC has the appropriate physical and technological infrastructure to support its programs.
15. The Committee found that UCC maintains an environment that supports academic freedom.

Concern:

While the evaluation committee did not find any evidence to suggest that the faculty felt that they lacked academic freedom, the policies of the college do not contain an explication of academic freedom. The only references that the evaluation committee could find were a vague reference in the collective bargaining agreement for the full-time faculty and a more robust explanation in the collective bargaining agreement for the part-time faculty.

16. The Committee found that UCC publishes and adheres to its admission policies.
17. The Committee found that UCC's public information includes its mission, core themes, admission and grading policies, names and preparation of its faculty and administrators, student rights and responsibilities and program descriptions with tuition and fee information.
18. The Committee found that UCC is financially stable and has cash flow and reserves appropriate to its operation and that its financial planning reflects available resources and potential risks to ensure solvency.

19. The Committee found that UCC has had an external audit and that the results are considered in a timely way by appropriate administrators and policy makers.
20. The Committee found that UCC accurately communicates all needed information to the Commission.
21. The Committee found that UCC accepts the eligibility requirements and standards of the Commission and acknowledges that the Commission may make its accreditation status known to the public or any agency.

2.A Governance

2.A.1 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.

Concern:

Despite very dedicated and committed board members and senior administrators, the Committee found that the authority, roles and responsibilities of those operating within the College's system of governance may be insufficiently clear in their application. In particular, the authority and roles of the Board of Trustees and the President may be less clear than they need to be. In the past, a president overstepped his role in dismissing staff without Board approval. In turn, the Board has, on occasion, become too involved in operational decisions of the College.

The turnover in leadership and other trust issues appear to have also resulted in insufficient involvement of faculty, staff and students in decision-making structures and processes, sometimes because the representatives refused to participate. On at least one occasion, that was related to several members of the committee, representatives were invited to participate in budgetary decisions, but they refused to participate in a decision that they felt might make them unpopular with their peers.

2.A.2 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.

The Committee found that UCC is governed by the College's Board of Trustees whose seven voting members are publicly elected for four year terms.

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The Committee found evidence that UCC's Board of Trustees ensures UCC's compliance with federal, state and accreditation policies and procedures, including monitoring compliance with NWCCU's accreditation standards, collective bargaining agreements, legislative actions, and external mandates.

Governing Board

2.A.4 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.

The roles and responsibilities of the seven-member UCC Board of Trustees are specified in the Board's policies, which specify the legal basis of the Board, its power and duties, meeting guidelines and format, code of ethics, and other policies related to the Board's functions. The Board approves all policies governing the operation of UCC, which are published online and widely accessible to all employees and the public.

2. A.5 The board acts as a committee and no action [is] taken except by an affirmative vote of a majority of its members. The board's policy clearly indicates that no individual trustee ever has legal authority outside the meetings of the Board. Board policy specifies that no member may hold or exercise as an individual the powers granted exclusively to the Board as a collective entity.

It appears that some operational questions may be directed to individual trustees, who may on occasion, act, without consent from the board.

2. A.6 The board is responsible for maintaining and keeping the college policies and procedures current and for ensuring that they are reflected in the college operations.

Members of the Board appear to be well motivated to ensure that policies and operations are consistent.

2. A.7 The Board delegates authority and responsibilities to the college president/chief executive officer (CEO). The president has full-time responsibility for implementing and administering college policies and operating the college.

There were several circumstances described to the evaluators in which operational decisions were made by the well-meaning Board, rather than by directing such questions to the College President.

2. A.8 The Board of Trustees conducts evaluations of its performance at least annually.

The Board conducts evaluations of itself at least annually.

Leadership and Management

2.A.9 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.

The Committee found that the institution has a generally effective system of leadership at the service delivery level. The turnover in leadership at the higher administrative levels has hampered the effectiveness of those otherwise qualified administrators, who, except as noted in 2.A.1, have appropriate levels of responsibility and accountability. The assignments of those who are charged with planning, organizing, managing and assessing the institution, its achievements and effectiveness are relatively well defined.

2.A.10 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 Committee found that, except for the challenges of frequent turnover, the institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution.

2.A.11 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.

The Committee found that, except for the challenges of frequent turnover, the institution employs a sufficient number of qualified administrators. They have challenges working collaboratively, but that appears to partially relate to the lack of stable presidential leadership.

Policies and Procedures

Academics

2.A.12 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.

The committee found that, although UCC does not have published statement relating to faculty academic freedom. However, Article XII of the Faculty Association Collective Bargaining Agreement and in Article 4.G of the Part-Time Faculty Association Collective Bargaining Agreement, appear to affirm the College's commitment to the principles of free speech and expression, and affirm the right of faculty to practice academic freedom, the College does not have a published Policy on Academic Freedom.

The College's academic policies on teaching, service, scholarship, research and artistic creation are clearly communicated to 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.

Academic policies can be found at the College's website and the College catalog. Article 721.4 of the Student Code of Conduct, which addresses academic integrity, is published on the College website

and the student catalog. The College's copyright policy is listed on the Board Policies website. The College's policy on intellectual property rights is described in Article XVII of the faculty contract and the College's policy on instructional authority is outlined in Article XII. The policies are clearly articulated and accessible to faculty, administrators, staff and students.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The College's copyright policy and policies related to access and use of information services are listed and described on the College's Board Policy website. Board Policy #718 details governance over policy making for the library. Specific policies pertaining to the library can be found on the website including posted library hours and copyright information. Library policies also include a reference to the Student Code of Conduct. Detailed explanations of the College's copyright policy are posted on library photocopiers. Library policies are enforced through library practices, such as assessing overdue fines. Copyright policies are enforceable through legal avenues.

2.A.14 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.

Transfer-of-credit policy can be found in the course catalog on page 15, detailing that student contact the Office of Enrollment Services for transcript information. Articulation agreements, the Associate of Arts Oregon Transfer (AAOT) degree, and Associate of Science (AS) degree facilitates the transition of UCC students to four-year institutions. UCC accepts credits from regionally accredited colleges and universities and also accepts credits from military institutions. UCC accepts credits for courses not offered at UCC if the course meets a specific graduation requirement at the original institution. For example, if a course meets the Humanities requirement at the original institution, the credits for the course will be accepted at UCC as Humanities credits, even if the specific course does not exist at UCC. Transfer policies are published in the College catalog.

Students

2.A.15 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.

The student rights and responsibilities policy is made readily available across various locations on the College campus and online. The Student Code of Conduct handbook contains the College's disciplinary process and the steps students can take to have a grievance addressed.

Concern:

Through staff and administrator interviews, along with a review of the Student Code of Conduct handbook, it was determined the handbook was last revised in 2008 and does not include updated student grievance procedures in accordance with the adopted policy of the College. It is recommended that the institution take action to align formal, current grievance procedures and practices that are administered in a fair and consistent manner.

Compliment:

The Office of Accessibility Services works in concert with instruction and student services to provide equal access with respect to reasonable disability accommodations. The College has developed and implemented an accessibility education course for faculty and staff, available on the Canvas learning

management system, to increase awareness of varied student needs and provide specific support for developing accessible materials.

2.A.16 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.

The evaluators, through print and online resources, found UCC's admission and placement policies to be consistently articulated via the Getting Started publications and student orientation activities. Application and educational program acceptance protocol is made available in the College catalog. Guidelines for student continuation in and termination from educational programs, including an appeals and readmission process are found in the College catalog and program websites.

2.A.17 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.

Co-curricular activities are housed within The Student Life Office. Documents relevant to student government constitutional bylaws and activity forms are represented within the office website.

Compliment:

Veteran students express a high level of involvement in co-curricular activities and attribute a large portion of their college success to this campus connection component. Many of these students noted a desire to give back to other UCC students by serving in the Peer Mentoring program.

Human Resources

2.A.18 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.

Although the, Human Resources Director has made initial strides to incorporate practices which update and verify job duties and responsibilities across all campus departments. However, it was noted that 85% of the current job descriptions are out of date (only 15% of total job descriptions have been recently updated) and do not reflect accurate duties, responsibilities, and authority of the positions.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

UCC uses an electronic applicant tracking system to monitor and recruit posted job announcements. A selection committee is utilized, consistent with policy publication on its Human Resources Handbook, to recommend and approve employment hiring.

Concern:

The institution plans to prioritize the process to evaluate administration and staff on a regular basis; however, the institution has not addressed the systematic process to evaluate duties, responsibilities, and authority of the position. While faculty and staff professional development

opportunities are commensurate with the institution's expectation for supporting employee growth, it is suggested UCC develop formal procedures to include resources to support exempt personnel through professional development.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The records policies of the College ensure the security and confidentiality of human resource records.

Institutional Integrity

2.A.21 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.

All UCC's publications and announcements follow established policies and high ethical standards. The College is committed to making information about academic programs and services available to students and the public as accurately, clearly, and consistently as possible. This information is communicated in program brochures and web pages and other publications. The College also complies with the current Department of Education requirement for posting "gainful employment" information for certificate programs on individual program web pages.

2.A.22 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 applies established policies to ensure that students, faculty and staff are treated fairly and consistently. Specific policies and procedures for handling complaints and grievances are stated in the College catalog and on the website.

2.A.23 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 adheres to clearly defined policies that prohibit conflict of interest on the part of all employees, including board members. Umpqua Community College has education as its primary purpose and has the autonomy to operate in ways that ensure the completion of that purpose.

2.A.24 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 policies and the Oregon State Ethics law provide guidance on intellectual property rights. All College employees are considered "public officials" within the scope of the Oregon law that restricts, "public officials from using or attempting to use their official positions or

offices to obtain a financial benefit for themselves, relatives or businesses they are associated with through opportunities that would not otherwise be available but for the position or office held.”

2. A.25 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 and appropriately represents its current accreditation status with the Northwest Commission on Colleges and Universities. Full accreditation history is available to the public on the College website and intranet.

2. A.26 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 engages in ethical principles in its contracts with outside entities. These entities include individuals involved in personal service contracts and companies with whom purchasing contracts have been established for goods and services as part of the total program costs. These purchasing agreements follow the terms and conditions set by the State of Oregon.

The administration of all state and federal grants conform to administrative and financial controls established by the granting agencies and the College.

Academic Freedom

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.

Former UCC Board Policy 344 detailed academic freedom and included a reference the American Association of University Professors (AAUP) 1940 statement on Academic Freedom. This policy was eliminated and member of the Evaluation Committee determined that the intent was replaced by language added to the respective Collective Bargaining Agreements. Board Policy #723 on Free Speech and Distribution of Materials outlines the right of the members of the campus community (including faculty, staff, etc.) to be able to express points of view and protects faculty, staff, and students from impeding their rights to academic freedom. Both the part time and full time Collective Bargaining Agreements include references to academic, personal freedom, and intellectual property but academic freedom falls under the term “instructional methodology” in Article XII: Instructional Authority of the full-time bargaining Agreement. This section also explains that faculty determine the instructional materials and textbooks and oversee what is discussed and presented in the classroom. Visits with faculty indicate they are satisfied with current practices and policies.

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.

The Student Code of Conduct published in part in the course catalog and available online, states that students are free to express opinions and support causes without affecting their grades. Policies regarding instructional authority can be found in the full and part time Collective Bargaining Agreements (Article XII). Academic freedom is also supported as described in 2.A.27.

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.

Article XII in the Collective Bargaining Agreement (CBA) for full-time faculty protects faculty instructional methodology, selection of teaching material, determination of grades and involvement in curriculum and program though does not detail intellectual property. Article VI.D details a non-discrimination clause and Article VI.E addresses employee rights to exercise all rights of citizenship. However, the part-time faculty CBA does detail intellectual property under section J which should be considered for including in the full-time faculty CBA.

Finance

2.A.30 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.

Umpqua Community College's Board of Trustees adheres to adopted policies regarding oversight and management of financial resources. Policy 600.05, Fiscal Responsibility and Asset Protection, requires that UCC budget conservatively, maintain working capital of not less than 8% of the budgeted operating expenditures, not reduce current assets to less than twice the current liabilities, and maintain a cash safety reserve of no less than \$500,000 at any time.

2.B Human Resources

2.B.1 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.

The evaluation committee heard some concerns about the number of support staff positions that had been eliminated due to recent budgetary challenges. The evaluation committee found no evidence of discrimination in employment. As noted in 2.A.18 and 2.A.19, *supra*, job descriptions have not generally been updated recently.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

As noted in the discussion of Recommendation Two of the Year Three Evaluation, *supra*, regular evaluation of staff are not occurring on a regular basis.

2.B.3 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.

As noted in 2.A.19, *supra*, the evaluation committee found that faculty and non-exempt staff have faculty development opportunities, but there does not appear to be a mechanism to provide professional development for exempt staff members.

2.B.4 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.

Based on the catalog description of faculty qualifications and discussions with the Director of Human services, faculty are qualified and required to hold a minimum of a master's degree in an academic discipline or an associate's degree with professional experience for career and technical faculty. The Director of Human Services houses the records for the hiring process and with the Vice President of Instruction and appropriate dean, oversees the hiring process for faculty. Though there are approximately 60 full-time faculty (45 FTEF) the ratio of full-time to part-time faculty is sufficient based on documentation provided by Human Services. Board Policy #720 outlines the approval of degrees and certificates which lies with the Office of the Vice President of Instruction and includes oversight by the Curriculum Council with recommendations to the Instructional Council. Faculty are directly involved in the quality oversight of academic programs ensuring "high quality college degree programs" as detailed in the mission statement. Academic policies are reviewed at the College Council, Instructional Council, and the Curriculum Committee.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

The faculty Collective Bargaining Agreements detail faculty responsibilities and workloads commensurate with the institution's expectations that include scheduled teaching assignments, office hours, and committee assignments. The full-time annual load ranges from 43-45 credits and is outlined in the faculty CBAs Article XIV.

2.B.6 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.

The Collective Bargaining Agreements for both full and part-time faculty detail an evaluation process for probationary and regular-status (continuing) faculty that meets the standard above. The evaluation process includes both written observations and student evaluations. The purpose of evaluation includes multiple indices of effectiveness and encourages a variety of evaluation methods including Small Group Instructional Diagnosis (SGID) and self-evaluation. An improvement plan is outlined in the CBAs with due process imbedded throughout. One suggestion for improvement would be for peer observations to be included in the probationary evaluation process rather than optional. Currently, the dean oversees all of the evaluation of the probationer, though the peer faculty inform the process. Having a peer observe can provide valuable insights for newly hired full-time faculty.

2.C Educational Resources

2.C.1 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.

The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission. Institutional governance structures, including the curriculum committee and instructional council, provide oversight for the adoption and implementation of quality academic programs that lead to degrees. A large number of degree programs are based on regional, state, or national curricular standards. Transfer degrees follow the guidelines and requirements of Oregon's statewide transfer degree, the Associate of Arts Oregon Transfer (AA/OT).

Past program review processes did not provide meaningful assessment information, and the College has developed a revised process. This process was scheduled to be implemented in fall 2015, but has been delayed.

Online course development for new online courses is supported by the College, and an internal peer review process ensures quality initial course design and content that is comparable to other modalities. There is no ongoing system of course review following the initial development of a course, but a relatively thorough initial review. Several certificates are available through a fully online modality, and the business department was frequently recognized by students and staff as a model of excellence in online education.

Concern:

While a revised program review process has been developed, the process has not yet been implemented to provide meaningful and regular review of academic programs and student learning.

2.C.2 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.

The institution publishes program level student learning outcomes in the catalog, on the website, and in other college degree guides and publications. Program outcomes published in the catalog are inconsistent in format and detail. Institutional student learning outcomes are not consistently published online or in the catalog, and most faculty and staff interviewed were not aware of the specific institutional student learning outcomes.

Course level outcomes have not been developed for all courses but were shown they are review as a component of the curriculum development review process. Faculty serving on the curriculum committee provide guidance for faculty submitting proposals dealing with developing measurable course student learning outcomes, although no formal training has been provided to curriculum committee members or faculty on writing and assessing course student learning outcomes. As a result, course and program student learning outcomes are inconsistently written and many are not measurable.

Although course outcome guides (COGs) have been developed to map course student learning outcomes to program student learning outcomes and institutional learning outcomes, this process catalogs faculty-identified links between course, program, and institutional student learning outcomes, but does not systematically ensure that all students earning a degree will have been exposed to or demonstrated competence in all institutional learning outcomes. These forms have been recently developed, and faculty interviewed did not identify value in the process of completing COGs. Many syllabi reviewed did not include course outcomes.

Concern:

Institutional student learning outcomes are not well known by the College community, and there is no systematic approach to ensuring that all students earning a degree will have satisfied all institutional learning outcomes. Faculty have not been provided with institutionally supported guidance in writing or assessing student learning outcomes at the course, program, and college levels. While there are a few examples of departmental and program assessment of student learning, these practices are not consistently implemented across the College.

2.C.3 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.

Credits and degrees are based on standard forms of documented student achievement, such as the completion of course requirements and internships. Board Policy 720 (Degrees, certificates, and evaluation) states that all degrees and certificates must be approved by the College's process, the Board of Trustees, the State Board of Education, and accrediting bodies before implementation. Board Policy 720.07 (Credit Hour) establishes guidelines for determining the appropriate award of course credit, consistent with federal regulations.

2.C.4 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.

Degree programs demonstrate a coherent design. Program materials available to students in the catalog and on the College's web page outline required courses and appropriate course sequencing. The AA/OT transfer degrees consist of appropriate learning outcomes and general education requirements to prepare students for successful and consistent transfer at public state baccalaureate institutions. The course and program approval process, overseen by the curriculum committee and instructional council, provides a faculty led and thorough review of all proposals.

Compliment:

The College catalog presents program requirements in a clear and understandable manner for students that supports informed student academic degree planning.

2.C.5 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. 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. 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. The committee focuses on supporting faculty in developing meaningful, measurable, realistic learning outcomes.

The role of the Instructional Council is to formally approve new programs and courses. 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. 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. Faculty have an active role in the selection of both full and part-time faculty.

2.C.6 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. The librarians

also work with faculty to develop research guides customized for subject needs. The reference librarian is a member of the faculty, providing the opportunity for the library to be involved on instructional committees and task forces. 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. 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 - 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.

Umpqua Community College's awarding of Credit for Prior Learning (CPL) is very limited. If a student is awarded credit, the information is displayed on the student's academic transcript under the heading of Credit for Prior Learning.

A review of the catalog (pp. 13-15) outlines clear descriptions of granting credit for experiential learning including CLEP, Advanced Placement, military schooling (ACE Guide approved), credit by exam, and credit for a prior learning portfolio. UCC also awards college credit to Criminal Justice professionals through the Credit for Professional Certification program. Other students seeking Credit for Professional Certification must complete a portfolio course (CPL 120) before being granted credit. Credit for cooperative work experience is also outlined. Processes for awarding credit include the registrar contacting the appropriate discipline faculty. Credit for prior experiential learning awarded for portfolio review is identified on the transcript with a CPL designation or CPL 120 course. Policy limits credits for a degree or certificate earned through prior experiential learning to 25%.

2.C.8 - 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 policy in the course catalog and on the UCC website encourages students to contact a UCC advisor if a student is planning to transfer and to contact the receiving institution immediately to make sure that course-taking includes transferrable courses. The Oregon community

college system has commonly numbered courses which aid in transfer to four-year baccalaureate. Courses commonly numbered are based on the Oregon Community College and Workforce Development agency's community college handbook, providing additional oversight. UCC utilizes a student information database for transfer credit (Banner) and also has a degree audit program. The College has the Associate of Science degree that is designed to locally articulate with specific programs at four-year baccalaureate institutions in Oregon.). Credits are accepted from regionally accredited schools and in accordance with recommendations from the American Council on Education (ACE). 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. Interviews with advisors indicate that transfer credit issues are minimal.

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.

The course catalog contains the degree programs for transfer that contain an appropriate course of study for the General Education component. For the Associate of Arts/Oregon Transfer Degree, outcomes are listed that detail the breadth of the General Education requirements. The Oregon Transfer Module contains the recognizable core of related instruction, outcomes for which are described on page 72 of the UCC course catalog. The Associate of Science Degree also contains a breadth of General Education requirements but allows for additional core coursework so students are more major ready when transferring to a four-year institution. The Associate of General Studies also contains the necessary requirements.

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.

Umpqua Community College does not offer baccalaureate-level degrees. The Course Outcomes Guide provides learning outcomes for each course including General Education courses. Transfer associate degree programs have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

2.C.11 - 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.

The related instruction learning outcomes are available on page 72 in the UCC course catalog. Faculty are qualified to teach in their disciplines confirmed by the Director of Human Services and outlined in the appendix of the catalog.

Graduate Programs

2.C.12 - 2.C.15 Graduate programs...

No graduate programs are available at Umpqua Community College, and this standard is not applicable to the College.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

The Community and Workforce Training Department offers on-demand coursework for credit and non-credit. The department's hundreds of course offerings are compatible with the institutions mission statement to provide "lifelong learning opportunities, workforce, and cultural programs

2.C.17 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.

Various industry and business companies within Douglas County reach out to the department for customized employment and professional development needs to maintain competitiveness in the workplace. Courses offered for credit are approved and assessed through the same processes as credit programs in the academic departments. Faculty serve an active role in the development of continuing education units and course curriculum alignment.

2.C.18 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 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.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

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

2.D Student Support Resources

2.D.1 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.

The institution leverages a comprehensive level of services and support in a manner conducive to an effective learning environment as illustrated in the Umpqua Community College Year Seven report. The institution has begun the process to establish a Student Success Committee (formerly known as the Achieve the Dream initiative) roadmap in order to provide a more seamless and rewarding first year experience program. It is suggested UCC continue to move forward with this student support initiative that has been in the pipeline for the past few years.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Campus security coverage is maintained weekdays by four full-time security officers and weekends by three part-time security officers on a year-round 24/7 basis. All officers are trained and certified in accordance with the Oregon Department of Public Safety Standards and Training (DPSST) guidelines. The Campus Security Office conforms with the Crime Awareness and Campus Security Act of 1990, Title 11 of Public Law 101-542. State and federal crime disclosure reporting is made available on the department website. The Director of Safety and Security chairs the UCC Safety Committee and meets on a regular monthly basis with campus representatives to address safety issues and concerns in light of “October 1.”

2.D.3 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.

Umpqua Community College manages an open-admission policy that contains ability to benefit provisions. UCC has implemented mandatory New Student Orientation (NSO) in recent years which provides proactive guidance and useful information to navigate institution’s services and program offerings.

2.D.4 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.

Students are provided five years from the onset of their degree-seeking path to complete their degree or certificate. When a course is retired or cancelled due to unforeseen circumstance beyond the academic department's control, purposeful efforts are made to create a completion pathway in a timely manner.

2.D.5 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;

b) Entrance requirements and procedures;

c) Grading policy;

d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;

e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;

f) Rules, regulations for conduct, rights, and responsibilities;

g) Tuition, fees, and other program costs;

h) Refund policies and procedures for students who withdraw from enrollment;

i) Opportunities and requirements for financial aid; and

j) Academic calendar.

The College catalog clearly references the institution's mission statement and core themes in the first pages of the publication. Entrance requirements and steps necessary for program entry are outlined in the major of study listings. The grading system policy issued at the end of the term is listed in the catalog as well. Degree and certificate program descriptions, course pre-requisites, semester-by-semester plans, and program outcomes are displayed in the catalog and program websites. Names, degrees held, conferring institutions, and titles of full-time faculty and administrators are listed in the back of the catalog.

Tuition/fees, academic calendar, and conduct responsibilities are found in multiple sections of the College website and catalog. Additionally, methods of payment, policies governing refunds, and procedures on completing a course(s) withdraw are housed in the College catalog.

2.D.6 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;

b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

State and federal program credentials and unique certification requirements, where applicable, are found in the program of study website. Hard copy and electronic student records are kept in a secure location and backed up on a regularly scheduled timeframe. The institution posts FERPA guidelines and release of information rights in various places in the Catalog and website.

2.D.7 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.

The Mission Statement of the Office Enrollment Services provides: “Enrollment Services practices integrity in its offering of accessible quality service to our customers in the areas of admission, registration, student records and the catalog/schedule. With a goal of education and self-sufficiency we provide our core services both online and in-person enabling our patrons ready access to secure pertinent information.”

2.D.8 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.

2.D.9 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.

Compliment:

The Financial Aid Office is commended for the positive actions taken to reduce UCC’s default rate dramatically in a short period of time and exemplary financial assistance service. The 2010 cohort year’s default rate of 34.6% decreased to 25.4% with the 2012 cohort. Intrusive financial aid advising on a student by student level and strategic SALT program usage is directly attributed to the reduction percentage. The evaluators noted many comments from students indicating a high level of satisfaction with the customer service and welcoming atmosphere surrounding the Financial Aid office.

2.D.10 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.

Advising staff is very knowledgeable in terms of program awareness, graduation requirements, and serving as an advocate for student success and retention. The Student Life Office is responsible for maintaining and updating programmatic changes which are consistent with the College’s mission statement and core themes. Auxiliary services such as the bookstore, food service, and Ford Childhood Enrichment Center complement and support the student learning environment both indirectly and directly.

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

2.D.12 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.

Compliment:

The Ford Childhood Center adds substance to the intellectual climate of student campus learning through quality early childhood services.

Concern:

Staff and students noted a shortage in student housing. The evaluation committee strongly encourage the institution to consider ways access to address this student housing might be addressed. need

2.D.13 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.

The Director of Athletics conducts appropriate institutional oversight and monitors funding for the athletic programs in line with the Colleges accounting practices.

2.D.14 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 complies with distance learning identity verification processes by issuing a student identification number which is used to log in to their learning management system. All employees are required to participate and successfully pass FERPA training in the new employee orientation activity.

2.E Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The library's collections include print and electronic resources, including books, journals, DVDs, eBooks, and access to a wide variety of electronic databases. The library's resources are maintained through the "weeding" of obsolete resources and the purchase of current resources. New resources are purchased regularly to support UCC courses and programs. The library purchases some materials at the request of faculty. In addition to print and electronic resources, the library also provides instructional Canvas learning modules to support online instruction.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators.

Although the library does routinely track and analyze data, currently there is no specific planning for library and information resources. The library director and faculty librarian are relatively new to their positions and are both unaware of any planning activities or written plans that may have been developed during the tenure of the previous library director. However, new staff members have made several notable improvements to the library, including rigorous collection maintenance, course revisions, and promoting the use of Open Educational Resources (OER). New library staff have also successfully built positive working relationships with faculty. Interviewed faculty and students expressed appreciation for the services provided by the library as well as the professionalism of library staff.

2.E.3 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 instruction and support for obtaining, evaluating, and using library and information resources. Instruction is delivered through classroom presentations, via Canvas modules, in an introductory research course offered by the faculty librarian, and through one-on-one support in the library.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered

There are no systematic processes and procedures in place for evaluating the quality, adequacy, utilization, and security of the library information and services. New staff members are currently addressing more immediate concerns. The library does have a security system in place to prevent loss of resources.

2.F Financial Resources

2.F.1 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.

Despite reductions in Oregon State legislative funding in recent years and declining enrollment numbers, Umpqua Community College has remained fiscally sound by supplementing their general funding utilizing fund balance reserves built up over a period of several years. Despite budgetary reductions, the College has continued to support all necessary functions. It has dealt with deferred maintenance of facilities utilizing federal stimulus funding, continued to provide a quality educational experience for its students and maintained a financial reserve of approximately 8% of its annual budget.

The College follows sound business practices including regular reconciliations, substantial unrestricted fund balances and frequent reports, including quarterly reports to the Board of Trustees on cash, budget balances, and all revenue sources including enrollment and FTE projections.

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

The College follows an annual resource process that is overseen by the Budget Office. While maneuvering and planning through unstable economic times, UCC's executive staff closely monitor expenditure budget to actuals, utilizing prudent budget forecasting that provides stability for the College operations and enrollment trends incorporated into the budget planning process.

Concern:

The evaluation committee appreciates the effort and dedicated time put toward this important collaborative task and recommends further transparency regarding sharing information full circle to the institutional constituents.

2.F.3 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's budget process provides for adequate opportunity for staff input in the development process phases. Structurally, the formal process follows the institution's organizational framework, and there is a Budget Committee that includes the budget director and budget managers that meets several times through the year to discuss budget development. During the budget process, input is requested through each departmental manager and returned back to the Budget office. After the data is collected and draft report is developed with requested changes, the vice presidents review the requests from their respective areas. After that review, the entire Executive Staff reviews and approves the budget. At that point, an external budget committee reviews and approves the budget. Finally, the budget is then presented to the Board of Trustees for approval.

2.F.4 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.

The College ensures timely and accurate financial information by using Banner, a robust integrated system supporting cashiering, customer accounts, accounts payable, and chart of account management. Real-time system-generated monthly financial reports are available to campus users, as are ad hoc reports generated through its reporting module. The College also uses a utility that provides budget status, revenue, and expenditure updates daily. The vice president/chief financial officer is responsible for the fiscal functions of the College. Financial functions reporting through the vice president include financial accounting and reporting, banking and investments, accounts payable, customer accounts, budget, purchasing, grants and contracts, contract administration, and risk management.

The direct administrators of the financial systems are very experienced and well prepared. The director of finance has eleven years of experience in Oregon's community college system and is responsible for the quality of financial information recorded in the College's management system. This position is responsible for general ledger accounting, financial reporting, and adherence to generally accepted accounting principles.

Responsibility for internal controls is distributed throughout the College. However, Financial Services is responsible for internal control assessment, monitoring, and reporting. All major College departments complete risk assessments annually. Additionally, finance and purchasing management review and monitor several functions, including cash receipting, inventory control, and procurement-card transactions. Throughout the College, individual budget managers are required to reconcile accounts under their area of responsibility and to report discrepancies to Financial Services staff in a timely manner. Budgets are monitored regularly by the College Budget Department.

2.F.5 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.

The College develops capital budgets following guidelines prescribed by the state of Oregon and UCC Board of Trustees. Fund sources may be legislatively-allocated or local. Biennially, the College undergoes a facilities condition survey, which provides the basis for routine state funding of repairs, minor projects, and maintenance. The College also can request state allocations for major renovations and new construction but are typically bond funded, supplemented by matching donor funding and are developed in accordance with the College's Master Plan and is revised to meet UCC's mission, objectives and values.

2.F.6 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.

The College engages in enterprise activities appropriate to its mission, its core themes, and the needs of its students. These activities include several Auxiliary Services areas: the bookstore, Child Care Center, food services, copy center and motor pool. Each of these activities is accounted as a separate fund. The bookstore, copy center and motor pool operate on a cost recovery basis. Other auxiliary operations are expected to produce appropriate profit to ensure long-term sustainability. In general, auxiliary enterprises are self-sustaining and do not rely on general operational funds for support. Neither do the College's basic operations depend on enterprise income.

2.F.7 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.

Compliment:

The evaluation committee recognizes the efforts of the Finance office in their work to ensure the institution remain in compliance with generally accepted accounting principles and have exceeded six years without a single audit finding.

Annual external audits are conducted by qualified an external CPA firm licensed through the state of Oregon in accordance with the state's annual audit plan for higher education. For the period July 2010 through June 2015, UCC received no audit findings and has successfully resolved all management letter items.

2.F.8 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.

Fundraising activities at UCC are coordinated through the Umpqua Community College Foundation, a non-profit 501(c)(3) organization supporting the educational mission of the College to ensure the needs of the UCC faculty and students are met.

2.G Physical and Technical Infrastructure

2.G.1 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

Although challenged by a relatively large number of older buildings, UCC creates and maintains physical facilities that are attractive, 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. UCC has experienced some growth in the physical infrastructure of its campus with the completion of its Lang Teaching Learning and Events Center in 2012 as well as the upcoming Health, Nursing and Science building (to house Nursing, Dental Assisting/Hygiene and Science) set to open Fall 2016. The majority of campus buildings were constructed in the late 1960's, are expensive to operate and lack common spaces important for student engagement and informal interaction. The resulting crowding leads to stress for both students and faculty. The main quad area presents itself to be a common area but the older buildings lack the entrances to this common area and limit inclusive student interaction. Faculty spaces in particular lack privacy and hinder private faculty-student conversations.

Although a fair portion of the physical infrastructure design is not optimal for either students or faculty, UCC staff has made progress in mitigating deficiencies in its physical plant. The Facilities

Department has been innovative in its many efforts to mitigate an older physical plant and infrastructure. UCC recently addressed accessibility for students with disabilities on the main campus by remodeling restrooms so that all campus building are fully ADA-compliant.

The campus is considered generally safe and in accordance with the Crime Awareness and Campus Security Act of 1990, the only crime identified on campus in the past six years is Burglary (in excess of \$500), with which these numbers have reduced from 11 in 2011 to one in 2015.

Compliment:

A notable renovation effort leveraging funds from local, collaborative donations resulted in a designated Veterans Resource Center. This center boasts general conversation and study space, resources available such as DVDs, books and information relating to specific veteran issues. The center is manned by military veterans who understand what it means to serve and focus on vets helping vets. The center's primary focus is assisting vets into transitioning into adjusting to courses in higher education.

Hazardous Materials

2.G.2 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 has a Safety Team comprised of several individuals on campus, including the Facilities director and an individual from the Science division that reviews regularly, and adheres to state and federal policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. Science labs and the maintenance shop are the primary generators of waste and therefore the MSDS master files are maintained in the campus warehouse and location specific MSDS files at the chemistry and biology labs. There was no evidence of periodic inspections of facilities housing hazardous waste. Periodic inspections of facilities housing hazardous materials are not required under state law but constitute a "best practice" that the institution may want to consider. Safety training for handling and use is conducted by the Director of Facilities and Maintenance Services.

Concern:

The institution needs to adopt, publish, adhere to and regularly review policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Physical Infrastructure – Planning

2.G.3 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.

Umpqua Community College 2013, Umpqua Community College hired an architectural firm to facilitate an approved Campus Master Plan, incorporating UCC's mission, values, strategic plan, and feedback from administration, staff, faculty, and students to help guide the vision for the campus facilities. The Campus Master Plan integrates College efforts to monitor its facilities and infrastructure to create an environment that maximizes the potential for student learning and success. The Campus Master

Plan helps the College maintain the highest quality in UCC facilities and to provide the space capacity to support and deliver the campus mission. The UCC Master Plan works toward the following goals:

- Leverage existing space for new opportunities
- Enhance program organization
- Promote student success
- Meet programmatic needs
- Align recommendations with faculty needs
- Reinforce existing campus assets

The Campus Master Plan reflects input from administrators, faculty and staff, obtained during the master planning process. The College's strategic plan was comprised of eight critical themes and directions, all of which are reflected in the long range planning document. Consistent with its strategic themes, the College also identified specific program trends which reflect what was thought to be the College's best opportunity to sustain and eventually grow its enrollment, and meet its mission critical objectives.

The Campus Master Plan for UCC builds upon previous planning efforts, and reflects input, feedback, and priorities of the UCC community. Rooted in the academic mission of the institution, the update serves as a roadmap to address programmatic and facility needs, optimizing existing resources, celebrates the campus as a distinctive place of learning, promotes student access, and reinforces the campus green as a unifying element.

While UCC has initially addressed an initiative for students 'First Stop', Admission and Records, Counseling, Financial Assistance the Cashier's office are currently located in relatively close but separate buildings. It is suggested to encapsulate these areas in a central location for better use of space and ease of student enrollment process.

Equipment

2.G.4 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.

Umpqua Community College possesses sufficient equipment resources to support its programs, mission, core themes and goals. Funding appears to be adequate for timely replacement of assets and a regular process is in place to identify areas in need of equipment upgrades and replacements. The cycle occurs on an annual basis and requests are open to all in the college community. External funding from sources such as grants has been used to supplement the College's annual equipment budget. A regular cycle of replacement has been developed by Instructional Computing and classroom equipment has been standardized with input from teaching faculty. All instructional rooms on campus have been equipped with standardized audio-visual/computer setup.

Technological Infrastructure

2.G.5 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 technology infrastructure at UCC provides adequate support for the College's management and operational functions, academic programming and support services. In fact, the robust computer lab and operational functions currently include: 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. Just about every single one of these desktop computers, be it lab or office computer, is on a three-year rotation cycle and has been replaced within the past year. The College's technical infrastructure, including the network, internet access, telephone, security, email and administrative systems are also current within the last four years.

The Information Technology department is also responsible for classroom technology and instructional computing resources such as the open computer labs and within the library. Open computer labs and computer classrooms are located across the campus and outlying sites. Lecture capture systems are supported along with the College learning management system, Canvas. The Information Technology department staff regularly solicit faculty input concerning classroom technology needs through individual contacts, departmental chairs and analysis of help desk queries.

2.G.6 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.

An IT Helpdesk, as part of the centralized IT department, is open to all students, faculty and staff. A web site provides links to many FAQ's, tutorials and training resources. A telephone help line open to all within the College community is staffed five days a week during normal College operating hours. The IT department supports faculty teaching web, hybrid and web-enhanced classes. Training is available to faculty and they are uniquely qualified to understand and address the issues of online instruction with their peers. External educational resources such as Quality Matters are available to faculty.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

2.G.8 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.

Technology planning at UCC is coordinated under the coordination of the IT Director in collaboration with the departmental chairs and VP of Instruction. The group works in conjunction with the institutional strategic plan and administers a technology budget for computer replacements and other selected projects. On a more tactical level, a committee composed of staff from the IT department meets

to discuss issues such as standards for computing equipment and computer replacement schedules. Currently computers are on either 3 or 4 year replacement schedules depending on type of use.

Standard Three: Planning and Implementation

3.A Institutional Planning

3.A.1 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.

Umpqua Community 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. The strategic plan is updated every five years. The most recent plan was completed in 2013 and has been widely distributed.

The strategic plan anticipates the Core Themes, but has separate objectives. The elements of the current plan include:

1. Promote student success through a comprehensive institutional approach to student retention and completion.
 - a. Adopt a definition of, and work toward, achieving student success.
 - b. Improve student processes from initial contact through academic goal attainment.
 - c. Strengthen and expand those campus services that contribute to student success and retention.
 - d. Allocate resources needed to support student retention and completion.
2. Provide comprehensive, relevant, innovative instruction and programming.
 - a. UCC supports quality learning.
 - b. Students complete a program of study that leads to a transfer degree.
 - c. 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.
 - d. Students establish and maintain a strong technical skill foundation.
 - e. Students in Academic Support are prepared to sUCCeed in their educational goals.
 - f. Expand e-education instruction opportunities.
 - g. Ensure Continuing Education programs meet individual and community needs and provide quality lifelong-learning opportunities.
 - h. Ensure online programs meet student needs and adhere to high standards of quality.
 - i. Ensure library services and resources support student and faculty learning as technology, programs, information, and learning needs evolve.
3. Foster a positive and productive campus culture and environment based on shared values.
 - a. Promote internal organizational customer service knowledge and skills.
 - b. Promote and foster an institutional culture of leadership and inclusion at all levels.
 - c. Create an organizational culture that embraces accountability.
4. Exemplify responsible and sustainable organizational stewardship.
 - a. Manage financial resources in a fiscally sound and sustainable manner in support of the College mission.

- b. Develop a long-term institutional sustainability plan.
 - c. Base financial planning on sustainable operational budgeting.
 - d. Maintain and improve college facilities and infrastructure.
 - e. Ensure a stable, diverse, and talented professional workforce utilizing internal equity and external competitiveness.
 - f. Maintain and enhance positive relationships with labor organizations.
5. Build stakeholder awareness through comprehensive communication, promotion, marketing, and recruitment.
- a. Implement student recruitment and program marketing strategies that are current and comprehensive.
 - 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).

As part of the plan, 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.

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

There is evidence that the plan was developed using representatives from a broad range of constituency, however, the change in leadership has impaired the full implementation of the plan's processes.

3.A.3 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.

The strategic plan is predicated on data collection and analysis, but turnover in executives and in the Office of Institutional Research has left the process largely unused.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The plan articulates a policy for resource allocation based upon priorities established through the collection and analysis of data, but the plan has yet to be fully used as intended.

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Gratefully, the portion of the plan that deals with emergency preparedness has been more fully implemented than other portions of the plan. While there are elements that may still need to be fully employed, the remarkable response to "October 1" suggests that this portion of the plan is understood and is working.

3.B, 4.A, 4.B

Because the institution's report was difficult to parse into separate sections for Standards 3.B, 4.A and 4.B, the following sections represent the evaluation committee's holistic analysis of Core Themes One, Two and Three in the light of these standards. These sections are followed with a section dealing with Adult Basic Skill Development, for which there was a greater amount of data that more directly addresses the standards.

Standard Four: Effectiveness and Improvement

4. A Assessment

4. B Improvement

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

The strategic plan incorporates the Core Themes and elements 1 and 2 of that plan, set forth in 3.A.1, supra, reflect consonance of the strategic and Corer Theme planning.

3.B.2 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.

While the Core Themes may need to be reconsidered or reconfigured, the underlying focus of both the Strategic Plan and the Core Themes is the successful education of students. As more evidence is gathered to demonstrate student learning, there will be an opportunity to determine the how effectively the two plans work together to achieve that central purpose.

3.B.3 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.

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

As noted in earlier sections of this report, data collection and analysis has not been fully implemented at UCC, although the pieces to the process are largely articulated.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

The importance of faculty involvement in the collection and analysis of evidence of student learning has been acknowledged by UCC. The lack of that process was the basis for a Recommendation in the Year Three visit and is renewed in the Recommendations of this evaluation committee.

Core Theme One: Promoting Student Access and Success

Promoting student access and success represents a critical component of the institution's mission and is intended to be used by the Board of Trustees as the basis for a data dashboard through which stakeholders can track institutional progress and success. Further, the objectives and related indicators in core theme one require regular data updates and review.

Core theme one has three objectives with eight corresponding indicators. Objectives and indicators for all core themes have been reduced to a more manageable number in the past year.

Objective 1.A states that “students persist and successfully complete their educational goals.” Four performance indicators and an established mission fulfillment target range on persistence and credit accumulation provide measurable goals for the College. For all four performance indicators, the institution has met the goals of the mission fulfillment plan. According to institutional data, student persistence dramatically increased from 2011-12 to 2012-13. As part of the College’s work with ATD, several practices have been considered to improve student persistence, including limiting late registration, requiring first-year student success courses, and requiring new student orientation. These approaches have been considered, but have been postponed for a variety of reasons. One reason identified by several staff is a lack of relevant information and data available after a College administrator recently left the College.

Compliment:

The math department has developed a collaborative and thoughtful outcomes assessment process for assessing student learning in math courses.

Core theme one, objective 1.B states: “UCC provides effective supports, interventions and preventative measures.” Two indicators measure the percentage of faculty participation in an early alert program and Community College Survey of Student Engagement (CCSSE) support for learner’s results. Past data analysis and investigation of best practices identified the increased benefit of an early alert process in the first few weeks of each academic term. The institution identifies low faculty participation in early alert as a current issue. Faculty and staff leaders of the early alert team have invested large amounts of time to directly connect with struggling students. There are examples of positive impacts on students, but faculty and staff participants are not aware of the impact on students that has historically been identified by the institutional research office. The institution is experiencing small gains in faculty participation in early alert, but is currently not consistently reaching the target established for mission fulfillment.

The institution has participated in Achieving the Dream (ATD) since 2012 and has taken strategic steps to create access for a diverse population and improve student performance outcomes in many areas. The institution has struggled to keep up with the demands for data as a result of inconsistencies in staffing the institutional researcher position. This creates significant difficulties, and faculty who were interviewed were often not aware of institutional data that would support programmatic changes or assess the effectiveness of recent changes. It was regularly reported that the College did not have large scale faculty or staff participation in ATD efforts. As a result, the College has recently renamed the ATD steering committee the Student Success Team. This team is focused on broader scale student success initiatives and is led by energetic faculty and staff committed to making positive changes on behalf of students. The faculty who were interviewed were not yet aware of this change or the status of the College’s ATD initiatives.

Compliment:

The Student Success Team is led by energetic faculty and staff with a strong commitment to evidence-based, high-impact practices to improve student goal attainment.

One promising practice impacting this core theme is the recent implementation of developmental education cohorts, in which students enroll in a developmental English course, a college-level English course, and a student success course.

While limited evidence of departmental assessment of student learning was found, English faculty do conduct annual reviews of samples of student work and math faculty review common questions embedded in course finals and make curriculum changes as a result of this assessment process.

The CCSSE scores on support for learners have been consistently around the 49th percentile during the last three survey administrations of the CCSSE in 2008, 2011, and 2014, which meet institutional targets.

Core theme one, objective 1.C states “students with diverse backgrounds and needs are successful.” The two indicators address the percent of non-traditional completers in career and technical education fields and the percentage of first-generation students who complete a certificate or degree in four years. The College has not consistently met its mission fulfillment targets for the percent of non-traditional completers in CTE fields, but this indicator has increased from only 2.44% of graduates in 2011-12 to 15.38% in 2013-14. The College has met or exceeded its mission fulfillment targets for the rate of degree and certificate completion for first-generation college students over the past three years.

Overall, the institution has not met the mission fulfillment range in two core theme one indicators, met the mission fulfillment range in five indicators, and exceeded the mission fulfillment range in one core theme one indicator.

While there was an evident lack of institutional data to inform decision making at all levels of the institution, all faculty and staff interviewed were strongly committed to the success of students and providing appropriate academic and service supports to improve various measures of student success.

Concern:

While the objectives and indicators in Core Theme One provide relevant measures of student persistence, there are no direct indicators of student learning in this or any of the core themes.

Compliment:

The College has developed and implemented an accessibility education course for faculty and staff, available on the Canvas learning management system, to increase awareness of varied student needs and provide specific support for developing accessible materials.

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

Umpqua Community College's Academic Transfer Education Core Theme focuses on quality learning and completion of programs of study that lead to a transfer degree, an integral part of the College mission. Core Theme Two aligns to the College Mission of providing "accessible and affordable quality college education, lifelong learning opportunities, workforce training, and cultural programs for its communities. As part of the Strategic Planning Framework, UCC updates key indicators for the Academic Transfer Education Core Theme and reports annually to the Board of Trustees to determine mission fulfillment based on three objectives and six indicator measures. As part of the assessment review process at UCC, the division chairs and deans in the arts and sciences area review Core Theme Two's objectives and determine indicators that would support future planning. Course, department, and institutional outcomes are recorded on the Course Outcomes Guide that supports Core Theme Two. Credentials for assessing transfer education included 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 a number of locally articulated agreements. The AAOT is the most prevalent transfer degree sought by UCC students.

The dashboard measuring the Academic Transfer Education Core Theme Two indicated that students were meeting or exceeding the benchmarks when considering quality learning, completing a state-recognized program of study that leads to a transfer degree, and expressing an intent to transfer and subsequently enrolling at a four-year baccalaureate institution. Indicators of Achievement were measured using benchmark scores from UCC's Community College Survey of Student Engagement (CCSSE) results for Active and Collaborate Learning, Academic Challenge, Student-Faculty Interaction. Additional indicators were measured by considering the number of online courses in the transfer areas that meet Quality Matters standards, the percent of students who declared and utilized the AAOT degree within four years, and percent of students with transfer intent who enrolled at a four-year baccalaureate institution. Objectives also focused on quality learning and persistence for students intending to transfer to a four-year baccalaureate institution. The measures involving the quality learning objective exceeded the standards for mission fulfillment, with the other three meeting standard.

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

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. Several examples of this are cited in the College's Year Seven Report.

There are two broad objectives according to which this core theme is assessed: support of quality learning, and completion of a state-recognized program of study that leads to employment. Four indicators with associated rationales and specified mission fulfillment ranges are subsumed under the first objective, and three indicators are similarly subsumed under the second objective. However, it is not clear what the relationship is between the objectives and associated indicators of the core theme listed on pages 25-26 of the College's Year Seven Report, and the strategic goals and objectives of the College listed in Table 1 on pages 20-21 of the same document and again, in a somewhat modified form, as planning priorities on pages 108-109. Clearly no one-to-one relationship could have been intended since Core Theme 3 is listed as relevant to at least 11 and possibly as many as 16 of the College's strategic objectives listed alongside the College's five strategic goals in Table 1, and there are only seven total indicators of achievement listed for the core theme. Table 1 is itself somewhat confusing to read since several of the items under core themes are left blank, so it is unclear whether the objectives listed there are not associated with any particular core theme, with all of them, or with the last core theme or themes listed above in the same column.

Of the four indicators associated with Core Theme Three's quality learning objective (Objective 3A), three reference the Community College Survey of Student Engagement (CCSSE). While the CCSSE is a valuable source of benchmarked data used by many colleges across the country, and while high levels of student engagement are often positively correlated with achievement in student learning, the committee was concerned that no other data sources such as employer satisfaction surveys, alumni focus groups, performance on licensure/certification exams, etc., were used as or incorporated into indicators of quality learning. It is possible that students might express high or moderately high levels of satisfaction with the quality of their academic program of study while not achieving high or moderately high levels of learning. Without additional indices to help corroborate student self-perceptions, it appears premature to the committee to declare mission fulfillment with respect to this core theme. While the chosen indicators for this objective have the merit of readily accessible data points associated with them, it is not clear to the committee that the data adequately support the conclusion that the objective is being achieved.

With respect to the second objective for Core Theme Three (Objective 3B), while the objective specifically references students completing programs of study that lead to employment, none of the three indicators for the objective provide or reference information about graduate employment; all three only pertain to completion. Thus, half of the stated objective is left unassessed. The committee is concerned about the lack of data relative to this objective.

There was no section devoted to Standard 4B associated with Core Theme 3, and this was a matter of great concern to the committee, especially in light of the fact that one of the indicators for Objective 3B (Objective 3.B.1) falls short of the mission fulfillment range.

Adult Basic Skill Development (ABSD) – Core Themes 3 and 4

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

ABSD staff did not participate in Accreditation Committee planning activities but were involved in developing Core Theme 4 and did contribute to the selection of outcomes for Core Theme 4.

3.B.2 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.

In ABSD, Adult Basic Education state and national requirements and goals influence the selection of contributing components and services.

3.B.3 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.

State and national data recording and reporting requirements enable ABSD to collect and use appropriate data to evaluate achievement of goals and intended outcomes.

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

ABSD collects meaningful accessible and verifiable data, housed in the TOP database which is used to evaluate the accomplishment of Core Theme 4 Objective 4.B.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

ABSD staff participate in statewide Adult Basic Education program evaluation activities through Oregon Community College and Workforce Development (CCWD).

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

ABSD staff participate in statewide assessment activities through CCWD. TOP and NRS data are used to evaluate success in meeting program goals. CASAS testing is used to measure achievement of level progression.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Indicators 4.B.1 and 4.B.2 are appropriate for ABSD. Data collected to assess achievement and other data are used to drive program-level and course-level improvements.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

TOP data, NRS data, level completion, and CASAS post-test results drive changes to improve student learning. Data is collected on local, state, and national levels and is available to appropriate College staff and faculty.

Standard 5: Mission Fulfillment, Adaptation and Sustainability

Eligibility Requirement 24

The Evaluation Committee found that UCC has admirably maintained its operational scale to fulfill the College's mission and achieve core themes. Its fiscal planning is exceptional. Despite significant decline in state funding, the College has effectively restructured its human and financial resources to remain the second lowest cost community college in Oregon, while maintaining high quality programs that serve a significant number of students at its main campus and five extension centers. The College has continued to maintain a financial reserve account, with a current balance of almost 15% percent of the total annual budgeted revenues.

5.A Mission Fulfillment

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

The College collects some data in several areas to assess indicators of achievement to support the accomplishment of outcomes and core theme objectives. At this time the data collection is not widespread, regular or systematic.

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.

The College has developed a system to define mission fulfillment. As soon as the College has collected adequate data, they plan to use these results to make determinations of quality, effectiveness, and level of mission fulfillment.

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.

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.

One of UCC's strengths is the way that it gathers and uses data in its fiscal and personnel planning processes. For example, it has an operating reserve fund of nearly 16% of its budgeted annual revenues.

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.

UCC's strategic plan provides for the kind of monitoring and response to external environments that is contemplated by this standard. With some stable leadership and an increased commitment to the collection and use of data, UCC has the potential to be a remarkable institution.

The College strives to be responsive to community and student needs and has been quite successful in this endeavor. The Evaluation Committee anticipates that UCC will continue to refine its processes, improve its measures and further develop and integrate the strategic planning efforts into the fabric of the institution.

Commendations and Recommendations

Commendations

1. 1. The Evaluation Committee commends the board, administration, staff, and faculty of UCC for their courageous response to “October 1”. The resilience, compassion and solidarity of the campus community during and following that crisis was and continues to be a source of solace for other communities that have suffered through similar events, and a source of inspiration to those that have been moved by their indomitable spirit.
2. 2. The Evaluation Committee commends the faculty, administration, and staff of the College for their continued focus on student success through the Achieving the Dream (ATD) initiative, now coordinated by the Student Success Team. Notable actions and accomplishments associated with this focus include:
 - a. A grant award from the Walmart Foundation to the Business Department for its online Retail Management Certificate which attracts students across the country, and provides scholarships to better support students who are not ready for college-level coursework.
 - b. Learning Communities that provide additional support for students in developmental education courses.
3. The Evaluation Committee commends the outstanding TRiO program that supports students UCC Students who are first generation, low income, and/or disabled to reach their goals of earning four-year college degrees.
4. The Evaluation Committee commends the College for its clear and concise printed catalog entries for programs and certificates which list career descriptions, program outcomes, entry and graduation requirements, and course sequences.
5. The Evaluation Committee commends the Financial Aid Office for its positive actions taken to reduce UCCs loan default rate from 34% to 24% and for intervening with the U. S. Department of Education to create waivers for Satisfactory Academic Progress for all students enrolled Fall Quarter 2015.
6. The Evaluation Committee commends the Nursing program’s effective use of data to document and assess student achievement and program effectiveness. The program’s use of the Health Education Systems, Inc. (HESI) to evaluate student and program outcomes has provided evidence-based information for curriculum development and modification. The HESI data that show a significant number of first year students have already achieved or are approaching the competencies expected of second year students.
7. The Evaluation Committee commends the Accessibility Services Office for developing and implementing an accessibility education course for faculty and staff, available on the Canvas learning management system, to increase awareness of varied student needs and provide specific support for developing accessible materials.

8. The Evaluation Committee commends the College for ensuring timely and accurate financial information through its use of an accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls. (2.F.4)

Recommendations

1. The Evaluation Committee recommends that the institution review its core themes to ensure that they:
 - a. reflect and encompass the mission
 - b. provide core theme indicators of achievement that capture verifiable learning assessments which form the basis for mission fulfillment evidence. (1.B.1)
2. The Evaluation Committee recommends that the College improve transparency and college-wide involvement of all constituencies to increase investment in strategic decision-making through a comprehensive review and revision of its shared governance policies and procedures, that include:
 - a. clear identification of the roles, responsibilities, and authority of the board, president, administrators and faculty with particular attention on identifying the primary policy responsibilities of the Board, the primary executive responsibilities of the president, the primary operational responsibilities of administrators, and the primary instructional responsibilities of the faculty. (2.A.1, 2.A.5, 2.A.6, 2.A.7)
3. Due to the disruption that has resulted from an inordinate amount of administrator turnover, the Evaluation Committee recommends that the College immediately identify the internal and external factors that contribute to administrator turnover and formulate a plan to increase institutional stability through effective leadership. (2.A.1)
4. The Evaluation Committee recommends that the institution's major support and operational areas, including instruction, student services, and administrative services, work collaboratively with faculty, students and staff to foster fulfillment of the institution's mission. (ER 9, 2.A.11)
5. The Evaluation Committee recommends the College adopt a policy, approved by the Board, regarding Academic Freedom. (2.A.27)
6. The Evaluation Committee recommends that with respect to administrative and staff positions, including that the institution:
 - a. clearly identify duties, responsibilities, and authority of each administrative and staff position,
 - b. adopt a system that provides for regular evaluation of administrative and staff positions, and
 - c. develop formal procedures and resources to provide professional development for exempt staff. (2.B.1, 2.B.2 and 2.B.3)
7. The Evaluation Committee recommends the faculty and administration collaboratively develop a systematic approach to assessing student learning, including institutional student learning outcomes, at the College, program, and course level. Such an approach should include:
 - a. providing faculty with guidance in writing or assessing student learning outcomes at the course, program, and college levels,
 - b. developing direct measures of student learning, and

- c. developing reporting systems so that the results of the assessment of student learning at each level can be used to improve instruction. (ER 11, ER 23, 2.C.1, 2.C.2, 2.C.3, 2.C.4 and 2.D.5)
8. The Evaluation Committee recommends that the College develop a resource plan that includes:
 - a. realistic budgeting,
 - b. enrollment management, and
 - c. responsible projections of grants, donations, and other non-tuition revenue sources. (2.F.2)
 9. The Evaluation Committee recommends that the College adopt, publish, regularly review and adhere to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. (2.G.2)