

Academic Strategy and Priorities (ASAP) Annual Report 2022-2023

The 2023-2028 ASAP aspires to move the college towards UCC mission fulfillment and, “to transform lives and enrich communities.” It is grounded in the UCC values: learning, service, and innovation. The ASAP is also tightly connected to the UCC Strategic “Doing” Plan. The ASAP is reflected on monthly and discussed/monitored quarterly at Academic Dream Team and the Academic Services Council. Results are regularly shared with College Council and Cabinet (a minimum of twice per year). Results are used for academic planning, budget planning, and to drive forward the work of the college.

Umpqua Community College (UCC) has worked incredibly hard on the ASAP plan since it was developed in December of 2023. The plan was released and socialized in winter of 2023. Each department in Academic Services did a self-assessment judging where they were on the ASAP plan and setting short term, midterm and long-term goals related to helping realize the plan. This year (2023-2024) the faculty reflected on their previous goals and adjusted them based on progress. In this way all of Academic Services is working towards completion of the ASAP. Faculty are deservedly proud of the following work:

- Developmental education re-design and the writing co-requisite classes
- Complete re-design of curriculum maps and updates to the course catalog making it easier for students to see what is required for completion
- Multiple events across campus that engaged new students, high school students and current students (e.g. welding competition)
- New curriculum (Artificial Intelligence, Mechatronics, Accounting, and Allied Health)
- Number of GED completers
- EMS lab, Anomatage, and multidisciplinary exercises across Allied Health
- The Library and Academic Services unveiling

Faculty are most excited to work on the following during this next year:

- First Year Experience
- Scheduling software
- Increasing Job Corp students college experiences
- The development of Canvas outcomes that allow faculty to unpack student learning outcomes by student demographics
- Career Academy expansion
- Increase in OER and low cost textbooks or textbook free programs
- Increased tutoring and student support

There is still an enormous amount of work to do, but the work has been started!

Goal 1- Economic Success. UCC will be indispensable to the vibrancy of the local economy.

OBJECTIVES	ACTIONS	SUMMARY, REFLECTION & NEXT STEPS*
<p>1.a. listening and incorporating advisory and community stakeholder input</p>	<p>develop robust and effective advisory committees that meet a minimum of 2x per year</p> <p>engage industry in academic experiences</p> <p>make use of available data to make data informed decisions</p>	<p>The vast majority of UCC programs revitalized their advisory committees and met at least 2x per year with many meetings held even more frequently. Departments that achieved this included: Automotive, Criminal Justice, Dental, Early Childhood Development/HDFS, Emergency Medical Services/Paramedicine, Engineering, Forestry/Natural Resources, Nursing, Paralegal, STEAM, Truck Driving, Viticulture/SOWI, and Water Quality. One challenge discovered is that many of our advisory committees draw on the same business partners multiple times. For this reason, we will explore refining and streamlining committees to get the best from our partners without over burdening them.</p> <p>UCC has engaged industry in advisory committees, job fairs, EXPLORE UCC, skills competitions, and Allied Healthcare pinning ceremonies. UCC has partnered with industry in truck driving to bring grants, simulators, and more truck driving classes to our local community. Industries that have spent significant time on campus include A&M Trucking, Ireland Trucking, Roseburg Forest Products, Mercy, Aviva, Rogue Credit Union, law enforcement through our Police Reserve Academy, and many of our local dentists who have worked with our students to provide dental clinics for the campus community. There is still room to grow and UCC continues to purposefully engage in this work.</p> <p>UCC made progress on the use of available data. This year the college will be unveiling a Data Dashboard, and this will provide accurate data in real time. UCC is also deep in the development of the Canvas Outcomes tool which will provide disaggregated student outcome data that will be used to improve courses and programs. Last, but not least, UCC implemented Lightcast “Skillabi” which provides labor market data, across the local region, and is embedded in the new website in the form of job outlook widgets.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • establish a Business and Welding advisory committee • create an Allied Healthcare advisory committee or merge with Nursing and meet more frequently • explore combining ECE and HDFS advisory committees • streamline MainFRAME advisory to include mechatronics, AI/computer science, natural resources, forestry, manufacturing and engineering • hold advisory committee dinner on campus to show off our programs and thank our partners • train advisory committees on Skillabi • hold manufacturing industry tour on campus • invite industry to CTE Signing Days
<p>1.b. increasing opportunities for Work Based Learning (WBL) and On-the-Job Training (OJT)</p>	<p>establish Cooperative Work Experience (CWE) courses in all Career and Technical Education (CTE) degrees</p> <p>increase Occupational Skills Training (OST) and the number of certificates awarded</p>	<p>Many of the UCC CTE programs have embedded WBL, OJT, or clinical experiences into their program maps. These programs include Dental, Early Childhood Development/HDFS, Emergency Medical Services, Engineering, Nursing, Nursing Assistant, Paralegal, Paramedicine, Viticulture, and Water Quality. UCC also created new programs with CWE/clinical experiences (e.g. Phlebotomy, Medical Assisting, and Occupational Therapy Assistant). This year UCC added two viticulture Occupational Skills Training certificates that have 50% of the training happening in the field with industry experts. UCC also added two “learn and earn” programs in Engineering and Education (to the existing Forestry WBL program). Last, but not least, UCC partnered with Aviva to provide paid placements for Allied Healthcare students.</p> <p>Also exciting is the hire of the first Work-Based-Learning Coordinator who will assist with developing YOU Science programs in every</p>

	<p>pilot “earn and learn” opportunities in at least two fields of study</p> <p>strengthen partnerships that increase opportunities for k-12 students to have work-based experiences that encourage them to plan a career that includes college degrees and certificates</p>	<p>k-12 school, developing high school CWE experiences, developing job sites for college CWE (and ensuring the safety and assessment of CWE students), and strengthening partnerships across industry, k-12 and the college. This position was made possible through the partnership with the Educational Services District (ESD).</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • embed CWE/clinical experiences in all certificates 45 credits and greater and ALL new CTE programs created moving forward • consider embedding a 100 and 200 level CWE experience in two-year degrees • consider embedding a CWE experience in a non-CTE program 															
<p>1.c. engaging and leading sector partnership and regional work</p>	<p>attend SOWIB, apprenticeship and sector partnership meetings and lead collaborative efforts in pursuit of regional success</p> <p>create credit for prior learning (CPL) pathways that accelerate college for students</p>	<p>The President now serves on the Board of SOWIB and the Board of the Economic Development Committee. UCC attends 100% of regional sector strategies meetings which currently includes a general meeting, truck driving, and manufacturing meeting. The SOWIB partnership has brought in extensive financial assistance for students through ETPL awards and truck driving grants. Additionally, the SOWIB partnership has resulted in two truck driving simulators for the region! The apprenticeship department has attended 100% of local Apprenticeship committees, leading this work.</p> <p>This year academic services has worked incredibly hard to develop the foundation for CPL. Through a grant from the state, UCC has been able to purchase Syllabi software, CAEL (a credit for prior learning platform), and is deep in the development of a CPL Guidebook. We have updated all systems to include CPL for the military (through ACE), updated Advanced Placement (AP)/International Baccalaureate (IB) tests, and formalized the process for approving and transcribing CPL. Our ultimate goal is to have students arrive at UCC with 20% of their work completed leading to increased completion.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • create a CPL menu for each class we offer that will show students how their life experience may apply to their degree/certificate at UCC and market this widely • track CPL credits awarded 															
<p>1.d. increasing access and affordability for students</p>	<p>95% of courses will utilize low cost/no cost textbooks, Open Educational Resources (OER) and affordable resources for students</p> <p>have at least one faculty per year contributing to the on-going statewide effort to develop new OER’s</p>	<p>At the present time our no-cost/low-cost numbers are as follows:</p> <table border="1" data-bbox="621 1040 1789 1435"> <thead> <tr> <th></th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>SUMMER</td> <td>38 classes / 432 students 34% of classes \$64,800</td> <td>16 classes / 286 students 16% \$42,900</td> </tr> <tr> <td>FALL</td> <td>113 classes / 1812 students 28% of classes \$271,800</td> <td>106 classes / 1659 students 27% of classes \$248,850</td> </tr> <tr> <td>WINTER</td> <td>57 classes / 853 students 14% of classes \$127,950</td> <td>115 classes / 1667 students 30% of classes \$250,050</td> </tr> <tr> <td>SPRING</td> <td>36 classes / 428 students 8.6% of classes</td> <td>34 classes / 270 students 41%</td> </tr> </tbody> </table>		2022	2023	SUMMER	38 classes / 432 students 34% of classes \$64,800	16 classes / 286 students 16% \$42,900	FALL	113 classes / 1812 students 28% of classes \$271,800	106 classes / 1659 students 27% of classes \$248,850	WINTER	57 classes / 853 students 14% of classes \$127,950	115 classes / 1667 students 30% of classes \$250,050	SPRING	36 classes / 428 students 8.6% of classes	34 classes / 270 students 41%
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			\$64,200	\$40,500
		TOTAL PERCENTAGE	21%	28%
		Savings to Students ¹	\$528,750	\$582,300

¹ calculated at \$150 per average text book cost

Other notable accomplishments:

- This year Liz Teoli, Stevy Scarborough and Alex Olsen wrote and/or contributed to OER textbooks. We have stipends available for faculty who wish to create their own OER or class resources.
- Nursing, Phlebotomy, and Medical Assistant programs have purchased Ellsevier, with student fees, which provides included textbooks for all programs saving students out of pocket textbook costs.
- Nursing Assistant and Early Childhood Education programs have purchased cohort copies and check them out in class, or through the library, saving students any textbook costs.
- Adult Basic Skills, GED, and ESOL students also receive free course resources.

Next Steps:

- over the next year, our Teaching & Learning department, in partnership with faculty, have been challenged to find a way to go to “free textbooks” or “textbook free”

Goal 2- Innovative Offerings. UCC will provide relevant, quality, academic offerings delivered in innovative ways that work for current and potential students.

OBJECTIVES	ACTIONS	SUMMARY, REFLECTION & NEXT STEPS
2.a. building a pipeline for the jobs of tomorrow	<p>build a robust allied health department that meets the needs of the community and students</p> <p>create and develop the mainFRAME concept (a robust, future oriented technology space, that integrates Machine Learning, Automation, engineering, Natural Resources, Forestry, Robotics, Apprenticeship, Manufacturing, and Expert Systems)</p> <p>create strong partnerships with four-year transfer programs that afford Douglas</p>	<p>UCC has developed a very robust Allied Health program development schedule (see appendix) and is on track to meet these goals. This year Phlebotomy, Medical Assisting, and Occupational Therapy Assistant (in partnership with Linn-Benton) were added. The Medical Office and Medical Billing and Collections programs have been moved to the Allied Health department and this will facilitate a curriculum re-design and refresh.</p> <p>The mainframe concept has been streamlined into the FRAME concept which includes the departments of mechatronics, AI/Computer Science, Forest Manufacturing, and Engineering into a multi-disciplinary department that will frame the future of employment. UCC is in the middle of a Facility Master plan which will centralize all these areas into one collaborative space that will prepare students for future employment. In this area UCC implemented an AI certificate, a Mechatronics certificate, and created a robust national Water Quality program that incorporates pieces of these skills.</p> <p>UCC has done a phenomenal job partnering with four-year schools to create baccalaureate opportunities for Douglas County. To date there is a bachelor’s in psychology with Bushnell, a Master’s in Mental Health Counseling with Bushell, and a brand-new partnership with George Fox in Education. Supported by a grant, this program will embed UCC education classes/degree in high schools and Expanded Options, help students obtain positions as paraeducators and instructional assistants, help students complete their associate in education at UCC and their bachelor’s in education (or master’s in education) at George Fox, along with obtaining their teaching credential to become educators in Douglas County. This program will create a pipeline of local educators serving a significant community need.</p>

County residents the opportunity to obtain baccalaureate degrees in Douglas County

foster an environment that serves work force training needs

develop entrepreneurs and small business owners through the Small Business Development Center (SBDC) programming

capitalize on the physical assets of the Southern Oregon Wine Institute (SOWI) with programming that supports and elevates the local wine industry

Starting this next year five workforce training opportunities have been added to the CWT schedule. This builds on the popular Leadership bootcamp that has sold out both times it was offered this current year. Workforce Training FTE is as follows:
 2022- 110.8 2023- 133.3

The Southern Oregon Wine Institute (SOWI) has two new Occupational Skills Training certificates starting this year. One is in viticulture and the other is in tasting room management. In addition, SOWI has hosted four tasting events, bottled new wines with new labels, hosted the Umpqua Valley Winegrowers Association, and developed three new incubator clients. SOWI equipment has been used by 6 local growers.

The Small Business Development Center posted impressive statistics over the past year.
This chart reflects mid-year metrics, targeting achievement of 50% of stated goals:

Umpqua		YTD 2023 vs Goals		50.00%
Impact	YTD (07/01)	Goals	Percentage	
Unique Clients Served	187	238	78.57%	
Contact and prep hours	477	800	59.63%	
5 + Hour Clients	17	36	47.22%	
Business Startups	10	20	49.18%	
Capital Infusion	\$2,757,550.00	\$1,607,749.00	171.52%	
Jobs Created	41	44	92.48%	

The UCC Adult Career and Transition department has also incorporated job pipelines by adding Integrated Education and Training (IET) programs in both EMS and Addiction Studies. Meaning students can attend classes while earning their GED and/or gaining English fluency.

Next Steps:

- redesign Medical Office programs and certificates into one Healthcare Administration degree with an embedded basic healthcare certificate and clinical skills track
- design a short-term certificate that takes a student through design, implementation, and sales of an innovative product utilizing the maker-space
- add an LPN exit cohort
- build a competitive robotics team
- build another Bachelor's/Master's pathway for local residents in the coming year
- increase workforce training FTE
- aggressively market the viticulture OST's

2.b. ensuring the fidelity of current programming

develop and systemically implement a comprehensive academic program health rubric and utilize with every program in a systemic manner

This past year was UCC's 7-year accreditation visit. UCC passed with flying colors and without a single recommendation for academic assessment. Much of this year was spent wrapping up the past 7 years and working hard to lay the foundation for the next seven years. That work has included working on a Data Dashboard, implementing Canvas Outcomes, re-envisioning the assessment process at UCC into a more meaningful and impactful process, and creating business plans for all self-sustaining programs (e.g. SBDC, CWT, SOWI).

	<p>create business plans that are future-facing and fiscally responsible for each self-sustaining academic program</p> <p>create continuous improvement loops across all academic programs based upon assessment, data, and analysis</p>	<p>Next Steps:</p> <ul style="list-style-type: none"> • create, train and implement Canvas Outcome tools (by summer of 2024) to replace lengthy term assessment reports • create a simple annual form to replace lengthy prior spreadsheets and builds towards the 5 year program review • create business plans for all self-supporting programs through the budget process 																																				
<p>2.c. leveraging technology and innovation in line with best practices</p>	<p>invest in and grow innovative delivery models that meet the needs of students</p> <p>develop micro-credentials that fast-track students into employment</p> <p>ensure all faculty are using cutting edge technology in their teaching practice and are ready and able to teach in all modalities</p>	<p>The college, through a state grant, has invested in Acadeum which offers the opportunity for students to get classes through other schools if needed and allows UCC to promote internal classes to garner additional enrollment for low enrolled classes.</p> <p>UCC completed an audit of existing programs in preparation for the development (and marketing) of micro-credentials offered in alternative formats.</p> <p>Lastly, a technology survey was implemented and administered to all faculty. The results are being used to improve technology (and technology training) across campus.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • create an administrative procedure for Acadeum • provide regular training on cutting edge technology to all faculty across campus in the dedicated technology playground inside the new Teaching & Learning center • assess and explore alternate modalities for instruction, focusing on remote instruction coupled with campus experiences for hands-on learning and skills based application • hire a micro-credential champion 																																				
<p>2.d. leveraging dual enrollment opportunities to develop a college and workforce pipeline.</p>	<p>grow Friday Career Academy programming and student participation</p> <p>increase dual enrollment and the number of students who participate in these programs</p>	<p>All early college programs (including Dual Credit, Expanded Options, and Career Academy) have moved to Academic Services, and we are very excited about defining this work. The early college office has created a workplan with deliverables (see Appendix). In addition, a new manual has been created and regular meetings have been scheduled. A format for collecting and reporting statistics has also been developed.</p> <table border="1" data-bbox="625 1107 2020 1344"> <thead> <tr> <th>YEAR</th> <th>Total FTE</th> <th>Total Students (unduplicated)</th> <th>Dual CR</th> <th>Expanded Options</th> <th>% of estimated juniors and seniors</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>242.73</td> <td>709</td> <td>564</td> <td>145</td> <td>N/A</td> </tr> <tr> <td>2020</td> <td>251.27</td> <td>627</td> <td>462</td> <td>165</td> <td>N/A</td> </tr> <tr> <td>2021</td> <td>257.95</td> <td>546</td> <td>386</td> <td>160</td> <td>N/A</td> </tr> <tr> <td>2022</td> <td>247.32</td> <td>656</td> <td>498</td> <td>158</td> <td>N/A</td> </tr> <tr> <td>2023</td> <td>236.03</td> <td>582</td> <td>424</td> <td>158</td> <td>55% (jr/sr = 1137)</td> </tr> </tbody> </table> <p>Last year was the baseline year for Career Academy. Programs included Automotive, Emergency Medical Services and Theatre. Thirty-six high school students participated and 28 completed. This year scheduled programs include Automotive, Emergency</p>	YEAR	Total FTE	Total Students (unduplicated)	Dual CR	Expanded Options	% of estimated juniors and seniors	2019	242.73	709	564	145	N/A	2020	251.27	627	462	165	N/A	2021	257.95	546	386	160	N/A	2022	247.32	656	498	158	N/A	2023	236.03	582	424	158	55% (jr/sr = 1137)
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		<p>Medical Responder, Nursing Assistant, Theatre, Forestry Exploration, and two standalone classes which include CS 120 for Fall and Intro to Mechatronics in Spring.</p> <p>UCC was able to hire a P-20 Innovator who is paid for in partnership with Roseburg High School. This position is working to align high school and college curriculum in a seamless pathway that results in more students transitioning to college or directly to industry. This position will focus on CTE classes and high paying careers.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • continue to grow and plan next year’s programs • align P-20 pathways with Roseburg High School utilizing the work of the P-20 Innovator • increase all dual credit programs and systems
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Goal 3- Teaching & Curriculum. UCC will foster, support, and be known for dynamic and effective learning experiences.

OBJECTIVES	ACTIONS	SUMMARY, REFLECTION & NEXT STEPS
<p>3.a. onboarding and engaging all faculty from the start</p>	<p>develop a faculty orientation that is mandatory for all faculty (FT and PT)</p> <p>assign mentors to all new faculty (FT and PT)</p> <p>provide paid training to part-time faculty at mandatory in-service each term</p>	<p>UCC has developed a faculty orientation (both in person and face to face) for all full-time faculty. In addition, the Faculty Guidebook has been updated (annually) and is available on the Nest. Informally, Department Chairs and Program Coordinators have served as faculty mentors for all new faculty, and this year it was added to the Department Chair and Program Coordinator job description and evaluation.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • start mandatory PT faculty orientation in the Canvas shell starting in fall • add mandatory paid PT kick-off each term starting in winter • assign mentors to all new faculty and facilitate this process
<p>3.b. ensuring every faculty is an excellent teacher in all modalities and technologies that exist on campus</p>	<p>provide robust faculty training in classroom technologies and innovative delivery models</p> <p>utilize talented faculty to provide peer level training during regular meeting times</p> <p>engage in regular and effective faculty assessment practices</p>	<p>UCC focused on creating meaningful faculty check-ins and evaluation documents this past year. All faculty received a check-in with their dean in fall term, all probationary faculty were evaluated with the newly approved evaluation form in Winter, and all regular faculty on schedule for an evaluation received one in Spring. Additionally, every Department Chair received an evaluation using the new evaluation tool and job description developed for Department Chairs.</p> <p>This year UCC hired a Director of Teaching and Learning (T/L). The Teaching & Learning committee piloted their first morning training (SIP and Share) in spring term with 8 participants. They are continuing to discuss how this might be scaled up. The Title III grant allowed faculty to bring back the faculty retreat where talented faculty provide peer level training. Additionally, UCC was able to bring a national speaker to campus and we learned from him about serving millennials and Gen Z.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • the T/L department will scale up a robust faculty training schedule and ensure faculty are trained by their highly developed peers in the areas of technology and innovative delivery • Program Coordinator evaluations and job descriptions will be piloted
<p>3.c. engaging in effective and equitable</p>	<p>provide training around equitable grading, grade norming, and signature assignments</p>	<p>Faculty have done a stellar job training themselves and their peers in equitable grading and grade norming. This work continues through the faculty retreat where the keynote speaker, Dr. Joe Feldman, will speak on equitable grading. Mandatory monthly “Faculty Gatherings” were implemented and at one of the first, Susan Rochester trained all faculty on</p>

<p>course and program learning assessment and improvement</p>	<p>engage in a five-year program review cycle with an annual check-in on progress</p> <p>assess and improve courses on a three-year cycle</p> <p>implement outcomes reporting processes that are effective, simple, and meaningful</p> <p>systematically examine course learning outcomes (CLO) and program learning outcomes (PLO) data and make improvement plans</p> <p>regularly use assessment for improvement and document improvements to share with constituents</p> <p>provide cost-effective and meaningful professional development that furthers the goals of the college</p>	<p>“Un-grading” as a reflective practice. Other “Faculty Gatherings” focused on curriculum, assessment, and mapping. The Director of Curriculum, Assessment and Scheduling (CAS) was hired and trained. This person was able to complete a comprehensive curriculum review, ensure all programs are correct with NWCCU and the state, as well as complete the mapping process. This was a big lift and it will be another one this year as we refine based on assessment and industry feedback.</p> <p>This year UCC took a break from most formal assessment to train people on meaningful assessment, to lay the foundation for more meaningful course and program review, and to complete NWCCU accreditation. That said, the Nursing program, Dental program, and EMS program completed five-year reviews in concert with their accreditation cycles.</p> <p>This year \$52,516.10 was spent on 39 faculty professional development in the priority areas including conferences, graduate classes, annual meetings, materials, and memberships. We plan to continue this good work.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • develop a three-year course review process and implement tracking • continue with the 5-year program review cycle • launch annual program review form (simplified, streamlined and more meaningful) • start monthly meetings for program coordinators (deep dives into curriculum and assessment) • develop the Canvas Outcome system and fully implement by June 30, 2024 (focus PD on assessment and signature assignments in preparation for implementing Canvas Outcomes) • add Canvas quizzes that allow faculty to reflect on teaching in a simple and meaningful way • complete Curriculum and Assessment manuals
<p>3.d. establishing a Teaching and Learning Hub</p>	<p>create physical and virtual spaces to engage in collaborative, interdisciplinary partnerships and to engage in innovative practices</p> <p>engage the community in teaching and learning opportunities by providing a free Distinguished Lecture series, academic competitions, and skills-based competitions</p>	<p>This year a massive teaching and learning remodel was started. The library and tutoring centers are being converted into a Teaching and Learning Hub that includes UCC Online. There will be an experimental playground for faculty to work on technology, a family friendly student space, and complete remodel and refresh of the previous space.</p> <p>UCC engaged the community in a variety of ways. These included a speaker on ancient languages and several exciting academic and skills-based competitions including the Math Competition, Welding Skills competition, high-school Robotics competition, and the Forestry/Natural Resources skills-based competitions. These three events brought over 250 students (and their teachers) to campus. Additionally, the Theatre Career Academy students wrote and performed an original play and it was attended by over 1,000 elementary school children from across the county.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • track numbers of participants in skills-based competitions and provide a brief summary of each event • hold at least three Distinguished Lectures prior to 6/30/24 • complete renovation of T/L Hub • as a college complete the facility master plan

Goal 4- Student Success. UCC will continually improve in skills acquisition, job preparation, knowledge gains, and teaching efficacy.

OBJECTIVES	ACTIONS	SUMMARY, REFLECTION & NEXT STEPS
4.a. enhancing college readiness and moving students rapidly into college level work	<p>reimagine stand-alone, or ineffective, remedial and developmental education</p> <p>reimagine placement testing, moving towards multiple measures and a self-placement model</p>	<p>Faculty deserve a standing ovation for their work in re-imagining developmental education! Starting in the 2023 year all dev ed writing was removed from the curriculum and a co-req model was implemented. The data showed success with this model, and it is being scaled up this year (2024). The UCC Math Hawks have worked to completely overhaul their entire math sequence eliminating all developmental education and implementing co-requisites effective 7/1/24. The Math Hawks have done a deep dive on placement testing and the evidence is clear, only prior GPA predicts success in future classes. This has led us to the decision to implement a guided self-placement model in math effective 7/1/24.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • complete design of new math classes and guided self-placement • explore guided self-placement in writing • implement CTE writing
4.b. streamlining program Maps	<p>develop guaranteed visual program maps with common first term classes to allow for movement between degrees and programs without loss of credit for full and part-time students</p> <p>develop and implement First Year experience cohorts so that all students explore and connect with a chosen path and are given the skills necessary to be successful</p>	<p>This year UCC engaged in a massive curriculum audit and clean-up. Every single program was brought into compliance with NWCCU and state standards. This was a gigantic project. As a result, term maps are back in the catalog to replace advising guides. This year that work will continue with the addition of common first terms or a student exploratory term that works for all pathways.</p> <p>This year the FYE 100 course was developed, and it will be piloted in fall. This is a major emphasis of our Title III grant so we look forward to the positive influence it will have on student completion.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • clearly identify part-time student paths in the catalog • develop a first term for all students, regardless of path
4.c. developing a student first schedule	<p>use program maps and student availability data to create a two-year schedule that allows students to complete their certificate/degrees without scheduling barriers</p> <p>expand part time faculty pools to ensure course sections are available when students need them</p> <p>engage in consortium work with</p>	<p>CLSS software was purchased, and this will support seamless scheduling that ensures every student can get their degree or certificate as outlined in the catalog maps. Acadeum has been implemented and addresses immediate student scheduling needs in flexible ways (this is a recommendation of the Family Friendly Campus, a sub-group of the Strategic “Doing” Plan.</p> <p>Most areas have opened part-time faculty pools. The college has created an expedited process for hiring part-time faculty. Deans and Chairs will work with Human Resources to keep these pools current and active.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • for some areas we need to develop a recruiting plan for part-time faculty (e.g. welding, apprenticeship, writing) • fully implement CLSS software by 6/30/24

	Acadeum to offer students additional schedule flexibility	
4.d. ensuring student success and providing interventions when needed	partner with Student Services to intervene and assist struggling students with wrap-around services develop robust tutoring services that support student success	The college has purchased and is implementing Ellucian Recruit and Experience, which along with Maxient, allow for seamless reporting and student intervention. Faculty were trained in Maxient at a monthly “Faculty Gathering”. Academics and Student Services leadership meet monthly to address concerns and ensure student success. At the very end of 2023 UCC was able to hire the first Tutor Coordinator. Tutoring services will be held in the Teaching and Learning Hub. Next Steps: <ul style="list-style-type: none"> • train faculty on Recruit and Experience (when implemented) • achieve College Reading and Learning Association (CRLA) status for peer and professional tutors • fully implement a peer tutoring model
4.e. prioritizing employability and postcompletion success	embed employability skills within curriculum infuse workplace expectations into all college courses apply course-work to real life experiences create graduates that are sought after by local industry	This work continues. The college is exploring a product that will allow us to measure this work and use data for improvement. To date this data has been largely anecdotal. Next Steps: <ul style="list-style-type: none"> • implement an employer survey of all CTE programs (based on student performance in CWE) • implement a graduation survey • implement training on employability skills, application of skills in the classroom, and infusing work-based expectations into the classroom • track graduates, wages, and field of study

*= Next Steps are annual goals unless specified otherwise.

<p>High School Dual Credit Programs: Career Academy Nursing Assistant 1 (NA1)</p> <ul style="list-style-type: none"> • Enter the healthcare workforce during high school <p>Career Academy Emergency Medical Responder (EMR) (16 years or older)</p> <ul style="list-style-type: none"> • Volunteer at local fire departments • Significantly prepares students for the EMT course <p>One Term (11 week) Courses: Community Healthcare Worker</p> <ul style="list-style-type: none"> • One term online CWT program • Gain entry level knowledge in healthcare <p>Phlebotomy</p> <ul style="list-style-type: none"> • Entry into the healthcare workforce • Prepares students to be certified • Learn in clinical sites who often higher students <p>Nursing Assistant 1 (NA1)</p> <ul style="list-style-type: none"> • Entry into the healthcare workforce • Gain clinical experience to significantly prepare for other healthcare programs 	<p>Two Term (22 weeks) Course(s): Emergency Medical Technician (EMT) (18 years or older)*</p> <ul style="list-style-type: none"> • Prerequisite for the paramedic program • Exit and work locally as an EMT <p>One Year Programs: Dental Assisting (DA)</p> <ul style="list-style-type: none"> • Entry into the Dental Field • Gain local clinical experience with hiring organizations <p>Certified Medical Assistant (CMA)</p> <ul style="list-style-type: none"> • Program designed for working students • Work locally in primary care, oncology, short/long term care, and more <p>Two Year Programs: Registered Nurse (RN)</p> <ul style="list-style-type: none"> • “High Demand/High Paying” jobs • Prepares students for licensing exams • Work in many different aspects of healthcare <p>Paramedic</p> <ul style="list-style-type: none"> • High demand job • Prepares students for licensing exams • Clinical experience at local hiring agencies 	<p>Allied Health Expansion Plan: Licensed Practical Nurse (LPN) 24-25 Academic Year</p> <ul style="list-style-type: none"> • Exit the RN program and work as an LPN • 1 year program <p>Surgical Technician (Surg. Tech.) 24-25 Academic Year</p> <ul style="list-style-type: none"> • Partnership with Linn-Benton Community College (LBCC) • Work locally in the surgical setting • 2 year program <p>Occupational Therapy Assistant (OTA) 24-25 Academic Year</p> <ul style="list-style-type: none"> • Partner with LBCC • Enter the healthcare field in a variety of settings as an OTA • 2 year program <p>Diagnostic Imaging 25-26 Academic Year</p> <ul style="list-style-type: none"> • Partner with LBCC • In about 22 months work locally as a radiologic, MRI, or CT technologist <p>Respiratory Care 25-26 Academic Year</p> <ul style="list-style-type: none"> • Work locally in as a respiratory therapist • 2 year program <p>Paramedic to RN Program** 25-26 Academic Year</p> <p>Advanced EMT Course***</p>
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Notes:

**Some local ambulance companies do not higher EMS providers until they're 21 years of age due to insurance/driving.*

***Currently licensed paramedics can apply to take the paramedic to RN bridge program.*

****Course done in batches with 10 or more enrolled.*

Early College Growth Plan (2023-2024)

Strategic Doing Plan: 100% engagement of Douglas County residents w/UCC

ASAP: Increase dual credit and early college programs

Goal	Actions	Staff	Year One	By Year Five
Increase interactions with K-12 youth and campus.	Increase visits to UCC campus (Elementary through High School, including career awareness connecting to UCC Programs and faculty demonstrations).	Nick, Chelsea, Jake	Increase by 5%	Every student in Douglas County has visited campus or had a classroom visit by UCC staff members
	Be present in assigned schools with regular schedule <ul style="list-style-type: none"> • WIRE-weekly • RM-each school at least 2x per year 	Nick, Jake		
	Hold or assist with at least eight large events per year. (CTE Signing Day, Mock Interview, Explore UCC, STEAM Extravaganza, Skills Days (welding/ forestry), Perkins connection, RM events, Healthcare event)	Nick, Chelsea, Jake, Tawnie	Hold eight large campus events	

Strategic Doing Plan: 80% high school students take one credit bearing college course

ASAP: Grow Friday Career Academy programming and student participation // Increase dual enrollment and the number of students who participate in these programs

Goal	Actions	Staff	Year One	By Year Five
Increase number of students enrolled in Early College programs (dual credit, EOP or Career Academy courses).	Secure funding for high school instructors to participate in SDC classes.	Missy	Grow by 10%	Reach goal of 80% of juniors and seniors have taken one credit bearing college course
	Present to UCC faculty and staff about dual credit benefits and processes.	Chelsea-CCL		
	Develop annual statistics year end report Develop targeted communications for students, counselors and parents	funding for career related DC/SDC or on-campus courses and assist with CA coordination		
Grow Career Academy offerings and enrollment	Increase by at least one program per year	Missy	Grow by 25%	Reach goal of 80% of juniors and seniors have taken one credit bearing college course
	Increase student enrollments every year	Chelsea		
	Develop strong communications, including videos and fliers			
Consistently interact with high school partners and update regularly on accelerated learning opportunities	Follow calendar for email alerts-registration, grades, etc.	Missy, WIRE, Jake	Complete projects during 23-24	Update each year.
	Ensure Early College Website is up-to-date and communicated to partners	Missy		
	Develop new fliers and videos for programs and key processes.	Missy, Chelsea, WIRE		
	Increase participation in HS Connections Day	Missy		
	Monthly newsletter email out to teachers, counselors and principals with key dates and information.	Missy		
	Conduct regular visits to high schools to speak with admin, counselors, students and teachers.	Chelsea		

	Annually, connect with high school counselors on lists: <ul style="list-style-type: none"> • Current seniors about to graduate for transition assistance. • Former graduates who did not attend college for outreach to enroll. Create survey to determine why they did not enroll in college and how to enroll now, conduct every summer. 	Missy		
Update all Early College Resources	Update Instructor and Student Dual Credit Manual Develop new articulation meeting forms (initial, annual SDC/DC, and SDC) Develop Training Dates Calendar for year following Teresa's model in Teams Develop Assessment plan for classes and outcomes-tie to CANVAS Update all dual credit offerings in new format Automate instructor approval process and EOP student process.	Missy	Complete by Nov.	Updated every summer

Strategic Doing Plan: Increase the number of high school students who graduate (degree, certificate, OTM, CTM) from UCC while still in high school.

ASAP: Streamline program maps (through development of dual credit maps)
ASAP: Micro-credentialing and developing pathways

Goal	Actions	Staff	Year One	By Year Five
Develop clear dual credit maps	Have clear maps that show students what degrees and certificates their dual credit courses apply toward. Work with new P-20 coordinator on pathway growth at Roseburg	Chelsea & Brett Missy	Complete by October	Updated every summer
Guide HS students through program requirements	Present at high schools about UCC programs. Conduct spring advising and orientations Develop mentorship program where college students participate in early college opportunities go into high schools to help with transition.	Nick, Jake, Missy, Tawnie	Annual Activity	Annual Activity
Develop innovative scheduling models for students	Develop intensive summer camps for credit, with the goal of them being no-cost for students Develop non-traditional offerings (i.e. Saturdays) for college credit and micro credentials.	Missy & Team	Summer #1 offer one camp	Offer 3 summer camps and 5 micro-credentials w/ 50 students

Strategic Doing Plan: Enrollment and Completion will reflect the demographics of the local community and Male enrollment and completion will be equal to that of female students.

Goal	Actions	Staff	Year One	By Year Five
Increase traditional age freshmen enrollment from rural zip codes are	Present at high schools about UCC programs. Help with FAFSA and scholarships directly in high schools Connect with HS students about Dual Credit, EOP, and CA options	Jake, Nick Jake, Nick Jake, Nick,	Gather baseline data	Double male enrollment

