Academic Strategy and Priorities (ASAP)

Contents

Executive Summary

Umpqua Community College (UCC) is looking from the past into the future with its new Academic Strategy and Priorities (ASAP). We envision a future where everyone in our community is actively involved with UCC and where 100% of UCC students retain, complete, and go on to family wage jobs virtually eliminating generational poverty in Douglas County.

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 informed by student voices, faculty voices, staff voices, community voices, industry voices, and by key data points.

UCC's service district is primarily Douglas County. Once the "Timber Capitol of the World," Douglas County is still a center for the forest products industry and has now diversified. Douglas County has a burgeoning medical services industry, is home to a growing innovation and manufacturing center, and has developed into a regional wine destination. The community has left many potential workers behind who do not have technical skills to match the new economy and now struggle with generational poverty. 13 percent of the residents of Douglas County live in extreme poverty. Douglas County also has a growing aging population as well as a recent influx of highly talented and established professionals. UCC endeavors to harness all these paradigms and positively impact the future of the community.

The ASAP:

- identifies UCC's responsibility to the community and outlines the commitments and contributions UCC will provide toward furthering community success via academic services.
- identifies the academic, training, and skills acquisition goals and objectives that will help UCC realize its strategic plan and Presidential Priorities.
- provides a framework for planning, decision-making, and resource allocation.
- builds on the strengths of UCC and ensures an articulated vision for where academics must go into the future.
- measures and monitors progress so that UCC remains nimble and responsive to our community.

UCC maintains academic excellence by engaging in a robust planning process that involves all stakeholders. The college's Presidential Priorities set the direction for the college and the foundation for the ASAP. Additionally, more than 250 voices informed the development of this plan. The following groups provided input, suggestions, revisions, and assistance:

- UCC's Student Government
- Multiple k-12 listening sessions including Roseburg High School, Oakland, Days Creek and Sutherlin
- President listening sessions in community
- Southern Oregon Wine Industry (SOWI)
- Southern Oregon Medical Workforce Board
- Umpqua Economic Development Partnership

- Full time faculty (via listening sessions)
- Two part time faculty listening sessions
- Program advisory committee's (e.g. Forestry, Engineering)
- The Board of Education
- Southern Oregon Workforce Investment Board (SOWIB)
- UCC Administration
- Aviva
- Adapt
- CHI Mercy Health

- Cow Creek Band of Umpqua Tribe of Indians
- College Council
- Student Services listening session
- Educational Service District (ESD)
- Sector partnership meetings (Healthcare, Manufacturing and Transportation)
- UCC Foundation Board
- The Ford Family Foundation
- UCC Classified Association

Umpqua Community College
Academic Strategy and Priorities (ASAP)

Goals:

1. UCC will be indispensable to the vibrancy of the local economy.
2. UCC will provide relevant, quality, academic offerings that are delivered in innovative ways that work for current and potential UCC students.
3. UCC will foster, support, and be known for dynamic and effective learning experiences.
4. UCC will continually improve in skills acquisition, job preparation, knowledge gains, and teaching efficacy.

Goal One: Economic Success

UCC will be indispensable to the vibrancy of the local economy.

UCC has a responsibility to provide a return on the investment that the taxpayers, businesses, and stakeholders make in the institution. Through relentless listening and partnering UCC will serve its community and industries. Through eliminating barriers to student success UCC will ensure all community members see a pathway to a strong career and family supporting wage job and through focusing on the future UCC will play a vital role in a thriving local economy.

UCC will achieve this by:

OBJECTIVES	ACTIONS	RESOURCES TO LEVERAGE
1.a. listening and incorporating advisory and community stakeholder input.	• develop robust and effective advisory committees that meet a minimum of 2x per year • engage industry in academic experiences • make use of available data to make data informed decisions (Presidential Priority)	General Fund Carl Perkins Grant
1.b. increasing opportunities for Work Based Learning (WBL) and On-the-Job Training (OJT).	• establish Cooperative Work Experiences (CWE) courses in all Career and Technical Education (CTE) degrees (Presidential Priority) • increase Occupational Skills Training (OST) and the number of certificates awarded • pilot "earn and learn" opportunities in at least two fields of study • 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 (Presidential Priority)	Career Connected Learning Navigator (CCLN) Educational Service District (ESD) Southern Oregon Workforce Investment Board (SOWIB)
1.c. engaging and leading sector partnership and regional work.	• attend SOWIB, apprenticeship and sector partnership meetings and lead collaborative efforts in pursuit of regional success	General Fund

OBJECTIVES	ACTIONS	RESOURCES TO LEVERAGE
	• create credit for prior learning (CPL) pathways that accelerate college for students	
1.d. increasing access and affordability for students.	• 95% of courses will utilize low cost/no cost textbooks, Open Educational Resources (OER) and affordable resources for students • have at least one faculty per year contributing to the on-going statewide effort to develop new OER's	General Fund State-wide grants

Goal Two: Innovative Offerings

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

Innovative offerings are one of the primary advantages of community colleges. UCC will remain nimble and create new programs that result in fulfilling family supporting wage jobs for students. UCC will also be fiscally responsible by monitoring programs and ensuring that offerings remain current, vibrant, and move students into future careers that may not even exist today.

UCC will achieve this by:

OBJECTIVES	ACTIONS	RESOURCES TO LEVERAGE
2.a. building a pipeline for the jobs of tomorrow.	• build a robust allied health department that meets the needs of the community and students • create and developing the mainFRAME concept (a robust, future oriented technology space, that integrates **M**achine Learning, **A**utomation**,** eng**I**neering, **N**atural Resources, **F**orestry, **R**obotics, **A**pprenticeship, **M**anufacturing, and **E**xpert Systems) • create strong partnerships with four-year transfer programs that afford Douglas County residents the opportunity to obtain baccalaureate degrees in Douglas County • develop entrepreneurs and small business owners through the Small Business Development Center (SBDC) programming • foster an environment that serves work force training needs • capitalize on the physical assets of the Southern Oregon Wine Institute (SOWI) with programming that supports and elevates the local wine industry	Capital Request Presidential Innovation funds Additional grant funding Industry support Partner funding Carl Perkins Grant
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	General Fund

OBJECTIVES	ACTIONS	RESOURCES TO LEVERAGE
	• create business plans that are future-facing and fiscally responsible for each self-sustaining academic program • create continuous improvement loops across all academic programs based upon assessment, data, and analysis	
2.c. leveraging technology and innovation in line with best practices.	• invest in and grow innovative delivery models that meet the needs of students (Presidential Priority) • develop micro-credentials that fast-track students into employment • ensure all faculty are using cutting edge technology in their teaching practice and are ready and able to teach in all modalities	Grant funding General Fund
2.d. leveraging dual enrollment opportunities to develop a college and workforce pipeline.	• grow Friday Career Academy programming and student participation • increase dual enrollment and the number of students who participate in these programs	Grant Funding State Funding General Fund

Goal Three: Teaching & Curriculum

UCC will foster, support, and be known for dynamic and effective learning experiences.

UCC provides students with the best teaching and learning experiences, led by the most talented, prepared, and effective faculty.

UCC will achieve this by:

OBJECTIVES	ACTIONS	RESOURCES TO LEVERAGE
3.a. onboarding and engaging all faculty.	• develop a faculty orientation that is mandatory for all full time and part-time faculty • assign mentors to all new faculty (FT and PT) • provide paid training to part-time faculty at mandatory in-service each term	Title III grant funds
3.b. ensuring every faculty is an excellent teacher in all modalities and technologies that exist on campus.	• provide robust faculty training in classroom technologies and innovative delivery models • utilize talented faculty to provide peer level training during regular meeting times • engage in regular and effective faculty assessment practices	Title III grant funds
3.c. engaging in effective and equitable course and program learning assessment and improvement.	• provide training around equitable grading, grade norming, and signature assignments • engage in a five-year program review cycle with an annual check-in on progress • assess and improve courses on a three-year cycle	Title III grant funds

OBJECTIVES	ACTIONS	RESOURCES TO LEVERAGE
	- implement outcomes reporting processes that are effective, simple, and meaningful - systematically examine course learning outcomes (CLO) and program learning outcomes (PLO) data and make improvement plans - regularly use assessment for improvement and document improvements to share with constituents - provide cost-effective and meaningful professional development that furthers the goals of the college: - innovative delivery models - expanding dual enrollment - increasing technology skills and instruction - reimagining developmental education - engaging and enrolling new student populations - increasing student success in college level coursework - discipline specific opportunities such as professional conferences and peer learning opportunities	
3.d. establishing a Teaching and Learning Hub.	- create physical and virtual spaces to engage in collaborative, interdisciplinary partnerships and to engage in innovative practices - engage the community in teaching and learning opportunities by providing a free Distinguished Lecture series, academic competitions, and skills-based competitions	Title III grant funds

Goal Four: Student Success

UCC will continually improve in skills acquisition, job preparation, knowledge gains, and teaching efficacy.

UCC will achieve this by:

OBJECTIVES	ACTIONS	RESOURCES TO LEVERAGE
4.a. enhancing college readiness and moving students rapidly into college level work.	- reimagine stand-alone, or ineffective, remedial and developmental education - reimagine placement testing, moving towards multiple measures and a self-placement model	Guided Pathways Strong Start to Finish
4.b. streamlining program Maps.	develop guaranteed visual program maps with common first term classes to allow for movement between degrees and programs	Guided Pathways Title III grant funds

	• without loss of credit for full and part-time students • 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	
4.c. developing a student first schedule.	• use program maps and student availability data to create a two-year schedule that allows students to complete their certificate/degrees without scheduling barriers • expand part time faculty pools to ensure course sections are available when students need them • engage in consortium work with Acadeum to offer students additional schedule flexibility	General Fund Guided Pathways Title III grant funds Coastal Consortium grant funds
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	Title III grant funds General Fund
4.e. prioritizing employability and post-completion 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	General Fund

References

Note: Multiple datasets were used to gather data to inform the ASAP. Just a few include:

Census Bureau. (2022). Retrieved from
https://www.census.gov/quickfacts/fact/table/douglascountyoregon/PST045221

County Health Rankings. (2022). Retrieved from https://www.countyhealthrankings.org/

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Pierce, J., and Rogers, S. (2022). Umpqua community college 2022 annual student survey results summary.

Stinnett, M. (2022). Douglas County Statistics. Gathered as part of a faculty innovation project.
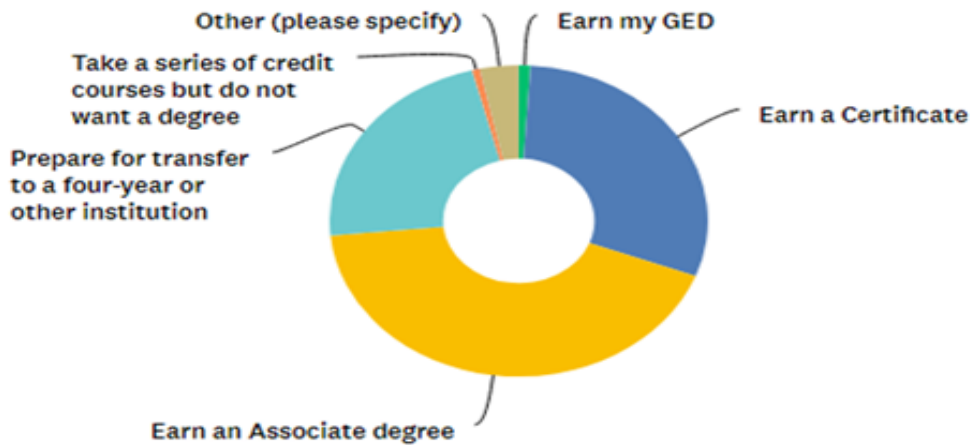
Appendix A

Internal Environmental Scan

In Spring of 2022, 302 (16.1%) of UCC students responded to the UCC Student Survey. These students were primarily 18-44 years of age (87.13%). White students made up 75% of the respondents. This

I am enrolled in UCC to:

Answered: 302   Skipped: 7

population was slightly more diverse than Douglas County at large which consists of less than 8% people of color and who identify as other than white. In general, students felt safe, supported, engaged, seen and heard. Students were evenly split between full and part time (FT 51.66%, PT 48.34%). Of particular interest was the reason students cited for attending UCC.

Students are enrolled primarily to:

- **Earn a certificate – 29.80%**
- **Earn an Associate degree – 42.74%**
- **Transfer – 22.52%**

UCC serves a variety of students, and 124 students transferred to university in 2020-2021 with the majority going to Oregon State University (OSU).

We were particularly interested in the ways students took classes and the ways in which they expressed wanting to take classes. In general, students prefer blended and online instruction to face-to-face. Face-to-face students were interested in taking classes on weekends and weekdays, and both day and evening classes. Students noted a concern around accessibility of courses with a desire for more courses offered in summer, nights, and weekends, and a desire for an increase in online education. Students were satisfied with their faculty, curriculum, and educational experience. That said, they were notably dissatisfied with pre-100 level math and writing.
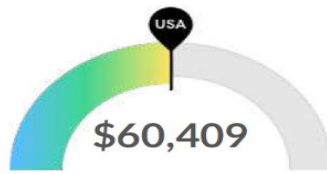
External Environmental Scan

An environmental scan of Douglas County, comparing 2012 to 2021, showed that unemployment is
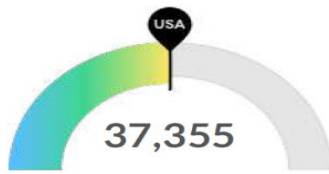
37,355

Embedded Talent

Douglas County, OR is about average for this kind of job. The national average for an area this size is 37,355* employees, while there are 37,355 here.

$60,409

Earnings Per Job

Earnings per job are below the national average. The national average salary for your industries in an area this size is $81,150, while in Douglas County, OR it is $60,409. Earnings per jobs is the total industry earnings divided by the number of jobs in the industry.

454
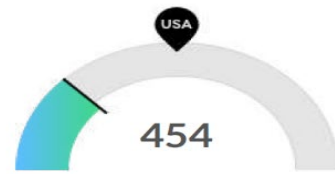
Job Posting Demand

Job posting activity is low in Douglas County, OR. The national average for an area this size is 1,087* job posting/mo, while there are 454 here.

down significantly, and the median household income is up. That said, the percent of citizens that live under federal poverty level is only slightly decreased (from 14.2 to 13.3%) and the number of households living in poverty is higher in Douglas County than the rest of the state and county (by approximately 2%). Douglas County has increased in cases of child abuse and is the second highest Oregon County with kids in systemic care (at-risk). Most adults over 25 have high school diplomas (90.5%), but drastically fewer have bachelor's degrees (18.5%).

Most Jobs are Found in the Office and Administrative Support Occupations Industry Sector

Occupation	% of Industry in Occupation (2021)
Office and Administrative Support Occupations	12.7%
Transportation and Material Moving Occupations	10.5%
Sales and Related Occupations	9.3%
Food Preparation and Serving Related Occupations	8.9%
Production Occupations	7.5%
Healthcare Practitioners and Technical Occupations	5.9%
Other	45.4%

Current jobs are centered around Transportation, Business, Services, and Forestry Manufacturing. The sectors expected to increase most rapidly through 2031 include Engineering (Industrial and Mechanical), Healthcare and Computer Systems.

Appendix B

Presidential Priorities

5-year Big Bets & Presidential Priorities 2022/2023

5-year big bets

Big Bet – Increase UCC housing opportunities.

Big Bet – Ignite enrollment and completion of male students.

Big Bet – Innovate in academic programming to match market interest and employer needs.

Priority
Develop a plan for living/learning opportunities for UCC students
Initiate programming that supports the ignition of male enrollment and completion
Implement new instructional models that serve new ways of learning based on expectations from learners and needs of employers
Implement outcomes-based metrics for success and systems to track and respond to those indicators
Replace the expiring strategic plan with a plan that enables UCC to be nimble and responsive to students, community, and market forces
Add one new bachelor's degree partner in a career pathway that meets a community workforce need.
Create a project plan for new 'UCC Front Door and Welcome Center' capital project
Ensure a positive 7-year accreditation outcome