



UMPQUA
Community College

UCC Assessment & Planning Handbook

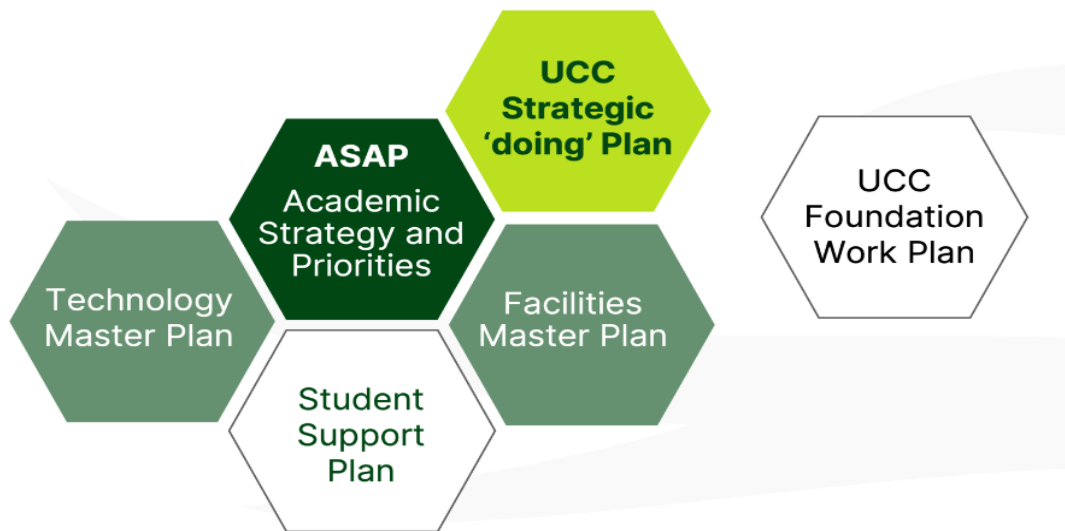
**Metrics, Strategic Plan, Operational Plans, Resource Allocation,
Annual Program Assessment, Program Review, & Mission Fulfillment**

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INTRODUCTION

Supporting Our Institutional Goals



Strategic “Doing” Plan: The [Strategic Plan](#) consists of a set of strategic goals and objectives that define UCC’s direction through the duration of the plan. These goals and priorities are guided by the College’s mission, vision, and values; an analysis of external and internal environments; and current and emerging patterns, trends, and expectations. The plan reflects UCC’s commitment to meeting student and community needs and is developed through an inclusive process that elicits campus and community stakeholder opinions and contributions. Progress toward mission fulfillment and implementation of the strategic operational and programmatic plans are measured against established institutional targets of success and achievement leads to mission fulfillment. A mission fulfillment report is generated annually and shared with stakeholders.

Work Plans (Operational Plans): Supporting the Strategic “Doing” Plan are several Operational Plans that drive campus towards the achievement of the strategic vision. Operational Plans are typically the responsibility of the President’s Cabinet and include the Academic Strategies and Priorities Plan (ASAP), the Student Services Plan, the Foundation Plan, the Facilities Master Plan, and the Instructional Technology Plan. Operational Plans, which may vary from 2-5 years in scope, include the initiatives that each area will undertake to accomplish the Strategic Plan goals and move the college forward. At UCC, we call these “Work Plans”.

Programmatic Plans: Programmatic plans support the operational/work plans and work towards achievement of these plans. These take the form of academic and service program reviews that occur every five years with an annual update each year. Programmatic plans inform operational/work plans and all support the college mission. Each plan includes measurable actions, milestones, and associated targets of success. Everyone is working towards the same college goals and mission.

PLANNING CYCLE



MISSION: Umpqua Community College *transforms lives and enriches communities.*

VISION: Umpqua Community College will be a model for educational innovation, empowering all students to contribute to an ever-changing, diverse world with confidence, competence, and compassion.

COMPONENTS: The three key components of institutional effectiveness are planning, resource allocation, and assessment. The processes associated with each component are guided by the accreditation requirements established by the Northwest Commission of Colleges and Universities (NWCCU). Institutional effectiveness requires the aligned, iterative processes of planning, resource allocation, and assessment. Each process results in the production of related evidence, which supports continuous improvement and informs the next step in the institutional effectiveness cycle. Planning supports our institutional goals and moves us towards mission fulfillment.

Planning: Planning is a strategic process, driven by UCC's vision and mission, that provides long and short-term direction for the College. Informed by data, plans outline the strategic priorities and actions necessary for UCC to accomplish its mission in the most effective manner given its available and foreseeable resources. Planning includes establishing measurable outputs, outcomes, and associated targets for success.

Resource Allocation: Resource allocation ensures that the College deploys its resources (people, money, space, technology, and equipment) as necessary to effectively complete the College's planned actions, established strategic priorities, and goals. Resource allocation is driven by UCC's budget process, which distributes UCC's resources in accordance with strategic and operating needs while maintaining fiscal sustainability.

Assessment: Assessment processes provide data that enable UCC to evaluate the progress made against the measurable targets defined during planning. In turn, the College can measure accomplishment of the established goals, and student outcomes. The assessment processes and methodologies are transparent, and their results are used to identify areas for improvement, inform planning and decision-making, and allow the College to close the loop in a cycle of continuous improvement. Assessment takes place in all areas across campus.

Communication: Communication is a crucial, ongoing component of institutional effectiveness and is both a product of and a driver of the work done in institutional effectiveness processes. Communication is built into each process.

Governance: UCC's governance system is responsible for considering current and emerging patterns, trends, and expectations to strategic position, define the future direction of the College, and review and revise, as necessary, the mission, planning, intended outcomes of the College's programs and services, and indicators of achievement.

Resource Allocation

Overview and Purpose

Resource allocation ensures that the College aligns its resources (people, money, space, technology, and equipment) to achieve its mission in the most effective way possible. Resource allocation is embedded within the budget planning process at UCC and is driven by financial forecasts, budgetary projections, and allocation of available resources to achieve the College strategic goals and fulfillment of the College mission. Most of the college budget goes towards operations, but where dollars do not, they are allocated through planning and alignment with strategic goals.

Resource allocation (outside of sustaining operations) is a budget-driven, plan-informed, iterative process that begins at the divisional/departmental level, moving to the Operational Council(s), College Council, and ultimately the BOE. Requests for additional resources must be justified with specific reference to the established plans and priorities of the College, program assessment and program review outcomes, and/or compliance with external mandates (such as legislative, legal, or accreditation requirements). Throughout the process, there is discussion among and between approval levels until a balanced budget is achieved, considering all resources needed to address continuing operations and meet established strategic goals and priorities.

Components

UCC's resource allocation process comprises three major components:

1. Members of Cabinet serve as budget managers for their offices/divisions and have direct reports who serve as budget managers for departments that they supervise. Collectively, they

ensure that budget priorities are identified and are aligned with the strategic, operational and program plans of the College (levels I, II and III).

2. The Budget Committee, required by Oregon state law, is the College's advisory committee that meets publicly at least once annually to receive the proposed budget, accept public comment, and approve the budget and property taxes. The Budget Committee membership consists of the seven members of the Board of Education and an appointed elector for each of the seven geographic zones represented by the Board.
3. The Board of Education is the governing body of the College responsible for adopting the budget document by June 30 of each fiscal year.

Review and Oversight of Resource Allocation

The CFO and Budget Manager oversee the resource allocation and budget planning processes. Operational Council reviews resource allocation requests and makes recommendations regarding prioritization based on rubric scoring. Operations Council then submits these recommendations to College Council, who determine funding allocation.

Measurement of Effectiveness

As with any budget planning process, resource allocation will vary from year to year. Measurement of resource allocation effectiveness in higher education lacks any agreed-upon, consistent metrics, but the College assesses its effectiveness at operating within the budget parameters established and approved for the relevant fiscal year. Additionally, assessment of resource allocation is embedded in both academic and support assessments; the CFO tracks resource allocation and engages in regular communication with the owners/responsible parties of the operational plans to determine levels of achievement resulting from the resources allocated.

Planning & Assessment Process

ACTION	DATE DUE	RESPONSIBLE PARTY	COMMUNICATION PLAN	REPEAT
Strategic plan unveiled after a year of listening to multiple parties, gathering data, and developing most important action steps that will move UCC forward as an institution.	JAN	President	Ratified by Board Posted to Website Shared at College Council Shared across campus & community	Every 3 rd yr.
Strategic measures developed, baseline determined, goal attainment metrics set.	FEB - AUG	President	Shared across campus	Every 3 rd yr.
Work plans (operational plans) developed by all Cabinet members. This work is how the strategic plan is accomplished.	FEB- AUG	Cabinet	Shared across campus	Every 3 rd yr. (ASAP 5)
Strategic plan and work plans launched.	SEP	President & Cabinet & Departments	Posted to website. Shared at College Council & Division meetings	Every 3 rd yr. (ASAP 5)
Budget process begins. <ul style="list-style-type: none"> • OCT: projecting revenue/expenditures • NOV-JAN: reviewing budget requests against goals/plans • MAR: finalizing the budget • APR: sharing out results 	OCT- APR	CFO & Team	Email Individual Meetings Public Meeting Final- posted to web	Annually
Annual Academic Program Review updates are completed and turned in. These plans inform budget needs, academic program goals, and curricula updates for the next year.	JUN	Department Chairs / Coor.	Dashboard on Power BI	Annually
For all plans progress is measured, reflected on, and documented. <ul style="list-style-type: none"> • SEP: In preparation for budget process priority goals set in Cabinet. • FEB: Mid-year check bullets in metrics form (below) • JUL: Check in & data gathered and discussed in Cabinet in preparation for final year-end report (Cabinet Retreat) using Annual Report Form • AUG: End of year progress and data analyzed and documented in a final year-end report. Report is published. 	SEP FEB JUL AUG	President & Cabinet Final annual report written by Accreditation Liaison Officer	Progress & Reflection Template Shared at College Council Final- posted to website	Quarterly
Annually a strategic plan metrics update is released and publicized to campus and the community. Annually an academic work plan (operational report) is produced that shows progress, reflection, and next steps. This annual work plan update will also note new budget needs that drive mission fulfillment forward.	SEP	President & VP	Annual report(s) Shared with Cabinet Shared at College Council Posted on website Shared w/Board Shared at kick-off	Annually

ACADEMIC ASSESSMENT OVERVIEW

Annual Program Assessment Process

Annual assessment consists of three components.

- a) The first is the assessment of student learning outcomes (SLO's). SLO's are made up of course (CLO), program (PLO) and universal (ULO) outcomes that are monitored every time a course is taught regardless of modality or instructor. Faculty also reflect on teaching with a quiz each term, that also serves to demonstrate improvement based on data. Each class contains signature assignments used by faculty to assess the Student Learning Outcomes (CLO's, PLO's and ULO's) via a faculty developed rubric in Canvas. Canvas outcomes are synced with Banner which allows the college to pull disaggregated data for student groups (e.g. by gender, race, income level, etc.). Student Learning Outcomes are reviewed bi-annually in fall and spring by Program Coordinators, Department Chairs, and Deans and used to make any needed curriculum changes indicated as a result of the data.
- b) The second component is the annual program review update (Appendix A). The SLO reports are also used in spring to complete the annual program review update process. The annual form helps faculty build data towards their five-year goals and provides a snapshot of the program for each year (Appendix A). Annual assessment provides the college, and faculty, with data and information that can be used to improve courses and programs.
- c) The third component is the five-year program review (Appendix B and C). This comprehensive review ensures that programs are relevant to transfer schools or high wage and high demand careers. They help the college to address equity gaps and justify resources necessary to achieve outcomes. UCC faculty are subject matter experts in their areas of study and create impactful experiences for their students based on these analyses, interpretation, and the decisions made for program improvement and development.

ACADEMIC ASSESSMENT & CONTINUOUS IMPROVEMENT

UCC implemented a faculty led systematic approach to assessing student learning outcomes at the institutional, program, and course levels during the 2018-2019 academic year. The faculty determined an oversight committee was needed for this work and created a sub-committee of the Academic Council, the Assessment and Curriculum Standards Committee (ACSC). Starting in 2023, the faculty have focused on meaningful, and useful, assessment to refine the process. The academic year 2024 will focus on data collection processes, and 2025 will start the analysis cycle. This will remain in an ongoing process of continual assessment.

5-YEAR PROGRAM REVIEW

5-YEAR PROGRAM REVIEW PROCESS

The 5-year Program Review process is designed to evaluate program effectiveness through evidence-based inquiry and analyses, with findings used to drive continuous programmatic improvement. The 5-year Review process includes components of program quality, viability, sustainability, allocation and use of resources, impact on student learning and achievement, and goal setting, with incorporation of the Annual Program Report findings. The 5-year Review process is intended to help good programs get even better (Appendix B and C).

Timeline for Program Review

TERM	ACTION
Fall	<ol style="list-style-type: none"> 1. Faculty collect data for the Program Review from the Office of CAS and the Institutional Researcher 2. Faculty read this Assessment Handbook and become familiar with the form. 3. Begin to collect data and evidence for the Program Review 4. Faculty & IR determine comparison groups (school comparators) 5. Determine which CLO, PLO, and ILO data will be included and gather evidence. 6. Discuss Program Review with advisory board (if applicable).
Winter	<ol style="list-style-type: none"> 1. Reach out to stakeholders who can help complete review. 2. Talk through Program Review with advisory board (if applicable).
Spring	<ol style="list-style-type: none"> 1. Finish writing Program Review. 2. Share Program Review with advisory board (if applicable). 3. Program Review is due to Director of CAS by June 1st of the year assigned. 4. Director of CAS has 15 days to read, comment, and work with faculty to make any needed improvements. The final copy is sent to the Chief Academic Officer no later than June 15th. The CAO will provide comments and feedback within 30 days for use the next academic year.
Fall	The completed document is to be used for planning, prioritization and allocation resources in the fall as preparation for the following year's budget. It is to be shared at AC and College Council.
Annually (Spring)	Complete Program Review Annual Report (due June 1 each year, but NOT due the year of the five-year program review).

The Director of CAS and Institutional Researcher are available for support throughout the assessment process.

APPENDIX A

ANNUAL PROGRAM REVIEW FORM

PROGRAM:
COMPLETED BY:
REVIEW PERIOD:

List of all degrees and certificates within department (see Appendix C) with total credits	Total Enrollment (Headcount)	Gender Analysis	Race & Ethnicity	FTE	Total # of Faculty (FT & PT) count each only one time	Total # of courses offered during review period (No Dual CR)	Total # of graduates	Outcome Career students is qualified for	Wage for career outcome	Career Outlook in our region	# of dual credit classes (SP and Standard)

All data specific to review period.

Attach Banner snip of budget for each department covered by degrees/certificates above (assistance provided by Budget Manager):

List of all degrees and certificates within department (see Appendix C) with total credits	Ave CLO score	Gender Analysis	Race & Ethnicity	What did you learn from analyzing CLO data?	What will you do differently as a result?

List of all degrees and certificates within department (see Appendix C) with total credits	Ave PLO score	Gender Analysis	Race & Ethnicity	What did you learn from analyzing PLO data?	What will you do differently as a result?

List of all degrees and certificates within department (see Appendix C) with total credits	Ave ULO score	Gender Analysis	Race & Ethnicity	What did you learn from analyzing ULO data?	What will you do differently as a result?

IF your program has completed your five-year program review, please document annual progress on goals. (If you have not yet completed your five-year program review, please attach progress department has made towards outcomes of the ASAP). (Add lines if needed).

ASAP or 5 Year Program Review Goals	Department progress towards goals this review period

Lastly, reflect on this annual review and how you might use this data in the next year. What did you learn? What surprised you? What inspired you?

RESOURCE REQUEST

We have reviewed our most recent program review or ASAP goals. We are making progress on goals and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. **STOP HERE IF CHECKED.**

We have reviewed our most recent program review or ASAP goals. We are making progress on goals and **HAVE identified** significant changes that necessitate resource requests for the upcoming academic year. Complete following questions (only if this box is checked).

Goal	Request, Justification & Data (provide details)	Resources Needed (item and total cost included)
	<ul style="list-style-type: none"> • How will the resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement? • How will the resource enhance your area or program? Consider the College Mission or Strategic Initiatives, physical/organizational restructuring, and/or your program's goals for improvement as stated in your last program review. 	

5-YEAR PROGRAM REVIEW

DATE:

List of Authors:

All Programs Covered	Catalog Link

The 5-year Review is intended to be completed with the program, as a team, engaged in the self-evaluation process. To accomplish this, consider area meetings, program orientation, and team roles as you work through your review. Program Review is not a “designated survivor” task, but rather a team working together to come up with the best possible scenario for students to learn.

<p style="text-align: center;">MISSION</p> <p>1. Program Mission alignment to UCC Mission:</p> <ul style="list-style-type: none"> • How does this program align with the college mission? • How does this program align with UCC’s <u>vision, values, and strategic plan goals</u>?
<p>UCC Mission: Transform lives and enrich communities.</p>
<p style="text-align: center;">STRUCTURE</p> <p>2. Provide a brief description of the program including the history, structure, governance, and the relationship with other programs at UCC. Include the catalog description of the program.</p>
<p>3. List the Program Structure (courses that make up the area of study and/or are necessary to complete the program).</p>

4. What are the criteria for admission to the program? If prerequisites exist, do the prerequisites effectively prepare students to be successful in the program?

5. Is academic program advising effective and accessible for students at all levels of the program, from application to graduation? Do you see any areas of improvement?

6. What is the collective story of students who are enrolled in your program (range of people, their demographic profiles, characteristics, barriers, skillsets, etc.)? Is this student story reflective of the region? If not, what efforts are being made to meet these students' needs?
[Reference your annual program reviews and the UCC Data Dashboard]

7. What are the current recruitment efforts made by the program? Are these efforts providing results? If not, what can be done to improve recruitment techniques (include high school, area connections, etc.)?

ACTION PLAN ASSESSMENT

8. If you did not complete a previous 5-year Review with this template, USE THIS PROMPT: Discuss the goals that you have accomplished in the past 2-4 years within your program (in alignment with ASAP), summarize your results.

9. If you completed a previous 5-year Review with this template, USE THIS PROMPT: Considering the 5-year Review & Strategic Action Plan from the *previous 5-year review*, summarize the status of each task.

Date of last 5-year Review:

Action Plan Tasks (add or remove lines as needed)	Completed (Yes/No)	<ul style="list-style-type: none"> • <i>If you completed, summary of the benefits and results.</i> • <i>If not completed, description of progress so far, including new timelines and barriers.</i>
Strategic Action Plan task #1		
Strategic Action Plan task #2		
Strategic Action Plan task #3		
Strategic Action Plan task #4		
Strategic Action Plan task #5		

Curriculum & Assurance of Learning

INSTRUCTIONAL QUALITY

10. Complete the following table with a summary of your annual Program Assessment findings regarding the PLOs, and any ULOs, that are assessed in your program.

Contact the Director of CAS for assistance if PLOs and ULO's have not been mapped for the program. Mapping is necessary for this step.

Program Learning Outcome (PLO)	Describe direct and indirect measures that are used to assure that learners are achieving PLOs / ULOs.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
Universal Learning Outcome (ULO)	
Communication: Students will be able to communicate purposefully, effectively, and with awareness of the needs of diverse audiences and contexts.	
Computation or quantitative literacy: Students will be able to analyze information quantitatively as the basis for valid and reliable inferences to draw reasonable and appropriate conclusions.	
Creative and Social Expression: Students will be able to analyze complex cultural and artistic perspectives, practices, and products and their roles in society, including ethics and values.	
Curiosity and Scientific Mindedness: Students will be able to apply principles of scientific inquiry to critically evaluate natural and social systems.	
Cultural Literacy/Awareness: Students will be able to analyze issues of identity and difference, power and privilege, to promote diversity, inclusion, and equity.	
Summary of findings: <i>Include identification of learning gaps and design changes to the curriculum and learning experiences that you made to assure that students are meeting learning outcomes.</i>	

11. Program Learning Outcomes & Mapping

- Upload and/or attach the program curriculum map.
- How has student feedback informed improvements to curriculum and support services?
- Have major curricular changes been made in the last three years? If so, why were they made and how successful have they been?

ASSESSMENT

12. Do you feel the assessment mechanisms/tools for the outcomes of the program are:

- adequate and appropriate,
- reliable and valid,
- equitable, and
- capture the competencies necessary for graduates to be successful in the field?

APPLICIABILITY & COHERENCY

13. What are the trends in the discipline for experiential/applied learning? How are you realizing these trends in your department?

14. What external environmental influences (industry, labor market, economic factors, etc.) have the potential to affect or have affected your program?

15. What distinguishes a graduate of the UCC program from graduates of similar programs at other institutions?

Impact

STUDENT ACHIEVEMENT

16. What are the achievement rates (retention, transfer, and graduation) of students in the program? List the three (3) most recent years for each category below. What efforts are being made to close equity gaps?

Academic data packets, enrollment data, dashboards (eventually), annual institutional indicator report, and/or data collected internally by the program.

	Year	FTE	Retention Rate (Y1 to Y2)	Transfer Rate (Y2 to Y4)	Graduation Rate
Pell Recipient					

Veterans					
Race					
Age					
Gender					

First Generation College Student	
----------------------------------	--

17. How many jobs in the field, and/or successful transfers, did students obtain upon graduation?

STAKEHOLDERS

18. Analyze the qualitative data for your program:

- What are your students, faculty, and employers/community telling you about the program?
- Is your program serving the community needs? How do you know? How can you improve?

Upload/attach any data reports/analysis related to this summary.

19. To what extent are employers satisfied with graduates of the program? Describe the formal and informal connections and relationships with employers and employer groups.

Resources

ENGAGEMENT

20. How engaged are your program faculty with the decision-making processes in the program?

PHYSICAL

21. Are the classrooms, labs, library resources, and other facilities adequate for the program? If not, what is needed to support student success?

22. Is the additional program-specific equipment adequate for student success? If not, what is needed?

TECHNOLOGICAL

23. Are the technological design and support services adequate to facilitate instruction? If not, what is needed?

FINANCIAL

24. What are the budget analysis findings?

- Is the program within its budget?
- Are the current resource allocation resources available to purchase new equipment/resources adequate to meet the needs of the program into the future?
- If you received a resource allocation, beyond your program budget, discuss your resource allocation award and how you used it to achieve your program goals.
- What changes to the budget need to happen to ensure successful achievement of program goals?
- What impact would this change have on student learning and achievement?
- What impact would this change have on community partnerships and graduates' preparedness to enter the field?

Upload/attach the extracted program budget (from Banner).

Strategic Direction & Sustainability

25. Describe the aspirations of the program for the next few years.

Are there any changes that need to be made to the program to meet aspirations and goals? If so, please describe and discuss how you intend to fulfill those changes.

26. Comment on the program's strengths and opportunities associated with student learning and achievement.

27. What are the most significant barriers that block the program's growth and its ability to respond to opportunities for innovation and change?

28. What is the enrolment target and/or budgeted enrollment for the program?

- Is the current level of student interest sufficient to maintain this program?
- Should the enrolment target be adjusted upward or downward? Please, explain.
- Using your Academic Data Packets, institutional indicators, UCC by the numbers page, and other data sources, complete this basic program information table:

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Current Year
# of program applicants					
# of students admitted					
# of program graduates					

29. Describe formal partnerships, collaborations, and other relationships with stakeholders, for example:

- professional and industry partnerships (list advisory members and business where they are employed, if applicable)

Comment on plans for future collaborations, in particular community partnerships.

- If changes are being considered to the program, how will this impact partnerships and relationships? How and when will the relevant consultations take place?

UCC Equity Statement

30. Describe the specific steps the program is taking to identify and mitigate equity gaps influencing student learning and achievement.

- How does the program address the individuality of its student population and consider the *lived experiences* of students at UCC?
- Describe steps the program is taking to honor truth, reconciliation, and rights of all individuals and cultures including indigenous peoples and minority populations.

Goals & Action Plan

Instructions: Consider all the data gathered during the 5-year review process (i.e., 5-year review report, program annual reports, quantitative and qualitative data, consultations with community and industry partners, and internal/peer consultations). Identify goals for improvement of the program over the next five years. Detail the specific steps that will be taken to advance these goals including key milestones, measurable outcomes, and people responsible for the change effort. Depending on the results of the 5-year review, you may find that one or two areas require greater attention than others. Please add/remove rows to each section, as needed. It is recommended to select five (5) to seven (7) goals.

Goal:			
<i>[Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal].</i>			
Tasks to Complete the Goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i>			
Task(s)	Key Milestones / Measurable Outcome(s)	Timeline	Responsibility
Goal:			
<i>[Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal].</i>			
Task(s)	Key Milestones / Measurable Outcome(s)	Timeline	Responsibility

Goal:

[Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal].

Tasks to Complete the Goal (add rows as needed):
Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task(s)	Key Milestones / Measurable Outcome(s)	Timeline	Responsibility

Goal:

[Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal].

Task(s)	Key Milestones / Measurable Outcome(s)	Timeline	Responsibility

Goal:

[Describe the rationale for the Goal and provide evidence supporting the necessity for the Goal].

Task(s)	Key Milestones / Measurable Outcome(s)	Timeline	Responsibility

APPROVAL

Provide confirmation that the 5-year Review and Strategic Action Plan was approved/reviewed by all levels in the workflow:

Department Chair Approval: [insert signature]

Date: [insert date]

Dean Approval: [insert signature]

Date: [insert date]

Academic Assessment Coordinator Review: [insert signature]

Date: [insert date]

Director of Institutional Effectiveness Review: [insert signature]

Date: [insert date]

ACSC Review: [indicate reviewed]

Date: [insert date]

AC Approval: [indicate approved or not approved]

Date: [insert date]

VPAS Approval: [indicate approved or not approved]

Date: [insert date]

Rev: 4/14/2022

APPENDIX C PROGRAM REVIEW SCHEDULE

Name: New 23/24 CAT	Column1	Dean	Prog Rev DUE
EMS/PARAMEDICINE <ul style="list-style-type: none"> • AAS Paramedicine • Allied Health Emergency Medical Services Pathway Certificate 	AUSTIN/SHERI	DANIELLE	MET (COEMP) 2023
NURSING <ul style="list-style-type: none"> • Allied Health Practical Nursing Certificate • AAS Registered Nursing • LPN 	CHELSEA	DANIELLE	MET (ACEN) 2023
ALLIED HEALTH CAREERS <ul style="list-style-type: none"> • Allied Health Dental Assisting Certificate • Medical Assistant (2028) 	TAMARA /AUSTIN	DANIELLE	MET (CODA) JUN 2023
CRIMINAL JUSTICE <ul style="list-style-type: none"> • AAS Criminal Justice • AS Criminal Justice 	KEITH	JOSH	MET- Fall of 2024
AUTOMOTIVE <ul style="list-style-type: none"> • Automotive Technology Certificate • AAS Automotive • NEW: Electric/Hybrid Vehicles certificate • NEW: Toyota Tech Elite certificate 	JOHN	JOSH	JUN 2024
FIRE SCIENCE <ul style="list-style-type: none"> • AAS Fire Science 			JUN 2024
ENGINEERING (APPLIED) <ul style="list-style-type: none"> • AAS Civil Engineering and Surveying Technology • AS Engineering • Engineering and Drafting Technician Certificate • Engineering GIS Pathway Certificate • Engineering Surveying Pathway Certificate • Engineering-Drafting Pathway Certificate 	WAYNE/DEE	JOSH	JUN 2025
MECHATRONICS <ul style="list-style-type: none"> • HOLD Mech AAS • Mechatronics Certificate 	DEE/JAMES	JOSH	JUN 2025
MUSIC <ul style="list-style-type: none"> • AS to SOU in Music 	JASON/SUSAN		JUN 2025

NATURAL RESOURCES <ul style="list-style-type: none"> • AS Natural Resources: Conservation Law Enforcement • AS Natural Resources: Fish and Wildlife • AS Natural Resources: Forest Ecosystems • AS Natural Resources 	BRYAN		JUN 2025
FORESTRY <ul style="list-style-type: none"> • AS Forest Engineering • AS Forest Management • AS Forest Operations • AS Forest Restoration and Fire 			JUN 2026
ALLIED HEALTH CAREERS <ul style="list-style-type: none"> • AAS Medical Office Administration • Allied Health Front Office Medical Assistant Certificate • Allied Health Medical Billing and Collections Certificate • Umpqua Healthcare Careers Certificate • Allied Health Medical Assisting Certificate • AAS Occupational Therapy Assistant • NEW: Healthcare Admin w/ Basic Healthcare Cert & Skills Track 	AUSTIN	DANIELLE	JUN 2026
WELDING <ul style="list-style-type: none"> • AAS Welding • Welding Certificate • Welding: Aluminum Only Certificate 	DEE/IAN	JOSH	JUN 2026
COMPUTER SCIENCE <ul style="list-style-type: none"> • MTM/AST Computer Science • AAS Computer Information Systems • AAS Cybersecurity • CIS Expert Systems: Automation, Machine Learning, and Robotics Certificate • CIS-CISCO Networking Security Support Technician Pathway Certificate • CIS-Computer Information Systems Certificate • CIS-Junior Database Administrator Pathway Certificate • CIS-Junior Programmer Pathway Certificate • CIS-Junior Web Developer Pathway Certificate • CIS-Microsoft Network Support Pathway Certificate • CIS-Server Administrator Pathway Certificate • Business Tech-Microsoft Office Technologist Pathway Certificate 	DEE	JOSH	JUN 2026
PARALEGAL <ul style="list-style-type: none"> • AAS Paralegal • Paralegal-Legal Assistant Certificate 	KEITH/CRYSTAL	JOSH	JUN 2027
WATER QUALITY <ul style="list-style-type: none"> • Water Quality Technology AAS • Water Quality Technology Certificate • Water Quality Technology Pathway Certificate 	DEE	JOSH	JUN 2027

<p>BUSINESS TECHNOLOGY</p> <ul style="list-style-type: none"> • MTM/AST Business • AAS Administrative Assistant • AAS Business Management • AAS Marketing • Business Tech Retail Management Certificate • Business Tech: Accounting Certificate • Business Tech: Entrepreneurship Certificate • Business Tech: Financial Services Certificate • Business Tech: Office Assistant Certificate • Business Tech: Supervision Certificate • Advising Guide: Business Management (for RMC Students) • Advising Guide: AAS Marketing (for RMC Students) • NEW MICROCREDENTIAL: Leadership • NEW MICROCREDENTIAL: Entrepreneurship • NEW MICROCREDENTIAL: Supervision • NEW MICROCREDENTIAL: Personal Finance & Investing • NEW MICROCREDENTIAL: E-commerce • NEW MICROCREDENTIAL: Social Media Marketing • NEW MICROCREDENTIAL: Supply Chain Management • NEW MICROCREDENTIAL: Logistics • NEW MICROCREDENTIAL: Project Management 	KEITH	JOSH	JUN 2027
<p>EARLY CHILDHOOD DEVELOPMENT</p> <ul style="list-style-type: none"> • AS Early Childhood Education • AAS Early Childhood Education • ECE Child Development Pathway Certificate • ECE Early Childhood Education Certificate 	SALLY	JOSH	JUN 2027
<p>HUMAN SERVICES</p> <ul style="list-style-type: none"> • AS Human Services • AAS Human Services • Human Services Addiction Studies Certificate • Human Services Addiction Treatment Pathways Certificate • Human Services Case Aid Pathways Certificate 	CRYSTAL/ALEX	DANIELLE	JUN 2027

<p>AAOT</p> <ul style="list-style-type: none"> • AAOT Flightpath Chemistry • AAOT Flightpath Exercise Science • AAOT Flightpath Geology • AAOT Flightpath History and Political Science • AAOT Flightpath in Sociology • AAOT Flightpath Media Studies • AAOT Flightpath Psychology • AAOT Flightpath Spanish • AAOT Flightpath Theater Arts • AAOT Flightpath Visual Arts • MTM/AAOT Elementary Education • MTM/AAT English Lit • MTM/AST Biology 	CRYSTAL		JUN 2028
<p>APPRENTICESHIP</p> <ul style="list-style-type: none"> • AAS Apprenticeship: Electrical Apprenticeship Technologies (EAT) • AAS Apprenticeship: Industrial Mechanics, Maintenance Technologies (IMMT) • Apprenticeship: Electrical Apprenticeship Technologies Certificate • Apprenticeship: Industrial Mechanics, Maintenance Technologies (IMMT) Certificate • Apprenticeship: Limited Electrical App. Tech. 	KEVIN	JOSH	JUN 2028

5-YEAR PROGRAM REVIEW FEEDBACK RUBRIC

Criteria	Foundational	Emerging	Developed	Highly Developed
Mission: Program clearly aligns with the UCC mission, vision, and values.	Connection to mission is unclear, does not align with UCC mission, vision, and values.	Connection to mission has ambiguity and somewhat aligns with UCC mission, vision, and values.	Connection to mission is clear, aligns with UCC mission, vision, and values.	Connection to mission is clear, aligns with UCC mission, vision.
Structure: Program structure has appropriate rigor and content, clear admission for entry to the program, and accessible advisory support, culminating in achievement of award consistent and current to recognized fields of study.	Program structure lacks appropriate rigor and content and is unclear how it culminates to award consistent with recognized field of study. Admission/entry to the program lacks clarity and advisory support is inaccessible.	Program structure somewhat demonstrates appropriate rigor and content, may or may not demonstrate clear culmination to award consistent with recognized field of study. Admission/entry to the program is somewhat clear and advisory support is somewhat accessible.	Program structure demonstrates appropriate rigor and content, has clarity in culmination to award consistent with recognized field of study. Admission/entry to the program is clear but could be more detailed and advisory support is accessible.	Program structure demonstrates appropriate rigor and content and culminates in award consistent with recognized field of study. Admission/entry to the program is clear and comprehensive with accessible advisory support.
Strategic Action Plan Assessment: Previous strategic action plan addressed, accurately identifying success and challenges, including the completed SWOT Analysis, and determined robust interpretation of findings.	The previous strategic action plan was not assessed, successes and challenges were not discussed, SWOT Analysis was minimally completed, and interpretations were not provided.	The previous strategic action plan was somewhat assessed, successes and challenges were minimally included, SWOT Analysis was completed by lacked detail, and interpretations lacked robust detailed clarity.	The previous strategic action plan was assessed, successes and challenges were discussed, SWOT Analysis was completed, and interpretations were clear and detailed.	The previous strategic action plan was assessed, successes and challenges were discussed, SWOT Analysis was comprehensively completed, and detailed and robust interpretations of findings were provided.
Instructional Quality: Annual Program Assessment appropriately used to guide analysis of learning outcomes, mapping of PLOs and ULOs, indirect and direct measures of learning analyzed, and challenges and mitigations discussed.	Annual Program Assessment findings were not included or used to guide analysis of learning outcomes, PLOs and ULOs were not mapped, indirect/direct measures of learning were not analyzed, and challenges and mitigations were not discussed.	Annual Program Assessment findings were included but were not used to guide analysis of learning outcomes, PLOs and ULOs were not appropriately mapped, indirect/direct measures of learning were somewhat discussed, and challenges and mitigations were included but lacked detail.	Annual Program Assessment findings were included and used to guide analysis of learning outcomes but lacked robust summary/analysis, PLOs and ULOs were accurately mapped, indirect and direct measures of learning were analyzed, and challenges and mitigations were discussed.	Annual Program Assessment findings were included and used to guide analysis of learning outcomes with robust summary/analysis provided, PLOs/ULOs were clearly and accurately mapped, indirect and direct measures of learning were analyzed, and challenges and mitigations were comprehensively discussed.
Assessment: Analysis of assessment mechanisms for a) adequacy and appropriateness, b) reliability and validity, c) equity, d) competencies aligned to recognized field of study, and e) culmination and alignment to award leading to a robust comprehensive analysis.	The program did not include an analysis of assessment mechanisms for a) adequacy and appropriateness, b) reliability and validity, c) equity, d) competencies aligned to recognized field of study, and e) culmination and alignment to award.	The program included an analysis of assessment mechanisms for a) adequacy and appropriateness, b) reliability and validity, c) equity, d) competencies aligned to recognized field of study, and e) culmination and alignment to award, but lacked clarity and detail necessary to assess the categories.	The program included a detailed analysis of assessment mechanisms for a) adequacy and appropriateness, b) reliability and validity, c) equity, d) competencies aligned to recognized field of study, and e) culmination and alignment to award, but did not provide a robust comprehensive analysis.	The program included a robust comprehensive analysis of assessment mechanisms for a) adequacy and appropriateness, b) reliability and validity, c) equity, d) competencies aligned to recognized field of study, and e) culmination and alignment to award.
Applicability & Coherency: Program comprehensively addresses currency of curriculum and experiential learning, external and internal trends, and environmental influences related to the industry/field of study.	The program did not address currency of curriculum and experiential learning, external and internal trends, and environmental influences related to the industry/field of study.	The program somewhat addressed currency of curriculum and experiential learning, external and internal trends, and environmental influences related to the industry/field of study.	The program addressed currency of curriculum and experiential learning, external and internal trends, and environmental influences related to the industry/field of study.	The program comprehensively addressed currency of curriculum and experiential learning, external and internal trends, and environmental influences related to the industry/field of study.
Student Achievement: Program provides a rigorous analysis of student achievement including disaggregated retention transfer, and graduation metrics. Number of jobs students obtained in the field was tracked.	The program did not provide an analysis of student achievement including disaggregated retention transfer, and graduation metrics. Number of jobs students obtained in the field was not tracked.	The program provided an analysis of student achievement and somewhat included disaggregated retention transfer, and graduation metrics. Number of jobs students obtained in the field was minimally tracked.	The program provided an analysis of student achievement and included disaggregated retention transfer, and graduation metrics to some degree. Number of jobs students obtained in the field was adequately tracked but	The program provided a rigorous analysis of student achievement including disaggregated retention transfer, and graduation metrics. Number of jobs students obtained in the field was tracked.

			lacked detail and clarity necessary to use for data analysis.	
Stakeholders: Through analysis of both quantitative and qualitative data, comprehensively considering the needs of the community, students, faculty, employers, and discussing how the program accomplished, or planned to, track graduate success.	The program did not include an analysis of both quantitative and qualitative data, did not consider the needs of the community, students, faculty, employers, and did discuss tracking of graduate success.	The program minimally included an analysis of both quantitative and qualitative data, somewhat considered the needs of the community, students, faculty, employers, and minimally discussed graduate tracking.	The program included an analysis of both quantitative and qualitative data, considered the needs of the community, students, faculty, employers, and included a brief discussion on how the program accomplished, or planned to, track graduate success.	The program included a thorough analysis of both quantitative and qualitative data, comprehensively considered the needs of the community, students, faculty, employers, and discussed how the program accomplished, or planned to, track graduate success.
Resources: Proficient analysis of governance, physical, technological, financial, and human resources from the scope of program needs, goal achievement, and use, and availability, of resources to fulfill its mission.	The program did not provide an analysis of the decision-making, physical, technological, financial, and human resources aspects from the scope of program needs, achievement of goals, and use, and availability, of resources to fulfill its mission.	The program minimally analyzed the decision-making, physical, technological, financial, and human resources aspects from the scope of program needs, achievement of goals, and use, and availability, of resources to fulfill its mission.	The program analyzed the decision-making, physical, technological, financial, and human resources aspects from the scope of program needs, achievement of goals, and use, and availability, of resources to fulfill its mission.	The program proficiently analyzed the decision-making, physical, technological, financial, and human resources aspects from the scope of program needs, achievement of goals, and use, and availability, of resources to fulfill its mission.
Strategic Direction & Sustainability: Aspirations, change initiatives, barriers, targets, and community collaborations are comprehensively considered for impact on program mission fulfillment and support of student learning and achievement.	The program did not consider its aspirations, change initiatives, barriers, targets, and community collaborations and how those would impact program mission fulfillment and support of student learning and achievement.	The program somewhat considered its aspirations, change initiatives, barriers, targets, and community collaborations and how those would impact program mission fulfillment and support of student learning and achievement.	The program considered its aspirations, change initiatives, barriers, targets, and community collaborations and how those would impact program mission fulfillment and support of student learning and achievement.	The program comprehensively considered its aspirations, change initiatives, barriers, targets, and community collaborations and how those would impact program mission fulfillment and support of student learning and achievement.
Equity Statement: Identification of equity gaps influencing student learning and achievement, with comprehensive discussion of student individuality.	The program did not consider the UCC Equity statement; did not identify equity gaps; did not discuss mitigations, did not discuss student individuality.	The program somewhat considered the UCC Equity statement; identified equity gaps; discussed mitigations, discussed student individuality.	The program considered the UCC Equity statement; identified equity gaps; discussed mitigations and discussed student individuality.	The program comprehensively considered the UCC Equity statement; identified equity gaps and mitigations, and comprehensively discussed student individuality.
Action Plan: Development of a comprehensive action plan that considers gaps found in the self-study and provides a clear, succinct, measurable outcome-based plan to address those gaps, with tasks, a timeline, and roles clearly identified.	The program does not develop action plan that considers gaps found in the self-study and provides a clear, succinct, measurable outcome-based plan to address those gaps, with tasks, a timeline, and roles identified.	The program developed an action plan that somewhat considered gaps found in the self-study and provided an ambiguous plan, lacking appropriate outcomes, to address gaps. Tasks, timeline, and roles were not sufficiently identified.	The program developed an action plan that considered gaps found in the self-study and provided a plan to address gaps. Tasks, timeline, and roles were identified.	The program developed a comprehensive action plan that considered gaps found in the self-study and provided a clear, succinct, measurable outcome-based plan to address those gaps, with tasks, a timeline, and roles clearly identified.
COMMENTS:				

