

Overview

In the 2019-20 Academic Year, UCC is addressing a set of core accreditation requirements, led by the Division of Institutional Effectiveness, the Senior Leadership Team, and Provost Council. Requirements include academic assessment; systematic and data-informed decision-making; and an effective governance system. Progress in academic assessment work is slightly off track.

Student Learning Assessment - UCC faculty and administration must collaboratively develop and implement a systematic approach to assessing student learning.

Status: *Slightly off track*

In Fall Term 2019, UCC began implementation of a sustainable, accreditation-compliant system of academic assessment that focuses on program and universal learning outcomes, as well as data-informed program analysis. Faculty are following a timeline determined by the faculty-led Assessment and Curriculum Standards Committee (ACSC). Assessment deliverables required from faculty this term were:

- Department-specific timeline of when the department and/or academic programs will complete assessment work throughout the academic year.¹
- Updates to program missions, descriptions, career considerations, and learning outcomes.
- Development of tools (rubrics, curriculum maps, etc.) that facilitate the assessment of universal, program, and course learning assessment throughout the academic year.

Over the last month, we have continued to press forward with finalizing these deliverables. Program update forms, which included revision of all program learning outcomes, took priority due to deadlines related to UCC catalog development. ACSC worked closely with programs to complete several rounds of revisions. 16 of 22 areas with program updates have completed this revision process for all programs in their area (62 of 84 programs). The Provost and Academic deans are working closely with the faculty responsible for revisions still outstanding. The extensive revision process required for program learning outcomes slowed work on the final Fall term deliverable - rubrics associated with learning outcomes. 20 of 33 rubrics exist in an initial draft form. ACSC is preparing a two hour academic assessment session at Winter Term 2020 in service to support progression in assessment work and related faculty deliverables.

Next Steps:

- All Fall term deliverables completed by mid-January
- Winter In Service, Jan 1:
 - Faculty receive updates and feedback about Fall 2019 assessment work.
 - Faculty prepare to provide first set of learning outcomes assessment, due Jan 17, 2020.
- Fall assessment update completed by ACSC by February, 2020.

¹ Academic program assessment is completed within CTE programs that lead to the Associate of Applied Science (AAS) and Associate of Science (AS) degrees, and certificates of over 45 credits; and A&S departments, organized by disciplines according to their contributions to Universal Learning Outcomes and the state's general education degree program, the Associate of Arts/Oregon Transfer (AAOT) degree.

Data-Informed Decision-Making - UCC must implement an institution-wide system of data-informed evaluation and planning to guide institutional decisions, continuous improvement, resource allocation, and measurements of institutional effectiveness.

Status: On Track

Work continues in the areas of Institutional Effectiveness across UCC.

1. Structural Re-organization:

Effective December 2nd, the Division of Institutional Effectiveness has been created to merge institutional research, assessment, and accreditation. The Director of Institutional Effectiveness, Emily Fiocco, leads the following operations:

- HECC Compliance
- Institutional Effectiveness (processes and related operations)
- Institutional Effectiveness Committee
- Academic Assessment
- Non-academic Assessment
- Institutional Research
- Strategic Planning

Steve Rogers, institutional researcher, is a direct report to Emily; and, Danielle Haskett, dean of learning support services reports to Emily on academic assessment initiatives. The Institutional Effectiveness Committee meets bi-weekly and is dedicated to support institutional effectiveness processes and related work in order to meet WCCU requirements. While Emily works with all of UCC's leadership teams, she is a member of the Provost Council and is a direct report to the Provost.

2. Resource Allocation linked to planning and assessment

The Institutional Effectiveness Committee has begun the process of ranking funding requests for 'AY 2020-21 with a rubric designed to address strategic prioritization and impact on college operations and student success. All funding decisions will be made by the Senior Leadership Team in January. Departments or divisions receiving extra funding will be required to assess the impact that this funding has made on their operations and on student success as part of the ongoing assessment processes.

Next steps and challenges remain the same as were reported in November, 2019.

Governance - UCC must increase institutional stability through effective leadership and governance processes.

Status: On Track

UCC is addressing governance systems at the Senior Leadership Team level. The President, in collaboration with the Senior Leadership Team, created a list of discrete actions to be completed by each council. The final action, which is to complete a definition of shared governance, will be completed **by the end of Winter term, 2020**. See Appendix C for the list of actions taken.

Conclusion

All areas across UCC are aware of UCC's accreditation status and are contributing to the development and implementation of processes crucial to meeting accreditation requirements. Related campus training will continue to be ongoing and supported. Academic assessment continues to be a challenge due to the heavy

educational lift. Reports on the deliverables stated in this report, and any others that are created to meet requirements, will continue to be provided to the Board on a monthly basis.

Appendix A

Academic Assessment Deliverables and Compliance, through 12/6/2019

Who	Deliverable	Due	Compliance
All Chairs/Program Coordinators	Detailed Year Timeline	10.4.19	31/33 (93.4%)
Chairs/Program Coordinators	Curriculum Maps and Questionnaire	10.4.19	29/33 (87.9%)
A&S Chairs	Courses identified to assess AAOT PLOs	10.4.19	Completed as a division
All Chairs/Program Coordinators	CLO/PLO/ULO Assessment Assignments (who is doing what form this term)	10.4.19	31/33 (93.4%)
Chairs/Program Coordinators with CTE programs	Program Update Form	10.15.19	80/84 (94%)
AAOT Chairs	Rubrics for PLOs	11.15.19*	4/4 (100%)
CTE Chairs/Program Coordinators	Rubrics for PLOs	11.15.19*	20/33 (60%)
All Faculty	CLO/PLO/ULO Assessments	1.17.19	N/A

* Previous dates were 11.11.19, but were shifted forward due to Veterans Day on 11.11.19

UCC Institutional Indicators, Basic Descriptions – September 2019

Indicator		Indicator Description
1	Retention	Part 1: % of PT and FT UCC degree and certificate-seeking students are retained fall-fall; Part 2: % persist fall to winter
2	Early Momentum	% of students who complete based on # of credits they complete within their first terms
3	Graduation	% of entering degree/certificate students who complete a degree/certificate within 3 and 6 years
4	Transfer	% of students who transfer to another institution within one year of most recent UCC enrollment within the past 3 years (reported by: Students who have received a credential, and those who did not.)
5	Program-level Learning Outcomes:	% of Program Learning Outcomes are achieved at or above "proficient" levels.
6	Universal Learning Outcomes	% of degree/certificate-seeking students achieve ULO competencies at a "proficient" level.
7	Student Success Rates	% of students pass what have been identified as a "gatekeeper courses"

UCC Institutional Indicators, Basic Descriptions – September 2019

8	Academic and Student Support Services	% of all areas of operation that identify and implement next steps for improvement as a result of programmatic assessment.	All areas of operation will assess, identify next steps, and implement them for improvement. This measurement will demonstrate whether or not assessment processes are occurring.
9	Equitable Outcomes	Statistically significant equity gaps identified in Transfer, Graduation, and Retention/Persistence, course pass rates decrease annually between: <i>Male/Female students, students of color and white students, athletes/non-athletes, students who use accessibility services and those who do not, students who are Pell eligible versus non-eligible, veterans versus non-veterans</i>	Identified equity gaps will be measured as a lagging indicator for equitable outcomes of ongoing student success efforts.
10	Admissions Yield Rate	% of students who apply for UCC admissions will be enrolled within one year.	Yield rate of admissions applications.
11	Life-long learning opportunities	Ability to meet community needs, measured by: ABS: Enrollment based on % of pop without a GED and GED completion rates CWT: Repeat rates of community members attending CWT community courses SBDC: Rate of meeting established impact benchmarks by quarter.	Ability to meet community needs by indicators specific to areas of operation.
12	Campus/Community Engagement	Community, students, and staff satisfaction ratings for any area of operation that received less than 70% "satisfied" responses demonstrates an increase in satisfaction rating in the next survey (done every 3 years).	Satisfaction rate for UCC services with less than 70% satisfaction rate increases.
13	Student Experience	% of UCC students who believe that their experience at UCC has contributed to their knowledge, skills and personal development	Students who believe their experience at UCC contributed to their knowledge, skills, and personal development.

Actions to be taken by all Governance Councils

Changes required by November 15th, 2019

NAME	All governance councils are to include “Advisory” in their titles
MEETINGS	At the beginning of each term, publish the meeting dates for the entire term on MyUCC in the respective areas for your councils.
	Publish the agenda of council meetings 3 days in advance on Umpqua Updates, notifying people of topics to be discussed and inviting any interested persons to attend the meetings. The purpose of these two actions is to encourage greater participation in governance.
NOTES / MINUTES	All meeting notes are to be published to the governance section of MyUCC. This year, in an effort to get more people to read the notes, the following changes are needed:
	Preface each set of minutes with a 2-3 sentence summary of actions or key discussions before posting to the intranet.
	Submit these summaries to Umpqua Updates after each meeting as soon as your notes are posted. The hope is that the summary in Umpqua Updates will inform people, encourage them to go to the intranet and read more, and perhaps even decide to attend meetings or join a council.
CHARTER	Change the section in your charter entitled, “Decision Making/Recommendations” to “Recommendations and Proposals” and remove any language throughout the charter that refers to making decisions, replacing it with making recommendations/proposals. The change in language does not remove the importance of the work of councils; instead, it clarifies the role of governance bodies as those that advise.
	Review your charter for clarity regarding purpose and process. If you have questions about purpose, process, or any other area of the charter, contact College Council by October 28 . (Send inquiries by email to Robynne.) Update the charters, if necessary, to clarify purpose and process.
	Submit your updated charter with change in name, advisory role, purpose, process, etc. to the College Council by November 15 . (Send documents by email to Robynne.)
GOALS	Each charter should identify 1 to 3 goals for the year. Send your goals to College Council by November 15 . (Send via email to Robynne.) The goals should be measurable and be connected to the strategic plan. You will be asked to report your progress at least once during the year and again at the end of the year.