



**Mission Fulfillment  
and  
Institutional Effectiveness  
Annual Report  
2019-2020**

Division of Institutional Effectiveness  
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# UCC Mission Fulfillment and Institutional Effectiveness Report 2019-2020

## Introduction

The mission of Umpqua Community College (UCC) is to “transform lives and enrich communities”. The mission is elaborated with the following descriptions:

**Transform Lives:** *Students are immersed in adventurous opportunities to explore new ideas and interact with others who have varied life experiences, cultures, careers, and ages. Whether taking one class or earning a certification or degree, enhancing career competencies or enriching personal skills, students are guided by a talented, encouraging faculty and staff. Students have a wide range of opportunities to grow and learn, from designing products with new technologies to writing for the student newspaper, conversing in a new language, competing in athletic events, volunteering to tutor young children, or hiking along the Umpqua River – and so much more. Every step, milestone, and achievement students make instill a sense of pride they will carry through life.*

**Enrich Communities:** *Through education and programming, UCC enhances the quality of life of communities in which we learn, live, and work. UCC’s performing arts programs, art exhibits, guest speakers, special events, and athletic competitions are vehicles for people to communicate, learn about the world, enhance social bonds, consider significant events, and experience personal growth. The economic vitality of the area is elevated as a result of workforce training and partnerships with varied industries, businesses, and agencies. Students’ personal transformation helps our communities thrive and contributes to community transformation: college education translates to enhanced earning capacity, increased ability to be self-supporting, strengthened opportunities to maintain good health, heightened likelihood that education is valued by family, and expanded engagement in communities.*

The College’s 2018-2021 Strategic Plan was designed to strengthen the fulfillment of this mission, and thirteen institutional indicators were identified in 2019 to inform the campus and community of key metrics associated with fulfilling the mission. The institutional indicators are both leading and lagging indicators and are aligned with the UCC 2018-2021 strategic plan.

Mission fulfillment at UCC is defined as realizing priorities of the College’s strategic plan and achieving thresholds for the thirteen key indicators established by the College. This first annual report provides a summary of the institutional indicator data, an analysis of the meaningfulness of the indicators, a crosswalk of the indicators with the strategic plan priorities, a summary of strategic plan progress, an evaluation of institutional effectiveness processes, a decision of mission fulfillment, and next steps for improvement.

This report accompanies the UCC Annual Strategic Plan Report. Combined, these reports are part of an on-going self-study process designed to inform strategic directions, guide tactical and operational planning, and inspire continuous improvement.

## Summary and Analysis of Institutional Indicator Data

In July 2020, a sub-group of the Strategic Plan Oversight Committee (SPOC) reviewed data, examined the meaningfulness of the institutional indicators, and reported their analysis to SPOC, the Institutional Effectiveness Committee (IEC), and the Senior Leadership Team (SLT). The summary of the group's report follows. Detailed information about the measurement of each indicator is available on the UCC website (<https://www.umpqua.edu/institutional-effectiveness> in the "Institutional Indicators" section).

NOTE: The years 2014-2019 are used for the indicators with five-year averages.

### Overall reflection on institutional indicators for mission fulfillment

- It is worthwhile to note that the indicators are not in any order of importance.
- Overall, the indicators are appropriate; a few need refinement/modification to better reflect mission fulfillment and student achievement.
- Indicators are important to keep the campus focused on institutional priorities for student learning and success.
- Program Learning Outcomes are at the heart of our mission and are the most important data related to overall student achievement.
- Several indicators reflect typical outcomes tracked in higher education and are used for benchmarking; some are difficult to measure against UCC's mission (e.g., completion rates, since many students' educational goals are not tied to program completion).
- UCC's mission is qualitative in nature, while the indicators are quantitatively driven. The match is not perfect, but when combined with strategic achievements provide an appropriate snapshot of mission fulfillment.
- Two possibilities for additional indicators were identified for further consideration.
  - **Lifelong connections.** This indicator could measure alumni and donor activity and better engage the community. Connecting with alumni and donors addresses the mission of transforming lives and enriching communities. SLT and IEC will review this recommendation.
  - **Job placement.** As many of our programs are designed to place completers directly into a career, we should consider this as a measure of mission fulfillment. The challenge may be data collection. SLT and IEC will review this recommendation.
- Data need to be examined for optimal utilization.
  - A critical question for everyone to consider is: Are we collecting data that provide us the information needed to make improvements? Data that are not informative should no longer be collected. When different types of data are needed, the College should change metrics to make them more useful – even if this change means that there is a disruption in trend data.
  - There is a need to examine whether Voluntary Framework of Accountability (VFA) data (submitted by all Oregon community colleges along with community colleges around the country) match any indicators and can be used for comparative purposes.
  - Determination of peer and aspirational colleges for data comparison must be made and needs to be based on a set of criteria (e.g., mission, rural, size, number of Pell-eligible students) and assurance that the institutions are measuring outcomes (e.g., completion, retention, early momentum) in the same way.

## Indicator-by-indicator information

### 1. Retention

#### SUMMARY

Fall-to-fall retention measures the percentage of full-time (FT) and part-time (PT) degree and certificate seeking students enrolled in credit courses during two consecutive fall terms. Excluded from this measure are dual credit high school students and students who graduated. The five-year averages for fall-to-fall retention are: All students - 50%; FT - 55%; PT - 46%. Overall, the rate is decreasing. Fall-to-winter retention measures the percentage FT and PT degree and certificate seeking students who enroll in both fall and winter terms in a single academic year. The five-year averages for fall-to-winter retention are: All students - 82%; FT - 89%; PT - 76%. Overall, the rate is steady.

#### ANALYSIS

This indicator is a common metric across the country and worthy of attention as an indicator. Overall, UCC's retention rate for year one to year two is significantly lower than fall to winter retention. Additionally, PT students have a more significant drop from fall to winter than do FT students. UCC's fall to fall retention is lower than the national average of 61.7% (as [reported](#) by the National Student Clearinghouse for first-time college students who enrolled at any U.S. institution in fall 2017 and who were retained at their starting institution in fall 2018). While no national data were uncovered for fall to winter retention, UCC is consistent in its fall retention rate year after year and has significantly higher fall to winter retention than some other Oregon community colleges (Portland Community College shows 5 years of data averaging 74.4%; Rogue Community College's 5-year average of first time students is 68.2%). UCC may benefit from identifying peer colleges to determine if our retention rates are similar and to learn lessons from aspirant colleges for ways to improve our rates. Actions to support this indicator are primarily focused on implementing the four pillars of the guided pathways framework; particular strategies that support PT students are needed.

### 2. Early Momentum

#### SUMMARY

This indicator shows a five-year trend for the rate at which first time degree and certificate seeking students complete 18+ credits of college-level coursework within their first year of attendance. The five-year averages are: All students - 44%; FT - 94%, PT – 16%. The range for all disaggregated groups is 0% to 94%. Overall, the rate is decreasing.

#### ANALYSIS

Our overall trend is decreasing, and a new approach to measuring and supporting students' early momentum toward program completion is needed. Information from national research, reported by the Community College Research Center, indicate that this metric needs to be expanded. Four metrics have been identified as strong indicators of early momentum toward program completion.

- Completion of college-level mathematics in the first year of study
- Completion of college-level English in the first year of study
- Completion of both mathematics and English at the college level in the first year of study
- Completion of 12-30 semester credits in the first year of study

Those same metrics are included as key performance indicators by the Oregon community colleges that have adopted the guided pathways framework for student success. UCC is one of ten Oregon community colleges (soon to be seventeen colleges) engaged in guided pathways. UCC, along with

eight other Oregon community colleges, reported 2010-2018 data on multiple key performance indicators for early momentum, including the indicators listed above, for first-time-ever-in-college (FTEIC) students. The following are rates for Fall 2018 for the nine colleges.

FALL 2018 KPI - FTEIC	Highest	Average	Lowest	UCC	UCC's Rank
Complete College Math in 1 <sup>st</sup> Year	38.23%	22.30%	10.23%	11.6%	8 of 9
Complete College English in 1 <sup>st</sup> Year	68.22%	42.08%	16.26%	30.5%	8 of 9
Complete Math & English in 1 <sup>st</sup> Year	27.90%	15.00%	9.4%	10.6%	7 of 9

UCC is significantly below the average for these metrics. Adding these items to the College's early momentum indicator could serve as the catalyst for examining reasons for low performance and taking action to improve student achievement.

In addition, to be consistent with the metrics used by these Oregon guided pathways community colleges, UCC may consider changing the 18 credits attained in year 1 to match the data collected by all nine community colleges for year one: 36 credits and 45 credits. Below are the Fall 2018 first year credit completion rates for the nine community colleges:

FALL 2018 KPI - FTEIC	Highest	Average	Lowest	UCC	UCC's Rank
Earned 36 quarter hours in 1 <sup>st</sup> Year	42.25%	15.05%	6.75%	11.30%	5 of 9
Earned 45 quarter hours in 1 <sup>st</sup> Year	13.18%	4.69%	1.09%	1.30%	7 of 9

This recommendation to redefine UCC's early momentum institutional indicator criteria and targets will be referred to Academic Council (AC) for consideration. Primary actions aligned with this indicator are those associated the implementation of a new development education model that will accelerate successful completion of college-level math and English as well as implementation of guided pathways principles.

### 3. Completion Rate

#### SUMMARY

This indicator focuses on FT and PT degree and certificate seeking students who earn their declared degree at UCC within three and six years. The five-year averages for these groups are:

- 3-year completion: All students - 9%, FT - 28%, PT - 5%; steady rate overall.
- 6-year completion: All students - 10%, FT - 26%, PT - 7%; steady rate overall.

#### ANALYSIS

This is a common metric across the country and worthy of attention as an indicator. Implementation of the guided pathways framework is crucial for enhancing completion.

According to the National Center for Education Statistics (NCES), public associate degree granting institutions report 30 percent of first-time, full-time undergraduate students who began seeking a certificate or associate's degree in fall 2013 attained it within 150 percent of the normal time required for completion of these programs (i.e., completing a 2-year degree within 3 years). UCC's rate for FT students is slightly under this national average.

NCES indicates that 22% of all students at public associate-degree granting institutions complete their degrees in three years. UCC students, in total, are completing at less than half that rate. The

variability of PT student progression and educational goals present a particular challenge. PT students vary widely in the number of credits they take, and PT students enroll for a variety of reasons, with completion not always a goal. Examination of PT students' educational goals and reasons for non-completion would be worthwhile to investigate in order to align programs and services to their needs.

Completion rates are also influenced by transfer rates. When all UCC transfer students are considered, FT students transfer at a rate higher than the national average. The Community College Research Center [reports](#) that 30% of community college students who started in fall 2012 transferred to a four-year institution within 6 years; UCC FT students transfer at a rate of 54% within one year of their last term of attendance at UCC.

#### **4. Transfer Rates**

This indicator measures transfer in two ways:

- The percentage of students seeking a transfer degree who successfully transfer to another 2- or 4-year institution within one year of their last term of attendance at UCC. The five-year average data for this indicator are: All - 28%, FT - 54%, PT - 22%; the rate is steady overall.
- The percentage of students seeking a transfer degree who earn their degree at UCC first and then successfully transfer to another 2- or 4-year institution within a year. The five-year average data for this indicator are: All - 7%, FT - 28%, PT - 2%; the rate is increasing overall.

#### **ANALYSIS**

As cited above in #3, UCC FT students transfer at a rate higher than the national average. Examination of students' reasons for transfer before program completion would be worthwhile in order to determine if the College could better meet the students' needs and to reconsider current programs and services offered. In addition, an examination is needed to determine student transfer destination colleges/universities and what programs they enter upon transfer. This information is especially important when the transfer is to another community college rather than to a university. The Office of Enrollment Management's work to enhance transfer resources and support is directly tied to this indicator.

#### **5. Program Learning Outcomes (PLO)**

##### **SUMMARY**

This indicator measures the percentage of PLO that is achieved at or above the proficient (80%) level. For academic year 2019-2020, there were 1,347 students assessed at the program level across 69 courses. Of these students, 1,127 met the threshold as defined by their instructors, which represents an overall rate of 83.7%. Among the 69 courses, 71% met the 80% threshold value. All 16 outcomes were assessed for the Associate of Arts Oregon Transfer (AAOT) in 25 courses, and 415 of 511 students met the threshold, a rate of 81.2%. Of the 25 courses, 70.8% met the threshold at 80% or above. Almost 30% of courses did not meet the threshold.

##### **ANALYSIS**

This is a very important indicator related to student achievement, with associated specific actions that will grow out of individual program assessments, such as the inclusion of modifications (e.g. in teaching, curriculum, learning experiences, etc.) to improve student performance. While the overall target was met, it is worthwhile for program faculty to look at disaggregated data to determine if there are patterns of underachievement for types of courses and/or for particular programs.

## 6. Universal Learning Outcomes (ULO)

### SUMMARY

This indicator reports the percentage of degree/certificate-seeking students who achieve ULO competencies at or above proficient (80%) levels. For the academic year 2019-2020, there were 423 students assessed at the universal level across 14 courses. Of these students, 339 met the threshold, as defined by the appropriate rubric, at the proficient level or higher. This represents an overall rate of 80.1% for this indicator. When ULO are considered separately, culture had a rate of 74.9%, computation had a rate of 78.2%, and communication had a rate of 91.3%.

### ANALYSIS

This is a very important indicator for student achievement, with associated specific actions that will grow out of program reviews. While the overall target was met, it is worthwhile for faculty to look at the ULO separately, examine courses where ULO are not meeting the threshold, and make modifications (such as in teaching, curriculum, learning experiences, etc.) to improve student achievement.

## 7. Gatekeeper Courses Success Rates

### SUMMARY

This indicator measures the percentage of students who pass MTH 052, MTH 060 and WR 115 gatekeeper courses. In total, 2186 students enrolled in these courses and 1626 students completed them, for an overall pass rate of 74.38%. The disaggregated data by course and enrollment status are:

- MTH 052 five-year average pass rate is: all – 88%, FT – 100%, PT – 69%; increasing overall.
- MTH 060 five-year average pass rate is: all – 71%, FT – 74%, and PT – 68%; decreasing overall.
- WR 115 five-year average pass rate is: all – 77%, FT – 79%, and PT – 75%; increasing overall.

### ANALYSIS

As currently defined, this indicator identifies gatekeeper courses for a limited number of programs. Because of the variations in requirements for certificates and degrees, gatekeeper courses should be program specific. This indicator will go to Academic Council (AC) to redefine criteria of gatekeeper courses so they are program specific and comparison data metrics can be established.

## 8. Continuous Improvement

### SUMMARY

This indicator measures the percentage of all areas of operation that identify and implement next steps for improvement based upon the outcomes of programmatic assessment. Because 2019-2020 is the initial year of using this indicator, the first data report will occur in 2020-2021 when the College can demonstrate follow-through actions as a result of assessments.

### ANALYSIS

Since continuous improvement is built into our institutional effectiveness processes, indicator viability was questioned by the SPOC sub-committee. Some members believe that the institutional effectiveness processes, by design, result in continuous improvement; therefore, the indicator is redundant as those results are tracked and reported elsewhere. Others believe the indicator is needed to keep the campus focused on the need for closing the loop on processes in order to effect continuous improvement. This indicator will be referred to IEC for further consideration.

## 9. Equitable Outcomes

This indicator identifies statistically significant equity gaps in Transfer, Graduation, and Retention/Persistence categories, early momentum, and gateway course pass rates across identified demographic areas: gender, FT/PT, veteran, Pell, accommodations, and race/ethnicity.

In general, FT students are strong across categories, while part-time students lag significantly behind FT in multiple categories. In general, female students perform at or slightly above the averages while male students are slightly below the averages. Likewise, veterans, students with Pell, and students with accommodations tend to perform near the averages, and in a few cases, significantly above the averages. While data for the multiple ethnic and racial groups are mixed, the most notable areas of concern are in the areas of fall-to-fall retention and early momentum; in addition, three of the racial and ethnic groups transfer before completing a degree at a much higher rate than the average. The percentages for each indicator by disaggregated groups are summarized in the following table.

**Equitable Outcomes: Disaggregated Data for Multiple Mission Fulfillment Indicators\***

	Retention Fall to Fall	Retention Fall to Winter	Early Momentum	3-Year Completion	6-Year Completion	Transfer All Students	Transfer Graduates	Gatekeeper Courses	Admission Rates
All	50	82	44	9	10	28	7	88	47
Female	50	83	49	11	11	30	7	N/A	47
Male	49	80	40	8	9	26	6	94	50
Full-Time	55	89	94	28	26	54	28	100	N/A
Part-Time	46	76	16	5	7	22	2	69	N/A
Veteran	45	84	61	14	15	32	9	N/A	67
Pell	51	84	54	12	11	25	10	100	37
Accommodations	46	82	43	8	13	19	9	N/A	34
Black	35	77	20	11	8	48	6	N/A	37
Native American	44	81	37	8	9	24	4	N/A	34
Asian	62	82	35	18	14	58	11	N/A	47
Hispanic	47	81	48	13	10	25	9	N/A	47
Pacific Islander	53	84	0	13	0	37	9	N/A	45
White	50	82	44	9	10	27	7	95	48
Multi-race	55	84	58	16	13	25	10	N/A	49

\*Color code: **Blue = average**; **Red = notably below average**; **Yellow = notably above average**

Equitable outcomes for completion, retention, transfer, gateway courses, and early momentum are especially relevant metrics to consider when striving to improve student achievement. The majority of UCC students are part-time; there is a significant need to investigate the factors contributing to their lower success rates and to find ways to help PT students improve their performance. Racial/ethnic groups comprise 14% of the student population (a five-year average of 343 students out of a five-year average of 2,448 students), and those students deserve attention to be sure the campus is welcoming and supportive; further work is needed to improve their success. The Inclusion, Diversity, and Equity Action Leadership (IDEAL) Committee will be asked to work with faculty and support services to investigate the differential success rates and to implement strategies to reduce these equity gaps.

## **10. Admission Rates**

### **SUMMARY**

Admission conversion rates indicate the number of students who enroll within one year of filing an admissions application. UCC's five-year average conversion rate is 47%.

### **ANALYSIS**

Agreement was reached by the SPOC sub-committee that this indicator belongs at the tactical level and not at the institutional level. Enrollment Management will include this metric in its multi-year tactical plan.

## **11. Lifelong Learning**

### **SUMMARY**

There are three measurements represented under this indicator.

- Community & Workforce Training (CWT) measures the percentage of summer or fall term CWT students who also take winter or spring term CWT courses.
  - The target is a three-year average of 20% repeat business. The repeat rate has declined from 18% to 8% over the last five years, a 55.6 % decline. A reason for the decrease has not been identified.
- Adult Basic Skills measures the percentage of students who acquire measurable academic gain while in the ABS program.
  - We have only one year of data for this new metric: 47% for 2018-19. The target rate is to stay within 5% from this rate in future years.
- Small Business Development Center measures the percent change in creation of new business or addition of jobs as a result of SBDC services.
  - The target is to be 5% higher than the previous 3-year average. SBDC has four years of data, and is 50% lower in the most recent year compared to four years ago. However, the counts of new businesses and new jobs provided by SBDC are up from 12 in 2014-2015 to 68 in 2018-2019; additionally, there is a 51% increase over the previous 3-year average.

### **ANALYSIS**

The areas in this category contribute significantly to UCC's FTE reimbursement from the State, and these operations are key to fulfilling the College's mission to engage communities. The measure for Adult Basic Skills (ABS) is well aligned with the department mission; the metric for Small Business Development Center was confusing and should be reviewed; CWT is recommended to consider using satisfaction ratings rather than repeat students as a more meaningful measure of success; nevertheless, there is a need to examine the causes of decreased repeat enrollment.

## 12. Satisfaction Ratings

### SUMMARY

Satisfaction surveys of employees and community members are scheduled for every three years. The surveys are scheduled for Spring 2021. UCC conducted an employee survey and a student survey this year that was used to inform various operational areas regarding their goals and actions for their 2020-2022 operational and tactical plans.

### ANALYSIS

Though the indicators calls for a triennial survey, the committee unanimously agreed that the College should conduct student and employee surveys annually while continuing to administer the community survey every three years. The annual surveys will allow actions to be incorporated in a timely manner into operational plans and to better support our ability to fulfill our mission. SLT will review this recommendation.

## 13. Student Experience

### SUMMARY

National student experience surveys include SENSE and CCSE, scheduled to be administered every three years by UCC; the surveys are scheduled for 2020-2021 in conjunction with other Oregon community colleges.

### ANALYSIS

Review by the committee led to a recommendation to keep these national surveys on a triennial basis and to also build related questions about key indicators into the College's annual student survey. The annual survey will allow actions to be incorporated in a timely manner into operational plans and to better support our efforts for mission fulfillment. SLT will review this recommendation.

## Institutional Indicator Scorecard

The following scoreboard provides a graphic summary of mission fulfillment indicators.

 90-100% of target    
  70-89% of target    
  below 70% of target

#	Indicator	Description	Target	2019-2020
1A	Fall-to-fall Retention	% of PT and FT UCC degree and certificate-seeking students who are retained fall-fall	FT – 50% PT – 45%	FT – 55% PT – 46%  
1B	Fall-to-winter Retention	% of PT and FT UCC degree and certificate-seeking students who are retained fall-winter	FT – 85% PT – 75%	FT – 89% PT -76%  
2	Early Momentum	% of first-time students who complete 18+ college level credits in their first year	40%	58% 
3A	3-Year Completion	% of entering degree- or certificate-seeking students who complete a degree or certificate within 3 years	FT – 30% PT – 15%	FT – 28% PT – 5%  
3B	6-Year Completion	% of entering degree- or certificate-seeking students who complete a degree or certificate within 6 years	FT – 45% PT – 25%	FT – 26% PT – 7%  
4A	Transfer	% of transfer-degree-seeking students who transfer to another institution within one year of most recent UCC enrollment	FT – 25% PT – 10%	FT – 54% PT – 22%  

4B	Transfer	% of students who completed a transfer degree and transferred to another institution within one year of most recent UCC enrollment	FT – 40% PT – 25%	FT – 28% PT – 2%	
5	Program Learning Outcomes	% of degree/certificate-seeking students who achieve Program Learning Outcomes at or above "proficient" levels	80% of students achieve PLO at proficient level	81.2%	
6	Universal Learning Outcomes	% of degree/certificate-seeking students who achieve Universal Learning Outcome competencies at a "proficient" level	80% of students achieve ULO at proficient level	80.1%	
7	Gatekeeper Courses	% of students who pass identified "gatekeeper courses". UCC's gatekeeper courses are MTH052, MTH060, and WR115	80%	74.38%	
8	Continuous Improvement	% of all areas of operation that identify and implement next steps for improvement as a result of programmatic assessment; first report in 2021	100%	N/A – Scheduled for FY '21	
9	Equitable Outcomes	Statistically significant equity gaps identified in Transfer, Graduation, and Retention/Persistence, gateway course pass rates, and early momentum across identified demographic areas decrease annually	No significant achievement gaps	11% of categories have gaps	
10	Applicant Enrollment Rates	% of students who apply for UCC admissions who are enrolled within one year	50%	47%	
11	Lifelong Learning	Ability to meet community needs, measured by: <b>ABS:</b> % of students with measurable academic gain <b>CWT:</b> Repeat rates of community members attending CWT community courses <b>SBDC:</b> New jobs / businesses created	ABS: Determine baseline data CWT: 10% 3-yr average SBDC: 5% growth over 3-yr average	ABS: 47% CWT: 20% SBDC: 51%	N/A  
12	Campus and 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 (every 3 years)	At least 80% at the satisfied-very satisfied levels	N/A – Scheduled for FY '21	
13	Student Experience	% of UCC students who believe that their experience at UCC has contributed to their knowledge, skills, and personal development on CCSSE and SENSE (every 3 years)	At least 80% at the satisfied-very satisfied levels	N/A – Scheduled for FY'21	

## Crosswalk - Institutional Indicators, Strategic Goals, Objectives, Priorities

Institutional indicators and the Strategic Plan goals and objectives are aligned in order to demonstrate mission fulfillment. Each year, the College identifies strategic priorities, derived from the analysis of the strategic plan progress along with internal and external imperatives, to inform tactical and operational planning and resource allocation. Below is the table that demonstrates the alignment for 2019-2020.

Goal	1	Cultivate a healthy and efficient institutional culture	Institutional Indicators
Obj.	a	Develop and continue to promote a positive campus culture that welcomes and respects all students, employees, and visitors	9 Equitable Outcomes
SP*	1	Increase collaborations and intra-campus relations	
Obj.	b	Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus	12 Campus and Community Engagement
SP*	2	Enhance quality, efficiency, and effectiveness of all campus operations and services	
Obj.	c	Utilize equity lens college-wide in the development and review of policies, practices, services, programming, activities, and resource allocation decisions	13 Student Experience
SP*	3	Enhance diversity, equity, and inclusion across all campus operations and services	
Goal	2	Deliver high quality, relevant education opportunities through innovative and specialized academic programming	Institutional Indicators
Obj.	a	Streamline, strengthen, and expand academic programs	5 Program Learning Outcomes
SP*	4 5 6 7	Enhance the quality of instructional facilities to support learning and student access	6 Universal Learning Outcomes
		Establish or create clear academic pathways for completion	7 Gatekeeper Courses
		Enhance the quality, efficiency, and effectiveness of academic programs	8 Continuous Improvement
		Implement the revised program review process	9 Equitable Outcomes
Obj.	b	Evaluate and implement innovative models of program delivery and content	13 Student Experience
Obj.	c	Expand workforce training options that meet the needs of non-degree students, local employers, and industry	
Obj.	d	Enhance applied learning experiences within all degree and certificate programs	

<b>Goal</b>	<b>3</b>	<b>Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce</b>	<b>Institutional Indicators</b>
Obj.	a	Expand and re-envision enrollment efforts to reach a wide range of students	1 Retention
SP*	8	Expand and diversify recruitment strategies	2 Early Momentum
Obj.	b	Improve registration and advising processes to support students' academic and career pathways	3 Completion
SP*	9	Increase persistence, retention, and program completion	4 Transfer
Obj.	c	Ensure that all students have equitable access to learning and to academic support services to successfully complete programs	8 Continuous Improvement
SP*	10	Improve transfer student resources	9 Equitable Outcomes
SP*	10	Improve transfer student resources	10 Yield Rates
<b>Goal</b>	<b>4</b>	<b>Enhance integration of the College with the community</b>	<b>Institutional Indicators</b>
Obj.	a	Create an alumni relations program	11 Lifelong Learning
SP*	11	Develop an alumni relations program	
Obj.	b	Establish UCC as the top Douglas County venue for cultural events and athletic competitions	12 Community and Campus Engagement
SP*	12	Enhance campus engagement of employees, students, and visitors	
Obj.	c	Develop more relationships with business and industry to enhance workforce learning opportunities	
SP*	13	Diversify and increase the relationships between business, industry, and UCC	

*\*Strategic Priorities as established by SPOC for the 2019-2020 Academic Year*

## 2019-2020 Strategic Priority Progress

Below is a summary of the 2019-2020 progress on priorities of the 2018-2021 UCC Strategic Plan. There were significant successes, especially in the areas of implementing academic reviews at the course and program levels, creating and implementing institutional effectiveness processes, and attaining efficiencies in multiple departments across campus. These priorities were resourced well and accompanied by multiple training opportunities.

One-third of the fiscal year and an entire academic quarter were negatively impacted by the COVID-19 pandemic. Revenues dropped, enrollment declined, and positions were eliminated. The College moved to remote delivery of programs and services and a requirement for 80% of employees to telework. The College rallied and shifted efforts to engage students, maintain program quality, support faculty and staff for remote delivery of programs and services, and support students as they navigated a new set of expectations and external pressures. Results of a local and national COVID-19 survey indicated that students felt supported by the College, though many indicated preference face-to-face instruction and services.

 on target   
  significantly progressing toward target   
  significantly off target \*

#	2019-2020 Strategic Priorities	Status
1	Increase collaborations and intra-campus relations	
2	Enhance quality, efficiency, and effectiveness of all campus operations and services	
3	Enhance diversity, equity, and inclusion across all campus operations and services	
4	Enhance the quality of instructional facilities to support learning and student access	 *
5	Establish or create clear academic pathways for completion	
6	Enhance the quality, efficiency, and effectiveness of academic programs	
7	Implement the revised program review process	
8	Expand and diversify recruitment strategies	
9	Increase persistence, retention, and program completion	 *
10	Improve transfer student resources	 *
11	Develop an alumni relations program	 *
12	Enhance campus engagement of employees, students, and visitors	 *
13	Diversify and increase the relationships between business, industry, and UCC	 *

*\*Priorities that were stalled or significantly off track were negatively affected by the impact of COVID-19.*

## Evaluation of Institutional Effectiveness

The rubric for assessing institutional effectiveness was adapted by IEC from the “Rubric for Standards 1.B.1 – 1.B.4” in NWCCU’s *2020 Standards for Accreditation*. The IEC completed the review and analysis on July 27, 2020. The assessment was further discussed on August 5 by SLT.

Comprehensive, Systematic, Continuous Planning and Assessment				
Criterion	♦ Initial ♦ (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
<b>1.B.1 (part 1)</b> The college has a well-defined process for assessing institutional effectiveness.	<b>Preliminary dialogue and exploration of institutional effectiveness assessment structures and practices are underway.</b>	Structures and practices for assessing institutional effectiveness are established; assessment occurs in some areas.	Systematic and regular process of assessing institutional effectiveness are implemented and address student learning, achievement, and support services.	Assessment of institutional effectiveness is systematic and leads to continuous quality improvement of all institutional systems, structures, practices, and student learning and achievement outcomes.
<p><b>Rationale:</b> This rubric for IE assessment was created in July 2020. Rubric development started by extracting the “Rubric for Standards 1.B.1 – 1.B.4” in NWCCU’s <i>2020 Standards for Accreditation</i>. Small adaptations were made and then reviewed by the IE Committee. Based on Committee feedback, the rubric was edited and then adopted by the Committee. The IE Committee immediately used the rubric to reflect on 2019-2020 work throughout the College and rated the status of institutional effectiveness at UCC. The results were sent to the Senior Leadership Team for review and were then incorporated into the annual Mission Fulfillment and Institutional Effectiveness Report.</p> <p><b>Next steps:</b> Now that the rubric is in place, the IEC can promote awareness of what is being assessed and use the criteria for periodic check-ins throughout the year. The process for application of the rubric will be codified; i.e., IEC will identify the systematic way in how the rubric is used, when it is used, what bodies review the results, and how results are incorporated into action.</p>				

Comprehensive, Systematic, Continuous Planning and Assessment				
Criterion	Initial (Awareness)	♦ Emerging ♦ (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
<b>1.B.1 (part 2)</b> Evaluation and planning process inform institutional effectiveness, assign resources, and improve student learning and achievement.	Planning and evaluation are evident in some areas of the college's programs and services; some data and evidence are provided to support program and institution-wide planning efforts.	The college has defined planning processes in alignment with mission fulfillment objectives and outcomes, including student learning and achievement outcomes; there is an emerging understanding of the alignment of unit* level, cross-functional*, and institutional* plans.	Integrated planning processes are clearly defined, understood, and systematic; the college assesses progress toward achieving mission fulfillment indicators over time.	Ongoing, systematic, evidence-informed evaluation and planning are used to inform and refine systems, practices, strategies, and assign resources; there is consistent and continuous commitment to improving student learning and achievement; educational effectiveness is a demonstrable priority in all planning structures and processes; there is sufficient evidence that the college has improved student learning and achievement as a result of ongoing and systematic planning and evaluation processes.
<p><i>*Unit: Department-level, division-level, and office-level; includes operational and tactical plans</i></p> <p><i>*Cross-divisional: multiple units working collaboratively, such as DEI and Guided Pathways Plans</i></p> <p><i>*Institutional: college-level strategic plan</i></p>				
<p><b>Rationale:</b> A new, more inclusive resource allocation process was launched this year, issues of concern were identified within the resource allocation process, and modifications were identified for implementation in 2020-2021. The major challenge faced this year was one of timing; the process was being created at the same time the process was being implemented. An example of an issue was that the resource allocation scoring template was developed after, not before, the resource allocation form was dispersed. Planning processes matured in 2019-2020, with institutional indicators, tactical plans, operational plans, and academic assessment in place and aligned. Academic assessment for learning outcomes took place at the course, program and universal learning outcome assessment levels; academic assessment occurred for the entire academic year; and the need for better alignment between academic and support areas was identified in order to make informed decisions about priorities and resource allocation to support student success. Mission fulfillment data were reviewed at the July SPOC meeting; recommendations were made for next steps, including assuring a more widespread knowledge of institutional indicators and better alignment of plans with institutional indicators.</p> <p><b>Next steps:</b> Intentionally increase collaboration between academic and support areas for resource allocation; consider how intersectionality of academic and support areas can be better articulated in tactical plans to support student success and achievement; demonstrate tactical plan connections to institutional indicators; utilize monthly joint meetings of SLT and PC to increase integration of planning, actions, and assessments; expand meaningful data and evidence utilized in academic program reviews; and expand college-wide communication about planning, evaluation processes, results of assessments, and institutional indicators.</p>				

Comparative Goals, Objectives, and Indicators				
Criterion	Initial (Awareness)	♦ Emerging ♦ (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
<p><b>1.B.2 (part 1)</b> The institution sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness.</p>	<p>There is recognition of the need for quantitative and qualitative data, indicators, and analysis in planning and institutional effectiveness structures.</p>	<p>Mission fulfillment objectives, indicators, and goals are established; standardized data are accessible at both unit* and institutional* levels; the college uses applicable quantitative and qualitative data to improve effectiveness in some areas.</p>	<p>Progress toward achieving its mission fulfillment objectives is assessed over time, using longitudinal data and analyses; both standardized and program-specific data and performance measures are used to inform unit* planning, program review, and institutional* plans.</p>	<p>Mission fulfillment objectives, indicators, goals, and outcomes are widely distributed, discussed, analyzed, and used to determine strategic priorities.</p>
<p><i>*Unit: Department-level, division-level, and office-level; includes operational and tactical plans</i>  <i>*Cross-divisional: multiple units working collaboratively, such as DEI and Guided Pathways Plans</i>  <i>*Institutional: college-level strategic plan</i></p>				
<p><b>Rationale:</b> The College developed and implemented mission fulfillment objectives, indicators, and goals. Tactical and operational plans have measurable actions and metrics that are aligned with the strategic plan. Academic programs have measurable outcomes and metrics. Longitudinal, standardized data are currently available and are utilized for institutional indicator and academic program assessment; these standardized data will inform the next planning cycle at all levels. Qualitative data are derived from Program Learning Outcomes, Universal Learning Outcomes, employee surveys, student surveys, and unit-level surveys; qualitative data are used in planning cycles at the unit level. Review of institutional indicator data results and progress on strategic plan priorities are analyzed and used to inform new plans and priorities.</p>				
<p><b>Next Steps:</b> Evaluate the meaningfulness of the quantitative and qualitative data used at all levels of planning and evaluation; determine use of additional standardized data, such as data from the Voluntary Framework of Accountability; utilize survey results in a more systematic way to inform plans; distribute more widely the results of strategic plan progress and institutional data review.</p>				

Comparative Goals, Objectives, and Indicators				
Criterion	♦ Initial ♦ (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
<p><b>1.B.2 (part 2)</b> The goals, objectives, and indicators of mission fulfillment or institutional effectiveness are in the context of and in comparison with regional and national peers.</p>	<p>There is no evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers.</p>	<p>Regional and national peers have been identified; minimal evidence exists that mission fulfillment data has improved effectiveness in comparison with regional and national peers.</p>	<p>Regional and national peers have been identified based on clear criteria; evidence shows that mission fulfillment data has improved effectiveness in comparison with regional and national peers.</p>	<p>Regional and national peers have been identified with clear criteria; data are analyzed and there is extensive evidence that the college has improved institutional effectiveness in the context of regional and national peer institutions; regional and national peer institutions are regularly reviewed to ensure appropriate and meaningful comparison.</p>
<p><b>Rationale:</b> The College’s goals, objectives, and indicators share context with other institutions of higher education, but regional and national peers have not yet been identified. The College’s institutional indicators were revised in Summer 2019, and the first year of data collection was primarily used to establish baseline data. Some units are utilizing national data averages to guide their tactical and operational metrics. The cross-divisional plan for guided pathways uses early momentum data comparisons with other Oregon community colleges participating in the statewide guided pathways project.</p>				
<p><b>Next Steps:</b> Determine the institutional effectiveness data that can be meaningfully and reliably compared with regional and national peer colleges; determine regional and national peer and aspirant comparison colleges; set metrics for institutional effectiveness that inspire improvement.</p>				

Inclusive Engagement and Integration of Processes				
Criterion	Initial (Awareness)	♦ Emerging ♦ (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
<p><b>1.B.3</b> The planning process is inclusive, allocates resources, and leads to improvement of institutional effectiveness.</p>	<p>There is minimal evidence of the involvement of the various constituents; there is minimal linkage between planning efforts, resource allocation, and outcomes.</p>	<p>Planning processes reflect the participation of an expanding constituent base; there is some evidence that formal planning processes are aligned with mission fulfillment and strategic priorities; planning guides resource prioritization and allocation.</p>	<p>Processes reflect the participation and meaningful contribution of a broad constituent base; formal planning is clearly aligned to institutional objectives, indicators, and outcomes; planning regularly guides resource allocation.</p>	<p>Evidence shows that planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to improvement of institutional outcomes.</p>
<p><b>Rationale:</b> A new, more inclusive resource allocation process was established during the FY '21 budgeting process in Fall 2019, bringing awareness to meaningful considerations for successful resource allocation. Issues were identified in the resource allocation process, and modifications are in progress for the Fall 2020 resource allocation process for FY '22. A planning process that is inclusive of various focus groups was established. Planning takes place at the department, division, and institutional levels with input from various constituents. The Strategic Planning Oversight Committee was established two years ago and conducted mid-year and end-of-year reviews and analyses of the strategic plan progress.</p> <p><b>Next steps:</b> Better align the resource allocation requests with the budget development process; ensure that the budget development and resource allocation processes are aligned with strategic priorities; modify the resource allocation request process by merging current rubrics into one rubric to be used by all review groups; make the resource allocation rubric available to those who request and review resource allocation requests and to those who make the final decisions about resource allocations; refine the timeline for setting strategic priorities and creating tactical and operation plans in order to better guide the resource allocation process.</p>				

Monitoring, Evaluation, and Adaptation				
Criterion	Initial (Awareness)	♦ Emerging ♦ (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
<p><b>1.B.4 (part 1)</b> The College monitors its internal and external environments to identify current and emerging patterns, trends, and expectations.</p>	<p>There is minimal evidence of monitoring internal and external environments; current and emerging evidence of patterns and trends are not developed.</p>	<p>Monitoring of internal and external environments has been initiated; data and evidence are used in some areas to inform planning and resource allocation.</p>	<p>Structures for monitoring internal and external environments are developed; data and evidence from internal and environmental monitoring are used regularly in planning and resource allocation.</p>	<p>Internal and external environments are monitored continuously and systematically to identify current and emerging patterns, trends, and expectations; data and evidence are systematically and regularly used to inform planning and resource allocation.</p>
<p><b>Rationale:</b> The College is monitoring some internal environments (e.g., registration, facilities, energy consumption, academic quality, budget) and using data and evidence in planning and resource allocation (e.g., registration wait, online course quality, facilities maintenance schedule, budget forecasting and monitoring). Internal surveys of employees and students were conducted this year, and the results are being used in next year’s tactical and operational plans of multiple areas. The external environment is monitored for some areas (e.g., workforce development needs, K-12 schools, state resource allocation, state and federal mandates, and technology) and evidence and data are incorporated into some plans (e.g., CWT and CTE offerings, budget adjustments, Title IX compliance, dual credit and high school/college alignment, cultural competence requirements, technology infrastructure and materials upgrades).</p> <p><b>Next steps:</b> Develop intentional monitoring processes across campus operational areas; conduct business/industry surveys for employer needs; elevate work of advisory councils to include action plans and reporting; conduct the triennial community survey in 2020-2021; survey high schools for dual credit, expanded options, and high school/college alignment; include in SPOC semi-annual meetings a review of emerging patterns, trends, and expectations; use data and evidence for developing tactical and operational plans, which in turn inform resource allocation.</p>				

Monitoring, Evaluation, and Adaptation				
Criterion	Initial (Awareness)	♦ Emerging ♦ (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
<b>1.B.4 (part 2)</b> Governance system engagement in institutional effectiveness	Planning and institutional effectiveness efforts are discussed in some areas of institutional governance.	Governance, policy, and decision-making processes are informed by a review of institutional effectiveness.	Institutional effectiveness reports, findings, and recommendations are regularly discussed and addressed through the institution's governance system.	The governance system uses findings and recommendations to assess the college's strategic position, define its future direction, and review and revise, as necessary, its mission, planning, the intended outcomes of its programs and services, and indicators of achievement.
<p><b>Rationale:</b> Processes are in place to review institutional effectiveness through the monitoring and analysis of strategic priority progress and institutional indicator data. The results of the review are shared through the governance system, including with the Board of Education, and are incorporated into next steps for improvement.</p> <p><b>Next steps:</b> Use fall in-service to explain institutional effectiveness and explain role of governance in institutional effectiveness; create intentional inclusion of institutional effectiveness reports, findings, and recommendations at monthly meetings of governance bodies; record responses and implementation of recommendations and report in annual updates.</p>				

## Mission Fulfillment Decision

The College has designed and initiated the implementation of a system to create plans, allocate resources, implement and monitor plans, assess plan progress, and use the results for improvement of all areas of operation. Plans include actions that drive support of student success and achievement, with measures identified in the institutional indicators. This year's analysis of progress in the implementation of the system, coupled with analysis of the institutional indicators, revealed multiple accomplishments, identified next steps for continuing progress, and exposed the need for refinement and modification of some plans and processes.

Forward progress in some areas was hampered by the negative impact of the COVID-19 pandemic. Resources were reallocated, enrollment declined, and work conditions drastically changed. The State anticipates a long-range negative economic impact, which will inform new cycles of planning and resource allocation. The College was successful in serving students in the initial term of remote and virtual delivery of programs and services. For 2020-2021, the College has prioritized the improvement of online and remote delivery of programs and virtual student supports, utilizing targeted federal and state allocations of funds.

Students achieved program level outcomes and universal learning outcomes at or above the success threshold. Completion rates for FT students are close to the national average. Of the 144 equitable outcomes measures, 89% average or above average. Early momentum is lagging and negatively impacting retention, completion, and transfer rates. The college will gather comparative data from peer and aspirant colleges to help frame targets for institutional indicators and to drive and inspire improvement

The College is fulfilling its mission while acknowledging multiple areas for significant improvement. The College is committed to positive change through refining/revising processes, collecting and acting upon meaningful data, and tirelessly focusing on student success and student achievement. The 2019-2020 year has been extraordinarily productive as the College implemented new institutional effectiveness guidelines and processes, systematically examined data and determined ways to improve data collection and to act upon the analysis of data, and aligned work across campus for meeting strategic goals and fulfilling the College's mission to transform lives and enrich communities.

## Next Steps for Improvement

The College identified strategic priorities for 2020-2022 to guide its work and resource allocation. The review and analysis of strategic plan progress and institutional indicator data has identified next steps to be incorporated into tactical and operational plans, scheduled for completion in September 2020. (Fall Term 2020 begins September 28.) Below is the list of 2020-2021 strategic priorities and the compilation of next steps from the Institutional Effectiveness Assessment, Review of Institutional Indicators, and Strategic Plan Progress Report.

### 2020-2022 Strategic Priorities

1. Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations.
2. Implement guided pathway strategies through cross-campus partnerships.
3. Expand and diversify recruitment and retention through cross-divisional initiatives.
4. Enhance diversity, equity, and inclusion across all campus operations and services.
5. Integrate College programs and services with community agencies, schools, business, and industry.
  - Focus on service, service learning, workforce partnerships (CEP, CTE), etc.
6. Enhance efficiencies and effectiveness of targeted cross-campus processes and services:
  - Moving to paperless, to include workflow and document storage
  - Creating a unified system of record, to address registration and billing
  - Onboarding and training employees

### Institutional Effectiveness Assessment Next Steps Summaries

1. **Assessing Institutional Effectiveness Next Steps**
  - Continue to enhance processes, promote awareness, and monitor progress.
  - *Responsibility:* IEC
2. **Alignment of IE Processes to Support Student Success/Achievement Next Steps**
  - Intentionally increase collaboration between academic and support areas in planning, resource allocation, and assessment.
  - *Responsibility:* SLT
3. **Goals, Objectives, and Indicators Next Steps**
  - Evaluate data collection and use for meaningfulness.
  - *Responsibility:* IEC in collaboration with SLT
4. **Comparison College Data Next Steps**
  - Determine regional and national peer and aspirant comparison colleges and set metrics for institutional effectiveness that inspire improvement
  - *Responsibility:* IEC in collaboration with SLT and PC
5. **Engagement and Integration Next Steps**
  - Refine IE processes and timelines to enhance effectiveness and engagement.
  - *Responsibility:* IEC in collaboration with CFO
6. **Monitoring, Evaluation, and Adaptation Next Steps**
  - Develop intentional monitoring processes across campus operational areas, conduct surveys, and evaluate internal and external patterns, trends, and expectations.

- *Responsibility:* Provost in collaboration with Academic Department Chairs and Dean of CEP

## 7. Governance System Engagement Next Steps

- Continue to campus-wide engagement and understanding through intentional communications and processes.
- *Responsibility:* SLT

## Institutional Indicator Analysis Next Steps Summaries

### 1. Retention

- Set targets for national and regional comparison colleges. *Responsibility:* AVP for Enrollment and Student Services
- Align guided pathways work with retention, with particular attention to part-time students and ethnic/racial groups. *Responsibility:* Guided Pathways Co-Chairs

### 2. Early Momentum

- Redefine criteria and metrics based upon nationwide research and state comparisons. *Responsibility:* Academic Council
- Implement a new development education model aimed at accelerating successful completion of college-level math and English; give particular attention to part-time students and ethnic/racial groups. *Responsibility:* AVP for Academic Services

### 3. Completion Rates

- Use national and regional comparison colleges to set metrics. *Responsibility:* AVP for Enrollment and Student Services
- Emphasize further implementation of guided pathways framework to enhance completion, with particular attention to part-time students. *Responsibility:* Guided Pathways Co-Chairs

### 4. Transfer Rates

- Begin to track where students transfer and what programs they enter upon transfer; determine reasons that students transfer before program completion. *Responsibility:* AVP for Enrollment and Student Services
- Continue to expand transfer resources. *Responsibility:* AVP for Enrollment and Student Services

### 5. Program Learning Outcomes

- At the program level, examine courses/programs where PLO are not meeting the threshold and make modifications (such as in teaching, curriculum, learning experiences, etc.) to improve student performance. *Responsibility:* Academic Department Chairs

### 6. Universal Learning Outcomes

- Examine the courses where ULO are not meeting the threshold and make modifications (such as in teaching, curriculum, learning experiences, etc.) to improve student performance. *Responsibility:* Academic Department Chairs

### 7. Gatekeeper Courses Success Rates

- Redefine criteria of gatekeeper courses so that they are program specific. *Responsibility:* Academic Council
- Establish comparison data metrics for gatekeeper courses. *Responsibility:* Academic Council

## 8. Continuous Improvement.

- Examine the meaningfulness of this indicator in light of the IE processes/model now in place. *Responsibility:* IEC

## 9. Equitable Outcomes

- Use disaggregated data from completion, retention, transfer, gateway courses, and early momentum to guide inquiry into differential success rates and create strategies for lessening gaps. *Responsibility:* Provost and IDEAL Committee

## 10. Admission Rates

- Agreement was reached that this indicator belongs at the tactical level and not at the institutional level. Enrollment Management will include it in its multi-year tactical plan

## 11. Lifelong Learning

- Reconsider appropriateness of success metric for CWT; examine the causes of decreased repeat enrollment *Responsibility:* Dean of Community Education and Partnerships (CEP)
- Analyze the decline in goal achievement in SBDC and identify strategies for improvement. *Responsibility:* Director of SBDC

## 12. Satisfaction Ratings

- Create annual employee and student survey; prepare and administer community survey for 2020-2021; incorporate findings into tactical and operational plans. *Responsibility:* Director of IE in collaboration with SLT

## 13. Student Experience

- Administer CCSSE and SENSE in 2020-2021; administer annual college-based student satisfaction survey; incorporate findings into tactical and operational plan. *Responsibility:* Director of IE in collaboration with SLT

## 14. Possible Additions.

- Examine the possibility of adding two institutional indicators: lifelong connections and job placement. *Responsibility:* SLT and IEC

## Strategic Plan Progress Next Steps Summaries

### Goal 1: Cultivate a healthy and efficient institutional culture

- Continue to refine and utilize IE processes. *Responsibility:* SLT, IEC
- Sustain work on efficiencies across campus. *Responsibility:* SLT, PC
- Finalize and implement a DEI plan in Fall 2020. *Responsibility:* IDEAL Committee in collaboration with SLT

### Goal 2: Deliver high quality, relevant education opportunities through innovative and specialized academic programming

- Continue upgrades of academic facilities. *Responsibility:* Director of Facilities and Security in consultation with Provost
- Continue progress on academic web pages, flightpaths, and MTM. *Responsibility:* Provost
- Strengthen academic assessment work where applicable. *Responsibility:* Provost
- Create new academic programs. *Responsibility:* Provost

**Goal 3: Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce**

- Continue and enhance recruitment and retention strategies. *Responsibility:* AVP for Enrollment and Student Services
- Continue next steps of guided pathways implementation. *Responsibility:* AVP for Enrollment and Student Services and AVP for Academic Services

**Goal 4: Enhance integration of the College with the community**

- Increase alumni connections. *Responsibility:* Chief Advancement Officer
- Enhance communications with industry partners. *Responsibility:* Dean of CEP with CTE Coordinator and Academic Department Chairs
- Consider additional ways to meet workforce development needs and to gauge satisfaction. *Responsibility:* Dean of CEP with CTE Coordinator