2021 Mission Fulfillment & Institutional Effectiveness
Executive Summary

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by the
Office of Institutional Effectiveness

Table of Contents

Introduction

Umpqua Community College (UCC) adheres to a mission that sets a strong foundation for institutional effectiveness, but most importantly guides college actions and inspires constituents to *transform lives* and *enrich 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.

MISSION

Umpqua Community College transforms lives and enriches communities.

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.

TRANSFORMING LIVES
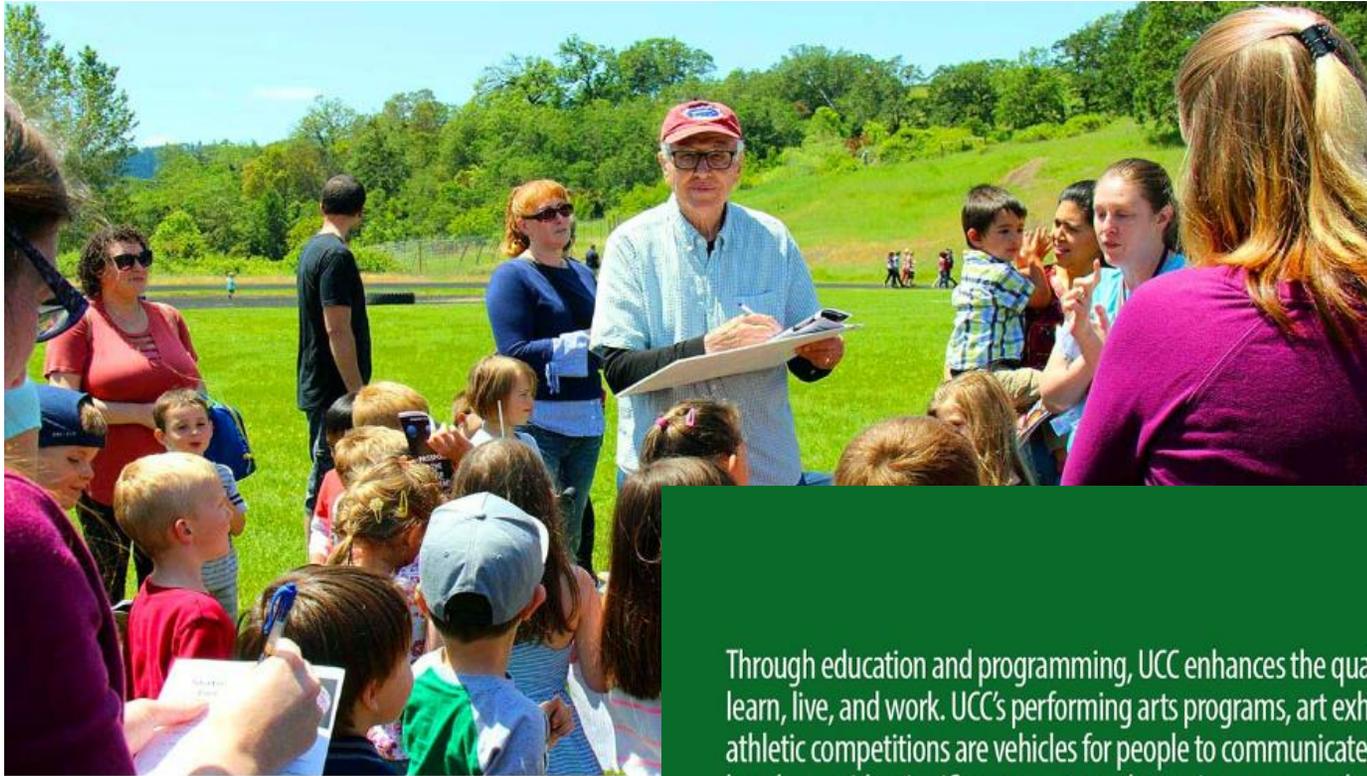
Through education and programming, UCC enhances the quality of life of communities in which we learn, live, and work. UCC's performing arts programs, art exhibits, guest speakers, special events, and athletic competitions are vehicles for people to communicate, learn about the world, enhance social bonds, 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.

ENRICHING COMMUNITIES

VALUES

Learning
Learning is the active process of exploring, creating, sharing and applying concepts and ideas. We value learning and recognize that knowledge empowers and opens doors to opportunities.

Sense of Community
With a commitment to diversity, equity, and inclusion, we cultivate a learning environment and community where all people feel like they belong, they matter, and they are supported.

Innovation
Using change to our advantage, we embrace an adventurous spirit, characterized by exploration of new ideas and bold risk-taking.

Integrity
We act with fairness and respect for others in our learning and working environments. Our actions are aligned with our commitment to openness and trust. We are accountable to ourselves, colleagues, and communities we serve.

Mission Fulfillment

Mission fulfillment at UCC is *defined* by our mission, vision, and values and *actualized* through the priorities of the College's Strategic Plan and achievement of thresholds for the eleven key indicators established by the College. The Mission Fulfillment and Institutional Effectiveness Executive Summary is an annual snapshot of the College's progress toward fulfilling its Mission. Included in the report are the institutional indicator scorecard, progress on Strategic Plan priorities scorecard, an evaluation of institutional effectiveness, and next steps for improvement. This report accompanies the UCC Annual Strategic Plan Report and the Institutional Indicator Report. Combined, these reports are part of an ongoing self-study process designed to inform strategic direction, guide tactical and operational planning, and inspire continuous improvement.

The Strategic Plan

The College's Strategic Plan 2018-2023 was designed to strengthen the fulfillment of the mission and serves as a roadmap for achieving our vision for the future. The plan provides the systematic guidance necessary to fulfill our mission, reflects the College's values, and provides measurable goals for multiple years. Campus Offices of Operation create tactical and operational plans with objectives, tactics, outputs, outcomes, and indicators of success that align to strategic priorities. This tiered system allows UCC to maintain a comprehensive data-informed approach to mission fulfillment and institutional effectiveness. Figure 1 illustrates UCC's mission, vision, and values. Four goals align with the pillars of the mission, leading the transformation of lives and enrichment of the community:

1. Cultivate a healthy and efficient institutional culture.
2. Deliver high quality, relevant education opportunities through innovative and specialized academic programming.
3. Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce.
4. Enhance integration of the College with the community.

Institutional Effectiveness

Assessment

The Strategic Plan is evaluated by the UCC Strategic Plan Oversight Committee (SPOC). Biannually, SPOC participates in assessment activities designed to systematically analyze progress on strategic priorities. Utilizing assessment data from academic and support Offices of Operation, plus institutional indicator data, SPOC makes recommendations for improvement. SPOC membership avidly supports Shared Governance with inclusion of members from SLT, Provost Council (PC), Institutional Effectiveness Committee (IEC), and Academic Department Chairs. The Strategic Plan is regularly monitored by SLT and PC throughout the year to ensure goal fulfillment remains on track, adapting as necessary. The Annual Strategic Plan Report provides a detailed accounting of the result of the annual assessment of the Strategic Plan, a key element in determining mission fulfillment and effectiveness.

2018-2023 Strategic Plan Goals, Priorities, & Institutional Indicator Alignment

UCC derives annual strategic priorities aligned to the Strategic Plan to provide the framework for office, division, and department tactical and operational fulfillment of mission. Table 1 illustrates the alignment of Strategic Plan goals, objectives, priorities, and institutional indicators that support the Strategic Plan.

Table 1

Strategic Plan Goals, Objectives, Priorities, & Institutional Indicator Alignment AY 2020-2022

Goal	Objective	Priority	Institutional Indicator
1 Improve institutional climate, culture, and efficiency.	• 1a. Develop and continue to promote a positive campus culture that welcomes and respects all students, employees, and visitors. • 1b. Refine/redesign processes and procedures to increase efficiency/effectiveness across all campus. • 1c. Utilize equity lens college-wide in the development and review of policies, practices, services, programming, activities, and resource allocation decisions.	• Enhance efficiencies and effectiveness of targeted cross-campus processes and services. • Enhance diversity, equity, and inclusion across all campus operations and services.	8) Equitable outcomes 10) Campus & Community Engagement 11) Student Experience
2 Increase high quality, relevant education opportunities through innovative and special programming.	• 2a. Streamline, strengthen, and expand academic programs. • 2b. Evaluate and implement innovative models of program delivery and content. • 2c. Expand workforce training options that meet the needs of non-degree students, local employers, and industry. • 2d. Enhance applied learning experiences within all degree and certificate programs.	• Enhance the quality, efficiency and effectiveness of academic programs utilizing pertinent campus collaborations.	5) PLO 6) ULO 7) Gatekeeper Courses 8) Equitable Outcomes 11) Student Experience

Goal	Objective	Priority	Institutional Indicator
3 Support student success from recruitment through program progression, completion of programs, transfer, or entry to the workforce.	• 3a. Expand and re-envision enrollment efforts to reach a wide range of students. • 3b. Improve registration and advising processes to support students' academic and career pathways. • 3c. Ensure that all students have equitable access to learning and to academic support services to successfully complete programs.	• Expand and diversify recruitment through cross-divisional initiatives. • Implement guided pathway strategies through cross-campus partnerships.	1) Retention 2) Early Momentum 3) Completion 4) Transfer 8) Equitable Outcomes
4 Improve integration of the College with the community.	• 4a. Create an alumni relations program. • ~~4b. Establish UCC as the top Douglas County venue for cultural events and athletic competitions~~ [1] • 4c. Develop more relationships with business and industry to enhance workforce learning opportunities.	• Integrate College programs and services with community agencies, schools, business, and industry.	9) Lifelong Learning 10) Community and Campus Engagement

Note: [1]Strategic Plan goal/objective 4b was eliminated for the 2020-2022 cycle due to impact of COVID-19.

Measures of Success

Institutional Indicators

AY 2020-2021 begins the two-year second phase of the Tactical and Operational Plan cycle supporting the 2018-2023 Strategic Plan. Offices of Operation identified tactics necessary to fulfill each of the four Strategic Plan goals. UCC's performance on the institutional indicators aligned to the Strategic Plan provide a quantifiable method for assessing mission fulfillment. A scorecard was developed to illustrate status on performance. Figure 1 illustrates the scorecard utilized by Offices of Operation to assess their progress toward Strategic Plan goal and priorities achievement. The Institutional Indicator Report in its entirety is publicly available on the College website.

Figure 1

Institutional Indicator Scorecard AY 2020-2021

🟢 90-100% of target		🔺 70-89% of target		⬡ below 70% of target

#	Indicator	Description	Target	2020-2021
1A	**Fall-to-fall Retention**	Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-fall	FT – 50% PT – 45%	FT – 50% 🟢 PT – 45% 🟢
1B	**Fall-to-winter Retention**	Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-winter	FT – 85% PT – 75%	FT – 86% 🟢 PT – 74% 🟢
2	**Early Momentum**	Percentage of first-time students who complete 18+ college level credits in their first year	40%	42% 🟢
3A	**3-Year Completion**	Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 3 years	FT – 30% PT – 15%	FT – 21% 🔺 PT – 17% 🟢

		🟢 90-100% of target	⚠️ 70-89% of target	⬡ below 70% of target	

#	Indicator	Description	Target	2020-2021	
3B	6-Year Completion	Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 6 years	FT – 45% PT – 25%	FT – 33% PT – 7%	⚠️ ⬡
4A	Transfer	Percentage of transfer-degree-seeking students who transfer to another institution within one year of most recent UCC enrollment	FT – 25% PT – 10%	FT – 55% PT – 20%	🟢 🟢
4B	Transfer	Percentage 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 – 31% PT – 8%	⚠️ ⬡
5	Program Learning Outcomes	Percentage of degree/certificate-seeking students who achieve Program Learning Outcomes at or above "proficient" levels	80% of students achieve PLO at proficient level	89%	🟢
6	Universal Learning Outcomes	Percentage of degree/certificate-seeking students who achieve Universal Learning Outcome competencies at a "proficient" level	80% of students achieve ULO at proficient level	74%	🟢
7	Gatekeeper Courses	Percentage of students who pass identified "gatekeepercourses". UCC's gatekeeper courses are BA180, MTH (060, 095, 105, 111, 251), WR (115, 121) $$Rate = \frac{P}{T}$$ P= Total number of students who passed the gatekeeper courses. T = Total enrollment in all gatekeeper courses.	80%	77%	🟢

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

#	Indicator	Description	Target	2020-2021
8	**Equitable Outcomes**	Statistically significant equity gaps identified in Transfer, Graduation, Retention, and course pass rates across identified demographic areas decrease annually.	No significant achievement gaps	1 emerging to potentially significant gap (Ind. 1A) 🟢
9	**Lifelong Learning**	Ability to meet community needs, measured by: **ABS:** % of students with measurable academic gain. **CWT**: Results of annual CWT customer satisfaction survey. **SBDC** – a) Clients Served, b) Jobs Created, c) New Business Starts, d) Capital Infusion, e) Jobs Supported.	ABS – 47% CWT – 80% SBDC – a) 248, b) 34, c) 16, d) $1.3M, e) 240	ABS 53% 🟢 CWT 84% 🟢 SBDC 100% 🟢
10	**Campus and Community Engagement**	Community, students, and employee satisfaction ratings for any area of operation that received less than 70% "satisfied" responses demonstrates an increase in satisfaction rating in the next survey.	At least 80% at the satisfied-very satisfied levels	Community[1] — Student 85%[2] 🟢 Employee 70%[3] 🟢
11	**Student Experience**	Percentage of UCC students who believe that their experience at UCC has contributed to their knowledge, skills, and personal development.	At least 80% at the satisfied-very satisfied levels	68%[4] 🔺

Note:

[1]There is no data for this component for the 2020-21 survey cycle. The survey was promoted via a social media platform and received only two responses. SLT and Strategic Plan Oversight Committee offered suggestions to improve response rates next year, including promoting the survey through the industry and community contacts maintained by our advisory committees and Community and Workforce Education department, and other faculty connections within the community.

[2]All questions from the annual student satisfaction survey that use a satisfaction scale were included in this evaluation (Q5-Q32, Q34). All questions about the campus climate (Q37-Q44) were also included. None of the individual questions in these ranges received fewer than 81% of the responses in the target categories.

[3]All questions from the annual employee satisfaction survey that use a satisfaction scale were included in this evaluation (4a-4i, 6a-6h, 7a-7k, 8a-8f, 9a-9e, 10-14, 16-20, 24-32). All questions about the campus climate (Q36-Q43) were also included

[4]For this year, questions from the 2021 CCSSE survey were chosen to represent performance in this metric. The questions (4o, 5b, 5c, 5d, 5e, and 5f) asked students to rate how often coursework at UCC emphasized analysis, forming new ideas, making judgements about the soundness of information, applying theories to new situations, and using information to perform a new skill. The percentage of students answering in the two most-positive categories appears in the scorecard. Next year the student survey will specifically ask the question(s) as defined in indicator 11.

Strategic Priorities Summary on Progress

This section provides a rating and discussion of Office of Operation progress on the Strategic Plan priorities for AY 2020-2021. Progress for each priority is rated as ⬤ *on target*, ▲ *significantly progressing toward target*, ⬡ or *significantly stalled/off target*. Figure 2 illustrates the Strategic Plan Priorities Scorecard for 2020-2021. Full content discussion on progress toward fulfillment of Strategic Plan priorities and gap analysis can be found in the Strategic Plan Annual Report. *[insert link]*

Figure 2

Strategic Priorities Progress Summary Scorecard 2020-2021

	⬤ on target ▲ significantly progressing toward target ⬡ significantly off target	
#	**Strategic Priorities 2020-2021**	**Status**
1	Enhance efficiencies and effectiveness of targeted cross-campus processes and services.	⬤
2	Enhance diversity, equity, and inclusion across all campus operations and services.	▲
3	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations.	▲
4	Expand and diversify recruitment through cross-divisional initiatives.	▲
5	Implement guided pathway strategies through cross-campus partnerships.	▲
6	Integrate College programs and services with the community agencies, schools, business, and industry.	⬡

Note: Progress on Strategic Priority 6 was significantly impacted by effects of COVID-19.

Institutional Effectiveness Rubric

UCC adapted the NWCCU Rubric for Institutional Effectiveness (NWCCU, 2020, Appendix B Standards 1.B.1-1.B.4, pp. 58-60) as a guide for assessing the effectiveness of College direction, activity, and outcomes achieved for student success. Figure 3 illustrates the collective scoring (green highlighted boxes) of the strategic plan process awarded by groups at the annual SPOC meeting. Groups were requested to consider and rate the overall effectiveness of the Strategic Plan process to inform continuous improvement based on the UCC Institutional Effectiveness Rubric.

Figure 3

Annual SPOC 2020-2021 Institutional Effectiveness of the Strategic Plan Scoring Rubric Results

Comprehensive, Systematic, Continuous Planning, and Assessment				
Criterion	**Initial (Awareness)**	**Emerging (Development)**	**Developed (Proficiency)**	**Highly Developed (Continuous Quality Improvement)**
1.B.1 The college has a well-defined process for assessing institutional effectiveness.	Preliminary dialogue and exploration of institutional effectiveness, assessment structures, and practices are underway.	Structures and practices for assessing institutional effectiveness are established; assessment occurs in some areas.	Systematic and regular process of assessing institutional effectiveness is 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.
1.B.1 Evaluation and planning processes 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 (support area operational/tactical planning), cross- functional (collaborative area work), and institutional (strategic planning) 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. |

Comparative Goals, Objectives, and Indicators

Criterion	Initial (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
1.B.2 The institution sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness.	There is recognition of the need for quantitative and qualitative data, indicators, and analysis in planning and institutional effectiveness structures.	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.	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.	Mission fulfillment objectives, indicators, goals, and outcomes are widely distributed, discussed, analyzed, and used to determine strategic priorities.
1.B.2 The goals, objectives, and indicators of mission fulfillment or institutional effectiveness are in the context of, and in comparison, with, regional and national peers.	There is no evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers.	Regional and national peers have been identified; minimal evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers.	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.	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.

Inclusive Engagement and Integration of Processes

Criterion	Initial (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
1.B.3 The planning process is inclusive, allocates	There is minimal evidence of the involvement of the various constituents; there is minimal linkage between planning efforts, resource allocation,	Planning processes reflect the participation of an expanding constituent base; there is some evidence that formal planning processes	Processes reflect the participation and meaningful contribution of a broad constituent base; formal planning is clearly aligned to	Evidence shows that planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to

resources, and leads to improvement of institutional effectiveness.	and outcomes.	are aligned with mission fulfillment and strategic priorities; planning guides resource prioritization and allocation.	institutional objectives, indicators, and outcomes; planning regularly guides resource allocation.	improvement of institutional outcomes.

Monitoring, Evaluation, and Adaptation				
Criterion	**Initial (Awareness)**	**Emerging (Development)**	**Developed (Proficiency)**	**Highly Developed (Continuous Quality Improvement)**
1.B.4 The College monitors its internal and external environments to identify current and emerging patterns, trends, and expectations.	There is minimal evidence of monitoring internal and external environments; current and emerging evidence of patterns and trends are not developed.	Monitoring of internal and external environments has been initiated; data and evidence are used in some areas to inform planning and resource allocation.	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.	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.
1.B.4 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.

Moving Forward

The annual assessment of the Strategic Plan used a multiple step process to assess mission fulfillment and institutional effectiveness. Several key components emerged from the findings as areas marked for improvement. Themes that emerged from these findings, earmarked as targets to remain on track, include:

- Streamlining the Strategic Plan process to accurately reflect progress, outcome results, and next steps but do so in snapshot format with executive summary; thus, increasing communication to constituents and providing results in a way that can be readily understood, analyzed, and visibly seen.
- Prioritizing Office/Area of Operation projects to collaboratively a) align with strategic plan goals, b) ensure assessment/evaluation of impact on student learning and achievement is clear in plan design, metric/measurement of success, and reporting of impact, and c) clearly communicate how those findings informed decisions both cross-collaboratively and within areas.
- Continuing focus on student learning and achievement best practices to inform decisions, make improvements, and support student success.
- Consideration of Institutional Indicator revision and inclusion to capture intended outcome measures more accurately and better reflect student learning and achievement.
- Integration of *age* and *first-generation college student* into existing institutional indicator categories.
- Increasing lifelong learning and inquiry, bringing back knowledge to share for continuous improvement, innovation, and efficiency.
- Continuing increase of area collaboration, aligning projects, and improving existing processes to increase efficiency, sustainability, and manage resources.
- Increasing community engagement and connection with constituents to foster trust, shared values, and connections that will help students succeed, benefit the community, and revitalize relationships.

The College plans to incorporate these findings and use the results to inform actions for the final two years of the Strategic Plan, updating and refining where necessary to remain on track, and demonstrate impact on student learning and achievement.