



2022 Mission Fulfillment & Evaluation of Institutional Effectiveness Executive Summary

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by the
Office of Institutional Effectiveness

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Introduction

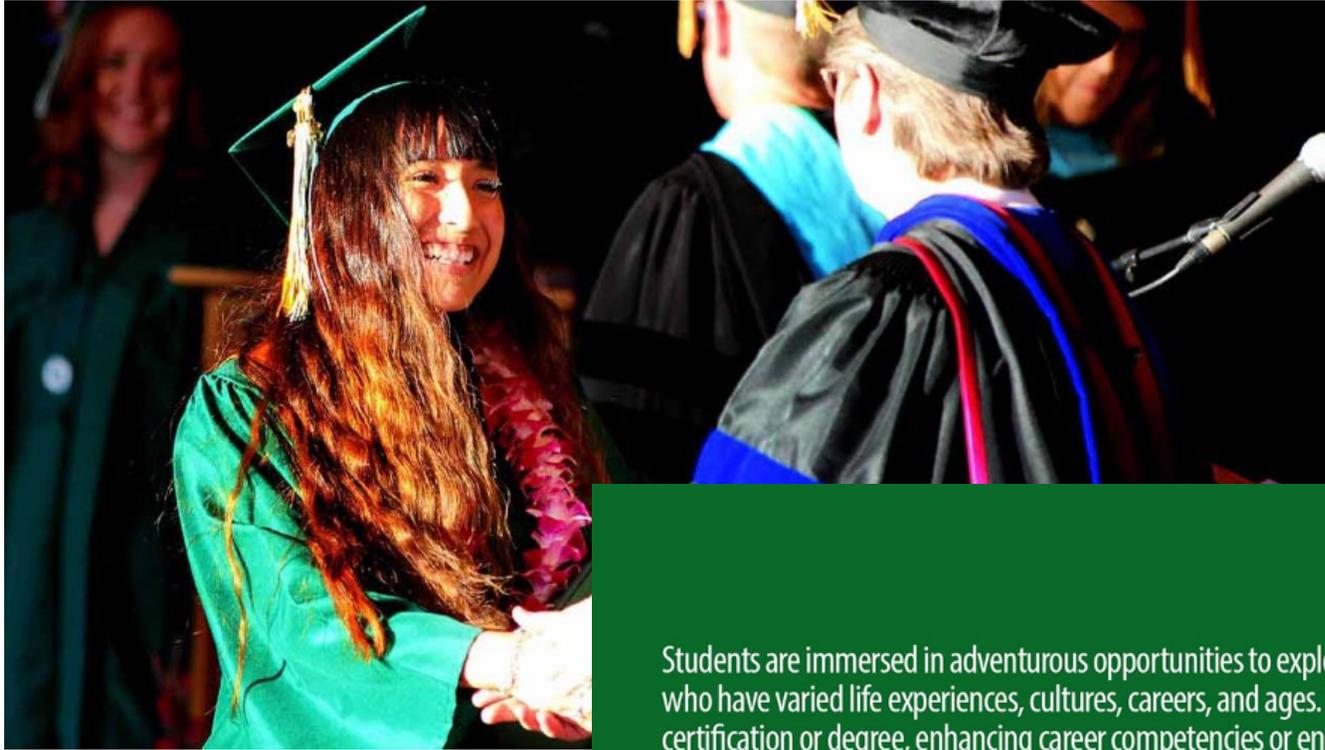
Umpqua Community College (UCC) adheres to a mission that sets a strong foundation for institutional effectiveness, but most importantly guides college actions and inspires constituents to *transform lives* and *enrich communities*.

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 UCC Strategic Plan and the 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, a rubric evaluation of institutional effectiveness, a gap analysis, and a moving forward section designed to guide continuous improvement into the next planning cycle. This report is the culminating evaluation of the 2018-2023 Strategic Plan cycle and provides a comprehensive evaluation of the UCC institutional effectiveness ongoing self-study process designed to inform strategic direction, guide tactical and operational planning, and inspire continuous improvement.

The Strategic Plan

UCC's [Strategic Plan 2018-2023](#) was designed to strengthen the fulfillment of our mission and served as a roadmap for achieving our vision. The plan not only provided the systematic guidance necessary to fulfill UCC's mission but also reflected the college's values and provided measurable goals for multiple years. Campus Offices of Operation created two-year [tactical and operational plans](#) with objectives, [tactics, outputs, outcomes](#), and indicators of success that aligned to [strategic priorities](#). This tiered system allowed UCC to maintain a comprehensive data-informed approach to mission fulfillment and [institutional effectiveness](#). Four goals aligned with the pillars of the mission, leading toward *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.

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

UCC designed strategic priorities aligned to the Strategic Plan that guide the framework for office, division, and departmental tactical and operational fulfillment of mission. Table 1 illustrates the alignment of 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
3 Support student success	<ul style="list-style-type: none"> 3a. Expand and re-envision enrollment 	<ul style="list-style-type: none"> Expand and diversify 	1) Retention

Goal	Objective	Priority	Institutional Indicator
from recruitment through program progression, completion of programs, transfer, or entry to the workforce.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> recruitment through cross-divisional initiatives. Implement guided pathway strategies through cross-campus partnerships. 	<ul style="list-style-type: none"> 2) Early Momentum 3) Completion 4) Transfer 8) Equitable Outcomes 3.1) College Comparison & Benchmarking¹
4 Improve integration of the College with the community.	<ul style="list-style-type: none"> 4a. Create an alumni relations program. 4b. Establish UCC as the top Douglas County venue for cultural events and athletic competitions.² 4c. Develop more relationships with business and industry to enhance workforce learning opportunities. 	<ul style="list-style-type: none"> Integrate College programs and services with community agencies, schools, business, and industry. 	<ul style="list-style-type: none"> 9) Lifelong Learning 10) Community and Campus Engagement

Note:
¹The indicator 3.1 College Comparison & Benchmarking was added as an important indicator of achievement in the academic year 2020-2021. Indicator 3.1 was introduced into this table to demonstrate where it is tracked as part of decisions relating to student achievement. This indicator was not present in the original 2018-2023 Strategic Plan but was added after assessment and review of indicators revealed the need to compare with peer institutions. Metrics for this indicator are reported within the 2020-2021 and the 2021-2022 annual Institutional Indicator Report & Score Card reports but were not scored within the Institutional Indicator Scorecard.
²Strategic Plan goal/objective 4b was eliminated for the 2020-2022 cycle due to impact of COVID-19.

Evaluation of Institutional Effectiveness

The Strategic Plan was monitored and evaluated by the UCC Strategic Plan Oversight Committee (SPOC). Biannually, SPOC participated 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 made recommendations for improvement. SPOC membership avidly supported [Shared Governance](#) with the inclusion of members from the Senior Leadership Team (SLT), [Institutional Effectiveness Committee](#) (IEC) co-chairs, and Academic Department Chairs. The Strategic Plan is part of the overall institutional effectiveness process which can be viewed in detail within the [Institutional Effectiveness Plan and Guide](#) and the [Institutional Effectiveness Discussion Guide](#). These documents were designed to communicate and aid campus areas in integrating institutional effectiveness processes into daily operations and planning. The Strategic Plan was systematically and regularly monitored by SLT throughout the year to ensure goal fulfillment remained on track, while responding to external and internal environmental changes, as necessary. Assessment of the institutional effectiveness process includes three measures of success: the Institutional Indicators Scorecard, the Strategic Plan Progress on Priorities Scorecard, and the Institutional Effectiveness Rubric.

Measures of Success

Institutional Indicators Scorecard

Academic year 2021-2022 is the final year of the two-year phase of the Tactical and Operational Plan cycle (2020-2022) 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 provided a quantifiable method for assessing mission fulfillment. A scorecard was developed to illustrate status on performance. Figure 1 illustrates the scorecard utilized to assess progress toward Strategic Plan goals and priorities achievement. The [Institutional Indicator Report & Scorecard](#) in its entirety is publicly available on the [About Institutional Effectiveness](#) college website.

Figure 1

Institutional Indicator Scorecard AY 2021-2022

 90-100% of target  70-89% of target  below 70% of target					
#	Indicator	Description	Target	2021-2022	
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 – 49% PT – 50%	 
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 – 85% PT – 79%	 
2	Early Momentum	Percentage of first-time students who complete 18+ college level credits in their first year	40%	41%	
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 – 29% PT – 19%	 
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 – 36% PT – 8%	 
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 – 21%	 
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 – 30% PT – 3%	 

 90-100% of target  70-89% of target  below 70% of target				
#	Indicator	Description	Target	2021-2022
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	81% 
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	73% 
7	Gatekeeper Courses	Percentage of students who pass identified "gatekeeper courses." 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%	73% 
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	Four significant gaps were identified. 
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 44%  CWT 83%  SBDC 100% 

 90-100% of target  70-89% of target  below 70% of target				
#	Indicator	Description	Target	2021-2022
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 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	81% ⁴ 

Note:

¹The community was surveyed in the 2020-2021 academic year, as per the three-year survey cycle for this indicator.

²The 2022 UCC Annual Student Survey was chosen to represent student perception of satisfaction with campus engagement. Question 16.7, Overall Satisfaction with Engagement Activities, of the survey asked students to rate satisfaction levels, on a 4-point Likert scale where 1 was low and 4 high, for the categories of (a) Student activities and events on campus, (b) UCC Clubs, (c) Associated Students of UCC/Student Government, and (d) Student Resources. Students indicated an overall satisfaction rating (using the weighted averages) of 3.45 out of 4 for all categories (86.25%).

³The employee survey was replaced by a focused feedback loop. Human Resources, Communications and Marketing, Information Technology, and Business Services will form a group to record updates for each department for the college community which will be available in September 2022, when faculty return to campus. Each support area will follow up with a feedback session that is focused on problem solving and will help inform departmental goals for the year. This shift in data collection and analysis focus should be more comprehensive, positively impact the internal environment, and allow areas to better serve students.

⁴The 2022 UCC Annual Student Survey was chosen to represent perception of student experience. Question 6, Overall Satisfaction with Program and Course Preparation for Educational Goals, of the survey asked students to rate satisfaction levels, on a 4-point Likert scale where 1 was a low rating and 4 high, on how well their experience at UCC prepared them for their future. Overall, students indicated they were satisfied with how UCC programs and courses prepared them for (a) work in their current job, (b) transfer to a four-year college, (c) their educational path, and (d) work in the field (the skills required to work on the job for their chosen program); indicating an average overall satisfaction rating (using the weighted averages) of 3.25 out of 4 for all categories (81.25%).

Strategic Priorities Scorecard

This section provides a rating and discussion of Office of Operation progress on the Strategic Plan priorities for AY 2021-2022, which is also the closing year of the 2018-2023 Strategic Plan. Progress for each priority was rated as  *completed*;  *extended, outcomes were on track to be completed, but were stalled by changes in planning, need for outcome measurements adjustment, or other circumstance impeding completion and will be continued into the next strategic planning cycle*; or  *incomplete and/or suspended due to extenuating circumstances listed in the area report*. For a strategic goal/priority to be considered complete, all tactics within that goal must be completed. For example, if out of six area tactics, one tactic is found to be *extended* but five tactics are *completed*, that strategic goal will register in the scorecard as *extended*. Figure 2 illustrates the Strategic Plan Priorities Scorecard for 2021-2022. The [2021-2022 Support Area Tactical Plan Compilation](#) details a full report on area tactics.

Figure 2

Strategic Priorities Scorecard 2021-2022

 completed  on track for completion & extended  incomplete and/or suspended		
Goal	Strategic Priorities 2021-2022	Status
1	Enhance efficiencies and effectiveness of targeted cross-campus processes and services.	
1	Enhance diversity, equity, and inclusion across all campus operations and services.	
2	Enhance the quality, efficiency, and effectiveness of academic programs utilizing pertinent campus collaborations.	
3	Expand and diversify recruitment through cross-divisional initiatives.	
3	Implement guided pathway strategies through cross-campus partnerships.	
4	Integrate College programs and services with the community agencies, schools, business, and industry.	

Institutional Effectiveness Rubric

UCC adapted the NWCCU Rubric for Institutional Effectiveness ([NWCCU, 2020, Accreditation Handbook, Appendix B Standards 1.B.1-1.B.4, pp. 58-60](#)) as a self-assessment guide to determine effectiveness of strategic direction, activities, and outcomes achieved for student success. Figure 3 illustrates the collective scoring used to rate overall institutional effectiveness and continuous improvement. In comparison, the grey highlighted boxes illustrate the self-assessed score from 2020 and the orange highlighted boxes illustrate the score for 2022.

Figure 3

Annual 2021-2022 Institutional Effectiveness 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. 2020	Structures and practices for assessing institutional effectiveness are established; assessment occurs in some areas. 2022	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

		2020 & 2022		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. 2020 & 2022	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. 2020	Regional and national peers have been identified; minimal evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers. 2022	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	Planning processes reflect the participation of an expanding constituent base; there is	Processes reflect the participation and meaningful contribution of a broad	Evidence shows that planning processes are broad-based, offer opportunities for input by

resources, and leads to improvement of institutional effectiveness.	linkage between planning efforts, resource allocation, and outcomes.	some evidence that formal planning processes are aligned with mission fulfillment and strategic priorities; planning guides resource prioritization and allocation. 2020 & 2022	constituent base; formal planning is clearly aligned to institutional objectives, indicators, and outcomes; planning regularly guides resource allocation.	appropriate constituencies, allocate necessary resources, and lead to improvement of institutional outcomes.
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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. 2020 & 2022	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. 2020 & 2022	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

In assessing progress toward mission fulfillment, several key components emerged from the findings as areas marked for improvement.

What We Learned

Upon analysis of the 2018-2023 Strategic Plan evaluation, the following themes for improvement emerged:

- Streamlining our planning and assessment processes to increase efficiency, improve tracking and data visualization, and better analyze results for strategic decision-making.
- 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, (c) utilize an appropriate metric/measurement of success to capture impact, and (d) clearly communicate how those findings inform 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.
- Improve area collaboration, aligning projects, and improving existing processes to increase efficiency, sustainability, and manage resources.
- Revising institutional indicators to capture intended outcomes that clearly link to impact on student learning and achievement.
- Integrating disaggregated program learning outcomes into indicators of success.
- Increasing lifelong learning and inquiry, bringing back knowledge to share for continuous improvement, innovation, and excellence.
- Continuing community engagement and connection with constituents; integrating feedback into planning and processes to foster trust, shared values, and connections that will help students succeed, benefit the community, and strengthen relationships.

What We are Planning

Future planning should consider priorities of:

- Quality education
- Increased accessibility to education and student engagement opportunities
- Prioritization of programs that offer students jobs and expanded educational pathways
- Creation of a new streamlined Strategic Plan that reflects our priorities using key performance indicators aligned to the plan, easily visualized by our constituents, and collaboratively designed to foster ownership, value, and meaning into daily operations.

Our current mission and Strategic Plan goals remain relevant to our needs. Moving forward, the college plans to conduct a thorough and in-depth needs analysis to design a new Strategic Plan that aligns with what the college, community, and students value most. We want our planning to become a part of our daily thought process allowing for innovation, and rapid response to change, in support of student learning and achievement. We want these factors to become ingrained in how we think, interact, and lead. If our plan means something to us personally, that value-based drive toward excellence will funnel into our daily interactions and that means students will get the very best of us every day.