2019-2020 Tactical/Operational Annual Assessment Report

Goal: Assess progress on key functions, tactics and operations of designated area/division/department focused on in 2019-2020 using clear data, analysis, interpretation and reporting of findings, and plans for next steps (continual improvement).

Outcome: Areas of operation will discuss 3-6 tactics or operations, total, from the 2019-20 year in an outcome-oriented format, supported by data, with actions steps for the next year.

INSTRUCTIONS*

Using the tables on the following pages:

1. Assess each Tactic/Operation with available evidence and discuss progress, achievements, and success made based on available evidence and date.

    a. **Progress and Successes** column should highlight significant progress made – discuss in outcome-related terms (What changed? How do you know?)

    b. **Analysis and Interpretation** should refer to the indicators of success chosen in your fall assessment plans. Discuss your progress in relation to those indicators, indicate whether the indicator itself was a good representation of success and what it might change to if not, and note any internal or external trends that may have affected progress on this indicator. Highlight any budget-related needs that have hindered or could further progress and sustain success.

2. Describe a basic action plan for continuous improvement related to your assessment work.

3. On the budget/resource allocation page, describe effects of the department or division budget on future tactics/operations planning.

4. On the last page, complete survey and note what assessment resources and training are most needed for next year.

* If other assessment documents are used for the "Progress Made" and "Action Planned" columns, note where the information is stored and include with this document.

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Profile Information			
Division	Student Services	Assessment of **Tactical** or **Operational** Plan**? (circle one)**	
Department		**Division or Department Dean, Leader, Director, etc.**	Dean of Student Services
Contributors to this report	April Hamlin, Christina Wooten, Danna-May Blommer, Les Rogers, Hanna Culbertson, Marjan Coester, Brenna Hobbs, Mary Morris, Kim Meinhardt, Ronda Stearns		
Mission statement	*Mission statement*: UCC's Student Services Division provides students and the community with equitable services to discover and achieve their educational goals.		

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SP Goal 1: Improve institutional climate, culture and efficiency				
Tactic or Operation *Outcome-focused format*	**Indicators of Success** *Planned metrics and targets*	**Progress and Successes** *Based on data and evidence*	**Analysis and Interpretation** *Based on documentation from progress and success – refer to your chosen indicators of success*	**Action Plan for 2020-2021** *Include major actions, indicators and related timelines based on this year's progress*
Align professional development of student services staff, including student workers, classified staff, faculty, and administrators to major campus initiatives.	Professional Development Plans will be developed for each department, targeted to division needs, specific to: • Planning and Assessment • Advising Re-design • Guided pathways • Cultural Competency	Department directors and faculty created professional development plans outlining the knowledge and skill needs of each area in student services, in order to adequately prepare each staff person to do their job knowledgeably and competently. These plans were submitted to the Dean of Student Services at the beginning of Spring term. Registration and Records was able to improve their FERPA compliance and workflow efficiency by moving all services behind two sliding glass windows. This separation allowed student records to not be visible from working desks, while also facilitating effective student traffic flow. The ACCESS office added Career Services at the mid-year point. This transition has effectively wrapped mental health, accessibility, and career services, along with community partnerships into one area with holistic retention goals. The Life Coach and Accessibility Services Coordinator	This tactic was met with success. Although a relatively young division (most people are in new positions in the past three years), there was active participation in the development and facilitation of division-wide and college-wide training and presentations. Affinity group participation was widespread and broad (connecting employees and the college to state-wide networks of collegial support). And, the student services operational team participated in intentional professional development through group discussions around a common text, *13 Ideas That Are Transforming the Community College World.* Further, there was broad participation in Diversity, Equity, Inclusion, and	It is recommended that directors/faculty continue to monitor the professional development plans that were created for each department (and for the CARES team), so that continued professional development becomes part of the regular rhythms of each year and that student services professionals are regarded on campus as knowledgeable, engaged, and contributing to the

		presented in 31 classes throughout the year regarding services, and provided 12 presentations to a variety of campus audiences, and the Life Coach provided group sessions on "Managing your Moods" during Fall, Winter, and Spring (virtually) to students. The Accessibility Services Coordinator, who was hired into the position in January 2020, worked to create efficiencies in the way students requested and received accommodations, so that nearly 80% of students had accommodations set up prior to the start of Spring term (from an average of approximately 25% in previous terms). This was done through intentional student advising and recruitment.	Cultural Competency as well as Trauma-Informed training in Division meetings, in voluntary campus workshops, and in required SAFECOLLEGES training. While available, employees utilized professional development funds to further their knowledge and skill sets, particularly around Guided Pathways, Planning and Assessment, and Appreciative Advising. In particular, we had widespread participation in tactical and operational planning and assessment reporting.	overall value of the college experience for students – particularly with a focus on student access and success.
		Academic Advisor, Jasen Lynch, developed and facilitated Appreciative Advising training, in alignment with the model of advising adopted by the department. This training was piloted to advisors in Winter term, and is available on the Advisor Training Canvas Shell, to ensure that all staff/faculty engaged in academic advising have access to training on the appreciative advising model.		
		The Dean of Student Services was active in the Inclusion & Diversity Consortium, the Council of Student Services Administrators, the Oregon Student Success Advisory Committee, and the Oregon Council of Student Conduct Officers in the 2019-2020 year. The Director of Engagement played a leadership role in the Oregon Student Life Administrators & Professionals, and presented at a national conference for the National Association		

		for Student Personnel Administrators. The Director of Advising and all advisors were members of the Oregon Academic Advising Association. The Director of Registration and Records participated in the Oregon Community College Admissions & Registrars Directors affinity group. The TRIO Directors participated in Council for Opportunity in Education, National Association of Educational Office Professionals, and Oregon TRIO Association conferences, training, and workshops. The Accessibility Services and Life Coach were members of the Oregon Association of Higher Education and Disability and attended the annual conference. The Career Coach joined a newly formed affinity group for Career Services Coordinators in Spring 2020.		
Address efficiencies of costs and workflow in student services departments.	80% completion of the milestones as indicated in Student Services Operational Plans	The Student Engagement Director and Peer Mentors worked actively throughout the year to develop, collect, and curate materials to provide required and compliance-based training in Anti-Hazing, Title IX, Safety on Campus, Drug and Alcohol abuse prevention, and more – so that the College's student-based contract with SAFECOLLEGES could be ended – at a cost savings of over $8,000 annually. This will be available to students in the first week of July. The Registration & Records Office area was reconfigured to improve FERPA compliance and office workflow and efficiency. The Registrar also developed waitlisting through comprehensive conversations including wide intra-campus	The Operational Plans are due on the same day as the Tactical Plan. At this time, the ACCESS report has been submitted for review, and 100% of milestones were accomplished. It is anticipated that this will be the case for most operational plans. Based on the accomplishments listed in this report, however, this tactic was successfully completed.	Complete any outstanding items (currently unknown) that are deemed to be of value to students and the college.

		feedback. Waitlisting was implemented during Spring term. In addition to the Registration & Records area, the Advising area was also reconfigured to provide a student resource wall, to de-clutter the waiting area, and to use Peer Mentors and student workers to guide students through the sign-in process. Marketing and Communications installed Department signs throughout ESB and LaVerne Murphy Student Center to better direct students to the areas of service they need, and they also installed Riverhawk-themed Window decals throughout the Student Center to welcome students into workplace areas. The Assistant to the Deans of Student Services and Enrollment Management reconfigured the front office area to better accommodate students waiting to meet with the Deans, the Accessibility Services Coordinator, the Life Coach and the CARE Advocate. She also collaborated with Admissions, Recruitment, Student Engagement, and ACCESS to create welcoming, educational, and culturally inclusive displays in the display cases of the lobby area – and in the ACCESS office waiting room.		
Increase campus access to Student Services.	Increase campus-wide understanding of mental health, accessibility, and related services processes.	Improved alignment between mental health, accessibility services, career services, and community resources was established this year with the creation of the ACCESS office. This includes 3.5 UCC FTE and one full-time Advocate from Peace at Home. It also includes the services	This goal was wildly successful, despite staff turnover in Accessibility Services, a new Life Coach, and the transition of the Career Coach and Career Services to the ACCESS Department in November. In addition to this, there was a vacancy and hiring of a new	It would be this author's recommendation to ensure continued presentations in classes and in other venues on campus

	Increase campus-wide advising, consultation, and training on mental health, accessibility services, and other related topics to improve campus culture. Enhance campus response to students in crisis. Enhance campus knowledge of SSS-TOP services for students.	on campus provided by Narcotics Anonymous and Alcoholics Anonymous. As per the ACCESS Operational Plan, the Life Coach and Accessibility Services coordinator presented in numerous classrooms throughout the year in order to share with faculty and students the optional services available to them. In addition, policies and procedures related to mental health services and accessibility services were either created and/or updated and sent to college council and the Board of Education for approval and adoption. SurveyTrac surveys were implemented for Life Coach, Accessibility Services, and Career Services in order to gather data for decision-making and program improvements and Training Feedback surveys are also deployed after workshops facilitated by the Life Coach. The Life Coach created the Student In Distress Protocol, distributed it to student services directors, the CARES Team, the Threat Assessment Team, and the Provost Council for review, feedback, and edits. The SID Protocol has been forwarded to SLT for review and final adoption. After approval, the Life Coach will present on the protocol to the campus. The Life Coach facilitated QPR and ASIST Suicide intervention training on campus and the counseling intern (Roger Kennedy) facilitated Mental Health First Aid training on campus. This	director for the SSS-TOP program and a vacancy from mid-February in the CARE Advocate position.	regarding services available to students through SSS-TOP, ACCESS, Student Engagement and other programming. Further, partnerships with NWCU and PSU to provide an internship opportunity for students pursuing counseling, social work, and other mental health education is an excellent way to increase mental health service provision, without adding to the cost of life coach/counseling staff – and it is recommended that UCC strengthen the relationships with these colleges (and possibly George Fox University) to ensure internships

		has increased the number of employees who have skills related to assisting students in mental health crisis and has also strengthened the professional development and response of the CARES Team. In addition to this, the Life Coach and Accessibility Services Coordinator have provided workshops related to trauma-informed care, trauma-informed classrooms, and resiliency. Finally, the Life Coach's services were augmented by the addition of a counseling intern from NWCU, Roger Kennedy, who was able to provide an additional 700 hours of service in mental health counseling, case management, and clinical supervision to the overall mental health services provided by the college. This was particularly beneficial because Roger created availability in the evening hours from 4:00 – 7:00 pm – which is when many services on campus are not available to students – except in Advising and Registration & Records. The CARES Team expanded its membership to include additional faculty members, as well as representation from athletics and the success center. This has ensured that almost every space on campus is represented by a member of the CARES Team. For more details, please refer to the ACCESS Operational Plan Annual Assessment Report. A new 5-year grant was submitted to the Department of Education by Les Rogers, the		placement opportunities.

		outgoing SSS_TOP Director and a new director for SSS-TOP was advertised and hired in Winter term, and received training in Spring term. Outreach to enhance campus-wide knowledge of SSS-TOP include presentations at the Athletics Orientation, Coffenberry Campus Tour, Jumpstart, UCC Scholars Bootcamp, SOAR, New Student Resource Fair, Engineering Presentation, Resource Fair, College for a Day, Scholarship Workshops, and Summer Bridge, and establishing positive partnerships with Enrollment Advisors, Academic Advisors, and Registration/Recruitment at Orientation.		

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

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Tactic or Operation *Outcome-focused format*	Indicators of Success *Planned metrics and targets*	Progress and Successes *Based on data and evidence*	Analysis and Interpretation *Based on documentation from progress and success – refer to your chosen indicators of success*	Action Plan for 2020-2021 *Include major actions, indicators and related timelines based on this year's progress*
Strengthen student services that support Guided Pathways initiative (Flight paths)	Student Services will complete tasks as designated in the Guided Pathways (Flight Paths plan) The two major tasks outlined in the Flight Path plan are: Waitlisting is developed and implemented. Students declare for a specific program of study within two terms Advisors and students develop Student Educational plans in preparation for	Waitlisting was developed and implemented, as scheduled, during Spring term (May 15). AAOT Declaration continues to occur (in Fall and Winter terms), but was not conducted in Spring term, due to COVID-19. However, discussions are underway between Advising and Enrollment Management to increase opportunities to have students declare an academic pathway earlier in the onboarding process, so that the AAOT Declaration process can be improved upon. The AAOT Declaration process will also be impacted when the final decisions for 5 – 7 academic houses is completed. Advisors completed approximately 202 Student Educational Planners in Fall term, approximately 168 Student Educational planners in Winter Term, and approximately 60 Student Educational Planners in Spring term. There was a precipitous drop-off of SEPs completed during Spring term, due to the COVID-19 pandemic and the loss of the Director of Advising on the first of May, 2020, who was overseeing the SEP and Faculty Advisor transition process. Despite	AAOT Declaration continues to be an area that needs to improve. Next year's action steps will likely move the dial in this area and the current advisor assigned to this project is developing a written plan to further develop the activities, student contacts, and other requirements to implement for successful deployment of this work. For Faculty Advising, one of the requirements for transitioning most students to faculty advisors is that they earn 36 credits – so students who develop an SEP when they have 12 credits may have to complete additional terms before they transition. Additionally, the Crystal Reports that are available to assist with tracking students	Based on the campus Guided Pathways team, major actions and indicators for continued progress related to campus re-design efforts will be determined. For AAOT Declaration, a plan for each term's AAOT Declaration recruitment event(s) will be completed by October 15, piloted during Fall term, and improved and implemented by Winter 2021. For the development of Student Educational Plans and faculty advising assignments, assigning one specific person to this task is going to be something that the College must decide upon. This task must be done by somebody with

	transition to faculty advising Non-academic assessment. Increase number of students receiving required grant services that are non-mandatory.l	these setbacks, we have assigned 121 students to faculty advisors in Winter term, 143 students to faculty advisors in Spring term, and are prepared to transition additional students with SEPs from Spring, Winter, and Fall terms during Summer of 2020. All departments in Student Services have participated actively in non-academic assessment and have submitted reports as scheduled. Finally – we determined that we wanted more students to engage in non-mandatory services, specifically related to the TRIO grants. See data tables at the end of this report. Upward Bound saw increases of: Team Meetings: 272% increase Tutoring: 266% increase Saturday Seminars: 159% increase Monthly Check-ins: 177% increase ETS saw increases of: Student Contacts: 85% increase Campus/Cultural Activities: 46% increase SSS-TOP saw increases of: Academic Support Services: 119% increase	and assigned advisors were not functioning correctly at times throughout the year – however, the IT staff worked diligently to create Crystal Reports designed intentionally for Advising – including assigned advisors and students with SEP plans, so that these documents may be used to continue to improve the warm hand-off from a professional advisor to a faculty advisor. Gaining "critical mass" on this is a reason for the college to continue to invest in advising staff. Advising re-design work also occurred in the development of Appreciative Advising training modules in Canvas and in-person (delivered during Winter term). These training opportunities will be expanded during 2020-2021. Increasing student participation in non-mandatory services – wildly beyond expectations.	excellent relationships with faculty and somebody with superb detail-orientation skills. Without a Director of Advising, this is a task that must be assigned for the work to continue. For appreciative advising re-design efforts, the college must provide support for this model and ensure that all professional and faculty advisors are expected to participate in ongoing professional development related to the foundations of advising at UCC – and the foundations of the appreciative advising model.

| Use data to inform program improvements | Develop and deploy SurveyTrac surveys to students.

Waitlist implementation by Spring term.

Use data from IR to evaluate achievement gaps and determine program needs to address them. | SurveyTrac surveys for Advising staff were developed and deployed in Fall term. SurveyTrac surveys for Life Coach were developed and deployed in Winter term. SurveyTrac surveys for Accessibility Services and Career Services were developed and deployed in Spring term. Students can now provide data for the services they receive in each area.

As of June 11, 98.5% of students agree or strongly agree that Advising services met their expectations; 100% of students agree that Career services met their expectations; 90% of students agree that Life Coaching services met their expectations. However, no students have yet responded to Accessibility Services survey results.

Feedback forms were distributed by the Life Coach at the conclusion of each presentation; they were also created for workshops related to Appreciative Advising.

Waitlisting was implemented in Spring term. Currently, the Enrollment and Advising staff are evaluating how waitlisting is currently working and have identified that instructors do not have "override" authority for waitlisted classes, and that there might be some glitches to work out, but that mainly students were excited to have a waitlist option for registration.

Institutional Indicators are still being developed by IR for broad distribution and use; however, | Student Services worked diligently this year to strengthen communication with students and to provide additional methods for students to provide just-in-time feedback on the services they received.

This work has allowed student services departments to gather their own data, for the purposes of continuous improvement and program analysis.

In addition, student services staff have created new systems that align with Guided Pathways reform – and in response to the needs of students and the college, particularly for waitlisting and the development of student educational plans and transition of students to faculty advisors. Although this work was hampered in Spring term, due to the radical movement to online/remote services only (due to the COVID-19 pandemic), it is apparent this goal was met | Waitlisting will continue to be monitored for effectiveness and class scheduling efficiency – and to inform faculty leaders about the demands for classes as related to Student Educational Plans.

SurveyTrac will continue to provide data based on services in ACCESS and Advising; there is an opportunity to expand SurveyTrac survey offerings for additional areas of campus and additional data collection.

Advising staff will determine the effectiveness of their communications with students and make adjustments to the messaging that goes out in Weeks 1, 3, 7 and 10.

Once institutional indicators become regularly available, student services departments will begin to use those to evaluate the lagging data of student retention, progression, and completion |

		we are using Crystal Reports and SurveyTrac data to help us make data-informed decisions regarding programming and continuous improvement.	and that progress has been significant.	to make programmatic decisions.
		Advisors created standardized messages that are sent to students in Week 1, Week 3, Week 7, and Week 10 of each term. They also updated the Advising webpage and created a Resource wall for communicating with students.		
		Accessibility Services and Life Coaching also updated their webpages and created messages regarding services available to students.		
		In addition to this, staff throughout student services, including Advising, Student Engagement, Accessibility Services, and the Office of the Dean engaged in active recruitment phone calls and e-mails to current students who had not registered for the following term. These activities occurred near the conclusion of each term.		
		We were not able to update communications using texting, because UCC does not have a texting platform.		

SP Goal 4: Improve integration of the College with the community

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Research partnership with the community-based coalition, Creating Community Resilience, to align and integrate college services with a common language and best practices emerging from providers in the community.	A formal relationship between UCC and the CCR is established and functional.	In Fall 2019, Hanna Culbertson and April Hamlin worked to build support from across campus to join the CCR initiative – including members of SLT, Faculty leaders, Provost Council, Student Services Operations, CARES Team, Threat Assessment Team, and other campus stakeholders. In Winter 2020, a formal application to join the core leadership team of the CCR was submitted – and accepted. UCC's membership in CCR is led by Hanna Culbertson. Based on the community partnerships available in CCR, UCC had mental health connections available to provide student and faculty support during UCC's first Lock Down Drill since 10/1, we hosted Peace at Home Advocacy Center for on-campus training provided to approximately 12 UCC staff and students, and we made connections with Roseburg Public Schools and Phoenix School to strengthen connections between students in high school and UCC. In Spring term, Hanna Culbertson and April Hamlin applied to participate in Trauma-Informed Oregon's Foundations Training and were accepted into a small cohort. They completed the training at the end of April 2020.	Our identified indicator of success was to establish a functional relationship between UCC and the CCR core team. Based on the qualitative indicators of progress, as outlined in the column to the left, we determine that our goal was achieved and we look forward to the next several years of shared knowledge and resources between UCC and Creating Community Resilience.	At this time, there are no new actions, indicators, or related timelines necessary to move this forward. Hanna Culbertson will continue to represent UCC at CCR core leadership meetings and will be facilitating training related to trauma-informed practice, NEAR science, self-care and resiliency, and more to staff and faculty at UCC.

		Additionally, CCR intentionally built equity into their 3-year strategic plan (completed in Spring 2020) due to the advocacy of UCC's members. It is acknowledged that using an equity lens is a critical component of trauma-informed practice. Acknowledging harm is also built into the Microaggression training that the Ouch! That Stereotype Hurts training that were developed during Spring term. *Ouch!* is ready for online presentation (yet to be piloted) and Microaggression training was facilitated in Spring term (2 sessions) and is ready for in-person facilitators in 2020-2021. In addition to these indicators, April Hamlin facilitated equity lens trainings on campus 3 times in the past year; and Hanna Culbertson facilitated training related to Trauma-Informed practice/classrooms, Self Care, Resilience, and other topics to staff and students at least 5 times and at one state-level conference.		