

Evaluation of Institutional Effectiveness (Year 7)

Peer-Evaluation Report

Umpqua Community College

Roseburg, Oregon

April 19-21, 2023

A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities

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I. Introduction

A four-person peer evaluation team conducted a Year Seven Evaluation of Institutional Effectiveness (EIE) visit to Umpqua Community College from April 19 to April 21, 2023, in response to the *Year Seven Self-Evaluation Report* submitted by Umpqua Community College to NWCCU on February 21, 2023. The comprehensive visit covered Standard One, and elements from Standard Two identified as needing follow-ups from the Year-Six Policies, Regulations, and Financial Review (PRFR) report.

II. Assessment of Self-Evaluation and Support Materials

The evaluation team received the 77-page self-evaluation EIE report and corresponding exhibits from Umpqua Community College (UCC) with sufficient time to thoroughly review the documents prior to the visit. The exhibits included items linked within the report as well as the academic catalog, the updated UCC Governance Structure, Governance Councils and Committees, and accreditation reports. The self-evaluation was clear and concise, and followed the 2020 standards. The exhibits were visually helpful. A list of linked evidence following each section or standard in the report would help evaluators navigate the information more effectively. The team appreciated that each section of the report included a section on “What Was Learned,” and “What is Next.” These sections emphasized continuous quality improvement and a forward-thinking mindset.

UCC’s Accreditation Liaison Officer (ALO) was responsive and communication between UCC and the evaluation team chair’s office was responsive and ensured that the team had what was needed in preparation for a productive and thorough visit.

III. Visit Summary

The evaluation team was able to meet with all individuals and groups from whom it had requested appointments. The team conducted collegial interviews with the UCC leadership teams, the teams working on assessment, the UCC board of education, the UCC Foundation, the College Council, and the ACSC & AC. Additionally, a student forum (12 attendees), a faculty forum (20 attendees), and a staff forum (27 attendees) were convened. Engagement between the evaluation team and the various stakeholder groups provided meaningful information for the report.

The team visited the two campus sites, the main campus which is located on a bucolic hillside and the Wooley Center located in downtown Roseburg.

Throughout the visit, the team observed a positive “esprit de corps” including support for a new leadership team and UCC students. The new leadership team, led by President Rachel Pokrandt, has leaned into a necessary healing process while simultaneously engaging in meaningful change that is moving the college forward relatively quickly. President Pokrandt and her team have implemented a new administrative structure, repaired broken communication workflows, and reinstated missing processes, such as evaluations and assessment forms. Following listening sessions, the team crafted a new “Strategic Doing Plan” that is in effect at the time of this writing and that sunsets the previous Strategic Plan. Administrators and leaders have begun to strengthen partnerships, including great work with the Roseburg school district on the Friday Career Academies.

IV. Topics Addressed as an Addendum to the Self-Evaluation Report

As part of the visit, the evaluation team assessed progress made by UCC to address Finding 1 of the Spring 2022 Policies, Regulations, and Financial Review (PRFR). Per Finding 1, the following standards are areas where improvement is needed: Standards 2.D1; 2.F.4; 2.G.6; 2.H.1; and 2.I.1. These items will be addressed in Standard 2 of the report.

V. Standard 1: Student Success and Institutional Mission and Effectiveness

a. Standard 1.A: Institutional Mission

i. 1.A.1

1.A.1 The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement.

UCC changed the college level Strategic Plan to a “Strategic Doing Plan” in 2023. The new Strategic Doing Plan was reviewed and approved by the Board February 8, 2023. UCC’s mission “sets a strong foundation for institutional effectiveness, but most importantly guides college actions and inspires constituents to transform lives and enrich communities.” The UCC Self-Evaluation Report illustrates two broad areas of emphasis: 1) Transforming lives; and 2) Enriching communities. The team reviewed ample evidence that the college community is moving forward with initiatives designed to transform lives through new ways of improving upon student achievement and success, including but not limited to, Guided Pathways, corequisite models for English and Math instruction, and clearer assessment frameworks. As for the enrichment of the community, the team learned about several projects and initiatives that appear to enrich the community in significant ways, but the establishment of metrics and evidence needed to verify and frame the magnitude of such enrichment is a work in progress.

Since the Year Three Accreditation Report and visit, UCC has worked to make positive changes in leadership, oversight, staffing, planning processes and structures. They have added new services, strengthened partnerships, and improved facilities. Visitors observed a spirit of collaboration and a climate that indicates renewal and continued resiliency.

b. Standard 1.B: Improving Institutional Effectiveness

i. 1.B.1

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

It is important to note that UCC experienced significant administrative turnover and this has led to substantial improvements to ongoing and systemic evaluation and planning processes. The VP of Academic Services, VP of Student Services, and three instructional Deans of Instruction joined UCC within the last year and a half. Simply put, the administrative leadership team is new, and the team heard numerous compliments and supportive remarks across all campus groups, including students, about these new leaders. Fondness for the new president and the new vice president of academic services was particularly notable, and these two leaders were often referred to by their first names. Strong positive regard was apparent when leaders discussed faculty and staff, and when faculty and staff referred to their new leaders. This is important to note, because these relational improvements have had the effect of restoring “voice” among campus stakeholder groups, and without this development it is unlikely that shared governance, a model that enhances institutional effectiveness, would prevail. Moreover, governance structures and mechanisms have been redesigned and adopted with the goal of expanding representation of campus stakeholders.

A survey conducted by UCC verifies that morale has improved across campus, despite the fact that many positions were eliminated during the pandemic. While these significant leadership changes were occurring, UCC managed to complete a new college-level Strategic Plan that includes meaningful indicators that had been bi-annually assessed by the Strategic Plan Oversight Committee (SPOC) using a tool called the Institutional Indicator Scorecard. Although the SPOC has been replaced by a new structure, the work of this team was effective and included representatives from across the campus. The SPOC had been well positioned to analyze the tactical plans that bring the Strategic Plan to life, and in focus.

Moreover, an ongoing cycle of planning and resource allocation is linked to the Strategic Plan and Scorecard.

Whether or not mission fulfillment overall is achieved college-wide is not clearly defined by UCC, although individual metrics on the college scorecard have defined targets. The “passing” threshold target for each indicator is clear and is shared with internal and external stakeholders (posted on the web) and with the UCC Board. Although the process is a work in progress, it is clear to the team that UCC is engaged in improving these processes through ongoing reflection and analysis.

1.B.2

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

UCC’s Strategic Plan was approved in 2018 and served as a blueprint for the college until the new Strategic Doing Plan was approved in February of 2023. According to the 2021 Annual Strategic Plan Report, the 2018-2023 Strategic Plan included four overarching goals, 12 objectives linked to the goals, and 11 indicators. A scorecard format had been reviewed annually and reported out by the Strategic Plan Oversight Committee (SPOC). In 2022, the College shared tactical plan assessment reports related to each service area at UCC.

UCC monitors and compares its progress to other two year colleges regionally and nationally. Four primary indicators are used to compare UCC with peer colleges: early momentum, transfer rates, retention rates, and completion rates. The indicators comprising the UCC Scorecard are more expansive and includes retention data, completion data, transfer rates, program level outcomes, Universal Learning Outcomes, Gatekeeper course success, Lifelong Learning/Adult Basic Skills progress, Campus and Community Engagement, and Student Satisfaction.

In terms of measuring mission fulfillment, the use of data to assess transforming lives through progress and achievement at UCC is robust. Data used to assess how well UCC is effectively enriching communities is not readily apparent. Thus, the demonstration of what mission fulfillment looks like as related to the enrichment of community could be clarified. For example, Foundation fundraising is impressive, and support from donors

illustrates that the community trusts in UCC's enriching the worth and value to the community.

Compliment: The campus is ushering in and reaching out in new ways that enrich the community.

Concern: The college has not clearly articulated an over-arching definition of mission fulfillment.

Concern: The college narrowed the framework for demonstrating mission fulfillment regarding enriching the community.

ii. 1.B.3

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

UCC has broadened the level of engagement within the college community through expanded shared governance structures. The evaluation team verified that these new structures are collaborative and inclusive. Constituents understand how to request resources through appropriate managers/supervisors and college committees as appropriate. Also, annual budget development has timelines that are understood. In general, stakeholder groups are satisfied with resource allocations, particularly funding for professional development and support for their classrooms.

A routine process for resource allocation for new initiatives was not readily apparent, although most stakeholders seemed satisfied with the results of new projects, initiatives, and resource allocations. It appeared that initiatives are often inspired by executive administration following collaboration with **external** partners (examples: school district, business partners) and collaboration with UCC departments was encouraged after-the-fact. There is excitement around the Modernization of Digital Transformation initiative, including excitement among the UCC Board of Trustees. Across the campus there is enthusiasm related to how new technologies will improve upon institutional effectiveness in general, student success, and community enrichment in particular.

iii. 1.B.4

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through

its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The executive leadership team is active in both the internal and external environment and relatively quickly has identified emerging local trends. Moreover, projects have begun or are in development that show a desire to collaborate with partners in ways that will benefit both the City of Roseburg and UCC. For example, the President has partnered with a collaborative known as “Envision Roseburg.” UCC will purchase two older downtown buildings that will be renovated into 275 student “beds;” a project that will help students with housing and assist with downtown revitalization. In another example, changing trends occurring within the Roseburg school district will provide interesting dual enrollment opportunities for UCC, including the possibility of sharing instructional positions.

There is an openness to innovation and change at the levels of instructional Dean and department faculty. Two examples are pertinent. First, the national trend away from stand-alone developmental Math and English has been embraced by UCC English faculty. The Math department, who were initially resistant, identified a consultant to work with on changing to a new pathway model for mathematics. Second, there is greater outreach to industry partners in emerging new economic clusters, such as manufacturing, so that the College can understand how programs and curriculum need to be modified (or created) to meet an emerging industry need.

c. Standard 1.C: Student Learning

i. 1.C.1

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

UCC programs align with the institutional mission to transform lives and enrich communities. Content and rigor of these programs are supported through specific articulation agreements for transfer degrees, adherence to HECC guidelines, and requirements for all programs to ensure that students can successfully transition to other institutions within the state. Programs leading to applied degrees solicit guidance from advisory committees to maintain curriculum that is relevant and

current to industry standards. Program structure and content are clearly outlined in the catalog and include listing of program learning outcomes, typically five to seven learning outcomes for most two-year degrees.

Student learning outcomes at the institutional, program, and course level are presented in the catalog and course syllabi. Learning outcomes have been mapped across the curriculum to demonstrate alignment and to track student progress in their course of study. All programs requiring the completion of more than 45 credits contain a general education core aligned with state requirements; additionally, UCC has worked to align its general education component with that of the State's private institutions to facilitate student transfer. The general education outcomes (now incorporated into the universal learning outcomes, see section 1.C.6) are assessed annually and published.

Instructional administrators and UCC-Online staff perform quality control by reviewing online courses to verify substantive student/course interaction. Prior to launching a course online, the Quality Matters (QM) rubric is used to confirm that the content has the appropriate academic rigor. Student evaluation responses confirm that learning outcomes have been explained and understood. Deans review syllabi periodically.

Changes to current curriculum or proposed new curriculum follow a robust review and approval process, initiated by the discipline specific faculty, and presented to various curriculum committees, prior to implementing any changes. New degrees are approved by UCC's Board of Trustees, HECC, and NWCCU. Faculty regularly review course learning outcomes to determine necessary adjustments and receive feedback from the Assessment and Curriculum Standards Committee (ACSC).

ii. 1.C.2

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

UCC offers 70 programs leading to an award, such as associate degree or certificate. The degrees fall into three categories: general education, terminal or transfer, and career and technical education. All degrees require completion of at least 90 quarter credits with a general education core of 30 credits, or related instruction for AAS degrees. Certificates require completion of 45 quarter credits and are contained within the associated degree, so students who have earned a certificate can continue working toward the degree.

As discussed above in section 1.C.1, program advisory committees provide valuable feedback to help programs maintain relevant content and learning outcomes. To facilitate compliance with state requirements, programs incorporate

input from various councils and [external] oversight boards and participate in discipline-specific conferences, thereby fostering programs with the necessary depth and breadth. Learning outcomes are identified at the course, program, and universal level, mapped for alignment, and assessed regularly.

iii. 1.C.3

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Degrees and certificates are grouped into Guided Pathways and published on the UCC website. The program and degree learning outcomes are easily accessible under these general Guided Pathway headings or can be accessed directly through the individual program pages. The program and degree learning outcomes are also published in the catalog. Course learning outcomes are published in the course syllabi, and faculty review the outcomes with enrolled students during the initial class session. Course evaluation responses reflect that students are informed of the learning outcomes. Syllabi are available online through Canvas.

iv. 1.C.4

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admission requirements for new, returning, transfer, and high school students are posted on the UCC website. Additionally, the page includes links to Community and Workforce Training, General Education Diploma, and Small Business Development Center. The admission requirements are clearly stated and include the necessary forms to be completed; a separate menu on that webpage provides links that connect potential students to the admissions process in a step-by-step, easy-to-follow format.

Admission and graduation requirements are also available in the catalog. The 'Getting Started' section (p. 10-12) provides information to start one's education at UCC, and the graduation requirements can be found in the 'Registration and Records' section (p. 14). In the 'Program' section of the catalog, each program presents information about required or recommended entrance requirements. Special requirements, such as licensing, are also listed in the individual program pages. (Example: Nursing program, p. 105).

v. 1.C.5

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes

the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

In a joint effort, UCC faculty and administration revised the program assessment and review process, resulting in a system of assessment that is used to improve programs. Programs are assessed annually (new process implemented in 2020-21) and are reviewed on a five-year cycle (new process implemented 2021-22). Initially, faculty assessed at least one of their program learning outcomes and received feedback from the Academic Curriculum and Standards Committee (ACSC) and Assessment Coordinator through a feedback rubric, which scores the measurability of the learning outcomes, assessment and implementation, validity of the results, and use of the results.

Program learning outcomes are mapped to the curriculum to reflect the increased academic level of the outcome from introduction to reinforcement to assessment. Universal learning outcomes are discussed in section 1.C.7. Where applicable, program learning outcomes and universal learning outcomes have been linked, allowing faculty to use the same instrument to assess both. The assessment process has been effective; for example, writing faculty aligned the grading across the selected course sections and was able to identify findings that can be addressed in subsequent terms.

Faculty has a central role in establishing and modifying curricula, a process overseen by the ASCS and the Academic Council (AC). The proposing faculty consults with their chair and dean, after which the curriculum proposal is then presented to the ASCS for feedback, and subsequently forwarded to AC for final approval (for new programs and programs to be deleted, the College Council gives the final approval). This robust process with faculty participation at all levels, ensures that curriculum is thoroughly vetted prior to implementation.

vi. 1.C.6

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

UCC has completed a comprehensive process to revise the institutional learning outcomes, resulting in a transition from two sets of learning outcomes (five general education learning outcomes and three universal learning outcomes) to a single set of universal learning outcomes: the 5 C's: Communication,

Computation/quantitative literacy, Creative and social expression, Curiosity and scientific mindedness, and Cultural literacy/awareness. These universal learning outcomes have been established for all programs comprising more than 45 credits. Certificates with fewer than 45 credits are aligned with the associated degrees and also lead to these outcomes, albeit at a lower level. Career technical education utilizes related instruction leading to three of the five universal learning outcomes: communication, computation/quantitative literacy, and cultural literacy/awareness.

Previously, the general education and universal learning outcomes, and now the five universal learning outcomes are assessed annually. Faculty periodically review and update the list of courses associated with each outcome. The assessment process includes a description of the sample assignment, a rubric to analyze student performance, and the process closes the loop with a reflection on the assessment and next steps outlining any changes that may be implemented as a result of the findings.

Compliment: The revision of the universal learning outcomes was a challenging process that unfolded over an extended period of time; it was successful because of strong faculty and staff collaboration, persistence, and commitment.

vii. 1.C.7

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

UCC has established a comprehensive strategic plan, which incorporates student achievement indicators pertinent to improving academic support and student learning outcomes. As part of its assessment efforts in general, the institution has expanded the membership on committees involved in the process, which has improved communication among departments and thus, facilitated learning support.

Faculty and administration have systematically and diligently revised and streamlined the assessment practices, thereby producing more meaningful information for improvement. While this is a dynamic process expected to continue, conversations with those involved have indicated satisfaction and excitement about the changes that result in actionable, easy-to-implement items. The Business Department and Retail Management Certificate, for example, has utilized UCC achievement data complemented by data provided through partnerships to assess their programs. The results indicated while five-year milestones are not essential, disaggregation of student achievement data at the

course, program, and degree level is essential, and the department plans to make the appropriate adjustments.

A second example, faculty developed co-requisites for math and English courses to better support underprepared students and to expedite time to completion. Early results indicate that the strategy has been successful. A third example, the nursing program reflected on the pandemic and how the shift in modality impacted student learning; at the course level, faculty used different guidelines for their courses, resulting in varying degrees of student success. Such findings help future collaboration to streamline guidelines and thereby foster student success.

viii. 1.C.8

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

The guidelines for transfer credit and credit for prior learning are published in the catalog (p.12-13) and on the website. Credit for prior learning falls into four categories: transfer credit, secondary transfer credit, prior learning, and credit for prior learning. All incoming transcripts are evaluated by the registrar, who may utilize standards for the international baccalaureate, CLEP, or JST to determine which credits may be accepted.

For specific, relevant prior work experience that may apply to a career technical field, the registrar consults with the individual department before making a final determination.

Potential incoming students can access the Transfer Equivalency Self-Service through the UCC website. This is a tool whereby they can enter their prior course work to estimate how many credits may apply to the chosen degree before they apply.

ix. 1.C.9

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student

engagement in research, scholarship, creative expression, and/or relevant professional practice.

UCC does not offer graduate level programs.

d. Standard 1.D: Student Achievement

i. 1.D.1

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

UCC recently hired a full-time recruiter, and this staff member engages in outreach with particular focus on area high schools. Additionally, a “Rural Project Coordinator” hired in 2022, focuses on enrolling males and strengthening relationships with rural high schools. The intake processes for students appear to be thorough, including orientation, advising, access to a student portal, placement assistance, pathways and program guidance, and connections to financial resources and career services.

In 2022, UCC began the Friday Career Academy dual enrollment program in response to high schools in the area moving to a fourday per week instructional schedule. This program provides access to career-ready academic curricula and provides a great option to students seeking college level training programs while enrolled in high school. This unique pipeline to UCC is off to a good start with 32 students enrolled at the time of this writing. The Academy illustrates how UCC is enriching the community through strengthening partnerships and increasing access to public higher education. In the words of The UCC President, UCC has begun to work “hand-in-glove” with local high schools.

UCC’s catalog clearly identifies degree and certificate pathways, in addition to establishing certificate and degree requirements. Degrees and certificates have articulated outcomes, including Universal Learning Outcomes. UCC has also embraced the Guided Pathways model (and curriculum mapping) and much progress is being made to enhance the student’s academic journey through clarified pathways.

ii. 1.D.2

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success.

Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

As noted earlier, UCC had relied upon eleven to thirteen institutional indicators and progress toward targets that had been reviewed by the former SPOC. In the recent past, the SPOC developed a report that was shared with the college stakeholder groups. Currently, the SPOC has been disbanded and has been replaced by the College Council in close collaboration and coordination with the President's Cabinet and working groups supervised by the two Vice Presidents (Dream Team, Student Service Team). The focus on planning is effective. Opportunities for collaboration are apparent in multiple layers at UCC because of the new workflow structures that have replaced SPOC.

In order to assess the outcomes of Guided Pathways efforts, UCC compares themselves with Oregon's 2-YR colleges via the OCCA Early Momentum Metric Report. This report details much work to be done for UCC, but also highlights strength in credit completion and Gateway English success. Moreover, UCC participates in the Voluntary Framework of Accountability, a national benchmarking data set that has standardized student success metrics and assists with comparisons of persistence, completion, retention, and postgraduation success (transfer) among 2-YR college students. UCC selected colleges that are geographically close, and/or have similar student and size demographics. The data is disaggregated. Additionally, the college has an extensive Scorecard that includes numerous metrics that inform tactics and planning activity.

iii. 1.D.3

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

UCC publishes the disaggregated indicators of student achievement for the categories of retention, early momentum, completion, transfer, and gatekeeper courses in the Institutional Indicators, Annual Data Report. The information is disaggregated by race, ethnicity, age, gender, socioeconomic status, and first-generation college student. Two of these indicators, the completion and transfer categories, are benchmarked against two local, four regional, and two national peer institutions. UCC utilized the Voluntary Framework of Accountability to

identify appropriate peers. UCC also chose to include local peers because it is the only post-secondary institution within an approximately 60-mile radius.

This Annual Data report is published on the UCC website; however, locating the report requires navigating through multiple webpages. The institution noted that the data in this 100+ page report is not displayed in a user-friendly format.

Within UCC, indicator data is disseminated through a layered committee structure, such that individual departments can use the information for operational planning and working toward continuous improvement in their respective areas of responsibility. The indicators are integrated into the process to allocate resources beyond the general fund. Resource allocation is an inclusive process overseen by the Institutional Effectiveness Committee and the Senior Leadership Team, and begins with individual departments submitting requests, which are then scored according to a rubric considering strategic plan priorities and fiscal impact.

Concern: Although UCC's disaggregated indicators of student achievement are published on the College's website, the information is not easily accessible and not displayed in a user-friendly format.

iv. 1.D.4

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

UCC uses an inclusive, transparent process to collect and analyze the indicators of student achievement. The Institutional Effectiveness Committee (IEC) and the Inclusion, Diversity, Equity, Action Leadership Committee (IDEAL) drive the inquiry to determine the reason for equity gaps while researching possible solutions. The membership of these two committees represents a cross-section of faculty, staff, and administration with the IDEAL committee membership open to anyone interested in participating.

The institution's data analysis revealed several equity gaps: for example, a low success rate for rural men, a gender gap in welding programs, and a disparity between the success rates of full-time and part-time students. To mitigate the gender gap, UCC has successfully pursued grant funding to support initiatives, reached out to secondary school students with information on career opportunities, and sponsored Career Academy programming and events designed to attract and retain male, rural students. By contrast, welding and auto programs lacked female participation, but faculty's targeted efforts resulted in three female students having enrolled in the program. A study of part-time students showed that many were caregivers, and the institution is currently considering ways to

offer support, one of them being the formation of a caregiver group. Last, a resource navigator was hired to connect students with needed resources and thereby remove barriers to success.

VI. Standard 2: Governance, Resources, and Capacity

The following Standard 2 elements were specifically reviewed during the visit as either PRFR findings, items included in the self-evaluation report addenda, or as areas of interest resulting from meetings during the visit.

e. Standard 2.D: Institutional Integrity

i. 2.D.1

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

PRFR Finding: There are clearly articulated policies and procedures regarding published materials; however, there was no established timeline for the review of the process (including how often publications are reviewed). Training is made available to campus stakeholders on an annual basis. Materials regarding academic intentions and student services are found in the college Catalog and the website. The college's advising procedures articulate processes and platforms to aid in completion. The college provides model program course requirements in the college Catalog that would allow full-time students to complete programs within two years. Certificates of completion plans are identified with time to completion listed as less than one year, one year, greater than one year, and two years.

The college provided evidence it uses several methods to communicate academic information to students and the public. Academic program information in the catalog includes the length and number of credits with information on average time to completion.

The college established a policy and procedure review schedule with assigned responsible parties indicating last review and next review. UCC Communications and Marketing (CM) Publication Quality Assurance plan clearly states publications, details, review process and timeline demonstrating publications are systematically and regularly reviewed to ensure accuracy and integrity. With the hiring of the Digital Content Editor, UCC is acting on the identified need to

prioritize internal and external communication through the newly redesigned website, which had not yet been launched at the time of the visit. Communications and Marketing are on their way to developing a tracking plan for the website.

f. Standard 2.F: Human Resources

i. 2.F.3

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The college's library is currently open 49.5 hours per week. The library has three full-time employees and one part-time employee. Previously, the library staff consisted of 4.5 FTEs. As a result, activities that require staff to be away from the library, such as professional development, committee work, and sick leave, present challenges to maintaining open library services for students. The same person is sometimes required to open and close (7:30 am to 6 pm), occasionally alone, and staff often forgo other important activities or work through breaks.

Concern: The number of library staff limits the library's capacity to provide direct service, manage the library, and participate in teaching, curriculum, and planning – all activities vital to a responsive and engaged library.

ii. 2.F.4

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

PRFR Finding: There are identified evaluation schedules for all positions, excluding part-time faculty that may be evaluated at any time with notice. Classified Employees are evaluated on an annual basis per agreement and plans include a review of classification every four years upon representation's request. New faculty are evaluated once per year within the first three years of employment and after that are evaluated once every five years. Part-time faculty may be evaluated at any time with notice. The report did not provide clarification of an assessment and

evaluation schedule and how many employees had been evaluated at the time of the submission of the report and the evaluators cannot confirm that the identified schedule is being followed. This should be added to the year seven (EIE) report.

The college provided evidence it delivers regular and systematic evaluation of employees as well as established tracking mechanisms and maintains completion records. Faculty evaluations are performed by Instructional Deans per the Collective Bargaining Agreement (CBA). Faculty annual check-ins are also a part of the evaluation process. A large percentage of faculty have received an evaluation as prescribed in the CBA as well as an annual check-in. Tracking documentation is shared with Human Resources.

Administrators and staff at the College are evaluated annually, and a large percentage of staff have received an evaluation within the last year. Human Resources is reviewing and updating job descriptions and classifications, ensuring evaluation parameters are fair and consistent, based on written criteria as it correlates to responsibilities and job duties. Evaluation records and tracking documentation is recorded in Human Resources.

g. Standard 2.G: Student Support Resources

i. 2.G.6

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

PRFR finding: The College provides advising progress through DegreeWorks and provided academic advising after-visit assessment. Quality improvement measures have been identified. While the College has identified professional development funds through bargaining agreements, there is limited documentation of the ongoing development of advisors (other than the option to attend meetings) and assessment of the advising programs other than student feedback. The College should document the processes used to inform advisors of their responsibilities, assess the work being done, and overall quality of the advising program.

Advising is available to students by appointment or drop in. Advisors reach out to students systematically: four times during the quarter and at key points in their education. Students learn about advising during the student onboarding

process and advising services are described in the College Catalog and on the college website. An advising checklist is available online to prepare students before meeting with an advisor ([Advising checklist 6-14-2021.pdf](#) ([umpqua.edu](#))).

For advisors, responsibilities are described in the Advising Manual and in similar content in a Canvas shell for advisors. New advisors undergo a six-week training period, which includes shadowing other advisors and working with a mentor advisor. Advisors meet weekly to share information, receive updates, review training, and address identified training topics. The advising program has tactical and operational plans which are tracked and considered in annual assessment reports. Advisors and other staff who participate in informal advising stay abreast of curricular changes in partner advisor and student support meetings. As staff, advisors have access to funds for professional development.

Concern: The college did not provide evidence of plans for advisor professional development beyond initial training and regular meetings.

Concern: The college did not provide evidence of a framework to assess the effectiveness of its advising program.

h. Standard 2.H: Library and Information Resources

i. 2.H.1

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

PRFR Finding: The library is part of various interlibrary loan and consortial agreements and has policy and administrative practices established to support the institution's mission. The library is staffed by qualified librarians and there are documented assistants and clerks. There is documented support on the website for faculty online course support, use of library/web sources, research guides, and custom guides. While there is a reference to working with faculty and staff regarding library needs, it is unclear if there is an established Advisory Board. There is an identified library committee to review complaints but not regarding planning and collection development. It is unclear how engaged stakeholders are with the library and its processes and the College should identify processes used to assess the library services and meet faculty/staff needs in the library, as well as overall assessment by stakeholders.

The library is implementing a suite of tools (LibGuides and associated tools from Springshare), including a revised website, data tracker, and chat services. The chat service acts as a help desk for library research as well as online learning support.

The library planning committee (the three full-time library staff members) meets weekly. The collection development policy ([Policies - Library - UCC Library at Umpqua Community College](#)) and a resource request form ([Contact - Library - UCC Library at Umpqua Community College](#)) is available on the website. The collection development policy lays out the acquisitions and deselection process. Collection assessment is in progress, starting with a collection-wide deselection in advance of a planned library remodel. The library's budget is sufficient to respond to student and faculty requests for materials. The library director and library faculty work with teaching faculty and programs to ensure that information resources are considered and acquired as needed to support the curriculum. The library director sits on the Academic Council to assure that library resources and instruction are considered in course establishment and revision. The library faculty member is actively involved in library instruction across the curriculum, to the extent possible for one person to do so. Staff are well qualified.

i. Standard 2.I: Physical and Technology Infrastructure

i. 2.I.1

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

PRFR Finding: While there is a Facilities Council and identified Tactical Plan, the evaluators cannot identify a Facilities Master Plan beyond one from 2014. The Council identifies the need to develop a master plan and facilities five-year plan, but none are currently presented. There is a Tactical Plan that shows immediate facility and technology plans and there is a replacement/refreshment timeline; however, the plan does not identify the long-range needs of the campus in the areas of facility and information technology, and it is unclear to the evaluators if the campus facilities are meeting the identified mission and strategic planning needs of the campus. Lastly, there is little information about campus cyber security needs and how the campus is proactively responding to these technology needs.

As noted in the PRFR, the college's facilities master plan was last updated in 2014. Annual tactical and operational plans were embedded in the 2018-2023

Strategic Plan, which are tracked and considered in annual assessment reports. The college did not provide evidence of a current Facilities Master Plan based on formal assessment processes for infrastructure needs and priorities. The college does have an asset protection plan and uses a tracking system to monitor equipment replacement.

The college adopts, publishes, reviews, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous materials. The college did not provide evidence of policies and procedures for ensuring accessible, safe, and secure facilities. However, an Emergency Response Team was created with representation from departments and divisions across campus who prepare and respond to emergency incidents. The goal of the team is to restore or maintain operations and minimize losses during an emergency incident. Emergency Procedures are maintained and easily accessible in appropriate areas. A walkthrough of the campus and buildings found the building and grounds to be well-maintained, and the campus appears well-lit and safe. Communication at the student, faculty, and staff forums and interviews with the facility director and staff, indicate satisfaction with the adequacy of physical space and equipment to meet needs.

The college utilizes automated helpdesk software to report IT issues and track repairs. When a major change in technology occurs that will affect a large number of campus constituents, the IT Personnel host training sessions to help ease the transition. As noted in the PRFR response, Cybersecurity has been addressed by assessing benchmarks, providing training to faculty, staff, and students, as well as implementing systems to monitor potential threats to ensure the technology infrastructure is secure.

The IT department tries to anticipate future needs and prepare a direction that will serve the campus in the most useful, cost-effective manner possible. The board approved the creation of reserve funds for technology in the 2022-2023 adopted budget. The college has identified seven (7) new products to configure, test, train, and go live between October 2022 and December 2023. The college has developed a Digital Transformation Schedule for the implementation of these new products, however implementing new software or feature enhancements can be a big lift. Digital technologies provide possibilities for efficiency gains, but only if current processes and practices are well laid out. The college did not provide a framework to measure the success of the adoption of new technologies. The helpful nature of the technology staff was a recurring theme in the forums and meetings with employees.

The facilities and IT directors are members of the Operations Council to operationalize academic and student support initiatives of the college.

Collaboration is demonstrated across campus in the forms of one-on-one and committee meetings to find student-centered solutions to gain efficiencies and meet campus-wide initiatives.

Concern: The evaluators noted in the PRFR that the College intended to update its facilities master plan. This update remains in the preliminary planning phase. The college did not provide evidence of an updated facilities master plan, including formal assessment processes for infrastructure needs and priorities.

Concern: The college did not provide evidence of a technology master plan and planning processes, including formal assessment processes for technology infrastructure needs and priorities.

VII. Summary

Umpqua Community College's Evaluation of Institutional Effectiveness report was concise and forward thinking and the evaluation visit presented additional evidence of the strong progress this college is making. The College cares deeply for the students served, is embedded in the greater community, and is vital to the prosperity of the Roseburg region. The evaluation team observed a college community on the move, transitioning from tragedy and loss to abundant hope—a hope brought to life through the generosity of service that helps and enriches the community. Moreover, the evaluation team observed a collective “can-do” attitude with regard to developing and repairing processes and procedures needed to ensure continuous quality improvement and excellence.

VIII. Commendations and Recommendations

a. Commendations

1. Commendation 1: The evaluation team commends the institution for its efforts to find student centered solutions through transparent and open communication, campus-wide collaboration, shared governance, and engagement.
2. Commendation 2: The evaluation team commends the institution for implementing an effective system of assessment and for its use of the results to continuously improve student learning.
3. Commendation 3: The evaluation team commends the institution for engaging the local and regional communities through recent partnerships that foster strong industry connections, special events, and expanded outreach.

b. Recommendations

1. Recommendation 1: The evaluation team recommends that the institution develop a technology master plan and establish planning processes (2.I.1).
2. Recommendation 2: The evaluation team recommends that the institution update its facilities master plan and establish planning processes (2.I.1).
3. Recommendation 3: The evaluation team recommends that the institution develop a framework to evaluate the effectiveness of advising. (2.G.6)