



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	Arts & Sciences/CTE	Assessment of <u>Tactical</u> or Operational Plan? (circle one)	
Department	Academic Departments	Division or Department Dean, Leader, Director, etc.	Kacy Crabtree
Contributors to this report			
Mission statement and goals	<p><i>Mission statement:</i></p> <p><i>Division/Department goals:</i></p>		

SP Goal 2: Increase high quality, relevant education opportunities through innovative and specialized academic programming

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Strategic or Operational Outcome-focused format	Indicators of Success <i>Planned metrics and targets</i>	Progress and Successes <i>Based on data and evidence</i>	Analysis and Interpretation <i>Based on documentation from progress and success – refer to your chosen indicators of success</i>	Action Plan for 2020-2021 <i>Include major actions, indicators and related timelines based on this year’s progress</i>																																																																														
Disaggregate student and institutional data using an equity lens to identify and mitigate success and achievement gaps	Data in the institutional indicators and academic program data packets contain disaggregated data; stakeholders analyze the data through an equity lens and create improvement plans	<p>Data was released in Spring 2021 and educational meetings / workshops were provided to guide analysis of the data and how to incorporate it into the annual strategic, tactical, operational, and academic program assessments and analysis for next steps. Work is on track as of June 30.</p> <p>Academic and non-academic assessment work done in Spring will include disaggregated data where applicable, which will facilitate work done with equity lens to identify gaps and strategize solutions.</p>	<p>Both our Institutional Indicators and our Academic Assessment Data Packets disaggregate student data over multiple student characteristics.</p> <p>Institutional Indicators</p> <p>The following table shows the disaggregation categories used for each of our completed indicators.</p> <table border="1" data-bbox="1039 862 1656 1385"> <thead> <tr> <th rowspan="2">Disaggregation Characteristic</th> <th colspan="9">Indicator</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>7</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>Gender (M/F/Unknown)</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Full-Time / Part-Time Student</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Veteran</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Pell m lol</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Accommodations Recipient</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Race/Ethnicity (All 8 IPEDS categories)</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> </tbody> </table>	Disaggregation Characteristic	Indicator									1	2	3	4	7	9	10	11	Gender (M/F/Unknown)	X	X	X	X	X	X	X			Full-Time / Part-Time Student	X	X	X	X	X	X				Veteran	X	X	X	X	X	X	X			Pell m lol	X	X	X	X	X	X				Accommodations Recipient	X	X	X	X	X	X				Race/Ethnicity (All 8 IPEDS categories)	X	X	X	X	X	X	X			<ul style="list-style-type: none"> Continue to enhance data reporting Provide additional workshops as needed to ensure consistency in use of data in various reports Determine how this strategy applies or is integrated into the work of the IDEAL committee.
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			<p>Indicator 10 measures applicant enrollment rate. At the time a student files an admissions application, it is not possible to determine full-time/part-time status, Pell status, or accommodations status.</p> <p>The CWT, ABS, and SBDC source data used in indicator 11 does not contain these disaggregation categories.</p> <p>Academic Assessment Data Packets All of the Academic Assessment Data Packets disaggregate student data by the following characteristics:</p> <ul style="list-style-type: none"> • Dual credit • Degree partnership program • Part time • Full time • Student age (The packets show student counts within certain age ranges. The age ranges vary, slightly, from packet to packet based upon the make-up of the student population.) • Male • Female • Gender not declared • All 8 IPEDS race/ethnicity categories <p>Document Locations Use the linked text in this sentence to access the Institutional Indicators or the Academic Assessment Data Packets.</p>	
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<p>a. Create meta-majors to facilitate student progress toward completion or transfer</p> <p>b. Develop program maps for all academic programs</p> <p>c. Streamline course offerings to match program maps and to facilitate meaningful course selection by students.</p>	<p>a. Meta-majors are identified</p> <p>b. All certificate and degree programs have maps (flightpaths) completed</p> <p>c. Offering of courses is streamlined to match flightpaths and provide meaningful course choices for students</p>	<p>a. Meta-majors have been decided upon and are in the process of being implemented</p> <p>b. The following flightpaths have been created: History, Media Studies, Spanish, Biology, Chemistry, Geology, Physics, and Natural Resources</p> <p>Education, Business, Criminal Justice, Computer Science, Math, and Psychology flightpaths are in progress and should be completed during the 2020-2021 academic year.</p> <p>c. Offering of courses is streamlined to match flightpaths will occur during the 2020-2021 academic year.</p>	<p>Significant progress has been made on Strategy 2.2. We need to be cognizant of have succinct flightpaths that will have robust enrollment. The college cannot afford to offer all courses we are currently offering.</p> <p>Information about transfer education and flightpaths is on the website. Presentations have been made to AC. Additional promotion of flightpaths need to be determined.</p>	<p>Complete flightpaths for the following areas: Education, Business, Criminal Justice, Computer Science, Math, and Psychology. Include flightpaths in major declaration days. Develop advising sheets for the flightpaths. Enhance marketing of transfer education and flightpaths.</p> <p>Research and ensure that UCC understands the expectations of MTM from the state, offering only what the college can afford.</p>
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<p>Provide cost-analysis and accreditation data.</p>	<p>IR department can use the data per their specification for reporting.</p>	<p>Programming was completed and delivered to the IR / IEC department in December; validation of the data delivered was completed in February 2020; data were included in faculty assessment packets distributed in May 2020; success of the project was mixed - delivered on time, but during the data extraction, data quality and lack of data broken down became an issue; part of the data use has been delayed until next year.</p>	<p>If success is measured by the delivery of information was based on quality and time, then it was a success. If success is measured by a complete picture of all costs, then the project was only a partial success. Data entry must be improved so that we can meet the demands to create reports beyond accreditation and faculty assessment packets.</p>	<p>The IR department and accounting are working on a new project plan that will allow for the extraction of data to meet the latest data requests.</p>
<p>Student learning outcome data at the course, program, and universal levels are produced by departments and IE and used for improving courses and teaching strategies</p>	<p>Student Learning Outcomes are produced at course, program, and universal levels and used for improvement of teaching & learning strategies</p>	<p>Updates to program missions, descriptions, career considerations, and learning outcomes were completed; tools (rubrics, curriculum maps, etc.) were developed that facilitate the assessment of universal, program, and course learning assessment throughout the academic year</p>	<p>ACSC has achieve incredible work this academic year. Having a team of faculty to lead academic assessment work has proven to be beneficial to UCC.</p> <p>Significant developments and improvements have taken place in the areas of assessment at the course, program, and universal levels. Forms, processes, and accountability have been enhanced.</p> <p>Data packets were released in May and June in time for faculty to learn how to use the information and apply the date to program assessments during the assessment workshops held on June 15-16. Faculty have made great strides engaging independently in assessment work.</p>	<p>Strengthen assessment work where applicable.</p> <p>Review processes and timelines to ensure efficiency.</p> <p>Continue to provide assessment workshops as needed, especially for any new faculty.</p> <p>Continue to support the work of ACSC.</p>

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<p>All online courses are evaluated and revised according to UCC's Quality Counts (QC) measures.</p>	<p>Complete 30 QC by the end of the fiscal year.</p>	<p>67% progress completed.</p> <p>A QC process was created that consisted of a checklist of course components for review and a timeline for completion of the review</p> <p>A cohort of 13 faculty were established that completed Connecting Learning Objectives and Assessment Standards 2 and 3 of quality matters training, peer review of courses, feedback provided to peers and changes that were implemented to improve course delivery</p> <p>A peer mentor which provides a student perspective was added to the QC process which resulted in a diverse stakeholder perspective</p> <p>20 courses have been quality checked</p>	<p>The QC process is a detailed process that takes time to complete.</p> <p>While we have a cohort of 13 faculty involved, more human power is needed to complete the review of 120 existing courses and any new courses and programs that come through the process.</p>	<p>Develop a rubric for reviewing courses.</p> <p>Develop a schedule for completing the QC process on existing courses.</p> <p>Continue to orientate faculty to become reviewers to enhance the cohort.</p>
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<p>Courses are evaluated, updated, and aligned with state standards in order to increase student achievement</p>	<p>Number of courses evaluated, updated and aligned with state standards increases (target: 80% evaluated and updated); 10% increase in student learning gains</p>	<p>Data dashboard to monitor term over term data were developed; associated curriculum needs assessment and related faculty training were developed and implemented. Work has continued to review materials, assess efficiency, debrief regularly, and provide professional development as necessary.</p>	<p>Dashboard enables the director to monitor and measure performance and metrics in real-time, regularly review with staff, drive quick and accurate decision making, and improve instruction</p>	<p>Evaluate and update 30% of our courses by Spring 2021; increase student MSGs by 3% over last year by Spring 2021</p>
<p>Advisory committees utilize the new handbook to guide its actions and publish their activity on the UCC website</p>	<p>Advisory committees have action plans in place by end of Fall 2020; advisory committee webpages are completed and populated by Fall 2020; outreach to industry leaders</p>	<p>A meeting was held with CTE program faculty liaisons to advisory committees to review the relatively new handbook and identify areas that require attention, especially the creation of an action plan; web pages for advisory committees are under construction with the goal of initially populating the pages in summer and fall 2020.</p> <p>The resignation of the CTE dean and others forced the College to re-examine the infrastructure of academic services. The President solicited advising committee</p>	<p>Significant work took place during the fall and early winter terms. Unfortunately, COVID has made it difficult to hold meetings as ZOOM is not always conducive when a major outcome is to engage in conversations that will lead to action. While we are on hiatus with this strategy, internal discussions continue to transpire.</p>	<p>A final plan will be developed during summer 2020 to prepare for faculty return for fall term.</p> <p>A meeting will be held with each advisory group during the summer months and early fall to provide the committees with updates and the need to develop action plans by December 1, 2020.</p>



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		information from each program coordinator/director. A master list/directory was created. She has also met with representatives from the Education District Services office to determine ways to integrate advisory committee work since industry representative service on committees for EDS and UCC.		
Improve support, security, and reduction of end point requirements through virtualization	End users are no longer tied to nor dependent on a specific physical machine to accomplish their work.	Required hardware and software have been implemented and configured; base image for computers has been completed ahead of schedule; IT department is piloting the current design by using the VDI in their daily tasks; based on the completion date of December 2021, we should complete 1 year in advance.	This project has required a lot of restarts and required the rebuilding the design of the lab VDIs. We spent time creating a project definition document that identified questions to be answered before building the staff/faculty portion of the VDIs. With strong support from our vendors the success we are having during the pilot, we anticipate being ahead of schedule.	Create the required support documentation; create a video on how to use the VDI; provide training classes staff and faculty.
Develop academic master plan to achieve strategic plan goals and to use as a framework for decision-	Academic master plan completed, with stakeholder buy-in; progress made as indicated in	Plan is under development with completion expected by August 1; a list of potential new programs was created by EM based on student interest and the provost based on viability	Progress has been made development of an academic master plan. Delays in completing the plan have been related to COVID and other pressing needs of the college and last of administrative support to the Provost.	A draft plan will be developed by August 15. Communication with 9 departments is needed to finish the plan. The plan is inclusive of implementation of new structure,

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<p>making, information for other master plans, resource allocation, professional development, and future vision</p>	<p>academic master plan</p>	<p>and initial market/industry research</p> <ul style="list-style-type: none"> • An academic meeting was scheduled with chairs, program coordinators and other constituents to discuss new program development • New academic structure has been introduced with stakeholder buy-in that will enhance collaboration and interdisciplinary focus in the program identification • Four plans are underway in Nursing, Automotive, Business, Criminal Justice, Fire Science and Water Quality. 	<p>We are back on track and ready to complete the plan.</p> <p>For 2020-21 academic year, Nursing will increase its cohort to 64.</p> <p>The Business Administration program will market to RMC students to enroll in the online business program.</p> <p>By Fall 2021:</p> <p>The Automotive program faculty will design a one-year certificate while teaching out T-TEN and general automotive</p> <p>The Engineering program faculty will will develop a one-year certificate program focused on Water Quality. The program will be delivered online.</p> <p>The Criminal Justice program will move completely online.</p> <p>The second year of Fire Science will move to online.</p> <p>All programs have to go through the internal program approval/revision process.</p> <p>Faculty are off contract during the summer months, making the completion of this work more time-consuming.</p>	<p>new academic programs, possible elimination of programs, enhanced online services, library enhancements, new developmental education redesign, enhanced ABS operations, enhanced transfer education model, enhanced advising model, and so forth.</p> <p>Administrative support would expedite this process tremendously. Provost will determine how to facilitate this need in collaboration with the President.</p> <p>Ensure that programs planned for Fall 2020 go through the internal curriculum and program review and approval processes.</p> <p>Determined new programs and initiatives to be implemented via Fall 2022-2025.</p>
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