



# 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			
<b>Division</b>	Enrollment Management	Assessment of <u>Tactical</u> or Operational Plan? (circle one)	
<b>Department</b>	Admissions, Recruitment, College Transitions, Testing, Financial Aid, Special Projects	<b>Division or Department Dean, Leader, Director, etc.</b>	Missy Olson
<b>Contributors to this report</b>	Missy Olson, Jessica Richardson, Destiny Hunt, Ellis Poole, Michelle Bergmann, Maci Brock		
<b>Mission statement and goals</b>	<p><b>Mission statement:</b> The Office of Enrollment Management guides students through all stages of their college exploration and enrollment journey by working to break down barriers through planned activities, use of data, and quality service.</p> <p><b>Division/Department goals:</b> Streamline the onboarding process Increase enrollment efforts in various target markets</p>		

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SP Goal 1: Improve institutional climate, culture and efficiency				
<b>Tactic or Operation</b> <i>Outcome-focused format</i>	<b>Indicators of Success</b> <i>Planned metrics and targets</i>	<b>Progress and Successes</b> <i>Based on data and evidence</i>	<b>Analysis and Interpretation</b> <i>Based on documentation from progress and success – refer to your chosen indicators of success</i>	<b>Action Plan for 2020-2021</b> <i>Include major actions, indicators and related timelines based on this year's progress</i>
Enhance recruitment efforts with cross-campus participation	# of FT faculty and PT leads participated in event or outreach  # of Web leads	82% of FT faculty and PT leads participated in event or outreach Developed and/or scheduled summer virtual Q&A sessions for Admissions, financial aid, careers, theater, music, Faculty involved have all developed elevator pitches that can be used at future events. Recruitment also developed program-specific in-person events to promote program offerings.  # of Web leads 2/6/19-6/4/19: 234 2/6/20-6/4/20: 225 Recruitment customized web lead responses and helped faculty with how to respond.	This tactic has been successful. Faculty in program areas are much more involved in the recruitment of their areas. COVID-19 forced innovation with technology that will be continued into the future. Web leads are personalized, and each student receives a response when initially submitting from the recruitment coordinator and from the department, if relevant.	Continue to track faculty participation and web leads.  Build additional specialized events by program or house area.
Enhance efficiency of enrollment processes	Critical enrollment operations are examined and streamlined  Lower the 3-year default rate  Consistent student communications developed	EM to Advising handoff is being improved <ul style="list-style-type: none"> <li>• Weekly meetings</li> <li>• Training on scheduling and use of Advisor Track</li> <li>• Enrollment and Transfer Advisor (cross departmental) position being hired</li> </ul>	The Advisors in EM and Academic Advising have been meeting regularly to streamline the handoff process, improve the messaging to students, and work out the issues with scheduling appointments.  The dual credit approval process has been improved through use of technology instead of using inter-campus mail. The registration process is more efficient due to increased instructor	Incorporate all areas of advising in one system and track advising appointments and retention each term.  Review possibility of electronic signature software for forms.  College Transitions would like to document every dual credit instructor's plans by late August and

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		<p>All EM forms on web have been reviewed and updated.</p> <p>Dual Credit instructor approval process timeline has decreased. College Transitions has also increased the number of dual credit students registered by week three.</p> <p>Overall student barriers were analyzed by EM and SS staff and small work groups are being formed.</p> <p>Financial Aid</p> <ul style="list-style-type: none"> <li>• The 2017 Draft CDR issued in February stayed the same as the 2016 CDR at 18.4%. This is considered a success as it did not increase. Down from 19.9% for 2015.</li> <li>• Aid Year Roll was done 5 weeks earlier than prior year</li> <li>• FAFSA' were imported 2 weeks earlier than prior years.</li> <li>• Welcome emails went out to student 1 week earlier than the prior year.</li> </ul> <p>Student communications have been gathered and sent to Communications Council for review. A plan is being developed for 20-21.</p>	<p>training, having the CT Specialist be able to directly solve barrier issues (processing apps and pins), and better communication with instructors and students.</p> <p>The initial staff survey and brainstorming session by EM and SS staff was very productive. We will be working at short-term groups to further analyze and research issues for further improvement.</p> <p>Financial Aid successfully created awareness of UCC's partnership with ECMC, continued to strengthen relations by adding 90+ delinquency outreach, and handles 30, 60 &amp; 90 using ECMC's LoanTracker service. The 20-21 FA forms were updated and converted to PFD fillable forms. Tuition rates were established earlier allowing for an earlier creation of Cost of Attendance figure. The office continued student communications with follow up 2<sup>nd</sup> request emails and "You're Almost Done" postcards.</p>	<p>get CRNs for the year. Some additional training for HS instructors is needed on rosters and the academic calendar.</p> <p>Through the work of Guided Pathways, the houses will be finalized, and there will be website and application updates.</p> <p>Barrier work groups need to meet, research solutions and provide feedback for change. Some of the key issues identified were email use by students and faculty, communication issues, the advising handoff process, and class scheduling issues.</p> <p>Financial Aid will incorporate ECMC's financial literacy services on our website and in classroom assignments and Satisfactory Academic Progress and continue to work with ECMC on Grace Counseling. FA will also continue work on earlier start dates for awards, work with HS counselors on financial aid night delivery with COVID-19 impacts, and develop new communications regarding Financial Aid Drop Box availability and usage.</p>
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SP Goal 2: Increase high quality, relevant education opportunities through innovative and specialized academic programming				
<b>Tactic or Operation</b> <i>Outcome-focused format</i>	<b>Indicators of Success</b> <i>Planned metrics and targets</i>	<b>Progress and Successes</b> <i>Based on data and evidence</i>	<b>Analysis and Interpretation</b> <i>Based on documentation from progress and success – refer to your chosen indicators of success</i>	<b>Action Plan for 2020-2021</b> <i>Include major actions, indicators and related timelines based on this year’s progress</i>
NA-ABS was moved to the CEP division				

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SP Goal 3: Support student success from recruitment through program progression, completion of programs, and transfer or entry to the workforce.				
Tactic or Operation <i>Outcome-focused format</i>	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>
<p>Increase enrollment in diverse markets</p>	<p><b>Diverse market enrollment targets met</b></p> <p># of focused events and tours</p> <p>Increase number of students served through special projects</p> <p># of ABS student who transition from GED to postsecondary</p> <p># of students enrolled in dual credit and EOP</p> <p># of international students</p> <p>Increase number of summer term enrollments by students receiving FA</p>	<p>Before CV-19, we had the Dental open house and College for a Day for ABS students. For spring term, EM planned and scheduled several focused events (STEM, Healthcare, welding, CTE signing day, and Math event) that had to be cancelled due to CV-19. Once CV-19 hit, we shifted our focus to remote events for Education, Paramedic, Journalism, Science, CIS/CS, Music, Theater Arts, Fire Science, Engineering, and Forestry.</p> <p>The Recruitment Coordinator worked with low enrolled programs on this year's goal to increase persistence. She attended classes each term and shared career info based on completing different levels of the program and reviewed scholarships and FAFSA.</p> <p>Career Pathways, STEP and Soar to Success were utilized to help students with financial and academic support needs. 18-19: 69 in Soar, 68 STEP (full year) 19-20 94 in Soar, 52 in STEP (October-June)</p> <p>Developed an efficient handoff process for students transitioning from the Woolley Center to UCC.</p>	<p>The specialized event planning is ready for next year. We will space events by term and not all in spring. The virtual events need to continue, and we can expand them as more faculty are interested.</p> <p>We will continue to focus efforts on low-enrolled programs through events for future students and visits to current students. These efforts can expand with help from an extra focus on onboarding help, career coaching, advising, and additional faculty.</p> <p>The Soar to Success grant was successful due to having the necessary staffing and the partnerships with other departments on campus. However, it has not been renewed, due to a change in the grant requirements and state budget limitations. UCC's new proposal was not accepted.</p> <p>Adding dual credit courses and students is complicated, because of the instructor approval process and how the high schools allow students to enroll.</p>	<p>Develop a system/model for programs to adopt to help with persistence from term to term and year to year. Increase the number of programs we work with that have low enrollment. Develop clear expectations from the department that participate.</p> <p>Increase the number of specialized events to two per term or eight per year.</p> <p>Create a checklist for students transitioning from a GED program to UCC and have a customized orientation designed for ABS/GED students.</p> <p>Financial aid will analyze automatically awarding summer term, keeping the possible affects COVID-19 also had on the numbers, and make adjustments</p>

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	<p>Increase # of FAFSA apps brought in first draw down Banner.</p>	<p>18-19: 68 GED completers, data on conversion coming 19-20: 52 GED completers, data on conversion coming</p> <p>Dual Credit Class Offerings 18-19: 157 19-20: 150 (several had to be cancelled due to CV19). College Transitions helped add several offerings, including auto at RHS and CHEM 104 SDC, and several new instructors were approved.</p> <p>We had 150 EOP students during 19-20.</p> <p>International: Two people in EM were trained for international students. We went from 2 students to 10 during 2019-2020.</p> <p>Increased partnerships with SOWIB COVID-19 group, Rapid Response, Cow Creek, JOBS/DHS, Woolley Center, ESD, TRIO Student Support Services, and Upward Bound/ETS staff.</p> <p>Financial Aid aimed to help boost summer term enrollment by automatically providing students with aid offers that included summer: As of 6/15, Reimbursable FTE is up 7.24% over this time last year.</p> <p>Financial Aid also imported more FAFSAs by January. 20-21 (1/17/20): 1,356 19-20 (1/31/19): 1,296</p>	<p>EOP students almost always successfully onboard; it is their persistence and success that needs to be evaluated.</p> <p>FA added the one-on-one appointments for FAFSA assistance, which has proven very successful. There are an average of 30 appointments monthly over a five month period. FA also collaborated with marketing on a slider about FAFSA completion and created the secure FA Forms Drop Box.</p>	<p>To grow dual credit, we need to focus on Sponsored Dual Credit (SDC) and get more departments interested in participating. Faculty need to be educated, UCC needs to be compensated by the high schools to pay their stipend, and we need to determine which high schools are interested. We would like to add at least two new SDC offerings in core subjects by Fall of 2021.</p> <p>Change the success indicator to # of EOP students with no failing grades. Focus on updated EOP orientation, improve materials on website and work closer with schools on student resources.</p>
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<p>Enhance onboarding process</p>	<p>Increase enrollment yield rate for new and returning students</p>	<p>Admissions letters and emails updated with immediate guidance on next steps. Student appointments now being conducted via phone, email and Zoom, and EM is working through cross-divisional barriers such as multiple pins and suspended student processes.</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">2018-2019 (through 9/19/20)</th> <th style="text-align: center;">Admits</th> <th style="text-align: center;">Enrolled (within the year)</th> <th style="text-align: center;">Yield</th> </tr> </thead> <tbody> <tr> <td>Summer</td> <td style="text-align: center;">529</td> <td style="text-align: center;">292</td> <td style="text-align: center;">55.20%</td> </tr> <tr> <td>Fall</td> <td style="text-align: center;">2226</td> <td style="text-align: center;">1332</td> <td style="text-align: center;">59.84%</td> </tr> <tr> <td>Winter</td> <td style="text-align: center;">786</td> <td style="text-align: center;">455</td> <td style="text-align: center;">57.89%</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">677</td> <td style="text-align: center;">353</td> <td style="text-align: center;">52.14%</td> </tr> <tr> <td></td> <td style="text-align: center; border-top: 1px solid black;">4218</td> <td style="text-align: center; border-top: 1px solid black;">2432</td> <td style="text-align: center; border-top: 1px solid black;">57.66%</td> </tr> </tbody> </table> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">2019-2020 (through 6/20/20)</th> <th style="text-align: center;">Admits</th> <th style="text-align: center;">Enrolled (within the year)</th> <th style="text-align: center;">Yield</th> </tr> </thead> <tbody> <tr> <td>Summer</td> <td style="text-align: center;">483</td> <td style="text-align: center;">260</td> <td style="text-align: center;">53.83%</td> </tr> <tr> <td>Fall</td> <td style="text-align: center;">2007</td> <td style="text-align: center;">1112</td> <td style="text-align: center;">55.41%</td> </tr> <tr> <td>Winter</td> <td style="text-align: center;">761</td> <td style="text-align: center;">416</td> <td style="text-align: center;">54.66%</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">678</td> <td style="text-align: center;">298</td> <td style="text-align: center;">43.95%</td> </tr> <tr> <td></td> <td style="text-align: center; border-top: 1px solid black;">3929</td> <td style="text-align: center; border-top: 1px solid black;">2086</td> <td style="text-align: center; border-top: 1px solid black;">53.09%</td> </tr> </tbody> </table> <p>Design and promote meaningful summer bridge program in collaboration with Learning Support</p> <ul style="list-style-type: none"> <li>• GEAR UP grant written and approved for certain population. Summer Bridge modules developed. Working on marketing to target market.</li> </ul>	2018-2019 (through 9/19/20)	Admits	Enrolled (within the year)	Yield	Summer	529	292	55.20%	Fall	2226	1332	59.84%	Winter	786	455	57.89%	Spring	677	353	52.14%		4218	2432	57.66%	2019-2020 (through 6/20/20)	Admits	Enrolled (within the year)	Yield	Summer	483	260	53.83%	Fall	2007	1112	55.41%	Winter	761	416	54.66%	Spring	678	298	43.95%		3929	2086	53.09%	<p>EM has done a lot of work to increase the enrollment yield rate. By September, we will likely be flat with last year. However, we have been down one Enrollment Advisor since March, so the workload is heavy for the remaining advisors. We were unable to do spring advising in the high schools due to CV-19, so we have been reaching out via phone and email. It takes longer to help students through all the steps when doing it virtually, but those that respond, can continue through the steps at a quicker pace, thanks to the increased use of online orientation. Currently, we also have a backlog of people needing placement testing, due to virtual proctoring and stricter in-person guidelines. We have utilized the help of other staff members to help solve these issues. The texting platform will be a huge help, and funding for it was approved in the GEAR UP grant. The C2C member will also help reach out to all traditional age students and help with all the college processes, as well as find ways to build cohorts.</p>	<p>Clearly define the onboarding process and identify roadblocks that students have along the step to attempt to eliminate the barriers that can be removed.</p> <p>Map out systematic approach for enrollment to advising handoff, develop checklists by credits earned, develop set questions every advising appointment should cover.</p> <p>Develop summer bridge and have at least 20 participants during pilot.</p>
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		<ul style="list-style-type: none"> <li>• Texting platform funding approved; research to implement software</li> <li>• C2C Summer Melt member being hired for summer support</li> </ul>		
Enhance campus-wide retention efforts	<p><i>(baseline data from institutional indicators)</i></p> <p>Fall to winter retention 17-18: 82% 18-19: 80%</p> <p>Fall to fall retention 17-18: 50% 18-19: 45%</p>	Retention Plan is part of overall EM plan, and that plan has received feedback from various areas. Baseline data established with IR.	This work is just beginning. Faculty were involved in reaching out to their students each term, advising and peer mentors also reached out to their caseloads each term.	Reanalyze retention efforts in EM plan and implement at least five strategies.
Improve transfer student resources	<p><i>(baseline data from institutional indicators)</i></p> <p>Transfer student rate 2015-2016 to 2017-2018: 29%</p>	<p>Guided Pathways-Houses are being finalized with input from faculty and GP team</p> <p>Marketing and Communications have been consulted for future design work.</p> <p>UCC Scholars and EM drafted transfer website with revisions. This is being revised for clarity and will go live by the end of August.</p> <p>Met with faculty about transfer resources, barriers, and ideas.</p> <p>Enrollment and Transfer Advisor position approved and ready for hire.</p>	Steps have been made on this tactic, but there is still much work to be done. The work from the Guided Pathways team during spring term to determine the houses by major will lead to new completed goals by fall term.	<p>Guided Pathways houses will be finalized with matching website and admissions application options by Fall 2020.</p> <p>Enrollment and Transfer Advisor will be hired by August.</p> <p>Analyze baseline transfer data for last three years and aim to improve by 10%</p>

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<b>SP Goal 4: Improve integration of the College with the community</b>				
<b>Tactic or Operation</b> <i>Outcome-focused format</i>	<b>Indicators of Success</b> <i>Planned metrics and targets</i>	<b>Progress and Successes</b> <i>Based on data and evidence</i>	<b>Analysis and Interpretation</b> <i>Based on documentation from progress and success – refer to your chosen indicators of success</i>	<b>Action Plan for 2020-2021</b> <i>Include major actions, indicators and related timelines based on this year's progress</i>
Increase UCC's presence in the community	# of events attended and partnerships established.	Serving on the SOWIB group. Participated at the Southern Oregon Trade Careers Expo, Douglas County Fair, college fairs across Oregon, and campus transfer events. Present regularly at the Boys and Girls Clubs throughout Douglas County and Rose School.	Recruitment has worked hard to be involved in community events and meetings and attends when asked.	EM will include stakeholders in UCC meetings and events and attend theirs to build collaboration and partnerships. Enrollment Advisors are looking to be involved in events in their territories. We will also look for other stakeholders to support with a similar missions as ours. We hope to join at least two additional meetings/groups in 20-21.