



College Planning and Assessment Team (CPAT)

2016-17 Year End Summary Report

Purpose

The primary purpose of the College Planning and Assessment Team (CPAT) is to facilitate a comprehensive and cohesive approach to planning and assessment furthering the College's efforts to develop, implement and evaluate the Strategic Plan and achieve mission fulfillment. The complete 2016-17 CPAT Charter is available in *Attachment 1*.

2016-17 CPAT Goals

GOAL 1: Complete the 2013-18 Strategic Planning Cycle

What we set out to do: Promote the College fulfilling the 2013-18 strategic planning/assessment cycle by moving from planning to assessment, analyzing results and using the results to implement change.

What was accomplished:

- Working with the Office of Institutional Effectiveness (IE), CPAT stabilized the indicator development by focusing in on indicators that were meaningful and actionable. For 2016-17, CPAT focused in on eight of the 24 strategic objectives encompassing 11 indicators.
- Presented information on the transition from planning to assessment at the COCC Board Retreat on October 14, 2016.
- Solicited input from the College community on activities related to the selected strategic objectives using an online survey and a general call for input using Comlines. This information was then used as the basis for the Strategic Planning Summit.
- Invited the College community to a Strategic Planning Summit in November 2016 to identify activities and initiatives that are helping the College meet the selected objectives. It was a rich discussion and a list of activities was gathered and prioritized.
- A subcommittee of CPAT distilled the information received from the College community and finalized the initiatives that would be assessed and analyzed for 2016-18. The complete list is available in *Attachment 2*.

What still needs to happen:

- Update the metrics related to the eight identified objectives by October 2017 and determine progress made during 2016-17.
- Analyze results and determine possible actions/adjustments to improve performance in 2017-18.
- Implement actions/adjustments and update metrics again in fall 2018 to assess progress.

GOAL 2: Develop the 2018-23 Strategic Plan

What we set out to do: Evaluate what worked and did not work with the current strategic plan and design an improved format and structure for the 2018-23 Strategic Plan. This includes formulating a process for developing the new strategic plan over the 2017-18 academic year.

What was accomplished:

- CPAT evaluated the strengths and weaknesses of the current plan and determined the College needs a more focused strategic plan, able to inform operations at the College, with an identified process and structure to accompany it. CPAT also determined the College needs to modify institutional behavior for a strategic plan to be embraced and implemented.
- A subcommittee of CPAT researched strategic plans and CPAT adopted a new set of elements, outline/format and structure for the 2018-23 Strategic Plan. The complete outline is available in *Attachment 3*.
- To address institutional behavior, CPAT identified key participants and their roles in strategic planning efforts. The complete list of strategic planning roles is included in *Attachment 4*.
- A process for developing the strategic plan in 2017-18 was initiated and the calendar, as well as the two documents described above, were communicated to the College community spring 2017. The process calendar is included in *Attachment 5*.

What still needs to happen:

- CPAT needs to follow the established process and develop the 2018-23 Strategic Plan by June 2018.

GOAL 3: Follow the Established Communication Plan

What we set out to do: Follow the established communications plan and communicate CPAT activity and progress more frequently with College leadership and the overall College community.

What was accomplished:

- Convened an active CPAT Communications Subcommittee to oversee CPAT communications
- Developed a structured communications strategy leading to better understanding of CPAT's work by a broader college audience
- Created a communications calendar with increased and regularly planned updates posted to Commlines/Headlines/Bobcat Community
- Updated the Planning webpage
- Presented to colleagues via All College Meetings and visits to key committees and departments
- Updated the COCC Board bimonthly
- Updated the President monthly

What still needs to happen:

- Year-end summary communication to the various College constituencies needs to be sent, including the Year End Summary Report, preview of the coming year, and supporting documents.
- Continue to make communicating CPAT activity and progress to the College community a priority.

SUMMARY:

CPAT had a successful year continuing to work and understand the College's current strategic plan, as well as beginning to apply lessons learned and shape the new strategic plan and accompanying structure. CPAT also vastly improved communication with the College community, which has aided efforts.

2017-18 is a pivotal year for CPAT and College planning. The work of guiding the College towards completion of the 2013-18 Strategic Plan will take place while building the 2018-23 Strategic Plan. CPAT will also engage in deeper understanding of the assessment aspect of the committee's charge.

2016-17 CPAT Members

Co-Chairs:	Matt McCoy Vice President for Administration Marisa Guidi Student Patty Hammer, Math Faculty Paula Simone, Fire Science Faculty Kathy Smith, Math Faculty Denise Hatch, Admissions and Records Classified Samantha Loza, CAP Center Classified Christin Sands, Campus Services Classified Glenda Lantis, Continuing Education Administrator Ron Paradis, College Relations Administrator Brynn Pierce, Institutional Effectiveness Administrator Vickery Viles, Curriculum and Assessment Administrator	Betsy Julian Vice President for Instruction
Support:	Jennifer Peters, Office of the VP for Administration Julie Hood-Gonsalves Institutional Assessment and Accreditation Project Consultant	

CPAT Subcommittees:

GOAL 1: Complete the 2013-18 Strategic Planning Cycle

Betsy Julian (lead), Kathy Smith, Samantha Loza, Christin Sands, Glenda Lantis, Julie Hood-Gonsalves

GOAL 2: Develop the 2018-23 Strategic Plan

Brynn Pierce (lead), Paul Simone, Denise Hatch, Matt McCoy

GOAL 3: Follow the Established Communication Plan

Matt McCoy (lead), Denise Hatch, Jennifer Peters, Ron Paradis

G-6-9.4 COLLEGE PLANNING AND ASSESSMENT TEAM

Endorsed by College Affairs on 4.6.17

Charge:

The College Planning and Assessment Team (CPAT) facilitates a comprehensive and cohesive approach to planning and assessment furthering the College's efforts to develop, implement and evaluate the Strategic Plan and achieve mission fulfillment. In pursuit of this purpose, the CPAT's scope of work includes the following:

- Guide the College to ensure alignment with the Strategic Plan to achieve College mission fulfillment
- Evaluate the Strategic Plan
- Facilitate communications on College planning and assessment to internal and external audiences
- Support and document College planning and assessment activities, including maintaining an institutional planning and assessment calendar

Membership

Membership is drawn from across the institution and includes employees with the knowledge, responsibility and authority to meet the responsibilities of the Charter, with the members determined by the President and serving at the discretion of the President. The President will place an annual call for volunteers to solicit interest and appoint faculty, administrators, classified staff and a student to open positions in consultation with the Faculty Forum, Classified Association of COCC and the Associated Students of COCC accordingly. The CPAT will report to the President. The term of Committee Members will be three years and the Committee will meet once a month.

College Planning and Assessment Team (CPAT) | 2016-17 Goal #1 – Quantitative “Closing the Loop”

2013-18 Strategic Plan

Five Themes: Institutional Sustainability ● Transfer and Articulation ● Workforce Development ● Basic Skills ● Lifelong Learning

Institutional Sustainability

Students will have the opportunity to be successful because the College has planned and invested appropriately to ensure sustainability of high quality programs, services and facilities that support student learning and educational achievement.

9 objectives total – 2 objectives addressed in 2016-17

Objective IS. 7: Support enrollment and Success of underrepresented students.

Indicators that COCC has achieved this objective:

Initiative/Activity	Indicator	Actions	Status
Institutional	1. Increase enrollment of underrepresented students (by race or ethnicity).	Students of Color make up 14.3% of Total Credit Headcount. Document how much of the student body is made up of Students of Color (Asian, American Indian or Alaska Native, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander). Data trend: 17.41% (2015-16)	MET
	2. Increase enrollment of underrepresented students (by race or ethnicity).	Students of Color make up 11.5% of the total students who earn a completion. Document how many of our graduates are students of color (Asian, American Indian or Alaska Native, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander). Data trend: 16.08% (2015-16)	MET

Institutional indicators are tracked at [2013-18 Strategic Plan Status](#) webpage

Operational	3. Students who qualify will utilize application fee waivers.	At least 9% of credit students attending COCC will receive application fee waivers each year.	Document use and trends of app-fee waiver each term - (Banner code APW in SPACMNT) each term. Data trend: 4.5% (2015-16) and 2.7% (2016-17) Downward Trend	NOT MET
	4. Increase enrollment of underrepresented students (by gender).	Double enrollment percent of underrepresented (by gender) students in selected CTE programs or discipline (females in AUTO, SFS, MATC and males in ECE).	Document enrollment trends by gender in CTE/STEM for our 4 targeted disciplines or programs w/in discipline (AUTO, ECE, SFS, and MATC). PIPE program will have documentation of strategies to implement researched based interventions for program improvement. Data trend: (fall 2016) AUTO: 13% females (9/68) SFS: 9% females (7/76) MATC: 5% females (3/62) ECE: 7% males (6/83)	

Objective IS. 8: Expand access throughout the district with long-term strategies for educational services in underserved geographic areas.

Indicators that COCC has achieved this objective:

Initiative/Activity	Indicator	Actions	Status
Institutional	1. Increase the number of students from Jefferson County who take a credit class at Madras campus.	46.8% of Credit Students from Jefferson County took at least one credit class at Madras Campus. Document the percentage of students from Jefferson County who took at least one credit class at Madras Campus. Data trend: 37.6% (2015-16)	NOT MET
	2. Increase the number of students from Crook County who take a credit class at Prineville campus.	38.3% of Credit Students from Crook County Took at Least One Credit Class at Prineville Campus. Document the percentage of students from Crook County who took at least one credit class at Prineville Campus. Data trend: 29.8% (2015-16)	NOT MET

Institutional indicators are tracked at [2013-18 Strategic Plan Status webpage](#)

Operational	<p>3. Increase the ability of students in Jefferson and Crook counties to complete their required Math and Writing classes.</p>	<p>Students will be able to complete all required math and writing classes for their degree or certificate at their “home” campus (i.e. RDM, PRV, or MAD).</p>	<p>Document number of courses in the Math 10 to 111 or 105 and WR 60, 65, 121 sequences that are offered at each branch campus each year.</p> <p>Data trend: <u>Courses offered for AY 2016-17:</u> Redmond All WR classes offered; Math 10 – 111 (STEM track) and 58 – 105 (QL track) were all offered, in addition to Math 85, 86, and 112. Madras All WR classes offered; Math 10 – 95 were all offered. We tried to run a Math 111 streaming but no students registered so it was cancelled. Prineville All WR classes offered; Math 10 – 111 were all offered.</p>	MET
	<p>4. Students in secondary school programs outside of Bend will have increased access to opportunities to earn college credit.</p>	<p>All high schools in COCC’s district will offer at least one Dual Credit option.</p>	<p>Document trends in College Now course offerings in regional high schools (outside of Bend).</p> <p>Data trend: 12 of 15 HS in COCC district (all except Pioneer Alternative School, Gilchrist HS, and North Lake HS)</p>	NOT MET

Transfer and Articulation

Students will have the academic achievement and skills necessary to transfer and articulate successfully to institutions of higher learning beyond the community college level.

3 objectives total – 1 objective addressed in 2016-17

Objective TA. 2: Maintain and strengthen student opportunities to make progress toward degree completion and/or transfer.

Indicators that COCC has achieved this objective:

Initiative/Activity		Indicator	Actions	Status
Institutional	1. Students who intend to transfer will earn a transfer related associates degree (AAOT, ASOT and AS) in a timely manner.	6.2% of certificate/ degree seeking student population earn a transfer related associates degree (AAOT, ASOT and AS) within three years.	Document number of students who complete a degree within 3 years of initial registration. Data trend: 5.7%	NOT MET
	2. Students who intend to transfer will transfer to a 4-year institution within one year of graduation.	22.4% of students transfer to a 4-year institution the following academic year.	Document number of students who transfer to a 4-year institution within one year of leaving COCC. Data trend: 23.6%	MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>				
Operational	3. All students who fulfill all requirements for a degree will be awarded the degree.	Students with all requirements fulfilled will earn degrees, increasing our completion rate.	Document trends before and after use of: ▶ Auto awarding of degrees. ▶ Reverse Transfer information given to students requesting transcripts. Data trend:	NOT MET

Workforce Development

Students of Career and Technical Education (CTE) programs will be prepared for employment and advanced education through the acquisition of knowledge and skills necessary to meet current industry needs.

5 objectives total – 1 objective addressed in 2016-17

Objective WD.5: Students in CTE programs will achieve the sought after credential and when applicable, continue on to attain career-specific certifications/licensure and/or advanced education.

Indicators that COCC has achieved this objective:

Initiative/Activity	Indicator	Actions	Status	
Institutional	1. Students who intend to earn a CTE degree or certificate will earn their desired credential in a timely manner.	At least 8.5% of certificate or degree seeking student population will earn a CTE related credential (AAS and Certificates) within three years.	Measure percent of CTE students who earn a degree or certificate within 3 years. Data trend: 6.1% (class of 2013-14)	NOT MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>				
Operational	2. Students in CTE programs will pass credentialing exams upon graduation (if applicable).	80% of students who take career-specific certifications or licenses that have pass rates published by accrediting agencies will pass credentialing exam.	Document pass rates of exams published by accrediting agencies. Data trend: Pharmacy Tech 87%(2016) Veterinary Technician 80% (2016)	MET

Basic Skills

Students will have academic achievements and basic learning skills necessary to participate effectively as engaged community and family members, and employees, and to succeed at the college level.

4 objectives total – 2 objective addressed in 2016-17

Objective BS.3: Students who complete ASE level courses will have the skills to succeed in credit writing and math courses.

Indicators that COCC has achieved this objective:

Initiative/Activity		Indicator	Actions	Status
Institutional	1. Students who complete ASE level courses will have the skills to succeed in credit math courses.	12.6% of students who complete Adult Secondary Education level courses will successfully complete a math course within 2 years.	Document percent of ASE Completers who succeed in a credit math course within 2 years. Data trend: 12.8% (class of 2013-14)	MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>				
Operational	2. Students who complete ASE level courses will enroll in credit classes upon completion of their GED.	50% students who earn a GED will enroll in credit classes within 1 year.	Document trends before and after workforce Navigator hire. Data trend: 6 of 14 (42%)(2014)	NOT MET

Objective BS4: Students who successfully complete developmental writing and/or math courses will succeed in higher-level credit writing and math courses appropriate to their certificate or degree programs.

Indicators that COCC has achieved this objective:

Initiative/Activity	Indicator	Actions	Status
Institutional	1. Students who successfully complete developmental math courses will succeed in higher-level credit math courses.	52% of students who successfully complete Math 95 will succeed in Math 105, Math 111, or Math 211 (if required for their desired certificate or degree). Document percent of students who have declared an intention to transfer who successfully complete Math 95 and progress and succeed in 100+ level math courses. Data trend: 50% (2015-16)	NOT MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>			
Operational	2. Students who successfully complete developmental writing courses will succeed in higher-level credit writing courses.	50% of students who successfully complete WR 65 will progress and succeed in WR 121. Document percent of students who successfully complete WR 65 and progress and succeed in WR 121. Data trend: 48% (2015-16)	NOT MET

Lifelong Learning

Participants in lifelong learning will have access to learning opportunities in the areas of Enrichment, Professional Development, Technology and Wellness.

3 objectives total – 2 objective addressed in 2016-17

Objective LL.2: Increase overall, lifelong learning participation.

Indicators that COCC has achieved this objective:

Initiative/Activity		Indicator	Actions	Status
Institutional	1. Increase lifelong learning participation among students who have previously taken a lifelong learning class.	30% of students will return annually to participate in lifelong learning activities.	Document percent of Continuing Education students returning annually. Data trend: 23.74% (2015-16)	NOT MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>				
Operational	2. Increase lifelong learning participation among students who have never taken a lifelong learning class.	40% of continuing education enrollment will be new students.	Document percentage of total annual continuing education enrollment who are new students. Data trend: 44.13% (2015-16)	MET

Objective LL.3: Expand options for accessibility and instructional delivery in Continuing Education.**Indicators that COCC has achieved this objective:**

Initiative/Activity		Indicator	Actions	Status
Institutional	1. Expand options for students to take Continuing Education courses outside of Bend.	Increase percent of Continuing Education course sections taught outside of Bend area to 32%.	Document the increase of continuing education course sections offered outside the Bend area. Data trend: 22.8% (2015-16)(in the future, may want to go with a number enrolled instead of a percentage.)	NOT MET
<i>Institutional indicators are tracked at 2013-18 Strategic Plan Status webpage</i>				
Operational	2. Expand options for students to take Continuing Education courses in an online format.	Increase percent of Continuing Education course sections taught online to 14.3%.	Document the increase of continuing education course sections offered online. Data trend: 7.7% (2015-16) – (in the future, may want to go with a number enrolled instead of a percentage.)	NOT MET



Included below is an outline of the elements that will be included in COCC's 2018-23 Strategic Plan:

Strategic Plan 2018-23

Introduction

A brief narrative on how the plan was developed

- Phase I (Fall 2017) – brief narrative
- Phase II (Winter 2018) – brief narrative
- Phase III (Spring 2018) – brief narrative

Glossary

A list of terms and definitions relevant to the document

Term	Definition
Strategic Goal	
Priority Initiative	
TBD...	

Strategic Goals

The College will set 3 to 4 strategic goals to achieve over the 5-year period. Each strategic goal will include the following elements: *example provided on page 2*

- Strategic Goal
- Strategic Goal description – brief narrative
- What will COCC look like when this goal has been achieved? – brief narrative
- Priority Initiatives (3 to 5 for each strategic goal)

ITEMS OF NOTE:

- Themes will not provide the organizational framework for the strategic plan
- Objectives will not be a term utilized in the strategic plan

EXAMPLE - Strategic Goal (SG):

SG 1. Cultivate World Peace

In order for COCC to work effectively, the world needs to be a peaceful place. From this determined need, COCC is making this a strategic goal.

What will COCC look like when this goal has been achieved?

The world will be a kind place, everyone will flourish and there will be actual pots of gold at the end of every rainbow. COCC will achieve worldwide acclaim for making it all happen.

Priority Initiatives:

- SG 1.1. Ensure freedom of speech and religion for all
- SG 1.2. Make available food, water, shelter and ice cream on Saturdays
- SG 1.3. Everyone recycles and takes care of the earth
- SG 1.4. Assess location and frequency of all rainbows and align with pots of gold

Implementation Tools/Processes External to the Strategic Plan Document

- Develop an ANNUAL PLAN for each year of the strategic plan to include the prioritized activities for the given year with assigned responsible parties. Every year, evaluate achievement of annual plan, generate a report summarizing work accomplished and adjust the subsequent annual plan accordingly
- Develop TEMPLATES to aid incorporating the overall strategic plan and annual plans into operational planning and annual budget requests
- Determine INDICATORS to assess progress towards strategic plan achievement. Evaluation and assessment will be taking place on the operational and institutional level. A clear message and visual needs to be developed to support understanding of overall measurement
- Develop a PLANNING MANUAL that outlines the reporting expectations and logistics associated with planning both strategic and operational and alignment between the two
- Develop a MAP TO THEMES to assist in aligning plan to mission fulfillment

Central Oregon Community College | Strategic Planning Roles

To **develop, endorse** and **operationalize** a strategic plan (SP), it is important that COCC identify responsible parties and define their roles in the strategic planning process.

Responsible Party	Developing/Endorsing	Implementing and Evaluating
Board	<p>Participate in developing SP through feedback</p> <p style="text-align: center;">Endorse the final plan</p>	<p style="text-align: center;">Monitor through Board updates</p> <p>Evaluate SP and provide feedback on information presented</p>
<p style="text-align: center;">Primary Champions: Shirley Metcalf Betsy Julian Matt McCoy</p>	<p>Promote development of 2018-23 SP and establish it as a College priority for 2017-18</p> <p>Lead CPAT by supporting SP development process</p> <p style="text-align: center;">Review and approve the final SP</p>	<p>Utilize SP to focus College activities by identifying priorities</p> <p>Lead college-wide support by making resources (time/space/funding) available to accomplish SP Goals</p> <p style="text-align: center;">Oversee a sustainable planning model</p>
College Planning and Assessment Team (CPAT)	<p style="text-align: center;">Develop the 2018-23 SP</p> <p>Coordinate with parties responsible in SP process</p> <p style="text-align: center;">Review and affirm the 2018-23 SP</p>	<p>Lead and support implementation and evaluation of the 2018-23 SP</p> <p style="text-align: center;">Monitor and update the 2018-23 SP as needed</p>
<p style="text-align: center;">COCC Management (Including: Deans, Directors, Department Chairs, Supervisors)</p>	<p>Work with those in their areas of responsibility to:</p> <p>provide input on 2018-23 SP, including strategic goals and priority initiatives</p> <p>Identify activities critical to achieving priority initiatives and inform annual planning</p>	<p>Implement the 2018-23 SP by integrating it with operational planning in their areas of responsibility</p> <p>Monitor SP progress by annually evaluating prioritized activities in their areas of responsibility</p>
Employees	Participate in SP process	Implement and evaluate activities identified in operational plans
Students	Participate in SP process	Monitor and provide feedback on SP
Office of Institutional Effectiveness (IE)	<p>Support CPAT with data, analysis and organizational resources needed to develop the 2018-23 SP</p> <p>Promote best practices related to planning, evaluation and assessment in the development of the 2018-23 SP</p>	<p>Support CPAT and the College with data, analysis and organizational resources needed to implement and evaluate the 2018-23 SP</p> <p>Promote best practices related to planning, evaluation and assessment in the implementation of the 2018-23 SP</p>

CENTRAL OREGON COMMUNITY COLLEGE																	
Strategic Plan Development Process																	
March 2017 through June 2018																	
	2016-17				2017-18												
PHASE	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	
Plan to Plan	Plan to Plan																
Phase 1					Phase 1: Analyze Environment												
Phase 2							Phase 2: Develop Strategic Plan										
Phase 3											Phase 3: Develop Implementation and Evaluation Plan						
Phase 4																Phase 4: Finalize Plan	