



SOUTHWESTERN

Oregon Community College

Year One Self-Evaluation Report

MARCH 1, 2013



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Institutional Overview

Southwestern Oregon Community College is a comprehensive community college that serves as a center of learning, information, and culture for Coos, Curry, and Western Douglas counties. Founded in May 1961, the original Southwestern Oregon Community College (Southwestern) district included Coos and Western Douglas counties, with services contracted to Curry County. In 1995, Curry County was annexed into the district, doubling Southwestern's primary service area and extending a full range of services to the California border. The Coos Campus is located on Empire Lakes in Coos Bay, and the Curry Campus is located north of Brookings, with Curry County outreach sites in Port Orford and Gold Beach. All high schools in the district provide instructional space. The Coos Campus facilities include 17 buildings that house classrooms; administrative, staff, and faculty offices; the Newmark Center for Community Partnerships; the Oregon Coast Culinary Institute (OCCI); Family Center; the Recreation Center; and apartment-style student housing. The Curry Campus facility is located within one building.

The College is committed to providing community members access to quality learning opportunities and cultural resources, along with helping students acquire the education and skills required by a twenty-first century regional and global workforce. Over the past 51 years, the College has evolved many diverse programs of study to include two-year associate degrees, certificates, short-term occupational certificates, adult education, the adult high school diploma, adult enrichment classes, and summer camps for all ages. The College enrollment has grown from 266 students in 1961 to more than 10,000 students, with nearly 3,350 full-time equivalency (FTE) student enrollment in 2011-12. In addition, cultural and athletic events at the College attract 20,000 community members each year.

The seven member Board of Education (Board) is elected by residents of the college district and sets governance policies to be administered by the president of the College. Ultimately, under the direction of the Board, the faculty, staff, administrators, and students share in the operation of the College through Board policies, administrative functions, the College committee structure, and the organizational reporting structure.

Southwestern is led by President Patty Scott and the Executive Team, which includes: the Vice President of Instruction and Student Services/Chief Academic Officer, the Vice President of Administrative Services, the Executive Dean of Curry Campus, the Dean of Students, the Executive Director of Integrated Technology Services, and the Executive Director of Human Resources. This leadership is responsible for creating and sharing a common vision, establishing goals to attain that vision, supporting the goals and objectives of the College, and ensuring a high degree of collaboration among the administrative, student, support staff, and instructional areas of the College.

Southwestern currently employs 56 full-time faculty as well as part-time faculty as demand requires, with approximately 238 part-time faculty employed during 2012-13 as of January 11, 2013. Administrative and student support services areas are staffed by 92 classified employees and 77 administrators, including grant-funded positions. The academic units of the College are organized into four instructional reporting units: Lower Division Collegiate and Developmental Education, Career and Technical Education, Extended Learning and Transitional Education, and Student Services— under complete oversight by the Vice President of Instruction and Student Services/Chief Academic Officer.

Student support services departments are organized to provide college-wide student support through the office of the Dean of Students as part of instructional services. The Dean of Students supervises Enrollment Management (EM) and Educational Support Programs and Services (ESPS). The Dean of Students' responsibilities include Student First Stop; Financial Aid; Registration and Records; and Enrollment Management, including Admissions, High School Relations, Student Recruitment, International Students, and Student Life. The ESPS area offices include Counseling, Academic Advising, Placement and Testing, Disability Services for Students, Cooperative Work Experience and Internships, and the TRIO programs

consisting of two grant-funded departments Student Support Services and Educational Talent Search/Upward Bound.

The administrative departments of Southwestern are organized into operational support units and enterprise units. Operational support units provide college-wide support for all human, fiscal, technological, and physical resources, including Administrative Services, Instructional Services, the President's Office, Integrated Technology Services, Business Services, Human Resources, Mail and Print Services, Campus Security, and Facilities Services. Revenue generating and self-supporting, the enterprise units include the Oregon Coast Culinary Institute, Dining Services, Bookstore, Student Housing, and Tenant Services which is an operational unit for building and space rental.

The present Mission and Core Themes of the College address the various population needs and conditions of our rural region and learning community, as well as address shifts in industry and employment, an aging population, and the College's commitment to innovation, sustainability, and resource development. The depressed economy of our region, made worse by the recent economic downturn and exacerbated by the unprecedented and multiple state reductions in funding, has impacted every level of institutional operation. This current challenging fiscal climate makes it more important than ever for the College to serve the community, yet funding shortfalls have challenged the College's ability to meet the increased needs. Since November 2008, the State economy has seen a double-digit rise in the unemployment rate to levels unseen for decades, leading to a revenue shortfall of \$3.5 billion to \$4 billion for the 2009-11 and 2011-13 biennia. As a result, our state revenue, which was 51 percent of our general fund budget in the 1999-2001 biennium, dropped to only 26 percent of our general fund budget in the current 2011-13 biennium.

Preface

In accordance with the Northwest Commission on Colleges and Universities (NWCCU or Commission) accreditation process, this Year One Self Evaluation Report is divided into four sections: overview, preface, addenda, and Chapter 1 – College Mission, Core Themes, and Expectations. The addenda section includes responses to *Recommendations* 1 and 2 as requested in the letter of reaffirmation from NWCCU dated July 20, 2012 based on the Comprehensive Self-Evaluation Report.

Institutionally significant changes at Southwestern since the last comprehensive self-evaluation report to NWCCU include:

- New Mission Statement adopted by the Board of Education
- Refinement and updates to Objectives for each of the Core Themes
- Identification of new and refinement of existing assessable Success Indicators to measure Core Theme Objectives
- Implementation of the Achievement Compact for Oregon educational institutions specific to community colleges which includes the identification of completion metrics
- Joining the Achieving the Dream higher education reform network as one of eight Oregon colleges which are part of a consortium with a focus on retention and completion for student success
- Administrative reorganization within the instructional and student support services areas that requires all of student services offices reporting to the Vice President of Instruction, the integration of the Community Education and the Transitional Education areas into Extended Learning
- The hiring of a permanent Dean of Lower Division Collegiate and Developmental Education to fill a previously vacant position, a new Dean of Extended Learning, and a Dean of Students to fill a previously vacant position
- Implementation of the Jenzabar ERP integrated management system and
- Implementation of the JICS Portal, which will provide online and mobile device access for the

general public to course and data information along with secure student and staff access to courses, registration functionality, and support services

The campus community spent the last nine months focusing on work relevant to Standard One and on planning and assessment processes. The Mission Statement, Core Themes, and associated Objectives were refined and updated through highly collaborative and inclusive processes that included Southwestern faculty, staff, and administrators then proposed to the Board for approval. The Board of Education accepted and adopted the Mission Statement at the November 19, 2012 meeting and a final version of the Core Themes at the February 25, 2013 meeting with an update provided by the President of Mission Fulfillment and Core Theme Objectives.

The primary change influencing institutional operations continues to be the shifting fiscal landscape for colleges and the region. Southwestern continues to adjust to the devastating state funding cuts made since 2008-09 and the decrease in funding from FTE. All employees have worked diligently to save the College money, and we continue to streamline our operations to be as efficient as possible despite many key positions remaining unfilled. The College is functioning well in spite of operating in extremely lean times because of reductions in force and deep cuts in materials and services. To achieve a balanced budget during this challenging time, we made difficult decisions to do the least amount of harm to College personnel, students, or resources while attempting to keep the core values and functions of our educational system intact.

Addenda: Response to Recommendations

As a result of the NWCCU comprehensive evaluation visit that took place in April 2012, the Commission requested that Southwestern respond to *Recommendations 1 and 2* as stated in the letter of reaffirmation from NWCCU dated July 20, 2012 based on the recommendation of the peer evaluators from the Comprehensive Self-Evaluation Report.

Recommendation 1

The core themes are not clearly aligned with the College mission, and the evaluation committee is concerned that the definitions guiding the core themes do not, in some cases, create a framework for sufficiently measuring mission fulfillment. The committee recommends that the College continue to refine the core theme definitions. (Standards 1.A.2 and 1.B.1)

Response to Recommendation 1

Due to accreditation standard changes that were implemented in 2010, there was a very short time frame to adequately develop Core Themes, Objectives, and appropriate measures for inclusion in the Comprehensive Self-Evaluation Report. The peer evaluators noted several concerns as well as four *Recommendations* conveyed in the letter of reaffirmation from the Commission. The concerns and *Recommendations* are the current focus of efforts by College faculty, staff, and committees to take a closer look at program and services outcomes as one component of an integrated assessment, planning, and budgeting process aligned with the Core Themes and Objectives with meaningful and appropriate indicators that create a framework to sufficiently measure Mission fulfillment.

Southwestern has identified four Core Themes that collectively encompass the Mission yet individually manifest essential elements of the Mission. Each Core Theme is an important factor in the college fulfilling its Mission. The newly adopted Mission Statement states:

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

Emerging from the Mission Statement are four Core Themes:

- 1. Learning and Achievement**
- 2. Access**
- 3. Community Engagement**
- 4. Sustainability**

Significant work occurred over the last nine months to refine the College Mission and to ensure alignment of Core Themes with the Mission through multiple groups within the governance structure including faculty division meetings, operational department meetings, the Instructional Council (IC), Institutional Managers, and the College Council (CC) with the final approval coming from the Board of Education. As a result, the Mission was updated, and the Core Themes underwent minor modifications that provide the framework to guide the institution in fulfilling the Mission.

The original Core Theme, “Innovation and Sustainability,” has been modified to be entitled “Sustainability.” The overarching goal of this Core Theme remains the same, which is our definition of Sustainability: *Meeting*

the needs of today without sacrificing the needs of the future. The term *innovation* was dropped from the Core Theme because it is one of the approaches used to be sustainable via self-support operations, grants, and other activities; Southwestern intends to continue being innovative.

Each Core Theme is defined by the Objectives associated with the Core Theme and includes revised and additional indicators of success that provide a framework to sufficiently measure Mission fulfillment. Guiding statements describe each Core Theme and the framework to measure Mission fulfillment embedded within individual Core Theme statements and stated Objectives then measured according to the Mission fulfillment threshold. **(See section 1.B.2 for a more detailed explanation).**

Learning and Achievement is at the core of the College Mission focusing on aspects of student achievement and success. The 2013-2015 Oregon Community College Connection and Preparation, Progression and Completion Strategic Plan (OCCCPCCSP) as developed by the Persistence and Completion Taskforce in Fall 2012, identifies support in student preparation, progression, and completion as key strategies to promote student achievements in addition to the delivery of quality education. Southwestern embraces this Plan and has selected Core Theme Objectives that are aligned to momentum points and milestones indicating student success in their preparation for collegiate work, progression through educational milestones, and completion of a quality academic program.

Access is an essential element of the mission for Southwestern to provide learning opportunities that meet current and future educational needs of the students and communities it serves. The College offers courses, programs, and support services through varied delivery methods and locations that provide students and communities with access to learning opportunities.

Community Engagement is the third Core Theme of the Mission. Southwestern is recognized not only as an educational institution but also as a social, economic, and community partner. To fulfill the Mission, the College supports the building of strong partnerships and provides opportunities for the staff and community to participate in diverse activities and events. It is critical for the College to continue to identify and forecast the needs and opportunities of the community to be responsive and resourceful as a community partner for lifelong learning.

Sustainability is the final element from the Mission Statement. This Core Theme embodies prudent and enduring resource stewardship, augmented by innovative resource development endeavors, to sustain a strong fiscal, human, physical, and technological infrastructure for a supportive learning, living, and working environment. To fulfill the Mission, the Objectives and indicators of this Core Theme encompass the infrastructure and operations required to support lifelong learning. Instructionally, there is a focus on quality teaching and quality course and program design to delivery current and relevant instruction. The College is committed to meeting the needs of the present generation without compromising the ability to meet the needs of future generations.

The progress made to update the Mission, refine the Core Themes and accompanying definitions as well as the work completed to affirm and update the Core Theme Objectives and indicators provide a solid framework from which to measure Mission fulfillment. The next step in the process is to review the methods to assess each Core Theme indicator, validate measurability, and develop a comprehensive reporting mechanism to convey yearly achievement of each Core Theme and to articulate Mission fulfillment. The changes made allow the College to rely on data to make decisions as part of the program review and assessment process to support the planning and budgeting processes.

Recommendation 1 is addressed further in the Chapter One: Mission, Core Themes, and Expectations within sections 1.A.2 and 1.B of this Year One Self-Evaluation Report.

Recommendation 2

The committee recommends that the College continue to refine its institutional level success indicators for improved alignment with core theme objectives so that subsequent planning, assessment, and improvement activities are meaningfully developed over the seven-year cycle (Standard 1.B.2).

Response to Recommendation 2

The Core Theme Objectives were modified to provide a clear framework to sufficiently measure Mission fulfillment and include revised and additional indicators of success that are uniquely identified within each Core Theme Objective. The process to modify the Core Theme Objectives and the success indicators was inclusive and included significant work by individual units and departments to identify unit and departmental level indicators that in turn are incorporated into institutional level indicators.

Core Theme and Objectives – *(See section 1.B.2 for a more detailed explanation)*

Learning and Achievement – 3 Objectives and 7 indicators

1. Students demonstrate progress.
2. Students complete certificates, degrees, and transfer
3. Students demonstrate that they have met institutional learning outcomes

Access – 3 Objectives and 10 indicators

1. Students access varied learning opportunities
2. Students access services that support learning
3. Students access relevant curricula that support lifelong learning and achievement

Community Engagement – 3 Objectives and 10 indicators

1. Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs
2. Southwestern provides our community members access to a wide range of quality, lifelong learning activities
3. Our community members participate and contribute to the Foundation in support of the College

Sustainability – 3 Objectives and 9 indicators

1. Southwestern provides responsible fiscal management
2. Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources
3. Southwestern delivers viable quality instruction

The Learning and Achievement objectives were updated to focus on student achievement of milestones and momentum points as well as institutional student learning outcomes to reflect student progress and achievement in fulfilling the College mission. Students enroll in Southwestern to meet a wide range of personal goals – ranging from earning conventional degrees and certificates, learning industry certifications, transferring to a 4-year institution, and more. The Community College Research Center report, “Using Longitudinal Data to Increase Student Success: A Guide to Measuring Milestone and Momentum Point Attainment” by Leinbach and Jenkins (January 2008), identifies various momentum points and milestones that can effectively reflect

student success indicators. Measuring student progress via momentum points and milestones will help Southwestern understand why and at what point students are not meeting their personal educational goals.

The Access Core Theme includes changes to the objectives, revision of indicators, and new indicators. Descriptive narratives for the Core Theme and its Objectives were amended to better define and reflect the measurements. There were two new indicators added to Objective 1 to assist the institution in assessing and improving the number, and total dollar amount of Foundation and institutional grants and scholarships that students are accessing over a three-year period. Additionally, a third Objective and indicators were added to measure the extent to which students are accessing relevant curricula related to structured work experience and high school dual enrollment, as well as measuring student perception of programs and services accessed.

The Objectives and associated indicators have changed within the Community Engagement Core Theme to better align with the Core Theme statement and to effectively measure Community Engagement as defined by Southwestern. The existing two objectives were modified to better describe the type of engagement that is measured by the associated indicators. The first and second objectives are focused on partnerships, activities and events, community trainings, and business development. Two indicators were added, one reflective of the services provided to businesses and a second to acknowledge the participation of Southwestern staff in their service to the community. A third objective, along with associated indicators, was added to more effectively measure levels of community engagement with the Foundation which plays an integral role in support for the College.

Within the Sustainability Core Theme there was the addition of an objective and minor changes to indicators to refine measurements and tighten the meaningfulness. One change was to Core Theme Objective S.2.3, wherein the measure was refined to focus on the effectiveness of technology resource expenditures consistent with the technology and strategic planning of the college. The threshold was revised to reflect a measure of stability over time. A third Objective was added titled “Southwestern delivers viable quality instruction.” To remain a strong and valued educational institution, Southwestern must assess the viability of its programs to ensure that programs and instruction are relevant, affordable, and of high quality aligned to meet labor trends and industry needs. Indicators of this Objective will allow the College evidence to maintain an academic Master Plan to guide fiscal, infrastructure, and human resource strategic planning.

The Institutional Managers group and the College Council group worked closely with individual units and departments to ensure that each unit/department was involved in the process to identify institutional level indicators. Careful attention to alignment of the success indicator with the Core Theme Objective directed the revisions to and development of the current Core Theme Objective indicators.

The Core Theme Objectives were shared with the College Council in November with the latest version, based on feedback between November and February, shared during a review of this report. Each area of the college continues to work on refining the Core Theme Objective indicators to ensure alignment with the Core Theme and to validate the applicability of the indicator at the institutional level as well as the meaningfulness at the unit/department and institutional level. The focus of the work was on the identification of meaningful, assessable, and verifiable indicators that form the basis for evaluating accomplishment of the Objectives of each unit/department and ultimately at the institutional level by demonstrating achievement of the Core Theme Objectives to support planning, assessment, and improvement activities.

There is still work by staff to develop appropriate methods to measure the Objectives and to set performance thresholds that are meaningful as well as designed to guide the college for the next seven years. This process takes time, and the relatively short timeframe between receiving the recommendations from the comprehensive visit and completion of this report does not afford the institution time to adequately develop all of the new indicators to illustrate how each indicator is meaningful, assessable, and verifiable.

As such, a majority of the indicators are considered finalized and will be measured in 2012-13. The remaining indicators will be finalized and measured starting in 2013-14. There is one indicator under development within the Access Core Theme and one threshold level under development within the Community Engagement Core Theme as clearly noted in the individual Core Theme sections of this report. Continued development of assessment methods for the Student Learning Outcomes indicator within the Learning and Achievement Core Theme takes place during Division meetings and from program reviews. As we move forward, a thorough review and assessment by operational level staff of appropriate methods to assess the indicators as well as the performance level will help the College measure effectiveness, allocate resources, and plan for the future.

Recommendation 2 is covered expansively as part of the standards in Chapter One: Mission, Core Themes, and Expectations within section 1.B of this Year One Self-Evaluation Report.

Report Timeframe

This report is a culmination of the collaborative and participatory efforts from across campus to address accreditation Standard One, eligibility requirements 2 and 3, and responds to *Recommendations* from the NWCCU letter of reaffirmation based on the Comprehensive Peer Evaluation Report. Information and data supplied in the report is accurate as of February 25, 2013. Faculty, part-time faculty, classified staff, and administrative positions figures were accurate as of January 11, 2013.



CHAPTER I

Standard 1 – Mission, Core Themes, and Expectations

The institution articulates its purpose in a mission statement and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Southwestern Oregon Community College was established by vote of the people on May 1, 1961, and was authorized to operate and award degrees as a higher education institution under the authority of the State of Oregon on October 13, 1964. The specific authorizing body, the Oregon Department of Community Colleges and Workforce Development (CCWD), has the legal authority for statewide coordination of the approval of community college courses and curricula as granted through Chapter 589, Division 6 of the Oregon Administrative Rules adopted by the State Board of Education under the authority of Chapter 341 of the Oregon Revised Statutes.

Eligibility Requirement 3: Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

An updated Mission Statement and refined Core Themes that manifest the essential elements of the Mission Statement were formally adopted by the Board of Education. The proposed Mission Statement and Core Themes were vetted and revised within the College community prior to formal adoption. The Mission Statement for Southwestern Oregon Community College is:

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

The four Core Themes are elements of the Mission and serve the interests of our students and community (*See Standard 1.B*).

Learning and Achievement

Access

Community Engagement

Sustainability

Consistent with legal authorization contained in Chapter 341 of the Oregon Revised Statutes for community colleges and Southwestern's Mission, all resources are devoted to supporting the programs and services as a degree-granting institution of higher education ("providing courses of study limited to not more than two years' full-time attendance, with the exception of technical programs in which the curriculum may require more than two years of attendance but less than four years, and designed to meet the needs of a geographical area by providing educational services") and for lifelong learning opportunities. The principal programs at Southwestern lead to recognized degrees as approved by CCWD.

Standard 1

The Mission Statement and four Core Themes represent what has always existed at the College in terms of focusing efforts to fulfill the Mission as envisioned by Henry Hansen and the other members of the Board at that time who worked hard to form the first community college district in Oregon. Southwestern was formed over 50 years ago so that access to educational opportunities could exist for the local community for many years to come.

Standard 1A: Mission

1.A.1

The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

The Mission Statement of Southwestern Oregon Community College states:

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

Southwestern's Mission Statement is widely published via the College catalog and website as well as in most of the College's publications, reports, and brochures. Hardcopy publications and online versions of hardcopy publications will be updated with the new Mission Statement for 2013-14. Online webpages reflect the current version of the Mission Statement.

The Mission Statement was adopted at the Board of Education, as part of the cyclical review of Mission, Core Themes, Objectives, and indicators. The review serves to affirm that the elements of the Mission individually manifested as Core Themes and collectively encompass the Mission to provide direction for our efforts for assessment, planning, and resource allocation. Development of the Core Themes, the Core Theme Objectives, and the identification of indicators to measure achievement all evolved through broad-based participation of groups and individuals from all segments of the campus community including community stakeholders.

The campus is unified through its demonstrated connection to the Mission, which serves as a guidepost for institutional planning, program review and assessment, and resource allocation as evidenced by the inclusion of core theme and objectives that are linked to planned actions and budgeting requests as a result of program reviews and the budgeting process. Additionally, the Coos Campus and the Curry Campus classrooms and community areas are decorated with Core Theme posters that include the Core Theme and Objectives with pictures and statements from all employee groups and students to communicate how their work supports the Core Theme. The President meets with all new employees to discuss the Mission and Core Themes as part of new employee orientation. All plans, actions, and resources needed for the College to operate are designed to fulfill the College's Mission as they are directly linked to Core Themes.

1.A.2

The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Southwestern is committed to a practice of evaluating and assessing its effectiveness based on evidence that supports achievement and continuous improvement. The College's process is an ongoing, integrated, institution-wide practice of assessment, planning, and budgeting that incorporates continuous improvement and provides evidence of College effectiveness in achieving its Mission. The graphic below illustrates the integration of the requirements and processes that guide the college toward Mission fulfillment:



Mission fulfillment is facilitated through the planning and program review processes that support institutional effectiveness through the development of a Strategic Plan that is linked to Core Themes and Objectives. The Strategic Plan is the outcome of program reviews conducted across campus to assess the effectiveness of a department, unit, or program/degree and the subsidiary planning processes that occur at the unit, reporting unit, functional areas, and institutional levels of the College. Planning provides the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities—

ultimately leading to fulfillment of the College Mission as evidenced by achievement of the Core Theme Objectives.

To assure itself and the public that Southwestern is meeting its Objectives and fulfilling its Mission, the College annually monitors and reports on the indicators associated with each of the Core Theme Objectives. The indicators are reviewed each year for applicability and annual threshold levels, consideration of new indicators or measures, and deletion of an indicator or measure. This review takes into consideration internal and external trends and incorporates state and federal requirements for accountability.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

The College will attain 70% of all indicators within the achieved or minimally achieved range.

The achievement of each indicator is measured in terms of a range based on a corresponding threshold level and represented by an achievement status of: Green—achieved, Yellow—minimally achieved, or Red—not achieved.

The threshold of Mission fulfillment is defined in terms of the Core Themes:

- Mission fulfillment is defined as attaining Core Theme fulfillment for each of the four Core Themes.
- Core Theme fulfillment is defined as attaining 70% of all the Core Theme's data indicators within the achieved or minimally achieved range.
- The minimum threshold of Mission fulfillment is defined as attaining 70% or better of all indicators within the achieved or minimally achieved range.

The Institutional Managers and College Council groups affirmed the Mission fulfillment threshold established in fall 2010. As part of the continuous improvement process and accreditation standard requirements, a review of the current threshold along with practices in the northwest region revealed multiple methods to assess Mission fulfillment with several institutions adopting a similar approach as Southwestern. Steps to determine Mission Fulfillment were added to establish a procedure to calculate overall achievement (70% of all indicators) as well as adding three levels that identify achievement status. These steps provide a clear method to calculate achievement of core theme objectives and Mission Fulfillment and to classify achievement of each indicator with respect to the associated objective. The Mission fulfillment threshold was discussed at the Board of Education Retreat held in September 2012 as well as vetted in IM and CC meetings held in January and February 2013. The current version was presented at the February 25, 2013, Board of Education meeting.

Standard 1B: Core Themes

1.B.1

The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

The following Core Themes were formally adopted by the Board of Education at the November 19, 2013 meeting as revised at the February 25, 2013 meeting:

Learning and Achievement
Access
Community Engagement
Sustainability

The Mission Statement is directly or indirectly represented in the Core Themes. The Core Theme Learning and Achievement manifests from the words *student achievement* and *lifelong learning* contained in the Mission Statement. Learning opportunities are accessed in a lifelong process while learning and achievement occur at any point through high school access, college learning opportunities, pursuing a degree or certificate, or enrolling in courses intended for continuing education and learning.

The current four Core Themes were identified from within the new Mission Statement and emerged from the Mission revision process that occurred in summer and fall 2012. The institutional managers guided the accreditation process and review of the Mission and Core Themes by working with the academic, operational, and support areas to review, change, or enhance the Core Themes, associated Objectives, and indicators. Each of the Core Themes is described within the individual Core Theme section of this report. (*See Section 1.B.2*)

1.B.2

The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

The modified Core Theme Objectives are represented in the individual Core Theme section of this report. The original development of Core Theme Objectives and appropriate indicators of achievement occurred in 2010 with revisions, adaptations, elimination, and addition of new indicators identified in 2011-12 and again during 2012-13. The rationale and impact of these changes were discussed in the addenda section for *Recommendation 2* of this report. The updated Core Theme Objectives and indicators provide a clear framework to measure Mission fulfillment as they are meaningful, assessable, and verifiable indicators of achievement as articulated in the individual Core Theme sections of this report.

Each Core Theme is identified by a Core Theme abbreviation wherein Learning and Achievement is denoted by “LA,” Access is denoted by “A,” Community Engagement is denoted by “CE,” and Sustainability is denoted by “S.” The Core Theme abbreviation is tied to a Core Theme Objective that is then followed by a uniquely numbered indicator. Examples: LA.1.1 represents the Core Theme *Learning and Achievement*, the *first* Objective, and the *first* indicator. CE.2.3 represents the Core Theme *Community Engagement*, the *second* Objective, and the *third* indicator. Each indicator also has an institutionally tracked success indicator number. Institutional success indicators are historical and current indicators measured within Core Themes and/or within operational and instructional programs as part of the program review process.

Core Theme: Learning and Achievement

Learning and Achievement is at the core of the College Mission focusing on aspects of student achievement and success. The 2013-2015 Oregon Community College Connection and Preparation, Progression and Completion Strategic Plan (OCCCPCSP) as developed by the Persistence and Completion Taskforce in fall 2012, identifies support in student preparation, progression, and completion as key strategies to promote student achievements in addition to the delivery of quality education. Southwestern embraces this Plan and has selected Core Theme Objectives that are aligned to momentum points and milestones indicating student success in their preparation for collegiate work, progression through educational milestones, and completion of a quality academic program. To this end, the College plans and implements instructional and support initiatives that respond to the findings of its Learning and Achievement indicators.

Southwestern's Objectives for the Learning and Achievement Core Theme are

1. Students demonstrate progress
2. Students complete certificates, degrees, and transfer
3. Students demonstrate that they have met institutional learning outcomes

The first Objective measures student preparation and progression to indicate whether students are moving forward through their educational experience and navigating through various milestones and momentum points.

Objective 1: Students demonstrate progress		
Indicator	Performance Measurement and Source	Threshold Levels
LA.1.1	Remediation (SI 44): Measured by the percentage of students passing remedial Math or English courses with a C grade or better compared to the three year average	Green: $\geq 60\%$ Yellow: 48% up to 60% Red: $< 48\%$
	This milestone indicates student progress in preparing for success by completing remedial instruction to develop skills needed to succeed in college gateway courses and beyond.	
LA.1.2	Progress: Credits Earned (SI 28B): Measured by the percentage of program students earning 30 college credits in the academic year	Green: $\geq 23\%$ Yellow: 18% up to 23% Red: $< 18\%$
	This momentum point is a measurable educational attainment that was empirically correlated with the completion of a milestone and progress toward a meaningful outcome by research conducted in Washington state by Lienbach and Jenkins (2008). Results of this measurement gauges student progress. This evidence will direct further assessment of specific factors at the operational level that will guide planning and implementation of strategies to help students advance toward milestones that mark education's success. This indicator offers a measure of student progress toward achievement on an annual basis.	

The OCCCPCSP identified completion and attainment of certificates, degrees, and transfers as a major component of student success. Certificate, degree, and transfer completion reflect student achievement of credentials. As such, these completions indicate our college successes in fulfillment of the Core Theme and ultimately the College Mission to support student achievement. Completions remain a primary measure of student success at the national and state levels and are likely to be an outcome determining future state funding.

Objective 2: Students complete certificates, degrees, and transfer		
Indicator	Performance Measurement and Source	Threshold Levels
LA.2.1	Completion (SI 11): Measured by the number of degrees and certificates awarded relative to the total program student enrollment from internal reports and state OCCURS data	Green: $\geq 10\%$ Yellow: 8% up to 10% Red: $< 8\%$
	Measures student achievement gauged by degree or certificates awarded and reflects student attainment of a personal educational milestones.	
LA.2.2	Licensing/Certification Rates (SI 27; State KPM 11) Measured by the pass rate for national licensing tests compared to national pass rates from state OCCURS data	Green: $\geq 80\%$ Yellow: 70% up to 80% Red: $< 70\%$
	Measures student achievement gauged by the licensing/certification rates and reflects student attainment of a personal educational milestones.	
LA.2.3	Student Transfer (SI 46) Measured by the number of program students who transfer to four-year institutions relative to the total program student enrollment from transfer data reports	Green: $\geq 14\%$ Yellow: 10% up to 14% Red: $< 10\%$
	Measures student achievement gauged by the transfer rate and reflects student attainment of a personal educational milestones.	

Lastly, measures determining if students have achieved institutional learning outcomes indicate both student and college success in achieving quality education. Southwestern's institutional learning outcomes define the scope of knowledge, skills, attitudes, and competencies that graduates of Southwestern degree programs should be able to effectively demonstrate upon completion as measured by the employer perceptions of learning and by program assessments. The institutional student learning outcomes illustrate the level of student achievement we are committed to avail to our students and the indicators measure our successes in attainment and provided insight on Mission fulfillment and considerations for strategic planning.

Objective 3: Students demonstrate that they have met institutional learning outcomes		
Indicator	Performance Measurement and Source	Threshold Levels
LA.3.1	Employer Perceptions (SI 8): Average ratings level met or exceeded on the Employer Satisfaction and Opinion Survey from data reported by employers as part of the internship process	Baseline data to be gathered in 2012-13 for the redesigned collection method with threshold set beginning with 2013-14
	Measures attainment of the institutional learning outcomes; relies on the feedback of employers to reflect the success in achieving institutional learning outcomes at a level that meets the needs of partner employers.	
LA.3.2	Student Learning Outcomes (SI 13): Subject Area Committees annual assessment reports	Green: Graduates meet or exceed established performance levels Yellow: 80% of graduates meet or exceed established performance levels Red: $< 80\%$ of graduates meet or exceed established performance levels

Measure student achievement of institutional learning outcomes and the means of measurement for this indicator is determined by Subject Area Committees to assess the extent to which graduates achieve the institutional student learning outcomes.

Core Theme: Access

Access is an essential element of the mission for Southwestern to provide learning opportunities that meet current and future educational needs of the students and communities it serves. The College offers courses, programs, and support services through varied delivery methods and locations that provide students and communities with access to learning opportunities.

The Core Theme Access is associated with three Objectives intended to contribute to Core Theme achievement and ultimately Mission fulfillment:

1. Students access varied learning opportunities
2. Students access varied services that support learning
3. Students access relevant curricula that support lifelong learning and achievement

The first Objective measures access to learning opportunities and access to needed institutional financial assistance. Students access learning opportunities through a variety of methods, including developmental education, online courses, college/transfer level courses, high school connections, and community outreach.

Objective 1: Students access varied learning opportunities		
Indicator	Performance Measurement and Source	Threshold Levels
A.1.1	Enrollment Report (SI 2): Measured by the percent change over a three-year average year, sorted by enrollment status from OCCURS data	Green: increase > 1% Yellow: Between – 5% to 1% Red: – 5% or less
	Institutional and program specific indicator for enrollment (FTE) of the numbers and types of courses accessed by students. Overall, reimbursable FTE is the majority basis for state funding and an indicator for generation of tuition and fee revenues. Examination of this indicator supports the institution in its decision making regarding budget planning and program and course offerings. Effectiveness of this indicator is determined at the unit level measuring course enrollments percentages by method of delivery, by day and time, and by program to determine the viability of, and/or need for, courses and programs that students are accessing to meet their educational wants and needs.	
A.1.2	Course Offerings Report (SI 3): Measured by the percent of change over a three-year average, sorted by location and demographic status from OCCURS data	Green: increase > 1% Yellow: Between – 5% to 1% Red: < 5%
	Assesses the trends of courses accessed by degree/program seeking and community education students, shows current needs, and allows for forecasting of future courses/program offerings ensuring that students are able to complete their course of study in a timely and convenient manner. Effectiveness of this indicator is determined at the unit level measuring course offering percentages by method of delivery, by day and time, and by sequence of course offerings to ensure student access to the courses needed to complete a degree/certificate in a convenient and timely manner.	
A.1.3	Foundation Support (SI 35): Measured by the amount of scholarships awarded to students compared to a three year average from foundation raised funds, data from internal reports	Green: > 5% Yellow: Between -5% to 5% Red: - 5% or less

Informs the college of how much monetary support the Foundation offers to students, increasing access to education and allowing for the planning of annual giving campaigns designed to ensure that students have access to the monies needed to complete their intended course of study.		
Objective 1: Students access varied learning opportunities		
Indicator	Performance Measurement and Source	Threshold Levels
A.1.4	Institutional Financial Assistance (SI 39): Measured by the percent of institutional grant assistance provided as a three year average reported to IPEDS compared to the IPEDS selected similar college cohort comparison group of full-time, first-time degree/certificate seeking students.	Green: > 5% Yellow: Between 0 % and 4% Red: < 0%
	Allows the institution to measure itself against a cohort of like institutions nationwide regarding institutionally provided funding for students with limited financial resources to access.	

Students access appropriate in-person and online services including academic advising, financial aid and scholarships, required accommodations, and career planning. The second Objective includes indicators reflective of the services accessed by students including their perceptions in meeting their needs.

Objective 2: Students access services that support learning		
Indicator	Performance Measurement and Source	Threshold Levels
A.2.1	Student Engagement Activities – CCSSE (SI 5): Measured by CCSSE benchmark “Support for Learners” compared to the three-survey average that was met or exceeded	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45
	Allows the institution to examine the accessibility and effectiveness of its student engagement activities based upon responses from the nationally normed CCSSE.	
A.2.2	Student Engagement Activities – SENSE (SI 6): Measured by SENSE benchmark thresholds “Early Connections”, “Clear Academic Plan & Pathway”, “Effective Track to Learning”, and “Academic & Social Support Network” combined compared to the three-survey average that was met or exceeded	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45
	Enables the institution to examine the support services accessed by students for effectiveness of activities, including online support, related to the early experience of students based upon responses from the nationally normed SENSE survey.	
A.2.3	Student Satisfaction and Opinion (SI 38): This measure is under development and is an aggregate of data from surveys for the first stop, housing, and ESPS areas	Green Yellow Red Under Development
	Examines student perceptions of an aggregate of student support services accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.	

The current focus of the third Objective is to measure access associated with curriculum offerings and the effectiveness of meeting the expectations of students who accessed support services.

Objective 3: Students access relevant curricula that support lifelong learning and achievement		
Indicator	Performance Measurement and Source	Threshold Levels
A.3.1	Structured Work Experience (SI 14B): Measured by the percent of change in number of participating employers from year to year compared to a three-year average that met or exceeded the threshold from internal reports	Green: $\geq 3\%$ Yellow: Between -2% and 2.99% Red: $< -2\%$
	Access to opportunities for students to earn quality credentials with real value occurs through participation in work experience/internships. By providing access to internships, students receive real life experiences with local employers and assessment at the unit level provides insight into what programs need additional opportunities provided to students as well as the rate of local employer participation	
A.3.2	Connections: High School Dual Enrolled (SI 29): Measured by the district percentage of dual enrolled high school students participating in high school connection opportunities compared to a three-year average from internal reports	Green: $\geq 7.5\%$ Yellow: Between 4% and 7.49% Red: $< 4\%$
	Enables the institution to plan for additional dual-enrolled opportunities for high school students designed to meet state-wide goals for K-12 and community college Achievement and Completion Compacts. Effectiveness is measured at the unit level by the percentage of enrollments by high school and by high school level. This reduces the amount of time students spend to complete their certificates/degrees and results in a reduction of the financial resources needed to pay for college.	
A.3.3	Graduate Survey (SI 37): Measured by the average rating compared to the three-year average rating of student expectations and needs from internal survey data	Green: Average rating ≥ 4 Yellow: Average rating between $3 - 3.99$ Red: Average rating < 3
	Assesses student perceptions of programs and services after they have completed their degrees, providing important feedback for the planning and improvement of those services accessed by students.	

Core Theme: Community Engagement

Southwestern is recognized not only as an educational institution but also as a social, economic, and community partner. To fulfill the Mission the College supports the building of strong partnerships and provides opportunities for the staff and community to participate in diverse activities and events. It is critical for the college to continue to identify and forecast the needs and opportunities of the community to be responsive and resourceful as a community partner for lifelong learning. The more engaged the Foundation becomes in community, the more likely it is to be valued by community and to receive support on behalf of the College. The resources acquired through private sector donations contribute to new and enhanced facilities, equipment and instruction to expand the cultural and economic assets of the community.

The indicators associated with the Core Theme Community Engagement are divided into three Objectives and serve to partially guide the College in the determination of Mission fulfillment as well as Core Theme achievement:

1. Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs
2. Southwestern provides and supports community activities and events and
3. Our community members participate and contribute to the Foundation in support of the college

The first Objective measures the participation of employers who partner with the College for internships and trainings from business and industry as well as businesses served by the Southwestern Small Business Development Center (SBDC). Satisfaction of training participants is one way to measure how well the College is addressing the changing community workforce needs.

Objective 1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs		
Indicator	Performance Measurement and Source	Threshold Levels
CE.1.1	Structured Work Experience (SI 14B): Measured by the percent of change in number of participating employers from year to year compared to a three-year average that met or exceeded the threshold from the internal work experience report	Green: 3% or greater Yellow: Between -2% and 2.99% Red: Below -2%
	This relationship helps grow the employer base for internships, guarantees more internship sites and offers ever-increasingly innovative internships. This measures how well connected Southwestern is to the local employers and provides a resource for the local economy and employer base.	
CE.1.2	BITS Company Satisfaction (SI 26; State KPM 10): Measured by the companies ranking training they received through community college Business and Industry Training System (BITS) from an internal survey	Green: Average rating ≥ 4 Yellow: Average rating 3 to 3.99 Red: Average rating < 3
	Measures the level of satisfaction of professional development training provided to company managers to ensure strong community partnerships in building a locally trained workforce and identifies areas in training for improvement or additional needs of local business and industry. This indicator also meets state standards and requirements. Training includes workforce activities consisting of contracted training, short term skills training, group facilitations with instruction, and open-to-the-public classes, as long as they all relate to employee development.	

Objective 1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs		
Indicator	Performance Measurement and Source	Threshold Levels
CE.1.3	Training Participant Satisfaction (SI 32): Measured by participant evaluations of BITS training that include contracted, short term, group facilitations trainings and open to the employee development public classes on the internal evaluation	Green: Average rating ≥ 4 Yellow: Average rating between 3 to 3.99 Red: Average rating < 3 New survey scheduled for administration in Spring 2013; set baseline and thresholds for 2013-14
	Providing surveys to the participants of workforce training will determine the level of satisfaction of the participants, ensuring college offerings are meeting the needs of students and enabling the college to make improvements as well as plan for future needs when necessary.	
CE.1.4	Service to Business (SI 33): Measured by the percentage of businesses served by the SBDC calculated as a three-year average compared to the national annual rate from internal reports/national data	Green: 2.5% or greater Yellow: Between 1.5% and 2.49% Red: Below 1.5%
	Healthy businesses create economic stability in the region. That in turn leads to employment opportunities for Southwestern graduates either as employees or as employers, allowing them to stay in the community and prosper. National research has shown businesses who receive five or more hours of SBDC services are, on average, more likely to stay in business and grow.	

The second Objective measures the lifelong learning opportunities our community engages in at the College. The types of and satisfaction in activities and events the community engages in at the College as well as the level of engagement of staff in the community are other ways the College measures our partnerships.

Objective 2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities		
Indicator	Performance Measurement and Source	Threshold Levels
CE.2.1	Community Activities and Events (SI 22A): Measured by the percent of activities and events requested by the community compared to prior year from internal reports	Green Yellow Red Threshold being revised
	Assesses participation in events and activities provided to the community, as Southwestern understands that campus and community access to activities and events is paramount in meeting this Core Theme Objective. Data collected measures the specific number of activities and events hosted and by watching trends staff can gauge the level of community involvement.	
CE.2.2	Activities and Events (SI 22B): Measured by the rating level for facilities services from internal reports	Green Yellow Red Threshold under development
	Assesses satisfaction of events and activities provided to the community, as Southwestern understands that campus and community access to activities and events is paramount in meeting this Core Theme Objective. Data collected measures the satisfaction of attendees and feedback from the subsequent satisfaction survey allows the college to evaluate and identify how to build lasting relationships with community, staff, and students. This information serves to strengthen community relationships and identify where the college can improve upon activities and events for the community and build on its core values.	
CE.2.3	Staff Service to Community (SI 34): Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey	Green: 65% to 100% Yellow: 45% to 64% Red: Below 45%
	Actively engaged staff in the community promote the college's Mission of providing community engagement in a sustainable manner. Staff are involved in many avenues of service in the community such as Rotary, school boards, foundations, Zonta, and many other volunteer activities that enhance the educational and cultural experience of our community throughout the college district.	

This Objective measures how well the Foundation engages with corporations, individuals, and grant providers to build and sustain relationships in support of Foundation endeavors.

Objective 3: Our community members participate and contribute to the Foundation in support of the college		
Indicator	Performance Measurement and Source	Threshold Levels
CE.3.1	Foundation Annual Fundraising (SI 42): Measured by the amount of scholarship raised from annual fundraising events from internal reports and audited final figures	Green: > 5% Yellow: Between -5% to 5% Red: - 5% or less
	The amount of increase in scholarships raised will demonstrate how well the Foundation has been able to connect with the population that values the educational and cultural opportunities provided by the college in the region.	
CE.3.2	Foundation Endowments (SI 43): Measured by the amount of endowment funds raised by the foundation compared to a three year average No Prior Indicator	Green: > 5% Yellow: Between -5% to 5% Red: - 5% or less
	Gifts to endowments are normally a gift from an individuals portfolio, rather than their income, so the amount of endowment funds raised and the number of new endowments indicates a higher level of investment in the college's future. The endowment gift is therefore a higher level of engagement and provides a more permanent commitment to the future of the college, and therefore perpetuates the extension of more opportunities for the region's citizens.	
CE.3.3	Alumni Participation (SI 45): Measured by the percent of alumni giving to the college compared to a three year average	Green: > 5% Yellow: Between -5% to 5% Red: - 5% or less
	The measure of the percent of increase in alumnus giving to the Foundation offers a cohort of community in which to measure growth.	

Core Theme: Sustainability

To Southwestern, Sustainability is represented by the statement *meeting the needs of today without sacrificing the needs of the future*. By embedding the term *sustainability* in the Mission and selecting *Sustainability* as a Core Theme, the Board, administration, faculty, and staff acknowledge our obligation to use all our resources wisely. Southwestern recognizes that a strong infrastructure of all resources supports all the other Core Themes to achieve solid instructional and student services programs. Southwestern is dedicated to sustaining all of our resources: human, fiscal, technological, and physical. A unique feature of our sustainable initiative is our entrepreneurial endeavors to support financial independence.

This Core Theme comprises three Objectives that encompass several indicators that contribute to Core Theme achievement and ultimately toward Mission fulfillment:

1. Southwestern provides responsible fiscal management
2. Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources and
3. Southwestern delivers viable quality instruction

To be sustainable the College has focused on effective fiscal management in support of a safe learning, living, and working environment to ensure the adequacy of resources to achieve our objectives.

Objective 1: Southwestern provides responsible fiscal management		
Indicator	Performance Measurement and Source	Threshold Levels
S.1.1	Fiscal Cash Flow Responsibilities (SI 15): Measured by the Cash Flow Statement and the general fund ending fund balance threshold from final audited figures	Green: 85% to 100% Yellow: 70% to 89% Red: Below 70%
	Supports responsible fiscal management of the general fund by a combination of achieving a positive cash flow throughout the year and meeting the target ending-fund-balance for the general fund. Meeting this measure indicates the control of daily operating expenditures and liabilities and in totality, the implementation of the planned general fund budget of revenue and expenditures were realizable.	
S.1.2	Fiscal Responsibilities - All Funds (SI 16A): Measured by the threshold ending fund balance for all funds from final audited figures	Green: 85% to 100% Yellow: 70% to 89% Red: Below 70%
	Focuses on the fiscal stability of all funds managed by the college with indicator by measuring the ending-fund-balance of all the funds. Achieving the target goals for each fund shows the diligent management of the entire budget for the College and that all the funds were well managed and the planned budget was well thought-out and realizable. Indicator S.1.3 supports the Objective by identifying the college's assets and liabilities to determine the ratio trending to meet long-term sustainability and future liabilities. The data is from the annual financial audit report.	
S.1.3	Fiscal Responsibilities - All Funds (SI 16B): Measured by the threshold for the current ratio of assets to liabilities from internal reports/final audited figures	Green: Greater than 1.50 Yellow: 1.00 to 1.49 Red: Below 1.00
	Focuses on the fiscal stability of all funds managed by the college by identifying the college's assets and liabilities to determine the ratio trending to meet long-term sustainability and future liabilities. The data is from the annual financial audit report.	
S.1.4	Fiscal Enterprise Fund Responsibilities (SI 17): Measured by the combined ending fund balance with General Fund FTE contribution from internal reports and final audited figures	Green: Greater than \$100,000 Yellow: \$25,000 to \$99,999 Red: Below \$25,000
	Supports the responsible fiscal management by the endeavors in the Enterprise Fund to show self-support through a positive ending fund balance and a steady FTE contribution to the General Fund. State support is dependent on FTE and is received as revenue in the general fund.	

The focus of the second Objective is on the measurement of satisfaction among the employees and effectiveness of meeting resources needed to sustain our facilities and the technology.

Objective 2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources		
Indicator	Performance Measurement and Source	Threshold Levels
S.2.1	Employee Opinion and Satisfaction (SI 9): Measured by the aggregate level of employee satisfaction and opinion ratings on the nationally normed survey Great Colleges to Work For	Green: 65% to 100% Yellow: 45% to 65% Red: Below 45%
	Satisfied employees are productive contributors to the college environment. The national survey used to measure this indicator, Great Colleges to Work For, allows the college administration to gather data on employee satisfaction in multiple areas such as teaching environment, professional development, communication, and overall relations between staff and administration. This data is then used to support the continuous improvement efforts necessary for a strong infrastructure of employees. A strong employee base with high level of satisfaction in the institution and teaching environment leads to improved student engagement which in turn leads to improved student success and completion. This is essential to Mission fulfillment.	
S.2.2	Infrastructure Equipment and Software Maintenance (SI 19): Measured by the percent of planned expenditures required to replace equipment and software according to the Integrated Technology Replacement Plan compared to the actual expenditures based on a three-year expenditure average from internal reports and general ledger expenditures	Green: 85% to 100% Yellow: 70% to 84% Red: Below 70%
	Assists the college administration to determine whether funds expended for equipment purchased are adequate to meet operational and student needs based on planning activities (specifically, the Integrated Technology Replacement plan).	
S.2.3	Infrastructure Maintenance (SI 20): Measured by the percent of identified maintenance and safety projects completed. Projects are identified in the Master Facility Plan and Annual Budget book.	Green: 85% to 100% Yellow: 70% to 89% Red: Below 70%
	Supports a sustainable facility infrastructure through completion of maintenance and safety projects as identified during the budgeting process.	

Last, critical to our longevity, is that the College delivers instruction that supports Sustainability through quality current and relevant programs delivered by peer and administratively evaluated faculty. Robust relevant programs and quality instruction helps attract and retain students thereby supporting the fiscal sustainability of the institution by assessing the projected needs of the community and making careful and strategic decisions in program offerings as part of the program review process.

Objective 3: Southwestern delivers viable quality instruction		
Indicator	Performance Measurement and Source	Threshold Levels
S.3.1	Program Quality and Design (SI 40): Measured by the percentage of annually scheduled programs for review that are completed based on internal program review schedule	Green: $\geq 85\%$ Yellow: Between 70% and 84% Red: $< 70\%$
	Measures the program viability through institutional review of instruction and program design. Program review evaluates program alignment to current industry needs and trends, program enrollments, and completions to assess the viability of the program.	

Objective 3: Southwestern delivers viable quality instruction		
Indicator	Performance Measurement and Source	Threshold Levels
S.3.2	Quality Instruction (SI 41): Measured by the annual percentage of faculty being evaluated that earn a positive evaluation based on internal faculty evaluation schedule	Green: $\geq 95\%$ Yellow: Between 85% and 94% Red: $< 85\%$
	Measures the delivery of instructional programs through the evaluation of faculty assessing the quality of the delivery and instruction.	

Conclusion

Community colleges were established to serve the diverse educational needs of their communities. This College has had a positive impact in our community for over 50 years. The recent federal mandates for completion, state educational attainment mandates, and the accreditation process represents the shift in expectations and increased accountability to prove students are achieving their goals and meeting the learning outcomes. This requires a commitment to create a culture of evidence to make decisions and to adequately plan for the future. This commitment is evident in our Mission Statement, in the state Achievement Compacts, our involvement in the national Achieving the Dream network, and in our refined Core Theme Objectives and indicators that measure Mission fulfillment.

The first accreditation visit under the new standards took place in April 2012. It was a challenge to complete the entire seven-year accreditation cycle in just two years. The very limited timeframe between the comprehensive evaluation visit and the requirement to submit the Year One Self-Evaluation Report provides little opportunity to robustly address the *Recommendations* from the Comprehensive Self-Evaluation report; although we have made huge strides toward establishing a solid foundation and framework to demonstrate Mission fulfillment. Our focus is now on an integrated planning and assessment cycle that relies on data to make decisions for continual improvement of instruction and services for students and the community under the constraints of a limited budget. We still have a ways to go and many changes to make. Given the enhancements to the Core Theme Objectives and indicators, as aligned with the Core Themes and Mission, the college is now poised to continue the work needed to address *Recommendations* 3 and 4 as required for the Year Three Self-Evaluation Report due in March of 2015.

The elements of our Mission, Learning and Achievement, Access, Community Engagement, and Sustainability will guide the college toward Mission fulfillment. The self-evaluation process has provided the opportunity to refine our Mission and to develop a framework from which to demonstrate achievement through appropriate evaluation of Core Theme Objectives and indicators that are relevant, meaningful, assessable, and verifiable. While we have made considerable progress in refining the framework to support the work needed in demonstrating Mission fulfillment, we believe this is an ongoing process and will continue to evaluate the applicability of the core theme objectives and indicators. Most importantly, the accreditation process ensures a self-reflective continuous evaluation of programs and services within the context of Mission fulfillment and institutional effectiveness.

We help students to achieve their goals; we help small businesses start, thrive and grow; we help workers retrain; we help high school students get credits before and after they graduate; and we help with everything in between. The College has had and will continue to have a significant impact on the local economy. Despite the challenges of declining budgets and the need to do more with less, the College is optimistic about its opportunities. Our first academic master plan is being developed; this along with the completion of the Year One Self-Evaluation Report of a new seven-year accreditation cycle is exciting. Southwestern Oregon Community College will continue to deliver quality instruction and support to our students and community well into the future.

Supplemental Materials and Electronic Documents Access

To conserve paper, no exhibits are attached to this *Year One Self-Evaluation Report*. All relevant forms, documents and other evidence in support of responses to Commission standards are linked in this report or are available on the Southwestern archive website at:

<http://www.socc.edu/accreditation/pgs/institutional-archives/2013>

These web documents are automatically linked for evaluators and the Commission in electronic copies of this report in maroon font. At the end of this report, a Glossary and Abbreviations Key; Acknowledgements; and Electronic Documents Listing pages are provided.

The 2012-2013 college catalog is being provided as a hardcopy document separate from this report. If there is a need for a specific electronic document to be viewed in hardcopy, please contact:

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Glossary and Abbreviations Key

Reference or Abbreviation	Description
BITS	Business and Information Technologies survey
CC	College Council; Southwestern's strategic planning group
CCWD	Oregon State Department of Community Colleges and Workforce Development; this agency distributes state aid to community colleges, approves new programs and courses, and adopts rules for the general governance of community colleges
College Catalog	Annual publication, specific to Southwestern, which lists courses, programs, certificates, and college requirements
Commission	Northwest Commission on College and Universities (NWCCU), the regional accreditation body for the Northwest region and is recognized by the US Department of Education
ERP	Enterprise Resource Planning
ESPS	Educational Support Programs and Services department at Southwestern
ESSLT	Southwestern committee: Education and Student Services Leadership Team; Southwestern committee devoted to student achievement of goals
ET	Executive Team; the Southwestern President's executive cabinet which includes VP of instruction, VP of Administrative Services, Human Resources Executive Director, Integrated Technology Services Executive Director, Athletic Director, Foundation Director, Enrollment Management Executive Director, and Dean of Curry Campus
FTE	Full Time Equivalent
IC	Instructional Council; comprised of Faculty Senate appointees, Student Services staff, Instructional Administrators, Associate Deans, and the Vice President of Instruction
IM	Institutional Managers group; comprised of Administrative staff and Instructional staff
ITGC	Integrated Technology Governance Committee, Southwestern committee that examines and recommends technology improvements
Institutional level indicator	Identified indicators that are used to measure achievement at different levels of the college or for accreditation purposes;
ITS	Integrated Technology Services; Southwestern department which develops, coordinates, and supports the use of technology to enhance learning and working
Jenzabar	Southwestern's new information management system also referred to as Enterprise Resource Planning (ERP) system
NWCCU	Northwest Commission on College and Universities, the regional accreditation body for the Northwest region and is recognized by the US Department of Education
OCCCPPCSP	Oregon Community College Connection and Preparation, Progression and Completion Strategic Plan (OCCCPPCSP)
Reporting Unit	A Southwestern reporting area that encompasses more than one unit or program area
SBDC	Small Business Development Center
Unit	A Southwestern department or program

Electronic Document Listing

The first webpage link is to the active webpage. The *permanent report link* is an archived static copy of the original webpage as of February 25, 2013 with the active webpage link.

Board of Education: <http://www.socc.edu/board>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-board-main-webpage.pdf>

Board of Education Meeting – February 25, 2013: <http://www.socc.edu/images/board/02-25-13-minutes.pdf>

Minutes scheduled to be posted by May 2013.

Permanent Report Link: <http://www.socc.edu/board/minutes>

Board of Education Meeting – November 19, 2012:

<http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-board-minutes-november2012.pdf>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-board-minutes-november2012.pdf>

Board of Education Retreat – September 7, 2012:

<http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-board-minutes-september-retreat2012.pdf>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-board-minutes-september-retreat2012.pdf>

Chapter 341 – Oregon Revised Statutes: https://www.oregonlegislature.gov/bills_laws/Pages/ORS.aspx

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-Ch341-CC-revised-statutes-webpage.pdf>

Chapter 589, Division 6 – Oregon Administrative Rules:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_589/589_006.html

Permanent Report Link: <http://www.socc.edu/accreditation/pgs/bmdoc/ex2013-Chapter589-OARs-webpage.pdf>

College Catalog:

https://mylakerlink.socc.edu/ICS/Portlets/ICS/Handoutportlet/viewhandler.ashx?handout_id=c2283b55-a750-4445-8dce-5e10e4fc18d2

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-college-catalog-2012-13.pdf>

Comprehensive Self-Evaluation Report: <http://www.socc.edu/images/accreditation/pgs/bmdoc/2012-comprehensive-self-evaluation-report.pdf>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/2012-comprehensive-self-evaluation-report.pdf>

CCWD – Community Colleges and Workforce Development:

<http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-ccwd-main-webpage.pdf>

Permanent Report Link: <http://www.oregon.gov/ccwd/Pages/index.aspx>

Core Themes: <http://www.socc.edu/board>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-mission-statement.pdf>

Core Theme Posters: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-core-theme-poster.pdf>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-core-theme-poster.pdf>

Curry Campus: <http://www.socc.edu/curry>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-curry-webpage.pdf>

Indicator Annual Reports: <http://www.socc.edu/ie> and

https://mylakerlink.socc.edu/ICS/Resource_Center/

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-indicator-annual-reports.pdf>

The permanent link is to one report to illustrate the framework for reporting data in a unified standard format.

Letter of Reaffirmation from NWCCU:

http://www.socc.edu/images/accreditation/pgs/bmdoc/nwccu_reaffirmation_letter_july_2012.pdf

Permanent Report Link: http://www.socc.edu/images/accreditation/pgs/bmdoc/nwccu_reaffirmation_letter_july_2012.pdf

Mission Fulfillment: <http://www.socc.edu/ie>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-mission-fulfillment.pdf>

Mission Statement: <http://www.socc.edu/images/board/ex2013-mission-statement.pdf>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-mission-statement.pdf>

NWCCU – Northwest Commission on Colleges and Universities: <http://www.nwccu.org>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-nwccu.pdf>

Oregon Coast Culinary Institute: <http://www.occi.net>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-occi.pdf>

Oregon Community College Connection and Preparation, Progression and Completion Strategic Plan 2013-2015: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-OCCCPPCSP-2013-2015.pdf>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-OCCCPPCSP-2013-2015.pdf>

Organizational Chart - College: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-org-chart-february2013.pdf>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-org-chart-february2013.pdf>

Organizational Chart – Academic Units:

https://mylakerlink.socc.edu/ICS/Portlets/ICS/Handoutportlet/viewhandler.ashx?handout_id=c5c24015-a161-4427-a48b-c135f4d3aadb

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-org-chart-academic-units.pdf>

Southwestern Oregon Community College: <http://www.socc.edu>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-socc-main-webpage.pdf>

State Board of Education: <http://www.ode.state.or.us/home/>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-Oregon-Department-Education-webpage.pdf>

State Revenue: 2011-13 biennium: http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-general-fund_biennium_report.pdf

Permanent Report Link: http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-general-fund_biennium_report.pdf

Using Longitudinal Data to Increase Student Success: A Guide to Measuring Milestone and

Momentum Point Attainment: <http://ccrc.tc.columbia.edu/publications/research-tools-2.html>

Permanent Report Link: <http://www.socc.edu/images/accreditation/pgs/bmdoc/ex2013-ccrc-report-leinbach-jenkins.pdf>