

## Core Theme Objectives and Success Indicators 2017-2018

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### LA.1: Students demonstrate progress

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#### Success Indicator

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##### **LA.1.1: SI 44 – Success Rate - Developmental Courses**

Measured by the percentage of students who became college ready by completing all developmental coursework as reported to VFA for the credential seeking cohort; disaggregated by student demographics

##### Thresholds

Green:  $\geq 3\%$  above the Oregon CC rate

Yellow: Between 3% above and below the Oregon CC rate

Red:  $> 3\%$  below the Oregon CC rate

##### Purpose and Meaning

Measure Type: Indirect – Grades

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.

##### Data and Report

Lead Writer: Dean LDC/Developmental

Data Available: Early October after final state submission of data and reporting to VFA

Board Presentation: February Meeting

##### **LA.1.2: SI 28 - Progress – Credits Earned**

Measured by the percentage of students who reach the two-year credit threshold (63 credits) as reported to VFA for the credential seeking cohort; disaggregated by student demographics

##### Thresholds

Green:  $\geq 3\%$  above the Oregon CC rate

Yellow: Between 3% above and below the Oregon CC rate

Red:  $> 3\%$  below the Oregon CC rate

##### Purpose and Meaning

Measure Type: Direct – Credit Count

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 educational success. This indicator offers a measure of student progress toward achievement on an annual basis.

##### Data and Report

Lead Writer: VP Instruction

Data Available: Early October after final state submission of data and reporting to VFA

Board Presentation: May Meeting

##### **LA.1.3: SI 47 – Success Rate - LDC Courses**

Measured by the percentage of students passing LDC courses with a C grade or better; disaggregated by student demographics

##### Thresholds

Green:  $\geq 80\%$

Yellow: Between 75% and 79%

Red:  $< 75\%$

##### Purpose and Meaning

Measure Type: Indirect – Grades

Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes.

##### Data and Report

Lead Writer: Dean LDC/Developmental

Data Available: Early September after final state submission of data

Board Presentation: February Meeting

### **LA.1.4: SI 53 – Success Rate - CTE Courses**

Measured by the percentage of students passing CTE courses with a C grade or better; disaggregated by student demographics

#### Thresholds

Green:  $\geq 80\%$

Yellow: Between 75% and 79%

Red:  $< 75\%$

#### Purpose and Meaning

Measure Type: Indirect – Grades

Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes.

#### Data and Report

Lead Writer: Dean CTE

Data Available: Early September after final state submission of data

Board Presentation: February Meeting

### **LA.1.5: SI 48 – Retention Rate**

Measured by the cohort retention rate for first time full-time freshman (fall to fall) as reported to IPEDS; disaggregated by student demographics

#### Thresholds

Green:  $\geq 5$  percentage points above Oregon CC average

Yellow: Between 4 percentage points below and 4 percentage above Oregon CC average

Red:  $> 4$  percentage points below the Oregon CC average

#### Purpose and Meaning

Measure Type: Indirect – Counts/Percent

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.

#### Data and Report

Lead Writer: Dean Student Services

Data Available: Late Spring after IPEDS submission of data

Board Presentation: May Meeting

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## **LA.2: Students complete certificates, degrees, and transfer**

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### **Success Indicator**

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#### **LA.2.1: SI 11 – Graduation Rate**

Measured by the cohort 4 year graduation rate of first-time full-time freshman (fall) as reported to IPEDS; disaggregated by student demographics

#### Thresholds

Green:  $\geq 3$  percentage points above Oregon CC average

Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average

Red:  $> 3$  percentage points below the Oregon CC average

#### Purpose and Meaning

Measure Type: Indirect – Counts/Percent

Measures student achievement gauged by degree or certificates awarded and reflects student attainment of personal educational milestones.

#### Data and Report

Lead Writer: Dean Student Services

Data Available: Early Spring after IPEDS submission of data

Board Presentation: May Meeting

### **LA.2.2: SI 46 – Transfer Rate**

Measured by the cohort transfer rate for first time full-time freshman as reported to IPEDS; disaggregated by student demographics

#### Thresholds

Green:  $\geq 3$  percentage points above Oregon CC average

Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average

Red:  $> 3$  percentage points below the Oregon CC average

#### Purpose and Meaning

Measure Type: Indirect – Counts/Percent

Measures student achievement gauged by the transfer rate and reflects student attainment of personal educational milestones.

#### Data and Report

Lead Writer: VP Instruction

Data Available: Early Spring after IPEDS submission of data

Board Presentation: May Meeting

### **LA.2.3: SI 56 - GED Completer Transition Rate**

Measured by the percentage of students who complete the GED and transition into Education or Training.

#### Thresholds

Green:  $\geq 3$  percentage points above the Oregon target rate

Yellow: Between 3 percentage points below and 2 percentage points above the Oregon target rate

Red:  $> 3$  percentage points below the Oregon target rate

#### Purpose and Meaning

Measure Type: Direct – Transition

Measures student achievement by the transition rate from the Transitional Education program to a credit-bearing college certificate/program.

#### Data and Report

Lead Writer: Director Transitional Education

Data Available: Early September after final state submission

Board Presentation: November Meeting

### **LA.2.4A: SI 52A – Success Rate- Completion and Transfer**

Measured by the two-year combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics

#### Thresholds

Green:  $\geq 3$  percentage points above Oregon CC average

Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average

Red:  $> 3$  percentage points below the Oregon CC average

#### Purpose and Meaning

Measure Type: Indirect – Counts/Percent

Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.

#### Data and Report

Lead Writer: VP Instruction

Data Available: Early October after final state submission of data and reporting to VFA

Board Presentation: May Meeting

### **LA.2.4B: SI 52B – Success Rate- Completion and Transfer**

Measured by the six-year combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics

#### Thresholds

Green:  $\geq 3$  percentage points above Oregon CC average

Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average

Red:  $> 3$  percentage points below the Oregon CC average

#### Purpose and Meaning

Measure Type: Indirect – Counts/Percent

Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.

#### Data and Report

Lead Writer: VP Instruction

Data Available: Early October after final state submission of data and reporting to VFA

Board Presentation: May Meeting

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### LA.3: Students demonstrate that they have met learning outcome

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#### Success Indicator

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##### LA.3.1: SI 8 - Employer Perceptions

Measured by the average rating level for the overall rating of student employee job performance from data reported by employers as part of the internship process

#### Thresholds

Green:  $\geq 4.25$

Yellow: 3.5 to 4.25

Red:  $< 3.5$

#### Purpose and Meaning

Measure Type: Indirect – Survey

Measures attainment of the learning outcomes; relies on the feedback of employers to reflect the success in achieving learning outcomes at a level that meets the needs of partner employers.

#### Data and Report

Lead Writer: Dean CTE

Data Available: Mid June after surveys completed

Board Presentation: April Meeting

##### LA.3.2: SI 13 - Student Technical Skills Outcomes

Measured by the percentage of students who pass the Technical Skills Assessments (TSAS) as reported to the State of Oregon Data for Analysis System

#### Thresholds

Green: 90% or greater

Yellow: Between 70% and 89%

Red: Below 70%

#### Purpose and Meaning

Measure Type: Direct – External Assessment

Measures student achievement of technical skills learning outcomes and the means of measurement for this indicator are determined by state and nationally approved tests. Assesses the extent to which students meet learning outcomes.

#### Data and Report

Lead Writer: Dean CTE

Data Available: Early September after final state submission of data

Board Presentation: March Meeting

##### LA.3.3 : SI 60 - Course Student Learning Outcomes Assessment

Measured by the % of students who meet course level outcomes as measured by faculty identified assessment tool for each course.

#### Thresholds

Green:  $\geq 85\%$

Yellow: Between 70% and 84%

Red:  $< 70\%$

#### Purpose and Meaning

Measure Type: Direct – SLO Assessment



Faculty identify specific course outcomes to measure student achievement. Using the Course/Program Assessment Report Form (part of the SWOCC Student Learning Outcomes Assessment Plan), faculty identify a measurement tool that will measure the specific course and a measurement criterion to indicate success. They collect the data from the students after using the tool and then analyze the results to show the rate of success of students achieving that outcome. Faculty will have goals on how many course outcomes must be measured each academic year.

Data and Report

Lead Writer: VP Instruction

Data Available: July after outcomes reports submitted

Board Presentation: March Meeting

### **LA3.4: SI 51 - General Education Student Learning Outcomes Assessment**

Measured by the percentage of students who demonstrate general education student learning outcomes achievement based on scores achieved as reported to state or consortium outcomes benchmarking or as internally assessed.

Thresholds

Green:  $\geq 85\%$

Yellow: Between 70% and 84%

Red:  $< 70\%$

Purpose and Meaning

Measure Type: Direct – SLO Assessment

SWOCC has to clearly measure and show how well students are achieving the general education outcomes required of all graduates. This SI focuses on students in last term at SWOCC before graduating with an AAS, AS, or AAOT degree, randomly selecting 200 students to take a nationally normed survey from ETS that measures achievement of the General Education Outcomes and/or from the Value Rubrics that faculty will use throughout our programs to assess student learning.

Data and Report

Lead Writer: Dean LDC

Data Available: September after outcomes reports submitted and ETS data received

Board Presentation: March Meeting

### **LA.3.5 : SI 61 – Program/Discipline Student Learning Outcomes Assessment**

Measured by the % of students who meet program/discipline outcomes as measured by faculty-identified assessment tools for each program.

Thresholds

Green:  $\geq 85\%$

Yellow: Between 70% and 84%

Red:  $< 70\%$

Purpose and Meaning

Measure Type: Direct – SLO Assessment

Faculty identify specific program/discipline outcomes to measure student achievement. Using the Course/Program Assessment Report Form (part of the SWOCC Student Learning Outcomes Assessment Plan), faculty identify a measurement tool that will measure the specific program/discipline outcomes and a measurement criterion to indicate success. They collect the data from the students after using the tool and then analyze the results to show the rate of success of students achieving that outcome. Faculty will have goals on how many course outcomes must be measured each academic year.

Data and Report

Lead Writer: VP Instruction

Data Available: July after outcomes reports submitted

Board Presentation: March Meeting

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## **A.1: Students access varied learning opportunities**

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### **Success Indicator**

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#### **A.1.1: SI 2 – Enrollment Report**

Measured by the three-year average of all student enrollments disaggregated by student demographics and delivery demographics (method, time, location)

Thresholds  
Green: 9600 or greater  
Yellow: Between 9200 - 9599  
Red: Below 9200

Purpose and Meaning

Measure Type: Direct – Service Counts

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 for 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.

Data and Report

Lead Writer: Executive Director Enrollment Management

Data Available: Early September after final state submission of data

Board Presentation: October Meeting

### **A.1.2: SI 3 – Course Offerings**

Measured by the average three-year total course enrollments disaggregated by student demographics and delivery demographics (method, time, location)

Thresholds  
Green: 46,000 or greater  
Yellow: Between 41,000 – 45,999  
Red: Below 41,000

Purpose and Meaning

Measure Type: Direct – Service Capacity

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.

Data and Report

Lead Writer: VP Instruction

Data Available: Early September after final state submission of data

Board Presentation: October Meeting

### **A.1.3: SI 35 – Foundation Support**

Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.

Thresholds  
Green: \$70,00 or greater  
Yellow: Between \$40,000 and \$69,000  
Red: Less than \$40,000

Purpose and Meaning

Measure Type: Direct – Service Capacity

Informs the college of how much monetary support the Foundation offers to students, which increases access to education and allows for the planning of annual giving campaigns designed to ensure that students have access to the monies needed to complete their intended courses of study.

Data and Report

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Joint Meeting

### **A.1.4: SI 39 – Institutional Financial Assistance**

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 as the percentage point gap between Southwestern and comparison colleges.

Thresholds  
Green:  $\geq 10\%$   
Yellow: Between 0 % and 9%  
Red:  $< 0\%$

Purpose and Meaning

Measure Type: Direct – Service Capacity  
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.

Data and Report  
Lead Writer: Executive Director Foundation  
Data Available: Early September after final year end data  
Board Presentation: October Meeting

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## A.2: Students access services that support learning

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### Success Indicator

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#### A.2.1: SI 38 – Student Opinion

Measured by the overall rating of student expectations and needs from internal survey data – measured every two years

Thresholds  
Green:  $\geq 4$   
Yellow: Between 3 - 3.99  
Red:  $< 3$

Purpose and Meaning  
Measure Type: Indirect – Internal Survey  
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.

Data and Report  
Lead Writer: Dean Student Services  
Data Available: Early July after survey completion  
Board Presentation: January Meeting

#### A.2.2: SI 57 – Student Satisfaction

Measured by the overall satisfaction rating on the Student Satisfaction Inventory (SSI) compared to the community college western region

Thresholds  
Green:  $\geq .15$  Mean Difference  
Yellow: Between 0 and .15 Mean Difference  
Red:  $< 0$  Mean Difference

Purpose and Meaning  
Measure Type: Indirect – National Survey  
Examines student perceptions of an aggregate of all instruction and services accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.

Data and Report  
Lead Writer: Dean Student Services  
Data Available: Early August after survey completion  
Board Presentation: January Meeting

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## A.3: Students access relevant curricula that support lifelong learning and achievement

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### Success Indicator

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### **A.3.1: SI 14A – Structured Work Experience**

Measured by the percent of degree seeking students who participated in an internship within majors offering work experience calculated as a three-year average compared to the threshold

#### Thresholds

Green: 18% or greater

Yellow: Between 8% and 17%

Red: Below 8%

#### Purpose and Meaning

Measure Type: Direct – Participation Counts

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.

#### Data and Report

Lead Writer: Dean CTE

Data Available: Early September after final state submission of data

Board Presentation: April Meeting

### **A.3.2: SI 29 – Connections – High School Dual Enrolled**

Measured by the district percentage of junior and seniors enrolled participating in high school connection opportunities

#### Thresholds

Green:  $\geq 50\%$

Yellow: Between 25% and 49%

Below 25%

#### Purpose and Meaning

Measure Type: Direct – Participation Counts

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.

#### Data and Report

Lead Writer: HS Connections

Data Available: Early September after final state submission of data

Board Presentation: October Meeting

### **A.3.3: SI 37 – Graduate Survey**

Measured by the overall rating of student expectations and needs from internal survey data

#### Thresholds

Green: Average rating  $\geq 4$

Yellow: Average rating between 3 - 3.99

Red: Average rating  $< 3$

#### Purpose and Meaning

Measure Type: Indirect – Internal Survey

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.

#### Data and Report

Lead Writer: Dean Student Services

Data Available: Early July after survey completion

Board Presentation: January Meeting

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**CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforc**

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## Success Indicator

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### **CE.1.1: SI 14B - Structured Work Experience**

Measured by the ratio of employers per student calculated as a three-year average compared to the threshold.

#### Thresholds

Green:  $\geq 1:2$

Yellow: Between 1:2.1 and 1:4

Red:  $< 1:4$

#### Purpose and Meaning

Measure Type: Direct – Service Capacity

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.

#### Data and Report

Lead Writer: Dean CTE

Data Available: Early July after survey completion

Board Presentation: April Meeting

### **CE.1.2: SI 32 – Training Participant Satisfaction**

Measured by the average rating on the question for overall satisfaction from the Workforce Training survey.

#### Thresholds

Green:  $\geq 4$

Yellow: Between 3 to 3.99

Red:  $< 3$

On a 5 point scale

#### Purpose and Meaning

Measure Type: Indirect – Internal Survey

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.

#### Data and Report

Lead Writer: Dean Extended Learning

Data Available: Early July after survey completion

Board Presentation: April Meeting

### **CE.1.3: SI 33 – Service to Business**

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

#### Thresholds

Green: 2.5% or greater

Yellow: Between 1.5% and 2.49%

Red: Below 1.5%

#### Purpose and Meaning

Measure Type: Direct – Service Counts

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 done by the Association of Small Business Development Centers (ASBDC) has shown businesses who receive five or more hours of SBDC services are, on average, more likely to stay in business and grow.

#### Data and Report

Lead Writer: Director SBDC

Data Available: Early July after SBDC data release

Board Presentation: April Meeting

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## **CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities**

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## Success Indicator

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### CE.2.1: SI 34 – Staff Service to Community

Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey

#### Thresholds

Green: 65% or greater

Yellow: Between 45% and 64%

Red: Below 45%

#### Purpose and Meaning

Measure Type: Indirect – Internal Survey

Actively engaged staff in the community promotes 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.

#### Data and Report

Lead Writer: Executive Director Human Resources

Data Available: Mid June after survey completion

Board Presentation: November Meeting

### CE.2.2: SI 49 – Lifelong Learning Participant Satisfaction

Measured by the average rating on the question for overall satisfaction from the Community Education Class survey.

#### Thresholds

Green:  $\geq 4$

Yellow: Between 3 to 3.99

Red:  $< 3$

#### Purpose and Meaning

Measure Type: Indirect – Internal Survey

Providing surveys to the participants of lifelong learning community education courses 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.

#### Data and Report

Lead Writer: Dean Extended Learning

Data Available: Early July after survey completion

Board Presentation: January Meeting

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## CE.3: Our community members participate and contribute to the College

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## Success Indicator

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### CE.3.1: SI 42 – Foundation Annual Fundraising

Measured by the three-year average amount of contributions, grants and scholarships raised from annual fundraising events as reported by the foundation from foundation-raised funds.

#### Thresholds

Green: \$200,000 or greater

Yellow: Between \$100,000 and \$199,999

Red: Less than \$100,000

#### Purpose and Meaning

Measure Type: Direct – Service Capacity The amount of increase in dollars 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.

#### Data and Report

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Joint Meeting

### **CE.3.2: SI 43 – Foundation Endowments**

Measured by the three-year average amount of endowment funds raised as reported by the foundation from foundation-raised funds.

#### Thresholds

Green: \$40,000 or greater

Yellow: Between \$20,000 and \$39,999

Red: Less than \$20,000

#### Purpose and Meaning

Measure Type: Direct – Service Capacity Gifts to endowments are normally a gift from an individual's 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.

#### Data and Report

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Joint Meeting

### **CE.3.3: SI 45 – Alumni Participation**

Measured by the three-year average of unduplicated alumni who give to the college foundation combined with alumni who participate in foundation activities and events as reported by the Foundation.

#### Thresholds

Green: 100 or greater

Yellow: Between 40 and 99

Red: Less than 40

#### Purpose and Meaning

Measure Type: Direct – Participation Counts

The measure of the percent of increase in alumnus giving to the Foundation offers a cohort of community in which to measure growth.

#### Data and Report

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Joint Meeting

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## **S.1: Southwestern provides responsible fiscal management**

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### **Success Indicator**

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#### **S.1.1: SI 15 – General Fund Ending Fund Balance**

Measured by the actual to the target amount as a percent associated with the threshold level achieved for the General Fund Ending Fund Balance as derived from final audited figures and Board of Education Reports

#### Thresholds

Green: 100% or greater

Yellow: Between 85% and 99%

Red: Less than 85%

#### Purpose and Meaning

Measure Type: Direct – Inter-generational equity

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.

#### Data and Report

Lead Writer: Executive Director Business Services

Data Available: Early October after final year end data

Board Presentation: March Meeting

### S.1.2A: SI 16A -Fiscal Responsibilities – All Funds

Measured by the threshold calculated as the ending fund balance to target ending fund balance for all funds from final audited figures

#### Thresholds

Green: 100% or greater

Yellow: Between 70% to 84%

Red: Less than 70%

#### Purpose and Meaning

Measure Type: Direct – Inter-generational equity - 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. 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.

#### Data and Report

Lead Writer: Executive Director Business Services

Data Available: Early October after final year end data

Board Presentation: March Meeting

### S.1.2B: SI 16B -Fiscal Responsibilities – All Funds

Measured by the threshold for the current ratio of assets to liabilities from internal reports/final audited figures

#### Thresholds

Green: Greater than 2.49

Yellow: 1.00 to 2.49

Red: Less than 1.00

#### Purpose and Meaning

Measure Type: Direct – Liquidity Ratio - Focuses on the fiscal stability of all funds managed by the college through identifying the College's current assets and liabilities then determining the ratio that indicates the College's ability to meet current obligations and future liabilities. The data is obtained from the annual financial audit report.

#### Data and Report

Lead Writer: Executive Director Business Services

Data Available: Early October after final year end data

Board Presentation: March Meeting

### S.1.3: SI 17 - Fiscal Enterprise Fund Responsibilities

Measured by the Enterprise Fund Operating Margin derived from Enterprise Fund combined operating income over gross revenue

#### Thresholds

Green: \$500,00 or greater

Yellow: Between \$300,000 - \$499,999

Red: Less than \$300,000

#### Purpose and Meaning

Measure Type: Direct – Liquidity

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.

#### Data and Report

Lead Writer: Executive Director Business Services

Data Available: Early October after final year end data

Board Presentation: March Meeting

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## S.2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources

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### Success Indicator

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### **S.2.1: SI 9 - Employee Satisfaction and Opinion**

Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For

#### Thresholds

Green: 65% or greater

Yellow: Between 45% and 64%

Red: Less than 45%

#### Purpose and Meaning

Measure Type: Indirect – National Survey

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.

#### Data and Report

Lead Writer: Executive Director Human Resources

Data Available: Early August after survey completion and results released

Board Presentation: November Meeting

### **S.2.2: SI 19 - Infrastructure Equipment and Software Maintenance**

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

#### Thresholds

Green: 85% or greater

Yellow: Between 70% and 84%

Red: Less than 70%

#### Purpose and Meaning

Measure Type: Direct – Capacity

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).

#### Data and Report

Lead Writer: Executive Director ITS

Data Available: Early October after final year end data

Board Presentation: With ITS Presentation

### **S.2.3: SI 20 - Infrastructure Maintenance**

Measured by the threshold level achieved for the percent of identified maintenance and safety projects completed. Projects are identified in the Master Facility Plan and Annual Budget book.

#### Thresholds

Green: 85% or greater

Yellow: Between 70% and 84%

Red: Less than 70%

#### Purpose and Meaning

Measure Type: Direct – Capacity

Supports a sustainable facility infrastructure through completion of maintenance and safety projects as identified during the budgeting process.

#### Data and Report

Lead Writer: Executive Director Business Services

Data Available: Early October after final year end data

Board Presentation: With Facility Presentation

### S.2.4: SI 58 – Institutional Capacity

Measured by the average rating on the ICAT assessment; disaggregated by key area

#### Thresholds

Green:  $\geq 3.5$

Yellow: Between 2 and 3.5

Red:  $< 2$

#### Purpose and Meaning

Measure Type: Indirect – External Survey

The Institutional Capacity Assessment Tool (ICAT) helps colleges assess capacity and identify strengths and areas for improvement in light of best practices in seven key areas:

1) Leadership and Vision; 2) Data and Technology; 3) Equity; 4) Teaching and

Learning; 5) Engagement and Communication; 6) Strategy and Planning; and 7) Policies and Practices. The tool provides a structure for stakeholders from all areas of a college to collectively examine critical elements necessary to support student success.

#### Data and Report

Success Committee

Data Available: June after survey completion

Board Presentation: Board Retreat

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## S.3: Southwestern delivers viable quality instruction

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### Success Indicator

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#### S.3.1: SI 7 - Program Relevance

Measured by the percentage of CTE and articulated programs that meet high demand labor trends for the service area derived from Oregon 10 year job opening labor trends from OLMIS

#### Thresholds

Green: 90% of service area high demand labor

Yellow: Between 75% and 90% of service area high demand labor

Red: Below 75% of service area high demand labor

#### Purpose and Meaning

Measure Type: Direct – Program Counts

Monitor future job projections and high demand occupations to ensure appropriate learning opportunities are available for students and the community to provide the training and education so students will have the required skills needed to meet industry expectations.

Accelerated postsecondary degree and credentials programs are an immediate and impactful way to connect high-demand, high-wage jobs with the required postsecondary education

#### Data and Report

Lead Writer: VP Instruction

Data Available: Early January after state publication of data

Board Presentation: April Meeting

#### S.3.2: SI 59 – Instructional Effectiveness and Quality

Measured by the scaled item category for Instructional Effectiveness rating on the Student Satisfaction Inventory (SSI) compared to the community college western region; disaggregated by question

#### Thresholds

Green:  $\geq .15$  SD Difference

Yellow: Between 0 and  $.15$  SD Difference

Red:  $< 0$  SD Difference

#### Purpose and Meaning

Measure Type: Indirect – National Survey

Examines student perceptions of an aggregate of instructional activities and learning opportunities accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.

#### Data and Report

Lead Writer: VP Instruction  
Data Available: Early July after survey results received  
Board Presentation: April Meeting

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