SOUTHWESTERN — AN OREGON COMMUNITY COLLEGE

Core Theme Objectives & Indicators	New			Suspended			Realigned or Refined or Title Updated	
	2016-17	**2017-18**	**2018-19 2019-20**	**2016-17**	**2017-18**	**2018-19 2019-20**	**2016-17**	**2017-18**
Learning and Achievement	LA.1.4 – SI 53	LA.1.6 – SI 54 LA.1.7 – SI 55 LA.2.3 - SI 56 LA.2.4A – SI 52A LA.2.4B – SI 52B LA.3.3 – SI 60 LA.3.5 – SI 61	**No New**	NA	LA.3.3 – SI 50	**None**	**Realigned Indicators** LA.1.5 – SI 48 **Updated Indicators** LA.3.3 - Title	**Realigned Indicators** LA.3.3 – SI New **Refined Indicators** LA.1.1 – Title/ Measurement/Thresholds LA.1.2 – Title/ Measurement/Thresholds LA.1.3 – Title and Measurement LA.1.4 – Title/ Measurement LA.1.5 - Measurement LA.3.4 – SI 51 Title/ Measurement LA.2.1 Measurement LA.2.2 Measurement LA.3.4 Title/Measurement
Access	NA	A2.2 – SI 57	**No New**	NA	A.2.1 – SI 5 A.2.2 – SI 6	**None**		**Realigned Indicators** A.2.1 – SI 38 A.2.2 – New **Refined Indicators** A.1.1 Measurement A.1.2 Measurement A.2.1 – SI 38 Purpose and Meaning
Community Engagement	NA	NA	**No New**	NA	CE.2.1 – SI 22A CE.2.2 – SI 22B		**Refined Objective** CE.3	**Realigned Indicators** CE.2.1 – SI 34 CE.2.2 – SI 49
Sustainability	NA	A.2.4 – SI 58 A.3.1 – SI 59 A.3.2 – SI 7	**No New**	NA	SI.3.1 – SI 40 SI.3.2 – SI 41	**None**	**Updated Indicators** SI.1.1/SI 15 Title	**Realigned Indicators** SI.3.1 – SI New SI.3.2 – SI New
Total	**1 Indicator**	**11 Indicators**	**None**	**None**	**7 Indicators**	**None**	**1 Objective Refined** **1 Realigned Indicator** **2 Updated Indicators**	**7 Realigned Indicators** **12 Refined Indicators**

Core Theme and Objectives Refinements, Suspensions, and Updates	There was one change to refine an objective within the Community Engagement Core Theme: **Objective CE.3:** **New in 2016-17:** *Our community members participate and contribute to the College* **Prior:** Our community members participate and contribute to the **Foundation in support of the** College					
Indicator (SI) Refinements	**Type**	**2016-17**	**Rationale and Descriptions**	**2017-18**	**Rationale and Descriptions**	**2018-19 2019-20**
Learning and Achievement						
LA.1.1: SI 44 – Remedial Success Rate **Updated title in 2017-18** **LA.1.1: SI 44 – Success Rate - Developmental Courses**	Indirect	NA	NA	NA	1) Retitled to align all indicators associated with "success" indicators into consistent naming conventions 2) Measurement refined consistent with community college VFA measure 3) Thresholds refined to compare SWOCC rate to Oregon community college rate **Indicator Measurement** 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: ≥ 3% above the Oregon CC rate Yellow: Between 3% above and below the Oregon CC rate Red: > 3% below the Oregon CC rate	None Planned
LA.1.2: SI 28 - Progress – Credits Earned	Direct	NA	NA	NA	1) Measurement refined consistent with community college VFA measure 2) Thresholds refined to compare SWOCC rate to Oregon community college rate 3) Purpose and Meaning updated **Indicator Measurement**	None Planned

					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: ≥ 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** 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 educations success. This indicator offers a measure of student progress toward achievement on an annual basis.	
LA.1.3: SI 47 – LDC Success Rate **Updated title in 2017-18** **LA.1.3: SI 47 – Success Rate – LDC Courses**	Indirect	X	Created new indicator – separate analysis of LDC from CTE courses	X	1) Retitled to align all indicators associated with "success" indicators into consistent naming conventions 2) Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. **Indicator Measurement** Measured by the percentage of students passing LDC courses with a C grade or better; disaggregated by student demographics	None Planned

LA.1.4: SI 53 – CTE Success Rate New in 2016-17 **Updated title in 2017-18** **LA.1.4: SI 58 – Success Rate – CTE Courses**	Indirect	New	Separated technical education coursework from lower division collegiate coursework. Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes. **Thresholds** Green: ≥ 80% Yellow: Between 75% and 79% Red: < 75%	X	1) Retitled to align all indicators associated with "success" indicators into consistent naming conventions 2) Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. **Indicator Measurement** Measured by the percentage of students passing CTE courses with a C grade or better; disaggregated by student demographics	None Planned
LA.1.5: SI 48 – Retention Rate	Indirect	X	Realigned as LA.1.5 to keep course success rate indicators sequential	X	Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. **Indicator Measurement** Measured by the cohort retention rate for first time full-time freshman (fall to fall) as reported to IPEDS; disaggregated by student demographics	None Planned
LA.1.6: SI 54 – Success Rate – Subsequent Courses **New in 2017-18**	Indirect Grades	NA	NA	New	**New in 2017-18** Measured by the percentage of students passing gateway level LDC Math and Writing courses who originally enrolled in a developmental math/writing course; disaggregated by student demographics **Thresholds**	None Planned

					Green: ≥ 80% Yellow: Between 75% and 79% Red < 75% **Purpose and Meaning** Measures student learning and achievement gauged by the passing grade success rate in subsequent college level courses of students who originally enrolled in developmental courses and reflects student attainment of assignment and course outcomes.	
LA.1.7: SI 55 – Retention Rate - Transitional Education **New in 2017-18**	Indirect Count/Percentage	NA	NA	New	**New in 2017-18** Measured by the retention rate for Transitional Education students from beginning of quarter until end of quarter as reported to TOPSpro Enterprise. **Thresholds** Green: ≥ 5 percentage points above the average Oregon target rate for all Educational Functioning Levels (EFLs) Yellow: Between 4 percentage points below and 4 percentage points above the Oregon target rate for all EFLs Red: > 4 percentage points below the Oregon target rate for all EFLs **Purpose and Meaning** This indicator offers a measure of student progress toward achievement on a quarterly basis. Educational Functioning Levels indicate that a student has taken both a pre-and post-test for skill gain. A test pair indicates that a student was retained from beginning to end of a quarter.	None Planned
LA.2.1: SI 11 – Graduation Rate	Indirect	NA	NA	X	Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically	None Planned

					disadvantaged, and students who begin their studies in developmental coursework. **Indicator Measurement** Measured by the cohort 4 year graduation rate of first-time full-time freshman (fall) as reported to IPEDS; disaggregated by student demographics	
LA.2.2: SI 46 – Transfer Rate	Indirect	NA	NA	X	Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. **Indicator Measurement** Measured by the cohort transfer rate for first time full-time freshman as reported to IPEDS; disaggregated by student demographics	None Planned
LA.2.3: SI 56 - GED Completer Transition Rate **New in 2017-18**	Indirect	NA	NA	New	**New in 2017-18** Measured by the percentage of students who complete the GED and transition into Education or Training. **Thresholds** Green: ≥ 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** Measures student achievement by the transition rate from the Transitional Education program to a credit-bearing college certificate/program.	None Planned

| LA.2.4A: SI 52 – Success Rate-Completion and Transfer New in 2017-18 | Indirect | NA | NA | New | **New in 2017-18**
Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics for the two-year completion and transfer rate

Thresholds
Green: ≥ 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
Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational | None Planned |
| LA.2.4B: SI 52 – Success Rate-Completion and Transfer New in 2017-18 | Indirect | NA | NA | New | **New in 2017-18**
Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics for the six-year completion and transfer rate

Thresholds
Green: ≥ 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
Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational | None Planned |

LA.3.1: SI 8 - Employer Perceptions	Indirect Survey	NA	NA	NA	NA	None Planned
LA.3.2: SI 13 - Student Technical Skills Outcomes –	Direct Student Learning Outcomes Assessment	NA	NA	NA	NA	None Planned
LA.3.3: SI 50 - Course and Program/Discipline Student Learning Outcomes Assessment Suspended in 2017-18	Direct Student Learning Outcomes Assessment	X	Added "learning" to the description	X	**Suspended in 2017-18** Separated Course Student Learning Outcomes from Program/Discipline Student Learning Outcomes	None Planned
LA.3.3: SI 60 - Course Student Learning Outcomes Assessment New in 2017-18	Direct Student Learning Outcomes Assessment	NA	NA	New	**New in 2017-18 as Realigned** Measured by the % of students who meet course level outcomes as measured by faculty identified assessment tool for each course. **Thresholds** Green: ≥ 85% Yellow: Between 70% and 84% Red: < 70% **Purpose and Meaning** 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.	None Planned

LA3.4: SI 51 - General Education Student Learning Outcomes Assessment	Direct Student Learning Outcomes Assessment	X	Added "learning" to the description; updated title in 2017-18 to include "assessment"	X	Added "Assessment" to the description **Indicator Measurement Updated 2017-18** 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.	None Planned
LA.3.5 : SI 61 – Program/Discipline Student Learning Outcomes Assessment New 2017-18	Direct Student Learning Outcomes Assessment	NA	NA	New	**New 2017-18** Measured by the % of students who meet program/discipline outcomes as measured by faculty-identified assessment tools for each program.. **Thresholds** Green: ≥ 85% Yellow: Between 70% and 84% Red: < 70% **Purpose and Meaning** 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.	None Planned
Access						
A.1.1: SI 2 – Enrollment Report	Direct Service Counts	NA	NA	X	**Indicator Measurement Updated in 2017-18:** Disaggregated to identify gaps in access that exist based on student characteristics which	2018-2019 Thresholds updated to

					include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. Measured by the three-year average of all student enrollments disaggregated by student demographics and delivery demographics (method, time, location)	reflect current economic conditions and enrollment plan
A.1.2: SI 3 – Course Offerings	Direct Service Capacity	NA	NA	X	**Indicator Measurement Updated in 2017-18:** Disaggregated to identify gaps in access that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework. Measured by the average three-year total course enrollments disaggregated by student demographics and delivery demographics (method, time, location)	2018-2019 Thresholds updated to reflect current economic conditions and enrollment plan
A.1.3: SI 35 – Foundation Support	Service Capacity	NA	NA	NA	NA	None Planned
A.1.4: SI 39 – Institutional Financial Assistance	Direct Service Capacity	NA	NA	NA	NA	None Planned
A.2.1: SI 5 - Student Engagement Activities - CCSSE Suspended in 2017-18	Indirect Survey	NA	NA	X	**Suspended in 2017-18** Oregon consortium no longer full participation or even majority participation; using SSI instead; looking at statewide development of a SENSE/CCSSE and satisfaction combination currently in discussion with IR group and piloted with Clackamas and TVCC	None Planned
A.2.2: SI 6 – Student Engagement Activities – SENSE	Indirect Survey	NA	NA	X	**Suspended in 2017-18** Oregon consortium no longer full participation or even majority participation; using SSI instead; looking at statewide development of a	None Planned

Suspended in 2017-18					SENSE/CCSSE and satisfaction combination currently in discussion with IR group and piloted with Clackamas and TVCC	
A.2.3: SI 38 – Student Satisfaction and Opinion *Realigned in 2017-18 as* **A.2.1: SI 38 – Student Opinion**	Indirect Survey	NA	NA	X	1) Realigned as A.2.1 due to suspension of SI 5 and SI 6 2) Title updated to "Student Opinion" reflect type of survey data anlayzed 3) Purpose and Meaning updated **Purpose and Meaning** 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.	None Planned
A.2.2: SI 57 – Student Satisfaction New in 2017-18	Indirect Survey	NA	NA	New	1) Realigned as A.2.2 due to suspension of SI 5 and SI 6 2) **New in 2017-18** **Indicator Measurement** Measured by the overall satisfaction rating on the Student Satisfaction Inventory (SSI) compared to the community college western region **Thresholds** Green: ≥ .15 Mean Difference Yellow: Between 0 and .15 Mean Difference Red: < 0 Mean Difference **Purpose and Meaning** 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.	None Planned
A.3.1: SI 14A – Structured Work Experience	Direct Participant Counts	NA	NA	NA	NA	None Planned
A.3.2: SI 29 – Connections – High School Dual Enrolled	Direct Participant Counts	NA	NA	NA	NA	None Planned

A.3.3: SI 37 – Graduate Survey	Indirect Survey	NA	NA	NA	NA	None Planned
Community Engagement						
CE.1.1: SI 14B - Structured Work Experience	Direct Service Capacity	NA	NA	NA	NA	None Planned
CE.1.2: SI 32 – Training Participant Satisfaction	Indirect Survey	NA	NA	NA	NA	None Planned
CE.1.3: SI 33 – Service to Business	Direct Service Counts	NA	NA	NA	NA	None Planned
CE.2.1: SI 22A – Community Activities and Events Suspended 2017-18	Direct Service Counts	NA	NA	X	**Suspended in 2017-18**	Suspended
CE.2.2: SI 22B – Community Activities and Events Suspended 2017-18	Indirect	NA	NA	X	**Suspended in 2017-18**	Suspended
**CE.2.3: SI 34 – Staff Service to Community Realigned 2017-18** to: **CE.2.1: SI 34 – Staff Service to Community**	Indirect	NA	NA	X	CE.2.1 and CE.2.2 Suspended in 2017-18 **Realigned as CE.2.2**	None Planned
**CE.2.4: SI 49 – Lifelong**	Indirect	NA	NA	X	CE.2.1 and CE.2.2 Suspended in 2017-18 **Realigned as CE.2.2**	None Planned

Learning Participant Satisfaction Realigned 2017-18 to: **CE.2.2: SI 49 – Lifelong Learning Participant Satisfaction**						
CE.3.1: SI 42 – Foundation Annual Fundraising	Direct Service Capacity	NA	NA	NA	NA	None Planned
CE.3.2: SI 43 – Foundation Endowments	Direct Service Capacity	NA	NA	NA	NA	None Planned
CE.3.3: SI 45 – Alumni Participation	Direct Participant Counts	NA	NA	NA	NA	None Planned
Sustainability						
S.1.1: SI 15 – General Fund Ending Fund Balance	Direct intergenerational equity	X	Retitled to accurately reflect how the indicator is measured by removing "unrestricted cash" in the title and replacing with Ending Fund Balance	NA	NA	None Planned
S.1.2: SI 16 -Fiscal Responsibilities – All Funds	Direct intergenerational equity	NA	NA	NA	NA	None Planned
S.1.3: SI 17 - Fiscal Enterprise Fund Responsibilities	Direct Liquidity	NA	NA	NA	NA	None Planned
S.2.1: SI 9 - Employee Satisfaction and Opinion	Indirect	NA	NA	NA	NA	2018-2019 Measured every three years

S.2.2: SI 19 - Infrastructure Equipment and Software Maintenance	Direct Capacity	NA	NA	NS	NA	None Planned
S.2.3: SI 20 - Infrastructure Maintenance	Direct Capacity	NA	NA	NA	NA	None Planned
S.2.4: SI 58 – Institutional Capacity New 2017-18	Indirect	NA	NA	New	**New in 2017-18** Measured by the average rating on the ICAT assessment; disaggregated by key area **Thresholds** Green: ≥ 3.5 Yellow: Between 2 and 3.5 Red: < 2 **Purpose and Meaning** 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.	2018-2019 Measured every three years
S.3.1: SI 40 – Program Quality Suspended in 2017-18	Indirect	NA	NA	X	Suspended in 2017-18. New indicator title and measurement	None Planned
S.3.1: SI 7 - Program Relevance New in 2017-18	Direct Program Counts	NA	NA	New	**New in 2017-18** Measured by the percentage of CTE and articulated programs that meet high demand labor trends for the service area derived from	None Planned

					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** 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	
S.3.2: SI 41 – Quality Instruction Suspended in 2017-18	Indirect	NA	NA	X	**Suspended in 2017-18.** Realigned with new indicator title and measurement	None Planned
S.3.2: SI 59 – Instructional Effectiveness and Quality **New in 2017-18**	Indirect	NA	NA	New	**New in 2017-18** 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: ≥ .15 SD Difference Yellow: Between 0 and .15 SD Difference Red: < 0 SD Difference	2018-2019 Measured every three years; using national comparison as western only available in 2016

					Purpose and Meaning 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.	