



# SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE

## NWCCU 2020 Comprehensive Report *1A through 1B Exhibits*





# SOUTHWESTERN

## AN OREGON COMMUNITY COLLEGE

### VISION STATEMENT

Southwestern leads and inspires lifelong learning.

### MISSION STATEMENT

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

### CORE THEMES AND OBJECTIVES

#### Learning and Achievement

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

#### Access

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

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 College

#### Sustainability

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

### MISSION FULFILLMENT

- 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.

### CORE VALUES

**Community** – Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.

**Learning** – Filter every decision, activity, and function through the lens of learning.

**Innovation** – Empower creative, progressive thinking that results in a sustainable, positive change.

**Professionalism** – Present ourselves with honesty and integrity working together to achieve our goals.

**Stewardship** – Sustainably manage our environment and fiscal resources to support our staff, students, and community.

**Adopted by the Board of Education November 19, 2012 and revised February 17, 2016.**

Southwestern Oregon Community College is an equal opportunity educator and employer.



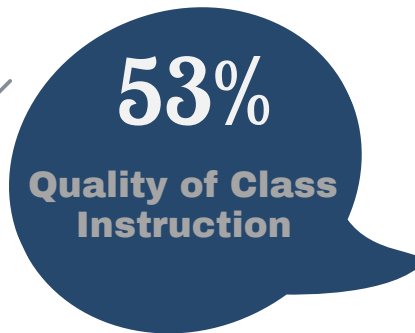
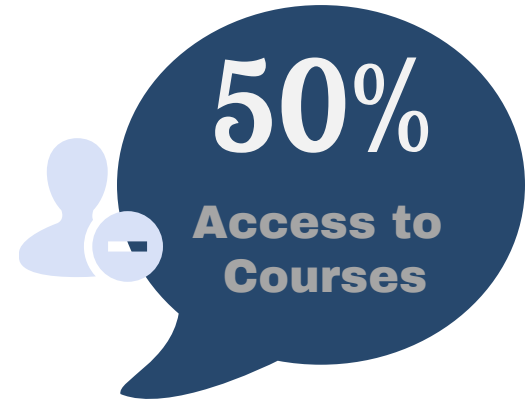
# Student Satisfaction ....

## Are you surprised by how students responded?



*~75% of students are satisfied with access to faculty outside of the classroom and feel welcome at Southwestern!*

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**Students Expect  
Access to Quality Learning**



Student Satisfaction  
Inventory (SSI)  
Results Spring 2018

*Paid for by Title III Funds*





# Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



*Strategic Plan Projects 2017-2020*  
Guided Pathways Program Mapping  
Guided Pathways Intake Advising  
Student Learning Outcomes Assessment

75%

Day Courses Start  
Between 9 and 1

*"I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."*

27%

of LakerConnect messages resulted in direct student contact

## Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors  
EXi - Interactive Degree Planning for Students & Advisors  
Timely Faculty and Advisor Feedback

*"A couple of my teachers are great. They really communicate with me and email me if I need help. A couple teachers do not respond very quickly and, when I am taking an online class, it can hinder getting an assignment getting done if I needed clarification of how to proceed with the assignment."*

## Student Learning & Achievement

Learning Outcomes Assessment  
Graduation & Success Rates

*"This college has exceeded my expectations incredibly. I have received a ton of help regarding my career path and it has paid off incredibly. I would like to thank all of the Fire Science and paramedic faculty for their work in ensuring student success."*



**Now You Know ... What Students Said**





# Student Satisfaction ....

## Are you surprised by how students responded?



*75% or more of students are satisfied with the first-stop services, tutoring availability and feel welcome at Southwestern!*

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**51%**  
Helpfulness of  
New Student  
Orientation

**Students Expect  
Access to Program &  
Support Services**



Student Satisfaction  
Inventory (SSI)  
Results Spring 2018

*Paid for by Title III Funds*





# Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



*Strategic Plan Projects 2017-2020*  
Guided Pathways Program Mapping  
Guided Pathways Intake Advising  
Student Learning Outcomes Assessment

68% or less

Satisfied with  
Academic Advising Services  
and Support

*"I love attending locally and seeing familiar faces coming to school. Financially I'm trying to figure out how to obtain my degree without access to financial aide because earning a degree will help my family in the long run in obtaining financial stability. Getting knowledge about how to obtain another means of going to college is vital and it seems those resources are extremely hard to come by."*

*"More than anything I appreciate the fact that faculty and staff have all been super supportive and they show that they believe in the students of Southwestern!"*

51%

Satisfied with ongoing feedback about their progress toward their academic goals

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors  
EXi - Interactive Degree Planning for Students & Advisors  
Timely Financial Aid and Academic Progress Information

*"I like the campus. I do think advisors need to be a little bit more informed on programs."*

Student Learning & Achievement

Learning Outcomes Assessment  
Graduation & Success Rates



**Now You Know ... What Students Said**

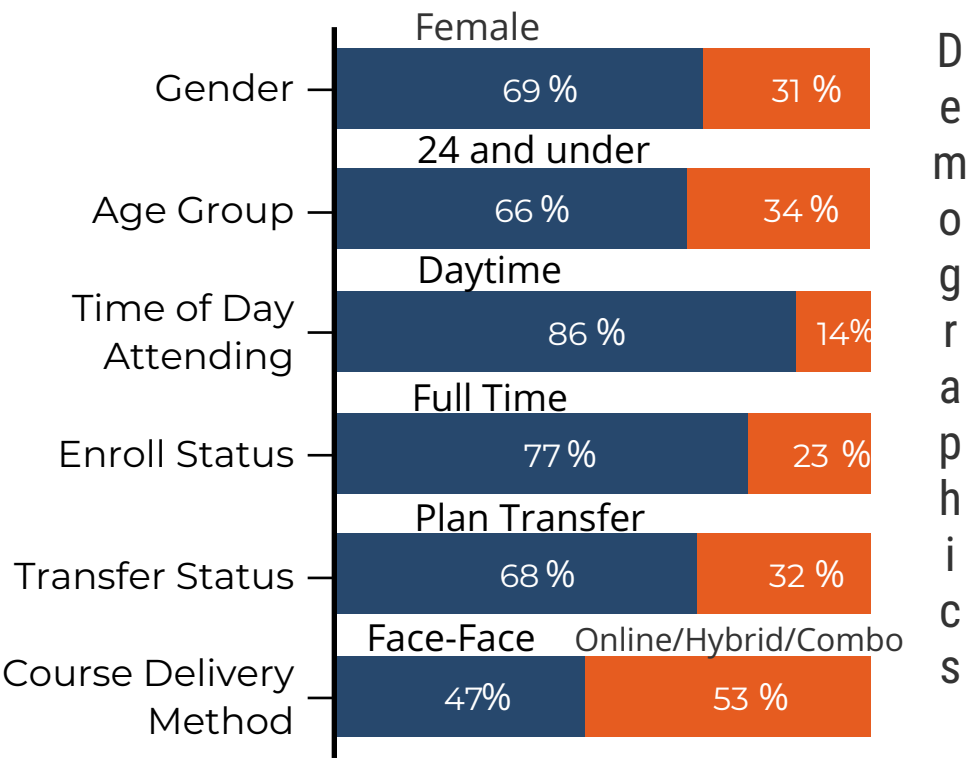


## Students are Very Satisfied/Satisfied With . . .

### Important and Satisfied

**85% +** indicated very important or important **AND**  
**75% +** were very satisfied or satisfied with the following services:

- 1. **myLakerLink enrollment services**
- 2. **Helpful Student First Stop Center**
- 3. **Tutoring service availability**



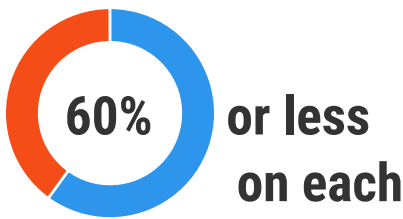
My instructor hasn't emailed me back???



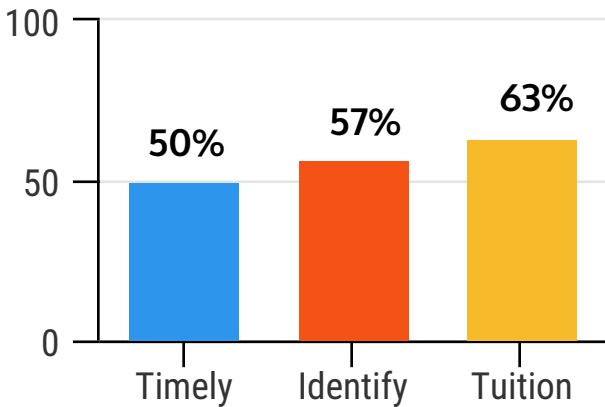
### Students Answered Highly Important with Low Satisfaction...

#### Program and Course Access

- 1. **Register** without conflicts
- 2. **Availability** of courses each term
- 3. **Whom** to contact about programs and services and ongoing **feedback**



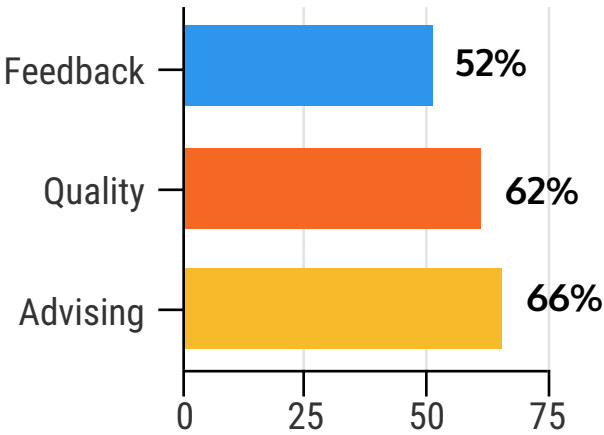
#### College Costs & Assistance



- 1. **Timely** financial award notification
- 2. **Identify** resources to fund education
- 3. **Tuition** paid is worthwhile investment

#### Feedback and Support

- 1. Timely instructor/academic **feedback**
- 2. **Quality** of instruction
- 3. **Advising** transfer information



Satisfaction Ratings: Percentage Reporting Very Satisfied or Satisfied

When faculty and staff focus on **enhancing** the student learning and service environments, **improvements made can influence student learning, engagement, and retention.**



# SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE

## Mission Fulfillment Achievement Board of Education Report 2017-2018



# Mission Fulfillment

Reporting Cycle and Accreditation

2017-2018 Achievement

Celebrating Success

# Reporting Cycle and Accreditation

- Aligned with [Accreditation](#) Seven-Year Cycle
  - [Core Themes and Objectives](#)
  - [Success Indicators](#)
  - [Strategic Plan](#)
- Board affirms Core Themes and Objectives for [planning and budgeting processes](#)
- [Program Review](#) and Annual Updates
  - [Data analyzed](#) and [plans developed](#)
  - Aligned with budget process
- [Final reports](#) available Winter term
- Core Theme/Success Indicator Reports shared with Board

# 2017-2018 Achievement

## *Preliminary Data – Subject to Change*

*Southwestern Leads and Inspires Lifelong Learning*

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

Core Theme	Achievement Percentage	Achieved Level	Number Measured
Learning and Achievement	81%	13	16
Access	78%	7	9
Community Education	88%	7	8
Sustainability	70%	7	10
<b>Mission Fulfillment</b>	<b>79%</b>	<b>34</b>	<b>43</b>

[Mission Fulfillment Definition](#)

# Celebrating Success

- Success Rates: Graduation, Transfer, Still Enrolled
- Developmental Education Redesign
- Equity Focus: Closing the gap for minorities and first time ever in college students
- Leader College and Leah Meyer Austin Award: Applications Submitted
- Guided Pathways: Only Oregon Rural and Coaching
- Faces of Success: Student \* Board \* Staff \* Student



# Questions?

# Thank You

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.



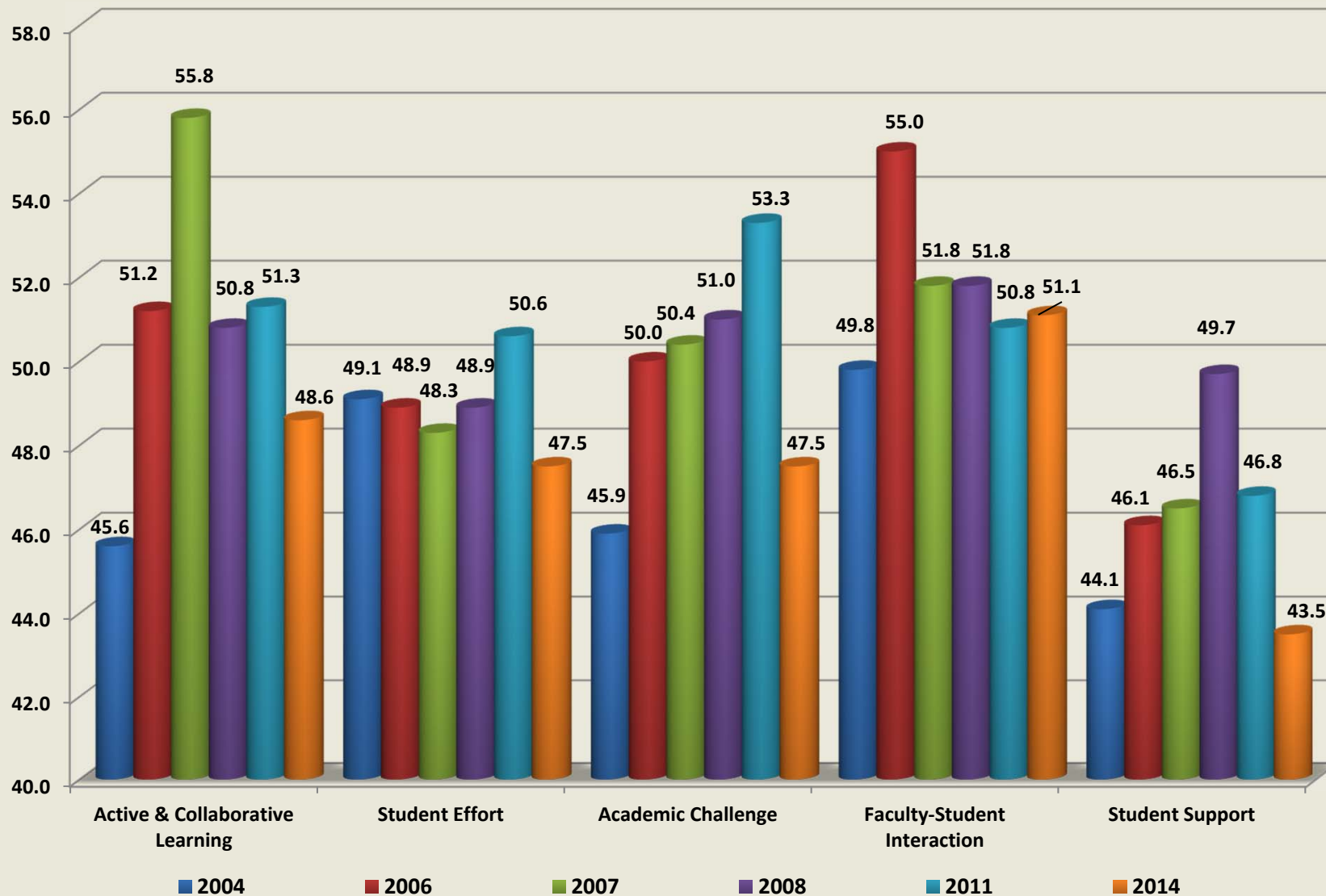
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# SOUTHWESTERN

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## CCSSE Southwestern Benchmark Comparison



# ***CCSSE and SENSE Linked to Student Engagement and Student Success What Do Southwestern Students Say . . .***





# High-Impact Practices for Community College Student Success

- Assessment and Placement
- **Orientation**
- Academic Goal Setting and Planning
- **Registration before Classes Begin**
- Accelerated or Fast-Track Developmental Education
- **First-Year Experience**
- **Student Success Course**
- **Learning Community**
- Class Attendance
- Alert and Intervention
- Experiential Learning beyond the Classroom
- Tutoring
- Supplemental Instruction



# Students persist when they:

- **Are active & engaged learners**
- **Establish meaningful relationships with faculty, staff and peers**
- **Have high expectations & aspirations**
- **Navigate successfully through the front door -- college systems, processes and procedures**
- **Have more structure, fewer options, clearer pathways**



***Oregon Students Indicated . . .***

***What Services are Important . . .***

***Who is Engaged . . .***

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**What do Oregon students say is the  
most important college service?**

**(CCSSE 2014)**

**Academic Advising & Planning  
91%**

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Yet...

**39%**

**...of students say they rarely or  
never saw an advisor.**

***(or really aren't sure...)***






**What % of Oregon Community College  
students responding to the *SENSE*  
survey said they felt welcome the first  
time they came to the college?**

***You say...***

***Students say...***

---



**What % of Oregon Community College students responding to the *SENSE* survey said they felt welcome the first time they came to the college?**

***You say...***

***Students say... 73%***

# CCSSE and SENSE Benchmarks and Benchmarking





# **CCSSE Benchmarks for Effective Educational Practice**

- **Active and Collaborative Learning**
- **Student Effort**
- **Academic Challenge**
- **Student-Faculty Interaction**
- **Support for Learners**



# ***SENSE* Benchmarks**

- **Early Connections**
- **High Expectations and Aspirations**
- **Clear Academic Plan and Pathway**
- **Effective Track to College Readiness**
- **Engaged Learning**
- **Academic and Social Support Network**

# Disaggregating Benchmark Data

## Oregon Consortium: *By Enrollment Status*

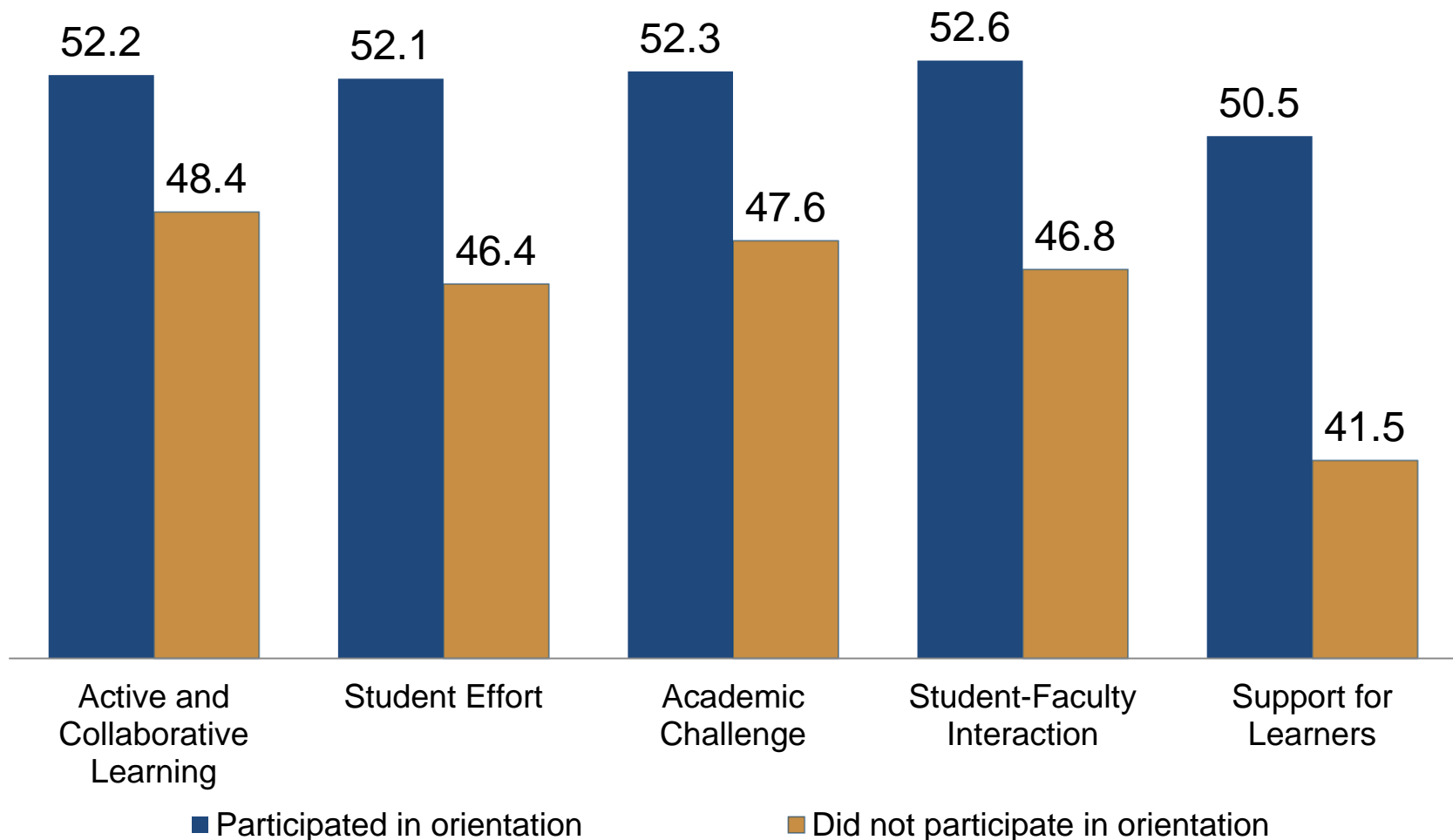
	<u>FT</u>	<u>PT</u>
Active and Collaborative Learning	55.9	47.1
Student Effort	54.2	47.4
Academic Challenge	55.9	46.5
Student-Faculty Interaction	55.6	46.8
Support for Learners	50.0	46.0

# Disaggregating Benchmark Data

## Oregon Consortium: *Developmental Status*

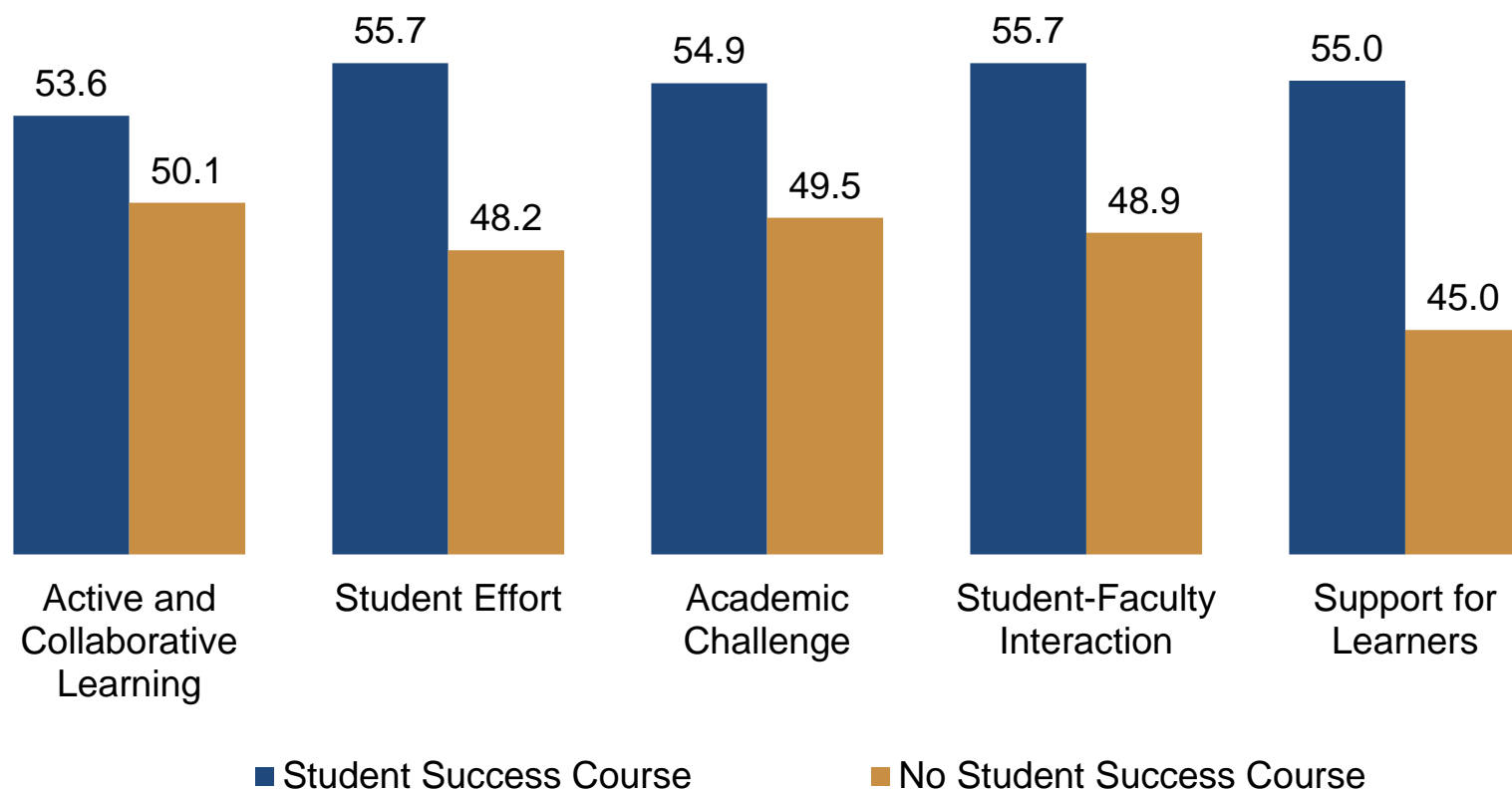
	<u>Dev</u>	<u>Non-Dev</u>
Active and Collaborative Learning	52.3	49.6
Student Effort	54.6	45.2
Academic Challenge	53.6	47.9
Student-Faculty Interaction	53.3	47.8
Support for Learners	51.9	43.4

## 2014 Oregon CCSSE Benchmark Scores by Orientation





## 2014 Oregon CCSSE Benchmark Scores by Student Success Course






# High Performing Colleges

**...make student engagement  
inescapable!**

**Want to know more?**

**Check out [myLakerLink](#) for CCSSE and SENSE data  
– join the CCSSE workgroup, contact Dr. Tomlin.**

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**The information in the slides was originally presented by CCCSE staff – full presentation available on [myLakerLink survey page](#)**

## **Oregon Community Colleges**

**Statewide Workshop  
November 4, 2014**

The slides were reduced from the original presentation to focus on CCSSE benchmark data

# Community College Survey of Student Engagement

Southwestern Oregon Community  
College

**2014 Key Findings**

## **Table of Contents**

Key Findings: A Starting Point	2
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Aspects of Lowest Student Engagement	5
2014 <i>CCSSE</i> Special-Focus Items	6
<i>CCFSSE</i>	8

# Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2014 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five of the CCSSE special-focus items on promising educational practices. Select faculty survey data are also highlighted.

## Promising Practices for Student Success

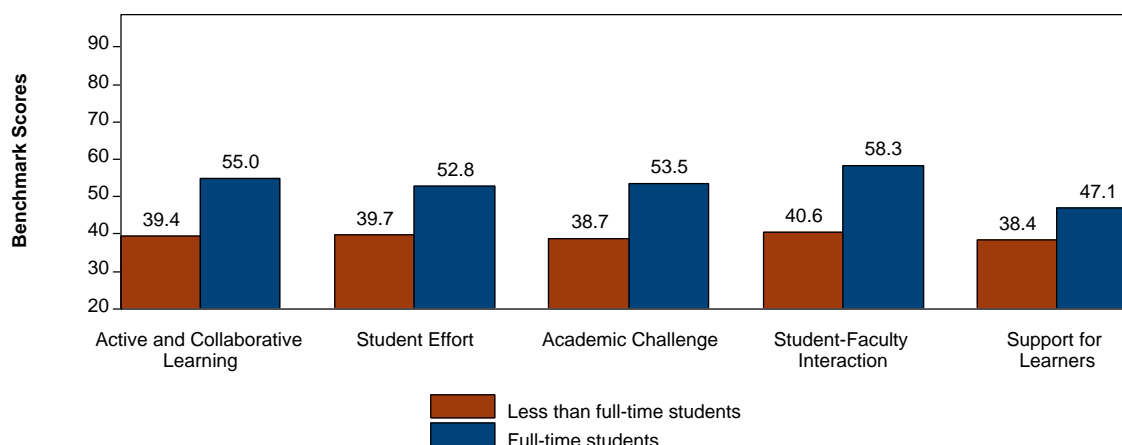
In each annual administration, CCSSE has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2014 special-focus items are part of an ongoing national research project focused on community college students' participation in a defined collection of promising practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This work will link data from the CCSSE special-focus items; related items on the faculty survey (CCFSSE), which explore the extent of faculty members' use of the identified promising practices in their teaching; and institutional data collected from the Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across varied institutions.

This data collection will provide empirical confirmation of promising educational practices in community colleges, quantification of the extent to which those practices are part of the current experience of our students, and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

## Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's CCSSE benchmark scores by students' enrollment status.

Figure 1



# Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of *CCSSE* and *SENSE* Data,” available at [www.ccsse.org](http://www.ccsse.org).

*CCSSE* uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2014 *CCSSE* Cohort (2012-2014) throughout all reports.

## CCSSE Benchmarks

### ★ Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

### ★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

### ★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

### ★ Student-Faculty Interaction

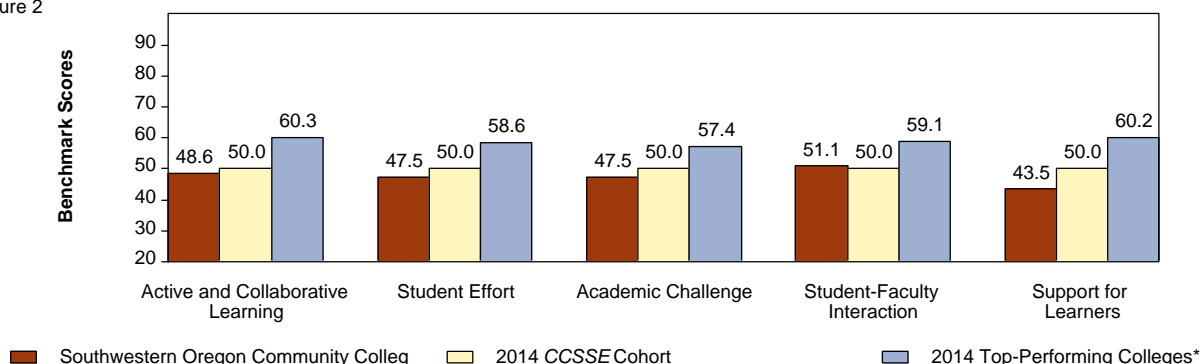
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

### ★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit [www.ccsse.org](http://www.ccsse.org).

Figure 2



\*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.ccsse.org](http://www.ccsse.org).

## Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2014 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the the 2014 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at [www.ccsse.org](http://www.ccsse.org).

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2014 *CCSSE* Cohort. For instance, 11.5% of Southwestern Oregon Community College students, compared with 8.4% of other students in the cohort, responded *often* or *very often* on item 4h. It is important to note that some colleges' highest scores might be lower than the cohort mean.

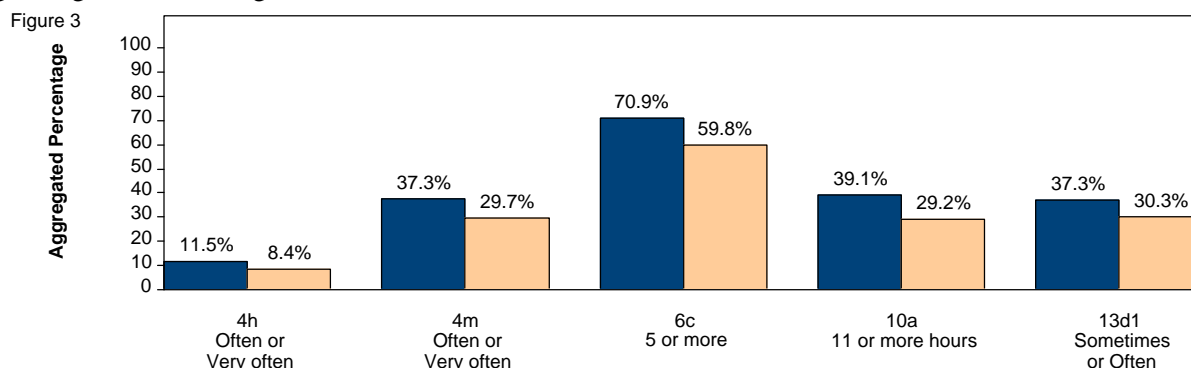




Table 1

 Southwestern Oregon Community College  
 2014 CCSSE Cohort

Benchmark	Item Number	Item
Active and Collaborative Learning	4h	Tutored or taught other students (paid or voluntary)
Student-Faculty Interaction	4m	Talked about career plans with an instructor or advisor
Academic Challenge	6c	Number of written papers or reports of any length
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
Student Effort	13d1	Frequency: Peer or other tutoring

### Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 6, 5 to 10, 11 to 20, and *more than 20* responses are combined.

For Item 10a, 11 - 20, 21 - 30, and *more than 30* responses are combined.

For Item(s) 13, *sometimes* and *often* responses are combined.

## Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2014 CCSSE Cohort. For instance, 25.4% of Southwestern Oregon Community College students, compared with 32.4% of other students in the cohort, responded *often* or *very often* on item 4b. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

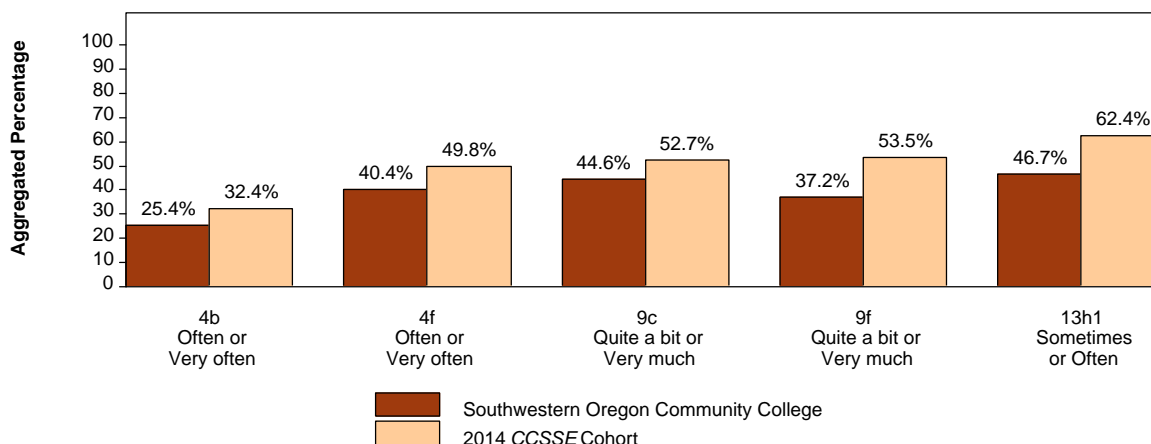


Table 2

Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Active and Collaborative Learning	4f	Worked with other students on projects during class
Support For Learners	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
Support For Learners	9f	Providing the financial support you need to afford your education
Student Effort	13h1	Frequency: Computer lab

### Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 9, *quite a bit* and *very much* responses are combined.

For Item(s) 13, *sometimes* and *often* responses are combined.



## 2014 CCSSE Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2014 special-focus items continue to elicit new information about students' experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Frequency results from the first five promising practices items for your college and the *CCSSE* promising practices respondents are displayed across pages 6 and 7.

Figure 5: During the current term at this college, I completed registration before the first class sessions(s).

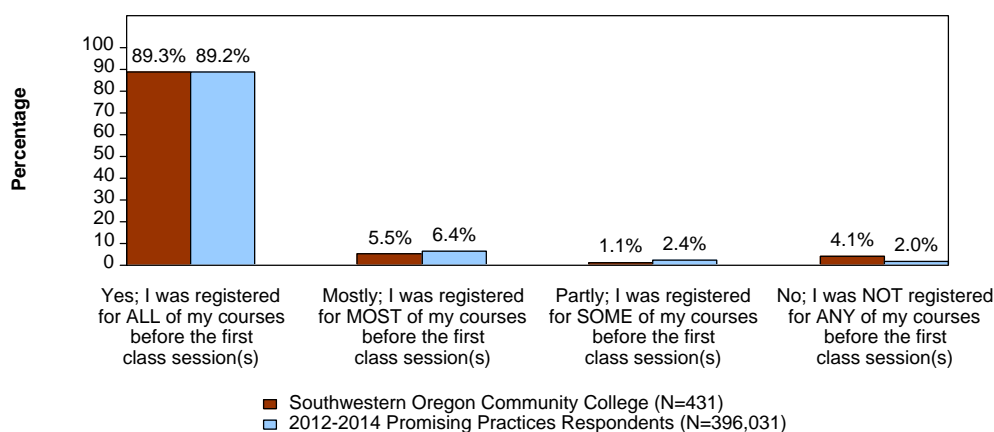


Figure 6: The ONE response that best describes my experience with orientation when I first came to this college is:

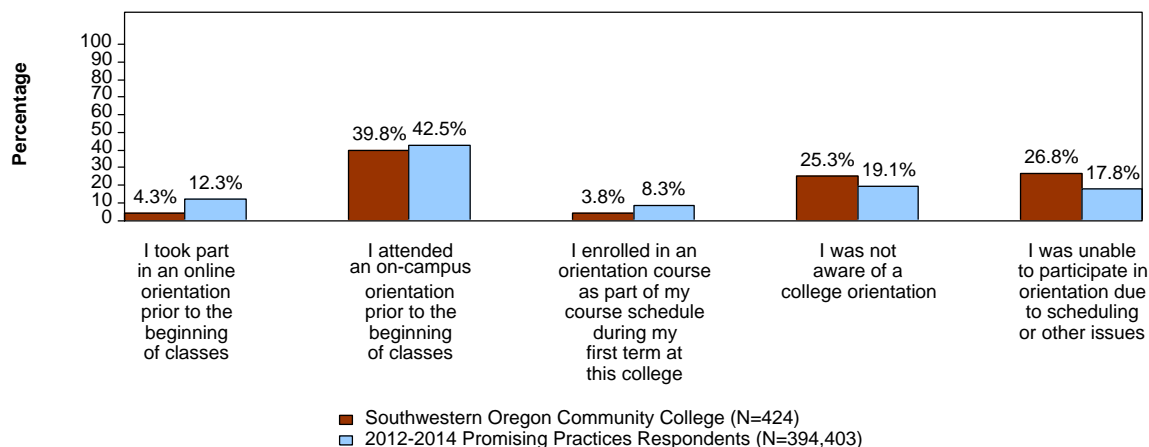


Figure 7: During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

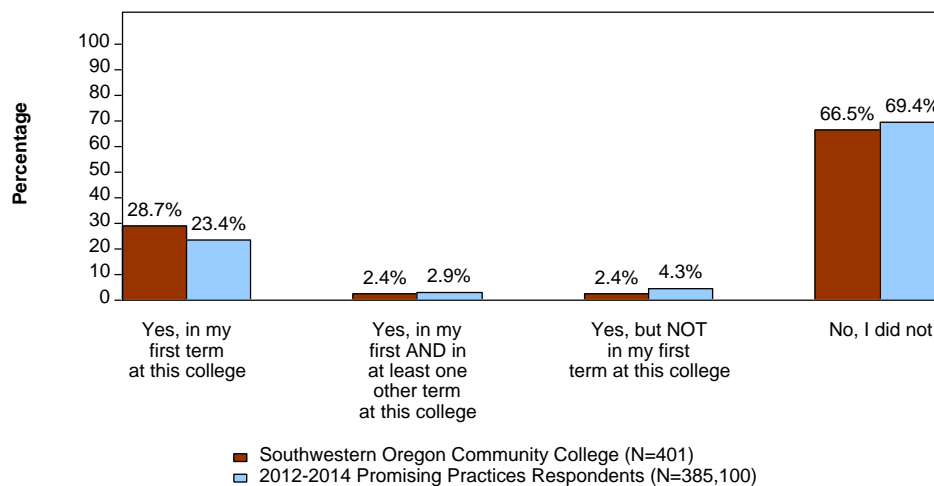


Figure 8: During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).

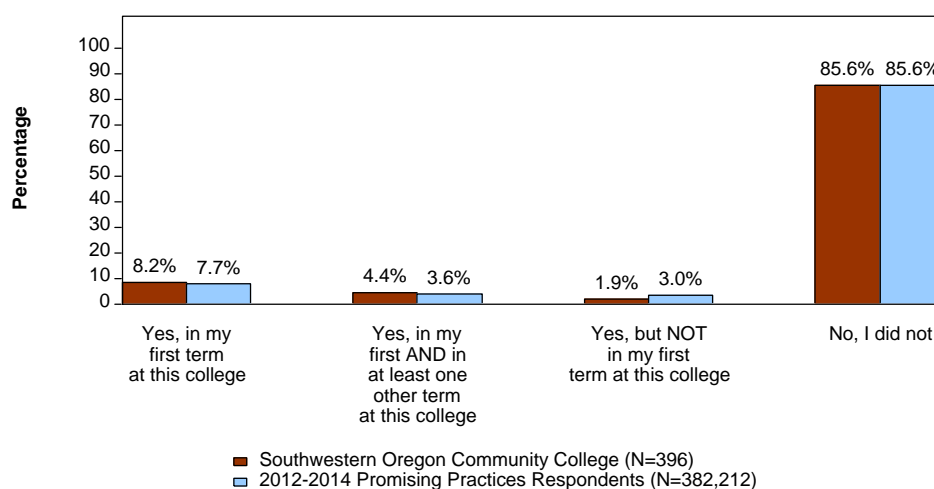
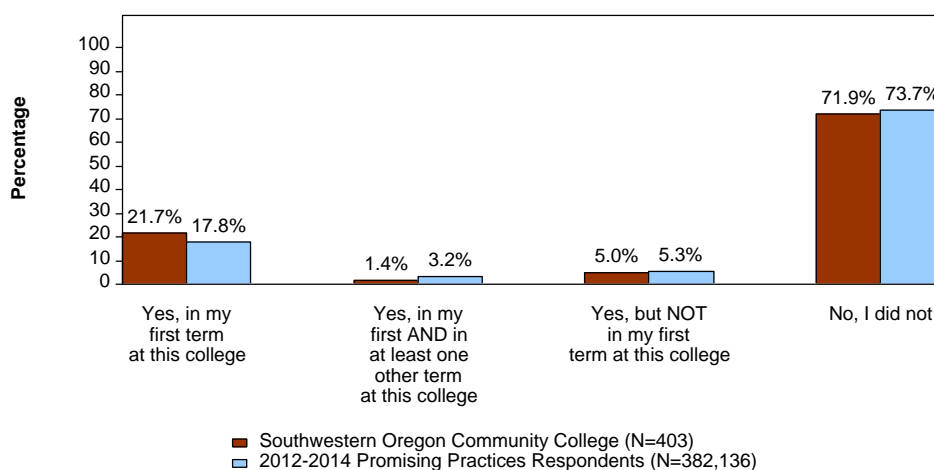


Figure 9: During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).



## CCFSSE

The Community College Faculty Survey of Student Engagement (CCFSSE) results displayed below reveal the proportion of full- and part-time faculty members that are involved in teaching or facilitating organized 'learning communities' (two or more courses that a group of students take together), structured experiences for new students (sometimes called a 'freshman seminar' or 'first-year experience'), and student success courses (such as a student development, extended orientation, study skills, student life skills, or college success courses). Additionally, these results can be viewed alongside the corresponding CCSSE special-focus item results featured on page 7 to reveal a more complete picture of how students and faculty are participating in the same promising practices. **For colleges that did not administer CCFSSE, cohort respondent data are provided.**

Figure 10: During the current academic year at this college, have you been involved in teaching or facilitating a(n)

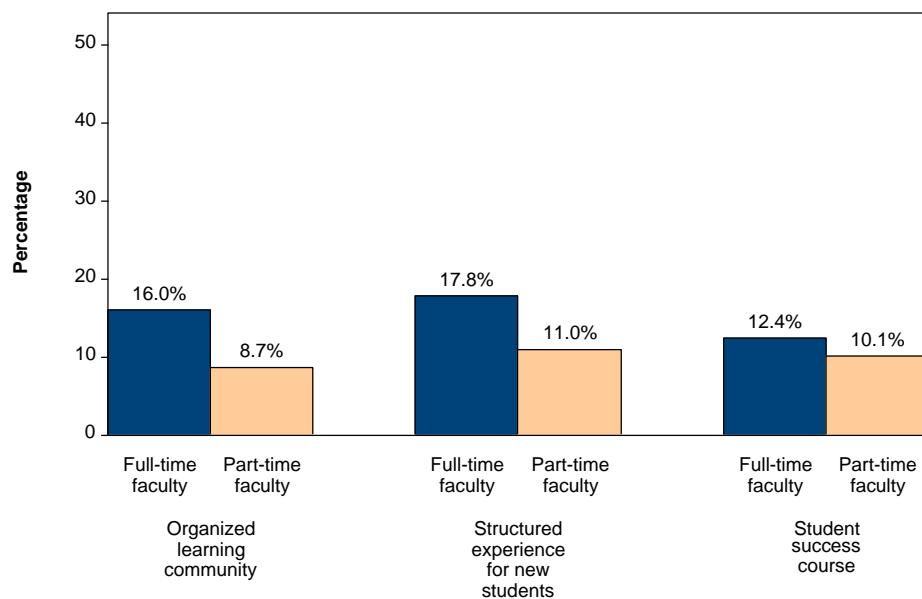


Table 3

	Organized learning community		Structured experience for new students		Student success course	
Response	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)
Did teach or facilitate	2,722	1,357	3,019	1,722	2,097	1,589
Did not teach or facilitate	14,252	14,316	13,955	13,951	14,877	14,084
Total	16,974	15,673	16,974	15,673	16,974	15,673

## Achievement in 2015-16

Southwestern's Mission was adopted by the Board of Education on November 19, 2012:

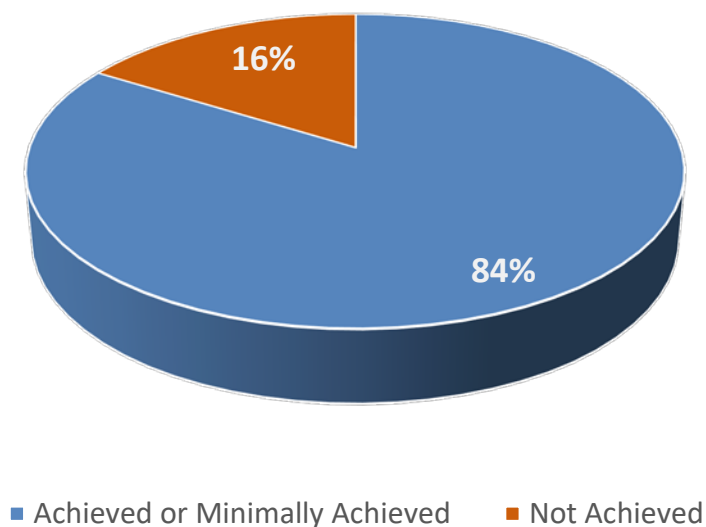
*Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.*

## Mission Fulfillment

Southwestern achieved **Mission Fulfillment** with **84%** of indicators resulting in a status of achieved (green) or minimally achieved (yellow) exceeding the minimum threshold of 70% for all indicators and **core theme achievement of 78% or higher** in each of the core themes. The success indicators measured in 2015-16 along with supporting data were used for a sixth year to determine mission fulfillment including achievement of the core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:

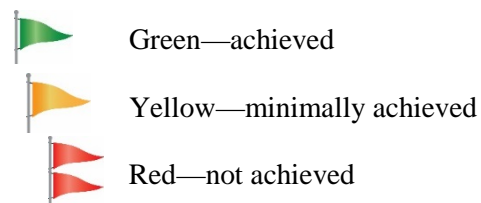
*The College will attain 70% of all indicators within the achieved or minimally achieved range.*

Mission Fulfillment Achievement



## Measuring Achievement

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:



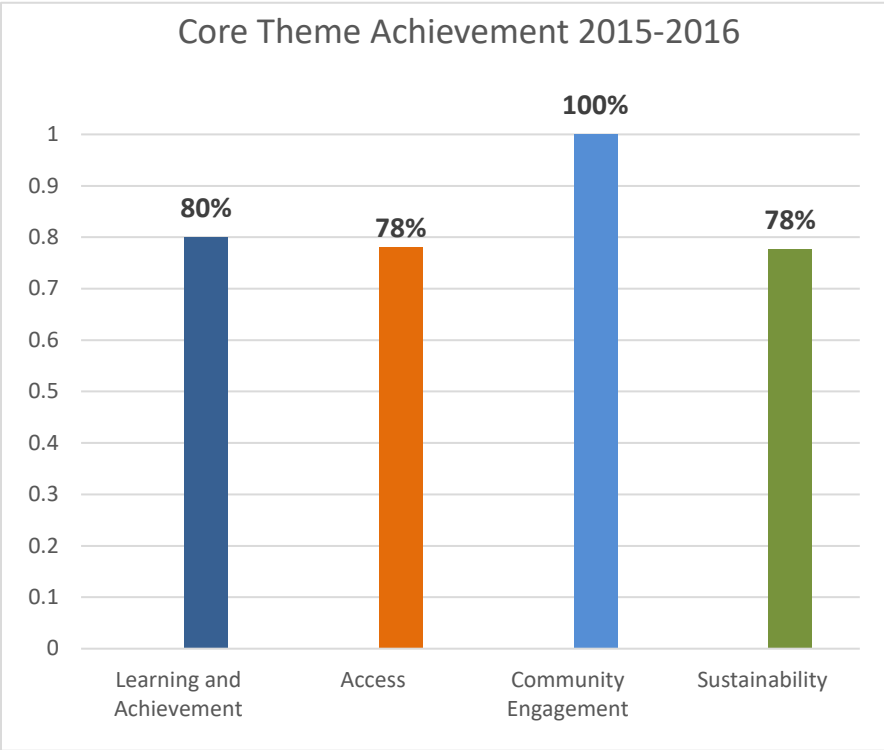
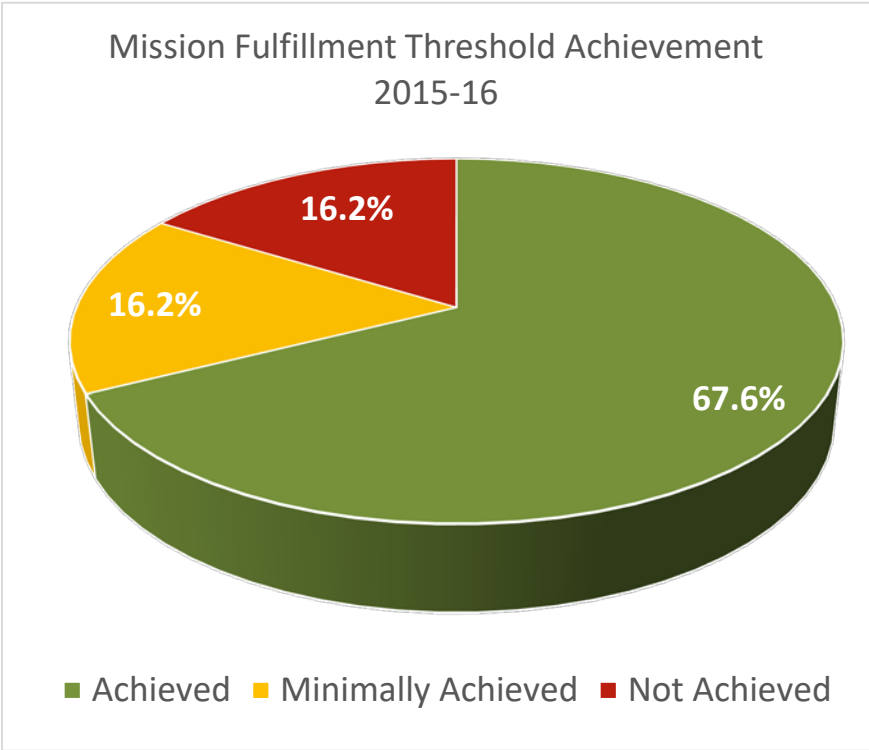
The threshold of Mission fulfillment is defined in terms of the Core Themes:

- 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 mission fulfillment process is reviewed each year and is discussed in the last section of this report.

# Summary of Achievement by Core Theme

The core theme fulfillment rate ranged from 78% to 100% meeting the mission fulfillment core theme threshold of 70% within all four core theme categories contributing toward the Mission Fulfillment rate of 84%. Of the 37 indicators measured in 2015-2016, 67.6% achieved a green status (25), 16.2% a yellow status (6), and 16.2% a red status (6).



## Learning and Achievement

- 10 indicators measured
  - 7 within the green threshold
  - 1 within the yellow threshold
  - 2 within the red threshold
- SI:** 8, 11, 13, 28, 44, 46, 47, 48, 50 and 51

## Access

- 9 indicators measured
  - 5 within the green threshold
  - 2 within the yellow threshold
  - 2 within the red threshold
- SI:** 2, 3, 6, 14A, 29, 35, 37, 38 and 39

## Community Engagement

- 9 indicators measured
  - 8 within the green threshold
  - 1 within the yellow threshold
  - 0 within the red threshold
- SI:** 14B, 22A, 32, 33, 34, 42, 43, 45 and 49

## Sustainability

- 9 indicators measured
  - 5 within the green threshold
  - 2 within the yellow threshold
  - 2 within the red threshold
- SI:** 9, 15, 16A, 16B, 17, 19, 20, 40, and 41

## Reports, Data Review, and Planning

A written report for each success indicator includes achievement analysis, planned projects, budget impact, and identification of changes to the indicator, measurement of the indicator, or threshold values. Lead staff responsible for each indicator meet with campus staff to review and analyze the supporting data and identify the level of achievement as well as key data figures within the report, including supporting information from departments across campus. Detailed reports are available in late spring each year, after the initial planning and budget request process. The Institutional Strategic Plan and operational project plans are developed for 2017-2018 based on this report.

## Annual Assessment of Mission Fulfillment, Core Themes, Objectives, Indicators and Thresholds

The College completes an annual review of the core themes, objectives, and success indicators to discuss the purpose and meaning, validity and appropriateness and then makes any adjustments necessary to refine measuring Mission Fulfillment. The results are presented to the Board. The reviews are scheduled for completion during winter/spring term. Review process:

1. Board of Education reviews the Core Themes and indicators at the Board Retreat each year with recommendations for changes, if any made to Executive Team members who work with lead report writers for potential changes;
2. Lead report writer works with programs and department staff directly impacted by the success indicator to review and recommend changes; information included within the success indicator report;
3. Academic and operational units review recommended changes and recommend any further changes to Institutional Managers group;
4. Subcommittee of faculty, staff and students review recommended changes and recommend any further changes to Institutional Managers group;
5. The Institutional Managers group reviews the SWOCC Core Themes and Objectives and discusses if changes are needed to further refine how core themes are measured as well as the relevance of the core themes and objectives. Recommendations for change are made to the College Council;
6. College Council conducts the final review and adopts changes based on feedback from all groups. Changes are sent to the Board of Education as informational and in the case of Core Theme changes approval.

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.

### Achievement in 2015-16 with Strategic Plan 2017-2018

Southwestern's Mission was adopted by the Board of Education on November 19, 2012:

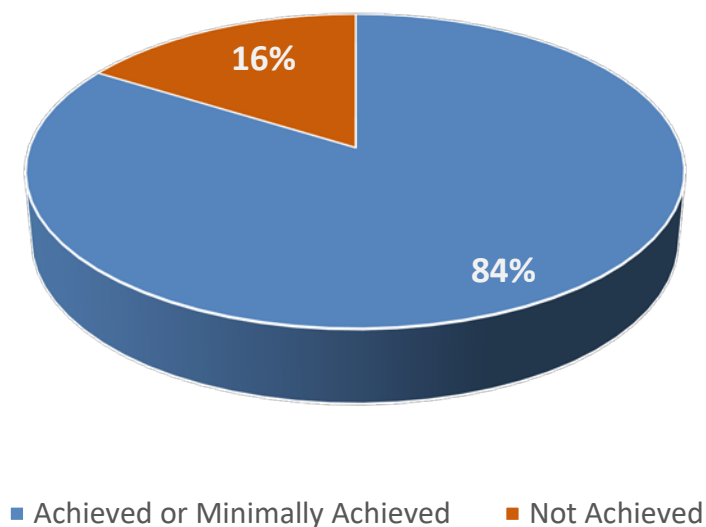
*Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.*

## Mission Fulfillment

Southwestern achieved **Mission Fulfillment** with **84%** of indicators resulting in a status of achieved (green) or minimally achieved (yellow) exceeding the minimum threshold of 70% for all indicators and **core theme achievement of 78% or higher** in each of the core themes. The success indicators measured in 2015-16 along with supporting data were used for a sixth year to determine mission fulfillment including achievement of the core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:




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

Mission Fulfillment Achievement



## Measuring Achievement

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
-  Red—not achieved

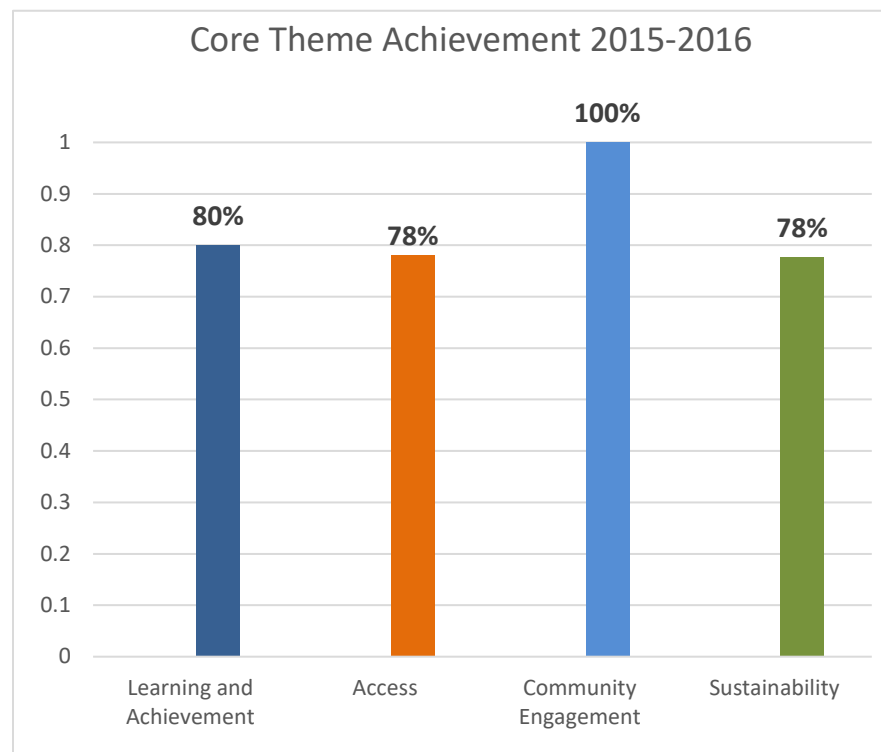
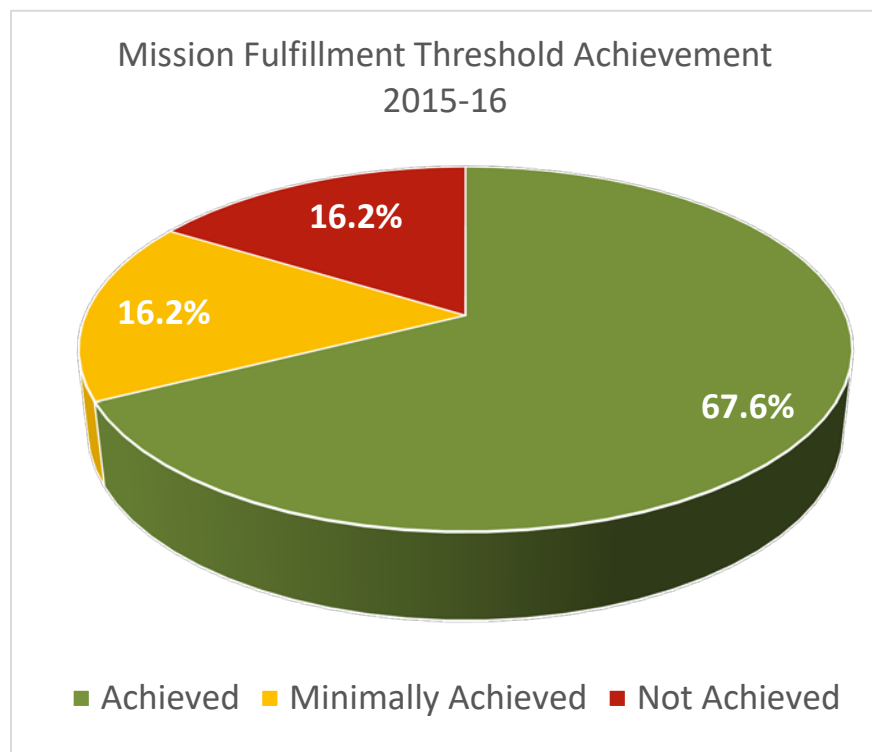
The threshold of Mission fulfillment is defined in terms of the Core Themes:

- 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 mission fulfillment process is reviewed each year and is discussed in the last section of this report.

## Summary of Achievement by Core Theme

The core theme fulfillment rate ranged from 78% to 100% meeting the mission fulfillment core theme threshold of 70% within all four core theme categories contributing toward the Mission Fulfillment rate of 84%. Of the 37 indicators measured in 2015-2016, 67.6% achieved a green status (25), 16.2% a yellow status (6), and 16.2% a red status (6).



### Learning and Achievement

- 10 indicators measured
- 7 within the green threshold
- 1 within the yellow threshold
- 2 within the red threshold

**SI:** 8, 11, 13, 28, 44, 46, 47, 48, 50 and 51

### Access

- 9 indicators measured
- 5 within the green threshold
- 2 within the yellow threshold
- 2 within the red threshold

**SI:** 2, 3, 6, 14A, 29, 35, 37, 38 and 39

### Community Engagement

- 9 indicators measured
- 8 within the green threshold
- 1 within the yellow threshold
- 0 within the red threshold

**SI:** 14B, 22A, 32, 33, 34, 42, 43, 45 and 49

### Sustainability

- 9 indicators measured
- 5 within the green threshold
- 2 within the yellow threshold
- 2 within the red threshold

**SI:** 9, 15, 16A, 16B, 17, 19, 20, 40, and 41



## Reports, Data Review, and Planning

A written report for each success indicator includes achievement analysis, planned projects, budget impact, and identification of changes to the indicator, measurement of the indicator, or threshold values. Lead staff responsible for each indicator meet with campus staff to review and analyze the supporting data and identify the level of achievement as well as key data figures within the report, including supporting information from departments across campus. Detailed reports are available in late spring each year, after the initial planning and budget request process. The Institutional Strategic Plan and operational project plans are developed for 2017-2018 based on this report.

### Institutional Strategic Plan: 2017-2018

The **Strategic Plan** projects are derived from the program reviews conducted across campus and from the planning process that occurs at the unit, reporting unit, functional areas, and institutional levels of the College. Planning and project development provide the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities leading to fulfillment of the College Mission.

Core Theme	Objective	Strategic Plan Project
Learning & Achievement	<a href="#"><u>LA.1: Students demonstrate progress</u></a>	<b>LA.1.1SP:</b> Statewide Developmental Education Recommendation Implementation and Developmental delivery options (SI 44)
		<b>LA.1.2SP:</b> Title III persistence and retention projects implementation (SI 28, SI 47 and SI 48)
	<a href="#"><u>LA.2: Students complete certificates, degrees, and transfer degrees, and transfer</u></a>	<b>LA.2.1SP:</b> Identify program enhancements to increase student success and improve student completion (SI 11, SI 46)
		<b>LA.2.2SP:</b> Credit for Prior Learning Project – process development (SI 11)
		<b>LA.2.3SP:</b> Title III Student Success projects implementation (SI 11 and SI 46)
	<a href="#"><u>LA.3: Students demonstrate that they have met learning outcomes</u></a>	<b>LA.3.1SP:</b> Outcomes Assessment – Multi-State Collaborative and Program Student Learning Outcomes (SI 50 and SI 51)
		<b>LA.3.2SP:</b> Course and program outcomes development (SI 8, SI 13 and SI 50)

Access	<a href="#"><u>A.1: Students access varied learning opportunities</u></a>	<b>A.1.1SP:</b> Enhance opportunities for students to access learning opportunities (dual credit, articulated agreements, extended 4-year campus) ( <b>SI 2, SI 3, SI 35 and SI 39</b> )
	<a href="#"><u>A.2: Students access services that support learning</u></a>	<b>A.2.1SP:</b> Title III student support project implementation to enhance and improve student services; lean audit process change implementation ( <b>SI 38</b> )
		<b>A.2.2SP:</b> Advising and placement policy and process development ( <b>SI 5, SI 6 and SI 38</b> )
	<a href="#"><u>A.3: Students access relevant curricula that support lifelong learning and achievement</u></a>	<b>A.3.1SP:</b> New Program and Course Development (degree/certificate programs, community education opportunities, student engagement activities, etc.) ( <b>SI 14A, SI 29, and SI 37</b> )
Community Engagement	<a href="#"><u>CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs</u></a>	<b>CE.1.1SP:</b> Develop new training and business development programs based on participant survey feedback and other community needs ( <b>SI 14B, SI 32, and SI 33</b> )
	<a href="#"><u>CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning opportunities</u></a>	<b>CE.2.1SP:</b> Enhance Internal and External Relationships- Encourage people to serve on state level committees and belong to organizations related to position both on-campus and off-campus. ( <b>SI 34</b> )
		<b>CE.2.2SP:</b> Student and staff support and engage in community activities – both on-campus and off-campus ( <b>SI 22A, SI 22B, SI 34</b> )
	<a href="#"><u>CE.3: Our community members participate and contribute to the Foundation in support of the college</u></a>	<b>CE.3.1SP:</b> Promote the value of contributing to the Foundation and identify sources of support for new programs and the Health & Science Building ( <b>SI 42, SI 43, SI 45</b> )
Sustainability		<b>S.1.1SP:</b> Multi-year budget process integrated with planning ( <b>SI 15 and SI 17</b> )
	<a href="#"><u>S.1: Southwestern provides responsible fiscal management</u></a>	<b>S.1.2SP:</b> Enhance the planning process by fully integrating into the budget process based on mission fulfillment success indicator planning, academic and facility planning, ITS planning, Strategic Enrollment Management planning, and program review planning (academic and operational) including implementation of LiveText ( <b>SI 16A, SI 16B, SI 17</b> )
	<a href="#"><u>S.2: Southwestern builds and maintains a sustainable</u></a>	<b>S.2.1SP:</b> Ensure compliance and submit required reports consistent with accreditation requirements, HEOA, federal and state requirements, grant requirements and the like. ( <b>Compliance</b> )

	<a href="#"><u>infrastructure of human, technology, and facility resources</u></a>	<b>S.2.2SP:</b> Complete the transition to administrative policies/procedures and review of policies and procedures at the department level ( <b>Compliance</b> )
		<b>S.2.3SP:</b> Implement campus-wide plans including redesigning existing processes (Academic Master Plan, ITS Plan, Planning software, Enrollment Management Plan, etc.); Strategic Plan process redesign ( <b>SI 19 and SI 20</b> )
		<b>S.2.4SP:</b> Planning work on new Health & Science Building ( <b>AMP, FMP</b> )
		<b>S.2.5SP:</b> Foster positive relationships between faculty, staff, and administration and provide professional development and staff development opportunities. ( <b>SI 9</b> )
	<a href="#"><u>S3: Southwestern delivers viable quality instruction</u></a>	<b>S.3.1SP:</b> Program Review implementation with integrated planning and budgeting and rollout of LiveText ( <b>SI 40</b> )
		<b>S.3.2SP:</b> Program Viability implementation ( <b>SI 40</b> )

## Annual Assessment of Mission Fulfillment, Core Themes, Objectives, Indicators and Thresholds

The College completes an annual review of the core themes, objectives, and success indicators to discuss the purpose and meaning, validity and appropriateness and then makes any adjustments necessary to refine measuring Mission Fulfillment. The results are presented to the Board. The reviews are scheduled for completion during winter/spring term. Review process:

1. Board of Education reviews the Core Themes and indicators at the Board Retreat each year with recommendations for changes, if any made to Executive Team members who work with lead report writers for potential changes;
2. Lead report writer works with programs and department staff directly impacted by the success indicator to review and recommend changes; information included within the success indicator report;
3. Academic and operational units review recommended changes and recommend any further changes to Institutional Managers group;
4. Subcommittee of faculty, staff and students review recommended changes and recommend any further changes to Institutional Managers group;
5. The Institutional Managers group reviews the SWOCC Core Themes and Objectives and discusses if changes are needed to further refine how core themes are measured as well as the relevance of the core themes and objectives. Recommendations for change are made to the College Council;
6. College Council conducts the final review and adopts changes based on feedback from all groups. Changes are sent to the Board of Education as informational and in the case of Core Theme changes approval.

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## Mission Fulfillment Overview – Preliminary

### Achievement in 2016-17

Southwestern's Mission was adopted by the Board of Education on November 19, 2012:

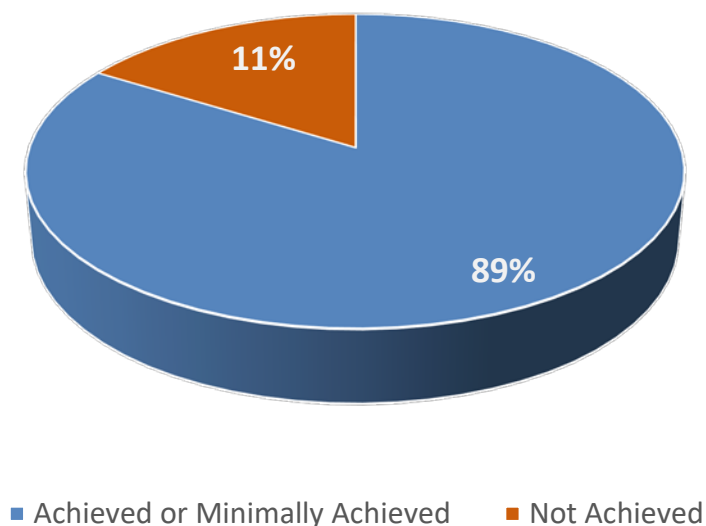
*Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.*

### Mission Fulfillment

Southwestern achieved [Mission Fulfillment](#) with 89% of indicators resulting in a status of achieved (green) or minimally achieved (yellow) exceeding the minimum threshold of 70% for all indicators and **core theme achievement of 75% or higher** in each of the core themes. The success indicators measured in 2016-17 along with supporting data were used for a seventh year to determine mission fulfillment including achievement of the core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:

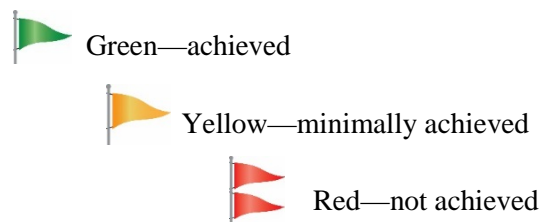
*The College will attain 70% of all indicators within the achieved or minimally achieved range.*

#### Mission Fulfillment Achievement



#### Measuring Achievement

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:



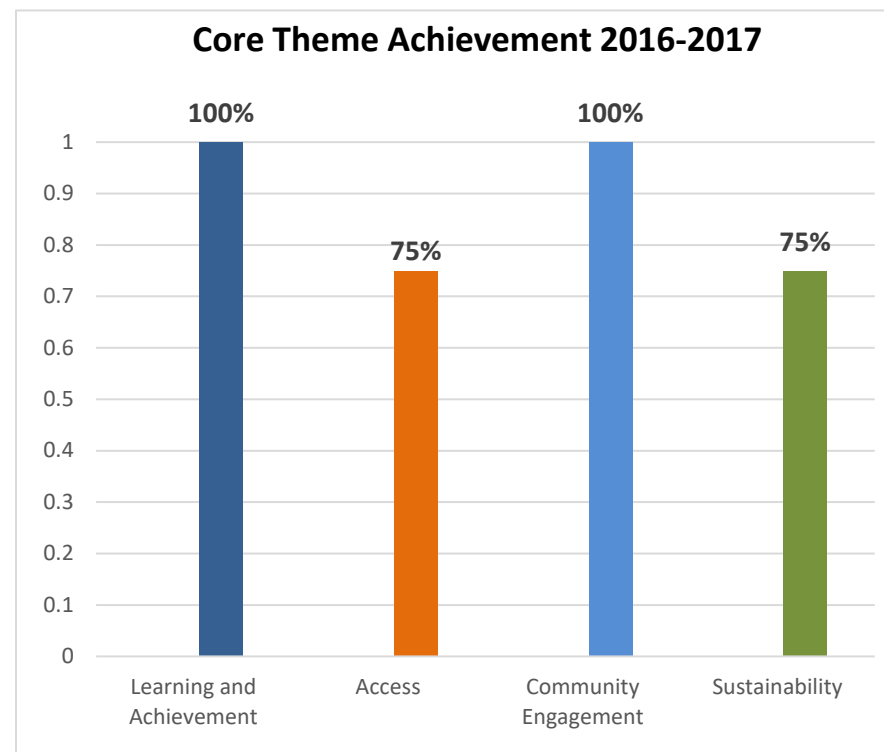
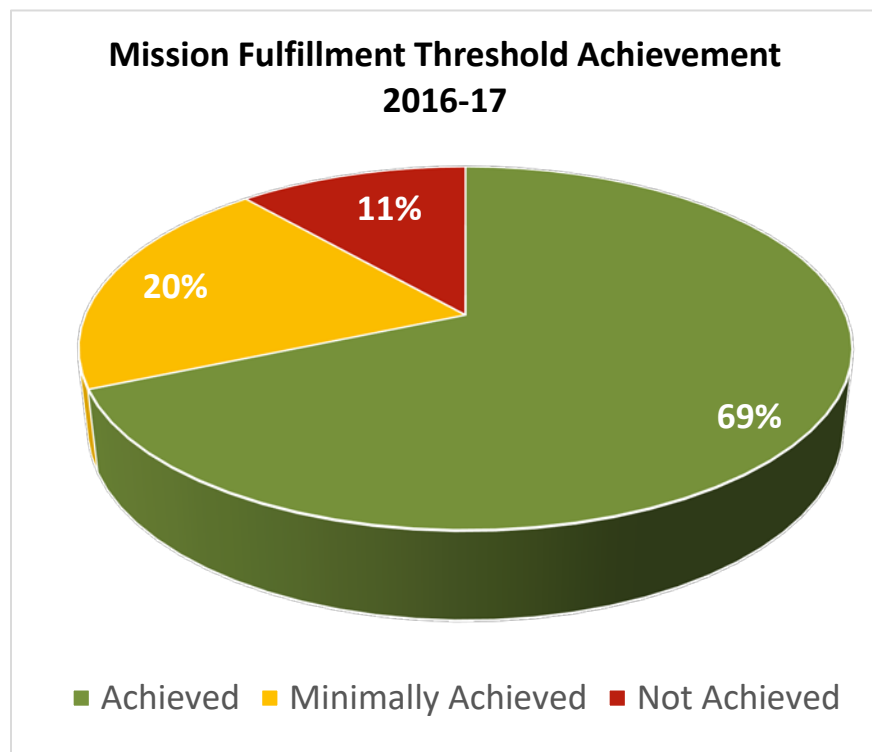
The threshold of Mission fulfillment is defined in terms of the Core Themes:

- 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 mission fulfillment process is reviewed each year and is discussed in the last section of this report.

## Summary of Achievement by Core Theme

The core theme fulfillment rate ranged from 75% to 100% meeting the mission fulfillment core theme threshold of 70% within all four core theme categories contributing toward the Mission Fulfillment rate of 89%. Of the 35 indicators measured in 2016-2017, 69% achieved a green status (24), 20% a yellow status (7), and 11% a red status (4). A total of 11 indicators are based on preliminary data with the final data available in late January 2018 as these indicators are associated with the audit and/or survey results.



### Learning and Achievement

- 11 indicators measured
  - 7 within the green threshold
  - 4 within the yellow threshold
  - 0 within the red threshold
- SI:** 8, 11, 13, 28, 44, 46, 47, 48, 50, 51, and 53

### Access

- 8 indicators measured
  - 5 within the green threshold
  - 1 within the yellow threshold
  - 2 within the red threshold
- SI:** 2, 3, 14A, 29, 35, 37, 38 and 39

### Community Engagement

- 8 indicators measured
  - 7 within the green threshold
  - 1 within the yellow threshold
  - 0 within the red threshold
- SI:** 14B, 32, 33, 34, 42, 43, 45 and 49

### Sustainability

- 8 indicators measured
  - 5 within the green threshold
  - 1 within the yellow threshold
  - 2 within the red threshold
- SI:** 9, 15, 16A, 16B, 17, 19, 20 and 41

## Reports, Data Review, and Planning

A written report for each success indicator includes achievement analysis, planned projects, budget impact, and identification of changes to the indicator, measurement of the indicator, or threshold values. Lead staff responsible for each indicator meet with campus staff to review and analyze the supporting data and identify the level of achievement as well as key data figures within the report, including supporting information from departments across campus. Detailed reports are available in late spring each year, after the initial planning and budget request process. The Institutional Strategic Plan and operational project plans are developed for the 2018-2019 academic year based on data contained in this report and from program reviews.

## Annual Assessment of Mission Fulfillment, Core Themes, Objectives, Indicators and Thresholds

The College completes an annual review of the core themes, objectives, and success indicators to discuss the purpose and meaning, validity and appropriateness and then makes any adjustments necessary to refine measuring Mission Fulfillment. The results are presented to the Board. The reviews are scheduled for completion during winter/spring term. Review process:

1. Board of Education reviews the Core Themes and indicators at the Board Retreat each year with recommendations for changes, if any made to Executive Team members who work with lead report writers for potential changes;
2. Lead report writer works with programs and department staff directly impacted by the success indicator to review and recommend changes; information included within the success indicator report;
3. Academic and operational units review recommended changes and recommend any further changes to Institutional Managers group;
4. Subcommittee of faculty, staff and students review recommended changes and recommend any further changes to Institutional Managers group;
5. The Institutional Managers group reviews the SWOCC Core Themes and Objectives and discusses if changes are needed to further refine how core themes are measured as well as the relevance of the core themes and objectives. Recommendations for change are made to the College Council;
6. College Council conducts the final review and adopts changes based on feedback from all groups. Changes are sent to the Board of Education as informational and in the case of Core Theme changes approval.



# Southwestern Oregon Community College

## Mission Fulfillment 2012-13

Southwestern's Mission was adopted by the Board of Education on November 19, 2012:

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

### Mission Fulfillment

Southwestern achieved [Mission Fulfillment](#) with 90% of indicators resulting in a status of achieved (green) or minimally achieved (yellow) exceeding the minimum threshold of 70% for all indicators as well as the 70% threshold within each core theme. The [success indicators measured](#) in 2012-13 along with supporting data were used for a third year to determine mission fulfillment including achievement of the core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:

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

### Measuring Achievement

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.

### Summary of Achievement

All four core theme indicators had a core theme achievement rate in excess of 85% contributing toward Mission Fulfillment. Of the 29 indicators measured in 2012-2013, 66% achieved a green status (19), 24% a yellow status (7), and 10% a red status (3).

Core Theme	Indicators Measured	Indicators Achieved 2012-13	Percent Achieved
Learning and Achievement (SI 11, 27, 28, 44, and 46)	5	5	100%
Access (SI 2, 3, 6, 14A, 29, 35, 37, and 39)	8	7	88%
Community Engagement (SI 14B, 26, 33, 34, 42, 43, and 45)	7	6	86%
Sustainability (SI 9, 15, 16A, 16B, 17, 19, 20, 40, and 41)	9	8	89%
<b>Mission Fulfillment Achievement</b>	<b>29</b>	<b>26</b>	<b>90%</b>

There were seven success indicators that were not measured in 2012-13 with 6 scheduled to have baseline data gathered or revisions to the measurement and thresholds set for future years and one indicator was not measured given the cycle of survey administration of the indicator (SI: 5 – Student Engagement Activities - CCSSE). These indicators were not included in the calculation of mission fulfillment.

## Reports, Data Review, and Planning






A written report for each success indicator includes achievement analysis, planning projects, budget impact, and identification of changes to the indicator, measurement of the threshold, or threshold values (hyperlinks to all reports are linked to the indicator list within the Core Theme Achievement section). Lead staff responsible for each indicator review and analyze the supporting data and identify the level of achievement as well as key data figures within the report. In several instances, refinement of thresholds as well as clarification of methods used to measure an indicator were addressed within the report in response to NWCCU recommendations of the peer evaluators to the Year One Report submitted in March of 2012. The success indicator reports include a section to list the plans for the future based on the data and overall achievement. The major projects identified for inclusion in the [strategic plan](#) and within unit/department plans focused on:

- Achieving the Dream work to increase developmental math and writing course success rates
- Commit to Complete strategies to encourage students to successfully complete their degrees/goals
- Continued work on the Academic Master Plan and related plans for Enrollment Management
- Focus on multiple strategies to support faculty and staff development as well as campus climate activities
- Continued commitment to fiscal responsibility and seeking additional resources through grants and other methods to support planned projects
- Identification of strategies to improve achievement of the success indicators including strategies to enhance programs and services
- Commitment to review the current instructional-related success indicators, specifically measurement and thresholds, with the new Vice President of Instruction and Student Services



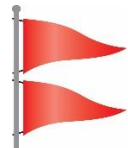
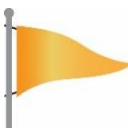


## Core Theme Achievement

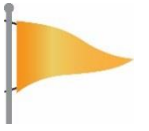


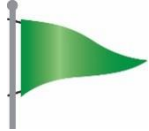
The Core Theme Learning and Achievement demonstrated a 100% achievement rate based on the five indicators measured with one indicator falling within the yellow threshold range. One indicator, SI8 – Employer Perception, established the baseline data and thresholds determined for future year evaluation. Work continues within the instructional areas to define student learning outcomes for measurement of SI 12 with a method of measurement and thresholds to be set for measurement by 2014. Objective LA.1 and LA.2 include indicators that are aligned with the Achievement Compact as well as Achieving the Dream/Commit to Complete and supports Oregon's 40-40-20 Goals.

Core Theme Learning and Achievement	2012-13 Benchmark	2012-13 Achievement	Achievement Status
<b>Objective LA.1: Student demonstrate progress</b>			
<b>LA.1.1: <a href="#">SI 44 - Remediation</a></b> Measured by the percentage of students passing remedial Math or English courses with a C grade or better compared to the three year	Green: 60% or greater Yellow: Between 48% and 60% Red: Below 48%	<b>57%</b>	
<b>LA.1.2: <a href="#">SI 28 - Progress – Credits Earned</a></b> Measured by the percentage of program students earning 30 college credits in the academic year	Green: 23% or greater Yellow: Between 18% and 23% Red: Below 18%	<b>29%</b>	
<b>Objective LA.2: Students complete certificates, degrees, and transfer</b>			
<b>LA.2.1: <a href="#">SI 11 - Completion</a></b> Measured by the number of degrees and certificates awarded relative to the total program student enrollment from internal reports and state OCCURS	Green: 10% or greater Yellow: Between 8% and 10% Red: Below 8%	<b>12.8%</b>	
<b>LA.2.2: <a href="#">SI 27 - Licensing/Certification Rates</a></b> Measured by the pass rate for national licensing tests compared to national pass rates from state OCCURS data (other measures: State KPM 11 and Achievement Compact)	Green: 80% or greater Yellow: Between 70% and 80% Red: Below 70%	<b>93%</b>	
<b>LA.2.3: <a href="#">SI 46 – Student Transfer</a></b> 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: 14% or greater Yellow: Between 10% and 14% Red: Below 10%	<b>19%</b>	

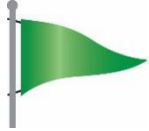


Objective LA.3: Students demonstrate that they have met institutional learning outcomes			
<b>LA.3.1: <a href="#">SI 8 - Employer Perceptions</a> - Not Measured in 2012-13</b> Measured by the average ratings level met or exceeded on the Employer Satisfaction and Opinion Survey from data reported by employers as part of the internship process	Set Thresholds in 2012-13: Green: $\geq 4.25$ Yellow: 3.5 to 4.25 Red: $< 3.5$	4.37 Achievement used to set thresholds	Next Due: 2013-14
<b>LA.3.2: SI 12 - Student Learning Outcomes – Not Measured in 2012-13</b> Measured by Subject Area Committees annual assessment reports	Refining and setting thresholds for 2013-14	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	Next Due: 2013-14
<b>Core Theme Achievement</b>	<b>5 Measured</b>	<b>5 Achieved</b>	<b>100%</b>

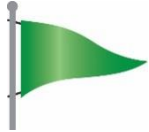

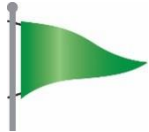

The Core Theme Access demonstrated a 88% achievement rate based on the eight indicators measured with two indicators falling within the yellow threshold range and one indicator fell into the red range. Several indicators within this core theme are aligned with the Achievement Compact, with State KPI's, or National surveys that focus the use of the results on student success. Additionally, a new indicator for 2012-13 emphasizes the importance of financial support for students by measuring the support provided by the Foundation for student scholarships.

Core Theme Access	2012-13 Benchmark	2012-13 Achievement	Achievement Status
<b>Objective A.1: Students access varied learning opportunities</b>			
<b>A.1.1: <a href="#">SI 2 – Enrollment Report</a></b> Measured by the percent change over a three-year average year, sorted by enrollment status from OCCURS data	Green: 1% or greater Yellow: Between – 5% to 1% Red: Below 5%	<b>-6.4%</b>	
<b>A.1.2: <a href="#">SI 3 – Course Offerings</a></b> Measured by the percent of change over a three-year average, sorted by location and demographic status from OCCURS data	Green: 1% or greater Yellow: Between – 5% to 1% Red: Below 5%	<b>-2.8%</b>	
<b>A.1.3: <a href="#">SI 35 – Foundation Support</a></b> 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% or greater Yellow: Between 0% and 5% Red: Below 0%	<b>73%</b>	
<b>A.1.4: <a href="#">SI 39 – Institutional Financial Assistance</a></b> 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% or greater Yellow: Between 0% and 5% Red: Below 0%	<b>38%</b>	
<b>Objective A.2: Students access services that support learning</b>			
<b>A.2.1: <a href="#">SI 5 - Student Engagement Activities - CCSSE</a> – Not Measured in 2012-13</b> Measured by the three-survey CCSSE benchmark average “Support for Learners”	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45	Last Measured: 2010-11	Next Due: 2013-14






<b>A.2.2: <a href="#">SI 6 – Student Engagement Activities – SENSE</a></b> Measured by SENSE benchmark thresholds “Early Connections”, “Clear Academic Plan & Pathway”, “Effective Track to College Readiness”, and “Academic & Social Support Network” combined compared to the three-survey average that was met or exceeded	Green: 55 or greater Yellow: Between 45 and 54 Red: Below 45	<b>48.1</b>	
<b>A.2.3: SI 38 – Student Satisfaction and Opinion – Not Measured in 2013-14</b> Measured by the - this is under development and is an aggregate of data from surveys for the first stop, housing, and ESPS areas	Under Development	<b>To Be Set</b>	Next Due: 2013-14
<b>Objective A.3: Students access relevant curricula that support lifelong learning and achievement</b>			
<b>A.3.1: <a href="#">SI 14A – Structured Work Experience</a></b> Measured by the percent of majors represented by students participating in work experience compared to a three-year average, sorted by program	Green: $\geq 3\%$ Yellow: Between -2% and 2.99% Red: $< -2\%$	<b>11%</b>	
<b>A.3.2: <a href="#">SI 29 – Connections – High School Dual Enrolled</a></b> 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 (other measures: State KPM 17 and Achievement Compact)	Green: 7.5% or greater Yellow: Between 4% and 7.4% Red: Below 4%	<b>19.5%</b>	
<b>A.3.3: <a href="#">SI 37 – Graduate Survey</a></b> Measured by the average rating compared to the three-year average rating of student expectations and needs from internal survey data	Green: Rating $\geq 4$ Yellow: Rating between 3.00 and 3.99 Red: Rating $< 3$	<b>4.23</b>	
<b>Core Theme Achievement</b>	<b>8 Measured</b>	<b>7 Achieved</b>	<b>88%</b>

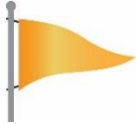

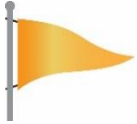

Achievement for the Community Engagement core theme was 86% with six of seven indicators falling within the achieved range and one indicator within the red. Several new indicators were included for measurement in 2012-13 focusing on service to business, staff service to community, and foundation endeavors that provide financial support students.

Core Theme Community Engagement	2012-13 Threshold	2012-13 Achievement	Achievement Status
<b>Objective CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs</b>			
<b>CE.1.1: <a href="#">SI 14B - Structured Work Experience</a></b> 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: 3% or greater Yellow: Between -2% and 2.99% Red: Below < -2%	<b>30%</b>	
<b>CE.1.2: <a href="#">SI 26 - BITS Company Satisfaction</a></b> Measured by the companies ranking training they received through community college Business and Industry Training System (BITS) from an internal survey – (Other measures: State KPM 10)	Green: Average rating $\geq 4$ Yellow: Average rating 3 to 3.99 Red: Average rating < 3	<b>5</b>	
<b>CE.1.3: <a href="#">SI 32 – Training Participant Satisfaction</a></b> 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 $\geq 4$ Yellow: Average rating between 3 to 3.99 Red: Average rating < 3	Developed Survey in 2012-2013 for pilot testing	Next Due: 2013-14
<b>CE.1.4: <a href="#">SI 33 – Service to Business</a></b> 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%	<b>4.8%</b>	
<b>Objective CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities</b>			
<b>CE.2.1: <a href="#">SI 22A – Community Activities and Events</a></b> Measured by the percent of activities and events requested compared to prior year threshold met or exceeded	Threshold being revised and under development during 2012-13	Not Measured in 2012-13	Next Due: 2013-14
<b>CE.2.2: <a href="#">SI 22B – Community Activities and Events</a></b> Measured by the rating level for facilities services from internal reports	Green: Average rating $\geq 4$ Yellow: Average rating 3 to 3.99 Red: Average rating < 3	Not Measured in 2012-13	Next Due: 2013-14

Core Theme Community Engagement	2012-13 Threshold	2012-13 Achievement	Achievement Status
<b>CE.2.3: <a href="#">SI 34 – Staff Service to Community</a></b> Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey	Green: $\geq 65\%$ Yellow: 45% to 64% Red: Average rating 45%	<b>87%</b>	
<b>Objective CE.3: Our community members participate and contribute to the Foundation in support of the College</b>			
<b>CE.3.1: <a href="#">SI 42 – Foundation Annual Fundraising</a></b> Measured by the amount of scholarship raised from annual fundraising events from internal reports and audited final figures	Green: 5% or greater Yellow: Between -5% to 5% Red: Below - 5%	<b>11%</b>	
<b>CE.3.2: <a href="#">SI 43 – Foundation Endowments</a></b> Measured by the amount of endowment funds raised by the foundation compared to a three year average	Green: 5% or greater Yellow: Between -5% to 5% Red: Below - 5%	<b>61%</b>	
<b>CE.3.3: <a href="#">SI 45 – Alumni Participation</a></b> Measured by the percent of alumni giving to the college compared to a three year average	Green: 5% or greater Yellow: Between -5% to 5% Red: Below - 5%	<b>-68%</b>	
<b>Core Theme Achievement</b>	<b>7 Measured</b>	<b>6 Achieved</b>	<b>86%</b>

The Core Theme Objectives for Sustainability demonstrated an achievement rate of 89% with four indicators falling within the green threshold and four falling within the yellow threshold while there was one indicator that dipped into the red. It is evident that the focus on fiscal stability by all staff at the college has contributed toward the achievement of the financial-related success indicators. One indicator in support of Objective 2 was added for 2012-13 and emphasizes the importance of employee satisfaction at the college. Objective 3 is new in 2012-13 with the focus on instructional sustainability of programs and faculty.

Core Theme Sustainability	2012-13 Threshold	2012-13 Achievement	Achievement Status
<b>Objective S.1: Southwestern provides responsible fiscal management</b>			
<b>S.1.1: <a href="#">SI 15 - Fiscal Cash Flow Responsibilities</a></b> Measured by the Cash Flow Statement and the general fund ending fund balance threshold from final audited figures	Green: 85% or greater Yellow: Between 70% to 84% Red: Below 70%	<b>97%</b>	
<b>S.1.2: <a href="#">SI 16: -Fiscal Responsibilities – All Funds</a></b> Measured by the threshold  A. ending fund balance for all funds from final audited figures  B. for the current ratio of assets to liabilities from internal reports/final audited figures	A: Green: 85% or greater Yellow: Between 70% to 84% Red: Below 70%  B: Green: Greater than 1.50 Yellow: 1.00 to 1.49 Red: Below 1.00	<b>100% +</b>  <b>.93</b>	  
<b>S.1.3: <a href="#">SI 17 - Fiscal Enterprise Fund Responsibilities</a></b> Measured by the combined ending fund balance with General Fund FTE contribution from internal reports and final audited figures	Green: Greater than \$700,00 Yellow: \$300,000 - \$699,999 Red: Below \$300,000	<b>\$716,267</b>	
<b>Objective S.2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources</b>			
<b>S.2.1: <a href="#">SI 9 - Employee Satisfaction and Opinion</a></b> Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For	Green: 65% or greater Yellow: Between 45% to 64% Red: Below 45%	<b>54%</b>	

<b>S.2.2: <a href="#">SI 19 - Infrastructure Equipment and Software Maintenance</a></b> 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% or greater Yellow: 70% and 84% Red: Below 70%	<b>74.5%</b>	
<b>S.2.3: <a href="#">SI 20 - Infrastructure Maintenance</a></b> 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% or greater Yellow: Between 70% to 85% Red: Below 70%	<b>75%</b>	
<b>Objective S.3: Southwestern delivers viable quality instruction</b>			
<b>S.3.1: <a href="#">SI 40 – Program Quality and Design</a></b> Measured by the percentage of annually scheduled programs for review that are completed based on internal program review schedule	Green: 85% or greater Yellow: 70% and 84% Red: Below 70%	<b>73.1%</b>	
<b>S.3.2: <a href="#">SI 41 – Quality Instruction</a></b> Measured by the annual percentage of faculty being evaluated that earn a positive evaluation based on internal faculty evaluation schedule	Green: 95% or greater Yellow: Between 85% and 94% Red: Below 85%	<b>100%</b>	
<b>Core Theme Achievement</b>	<b>9 Measured</b>	<b>8 Achieved</b>	<b>89%</b>

Updated: 4/13/2015 SI 13 as LA.3.2 (Changed from LA.2.2)

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.





## Southwestern Oregon Community College

### Mission Fulfillment Overview

#### Achievement in 2013-14

Southwestern's Mission was adopted by the Board of Education on November 19, 2012:

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

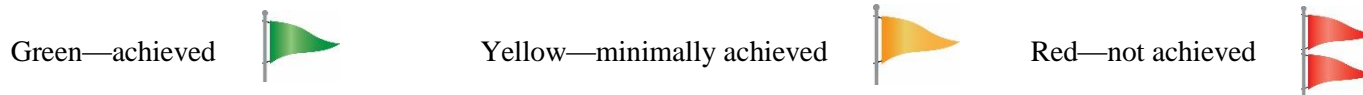
### Mission Fulfillment

Southwestern achieved [Mission Fulfillment](#) with 91% of indicators resulting in a status of achieved (green) or minimally achieved (yellow) exceeding the minimum threshold of 70% for all indicators and **core theme achievement of 88% or higher** for all core themes. The success indicators measured in 2013-14 along with supporting data were used for a fourth year to determine mission fulfillment including achievement of the core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:

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

### Measuring Achievement

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:



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 mission fulfillment process is reviewed each year and is discussed in the last section of this report.

## Summary of Achievement by Core Theme

The core theme fulfillment rate ranged from 88% to 100% exceeding the mission fulfillment core theme threshold of 70% within all four core theme categories contributing toward the Mission Fulfillment rate of 91%. Of the 32 indicators measured in 2013-2014, 66% achieved a green status (21), 25% a yellow status (8), and 9% a red status (3).

Core Theme	Indicators Achieved 2013-14	Indicators Measured 2013-14	Percent Achieved
Learning and Achievement (SI: 8, 11, 13, 27, 28, 44 and 46)	7	7	100%
Access (SI: 2, 3, 5, 14A, 29, 35, 37 and 39)	7	8	88%
Community Engagement (SI: 14B, 26, 32, 33, 34, 42, 43 and 45)	7	8	88%
Sustainability (SI: 9, 15, 16A, 16B, 17, 19, 20, 40 and 41)	8	9	89%
<b>Mission Fulfillment Achievement</b>	<b>29</b>	<b>32</b>	<b>91%</b>

## Reports, Data Review, and Planning

A written report for each success indicator includes achievement analysis, planned projects, budget impact, and identification of changes to the indicator, measurement of the indicator, or threshold values (hyperlinks to all reports are linked to the indicator list within the Core Theme Achievement section of this report). Lead staff responsible for each indicator review and analyze the supporting data and identify the level of achievement as well as key data figures within the report, including supporting information from departments across campus. In several instances, refinement of thresholds as well as clarification of methods used to measure an indicator were addressed within individual reports. The continual process to review indicators and how the indicator is measured along with thresholds occurs each year and specifically addresses the NWCCU recommendations of the peer evaluators to the Year One Report submitted in March of 2012. The success indicator reports include a section to list the plans for the future based on the data and overall achievement. The major projects identified for inclusion in the [strategic plan](#) and within unit/department plans focused on:



- Workgroups participating in a statewide Developmental Education Redesign for math, writing, and reading
- Commit to Complete strategies to encourage students to successfully complete their degrees/goals
- Focus on multiple strategies to support faculty and staff development as well as campus climate activities
- Finalizing and implementation of the Academic Master Plan
- Continued commitment to fiscal responsibility and seeking additional resources through grants and other methods to support planned projects
- Pilot the new processes for instructional program review and operational review in preparation for the 2015 accreditation visit and implementation of the comprehensive assessment, planning, budgeting, and review software, PerformanceCloud
- Identification of strategies to improve achievement levels of success indicators including strategies to enhance programs and services




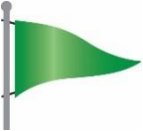

## Core Theme Achievement

The **Core Theme Learning and Achievement** recorded a 100% achievement rate based on the seven indicators measured with only one indicator falling within the yellow threshold range. Achievement increased for five of the indicators (one indicator does not compare to the prior year due to changes made in 2013-2014). To further increase achievement of this core theme, faculty and staff identified the following planned projects as a result of the program reviews and data analysis (all projects are integrated into program, operational, and the academic master plan).

- Continued work within developmental education to align standards as a state and an assessment of the math redesign to support improvements within SI 11, 28 and 44. Partial funding for this project comes from the TAACCT grant.
- The College is focused on increasing persistence and completion with projects identified for a first-year experience to support students, particularly part-time student who have the lowest retention and completion rates to support improvements within SI 11, 28, 44 and 46. These efforts are part of the Achieving the Dream work and will be included in the Title III grant request in Spring 2015.
- Significant work has occurred over the last two years associated with the assessment of student learning outcomes with the enhanced program review process piloted this last year with further enhancements scheduled during 2014-2015. These adjustment support SI 8, 13 and 27. PerformanceCloud was purchased with TAACCT grant funds to support a user-friendly and streamlined data collection and reporting process.
- The process to record technical skills attainment is scheduled for review to ensure all students are identified and reported. Increased completions in this area validate student learning outcomes have been achieved and essential to the fiscal stability of Southwestern given the future state funding model. Additional skills assessments are also being considered to support SI 8 13 and 27.

Objective LA.1 and LA.2 include indicators that are aligned with the Achievement Compact as well as Achieving the Dream/Commit to Complete and supports Oregon's 40-40-20 Goals. There were no changes to the objectives as a result of the annual review of the mission fulfillment process (see last section of this report). There were four indicators (8, 11, 13, and 27) where either the measurement and/or the thresholds were refined. Work continues within the instructional areas to define student learning outcomes for measurement of SI 13 with a method of measurement and thresholds expanding beyond the CTE Technical Skills Assessment measurement reported for this year to a measurement that is inclusive of all student learning outcomes.


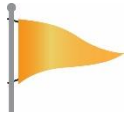

Core Theme Learning and Achievement	2013-14 Threshold	2013-14 Achievement	Achievement Status
<b>Objective LA.1: Student demonstrate progress</b>			
<b>LA.1.1: <a href="#">SI 44 - Remediation</a></b> Measured by the percentage of students passing remedial Math or English courses with a C grade or better	Green: $\geq 60\%$ Yellow: 48% up to 60% Red: $< 48\%$	<b>59.4%</b> (2.4% higher than 2012-13)	
<b>LA.1.2: <a href="#">SI 28 - Progress – Credits Earned</a></b> Measured by the percentage of program students earning 30 college credits in the academic year	Green: 23% or greater Yellow: Between 18% and 22% Red: Below 18%	<b>38.5%</b> (9.5% higher than 2012-2013)	


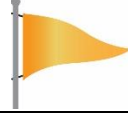



Core Theme Learning and Achievement	2013-14 Threshold	2013-14 Achievement	Achievement Status
<b>Objective LA.2: Students complete certificates, degrees, and transfer</b>			
<b>LA.2.1: <a href="#">SI 11 - Completion</a></b> Measured by the number of degrees and certificates awarded relative to the total program student enrollment from internal reports and state required reporting data	Green: 10% or greater Yellow: 8% up to 10% Red: Below 8%	<b>14.2%</b> (1.4% higher than 2012-2013)	
<b>LA.2.2: <a href="#">SI 27 - Licensing/Certification Rates</a></b> Measured by the pass rate for national licensing tests compared to national pass rates from state data (other measures: State KPM 11 and Achievement Compact)	Green: 93% or greater Yellow: 78% up to 93% Red: Below 78%	<b>93.3%</b> (.3% higher than 2012-2013)	
<b>LA.2.3: <a href="#">SI 46 – Student Transfer</a></b> 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: $< 10\%$	<b>16.32%</b> (2.68% lower than 2012-2013)	
<b>Objective LA.3: Students demonstrate that they have met institutional learning outcomes</b>			
<b>LA.3.1: <a href="#">SI 8 - Employer Perceptions</a> -</b> Measured by the average ratings level on the Employer Satisfaction and Opinion Survey from data reported by employers as part of the internship process (5 point scale)	Green: $\geq 4.25$ Yellow: 3.5 to 4.25 Red: $< 3.5$	<b>4.67</b> (.30 higher than 2012-2013)	
<b>LA.3.2: <a href="#">SI 13 - Student Learning Outcomes</a> –</b> Measured by the pass rate of students who have taken the Technical Skills Assessments as reported to the State of Oregon Data for Analysis System.	Green: 93% Yellow: Between 78% and 92% Red: $< 78\%$	<b>93.62%</b> (previously measured differently)	
<b>Core Theme Achievement</b>	<b>7 Measured</b>	<b>7 Achieved</b>	<b>100%</b>

The **Core Theme Access** recorded a 88% achievement rate based on the eight indicators measured with three indicators falling within the yellow threshold range and one indicator fell into the red range. Enrollments for students involved in high school college learning opportunities increased this last year although the other indicators either experienced decreases or changes to how the measurement is reported. Projects planned as a result of the program review and data analysis and incorporated into program, operational, and the academic master plan include:

- First year experience based on CCSSE results with a focus on part-time students; supports SI 2, 5, 6 and 38. Partial funding available from the TAACCT grant and specific activities to be included in the THH 2015 application.
- The Foundation identified key areas to increase donations and ultimately the amount of student scholarships awarded including the inaugural Uncorking Opportunities fundraiser at OCCI. The Roseburg Challenge Grant campaign reached the halfway mark in support of the Forestry program, funds from the campaign are one way the Foundation provides access to additional learning opportunities for students. These efforts support SI 2, 3, 35, and 39.
- Enrollment management plan is in draft form with implementation scheduled for 2015 that includes a new marketing approach. Projects support SI 2, 3, 14A, 29, 35, 38, and 39.

Several indicators within this core theme are aligned with the Achievement Compact, with State KPI's, or National surveys that focus the use of the results on student success. There were two indicators that were refined for the 2014-2015 reporting cycle (SI 3 and SI 38) to improve the validity of the measure. There were no changes to the objectives.

Core Theme Access	2013-14 Threshold	2013-14 Achievement	Achievement Status
<b>Objective A.1: Students access varied learning opportunities</b>			
<b>A.1.1: <a href="#">SI 2 – Enrollment Report</a></b> Measured by the three-year average of all student enrollments	Green: 9600 or greater Yellow: Between 9200 - 9599 Red: Below 9200	<b>9192</b> (Measured on percentage in prior years)	
<b>A.1.2: <a href="#">SI 3 – Course Offerings</a></b> Measured by the average three-year total course enrollments, sorted by location and demographic status from state reported data	Green: 46,000 or greater Yellow: Between 41,000 – 45,999 Red: Below 41,000	<b>44,544</b> (Measured on percentage in prior years)	
<b>A.1.3: <a href="#">SI 35 – Foundation Support</a></b> Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.	Green: \$70,00 or greater Yellow: Between \$35,000 and \$70,000 Red: Less than \$35,000	<b>\$85,576</b> (Measured on percentage in prior years)	

Core Theme Access	2013-14 Threshold	2013-14 Achievement	Achievement Status
<b>A.1.4: <a href="#">SI 39 – Institutional Financial Assistance</a></b> 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.	Green: 10 percentage points or greater Yellow: Between 0 and 10 percentage points Red: Below 0 percentage points	<b>34%</b> (4% lower than 2012-2013)	
<b>Objective A.2: Students access services that support learning</b>			
<b>A.2.1: <a href="#">SI 5 - Student Engagement Activities - CCSSE</a></b> Measured by the three-survey CCSSE benchmark average “Support for Learners”	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45	<b>47</b> (48 average last survey administration)	
<b>A.2.2: <a href="#">SI 6 – Student Engagement Activities – SENSE (2012-2013 report)</a></b> Measured by SENSE benchmark thresholds “Early Connections;”, “Clear Academic Plan & Pathway”, “Effective Track to College Readiness”, 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	Last Measured 2012-2013	Measured Every 3 Years Next Due: 2015-2016
<b>A.2.3: <a href="#">SI 38 – Student Satisfaction and Opinion</a></b> Measured by the - this is under development and is an aggregate of data from surveys for the first stop, housing, and ESPS areas	Under Development	Not Measured in 2013-14	Next Due: 2014-15
<b>Objective A.3: Students access relevant curricula that support lifelong learning and achievement</b>			
<b>A.3.1: <a href="#">SI 14A – Structured Work Experience</a></b> Measured by the percent of degree seeking students in majors offering work experience calculated as a three-year average compared to the threshold	Green: 18% or greater Yellow: Between 8% and 17% Red: Below 8%	<b>10.5%</b> ( .5% lower than 2012-2013)	
<b>A.3.2: <a href="#">SI 29 – Connections – High School Dual Enrolled</a></b> Measured by the district percentage of dual enrolled high school students participating in high school connection opportunities (other measures: State KPM 17 and Achievement Compact)	Green: 20% or greater Yellow: Between 10% and 19.99% Red: Below 10%	<b>22.45%</b> (2.95 higher than 2012-2013)	
<b>A.3.3: <a href="#">SI 37 – Graduate Survey</a></b> Measured by the overall rating of student expectations and needs from internal survey data	Green: Rating $\geq 4$ Yellow: Rating between 3.00 and 3.99 Red: Rating $< 3$	<b>4.14</b> (.09 lower than 2012-2013)	
<b>Core Theme Achievement</b>	<b>8 Measured</b>	<b>7 Achieved</b>	<b>88%</b>











Achievement for the **Community Engagement** core theme was 88% with seven of eight indicators falling within the achieved range with one indicator each within yellow and red. Several new indicators were included for measurement in 2012-13 focusing on service to business, staff service to community, and foundation endeavors that provide financial support students. The way these indicators were measured and the associated thresholds were further refined in 2013-2014. The community continues to partner with the College to offer activities and events with more than 400 events held on campus (SI 22). Specific training and business development opportunities designed to meet the changing community workforce needs planned for 2014-15 were identified (SI 14B, 26, 32 and 33).

- Partnering with our EMT faculty to offer ACLS
- New workforce trainings throughout the medical community and partnering with Allied Health faculty in offering targeted trainings to hospitals and clinics
- Focused strategies to increase internship and work experience opportunities

The Executive Director of the Foundation and Grant Resources position was filled this last year and the focus of the Foundation in 2014-15 is to increase financial assistance for students (SI42, 43, and 45)


- Inaugural foundation fundraising event: Uncorking Opportunity in January at OCCI
- Foundation to implement the campaign plans for the Health & Science Building
- The Foundation staff plans to connect with donors to complete their pledges
- The Laker Club and the new Director will address strategies to engage alumni in campus activities


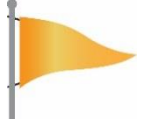

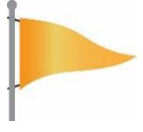
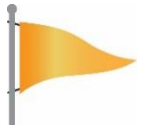

Core Theme Community Engagement	2013-14 Threshold	2013-14 Achievement	Achievement Status
<b>Objective CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs</b>			
<b>CE.1.1: <a href="#">SI 14B - Structured Work Experience</a></b> Measured by the number of participating employers calculated as a three-year average compared to the threshold	Green: 100 Yellow: Between 45 and 99 Red: Below 45	<b>110</b> (Measured on percentage in prior years)	
<b>CE.1.2: <a href="#">SI 26 - BITS Company Satisfaction</a></b> Measured by the companies ranking training they received through community college Business and Industry Training System (BITS) from an internal survey – (Other measures: State KPM 10)	Green: Average rating $\geq 4$ Yellow: Average rating 3 to 3.99 Red: Average rating $< 3$ On a 5 point scale	<b>5</b> (5 in 2012-2013)	
<b>CE.1.3: <a href="#">SI 32 – Training Participant Satisfaction</a></b> Measured by participant evaluations of workforce trainings that include contracted, short term, group facilitations trainings and open to the employee development public classes on the internal evaluation	Green: Average rating $\geq 4$ Yellow: Average rating between 3 to 3.99 Red: Average rating $< 3$ On a 5 point scale	<b>4.73</b> (first year measured)	

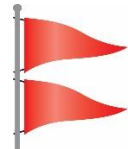

Core Theme Community Engagement	2013-14 Threshold	2013-14 Achievement	Achievement Status
<b>Objective CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs</b>			
<b>CE.1.4: <a href="#">SI 33 – Service to Business</a></b> 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%	<b>4.38%</b> (4.8% in 2012-2013)	
<b>Objective CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities</b>			
<b>CE.2.1: SI 22A – Community Activities and Events</b> Measured by the percent of activities and events requested compared to prior year threshold met or exceeded	Threshold being revised and under development during 2013-14	Not Measured in 2013-14	Next Due: 2014-15
<b>CE.2.2: SI 22B – Community Activities and Events</b> Measured by the rating level for facilities services threshold met or exceeded	Green: Average rating $\geq 4$ Yellow: Average rating 3 to 3.99 Red: Average rating $< 3$	Not Measured in 2013-14	Next Due: 2014-15
<b>CE.2.3: <a href="#">SI 34 – Staff Service to Community</a></b> Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey	Green: $\geq 65\%$ Yellow: 45% to 64% Red: $< 45\%$	<b>94%</b> (87% in 2012-2013)	
<b>Objective CE.3: Our community members participate and contribute to the Foundation in support of the College</b>			
<b>CE.3.1: <a href="#">SI 42 – Foundation Annual Fundraising</a></b> Measured by the three-year average amount of scholarships raised from annual fundraising events as reported by the foundation from foundation raised funds.	Green: \$200,000 Yellow: Between \$100,000 and \$199,999 Red: Below \$100,000	<b>\$95,371.33</b> (Measured on percentage in prior years)	
<b>CE.3.2: <a href="#">SI 43 – Foundation Endowments</a></b> Measured by the three-year average amount of endowment funds raised as reported by the foundation from foundation raised funds.	Green: \$40,000 Yellow: Between \$30,000 and \$39,999 Red: Below \$30,000	<b>\$62,924</b> (Measured on percentage in prior years)	
<b>CE.3.3: <a href="#">SI 45 – Alumni Participation</a></b> Measured by the three-year average of alumni giving to the college as reported by the Foundation.	Green: 100 Yellow: Between 40 and 99 Red: Below 40	<b>82</b> (Measured on percentage in prior years)	
<b>Core Theme Achievement</b>	<b>8 Measured</b>	<b>7 Achieved</b>	<b>88%</b>



The Core Theme Objectives for **Sustainability** recorded an achievement rate of 89% with five indicators falling within the green threshold and three falling within the yellow threshold while there was one indicator that dipped into the red. It is evident that the focus on fiscal stability by all staff at the college has contributed toward the achievement of the financial-related success indicators. A key project in 2014-15 is the review of the Master Facilities Plan. Several projects across campus require the plan to be updated so that purposeful building remodels occur to support the learning environment. Funds from the TAACCT grant partially paid for the ABE/GED remodel on the 3<sup>rd</sup> floor of Tioga, increasing access and student engagement opportunities. The College implemented a new academic program review process and timing in 2013-14 with all academic programs and operational units put on a four-year cycle for program review. A program review template with a consistent set of data was developed and piloted during 2013-14 and implemented for all academic programs and operational units in 2014-15. Student learning outcomes assessment is the focus for 2014-15 supporting the quality instruction indicator (SI 40). The budgeting process for 2015-16 will include projects identified in the academic program review process and the annual review of the operational checklist.

Core Theme Sustainability	2013-14 Threshold	2013-14 Achievement	Achievement Status
<b>Objective S.1: Southwestern provides responsible fiscal management</b>			
<b>S.1.1: <u>SI 15 – General Fund Unrestricted Cash</u></b> Measured by the actual to the target amount as a percent associated with the threshold level achieved for the General Fund Ending Fund Balance and Unrestricted Cash balance as derived from final audited figures and Board of Education Reports	Green: 85% or greater Yellow: 70% to 84% Red: Below 70%	<b>119%</b> (97% in 2012-2013)	

Core Theme Sustainability	2013-14 Threshold	2013-14 Achievement	Achievement Status
<p><b>S.1.2: <a href="#">SI 16: -Fiscal Responsibilities – All Funds</a></b>  Measured by the threshold</p> <p><b>A.</b> calculated as the ending fund balance to target ending fund balance for all funds from final audited figures</p> <p><b>B.</b> for the current ratio of assets to liabilities from internal reports/final audited figures</p>	<p><b>A</b> - Green: 85% or greater  Yellow: 70% to 84%  Red: Below 70%</p> <p><b>B</b> - Green: Greater than 1.50  Yellow: 1.00 to 1.49  Red: Below 1.00</p>	<p><b>100% +</b>  (same in 2012-2013)</p> <p><b>1.26</b>  (.93 in 2012-2013)</p>	  
<p><b>S.1.3: <a href="#">SI 17 - Fiscal Enterprise Fund Responsibilities</a></b>  Measured by the threshold level achieved from the combined ending fund balance with General Fund FTE contribution from internal reports and final audited figures</p>	<p>Green: Greater than \$500,00  Yellow: \$300,000 - \$499,999  Red: Below \$300,000</p>	<p><b>\$588,169</b>  (\$716,267 in 2012-2013)</p>	
<b>Objective S.2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources</b>			
<p><b>S.2.1: <a href="#">SI 9 - Employee Satisfaction and Opinion</a></b>  Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For</p>	<p>Green: 65% or greater  Yellow: Between 45% and 64%  Red: Below 45%</p>	<p><b>52%</b>  (54% in 2012-2013)</p>	
<p><b>S.2.2: <a href="#">SI 19 - Infrastructure Equipment and Software Maintenance</a></b>  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</p>	<p>Green: 85% or greater  Yellow: Between 70% and 84%  Red: Below 70%</p>	<p><b>75.1%</b>  (74.5% in 2012-2013)</p>	
<p><b>S.2.3: <a href="#">SI 20 - Infrastructure Maintenance</a></b>  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.</p>	<p>Green: 85% or greater  Yellow: Between 70% to 85%  Red: Below 70%</p>	<p><b>94%</b>  (75% in 2012-2013)</p>	

Core Theme Sustainability	2013-14 Threshold	2013-14 Achievement	Achievement Status
<b>Objective S.3: Southwestern delivers viable quality instruction</b>			
<b>S.3.1: <a href="#">SI 40 – Program Quality and Design</a></b> Measured by the percentage of annually scheduled programs for review that are completed based on internal program review schedule	Green: 85% or greater Yellow: Between 70% and 84% Red: Below 70%	<b>0%</b> Process Pending Refinement (73.1% in 2012-2013)	
<b>S.3.2: <a href="#">SI 41 – Quality Instruction</a></b> Measured by the annual percentage of full-time faculty being evaluated that earn a positive evaluation based on internal faculty evaluation schedule	Green: 95% or greater Yellow: Between 85% and 94% Red: Below 85%	<b>100%</b> (same in 2012-2013)	
<b>Core Theme Achievement</b>	<b>9 Measured</b>	<b>8 Achieved</b>	<b>89%</b>

## Annual Assessment of Mission Fulfillment, Core Themes, Objectives, Indicators and Thresholds

The College completes an annual review of the core themes, objectives, and success indicators to discuss their validity and appropriateness and to make any adjustments felt necessary. The results are presented to the Board. This review was last completed in December 2014. The Institutional Managers group reviewed the SWOCC Core Themes and Objectives and discussed if changes were needed to make them more relevant or valid. The group felt the Core Themes were still valid and represent a strong connection to the College mission, especially since all four core themes are contained within the College Mission Statement. There was one suggested change to Objective 3 under the Community Engagement (CE.3) core theme. The group decided to make the objective more generic by taking “to the Foundation” out of the statement, making the revised objective “Our community members participate and contribute to the College”.

Between December 2014 and January 2015, the Institutional Managers group reviewed all of the success indicators, making changes to strengthen the measures and thresholds to provide more evidence to support mission fulfillment. Fifteen indicators (42%) out of the 36 total success indicators will have changes made to the measures and/or thresholds with another six indicators still pending refinement of the measurement and/or threshold. All thresholds were reviewed and when possible based on national, state or community college comparable benchmarks. The group feels this will enhance the validity of the success indicators used to measure the level of Mission Fulfillment at the College. These changes will be implemented for the 2014-15 reporting cycle and will further strengthen the level of evidence to assess mission fulfillment and sustainability. The College’s effectiveness in evaluating its own mission fulfillment also requires an assessment tool. A draft Institutional Effectiveness Evaluation rubric will be used this summer to assess the mission fulfillment process.

Updated: 4/13/2015 – Table cell alignment/title/SI 34 report link; SI 13 LA.3.2, SI 5 A.2.1, and SI 14A A.3.1 – measurement description was updated to accurately reflect 13-14 measurement; SI 17 – S.1.3 – threshold and achievement status flag and associated overall indicator threshold flag count/percent.

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.



## Southwestern Oregon Community College

### Mission Fulfillment Overview

#### Achievement in 2014-15

Southwestern's Mission was adopted by the Board of Education on November 19, 2012:

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




### Mission Fulfillment

Southwestern achieved **Mission Fulfillment** with 91% of indicators resulting in a status of achieved (green) or minimally achieved (yellow) exceeding the minimum threshold of 70% for all indicators and **core theme achievement of 88% or higher** in each of the core themes. The success indicators measured in 2014-15 along with supporting data were used for a fifth year to determine mission fulfillment including achievement of the core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:

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

### Measuring Achievement

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  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 mission fulfillment process is reviewed each year and is discussed in the last section of this report.

## Summary of Achievement by Core Theme

The core theme fulfillment rate ranged from 88% to 100% exceeding the mission fulfillment core theme threshold of 70% within all four core theme categories contributing toward the Mission Fulfillment rate of 91%. Of the 32 indicators measured in 2014-2015, 72% achieved a green status (23), 19% a yellow status (6), and 9% a red status (3). The green indicator achievement percentage increased by 6 percentage points over 2013-14.

Core Theme	Indicators Achieved 2014-15	Indicators Measured 2014-15	Percent Achieved
Learning and Achievement (SI: 8, 11, 13, 27, 28, 44 and 46)	7	7	100%
Access (SI: 2, 3, 14A, 29, 35, 37, 38 and 39)	7	8	88%
Community Engagement (SI: 14B, 26, 32, 33, 34, 42, 43 and 45)	7	8	88%
Sustainability (SI: 9, 15, 16A, 16B, 17, 19, 20, 40 and 41)	8	9	89%
<b>Mission Fulfillment Achievement</b>	<b>29</b>	<b>32</b>	<b>91%</b>

## Reports, Data Review, and Planning

A written report for each success indicator includes achievement analysis, planned projects, budget impact, and identification of changes to the indicator, measurement of the indicator, or threshold values (hyperlinks to all reports are linked to the indicator list within the Core Theme Achievement section of this report). Lead staff responsible for each indicator review and analyze the supporting data and identify the level of achievement as well as key data figures within the report, including supporting information from departments across campus. In several instances, refinement of thresholds as well as clarification of methods used to measure an indicator were addressed within individual reports. The continual process to review indicators and how the indicator is measured along with thresholds occurs each year and specifically addresses the NWCCU recommendations of the peer evaluators to the Year One Report submitted in March of 2012 as well as subsequent requests to further refine the indicators. The success indicator reports include a section to list the plans for the future based on the data and overall achievement. The major projects identified for inclusion in the [strategic plan](#) and within unit/department plans focused on:








- Workgroups participating in a statewide Developmental Education Redesign for math, writing, and reading
- Student success projects under leadership of the Student Success Committee to encourage students to successfully complete their degrees/goals
- Focus on multiple strategies to support faculty and staff development as well as campus climate activities
- Implement Title III grant projects focused on increasing student success through enhanced services
- Enhanced degree and program offerings
- Implementation of the Strategic Enrollment Management Plan (SEMP)
- Continued commitment to fiscal responsibility and seeking additional resources through grants and other methods to support planned projects
- Fully implement instructional program review, operational review, planning and accreditation processes and reporting utilizing LiveText
- Identification of strategies to improve achievement levels of success indicators including strategies to enhance programs and services

## Core Theme Achievement

The **Core Theme Learning and Achievement** recorded a 100% achievement rate based on the seven indicators measured with all indicators falling within the green status of achievement. Achievement increased for four of the indicators, remained nearly the same on two indicators, and one was lower than the prior year. To further increase achievement of this core theme, faculty and staff identified the following planned projects as a result of the program reviews and data analysis (all projects are integrated into program, operational, and the academic master plans).

- Continued work within developmental education to align standards as a state and an assessment of the math redesign to support improvements within SI 11, 28 and 44. Statewide support provided by the State Student Success and Oversight Committee.
- The College is focused on increasing persistence and completion with projects identified for a first-year experience to support students, particularly part-time student who have the lowest retention and completion rates to support improvements within SI 11, 28, 44 and 46. These efforts are part of the newly formed Student Success Committee and the Title III grant projects focused on increasing student success through enhanced services. Work will be done to implement an eCatalog, an eScheduler, improve and enhance student advising, perform a lean audit on the student service processes, improve the tutoring and writing center, and more.
- Implement the next steps of assessing student learning outcomes by incorporating Program Viability Outcomes Assessment Rubric for Academic Programs by identifying multiple assessments to measure the course outcomes and map course outlines to program outlines through program reviews' Outcomes Assessment Process reports.
- Develop diverse new programs with good job opportunities available to graduates will give students choices and encourage them to stay with it and complete. Development of strong articulation agreements to support student transfer options. New programs and articulations agreements support SI 11 and SI 46.

Objective LA.1 and LA.2 include indicators that are aligned with the Achievement Compact as well as Student Success Committee projects and supports Oregon's 40-40-20 Goals. There was a minor change to objective LA.3 to reflect all student learning outcomes by removing the word institutional to clarify the ambiguity of "titled" outcomes. There were four indicators (11, 13, 44 and 46) where either the measurement and/or the thresholds were refined and one indicator (SI 27) was sunset as state data no longer is reported. Work continues within the instructional areas to define student learning outcomes for measurement with SI 13 continuing to focus on the CTE Technical Skills Student Learning Outcomes measurement reported for this year. There will be four new indicators in 2015-16, one that will focus on measuring the student learning of General Education outcomes (SI 51 – General Education Learning Outcomes) and another that will focus on the measurement of course and program outcomes for all SWOCC disciplines/programs (SI 50 – Program/Discipline Learning Outcomes). Two new indicators were added to address progress measurement (SI 47 – LDC and CTE Success Rate) and (SI 48 – Retention Rate) with SI 44 retitled as Remedial Success Rate to clearly identify the type of measurement. Within completion, the measurement of SI 11 was changed to measuring graduation rate to clearly indicate the type of completion measured. To clearly indicate the type of transfer measurement, SI 46 was retitled to Transfer Rate and the measurement adjusted accordingly.

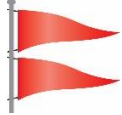
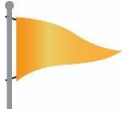



Core Theme Learning and Achievement	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective LA.1: Student demonstrate progress</b>			
<b>LA.1.1: <a href="#">SI 44 - Remediation</a></b> Measured by the percentage of students passing remedial Math or English courses with a C grade or better	Green: $\geq 60\%$ Yellow: 48% up to 60% Red: $< 48\%$	<b>62.04%</b> (nearly 3% higher than 2013-14)	
<b>LA.1.2: <a href="#">SI 28 - Progress – Credits Earned</a></b> Measured by the percentage of program students earning 30 college credits in the academic year	Green: 23% or greater Yellow: Between 18% and 22% Red: Below 18%	<b>31.2%</b> (lower than prior year)	
<b>Objective LA.2: Students complete certificates, degrees, and transfer</b>			
<b>LA.2.1: <a href="#">SI 11 - Completion</a></b> Measured by the number of students who earn degrees and certificates relative to the total program student enrollment from internal reports and state required reporting data	Green: 10% or greater Yellow: 8% up to 10% Red: Below 8%	<b>18.9%</b> (over 4 points higher than 2013-2014)	
<b>LA.2.2: <a href="#">SI 27 - Licensing/Certification Rates</a></b> Measured by the pass rate for national licensing tests compared to the Oregon state Key Performance Measurement - KPM 11 target from state reported data	Green: 93% or greater Yellow: 78% up to 93% Red: Below 78%	<b>95.4%</b> (2 points higher than 2013-2014)	
<b>LA.2.3: <a href="#">SI 46 - Transfer</a></b> 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: $< 10\%$	<b>16.4%</b> (slightly higher than 2013-2014)	
<b>Objective LA.3: Students demonstrate that they have met institutional learning outcomes</b>			
<b>LA.3.1: <a href="#">SI 8 - Employer Perceptions</a></b> 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	Green: $\geq 4.25$ Yellow: 3.5 to 4.25 Red: $< 3.5$	<b>4.69</b> (even with 2013-2014)	
<b>LA.3.2: <a href="#">SI 13 - Student Outcomes</a></b> Measured by the percentage of students who demonstrate program and discipline outcomes and by the pass rate of students who have taken the Technical Skills Assessments (TSAS) as reported to the State of Oregon Data for Analysis System and the internal assessment for programs and disciplines	Green: 80% or greater Yellow: 70% and 79% Red: Below 70%	<b>95.77%</b> (2 points higher than 2013-14)	
<b>Core Theme Achievement</b>	<b>7 Measured</b>	<b>7 Achieved</b>	<b>100%</b>

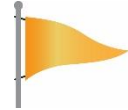




The **Core Theme Access** recorded an 88% achievement rate based on the eight indicators measured with two indicators falling within the yellow threshold range and one indicator fell into the red range. Enrollments continue to decline as reflected by SI 2 and SI 3 with specific activities identified in the Strategic Enrollment Management Plan (SEMP) designed to increase overall enrollments. In all but one indicator decreases were noted with the exception of SI 39 – Foundation Support where nearly \$5,000 more was raised to support students. Projects planned as a result of the program review and data analysis and incorporated into program, operational, and the academic master plan include:

- Implementation of the Strategic Enrollment Management Plan (SEMP) and tied to core themes, objectives, and Success Indicators supporting all indicators within this core theme.
- Implementation of the Title III grant activities in the Student Services areas of the college designed specifically to increase student success and completion within the part-time degree and program seeking segment of our student population including additional staff to support students, enhanced system modules to support retention, lean audit, and other software to support students enrolled in degrees and certificates. (SI 29, 37 and 38)
- Access to additional learning opportunities with new AS articulation programs and 10 new certificates being offered in 2015-16 with the intent to continue developing a several new programs each year over the next several years, especially in the Allied Health area as we begin to plan for our new Health and Science Building. (SI 2, 3, 14 and 29)
- Continued work on the marketing plan and rollout of the plan in phases throughout the next two years. (SI 2, 3 and 29)
- The Foundation has purchased a scholarship management system to move the application process online and streamline the review and awards process. Also, the Foundation will work to reach out to past donors who are no longer contributing to scholarship funds to re-establish those giving connections. The Foundation also will market to new potential donors to attempt to increase the amount of donations to awards from the annual funds. (SI 35, 38 and 39)
- Explore a professional advising model to fully support students throughout the advising process including the implementation of eScheduler as part of the Title III grant.
- Continued staff professional and staff development to increase staff skills and enhance interaction level of staff with students and other college employees.

There were no changes to the objectives although how SI 29 – High School Connections is measured in the future was refined including adjustment to the thresholds. The change reflects the focus upon the experience of junior and seniors who enroll in college now courses and is directly related to access for students to alternative early learning options in accordance with state FTE guidelines. Additionally, three indicators are under review for changes in 2016-17.

Core Theme Access	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective A.1: Students access varied learning opportunities</b>			
<b>A.1.1: <a href="#">SI 2 – Enrollment Credit and Non-Credit Report</a></b> Measured by the three-year average of all student enrollments	Green: 9600 or greater Yellow: Between 9200 - 9599 Red: Below 9200	<b>8,325</b> (9,192 in 2013-14)	
<b>A.1.2: <a href="#">SI 3 – Course Credit and Non-Credit Report</a></b> Measured by the average three-year total course enrollments	Green: 46,000 or greater Yellow: Between 41,000 – 45,999 Red: Below 41,000	<b>41,669</b> (44,544 in 2013-14)	
<b>A.1.3: <a href="#">SI 35 – Foundation Support</a></b> Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.	Green: \$70,000 or greater Yellow: Between \$40,000 and \$69,000 Red: Below \$40,000	<b>\$90,364</b> (\$85,576 in 2013-2014)	
<b>A.1.4: <a href="#">SI 39 – Institutional Financial Assistance</a></b> 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.	Green: ≥ 10% Yellow: Between 0 % and 9% Red: < 0%	<b>31%</b> (3 lower than 2013-2014)	
<b>Objective A.2: Students access services that support learning</b>			
<b>A.2.1: <a href="#">SI 5 - Student Engagement Activities - CCSSE</a></b> Measured by the three-survey CCSSE benchmark average “Support for Learners”	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45	Last Measured 2013-2014	Measured Every 3 Years Next Due: 2016-2017
<b>A.2.2: <a href="#">SI 6 – Student Engagement Activities – SENSE</a></b> Measured by the three-survey combined SENSE benchmark for “Early Connections;”, “Clear Academic Plan & Pathway”, “College Readiness”, and “Academic & Social Support Network”	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45	Last Measured 2012-2013	Measured Every 3 Years Next Due: 2015-2016
<b>A.2.3: <a href="#">SI 38 – Student Satisfaction and Opinion</a></b> Measured by the overall rating of student expectations and needs from internal survey data	Green: ≥ 4 Yellow: Between 3 - 3.99 Red: < 3	<b>4.37</b> (First year measured)	

Core Theme Access	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective A.3: Students access relevant curricula that support lifelong learning and achievement</b>			
<b>A.3.1: <a href="#">SI 14A – Structured Work Experience</a></b> 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	Green: 18% or greater Yellow: Between 8% and 17% Red: Below 8%	<b>10.2%</b> ( similar to 2013-2014)	
<b>A.3.2: <a href="#">SI 29 – Connections – High School Dual Enrolled</a></b> Measured by the district percentage of dual enrolled high school students participating in high school connection opportunities	Green: 20% or greater Yellow: Between 10% and 19.99% Red: Below 10%	<b>21.83%</b> (slightly lower than 2013-2014)	
<b>A.3.3: <a href="#">SI 37 – Graduate Survey</a></b> Measured by the overall rating of student expectations and needs from internal survey data	Green: $\geq 4$ Yellow: Between 3 - 3.99 Red: $< 3$	<b>4.23</b> (.1 higher than 2013-2014)	
<b>Core Theme Achievement</b>	<b>8 Measured</b>	<b>7 Achieved</b>	<b>88%</b>

Achievement for the **Community Engagement** core theme was 88% with seven of eight indicators falling within the achieved range where two indicators were within the yellow range and one falling within the red range. Several indicators were measured differently in 2014-2015 focusing on foundation endeavors that provide financial support to students. The community continues to partner with the College to offer activities and events with more than 400 events held on campus (SI 22). Southwestern staff continue to participate in activities and events within the community and the CORE committee continues to offer engaging activities for campus staff. Specific training and business development opportunities designed to meet the changing community workforce needs planned for 2015-16 were identified (SI 14B, 26, 32 and 33).





- Collaboration with state workforce departments to offer state approved training opportunities
- Development of non-credit training certificates
- New workforce trainings throughout the medical community and partnering with Allied Health faculty in offering targeted trainings to hospitals and clinics
- Focused strategies to increase internship and work experience opportunities



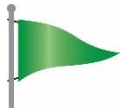
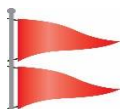
The planning projects from 2014-15 within the Foundation and Grant areas allowed the college to increase financial aid awards to students as well as increase student support activities designed to increase student success with additional focus in 2015-16 on student success projects and the Health & Science Building (SI42, 43, and 45).

- Foundation continues fundraising events and activities for the Health & Science Building
- Title III grant funds awarded including scholarship funding
- The Foundation staff plans to connect with donors to complete their pledges and increase endowment funding

- Increased communication associated with The Laker Club to engage alumni in campus activities

A total of three indicators were refined by updating the measurement and/or thresholds effective for 2015-16 with one new indicator and no changes to the objectives. One indicator (SI 26 – BITS Company Satisfaction) is no longer relevant as the state does not measure the BITS training and was sunset effective with 2015-16. However, satisfaction of workforce training is an integral component of the community engagement core theme and the how SI 32 – Training Participant Satisfaction is measured in the future was updated to incorporate the business training previously measured in SI 26 and participation in the title was changed to participant. A new indicator, SI 49 – Lifelong Learning Participant Satisfaction was added to fully address the satisfaction of students in all community education courses, not just training courses. Activities and events measurements and thresholds were also refined to more accurately measure engagement and satisfaction (SI 22A and 22B).




Core Theme Community Engagement	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs</b>			
<b>CE.1.1: <a href="#">SI 14B - Structured Work Experience</a></b> Measured by the ratio of employers per student calculated as a three-year average compared to the threshold.	Green: $\geq 1:2$ Yellow: Between 1:2.1 and 1:4 Red: $< 1:4$	<b>1:2.25</b> (Measured on participants in prior years)	
<b>CE.1.2: <a href="#">SI 26 - BITS Company Satisfaction</a></b> Measured by the average rating of companies ranking customer service rating of training they received through community college Business and Industry Training System (BITS) from an internal survey	Green: Average rating $\geq 4$ Yellow: Average rating 3 to 3.99 Red: Average rating $< 3$	<b>5</b> (5 in 2013-2014)	
<b>CE.1.3: <a href="#">SI 32 – Training Participant Satisfaction</a></b> Measured by the average rating for overall satisfaction with training of participant evaluations for workforce trainings that include contracted, short term, group facilitations trainings and open to the employee development public classes on the internal evaluation	Green: $\geq 4$ Yellow: Between 3 to 3.99 Red: $< 3$	<b>4.68</b> (similar to 2013-2014)	
<b>CE.1.4: <a href="#">SI 33 – Service to Business</a></b> 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%	<b>4.38%</b> (4.8% in 2012-2013)	


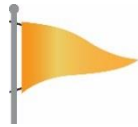
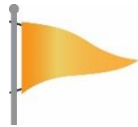


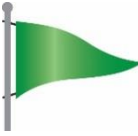
Core Theme Community Engagement	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities</b>			
<b>CE.2.1: <a href="#">SI 22A – Community Participation and Satisfaction in Activities and Events</a></b> Measured by the threshold level achieved for the percent of activities and events requested by the community compared to prior year from internal reports	Threshold determined after review of measurement options in 2014-15	Not Measured in 2014-15	Next Due: 2015-16
<b>CE.2.2: <a href="#">SI 22B – Community Participation and Satisfaction in Activities and Events</a></b> Measured by the threshold level achieved on the rating level for facilities services from internal reports	Green: $\geq 4$ Yellow: Between 3 and 3.99 Red: $< 3$	Not Measured in 2014-15	Next Due: 2015-16
<b>CE.2.3: <a href="#">SI 34 – Staff Service to Community</a></b> Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey	Green: $\geq 65\%$ Yellow: Between 45% and 64% Red: $< 45\%$	<b>98%</b> (4 higher than 2013-2014)	
<b>Objective CE.3: Our community members participate and contribute to the Foundation in support of the College</b>			
<b>CE.3.1: <a href="#">SI 42 – Foundation Annual Fundraising</a></b> Measured by the three-year average amount of contributions, grants and scholarships raised from annual fundraising events and outreach as reported by the foundation from foundation-raised funds.	Green: \$200,000 or greater Yellow: Between \$100,000 and \$199,999 Red: Less than \$100,000	<b>\$192,949.70</b> (Measurement changed in 2014-2015)	
<b>CE.3.2: <a href="#">SI 43 – Foundation Endowments</a></b> Measured by the three-year average amount of endowment funds raised as reported by the foundation from foundation-raised funds.	Green: \$40,000 or greater Yellow: Between \$20,000 and \$39,999 Red: Less than \$20,000	<b>\$62,951</b> (Nearly identical to 2013-2014)	
<b>CE.3.3: <a href="#">SI 45 – Alumni Participation</a></b> 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.	Green: 100 or greater Yellow: Between 40 and 99 Red: Less than 40	<b>36</b> (Measurement changed in 2014-2015)	
<b>Core Theme Achievement</b>	<b>8 Measured</b>	<b>7 Achieved</b>	<b>88%</b>

The Core Theme Objectives for **Sustainability** recorded an achievement rate of 89% with six indicators falling within the green threshold and two falling within the yellow threshold and one dipped into the red. It is evident that the focus on fiscal stability by all staff at the college has contributed toward an even higher level of achievement compared to the last two years (SI 15, SI 16 and SI 17). Business Office staff continue to implement financial

modules to enhance tracking of budget expenditures including the projects option for grant tracking in the near future. Additionally, the goal is to develop a two year integrated budget process for planning projects with a focus on enhanced revenue predictions based on the enrollment management plan. Budgeting tools were implemented to help managers plan and monitor their budgets more effectively during 2014-15. A key project in 2014-15 and 2015-16 is the review of the Master Facilities Plan (SI 20). Several projects across campus require the plan to be updated so that purposeful building remodels occur to support the learning environment. Funds from the TAACCT grant partially paid for the ABE/GED remodel on the 3<sup>rd</sup> floor of Tioga, increasing access and student engagement opportunities and further improvements to the learning environment are slated for the next three years as part of the Title III grant funds awarded designed to improve student success (SI 19 and SI 20). Student learning outcomes assessment continues to be a focus for 2015-16 supporting the quality instruction indicator (SI 40). The budgeting process for 2015-16 will include projects identified in the academic program review process and the annual review of the operational checklists that were completed over the last two years as well as annual review of the academic and operational indicators to identify enhancement and changes to programs and services for planning purposes (SI 40 and SI 41).

Effective with 2015-2016, SI 15, SI 17, SI 40 and SI 41 measurements and/or thresholds have been refined to more effectively assess achievement of the core theme objectives and overall mission fulfillment.

Core Theme Sustainability	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective S.1: Southwestern provides responsible fiscal management</b>			
<b>S.1.1: <u>SI 15 – General Fund Unrestricted Cash</u></b> Measured by the actual to the target amount as a percent associated with the threshold level achieved for the General Fund Ending Fund Balance and Unrestricted Cash balance as derived from final audited figures and Board of Education Reports	Green: 85% or greater Yellow: 70% to 84% Red: Below 70%	<b>148%</b> (119% in 2013-2014)	
<b>S.1.2: <u>SI 16 -Fiscal Responsibilities – All Funds</u></b> Measured by the threshold achieved <b>A.</b> calculated as the ending fund balance to target ending fund balance for all funds from final audited figures  <b>B.</b> for the current ratio of assets to liabilities from internal reports/final audited figures	<b>A</b> - Green: 85% to 100% Yellow: 70% to 84% Red: Below 70%  <b>B</b> - Green: Greater than 1.50 Yellow: 1.00 to 1.49 Red: Below 1.00	<b>96%</b> (134% in 2013-2014)  <b>.57</b> (1.24 in 2013-2014)	  

Core Theme Sustainability	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>S.1.3: <a href="#">SI 17 - Fiscal Enterprise Fund Responsibilities</a></b> Measured by the threshold level achieved from the combined ending fund balance with General Fund FTE contribution from internal reports and final audited figures	Green: Greater than \$500,00 Yellow: \$300,000 - \$499,999 Red: Below \$300,000	<b>\$662,372</b> (\$588,169 in 2013-2014)	
<b>Objective S.2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources</b>			
<b>S.2.1: <a href="#">SI 9 - Employee Satisfaction and Opinion</a></b> Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For	Green: 65% or greater Yellow: 45% to 64% Red: Below 45%	<b>55%</b> (52% in 2013-2014)	
<b>S.2.2: <a href="#">SI 19 - Infrastructure Equipment and Software Maintenance</a></b> 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% or greater Yellow: Between 70% and 84% Red: Below 70%	<b>73.8%</b> (75.1% in 2013-2014)	
<b>S.2.3: <a href="#">SI 20 - Infrastructure Maintenance</a></b> 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.	Green: 85% or greater Yellow: Between 70% and 84% Red: Below 70%	<b>94%</b> (94% in 2013-2014; measurement changed)	
<b>Objective S.3: Southwestern delivers viable quality instruction</b>			
<b>S.3.1: <a href="#">SI 40 – Program Quality and Design</a></b> Measured by the percentage of annually scheduled programs for review that are completed based on internal program review schedule	Green: ≥ 85% Yellow: Between 70% and 84% Red: < 70%	<b>95%</b> New process implanted in 2014-2015	
<b>S.3.2: <a href="#">SI 41 – Quality Instruction</a></b> Measured by the annual percentage of full-time faculty being evaluated that earn a positive evaluation based on internal faculty evaluation schedule	Green: ≥ 95% Yellow: Between 85% and 94% Red: < 85%	<b>100%</b> (same in 2013-2014)	
<b>Core Theme Achievement</b>	<b>9 Measured</b>	<b>8 Achieved</b>	<b>89%</b>



## Annual Assessment of Mission Fulfillment, Core Themes, Objectives, Indicators and Thresholds

The College completes an annual review of the core themes, objectives, and success indicators to discuss the purpose and meaning, validity and appropriateness and then makes any adjustments necessary to refine measuring Mission Fulfillment. The results are presented to the Board. The reviews are scheduled for completion during November and December 2015. Review process:

1. Board of Education reviews the Core Themes and indicators at the Board Retreat each year with recommendations for changes, if any made to Executive Team members who work with lead report writers for potential changes;
2. Lead report writer works with programs and department staff directly impacted by the success indicator to review and recommend changes; information included within the success indicator report;
3. Academic and operational units review recommended changes and recommend any further changes to Institutional Managers group;
4. The Institutional Managers group reviews the SWOCC Core Themes and Objectives and discusses if changes are needed to further refine how core themes are measured as well as the relevance of the core themes and objectives. Recommendations for change are made to the College Council;
5. College Council conducts the final review and adopts changes based on feedback from all groups. Changes are sent to the Board of Education as informational and in the case of Core Theme changes approval.

Between October 2015 and December 2015, the academic and operational areas led by the SI report lead reviewed all of the success indicators and recommended changes to refine and strengthen the indicators, measures and thresholds in order to provide stronger evidence to support mission fulfillment. The recommendations were reviewed by the Instructional Deans and the Administrative management team and then forwarded to the Managers group and College Council for a final review and implementation of the changes. The groups goal was to enhance the validity of the success indicators used to measure the level of Mission Fulfillment at the College. These changes will be implemented for the 2015-16 reporting cycle and will further strengthen the level of evidence to assess mission fulfillment and sustainability. In addition, changes for 2016-17 were identified so that the college is running ahead of the start of the year already knowing the expected measurements and threshold levels utilized to determine achievement of mission fulfillment.

A total of 11 indicators (31%) out of the 36 success indicators will have changes made to the measures and/or thresholds or the title and two indicators sunset due to the elimination of a state measurement for implementation in 2015-16. Five new indicators were added (total of 39 for 2015-16) to more fully measure mission fulfillment in the areas of student outcomes, student progress and completion and within community engagement to ensure all community education courses are measured. All thresholds were reviewed and when possible based on national, state or community college comparable benchmarks.

The College's effectiveness in evaluating its own mission fulfillment also requires an assessment tool. The Institutional Effectiveness Evaluation rubric will be disseminated late in winter term to assess the mission fulfillment process as well as the program review process with a focus on integration of planning and budgeting.

Updated: 2/18/2016 – Finalized review process for core themes, indicators and associated measurement/threshold review.

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.





## GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

Revised May 2019

Institution Name: **Southwestern Oregon Community College**

Date: **April 2019**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, student services staff, and administrators from across divisions at your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall 2018. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, for all students in all programs of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps.

### **A new addition to the SOAA: Equity Considerations**

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

We have updated the SOAA to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Rather, we hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and

addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

**Please submit the completed SOAA to Elizabeth Cox Brand (elizabeth@occa17.com) by May 1, 2019.** For more information, or if you have questions about the SOAA, please contact Elizabeth.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps” as well as during the follow-up call with CCRC.</i></p>			
<p><u>Equity Considerations in Area 1:</u></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>• How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input checked="" type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• CTE degree maps are completed.</li> <li>• Most academic transfer disciplines have an initial draft of guided pathways map to a degree or career.</li> <li>• Developmental Education Maps are completed.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Complete draft maps for all transfer degrees.</li> <li>• Revise maps to specific university.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• End of spring term 2020</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>New website is in planning stages and will be launched June 30, 2019</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Voluntary career assessment for applicants</li> <li>Workforce information placed on degree website.</li> <li>Current student career support services need to be developed</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
c. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>CTE maps are completed.</li> <li>Transfer degree guided pathways maps need to be completed before milestones can be identified.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Complete initial mapping.</li> <li>Identify milestones</li> <li>Degree audit to be completed by Fall 2020</li> <li>Work on getting pathways maps onto website</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2020</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<p><u>Equity Considerations in Area 2:</u></p> <ul style="list-style-type: none"> <li>Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?</li> </ul>			

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<ul style="list-style-type: none"> <li>For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?</li> </ul>			
<b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b>  a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale X Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Advisor redesign in progress will be to scale Fall 2019</li> <li>Every student will meet with an advisor at intake. Advisor will review placement discuss career and degree interests and help develop a course schedule. Students will develop a full educational plan as they decide on a course of study and continue to work with their advisor. Guided pathway program plans are developed to make this process easier</li> <li>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Guided Pathways Advising Course</li> <li>Develop intake process and check sheet</li> <li>Train advisors on new intake process</li> <li>Implement functional degree audit for use by advisors.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Fall 2019</li> </ul>
b. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.	<input type="checkbox"/> Not occurring X Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Some disciplines offer grant funded Supplemental Instruction for gateway courses. Such as sciences and social sciences.</li> <li>Tutoring is available for most courses in the Laker Commons. Gateway courses have not been identified</li> </ul> Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Identify gateway courses</li> <li>Assess the effectiveness of supplemental instruction.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Fall 2019</li> </ul>
c. Required math courses are appropriately aligned with the student’s field of study.	<input type="checkbox"/> Not occurring	<i>Progress to date:</i>	<i>Next steps:</i>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
	<input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<ul style="list-style-type: none"> <li>Math courses are aligned with state community college standards.</li> <li>As guided pathways are fleshed out, math courses in some programs might fall short of industry standards</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<ul style="list-style-type: none"> <li>Continue to monitor alignment</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Writing has put in place writing co-requisite model and is in the early stages.</li> <li>Through Developmental Ed. Redesign we combined reading and writing into one course and collapsed other previously required courses.</li> <li>Developed alternative math track for STEM and non-STEM students.</li> <li>Developed multiple measures placement methods to provide more accurate initial placement.</li> <li>STEP grant to provide intensive wrap care supports to poorly prepared students</li> <li>TRIO SSS supports poorly prepared students who are first generation.</li> <li>Title III grant advisor provides support for part time students.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of writing co-requisite model.</li> <li>Analyze results of REL research project on multiple measures placement.</li> <li>Assess the effectiveness of the developmental writing and math.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<p>e. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input checked="" type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The college has a well-developed credit opportunity for high school students called College Now. This includes Traditional Dual Credit, Expanded Options, and Enhanced Options</li> <li>The college does initial advising on location at the high schools followed by registration on campus to aid the transition</li> <li>Guided Pathway documents are being prepared to help students align College Now opportunities with educational and career goals.</li> <li>Transitional Education provides navigation supports for students moving from non-credit to credit programs.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Complete Degree Pathway documents with maintenance plan  </li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2019  </li> </ul>
<p><u>Equity Considerations in Area 3:</u></p> <ul style="list-style-type: none"> <li>How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</li> </ul>			
<p><b>3. KEEPING STUDENTS ON PATH</b></p>	<p><input type="checkbox"/> Not occurring</p>	<p><i>Progress to date:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Complete degree audit system.</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	<input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<ul style="list-style-type: none"> <li>Some advisors are monitoring student progress, particularly those in CTE programs</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<ul style="list-style-type: none"> <li>HD 102 will facilitate completion of EDP for each full time/first time incoming student.</li> <li>First year advising is being redesigned</li> <li>Application redesign</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020</li> </ul>
b. Students can easily see how far they have come and what they need to do to complete their program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Work is being done to implement a degree audit system in the student portal. Degree audit would provide students with complete list of program requirements and what requirements have been completed or are in progress</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Complete redesign of admissions process</li> <li>Complete multiple measures input in Jenzabar</li> <li>Complete advisor assignment process redesign</li> <li>Data cleanup in Jenzabar</li> <li>Implement new student portal (EXi)</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2019</li> </ul>
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Early Alert system is being utilized to inform the Retention Action Team (R.A.T.) when a student is struggling. Interventions are determined on student need. Monitoring of program progress is less systematic.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Identify ways to improve interventions with students</li> <li>Policies for R.A.T. developed further.</li> <li>Encourage use of the early alert system.</li> <li>Communications management for students in incorrect courses.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020</li> </ul>



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Currently not occurring</li> </ul> Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Explore potential processes to advise students on alternative options</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Winter 2020</li> </ul>
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>The college has gone to year round scheduling. Allowing the students to create a stable school schedule that will work with other life obligations.</li> <li>Added evening, year round cohort for dental assisting and nursing.</li> </ul> Term, if <i>at scale</i> or <i>scaling</i> : Spring 2019	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Continue to monitor program and scheduling conflicts.</li> <li>Explore alternate schedule matrix.</li> <li>Explore and develop evening, online, and summer options.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<u>Equity Considerations in Area 4:</u> <ul style="list-style-type: none"> <li>How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</li> </ul>			



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<ul style="list-style-type: none"> <li>What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</li> <li>Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</li> </ul>			
<b>4. ENSURING THAT STUDENTS ARE LEARNING</b>  a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale X Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>CTE courses continue to work with advisory boards to ensure alignment with industry needed skills.</li> <li>Guided Pathways and program reviews align programs and degrees to specific Universities.</li> </ul> Term, if <i>at scale</i> or <i>scaling</i> : Ongoing	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Continue to align with industry and universities.</li> <li>Continue to cultivate program advisory committees.</li> <li>Utilize input from advisory committees for improvement of program outcomes.</li> <li>Continue working with HECC on common degrees and majors.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.	<input type="checkbox"/> Not occurring X Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Program and course internships are offered through our internship coordinator. Other active learning opportunities in the classroom are dependent on instructor initiative.</li> <li>Clinical placements for nursing, paramedic/EMT, dental assisting, education, medical assisting.</li> <li>Faculty in Academic Master Plan (AMP) have identified active learning/service learning/study abroad as a goal.</li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Continue to expand our active learning pedagogy.</li> <li>Review of internship process.</li> <li>SWOT analysis.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if at scale or scaling:	
c. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Faculty participate in student learning outcomes assessment in all programs and disciplines annually</li> <li>Comprehensive program reviews occur on a 4 year cycle.</li> </ul> Term, if at scale or scaling:   Spring 2020	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Scale up faculty participation in reporting and assessment software.</li> <li>Continue to prepare for 7 year accreditation visit.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Spring 2020</li> </ul>
d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Faculty analyze and interpret student learning outcomes assessment in all programs and disciplines in preparation for accreditation and in determining next strategies in strengthening student learning.</li> </ul> Term, if at scale or scaling:   Winter 2020	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Scale up faculty participation in reporting and assessment software</li> <li>Continue to prepare for 7 year accreditation visit.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Ongoing</li> </ul>
e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Some departments have capstone courses with portfolios.</li> <li>Initiated college assessment software with portfolio capacity, but have not fully implemented its capabilities.</li> <li>Credit for Prior Learning (CPL) has new forms, lower fee schedule, clearer process</li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Scale up faculty participation with assessment software.</li> <li>Professional development for faculty on use of student portfolios</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Winter 2020</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> :	
f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	X Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> College systematically issues surveys. However, results are not used to drive change or professional development  Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Initiate broader discussion about the use of data to drive professional development.</li> <li>Ensure incorporation of professional development in success indicator planning  </li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Winter 2020  </li> </ul>



# Student Engagement...

## Are you surprised by how students responded?



*~85% of students indicated they received prompt written or oral feedback from instructors on performance*

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**Students Need an Effective Path to College Readiness and Completion**



SENSE Survey  
Results Fall 2018





# Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



*Strategic Plan Projects 2017-2020*  
Guided Pathways Program Mapping  
Guided Pathways Intake Advising  
Student Learning Outcomes Assessment

75%

Day Courses Start  
Between 9 and 1

*"I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."*

## Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors  
EXi - Interactive Degree Planning for Students & Advisors  
Provide Timely Feedback

*"A couple of my teachers are great. They really communicate with me and email me if I need help. A couple teachers do not respond very quickly and, when I am taking an online class, it can hinder getting an assignment getting done if I needed clarification of how to proceed with the assignment."*

## Student Learning & Achievement

Learning Outcomes Assessment  
Graduation & Success Rates

*"This college has exceeded my expectations incredibly. I have received a ton of help regarding my career path and it has paid off incredibly. I would like to thank all of the Fire Science and paramedic faculty for their work in ensuring student success."*



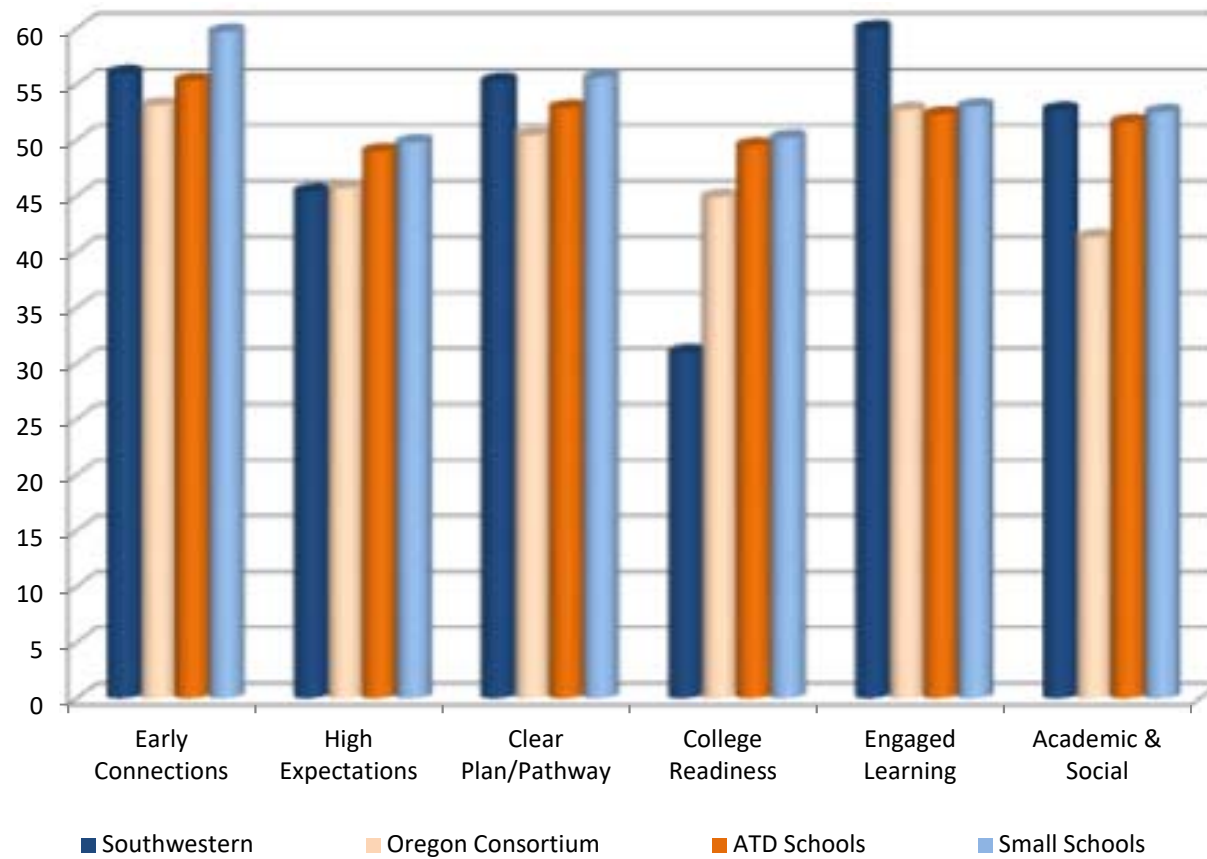
**Now You Know ... What students said**



# SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE

## SENSE 2018 Survey Benchmark Peer Comparison





## SENSE 2018 Benchmark Scores by Student Category

Entering Students	Full Time	Part Time	Traditional	Non Traditional	Developmental	Non Developmental	First Generation	Non First Generation	Female	Male	SWOCC	Oregon Consortium	ATD Colleges	Small Colleges
Early Connections	58.9	54.9	57.6	57.4	58.2	57.8	58.4	56.9	56.8	58.8	56	53.1	55.3	59.7
High Expectations	43.6	36.4	40.7	47	38.1	44.1	42.7	40	45.8	36.6	45.4	45.7	49	49.8
Clear Plan/Pathway	51.6	53.2	51.5	64.7	51.5	52.7	52.9	51.6	52.2	52.9	55.3	50.4	52.9	55.6
College Readiness	54	52.5	53.2	57.5	55.3	52.2	55.3	52.3	54.4	54	31	44.9	49.5	50.2
Engaged Learning	62	46.4	56.4	60.9	58.6	55	60.8	53.7	55.5	58.3	64.4	52.7	52.3	53
Academic & Social	53.7	49.4	52	58.2	49.5	54.5	52.6	51.9	50.9	53.1	52.7	41.3	51.6	52.5

### Benchmark Coding and Shading for Student Categories

Flag Green = 55 or >

Flag Yellow = 50 - 54

Flag Red = < 50

Purple Shading = Highest Score

### Peer Comparison Shading

Purple Shading = Highest Benchmark Score

Southwestern Oregon Community College is an Equal Opportunity

**Survey of Entering Student Engagement - Southwestern Oregon Community College (2018 Administration)**

**2018 Benchmark Scores Report - Main Survey**

Comparison Group: Oregon Community Colleges in the 2018 Cohort\*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

		Your College	Oregon		2018 Cohort	
Benchmark	Breakout Group	Score	Score	Difference	Score	Difference
Early Connections	Part-time	50.5	51.1	-0.7	51.5	-1.0
	Full-time	59.2	55.1	4.0	54.9	4.2
High Expectations and Aspirations	Part-time	51.9	45.3	6.6	49.1	2.7
	Full-time	41.7	46.5	-4.8	50.2	-8.5
Clear Academic Plan and Pathway	Part-time	55.5	49.4	6.1	51.0	4.5
	Full-time	55.1	51.7	3.4	52.9	2.2
Effective Track to College Readiness	Part-time	25.9	45.6	-19.7	49.7	-23.8
	Full-time	33.8	44.2	-10.4	50.0	-16.2
Engaged Learning	Part-time	61.9	49.3	12.6	48.1	13.8
	Full-time	65.8	56.6	9.3	54.4	11.4
Academic and Social Support Network	Part-time	50.7	49.4	1.3	48.8	1.8
	Full-time	53.8	53.3	0.5	53.0	0.8

\* The comparison group and cohort columns on this page INCLUDE your college.



**Survey of Entering Student Engagement - Southwestern Oregon Community College (2018 Administration)**

**2018 Benchmark Scores Report - Main Survey**

Comparison Group: Achieving the Dream in the 2018 Cohort\*

Entering Students Only - Breakout by Enrollment Status

[Unweighted]

		Your College	ATD		2018 Cohort	
Benchmark	Breakout Group	Score	Score	Difference	Score	Difference
Early Connections	Part-time	50.5	54.1	-3.6	51.5	-1.0
	Full-time	59.2	56.5	2.6	54.9	4.2
High Expectations and Aspirations	Part-time	51.9	48.8	3.1	49.1	2.7
	Full-time	41.7	49.3	-7.6	50.2	-8.5
Clear Academic Plan and Pathway	Part-time	55.5	52.5	3.0	51.0	4.5
	Full-time	55.1	53.7	1.5	52.9	2.2
Effective Track to College Readiness	Part-time	25.9	49.1	-23.2	49.7	-23.8
	Full-time	33.8	49.1	-15.3	50.0	-16.2
Engaged Learning	Part-time	61.9	48.8	13.1	48.1	13.8
	Full-time	65.8	55.6	10.2	54.4	11.4
Academic and Social Support Network	Part-time	50.7	49.7	1.0	48.8	1.8
	Full-time	53.8	53.5	0.3	53.0	0.8

\* The comparison group and cohort columns on this page INCLUDE your college.

# Survey of Entering Student Engagement

Southwestern Oregon Community College

**2018 Key Findings**

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Aspects of Highest Student Engagement	4
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## Benchmarks of Effective Educational Practice With Entering Students

### SENSE Benchmarks

#### ★ Early Connections

When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.

#### ★ High Expectations and Aspirations

Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

#### ★ Clear Academic Plan and Pathway

When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

*Continued on Page 3*

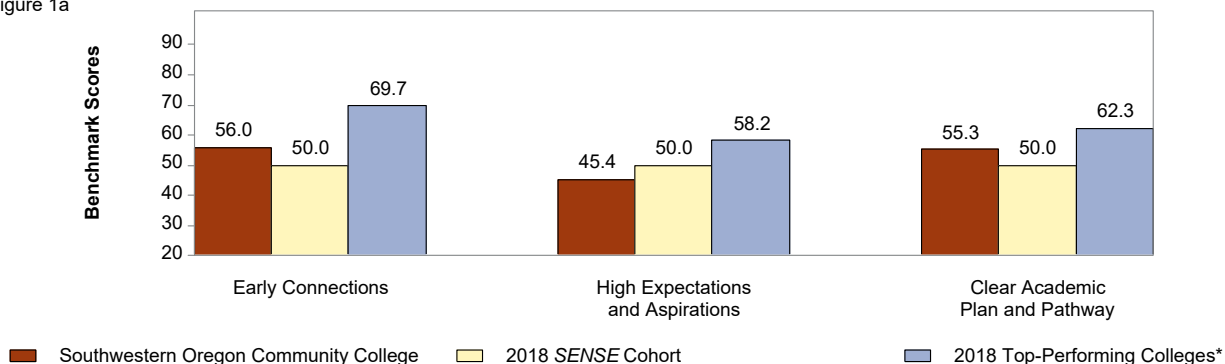
The Survey of Entering Student Engagement (*SENSE*) benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results.

Ideally, colleges engage entering students in all six benchmark areas, beginning with a student's first contact with the institution and continuing through completion of the first three weeks of the initial academic term. This time is decisive because current research indicates that helping students succeed through the first academic term can dramatically improve subsequent success, including completing courses and earning certificates and degrees.

While many student behaviors and institutional practices measured by the benchmarks can and should continue throughout students' college careers, the *SENSE* items and the resulting data focus on this critical entering student timeframe.

*SENSE* benchmark scores are computed by averaging the scores on survey items composing the benchmarks. Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all entering student respondents.

Figure 1a



\*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.cccse.org](http://www.cccse.org).

## Benchmarks of Effective Educational Practice With Entering Students

The standardized benchmark scores allow colleges to gauge and monitor their performance in areas of entering student engagement. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of CCSSE and SENSE Data,” available at [www.cccse.org](http://www.cccse.org).

SENSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2018 SENSE Cohort (2016-2018) throughout all reports.

### SENSE Benchmarks

*Continued from Page 2*

#### ★ Effective Track to College Readiness

Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

#### ★ Engaged Learning

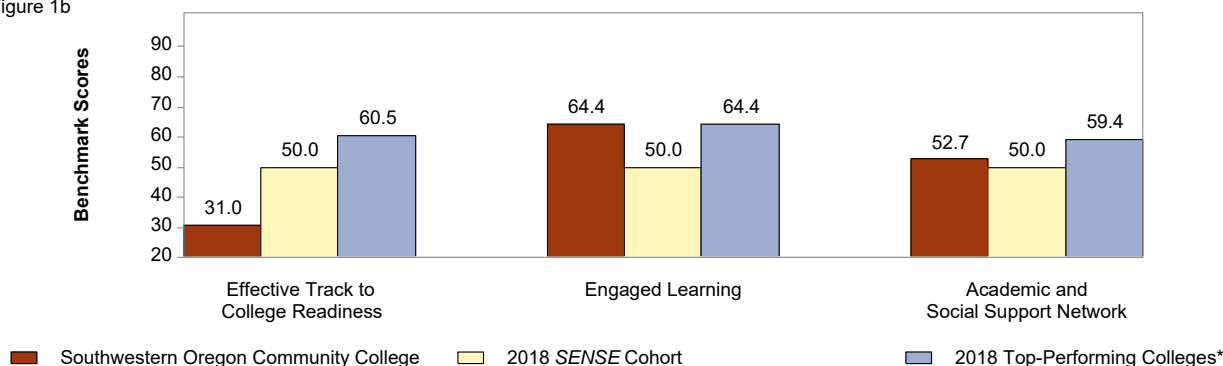
Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.

#### ★ Academic and Social Support Network

Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

For further information about SENSE benchmarks, please visit [www.cccse.org](http://www.cccse.org).

Figure 1b



\*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.cccse.org](http://www.cccse.org).

## Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *SENSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored most favorably and the five items on which the college scored least favorably relative to the 2018 *SENSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2018 *SENSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *SENSE* online reporting system at [www.cccse.org](http://www.cccse.org).

Figure 2 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2018 *SENSE* Cohort. For instance, 53.2% of Southwestern Oregon Community College students, compared with 36.9% of other students in the cohort, responded *at least once* on Item 19h. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 2

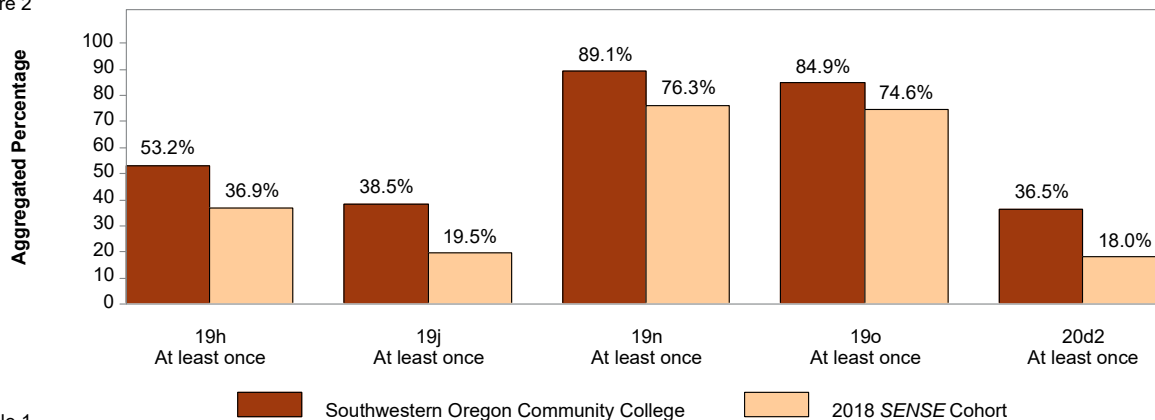


Table 1

Benchmark	Item Number	Item
Engaged Learning	19h	Frequency: Worked with classmates outside of class on class projects or assignments
Engaged Learning	19j	Frequency: Participated in a student-initiated study group outside of class
Engaged Learning	19n	Frequency: Asked for help from an instructor regarding questions or problems related to a class
Engaged Learning	19o	Frequency: Received prompt written or oral feedback from instructors on your performance
Engaged Learning	20d2	Frequency: Used face-to-face tutoring

Notes:

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once*, *two or three times*, and *four or more times* responses are combined.

For Item(s) 20, *once*, *two or three times*, and *four or more times* responses are combined.

## Aspects of Lowest Student Engagement

Figure 3 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2018 *SENSE* Cohort. For instance, 46.5% of Southwestern Oregon Community College students, compared with 56.2% of other students in the cohort, responded *never* on Item 19f. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 3

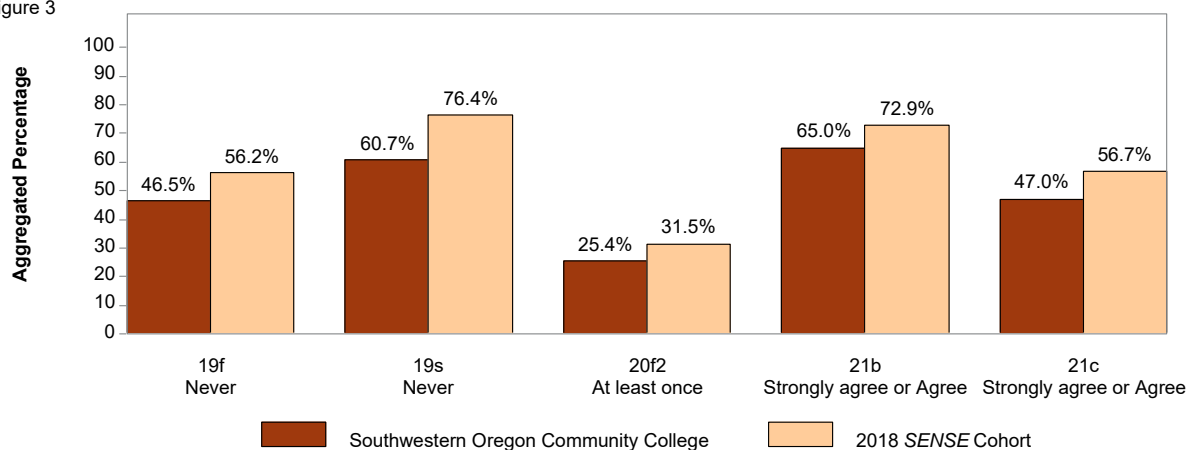


Table 2

Benchmark	Item Number	Item
High Expectations and Aspirations	19f	Frequency: Came to class without completing readings or assignments
High Expectations and Aspirations	19s	Frequency: Skipped class
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab
Effective Track to College Readiness	21b	Learned to understand my academic strengths and weaknesses within a class, or through another experience at this college
Effective Track to College Readiness	21c	Learned skills and strategies to improve my test-taking ability within a class, or through another experience at this college

**Notes:**

For Item(s) 19c, d, f, and s, responses have been reversed. The frequency displayed is the percentage of students who report *never* doing the activities described in the items.

For Item(s) 20, *once*, *two or three times*, and *four or more times* responses are combined.

For Item(s) 21, *strongly agree* and *agree* responses are combined.

## Guided Pathways

The Center adds special-focus items to *SENSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2018 special-focus items elicit new information around the topic of guided pathways. Frequency results from five special-focus items for your college and the 2018 *SENSE* Guided Pathways item-set respondents are displayed across pages 6 and 7.

Figure 4: Has a staff member at this college talked with you about the types of jobs your program, major, or pathway of study might lead to?

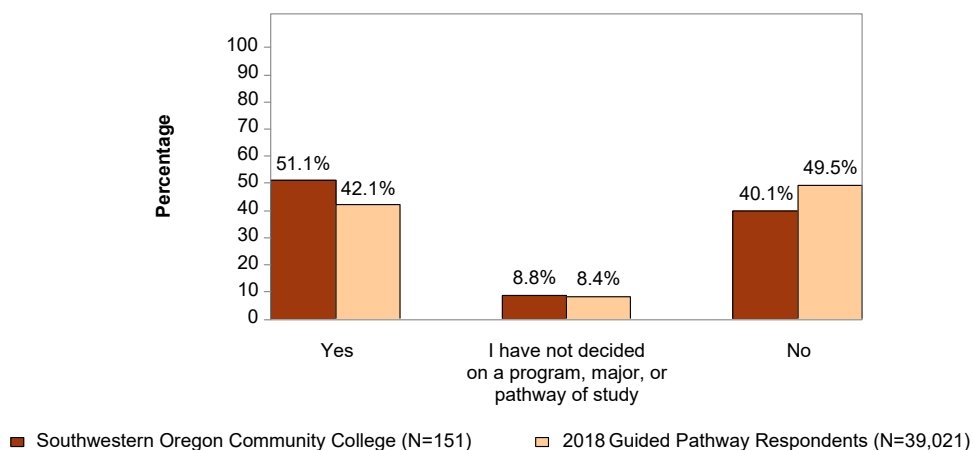


Figure 5: Has a staff member at this college talked with you about how long it will take to complete your certificate or degree?

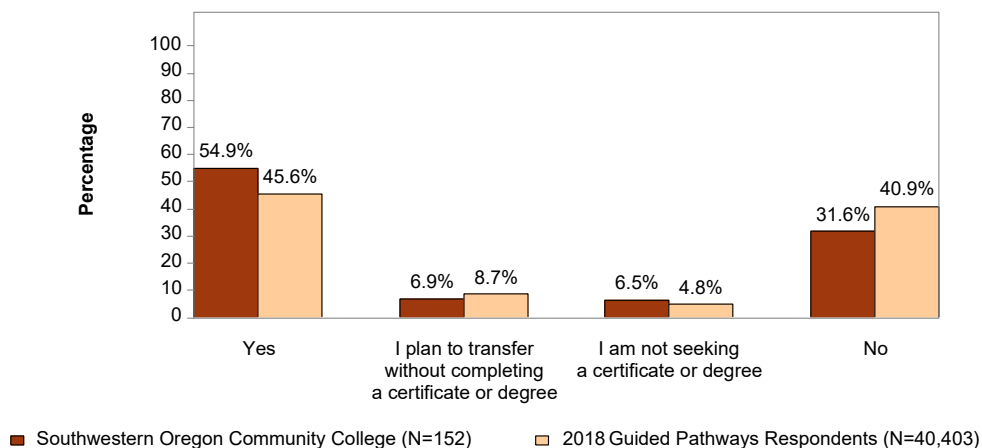


Figure 6: Has a staff member at this college talked with you about the total cost to complete your certificate or degree?

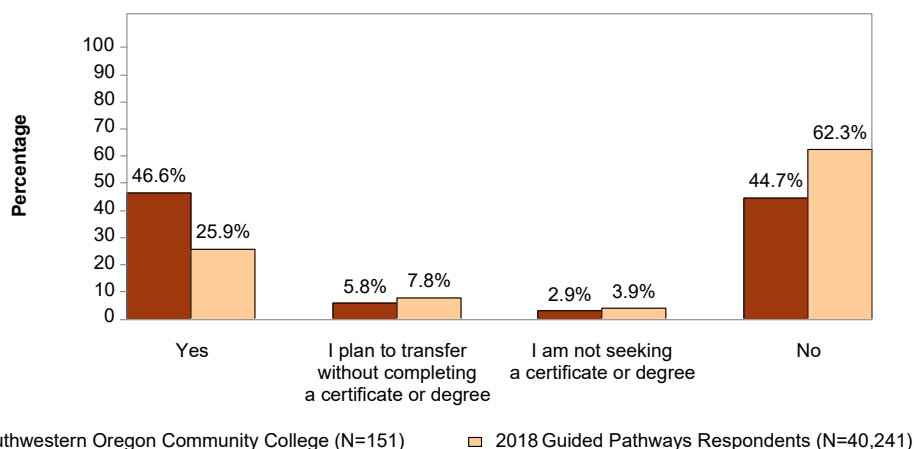


Figure 7: Has a staff member at this college talked with you about which credits will transfer toward your intended program or major at the four-year institution of your choice?

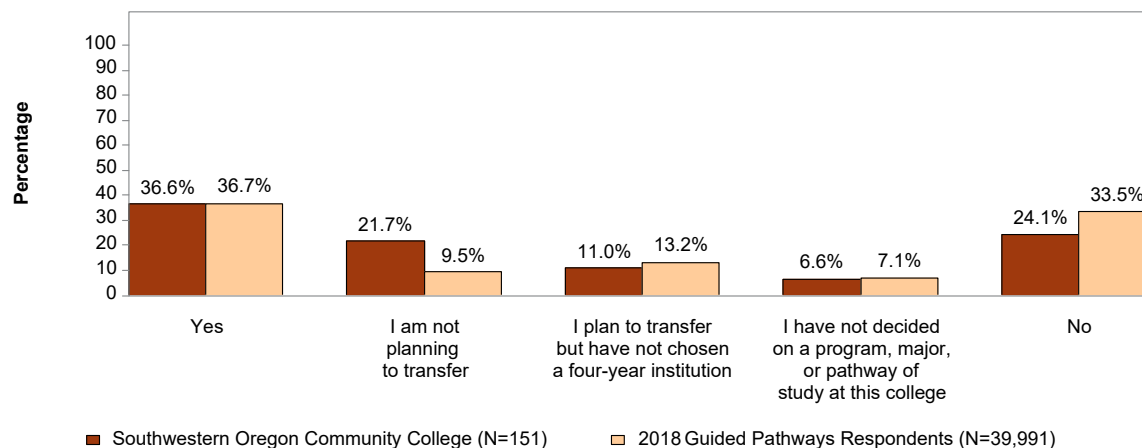
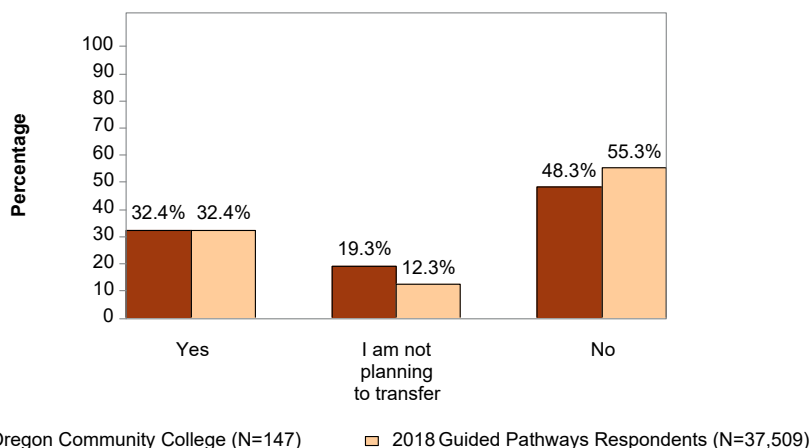


Figure 8: Has a staff member at this college talked with you about the overall process for transferring to a four-year institution (application, financial aid)?





## Academic Goal Setting and Planning

Most community colleges have academic and goal setting policies that are intended to help all students *start right*. Yet, often these policies, even when they are ostensibly mandatory, might not be implemented in ways that ensure success for all students. The disaggregated data below illustrate the student experience with academic goal setting and planning at your college. Nationally, more than 60% of community college students are enrolled less than full-time. Thus, while looking at these data, it is important to consider the institution's enrollment patterns. Are all of your entering students starting right?

Figure 9

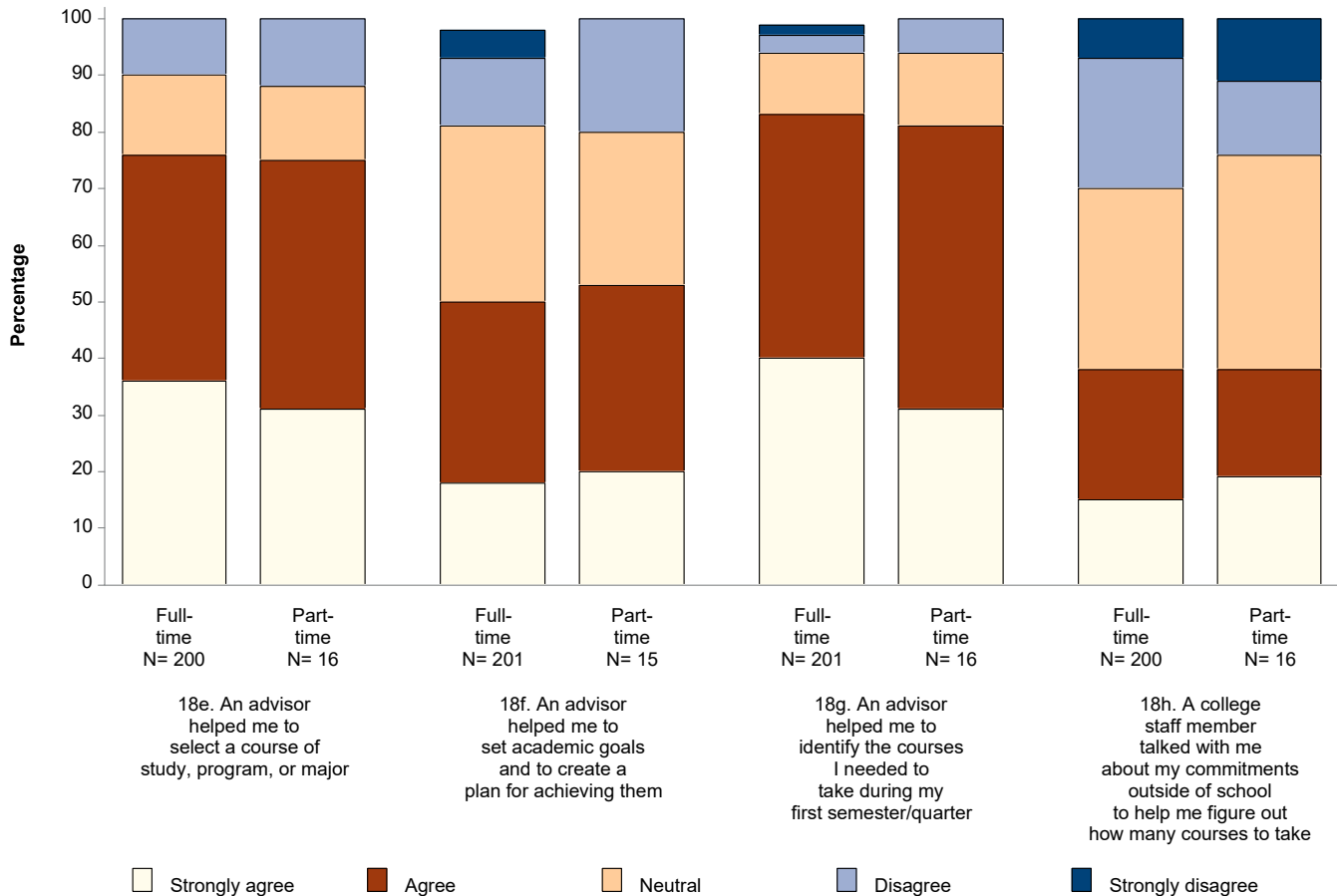


Table 3

	18e		18f		18g		18h	
Response	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Strongly agree	35.5%	31.3%	18.4%	20.0%	39.8%	31.3%	15.0%	18.8%
Agree	39.5%	43.8%	32.3%	33.3%	43.3%	50.0%	22.5%	18.8%
Neutral	13.5%	12.5%	31.3%	26.7%	11.4%	12.5%	31.5%	37.5%
Disagree	9.5%	12.5%	12.4%	20.0%	3.5%	6.3%	23.0%	12.5%
Strongly disagree	2.0%	N/A	5.5%	N/A	2.0%	N/A	8.0%	12.5%





Winter Inservice 2020



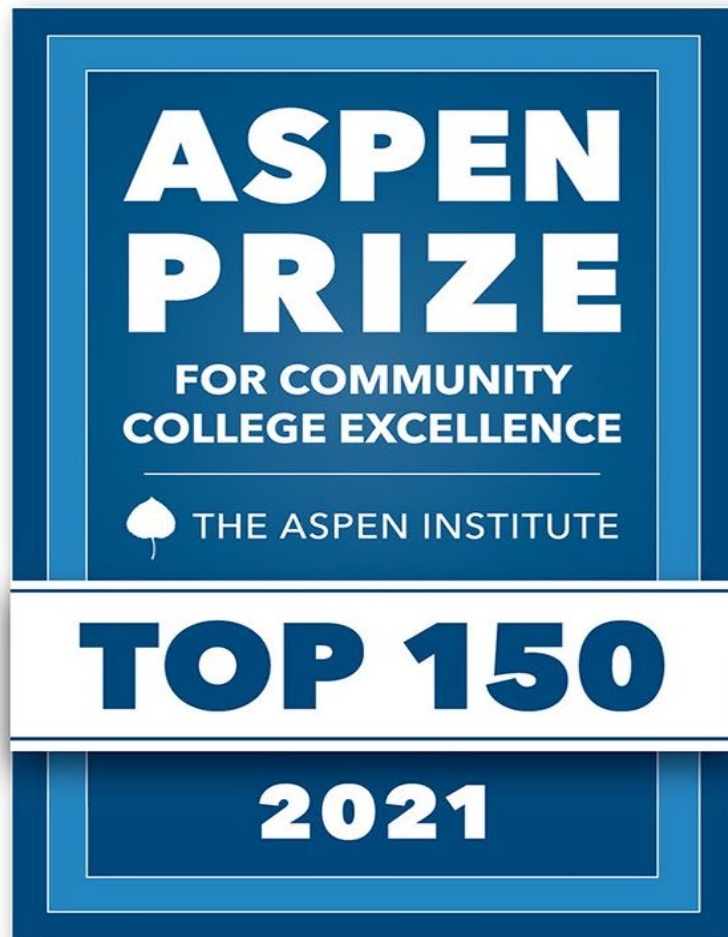


Someone figured  
out my  
**PASSWORD**

Now I have  
to rename  
my dog.



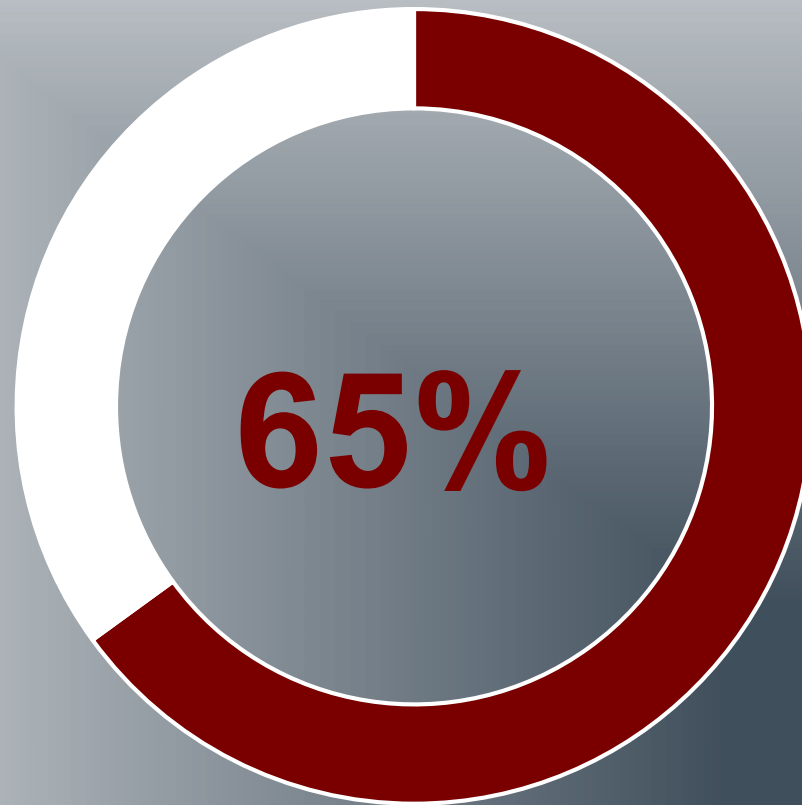








# Student Success 2018-2019



**Student Graduated  
or Transferred within 4 Years**

# How do Students Perceive their Southwestern Experience?

Motivated?  
Prepared?  
Autonomous?  
High expectations?  
Effort?  
Confidence?





# **Louis' Perceptions of the Southwestern Experience**

## **Before Attending...**

- College not for me!
- Academically unprepared
- Lacking confidence in academic abilities
- No motivation to pursue academic/professional goals

## **The SWOCC Effect...**

- Prepared and wanting more!
- Confidence and desire to overcome obstacles
- Passion for lifelong learning
- 4 years after leaving SWOCC, BS and first MS completed
- Thankful for support, guidance & preparation provided by the College

# Student Perception & Experience as Data

## National Student Surveys

- [SENSE](#) - Survey of Entering Student Engagement
  - Gateway Math, Writing, Reading, HD & Developmental courses randomly selected - Fall
- [CCSSE](#) - Community College Survey of Student Engagement
  - All credit courses randomly selected - Winter
- [SSI](#) - Student Satisfaction Inventory
  - All students in credit courses - Spring

# Student Engagement CCSSE Scores Revealed . . .

**2004**

**49**



**Benchmark Score  
Student Effort**

**64%**



**Question 4e:  
Came to Class – Not  
Read/Completed  
Assignments**

**What is the  
2014 Score?**

**47**



**71%**



# Student Engagement SENSE Scores Revealed . . .

**2009**

**43**



**Benchmark Score  
High Expectations**

**52%**



**Question 19f:  
Came to Class – Not  
Read/Completed  
Assignments**

**What is the  
2018 Score?**

**45**



**43%**

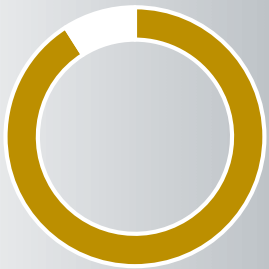




# Student Satisfaction SSI 2018 Revealed . . .

## Importance

91%



Access to  
Academic Support

71%



85%



Student Progress  
Timely Faculty Feedback

52%



# What Do We Do with the Data?

- See how we compare to other colleges
  - [SENSE](#)
  - [CCSSE](#)
  - [SSI](#)
- Use data to
  - Drive decisions
  - Training & development

What does the data tell us?



# **Now you Know How Students Responded ....**

**What Resources Do you Need?**

**Professional Development  
Opportunities?**

**Training Options?**





# SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE


Instruction Update  
Dr. Ali Mageehon, VPI  
June 24, 2019





# Learning and Achievement

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

Indicator	Achieved Level	Achievement	Report Link
SI 46: Transfer Rate		23%	<a href="#">SI 46 2017-18</a>
SI 52: Success Rate: Completion and Transfer Rate		33%	<a href="#">SI 52 2017-18</a>

# Learning and Achievement

## Guided Pathways

- Participated in Cohort A with 4 other schools (Clackamas, Chemeketa, Lane and Rogue)
- Completed first round of guided pathway program maps
- Advising Redesign
- Pathways
- Equity

# Access

- A.1 – Students access varied learning opportunities
  - GED Participation
- A.3 – Students access relevant curricula that support learning and achievement
  - AAS Infant and Toddler Development
  - AS Electrical/Computer Engineering
  - AS Mechanical/Civil Engineering

# Community Engagement

- CE.1 – Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs
  - SBDC/REEF
  - CTE Advisory Committee Dinner



# Sustainability

- S.3 – Southwestern delivers viable quality instruction
  - Catalog and program maps
  - CTE Programs and CTE Advocacy
  - Academic Master Plan Goals
    - Goal 1: Expand and enrich liberal arts programs
    - Goal 2: Improving andragogy
    - Goal 3: Support for student/professor research and educational opportunities
    - Goal 4: Expand and support CTE programs, courses, and non-credit workforce training
    - Goal 5: Support and encourage growth of STEAM (Science, Technology, Engineering, Arts, and Mathematics) education

# Thank You

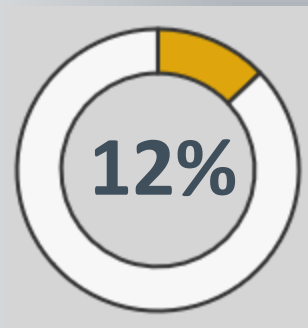
Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.



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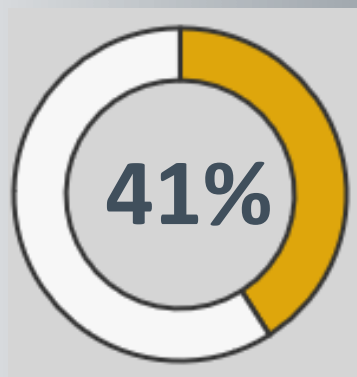
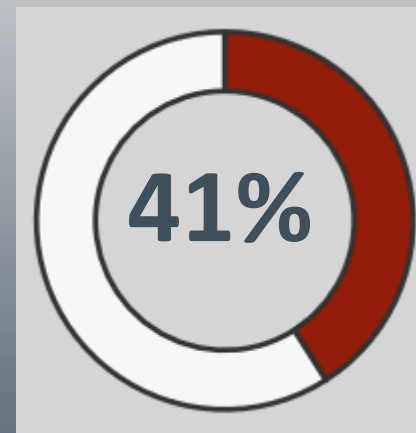
# Student Achievement 15 Years Later

2004

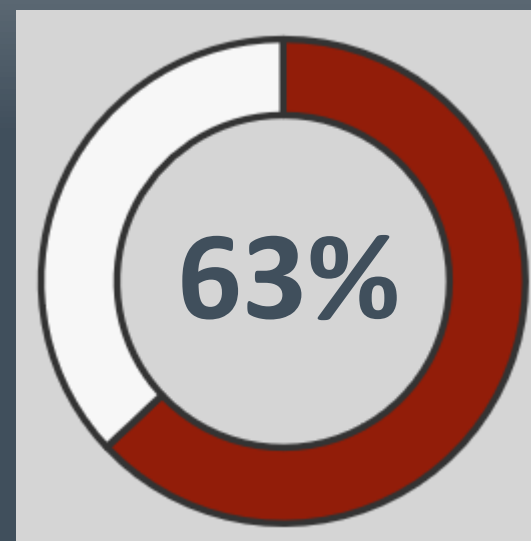


Graduation Rate

2019



Graduation and  
Transfer Rate





SOUTHWESTERN  
FOUNDATION



## What We Do

The purpose of the Southwestern Foundation is to support the college's mission of improving people's lives – socially, culturally, economically and educationally – through Friend-raising and Fundraising.





# **Why Scholarship donations matter**

Estella  
Morgan's  
story



**SOUTHWESTERN**  
FOUNDATION



# Why Program Support Matters

Foundation

+

fundraising

=

Forestry program.



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FOUNDATION



# How Endowments are Created

- Jon Souder  
and Norma  
Kline
  - BLM
  - Small  
Woodlands  
Association

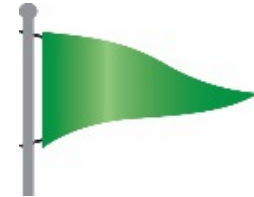


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FOUNDATION



## Success Indicator 35

### Foundation Support



Measured by the 3-year average amount of **scholarships** awarded as reported by the foundation from foundation-raised funds.

**Green: >\$70K**

**Yellow: \$40K-\$69K   Red: <\$40K**



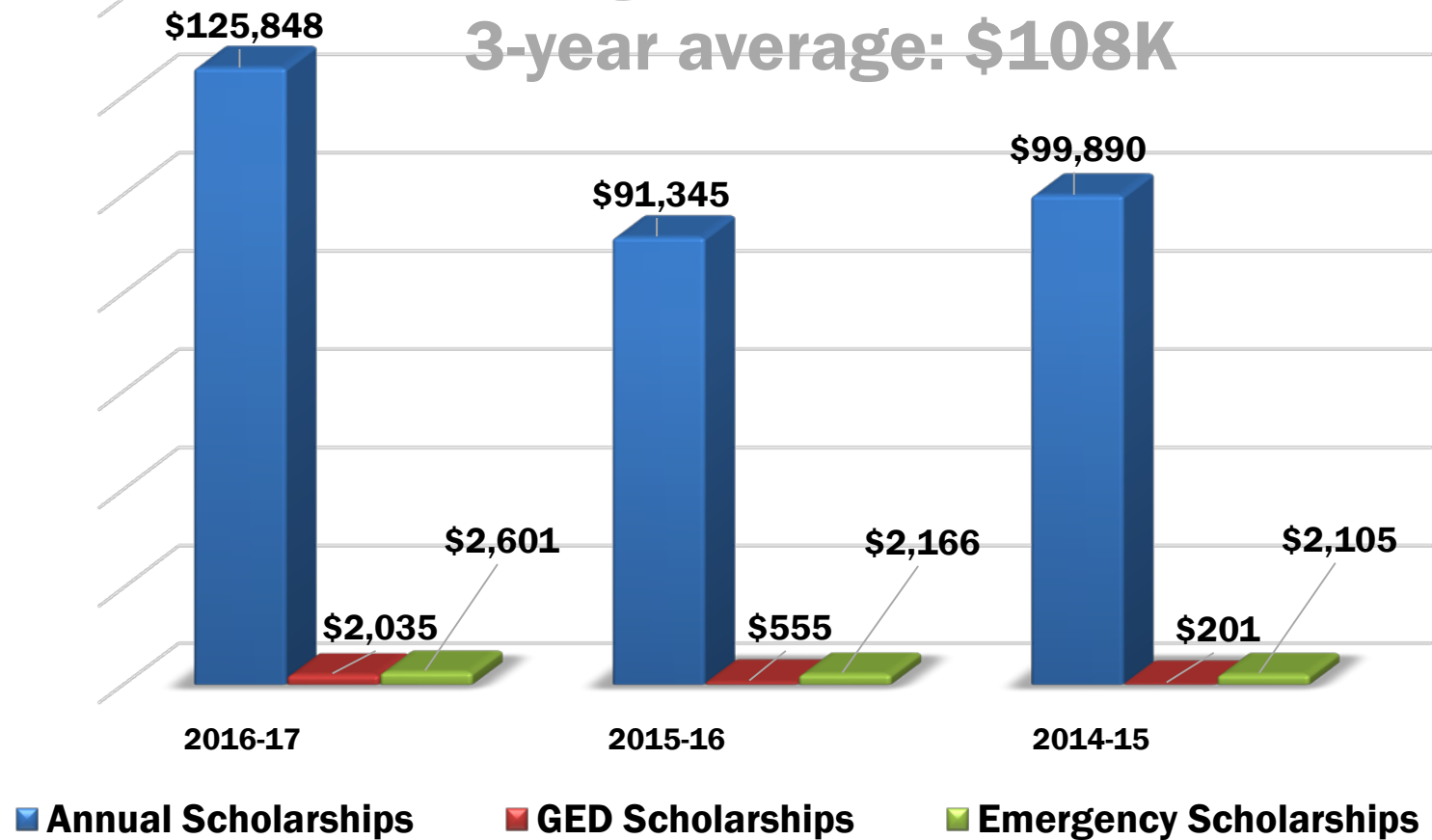
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FOUNDATION



# SCHOLARSHIP AWARDS

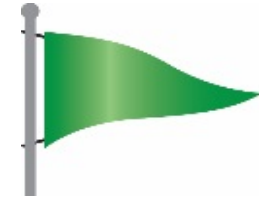
Ending 2016-17

3-year average: \$108K



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## Success Indicator 42



### Foundation Annual Fundraising

Measured by the 3-year average amount of **contributions, grants and scholarships** raised from annual fundraising events as reported by the foundation.

**Green: >\$200K**

**Yellow: \$100K-199K   Red: <\$100K**

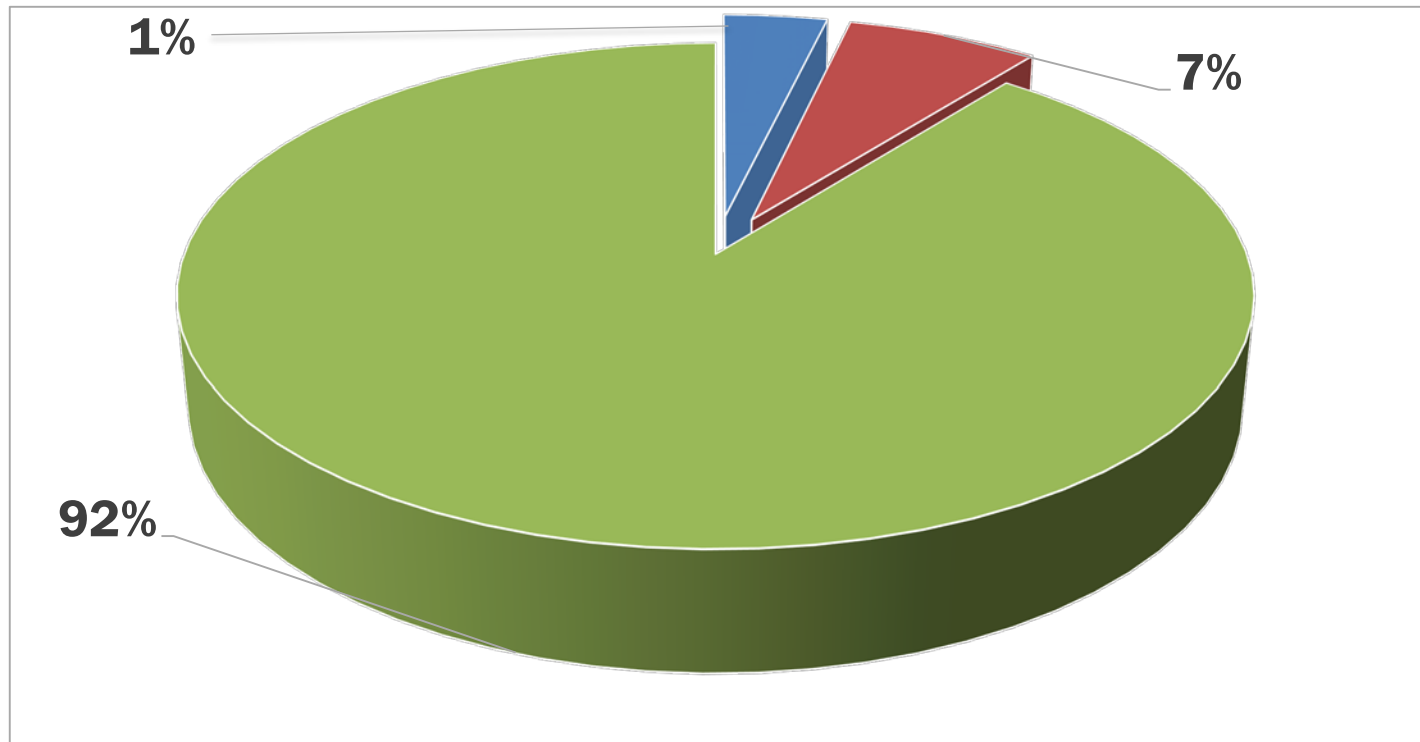


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# TOTAL FUNDS RAISED

Ending 2016-17    3-year Average \$1,290,712

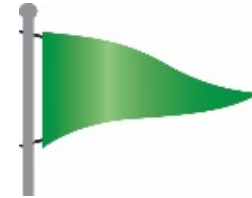
■ General Operations	■ Scholarships	■ Program/H&S Tech Bldg
\$47,862	\$88,852	\$1,153,997



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## Success Indicator 42



### Foundation Endowments

Measured by the 3-year average amount of **endowment funds** raised as reported by the foundation from foundation-raised funds.

**Green: >\$40K**

**Yellow: \$20K-39K Red: <\$20K**

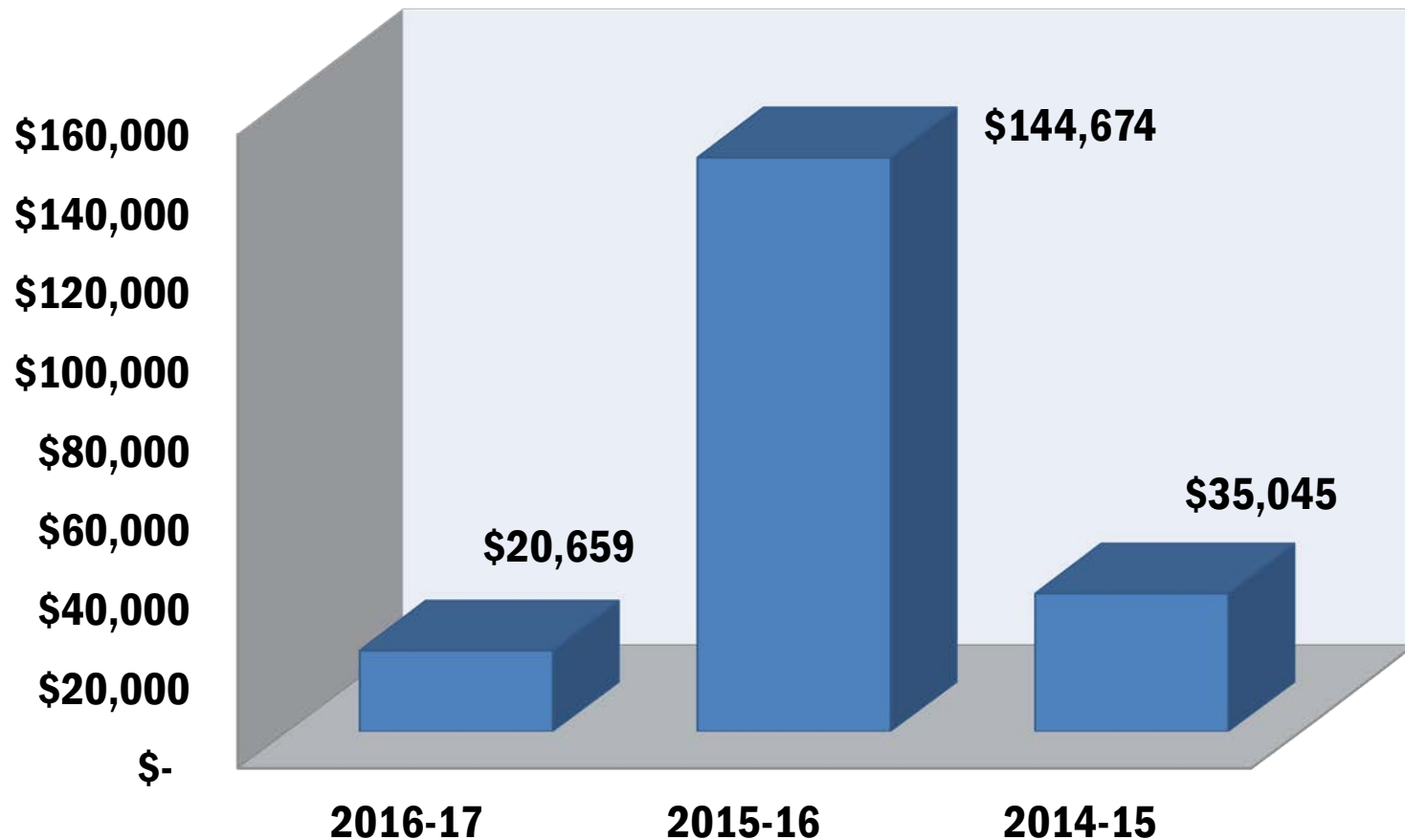


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# ENDOWMENT FUNDS RAISED

Ending 2016-17    3-year Average \$66,792



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## Success Indicator 45



### Alumni Participation

Measured by the 3-year average of unduplicated alumni who give to the college foundation.

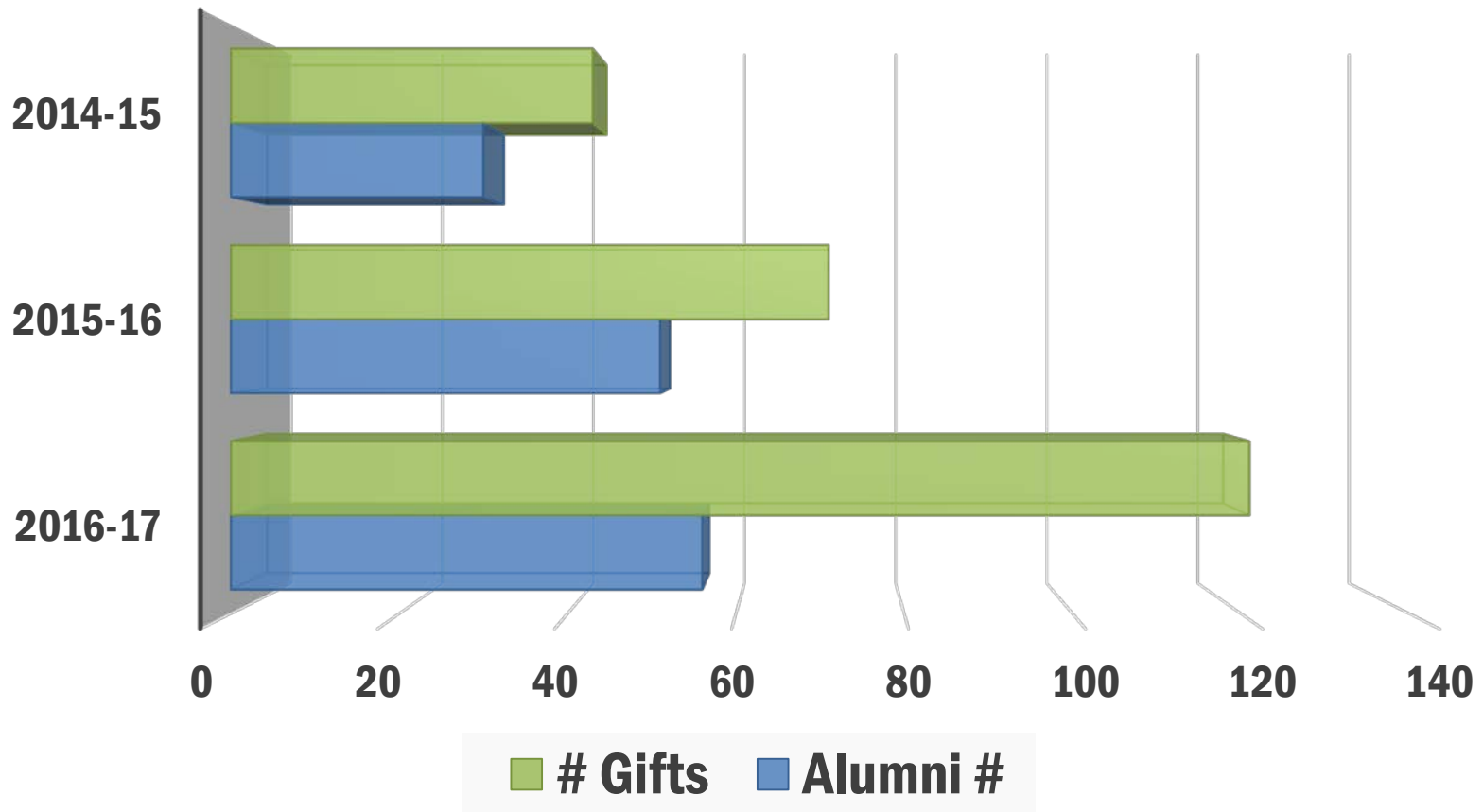
**Green: >100** **Yellow: 40-99** **Red: <40**



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# ALUMNI PARTICIPATION

Ending 2016-17    3-year Average    46 people per year



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# Why Program Funds Matter



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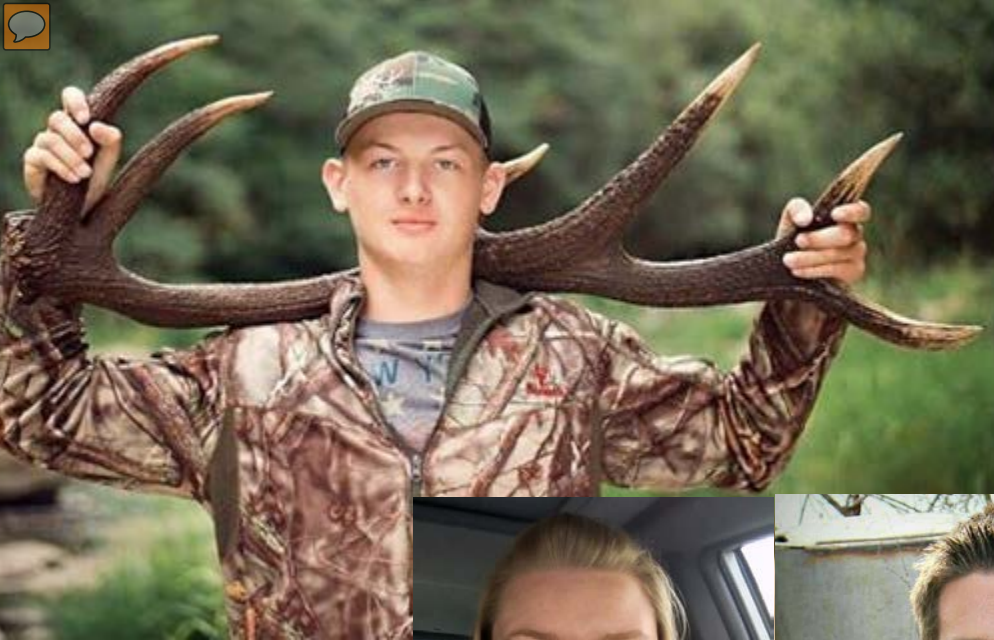
# Estella Morgan Scholarship Endowment

- Two at OSU
- Two at SWOCC



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# Menasha Legacy Fund

- Scholarships
- Equipment



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# GOALS toward 2027

- **Scholarships**
  - Increase to \$250,000/year by 2027.
  - Create new scholarships through business alliances.
- **Community Education and Outreach**
  - Create support for activities and events on campus and in the community to create bonds with SWOCC.
- **Planned Giving**
  - Create a more structured Planned Giving Program.
  - Secure funding for a planned giving coordinator.







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Success Indicator Achievement  
Board of Education Report  
By – Kathy Dixon

# Objective S.1 Report Overview

- SI 15, 16a, 16b, and 17
- Achievements – charts and tables
- Future plans
- New indicators

# Success Indicator Achievement

## Objective SI 1: *Southwestern provides responsible fiscal management*

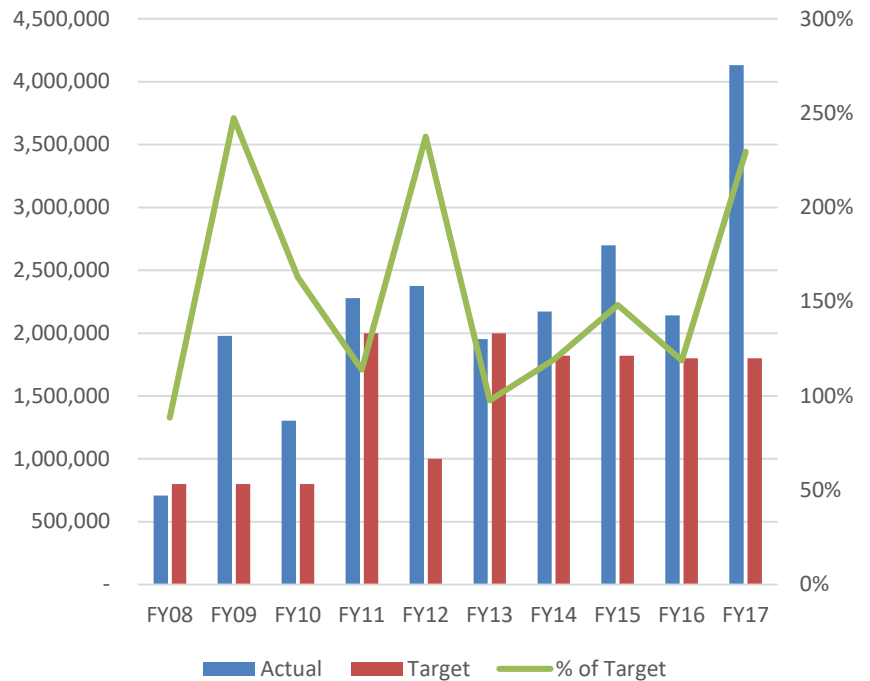
Indicator	Achieved Level	Achievement	Report Link
SI 15: Fiscal Responsibilities – General Fund End of Year Balance		230%	<a href="#">Report SI 15</a>
SI 16A: Fiscal Responsibilities All Funds - End of Year Balance		336%	<a href="#">Report SI 16A</a>
SI 16B: Fiscal Responsibilities All Funds - Current Ratio		2.73	<a href="#">Report SI 16B</a>
SI 17: Fiscal Enterprise Funds Responsibilities – Operating Margin		3%	<a href="#">Report SI 17</a>

# FY16-17 Summary of Achievements

- Debt – Issued refunding bonds
- Enterprise Funds – OCCl, Dining Services, Housing, Bookstore, Newmark
- Health and Science Building - Funding
- Randolph and Coaledo seismic funding

# SI 15 – General Fund Ending Fund Balance Ten Years

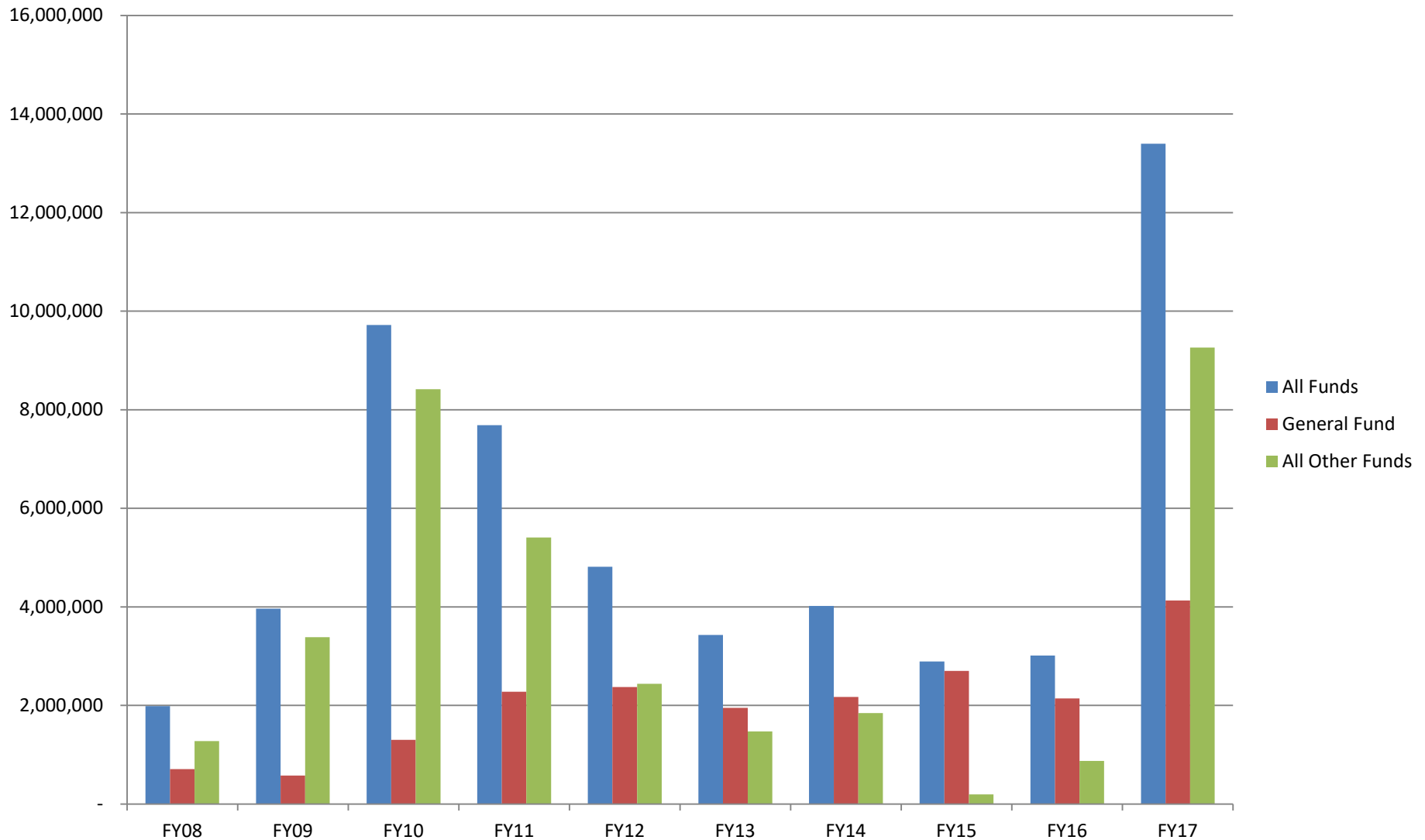
	Actual	Target	% of Target
FY08	708,431	800,000	89%
FY09	1,979,340	800,000	247%
FY10	1,303,717	800,000	163%
FY11	2,278,609	2,000,000	114%
FY12	2,375,000	1,000,000	238%
FY13	1,953,980	2,000,000	98%
FY14	2,171,492	1,820,000	119%
FY15	2,699,369	1,820,000	148%
FY16	2,141,249	1,800,000	119%
FY17	4,132,242	1,800,000	230%



# SI 16A – All Funds Ending Fund Balance Ten Years

All Funds Ending Fund Balance					
	All Funds	General Fund	All Other Funds	Target	% of Target
FY08	1,986,005	708,433	1,277,572	3,000,000	66%
FY09	3,964,666	579,341	3,385,325	3,000,000	132%
FY10	9,720,604	1,303,718	8,416,886	3,000,000	324%
FY11	7,686,629	2,278,609	5,408,020	3,000,000	256%
FY12	4,812,023	2,373,276	2,438,747	3,000,000	160%
FY13	3,429,530	1,953,980	1,475,550	3,000,000	114%
FY14	4,019,418	2,171,492	1,847,926	3,000,000	134%
FY15	2,893,340	2,699,369	193,971	3,000,000	96%
FY16	3,013,968	2,141,249	872,719	3,990,000	76%
FY17	13,396,085	4,132,242	9,263,843	3,990,000	336%

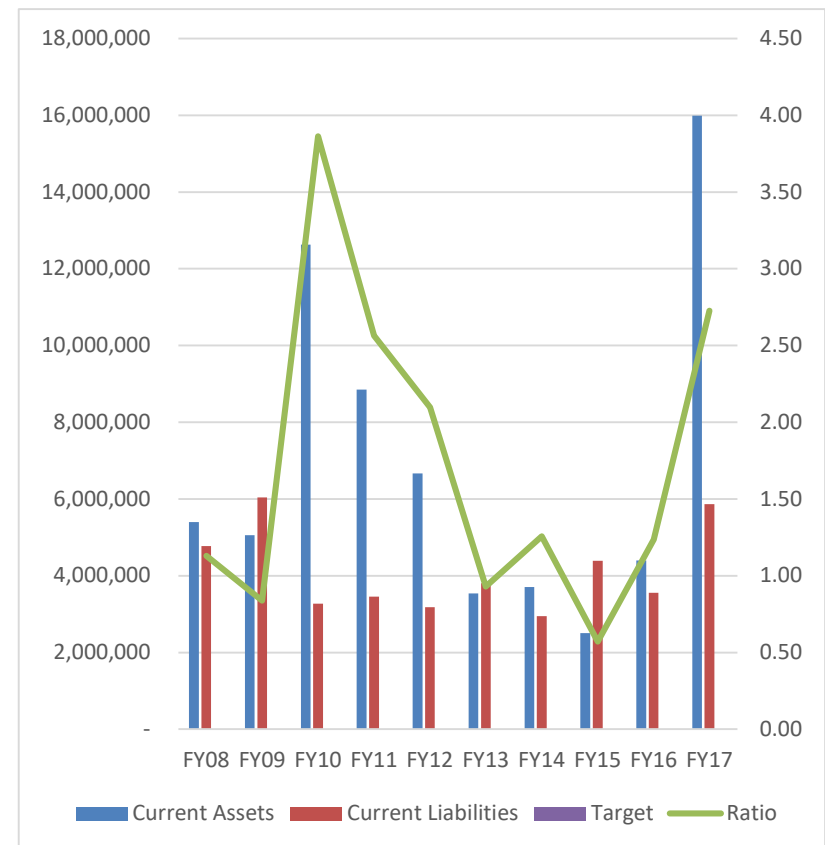
# SI 16A Chart – All Funds Ending Fund Balance





# SI 16B Current Ratio

	Current Assets	Current Liabilities	Ratio	Target
FY08	5,396,065	4,774,819	1.13	
FY09	5,060,608	6,038,698	0.84	
FY10	12,630,298	3,269,155	3.86	
FY11	8,854,678	3,452,246	2.56	Set Baseline
FY12	6,662,435	3,176,339	2.10	2.00
FY13	3,541,756	3,806,630	0.93	2.00
FY14	3,704,913	2,947,453	1.26	2.00
FY15	2,505,321	4,391,694	0.57	2.00
FY16	4,397,710	3,556,511	1.24	2.00
FY17	15,989,385	5,865,640	2.73	2.00



# SI 17 Enterprise Funds Operating Margin

## FY2012-13

FY13 All Enterprise Units Ending Net Operating Income and Operating Margin

	Total Net Sales/Services	Total Operating Expenses	Net Operating Income (Loss)	Operating Margin Ratio
<b>Total</b>	7,499,655	7,420,801	78,854	1.1%
<b>Bookstore</b>	1,160,179	1,041,212	118,967	10.3%
<b>Housing</b>	2,625,846	2,502,378	123,468	4.7%
<b>Dining</b>	995,349	905,485	89,864	9.0%
<b>Newmark</b>	530,253	353,225	177,028	33.4%
<b>OCCI</b>	2,091,819	2,535,472	(443,653)	-21.2%
<b>Other</b>	96,209	83,029	13,180	13.7%

<b>Total</b>	7,916,022	7,420,801	495,221	6.3%
<b>OCCI w/FTE</b>	2,508,186	2,535,472	(27,286)	-1.1%

284 FTE

# SI 17 Enterprise Funds Operating Margin

## FY2016-17

FY17 All Enterprise Units Ending Net Operating Income and Operating Margin

	Total Net Sales/Services	Total Operating Expenses	Net Operating Income (Loss)	Operating Margin Ratio
<b>Total</b>	6,517,601	6,314,637	202,964	3.1%
<b>Bookstore</b>	804,804	736,262	68,542	8.5%
<b>Housing</b>	2,506,702	2,170,263	336,439	13.4%
<b>Dining</b>	948,157	1,085,815	(137,658)	-14.5%
<b>Newmark</b>	335,135	129,104	206,031	61.5%
<b>OCCI</b>	1,792,144	2,107,991	(315,847)	-17.6%
<b>Other</b>	130,659	85,202	45,457	34.8%

<b>Total</b>	7,111,535	6,314,637	796,898	11.2%
<b>OCCI w/FTE</b>	2,386,078	2,107,991	278,087	11.7%

# Future Indicators for Higher Education

- Primary reserve ratio
- Return on net asset ratio
- Net operating revenues ratio
- Viability ratio

# Thank You

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.



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Success Indicator Achievement  
Board of Education Report  
By – Kathy Dixon



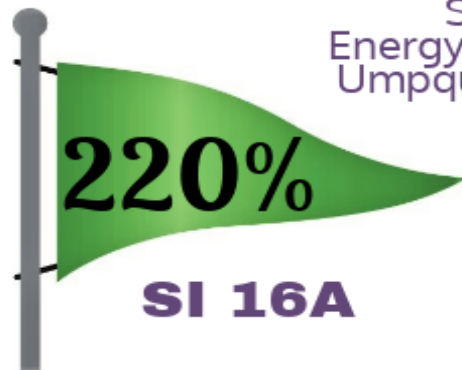
**Southwestern  
Mission Fulfillment**

# Sustainability Overview

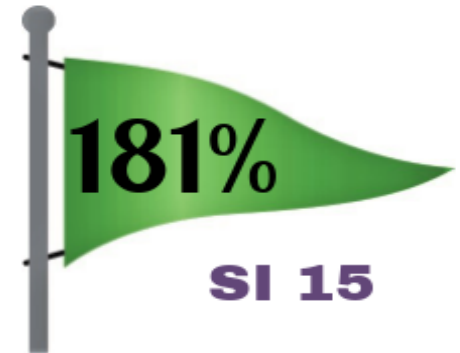
## SI 1 Overview

Southwestern Provides Responsible  
Fiscal Management

*100% of Indicators Exceeded or Met Threshold*



Spring Nursing Program Start  
Energy Upgrades - Johnson Controls, Inc.  
Umpqua Hall Renovation and Expansion



*Focus Areas to Increase Financial Stability*  
Enrollment Management Plan  
Facilities Plan  
Financial Policies/Plan



Achievement Levels for 2017-18 Success Indicators  
Represented by Flag Color - [Link to Full Report](#)



# Connecting Our Mission to Planning and Student Success

## CORE THEMES

Strategic Planning 2017-2020

### LEARNING & ACHIEVEMENT

Guided Pathways Program Mapping  
Guided Pathways Intake Advising  
Student Learning Outcomes Assessment

### ACCESS

LakerConnect - Early Alert System for Faculty & Advisors  
EXi - Interactive Degree Planning for Students & Advisors

Accelerated Learning Opportunities - High School Connections  
Transfer Articulation

### COMMUNITY ENGAGEMENT

Title III Lean Audit and Projects  
Academic and Operational Program Reviews  
Operational Master Plans  
Integrated Planning and Budgeting Processes

### SUSTAINABILITY

*"This college has exceeded my expectations incredibly. I have received a ton of help regarding my career path and it has paid off incredibly. I would like to thank all of the Fire Science and paramedic faculty for their work in ensuring student success."*

- Student quote from the SSI Spring 2018 Survey

**Now You Know ... A Bit More About Mission Fulfillment**

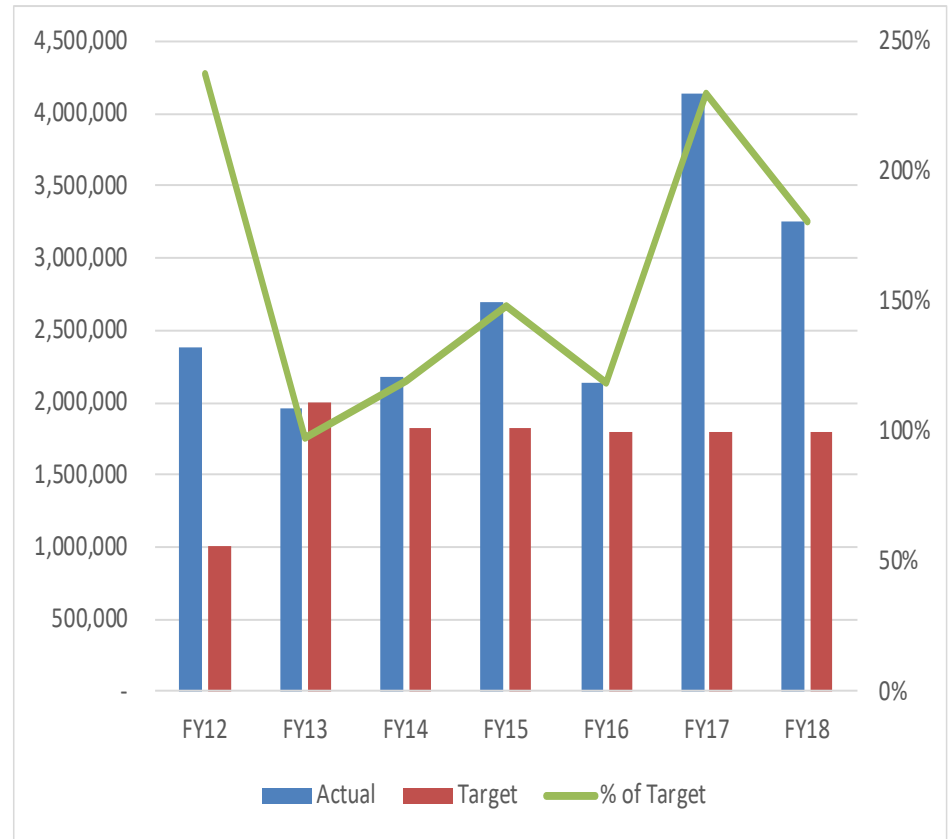


# **FY17-18 Summary of Achievements**

- **Budget process**
- **Enterprise Funds – OCCl, Dining Services, Housing, Bookstore, Newmark**
- **Health and Science Building – NMTC, EDA**
- **Long-term debt**

# SI 15 – General Fund Ending Fund Balance Seven Years

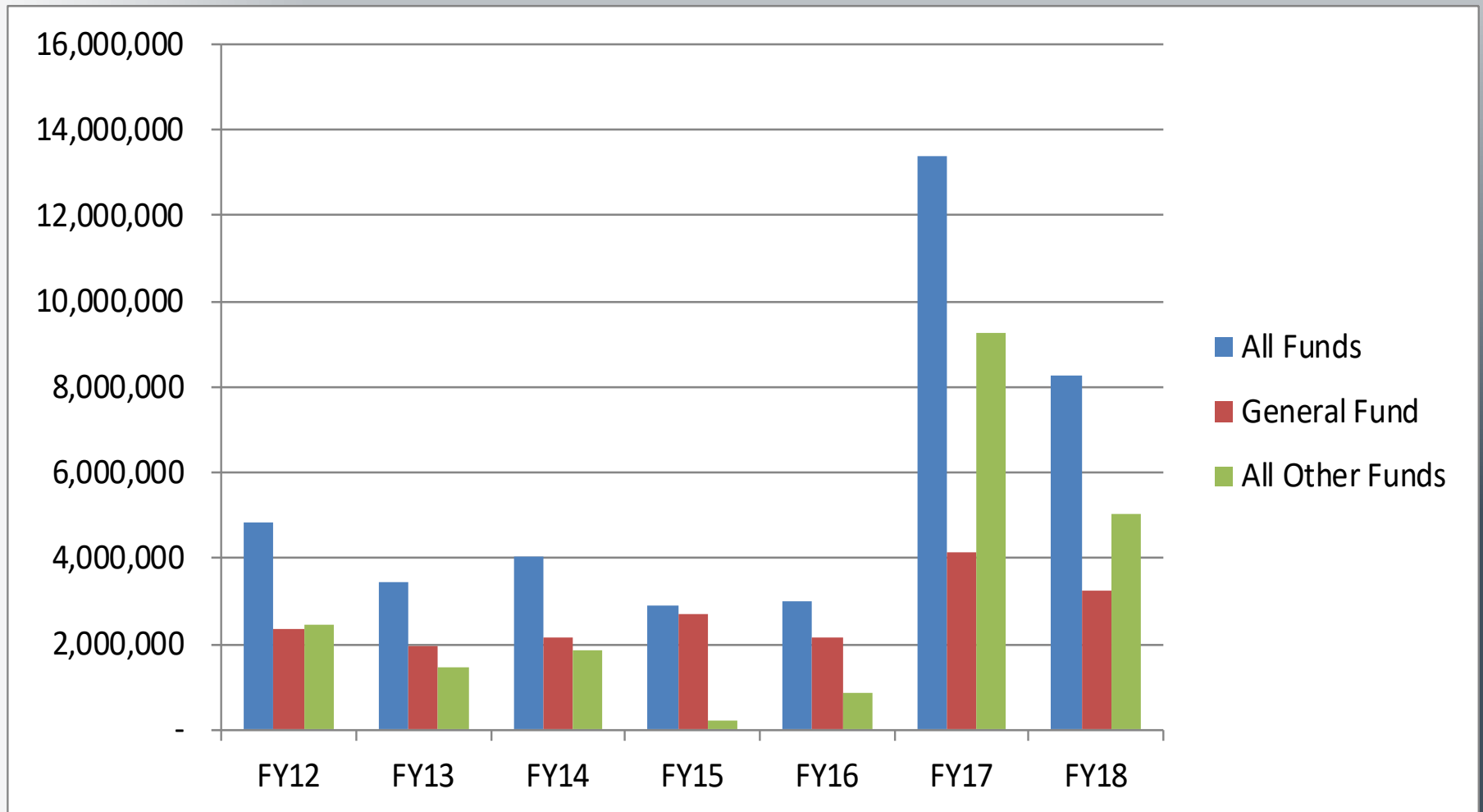
	Actual	Target	% of Target
FY12	2,375,000	1,000,000	238%
FY13	1,953,980	2,000,000	98%
FY14	2,171,492	1,820,000	119%
FY15	2,699,369	1,820,000	148%
FY16	2,141,249	1,800,000	119%
FY17	4,132,242	1,800,000	230%
FY18	3,255,552	1,800,000	181%



# SI 16A – All Funds Ending Fund Balance Seven Years

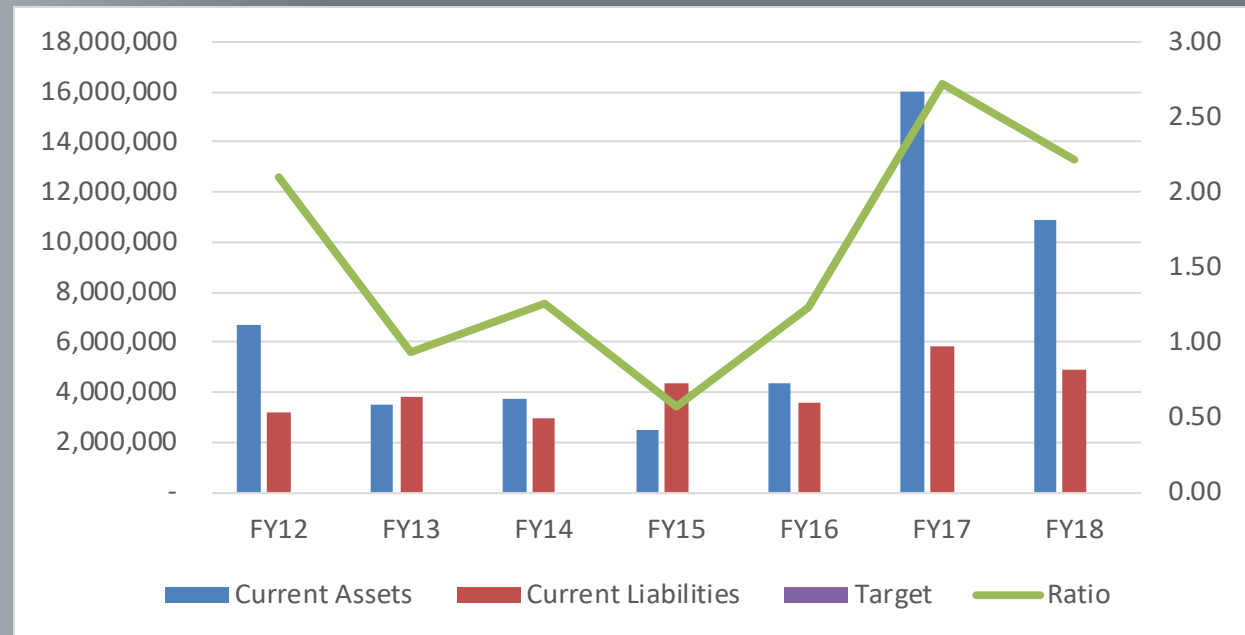
All Funds Ending Fund Balance					
	All Funds	General Fund	All Other Funds	Target	% of Target
FY12	4,812,023	2,373,276	2,438,747	3,000,000	160%
FY13	3,429,530	1,953,980	1,475,550	3,000,000	114%
FY14	4,019,418	2,171,492	1,847,926	3,000,000	134%
FY15	2,893,340	2,699,369	193,971	3,000,000	96%
FY16	3,013,968	2,141,249	872,719	3,990,000	76%
FY17	13,396,085	4,132,212	9,263,873	3,990,000	336%
FY18	8,270,835	3,255,552	5,015,283	3,762,272	220%

# SI 16A Chart – All Funds Ending Fund Balance



# SI 16B Current Ratio

	Current Assets	Current Liabilities	Ratio	Target
FY12	6,662,435	3,176,339	2.10	2.00
FY13	3,541,756	3,806,630	0.93	2.00
FY14	3,704,913	2,947,453	1.26	2.00
FY15	2,505,321	4,391,694	0.57	2.00
FY16	4,397,710	3,556,511	1.24	2.00
FY17	15,989,385	5,865,640	2.73	2.00
FY18	10,851,307	4,888,811	2.22	2.00



# SI 17 Enterprise Funds Operating Margin

## FY2016-17

FY17 All Enterprise Units Ending Net Operating Income and Operating Margin

	Total Net Sales/Services	Total Operating Expenses	Net Operating Income (Loss)	Operating Margin Ratio
<b>Total</b>	6,517,601	6,314,637	202,964	3.1%
<b>Bookstore</b>	804,804	736,262	68,542	8.5%
<b>Housing</b>	2,506,702	2,170,263	336,439	13.4%
<b>Dining</b>	948,157	1,085,815	(137,658)	-14.5%
<b>OCCI</b>	1,792,144	2,107,991	(315,847)	-17.6%
<b>Other</b>	465,794	214,306	251,488	54.0%

# SI 17 Enterprise Funds Operating Margin

## FY2017-18

FY18 All Enterprise Units Ending Net Operating Income and Operating Margin

	Total Net Sales/Services	Total Operating Expenses	Net Operating Income (Loss)	Operating Margin Ratio
<b>Total</b>	5,994,342	5,369,103	625,239	10.4%
<b>Bookstore</b>	434,369	423,041	11,328	2.6%
<b>Housing</b>	2,792,559	2,186,376	606,183	21.7%
<b>Dining</b>	1,159,382	1,124,949	34,433	3.0%
<b>OCCI</b>	1,185,556	1,314,908	(129,352)	-10.9%
<b>Other</b>	422,476	319,829	102,647	24.3%

# Future Indicators for Higher Education

- Primary reserve ratio –  $\frac{\text{Expendable Net Assets}}{\text{Total Expenses}}$
- Return on net asset ratio –  $\frac{\text{Change in Net Assets}}{\text{Total Net Assets}}$
- Net operating revenues ratio –  $\frac{\text{Operating Income (Loss)}}{\text{Adjusted Net Operating Revenues}}$
- Viability ratio –  $\frac{\text{Expendable Net Assets}}{\text{Total Long-term Debt}}$



# Thank You

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.



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# SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE

## Success Indicator Achievement Board of Education Report By – Tim Dailey

# Objective LA 2.1 Report Overview

## SI 11-


- graduation rate
- rates disaggregated by groups

## Achievements

## Future plans

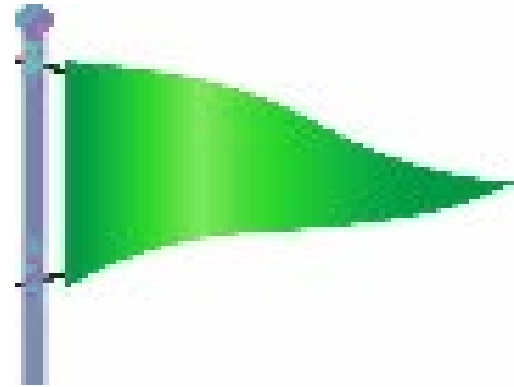
# Success Indicator 11

Objective 2.1: *Students complete certificates, degrees, and transfer*

Indicator	Achieved Level	Achievement	Report Link
<b>SI 11: Graduation Rate</b> Measured by the cohort 4 year graduation rate of first-time full-time freshman (fall) as reported to IPEDS; disaggregated by student demographics		Green: $\geq 3$ percentage points above Oregon CC average	Report SI 11

# Graduation Rate

## 43%



**About 10% higher than  
other Oregon Community Colleges**

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

**Green:  $\geq 3\%$  above the Oregon Community College average**

**Yellow: Between 3% below & 2% above Oregon CC average**

**Red:  $>3\%$  below the Oregon CC average**

# Graduation Rate Increase

Three-Year Completion and Transfer Rates					
All Students	2011	2012	2013	2014	Increase 2011-2014
Graduation Rate	22%	29%	39%	41%	19%
Transfer Rate	20%	18%	20%	22%	2%
Overall Graduate and Transfer Rate	42%	47%	59%	63%	21%
IPEDS Cohort: First Time Full Time; 150% Graduation/ Transfer Rates					

# Graduation Rate Success

*Southwestern Graduation Rate  
Exceeds the National Average for  
Community Colleges*



***A key focus of the college mission is student transfer success***

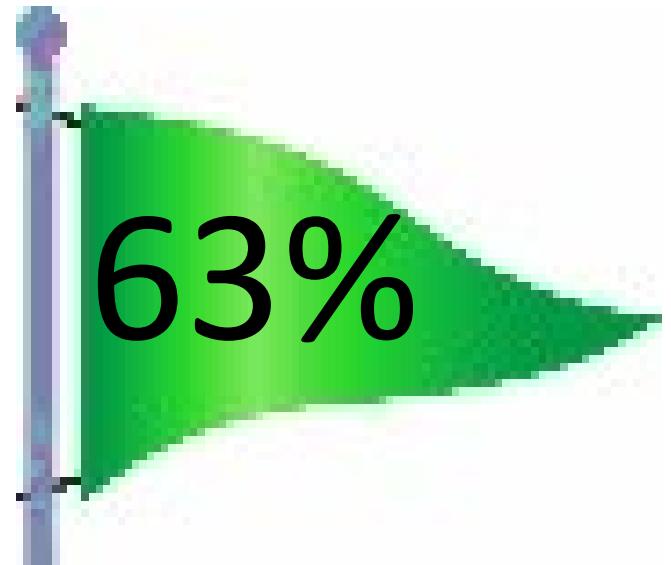
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Overall Graduate and Transfer Rate	42%	47%	59%	63%	21%
IPEDS Cohort: First Time Full Time; 150% Graduation/ Transfer Rates					

**The overall graduate and transfer rate rose 21% over the last 4 years**



# Graduation Rate Success

***Overall Graduate  
and  
Transfer Rate***



# Success Indicator 11

## Combined Graduation and Transfer Rate- disaggregated by student demographics

Race/ Ethnicity	2011	2012	2013	2014	Rate Increase
Hispanic/ Latinx	40%	46%	55%	67%	27%
All other persons of color	42%	54%	61%	58%	16%
White	43%	43%	59%	63%	20%

# Graduation/ Transfer Rates

disaggregated by student demographics-

**Male Students- 62%-**

an increase of **23%** over 4 years

# Graduation Rate

disaggregated by student demographics-

<b>Graduation Rate: Three-Year (150%) Completion</b>				
<b>Pell Status</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Pell Students</b>	31%	29%	37%	40%
<b>Non Pell Students</b>	12%	29%	41%	42%
IPEDS Cohort: First Time Full Time Students; 150% Graduation Rate				

**Pell grant students on par with non-Pell Students**

# Achievement Summary

## Programs and services having a positive impact on graduation:

- Increased monitoring of achievements in financial aid, disability services, and the Veteran's center.
- Building an inclusive culture to support student success and access.
- Improved online New Student Orientation
- Focus on First Year Experience
- New LakerConnect Retention program

# Success Indicator 11

## Graduation Rate

disaggregated by student demographics

### **Area of Focus for on-going improvement:**

Students of color and male students- About 7% lower  
Part-Time Students- About 40% lower

Green:  $\geq 3$  percentage points above the Oregon Community College average

Yellow: Between 3% below & 2% above Oregon CC average

**Red:  $>3\%$  below the Oregon CC average**

# Future Plans

## Projects and plans to focus on better improving graduation outcomes:

- Retention Action Team
- Diversity, Equity, and Inclusion Committee's focus on campus climate
- Title III Completion Specialist for part-time students
- Guided Pathways focus on advising and pathway mapping

# Thank You

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**Report :** Assessment Cycle Details for : Southwestern Oregon Community College

**Report Generated by Taskstream**

**Workspace :** Mission Fulfillment Report 2015-16 to 2019-20

**Assessment Plan:** 2016-2017 Reports: Success Indicators (SIs) and Success Indicator Achievement Based on 2016-2017 Data

**Assessment Plan Template:** Mission Fulfillment Report Template

**Filtered by:** **Core Theme Objectives and Success Indicators 2016-2017;** Objective S.1: Southwestern provides responsible fiscal management: S.1.1: SI 15 – General Fund Ending Fund Balance, S.1.2A: SI 16A -Fiscal Responsibilities – All Funds, S.1.2B: SI 16B -Fiscal Responsibilities – All Funds, S.1.3: SI 17 - Fiscal Enterprise Fund Responsibilities

**Report Generated :** Tuesday, March 13, 2018

## Measures and Findings

### Core Themes and Objectives

#### ✦ Sustainability

S: Sustainability is represented by the statement meeting the needs of today without sacrificing the needs of the future. 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.

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

##### Mapped to:

- **Core Theme Objectives and Success Indicators 2015-2016:**  
S.1.1: SI 15 – General Fund Unrestricted Cash, S.1.2A: SI 16A - Fiscal Responsibilities – All Funds, S.1.2B: SI 16B - Fiscal Responsibilities – All Funds, S.1.3: S 17 - Fiscal Enterprise Fund Responsibilities,
- **Core Theme Objectives and Success Indicators 2016-2017:**  
S.1.1: SI 15 – General Fund Ending Fund Balance, S.1.2A: SI 16A - Fiscal Responsibilities – All Funds, S.1.2B: SI 16B -Fiscal Responsibilities – All Funds, S.1.3: SI 17 - Fiscal Enterprise Fund Responsibilities,
- **Core Theme Objectives and Success Indicators 2017-2018:**  
S.1.1: SI 15 – General Fund Ending Fund Balance, S.1.2A: SI 16A -

#### Measure

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

##### INSTITUTION LEVEL; DIRECT - OTHER

##### Indicator (Measurement):

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:

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.

##### Key/Responsible Personnel:

Executive Director Business Services

##### Supporting Attachments:

Fiscal Responsibilities – All Funds,  
S.1.2B: SI 16B -Fiscal  
Responsibilities – All Funds, S.1.3:  
SI 17 - Fiscal Enterprise Fund  
Responsibilities,

- **Core Themes and Objectives 2015-2016 to 2019-2020: S1:** Southwestern provides responsible fiscal management,
- **Mission Fulfillment Core Themes:** Sustainability, Sustainability, Sustainability, Sustainability

## ***Findings***

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

#### **Summary of Findings:**

Threshold Achieved: 2016-17 of 230% / Green

2016-17 reported a major increase in the ending fund balance for the General Fund, ending the year at \$4,132,242. This was largely due to increases in property tax revenues, state funds, and issuing short-term operating debt in conjunction with refunding of old bonds and a reduction in overall spending.

Property tax revenues were up 3%, state funds rose slightly by \$24k, and short-term debt was issued in the amount of \$1.5 million. Overall spending was down by \$1.8 million.

#### **Thresholds:**

Exceeded

#### **Reflection, Analysis and Data Evidence:**

After removing outstanding short-term debt of \$1.5 million the College's true ending fund balance closed the fiscal year 16-17 at just over \$2.6 million. As long as the College continues to spend wisely, actively recruit students and implement new in "demand programs", revenues from tuition and fees as well as the State Reimbursement will continue to rise adding to a strong ending fund balance for the General Fund.

Keeping a strong ending fund balance in the General Fund of \$2.5 million and over aids in the College's ability to meet obligations that may arise from economic factors or unexpected events.

#### **Substantiating Evidence:**

 SI 15: 2016-2017 Charts and Tables (Excel Workbook (Open XML))

## ***Measure***

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

#### **INSTITUTION LEVEL; DIRECT - OTHER**

#### **Indicator (Measurement):**

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:**

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.

**Key/Responsible Personnel:**

Executive Director Business Services

**Supporting Attachments:**

## ***Findings***

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

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**Summary of Findings:**

Threshold Achieved: 336%

FY16/17 saw an exceptionally higher fund balance of \$13.4 million than the predicted balance of \$3.8 million. This was due to obtaining loans of \$5 million and donations in excess of \$3.3 million for the Health & Science building. If you remove the Health and Science financial data we are left with \$5.1 ending fund balance for all funds.

**Thresholds:**

Exceeded

**Reflection, Analysis and Data Evidence:**

A large percentage of the balance is in the plant fund for the Health and Science building. The general fund was at \$4.1 million as state revenue and property tax collections were above the budgeted amount. Refunding reduced the debt service significantly. Due to the solid ending fund balance, there was no operational loan proceeds required.

**Substantiating Evidence:**

 SI 16A and SI 16B: 2016-2017 Charts and Tables (Excel Workbook (Open XML))

## ***Measure***

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

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**INSTITUTION LEVEL; DIRECT - OTHER**

**Indicator (Measurement):**

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:**

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.

**Key/Responsible Personnel:**

**Supporting Attachments:**

## ***Findings***

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

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**Summary of Findings:**

Threshold Achievement: 2.73

FY16/17 reported a current ratio of 2.73 which means that for every dollar of current liabilities the College had \$2.73 of current assets. However, we have to be mindful of \$8.3 million of the current assets are restricted for the Health & Science building construction.


**Thresholds:**

Exceeded

**Reflection, Analysis and Data Evidence:**

The college is liquid enough to meet current obligations and most expenses for unexpected events with our current assets. The liquidity is dependent upon enrollment figures for tuition and fee revenues as well as state reimbursements to continue to meet cash flow requirements and to maintain higher current ratio.

**Substantiating Evidence:**

 SI 16A and SI 16: 2016-2017 Charts and Tables (Excel Workbook (Open XML))

## ***Measure***

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

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**INSTITUTION LEVEL; DIRECT - OTHER**

**Indicator (Measurement):**

Measured by the Enterprise Fund Operating Margin derived from Enterprise Fund combined operating income over gross [sic net] revenue

**Thresholds:**

Green: Over 15%

Yellow: 10% to 15%

Red: Less than 10%

**Purpose and Meaning:**

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.

**Key/Responsible Personnel:**

Executive Director Business Services

**Supporting Attachments:**

## ***Findings***

### ***for S.1.3: S 17 - Fiscal Enterprise Fund Responsibilities***

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#### **Summary of Findings:**

Threshold Achievement: 3%, just over \$200,000

FY15/16 and FY16/17 had operating margins for enterprise funds less than our thresholds. Education being different from private industries may require a revision to our thresholds. We still need to be proactive in achieving a high positive net operating revenue over expenditures.

#### **Thresholds:**

Not Met

#### **Reflection, Analysis and Data Evidence:**

The college is focusing on the following:

- 1) Increase student housing occupancy with a positive impact on dining services
- 2) Increase enrollment at OCCl
- 3) REEF project
- 4) Newmark Center occupancy
- 5) Bookstore continues to explore revenue generating options

#### **Substantiating Evidence:**

 SI 17: 2016-2017 Charts and Tables (Excel Workbook (Open XML))



SOUTHWESTERN  
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Success Indicator Achievement  
Board of Education Report  
By – Rod Keller

# Success Indicators

**SI 44—DEV ED**

**SI 47—LDC**



# SI 44—Developmental Education

## 2015 Two-Year Cohort

first time

full-time

credential seeking

**549 students**





## SI 44—Developmental Education

**62.3%**

342 students

**59.6%**

327 math students

**32.3%**

117 writing students



# SI 44—Developmental Education

**63.5%**

**SWOCC students**

**58.5%**

**peer college students**



# SI 44—Equity College Ready

- race/ethnicity
- gender
- PELL
- age



## SI 44—Equity College Ready

**64.6%**

**full-time**

**47.8%**

**part-time**



# SI 44—Developmental Education

Course Pass Rates				
	2014	2015	2016	2017
MTH DEV ED	62%	68%	68%	51%
MTH ALL	66%	71%	68%	59%

# SI 44—Developmental Education

Course Pass Rates				
	2014	2015	2016	2017
MTH 95	72%	72%	72%	49%
MTH 111	66%	66%	57%	61%

# SI 44—Developmental Education

Course Pass Rates				
	2014	2015	2016	2017
MTH 98		65%	63%	70%
MTH 105	72%	83%	68%	53%

# SI 44—Developmental Education

Course Pass Rates				
	2014	2015	2016	2017
WR 90R			73%	64%
WR 95			52%	61%
WR 115	84%	77%	72%	67%
WR 121	68%	74%	70%	69%



# SI 44—Developmental Education

- grading
- delivery
- placement
- co-requisite
- support



# SI 47—Lower Division Collegiate

**80.1%**

LDC pass



# SI 47—Lower Division Collegiate

Course Pass Rates				
	2014	2015	2016	2017
LDC	81%	81%	79%	80%

## SI 47—Equity

- race/ethnicity
- gender
- first-generation



## SI 47—Equity

**78.6%**

in-district

**81.9%**

out-of-district

**83.9%**

out-of-state



## SI 47—Equity

**86%**

full-time

**62%**

not full-time



# Thank You



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# Southwestern Oregon Community College

2018-2019

## Success Indicators (SIs)

### Mission Statement

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner. (Adopted November 19, 2012)

### Measures

#### Core Themes and Objectives

Learning and Achievement

LA: Learning and Achievement is at the core of the College Mission focusing on aspects of student achievement and success.

#### Outcome: Objective LA.1: Students demonstrate progress

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

*Institution level Indirect - Other*

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: $\geq 3\%$ 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



Key/Responsible  
Personnel:

college gateway courses and beyond.

Lead Writer: Dean LDC/Developmental  
Data Available: Early October after final state  
submission of data and reporting to VFA  
Board Presentation: February Meeting

▼ **Measure:** LA.1.2: SI 28 - Progress – Credits Earned  
*Institution level Direct - Other*

Indicator (Measurement):

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

Key/Responsible  
Personnel:

Lead Writer: VP Instruction  
Data Available: Early October after final state  
submission of data and reporting to VFA  
Board Presentation: May Meeting

▼ **Measure:** LA.1.3: SI 47 – Success Rate - LDC Courses  
*Institution level Indirect - Other*

Indicator (Measurement):

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.
Key/Responsible Personnel:	Lead Writer: Dean LDC/Developmental Data Available: Early September after final state submission of data Board Presentation: February Meeting

▼ **Measure:** LA.1.4: SI 53 – Success Rate - CTE Courses  
*Institution level Indirect - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early September after final state submission of data Board Presentation: February Meeting

▼ **Measure:** LA.1.5: SI 48 – Retention Rate  
*Institution level Indirect - Other*

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
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 educations success. This indicator offers a measure of student progress toward achievement on an annual basis.
Key/Responsible Personnel:	Lead Writer: Dean Student Success and Transfer Data Available: Late Spring after IPEDS submission of data Board Presentation: May Meeting

▼ **Measure:** LA.1.6: SI 54 – Success Rate – Subsequent Courses  
*Institution level Indirect - Other*

Indicator (Measurement):	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:	Green: $\geq 80\%$ Yellow: Between 75% and 79% Red $< 75\%$
Purpose and Meaning:	Measure Type: Indirect – Grades Measures student learning and achievement gauged

Key/Responsible  
Personnel:

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.

Lead Writer: VP Instruction  
Data Available: Early September after final state submission of data  
Board Presentation: February Meeting

▼ **Measure:** LA.1.7: SI 55 – Retention Rate - Transitional Education  
*Institution level Indirect - Other*

Indicator (Measurement):

Measured by the retention rate for Transitional Education students from beginning of quarter until end of quarter as reported to TOPSpro Enterprise.

Thresholds:

Green:  $\geq 5$  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:

Measure Type: Indirect – Counts/Percent  
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.

Key/Responsible  
Personnel:

Lead Writer: Director Transitional Education  
Data Available: Early September after final state submission of data  
Board Presentation: November Meeting

## Outcome: Objective LA.2.1: Students complete certificates, degrees, and transfer

### ▼ **Measure:** LA.2.1: SI 11 – Graduation Rate *Institution level Indirect - Other*

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
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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early Spring after IPEDS submission of data Board Presentation: May Meeting

### ▼ **Measure:** LA.2.2: SI 46 – Transfer Rate *Institution level Indirect - Other*

Indicator (Measurement):	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.

Key/Responsible  
Personnel:

Lead Writer: Dean Student Success and Transfer  
Data Available: Early Spring after IPEDS submission of data  
Board Presentation: May Meeting

▼ **Measure:** LA.2.3: SI 56 - GED Completer Transition Rate  
*Institution level Direct - Other*

Indicator (Measurement):

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.

Key/Responsible  
Personnel:

Lead Writer: Director Transitional Education  
Data Available: Early September after final state submission  
Board Presentation: November Meeting

▼ **Measure:** LA.2.4A: SI 52A – Success Rate- Completion and Transfer  
*Institution level Indirect - Other*

Indicator (Measurement):

LA.2.4: SI 52 – Success Rate- Completion and Transfer  
Measured by the combined completion and transfer rates as reported to VFA for the credential

	seeking cohort disaggregated by student demographics reported as the two-year completion and transfer rate
Thresholds:	<p>Green: <math>\geq 3</math> percentage points above Oregon CC average</p> <p>Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average</p> <p>Red: <math>&gt; 3</math> percentage points below the Oregon CC average</p>
Purpose and Meaning:	<p>Measure Type: Indirect – Counts/Percent</p> <p>Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.</p>
Key/Responsible Personnel:	<p>Lead Writer: VP Instruction</p> <p>Data Available: Early October after final state submission of data and reporting to VFA</p> <p>Board Presentation: May Meeting</p>

▼ **Measure:** LA.2.4B: SI 52B – Success Rate- Completion and Transfer  
*Institution level Indirect - Other*

Indicator (Measurement):	Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics reported as the six-year completion and transfer rate
Thresholds:	<p>Green: <math>\geq 3</math> percentage points above Oregon CC average</p> <p>Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average</p> <p>Red: <math>&gt; 3</math> percentage points below the Oregon CC average</p>
Purpose and Meaning:	<p>Measure Type: Indirect – Counts/Percent</p> <p>Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.</p>
Key/Responsible	Lead Writer: VP Instruction

Personnel:

Data Available: Early October after final state submission of data and reporting to VFA  
Board Presentation: May Meeting

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

▼ **Measure:** LA.3.1: SI 8 - Employer Perceptions  
*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Mid June after surveys completed Board Presentation: April Meeting

▼ **Measure:** LA.3.2: SI 13 - Student Technical Skills Outcomes  
*Institution level Direct - Exam*

Indicator (Measurement):	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



**Purpose and Meaning:**

Yellow: Between 70% and 89%  
Red: Below 70%

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.

**Key/Responsible Personnel:**

Lead Writer: Dean CTE  
Data Available: Early September after final state submission of data  
Board Presentation: March Meeting

▼ **Measure:** LA.3.3 : SI 60 - Course Student Learning Outcomes Assessment  
*Institution level Direct - Other*

**Indicator (Measurement):**

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: ≥ 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.

**Key/Responsible Personnel:**

Lead Writer: VP Instruction  
Data Available: July after outcomes reports

submitted

Board Presentation: March Meeting

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

*Program level Direct - Student Artifact*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: July after outcomes reports submitted Board Presentation: March Meeting

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

*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: September after outcomes reports submitted and ETS data received Board Presentation: March Meeting

#### Access

A: Access is an essential element of the mission for Southwestern to provide learning opportunities that meet current and future educational needs of the student and communities it serves.

### Outcome: Objective A.1: Students access varied learning opportunities

▼ **Measure:** A.1.1: SI 2 – Enrollment Report  
*Institution level Direct - Other*

Indicator (Measurement):	Measured by the three-year average of all student enrollments disaggregated by student
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Thresholds:

demographics and delivery demographics (method, time, location)

Green: 9600 or greater

Yellow: Between 6000 - 9599

Red: Below 6000

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.

2018-19 thresholds updated to reflect current economic conditions and budget development

Key/Responsible Personnel:

Lead Writer: Executive Director Enrollment Management

Data Available: Early September after final state submission of data

Board Presentation: October Meeting

▼ **Measure:** A.1.2: SI 3 – Course Offerings

*Institution level Direct - Other*

Indicator (Measurement):

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

Thresholds:

Green: 46,000 or greater

Yellow: Between 35,000 – 45,999

Red: Below 35,000

Purpose and Meaning:

Measure Type: Direct – Service Capacity

	<p>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.</p> <p>2018-19 thresholds updated to reflect current economic conditions and budget development</p>
Key/Responsible Personnel:	<p>Lead Writer: VP Instruction</p> <p>Data Available: Early September after final state submission of data.</p> <p>Board Presentation: October Meeting</p>

▼ **Measure:** A.1.3: SI 35 – Foundation Support  
*Institution level Direct - Other*

Indicator (Measurement):	Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.
Thresholds:	<p>Green: \$70,00 or greater</p> <p>Yellow: Between \$40,000 and \$69,000</p> <p>Red: Less than \$40,000</p>
Purpose and Meaning:	<p>Measure Type: Direct – Service Capacity</p> <p>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.</p>
Key/Responsible Personnel:	<p>Lead Writer: Executive Director Foundation</p> <p>Data Available: Early September after final year end data</p> <p>Board Presentation: Board Retreat</p>

▼ **Measure:** A.1.4: SI 39 – Institutional Financial Assistance

*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Executive Director Enrollment Management Data Available: Early September after final year end data Board Presentation: October Meeting

**Outcome: Objective A.2: Students access services that support learning**

▼ **Measure:** A.2.1: SI 38 – Student Opinion

*Institution level Indirect - Survey*

Indicator (Measurement):	Measured by the overall rating of student expectations and needs from internal survey data –
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Thresholds:	measured every two years 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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early July after survey completion Board Presentation: January Meeting

▼ **Measure:** A.2.2: SI 57 – Student Satisfaction  
*Institution level Indirect - Survey*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early August after survey completion Board Presentation: January Meeting

**Outcome: Objective A.3: Students access relevant curricula that support lifelong learning and achievement**

▼ **Measure:** A.3.1: SI 14A – Structured Work Experience  
*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early September after final state submission of data Board Presentation: April Meeting

▼ **Measure:** A.3.2: SI 29 – Connections – High School Dual Enrolled  
*Institution level Direct - Other*

Indicator (Measurement):	Measured by the district percentage of junior and seniors enrolled participating in high school connection opportunities
Thresholds:	Green: ≥ 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.

**Key/Responsible Personnel:**

Lead Writer: HS Connections  
Data Available: Early September after final state submission of data  
Board Presentation: October Meeting

▼ **Measure:** A.3.3: SI 37 – Graduate Survey  
*Institution level Indirect - Survey*

**Indicator (Measurement):**

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.

**Key/Responsible Personnel:**

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

**Community Engagement**

CE: The College supports the building of strong partnerships and provides opportunities for the staff and

community to participate in diverse activities and events.

**Outcome: Core Theme Community Engagement Objective CE.1: Southwestern serves our communities by providing quality training and business development**

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

*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early July after survey completion Board Presentation: April Meeting

▼ **Measure:** CE.1.2: SI 32 – Training Participant Satisfaction

*Institution level Indirect - Survey*

Indicator (Measurement):	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: $< 3$
Purpose and Meaning:	Measure Type: Indirect – Internal Survey Providing surveys to the participants of workforce

Key/Responsible  
Personnel:

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.

Lead Writer: Dean Extended Learning  
Data Available: Early July after survey completion  
Board Presentation: April Meeting

▼ **Measure:** CE.1.3: SI 33 – Service to Business  
*Institution level Direct - Other*

Indicator (Measurement):

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.

Key/Responsible  
Personnel:

Lead Writer: Director SBDC  
Data Available: Early July after SBDC data release  
Board Presentation: April Meeting

**Outcome: Objective CE.2: Southwestern provides our community members access to a**

## wide range of quality, lifelong learning activities

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

*Institution level Indirect - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Chief Human Resource Officer Data Available: Mid June after survey completion Board Presentation: November Meeting

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

*Institution level Indirect - Survey*

Indicator (Measurement):	Measured by the average rating on the question for overall satisfaction from the Community Education Class survey.
Thresholds:	Green: $\geq 4$ Yellow: 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.
Key/Responsible Personnel:	Lead Writer: Dean Extended Learning Data Available: Early July after survey completion Board Presentation: January Meeting

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

Refinement intended in 2015-16 to remove the verbiage "foundation in support of the" was not removed in all documents until 2016-17. The intent of the objective was the same, the verbiage was refined to more clearly state intent.

#### ▼ **Measure:** CE.3.1: SI 42 – Foundation Annual Fundraising *Institution level Direct - Other*

Indicator (Measurement):	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 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.
Key/Responsible Personnel:	Lead Writer: Executive Director Foundation Data Available: Early September after final year end data Board Presentation: Board Retreat

▼ **Measure:** CE.3.2: SI 43 – Foundation Endowments

*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Executive Director Foundation Data Available: Early September after final year end data Board Presentation: Board Retreat

▼ **Measure:** CE.3.3: SI 45 – Alumni Participation

*Institution level Direct - Other*

Indicator (Measurement):	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.

**Key/Responsible Personnel:**

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Board Retreat

**Sustainability**

S: Sustainability is represented by the statement meeting the needs of today without sacrificing the needs of the future. 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.

**Outcome: Objective S.1: Southwestern provides responsible fiscal management**

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

*Institution level Direct - Other*

**Indicator (Measurement):**

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

Key/Responsible  
Personnel:

fund budget of revenue and expenditures were  
realizable.

Lead Writer: Executive Director Business Services  
Data Available: Early October after final year end  
data  
Board Presentation: March Meeting

▼ **Measure:** S.1.2A: SI 16A -Fiscal Responsibilities – All Funds  
*Institution level Direct - Other*

Indicator (Measurement):

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. 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.

Key/Responsible  
Personnel:

Lead Writer: Executive Director Business Services  
Data Available: Early October after final year end  
data  
Board Presentation: March Meeting

▼ **Measure:** S.1.2B: SI 16B -Fiscal Responsibilities – All Funds  
*Institution level Direct - Other*



Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Executive Director Business Services Data Available: Early October after final year end data Board Presentation: March Meeting

▼ **Measure:** S.1.3: S 17 - Fiscal Enterprise Fund Responsibilities  
*Institution level Direct - Other*

Indicator (Measurement):	Measured by the Enterprise Fund Operating Margin derived from Enterprise Fund combined operating income over gross [sic net] revenue
Thresholds:	Green: Over 15% Yellow: 10% to 15% Red: Less than 10%
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.
Key/Responsible Personnel:	Lead Writer: Executive Director Business Services Data Available: Early October after final year end data Board Presentation: March Meeting

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

▼ **Measure:** S.2.1: SI 9 - Employee Satisfaction and Opinion  
*Institution level Indirect - Survey*

Indicator (Measurement):	Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For or other identified survey with an administration once every three year
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.
Key/Responsible Personnel:	Lead Writer: Chief Human Resource Officer Data Available: Early August after survey completion and results released Board Presentation: November Meeting

▼ **Measure:** S.2.2: SI 19 - Infrastructure Equipment and Software Maintenance  
*Institution level Direct - Other*

Indicator (Measurement):	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).
Key/Responsible Personnel:	Lead Writer: Executive Director ITS Data Available: Early October after final year end data Board Presentation With ITS Presentation

▼ **Measure:** S.2.3: SI 20 - Infrastructure Maintenance  
*Institution level Direct - Other*

Indicator (Measurement):	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

Key/Responsible  
Personnel:

through completion of maintenance and safety projects as identified during the budgeting process.

Lead Writer: Director Facility Services  
Data Available: Early October after final year end data  
Board Presentation With Facility Presentation

▼ **Measure:** S.2.4: SI 58 – Institutional Capacity  
*Institution level Indirect - Survey*

Indicator (Measurement):

Measured by the average rating on the ICAT assessment; disaggregated by key area with administration of once every three years

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.

Key/Responsible  
Personnel:

Success Committee  
Data Available: June after survey completion  
Board Presentation Board Retreat

**Outcome: Objective S.3: Southwestern delivers viable quality instruction**

▼ **Measure:** S.3.1: SI 7 - Program Relevance

*Institution level Indirect - Other*

**Indicator (Measurement):** 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

**Key/Responsible Personnel:** Lead Writer: VP Instruction  
Data Available: Early January after state publication of data  
Board Presentation: April Meeting

▼ **Measure:** S.3.2: SI 59 – Instructional Effectiveness and Quality

*Institution level Indirect - Survey*

**Indicator (Measurement):** 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

**Purpose and Meaning:**

Yellow: Between 0 and .15 SD Difference  
Red: < 0 SD Difference

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.

**Key/Responsible  
Personnel:**

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

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact Vice President of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative Services for referral to the appropriate administrator.



# Southwestern Oregon Community College

2018-2019 and 2019-2020 Reports

## Success Indicators (SIs)

### Mission Statement

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner. (Adopted November 19, 2012)

### Measures

#### Core Themes and Objectives

Learning and Achievement

LA: Learning and Achievement is at the core of the College Mission focusing on aspects of student achievement and success.

#### Outcome: Objective LA.1: Students demonstrate progress

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

*Institution level Indirect - Other*

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: $\geq 3\%$ 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

Key/Responsible  
Personnel:

college gateway courses and beyond.

Lead Writer: Dean LDC/Developmental  
Data Available: Early October after final state  
submission of data and reporting to VFA  
Board Presentation: February Meeting

▼ **Measure:** LA.1.2: SI 28 - Progress – Credits Earned  
*Institution level Direct - Other*

Indicator (Measurement):

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

Key/Responsible  
Personnel:

Lead Writer: VP Instruction  
Data Available: Early October after final state  
submission of data and reporting to VFA  
Board Presentation: May Meeting

▼ **Measure:** LA.1.3: SI 47 – Success Rate - LDC Courses  
*Institution level Indirect - Other*

Indicator (Measurement):

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.
Key/Responsible Personnel:	Lead Writer: Dean LDC/Developmental Data Available: Early September after final state submission of data Board Presentation: February Meeting

▼ **Measure:** LA.1.4: SI 53 – Success Rate - CTE Courses  
*Institution level Indirect - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early September after final state submission of data Board Presentation: February Meeting

▼ **Measure:** LA.1.5: SI 48 – Retention Rate  
*Institution level Indirect - Other*

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
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 educations success. This indicator offers a measure of student progress toward achievement on an annual basis.
Key/Responsible Personnel:	Lead Writer: Dean Student Success and Transfer Data Available: Late Spring after IPEDS submission of data Board Presentation: May Meeting

▼ **Measure:** LA.1.6: SI 54 – Success Rate – Subsequent Courses  
*Institution level Indirect - Other*

Indicator (Measurement):	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:	Green: $\geq 80\%$ Yellow: Between 75% and 79% Red $< 75\%$
Purpose and Meaning:	Measure Type: Indirect – Grades Measures student learning and achievement gauged

Key/Responsible  
Personnel:

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.

Lead Writer: VP Instruction  
Data Available: Early September after final state submission of data  
Board Presentation: February Meeting

▼ **Measure:** LA.1.7: SI 55 – Retention Rate - Transitional Education  
*Institution level Indirect - Other*

Indicator (Measurement):

Measured by the retention rate for Transitional Education students from beginning of quarter until end of quarter as reported to TOPSpro Enterprise.

Thresholds:

Green:  $\geq 5$  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:

Measure Type: Indirect – Counts/Percent  
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.

Key/Responsible  
Personnel:

Lead Writer: Director Transitional Education  
Data Available: Early September after final state submission of data  
Board Presentation: November Meeting

## Outcome: Objective LA.2.1: Students complete certificates, degrees, and transfer

### ▼ **Measure:** LA.2.1: SI 11 – Graduation Rate *Institution level Indirect - Other*

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
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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early Spring after IPEDS submission of data Board Presentation: May Meeting

### ▼ **Measure:** LA.2.2: SI 46 – Transfer Rate *Institution level Indirect - Other*

Indicator (Measurement):	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.

Key/Responsible  
Personnel:

Lead Writer: Dean Student Success and Transfer  
Data Available: Early Spring after IPEDS submission of data  
Board Presentation: May Meeting

▼ **Measure:** LA.2.3: SI 56 - GED Completer Transition Rate  
*Institution level Direct - Other*

Indicator (Measurement):

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.

Key/Responsible  
Personnel:

Lead Writer: Director Transitional Education  
Data Available: Early September after final state submission  
Board Presentation: November Meeting

▼ **Measure:** LA.2.4A: SI 52A – Success Rate- Completion and Transfer  
*Institution level Indirect - Other*

Indicator (Measurement):

LA.2.4: SI 52 – Success Rate- Completion and Transfer  
Measured by the combined completion and transfer rates as reported to VFA for the credential

	seeking cohort disaggregated by student demographics reported as the two-year completion and transfer rate
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.
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: Early October after final state submission of data and reporting to VFA Board Presentation: May Meeting

▼ **Measure:** LA.2.4B: SI 52B – Success Rate- Completion and Transfer  
*Institution level Indirect - Other*

Indicator (Measurement):	Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics reported as the six-year completion and transfer rate
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.
Key/Responsible	Lead Writer: VP Instruction

Personnel:

Data Available: Early October after final state submission of data and reporting to VFA  
Board Presentation: May Meeting

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

▼ **Measure:** LA.3.1: SI 8 - Employer Perceptions  
*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Mid June after surveys completed Board Presentation: April Meeting

▼ **Measure:** LA.3.2: SI 13 - Student Technical Skills Outcomes  
*Institution level Direct - Exam*

Indicator (Measurement):	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

**Purpose and Meaning:**

Yellow: Between 70% and 89%  
Red: Below 70%

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.

**Key/Responsible Personnel:**

Lead Writer: Dean CTE  
Data Available: Early September after final state submission of data  
Board Presentation: March Meeting

▼ **Measure:** LA.3.3 : SI 60 - Course Student Learning Outcomes Assessment  
*Institution level Direct - Other*

**Indicator (Measurement):**

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: ≥ 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.

**Key/Responsible Personnel:**

Lead Writer: VP Instruction  
Data Available: July after outcomes reports



submitted

Board Presentation: March Meeting

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

*Program level Direct - Student Artifact*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: July after outcomes reports submitted Board Presentation: March Meeting

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

*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: September after outcomes reports submitted and ETS data received Board Presentation: March Meeting

#### Access

A: Access is an essential element of the mission for Southwestern to provide learning opportunities that meet current and future educational needs of the student and communities it serves.

### Outcome: Objective A.1: Students access varied learning opportunities

#### ▼ **Measure:** A.1.1: SI 2 – Enrollment Report *Institution level Direct - Other*

Indicator (Measurement):	Measured by the three-year average of all student enrollments disaggregated by student
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Thresholds:

demographics and delivery demographics (method, time, location)

Green: 9600 or greater

Yellow: Between 6000 - 9599

Red: Below 6000

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.

2018-19 thresholds updated to reflect current economic conditions and budget development

Key/Responsible  
Personnel:

Lead Writer: Executive Director Enrollment Management

Data Available: Early September after final state submission of data

Board Presentation: October Meeting

▼ **Measure:** A.1.2: SI 3 – Course Offerings

*Institution level Direct - Other*

Indicator (Measurement):

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

Thresholds:

Green: 46,000 or greater

Yellow: Between 35,000 – 45,999

Red: Below 35,000

Purpose and Meaning:

Measure Type: Direct – Service Capacity

	<p>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.</p> <p>2018-19 thresholds updated to reflect current economic conditions and budget development</p>
Key/Responsible Personnel:	<p>Lead Writer: VP Instruction</p> <p>Data Available: Early September after final state submission of data.</p> <p>Board Presentation: October Meeting</p>

▼ **Measure:** A.1.3: SI 35 – Foundation Support  
*Institution level Direct - Other*

Indicator (Measurement):	Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.
Thresholds:	<p>Green: \$70,00 or greater</p> <p>Yellow: Between \$40,000 and \$69,000</p> <p>Red: Less than \$40,000</p>
Purpose and Meaning:	<p>Measure Type: Direct – Service Capacity</p> <p>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.</p>
Key/Responsible Personnel:	<p>Lead Writer: Executive Director Foundation</p> <p>Data Available: Early September after final year end data</p> <p>Board Presentation: Board Retreat</p>

▼ **Measure:** A.1.4: SI 39 – Institutional Financial Assistance  
*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Executive Director Enrollment Management Data Available: Early September after final year end data Board Presentation: October Meeting

**Outcome: Objective A.2: Students access services that support learning**

▼ **Measure:** A.2.1: SI 38 – Student Opinion  
*Institution level Indirect - Survey*

Indicator (Measurement):	Measured by the overall rating of student expectations and needs from internal survey data –
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Thresholds:	measured every two years 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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early July after survey completion Board Presentation: January Meeting

▼ **Measure:** A.2.2: SI 57 – Student Satisfaction  
*Institution level Indirect - Survey*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early August after survey completion Board Presentation: January Meeting

**Outcome: Objective A.3: Students access relevant curricula that support lifelong learning and achievement**

▼ **Measure:** A.3.1: SI 14A – Structured Work Experience  
*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early September after final state submission of data Board Presentation: April Meeting

▼ **Measure:** A.3.2: SI 29 – Connections – High School Dual Enrolled  
*Institution level Direct - Other*

Indicator (Measurement):	Measured by the district percentage of junior and seniors enrolled participating in high school connection opportunities
Thresholds:	Green: ≥ 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.

**Key/Responsible Personnel:**

Lead Writer: HS Connections  
Data Available: Early September after final state submission of data  
Board Presentation: October Meeting

▼ **Measure:** A.3.3: SI 37 – Graduate Survey  
*Institution level Indirect - Survey*

**Indicator (Measurement):**

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.

**Key/Responsible Personnel:**

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

**Community Engagement**

CE: The College supports the building of strong partnerships and provides opportunities for the staff and



community to participate in diverse activities and events.

**Outcome: Core Theme Community Engagement Objective CE.1: Southwestern serves our communities by providing quality training and business development**

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

*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early July after survey completion Board Presentation: April Meeting

▼ **Measure:** CE.1.2: SI 32 – Training Participant Satisfaction

*Institution level Indirect - Survey*

Indicator (Measurement):	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: $< 3$
Purpose and Meaning:	Measure Type: Indirect – Internal Survey Providing surveys to the participants of workforce

Key/Responsible  
Personnel:

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.

Lead Writer: Dean Extended Learning  
Data Available: Early July after survey completion  
Board Presentation: April Meeting

▼ **Measure:** CE.1.3: SI 33 – Service to Business  
*Institution level Direct - Other*

Indicator (Measurement):

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.

Key/Responsible  
Personnel:

Lead Writer: Director SBDC  
Data Available: Early July after SBDC data release  
Board Presentation: April Meeting

**Outcome: Objective CE.2: Southwestern provides our community members access to a**

## wide range of quality, lifelong learning activities

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

*Institution level Indirect - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Chief Human Resource Officer Data Available: Mid June after survey completion Board Presentation: November Meeting

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

*Institution level Indirect - Survey*

Indicator (Measurement):	Measured by the average rating on the question for overall satisfaction from the Community Education Class survey.
Thresholds:	Green: $\geq 4$ Yellow: 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.
Key/Responsible Personnel:	Lead Writer: Dean Extended Learning Data Available: Early July after survey completion Board Presentation: January Meeting

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

Refinement intended in 2015-16 to remove the verbiage "foundation in support of the" was not removed in all documents until 2016-17. The intent of the objective was the same, the verbiage was refined to more clearly state intent.

#### **▼ Measure:** CE.3.1: SI 42 – Foundation Annual Fundraising *Institution level Direct - Other*

Indicator (Measurement):	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 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.
Key/Responsible Personnel:	Lead Writer: Executive Director Foundation Data Available: Early September after final year end data Board Presentation: Board Retreat

▼ **Measure:** CE.3.2: SI 43 – Foundation Endowments

*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Executive Director Foundation Data Available: Early September after final year end data Board Presentation: Board Retreat

▼ **Measure:** CE.3.3: SI 45 – Alumni Participation

*Institution level Direct - Other*

Indicator (Measurement):	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.

**Key/Responsible  
Personnel:**

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Board Retreat

**Sustainability**

S: Sustainability is represented by the statement meeting the needs of today without sacrificing the needs of the future. 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.

**Outcome: Objective S.1: Southwestern provides responsible fiscal management**

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

*Institution level Direct - Other*

**Indicator (Measurement):**

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

Key/Responsible  
Personnel:

fund budget of revenue and expenditures were  
realizable.

Lead Writer: Executive Director Business Services  
Data Available: Early October after final year end  
data  
Board Presentation: March Meeting

▼ **Measure:** S.1.2A: SI 16A -Fiscal Responsibilities – All Funds  
*Institution level Direct - Other*

Indicator (Measurement):

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. 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.

Key/Responsible  
Personnel:

Lead Writer: Executive Director Business Services  
Data Available: Early October after final year end  
data  
Board Presentation: March Meeting

▼ **Measure:** S.1.2B: SI 16B -Fiscal Responsibilities – All Funds  
*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Executive Director Business Services Data Available: Early October after final year end data Board Presentation: March Meeting

▼ **Measure:** S.1.3: S 17 - Fiscal Enterprise Fund Responsibilities  
*Institution level Direct - Other*

Indicator (Measurement):	Measured by the Enterprise Fund Operating Margin derived from Enterprise Fund combined operating income over gross [sic net] revenue
Thresholds:	Green: Over 15% Yellow: 10% to 15% Red: Less than 10%
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.
Key/Responsible Personnel:	Lead Writer: Executive Director Business Services Data Available: Early October after final year end data Board Presentation: March Meeting



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

▼ **Measure:** S.2.1: SI 9 - Employee Satisfaction and Opinion  
*Institution level Indirect - Survey*

Indicator (Measurement):	Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For or other identified survey with an administration once every three year
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.
Key/Responsible Personnel:	Lead Writer: Chief Human Resource Officer Data Available: Early August after survey completion and results released Board Presentation: November Meeting

▼ **Measure:** S.2.2: SI 19 - Infrastructure Equipment and Software Maintenance  
*Institution level Direct - Other*

Indicator (Measurement):	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).
Key/Responsible Personnel:	Lead Writer: Executive Director ITS Data Available: Early October after final year end data Board Presentation With ITS Presentation

▼ **Measure:** S.2.3: SI 20 - Infrastructure Maintenance  
*Institution level Direct - Other*

Indicator (Measurement):	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

Key/Responsible  
Personnel:

through completion of maintenance and safety projects as identified during the budgeting process.

Lead Writer: Director Facility Services  
Data Available: Early October after final year end data  
Board Presentation With Facility Presentation

▼ **Measure:** S.2.4: SI 58 – Institutional Capacity  
*Institution level Indirect - Survey*

Indicator (Measurement):

Measured by the average rating on the ICAT assessment; disaggregated by key area with administration of once every three years

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.

Key/Responsible  
Personnel:

Success Committee  
Data Available: June after survey completion  
Board Presentation Board Retreat

**Outcome: Objective S.3: Southwestern delivers viable quality instruction**

▼ **Measure:** S.3.1: SI 7 - Program Relevance

*Institution level Indirect - Other*

**Indicator (Measurement):** 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

**Key/Responsible Personnel:** Lead Writer: VP Instruction  
Data Available: Early January after state publication of data  
Board Presentation: April Meeting

▼ **Measure:** S.3.2: SI 59 – Instructional Effectiveness and Quality

*Institution level Indirect - Survey*

**Indicator (Measurement):** 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

**Purpose and Meaning:**

Yellow: Between 0 and .15 SD Difference  
Red: < 0 SD Difference

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.

**Key/Responsible  
Personnel:**

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

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact Vice President of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative Services for referral to the appropriate administrator.



# Southwestern Oregon Community College

2019-2020 Reports

## Success Indicators (SIs)

### Mission Statement

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner. (Adopted November 19, 2012)

### Measures

#### Core Themes and Objectives

Learning and Achievement

LA: Learning and Achievement is at the core of the College Mission focusing on aspects of student achievement and success.

#### Outcome: Objective LA.1: Students demonstrate progress

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

*Institution level Indirect - Other*

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: $\geq 3\%$ 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

Key/Responsible  
Personnel:

college gateway courses and beyond.

Lead Writer: Dean LDC/Developmental  
Data Available: Early October after final state  
submission of data and reporting to VFA  
Board Presentation: February Meeting

▼ **Measure:** LA.1.2: SI 28 - Progress – Credits Earned  
*Institution level Direct - Other*

Indicator (Measurement):

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

Key/Responsible  
Personnel:

Lead Writer: VP Instruction  
Data Available: Early October after final state  
submission of data and reporting to VFA  
Board Presentation: May Meeting

▼ **Measure:** LA.1.3: SI 47 – Success Rate - LDC Courses  
*Institution level Indirect - Other*

Indicator (Measurement):

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.
Key/Responsible Personnel:	Lead Writer: Dean LDC/Developmental Data Available: Early September after final state submission of data Board Presentation: February Meeting

▼ **Measure:** LA.1.4: SI 53 – Success Rate - CTE Courses  
*Institution level Indirect - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early September after final state submission of data Board Presentation: February Meeting

▼ **Measure:** LA.1.5: SI 48 – Retention Rate  
*Institution level Indirect - Other*



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
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 educations success. This indicator offers a measure of student progress toward achievement on an annual basis.
Key/Responsible Personnel:	Lead Writer: Dean Student Success and Transfer Data Available: Late Spring after IPEDS submission of data Board Presentation: May Meeting

▼ **Measure:** LA.1.6: SI 54 – Success Rate – Subsequent Courses  
*Institution level Indirect - Other*

Indicator (Measurement):	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:	Green: $\geq 80\%$ Yellow: Between 75% and 79% Red $< 75\%$
Purpose and Meaning:	Measure Type: Indirect – Grades Measures student learning and achievement gauged

Key/Responsible  
Personnel:

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.

Lead Writer: VP Instruction  
Data Available: Early September after final state submission of data  
Board Presentation: February Meeting

▼ **Measure:** LA.1.7: SI 55 – Retention Rate - Transitional Education  
*Institution level Indirect - Other*

Indicator (Measurement):

Measured by the retention rate for Transitional Education students from beginning of quarter until end of quarter as reported to TOPSpro Enterprise.

Thresholds:

Green:  $\geq 5$  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:

Measure Type: Indirect – Counts/Percent  
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.

Key/Responsible  
Personnel:

Lead Writer: Director Transitional Education  
Data Available: Early September after final state submission of data  
Board Presentation: November Meeting

## Outcome: Objective LA.2.1: Students complete certificates, degrees, and transfer

### ▼ **Measure:** LA.2.1: SI 11 – Graduation Rate *Institution level Indirect - Other*

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
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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early Spring after IPEDS submission of data Board Presentation: May Meeting

### ▼ **Measure:** LA.2.2: SI 46 – Transfer Rate *Institution level Indirect - Other*

Indicator (Measurement):	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.

Key/Responsible  
Personnel:

Lead Writer: Dean Student Success and Transfer  
Data Available: Early Spring after IPEDS submission of data  
Board Presentation: May Meeting

▼ **Measure:** LA.2.3: SI 56 - GED Completer Transition Rate  
*Institution level Direct - Other*

Indicator (Measurement):

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.

Key/Responsible  
Personnel:

Lead Writer: Director Transitional Education  
Data Available: Early September after final state submission  
Board Presentation: November Meeting

▼ **Measure:** LA.2.4A: SI 52A – Success Rate- Completion and Transfer  
*Institution level Indirect - Other*

Indicator (Measurement):

LA.2.4: SI 52 – Success Rate- Completion and Transfer  
Measured by the combined completion and transfer rates as reported to VFA for the credential

	seeking cohort disaggregated by student demographics reported as the two-year completion and transfer rate
Thresholds:	<p>Green: <math>\geq 3</math> percentage points above Oregon CC average</p> <p>Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average</p> <p>Red: <math>&gt; 3</math> percentage points below the Oregon CC average</p>
Purpose and Meaning:	<p>Measure Type: Indirect – Counts/Percent</p> <p>Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.</p>
Key/Responsible Personnel:	<p>Lead Writer: VP Instruction</p> <p>Data Available: Early October after final state submission of data and reporting to VFA</p> <p>Board Presentation: May Meeting</p>

▼ **Measure:** LA.2.4B: SI 52B – Success Rate- Completion and Transfer  
*Institution level Indirect - Other*

Indicator (Measurement):	Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics reported as the six-year completion and transfer rate
Thresholds:	<p>Green: <math>\geq 3</math> percentage points above Oregon CC average</p> <p>Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average</p> <p>Red: <math>&gt; 3</math> percentage points below the Oregon CC average</p>
Purpose and Meaning:	<p>Measure Type: Indirect – Counts/Percent</p> <p>Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.</p>
Key/Responsible	Lead Writer: VP Instruction

Personnel:

Data Available: Early October after final state submission of data and reporting to VFA  
Board Presentation: May Meeting

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

▼ **Measure:** LA.3.1: SI 8 - Employer Perceptions  
*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Mid June after surveys completed Board Presentation: April Meeting

▼ **Measure:** LA.3.2: SI 13 - Student Technical Skills Outcomes  
*Institution level Direct - Exam*

Indicator (Measurement):	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

**Purpose and Meaning:**

Yellow: Between 70% and 89%  
Red: Below 70%

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.

**Key/Responsible Personnel:**

Lead Writer: Dean CTE  
Data Available: Early September after final state submission of data  
Board Presentation: March Meeting

▼ **Measure:** LA.3.3 : SI 60 - Course Student Learning Outcomes Assessment  
*Institution level Direct - Other*

**Indicator (Measurement):**

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: ≥ 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.

**Key/Responsible Personnel:**

Lead Writer: VP Instruction  
Data Available: July after outcomes reports

submitted

Board Presentation: March Meeting

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

*Program level Direct - Student Artifact*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: July after outcomes reports submitted Board Presentation: March Meeting

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

*Institution level Direct - Other*



Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: September after outcomes reports submitted and ETS data received Board Presentation: March Meeting

#### Access

A: Access is an essential element of the mission for Southwestern to provide learning opportunities that meet current and future educational needs of the student and communities it serves.

### Outcome: Objective A.1: Students access varied learning opportunities

#### ▼ **Measure:** A.1.1: SI 2 – Enrollment Report *Institution level Direct - Other*

Indicator (Measurement):	Measured by the three-year average of all student enrollments disaggregated by student
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Thresholds:

demographics and delivery demographics (method, time, location)

Green: 9600 or greater

Yellow: Between 6000 - 9599

Red: Below 6000

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.

2018-19 thresholds updated to reflect current economic conditions and budget development

Key/Responsible Personnel:

Lead Writer: Executive Director Enrollment Management

Data Available: Early September after final state submission of data

Board Presentation: October Meeting

▼ **Measure:** A.1.2: SI 3 – Course Offerings

*Institution level Direct - Other*

Indicator (Measurement):

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

Thresholds:

Green: 46,000 or greater

Yellow: Between 35,000 – 45,999

Red: Below 35,000

Purpose and Meaning:

Measure Type: Direct – Service Capacity

	<p>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.</p> <p>2018-19 thresholds updated to reflect current economic conditions and budget development</p>
Key/Responsible Personnel:	<p>Lead Writer: VP Instruction</p> <p>Data Available: Early September after final state submission of data.</p> <p>Board Presentation: October Meeting</p>

▼ **Measure:** A.1.3: SI 35 – Foundation Support  
*Institution level Direct - Other*

Indicator (Measurement):	Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.
Thresholds:	<p>Green: \$70,00 or greater</p> <p>Yellow: Between \$40,000 and \$69,000</p> <p>Red: Less than \$40,000</p>
Purpose and Meaning:	<p>Measure Type: Direct – Service Capacity</p> <p>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.</p>
Key/Responsible Personnel:	<p>Lead Writer: Executive Director Foundation</p> <p>Data Available: Early September after final year end data</p> <p>Board Presentation: Board Retreat</p>

▼ **Measure:** A.1.4: SI 39 – Institutional Financial Assistance

*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Executive Director Enrollment Management Data Available: Early September after final year end data Board Presentation: October Meeting

**Outcome: Objective A.2: Students access services that support learning**

▼ **Measure:** A.2.1: SI 38 – Student Opinion

*Institution level Indirect - Survey*

Indicator (Measurement):	Measured by the overall rating of student expectations and needs from internal survey data –
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Thresholds:	measured every two years 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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early July after survey completion Board Presentation: January Meeting

▼ **Measure:** A.2.2: SI 57 – Student Satisfaction  
*Institution level Indirect - Survey*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early August after survey completion Board Presentation: January Meeting

**Outcome: Objective A.3: Students access relevant curricula that support lifelong learning and achievement**

▼ **Measure:** A.3.1: SI 14A – Structured Work Experience  
*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early September after final state submission of data Board Presentation: April Meeting

▼ **Measure:** A.3.2: SI 29 – Connections – High School Dual Enrolled  
*Institution level Direct - Other*

Indicator (Measurement):	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.

**Key/Responsible Personnel:**

Lead Writer: HS Connections  
Data Available: Early September after final state submission of data  
Board Presentation: October Meeting

▼ **Measure:** A.3.3: SI 37 – Graduate Survey  
*Institution level Indirect - Survey*

**Indicator (Measurement):**

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.

**Key/Responsible Personnel:**

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

**Community Engagement**

CE: The College supports the building of strong partnerships and provides opportunities for the staff and

community to participate in diverse activities and events.

**Outcome: Core Theme Community Engagement Objective CE.1: Southwestern serves our communities by providing quality training and business development**

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

*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early July after survey completion Board Presentation: April Meeting

▼ **Measure:** CE.1.2: SI 32 – Training Participant Satisfaction

*Institution level Indirect - Survey*

Indicator (Measurement):	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: $< 3$
Purpose and Meaning:	Measure Type: Indirect – Internal Survey Providing surveys to the participants of workforce



Key/Responsible  
Personnel:

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.

Lead Writer: Dean Extended Learning  
Data Available: Early July after survey completion  
Board Presentation: April Meeting

▼ **Measure:** CE.1.3: SI 33 – Service to Business  
*Institution level Direct - Other*

Indicator (Measurement):

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.

Key/Responsible  
Personnel:

Lead Writer: Director SBDC  
Data Available: Early July after SBDC data release  
Board Presentation: April Meeting

**Outcome: Objective CE.2: Southwestern provides our community members access to a**

## wide range of quality, lifelong learning activities

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

*Institution level Indirect - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Chief Human Resource Officer Data Available: Mid June after survey completion Board Presentation: November Meeting

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

*Institution level Indirect - Survey*

Indicator (Measurement):	Measured by the average rating on the question for overall satisfaction from the Community Education Class survey.
Thresholds:	Green: $\geq 4$ Yellow: 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.
Key/Responsible Personnel:	Lead Writer: Dean Extended Learning Data Available: Early July after survey completion Board Presentation: January Meeting

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

Refinement intended in 2015-16 to remove the verbiage "foundation in support of the" was not removed in all documents until 2016-17. The intent of the objective was the same, the verbiage was refined to more clearly state intent.

#### ▼ **Measure:** CE.3.1: SI 42 – Foundation Annual Fundraising *Institution level Direct - Other*

Indicator (Measurement):	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 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.
Key/Responsible Personnel:	Lead Writer: Executive Director Foundation Data Available: Early September after final year end data Board Presentation: Board Retreat

▼ **Measure:** CE.3.2: SI 43 – Foundation Endowments

*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Executive Director Foundation Data Available: Early September after final year end data Board Presentation: Board Retreat

▼ **Measure:** CE.3.3: SI 45 – Alumni Participation

*Institution level Direct - Other*

Indicator (Measurement):	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.

**Key/Responsible Personnel:**

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Board Retreat

**Sustainability**

S: Sustainability is represented by the statement meeting the needs of today without sacrificing the needs of the future. 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.

**Outcome: Objective S.1: Southwestern provides responsible fiscal management**

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

*Institution level Direct - Other*

**Indicator (Measurement):**

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

Key/Responsible  
Personnel:

fund budget of revenue and expenditures were  
realizable.

Lead Writer: Executive Director Business Services  
Data Available: Early October after final year end  
data  
Board Presentation: March Meeting

▼ **Measure:** S.1.2A: SI 16A -Fiscal Responsibilities – All Funds  
*Institution level Direct - Other*

Indicator (Measurement):

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. 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.

Key/Responsible  
Personnel:

Lead Writer: Executive Director Business Services  
Data Available: Early October after final year end  
data  
Board Presentation: March Meeting

▼ **Measure:** S.1.2B: SI 16B -Fiscal Responsibilities – All Funds  
*Institution level Direct - Other*

Indicator (Measurement):	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.
Key/Responsible Personnel:	Lead Writer: Executive Director Business Services Data Available: Early October after final year end data Board Presentation: March Meeting

▼ **Measure:** S.1.3: S 17 - Fiscal Enterprise Fund Responsibilities  
*Institution level Direct - Other*

Indicator (Measurement):	Measured by the Enterprise Fund Operating Margin derived from Enterprise Fund combined operating income over gross [sic net] revenue
Thresholds:	Green: Over 15% Yellow: 10% to 15% Red: Less than 10%
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.
Key/Responsible Personnel:	Lead Writer: Executive Director Business Services Data Available: Early October after final year end data Board Presentation: March Meeting

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

▼ **Measure:** S.2.1: SI 9 - Employee Satisfaction and Opinion  
*Institution level Indirect - Survey*

Indicator (Measurement):	Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For or other identified survey with an administration once every three year
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.
Key/Responsible Personnel:	Lead Writer: Chief Human Resource Officer Data Available: Early August after survey completion and results released Board Presentation: November Meeting



▼ **Measure:** S.2.2: SI 19 - Infrastructure Equipment and Software Maintenance  
*Institution level Direct - Other*

Indicator (Measurement):	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).
Key/Responsible Personnel:	Lead Writer: Executive Director ITS Data Available: Early October after final year end data Board Presentation With ITS Presentation

▼ **Measure:** S.2.3: SI 20 - Infrastructure Maintenance  
*Institution level Direct - Other*

Indicator (Measurement):	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

Key/Responsible  
Personnel:

through completion of maintenance and safety projects as identified during the budgeting process.

Lead Writer: Director Facility Services  
Data Available: Early October after final year end data  
Board Presentation With Facility Presentation

▼ **Measure:** S.2.4: SI 58 – Institutional Capacity  
*Institution level Indirect - Survey*

Indicator (Measurement):

Measured by the average rating on the ICAT assessment; disaggregated by key area with administration of once every three years

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.

Key/Responsible  
Personnel:

Success Committee  
Data Available: June after survey completion  
Board Presentation Board Retreat

**Outcome: Objective S.3: Southwestern delivers viable quality instruction**

▼ **Measure:** S.3.1: SI 7 - Program Relevance

*Institution level Indirect - Other*

**Indicator (Measurement):** 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

**Key/Responsible Personnel:** Lead Writer: VP Instruction  
Data Available: Early January after state publication of data  
Board Presentation: April Meeting

▼ **Measure:** S.3.2: SI 59 – Instructional Effectiveness and Quality

*Institution level Indirect - Survey*

**Indicator (Measurement):** 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

**Purpose and Meaning:**

Yellow: Between 0 and .15 SD Difference  
Red: < 0 SD Difference

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.

**Key/Responsible  
Personnel:**

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

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact Vice President of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative Services for referral to the appropriate administrator.

# **SOUTHWESTERN OREGON COMMUNITY COLLEGE**

## **EMERGENCY RESPONSE PLAN**

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Southwestern Oregon Community College is committed to supporting the welfare of its students, faculty, staff, and visitors. Preparing a campus crisis/emergency response plan and allocating resources to respond to possible emergencies is one way in which the College offers this support. The plan is modeled after National Incident Management System guidelines and supports the Incident Command System model for emergency management.

The Emergency Response Plan is designed to maximize human survival and preservation of property, minimize danger, restore normal operations of the College, and assure responsive communications with the community, surrounding neighborhoods and the cities of Coos Bay / North Bend. The plan is set in operation whenever a natural or induced emergency affecting the College reaches proportions that cannot be handled by established measures. A crisis may be sudden and unforeseen, or there may be varying periods of warning. This plan is intended to be sufficiently flexible to accommodate contingencies of all types, magnitudes, and duration.

The plan provides for aiding the local community when appropriate, though the prime responsibility of the plan is to the College community (Southwestern Oregon Community College main campus, student housing and satellite locations in Curry County) for which it is designed. The intent is for the plan to be viewed as a tool to accomplish the above stated purpose and establish structure for managing the emergency.

### **DEFINITION OF AN EMERGENCY**

An emergency is any unplanned event that can cause death or significant injuries to faculty, staff, students, or the public, or that can shut down business, disrupt operations, cause physical or environmental damage, or can threaten the institution's financial standing or public image.

The Emergency Response Plan is put into effect whenever a crisis, man-made or natural, disrupts operations, threatens life, creates major damage, and occurs within the College community and/or SWOCC campuses in Curry County. While it is likely that outside assistance would be available in most large-scale crisis/emergency situations affecting Southwestern Oregon Community College, the College must be prepared to carry out crisis response and short-term recovery operations on an independent basis.

### **LEVELS OF EMERGENCY**

Emergencies can generally be classified into three levels:

#### **LEVEL I (DISASTER)**

A community-wide emergency that seriously impairs or halts the operation of Southwestern Oregon Community College. Outside emergency services would be needed. Major policy considerations and decisions would always be required.

**Examples of a level I disaster include, but are not limited to:**

- Mass casualties.
- Natural disaster such as earthquake or tsunami.
- Large-scale hazardous material spill.
- Health epidemics.
- Major weather emergency.

## LEVEL II (MAJOR EMERGENCY)

A serious emergency that completely disrupts one or more operations of Southwestern Oregon Community College and may affect mission-critical functions or life safety. Outside emergency services, as well as major efforts from campus support services, would be required. Major policy considerations and decisions would usually be required.

### **Examples of a level II major emergency include, but are not limited to:**

- Hostage situation
- Major fire
- Civil disturbance
- Widespread long term power outage
- Bomb threat
- Natural gas explosion
- Suicide
- Death of a student, faculty, or staff member (depending on circumstances)
- Shooting or stabbing
- National terrorist incident

## LEVEL III (MINOR EMERGENCY)

A localized, contained incident that is quickly resolved with internal resources or limited help and does not affect the overall functioning capacity of Southwestern Oregon Community College.

### **Examples of a level III minor emergency include, but are not limited to:**

- Small fire.
- Small hazardous material incident.
- Limited power outage.

## AUTHORITY

The Vice President of Administrative Services has the authority to declare a campus state of emergency or his/her designee(s) in consultation with the president (if available). In the absence of the Vice President of Administrative Services, the Director of Public Safety; the Executive Director of Integrated Technology Services; or the Vice President of Instruction are designated with the authority.

The Vice President of Administrative Services is responsible for establishing the basic policies and procedures that govern the College's emergency response plan. The Vice President of Administrative Services (or designee), in consultation with the president (if available), is the highest level of authority during an emergency.

## EMERGENCY MANAGEMENT TEAM

### SOUTHWESTERN'S EMERGENCY MANAGEMENT TEAM

The Emergency Management Team is responsible for coordinating the College's Emergency Response Plan. The Emergency Management Team members' duties and responsibilities relate closely to their normal authority and functions. In the event of a crisis, however, coordination and organization of all operations at the College shall be directed by the Emergency Management Team. The Emergency Management Team

members will implement the strategy and planning of the response. They communicate with field personnel, issue instructions to particular units, and monitor progress in carrying out the instructions.

The responsibilities of the Emergency Management Team include, but are not limited to:

1. Activate the Emergency Operations Center, as required.
2. Establish the Incident Commander for the emergency.
3. Establish support leaders for:
  - a. Operations
  - b. Planning
  - c. Logistics
  - d. Finance (if needed)
4. Identify the emergency and determine its impact. Decide the necessary level of response required to manage the emergency.
  - a. Use the established Southwestern Oregon Community College Emergency Response Plan and department response operations as a guide to deal with the situation.
  - b. Facilitate a multi-unit response.
  - c. Activate the Southwestern Emergency Response Team (SERT).
5. Exercise control over emergency operations and provide guidance on matters of policy and decision-making authority.
6. Authorize the evacuation and/or closing of College facilities, as required.
7. Notify Campus tenants of the emergency situation.
8. Coordinate the release of all official information and instructions to the public.

In addition to their responsibilities in an emergency, the Emergency Management Team members are responsible for insuring that the College is prepared and in the best possible position to respond to an emergency when it occurs. Additional duties with Emergency Management Team members include:

1. Insuring that department heads have developed departmental plans and checklists to respond to various emergencies. Departmental plans will be coordinated and amended as needed. A copy of each departmental plan, including updates, will be forwarded to the Director of Public Safety, and to the Vice President of Administrative Services. Department plans will be general in nature and include the assignment of general duties and responsibilities to employees, perceived to be required for each type of emergency.
2. Insuring that staffs are familiar with the overall emergency response plan and the specific requirements of departmental plans.
3. Maintaining adequate emergency resources and equipment particular to departmental plan requirements.
4. Maintaining a call list of departmental employees designated as "essential personnel." This call list will be updated as needed and a copy (including updates) forwarded to the Department of Public Safety.
5. Ensuring the preservation of essential records, or other materials deemed essential.

In the event of a crisis, the Vice President of Administrative Services or his/her designee will declare the need for the members of the Emergency Management Team to convene, and will contact all members of the Emergency Management Team. Whether the Emergency Management Team is activated depends upon the type of emergency situation, its potential for escalation, its geographical extent, and other factors. Department Plans may be able to contain localized emergencies. Southwestern Emergency Response Teams may be activated as deemed appropriate to the situation. Each member of the Emergency Management Team will have a designated backup as noted below:

## EMERGENCY MANAGEMENT TEAM MEMBERSHIP

### Staff Member (Backup)

- Director of Public Safety (Director of Plant Services)
- Director of Community Relations (Marketing Specialist)
- Vice President of Administrative Services (President)
- Executive Director of Integrated Technology Services (Director of ITS)
- Executive Director of Student Housing (Residence Director)
- Director of Plant Services (Maintenance Lead)
- Vice President Office of Instruction

## EMERGENCY MANAGEMENT TEAM RESPONSIBILITIES

### INCIDENT COMMANDER VICE PRESIDENT OF ADMINISTRATIVE SERVICES

- Provides overall leadership for incident response
- Ensures incident safety
- Establishes incident objectives
- Is responsible for all functions until delegated
- Delegates authority to others
- Provides information to internal and external parties
- Establishes and maintains liaison with other responders – police, fire other emergency response teams
- Takes direction from agency official.

### OPERATIONS DIRECTOR OF PUBLIC SAFETY

- Directs and coordinates all incident tactical operations
- Directs SERT responders
- Is typically one of the first functions to be assigned.
- Establishes on site command post.

### PLANNING EXECUTIVE DIRECTOR OF INTEGRATED TECHNOLOGY SERVICES

- Tracks resource status (responding SERT members)
- Tracks situation status
- Prepares the Emergency Management Team's action plan
- Develops alternative strategies
- Provides documentation services

### LOGISTICS EXECUTIVE DIRECTOR OF STUDENT HOUSING

- Provides communications
- Provides food and medical support to Team members
- Manages supplies and facilities

### FINANCE ACCOUNTING TECHNICIAN (OPTIONAL)

- Contract negotiation and monitoring
- Timekeeping
- Cost analysis
- Compensation for injury or damage to property



## SOUTHWESTERN EMERGENCY RESPONSE TEAM (SERT)

SERT members are the first responders for Southwestern. They receive special training modeled after the Community Emergency Response Team. <http://www.citizencorps.gov/cert/> provides additional information.

Training includes the Incident Command system, providing triage of wounded, search and rescue, assessment and small fire suppression.

SERT members will work in groups of three or four under the direction of the Operations manager. The Operations manager may direct SERT members to assist local fire and police professionals. Members will be issued orange vests, hardhats, flashlights, and other equipment to be used when the SERT members are activated.

## EMERGENCY MANAGEMENT TEAM PROCEDURES

### NOTIFICATION/COMMUNICATION WITH EMT AND EMERGENCY OPERATION CENTER

In the event of an emergency situation, members of the EMT will be notified by the VP of Administrative Services. In his/her absence, the President will convene the group to assess the situation. The Vice President of Administrative Services will notify the Emergency Management Team about the gathering point for the group, or Emergency Operations Center (EOC).

The Emergency Operations Center will be equipped with telephones, printer, fax machine, clip boards, ICS forms, flip chart and/or a white board, markers, pens, pencils, television with cable hookup, radio or walkie talkies, and extra batteries. A hard copy of the Emergency Response Plan, Campus Departmental Plans and checklists will be kept in the Emergency Operations Center. Additional supplies should include campus and building maps, location of personnel assembly points, electrical, gas and water shutoff locations, MSDS book and a master set of keys. EMT members should bring available lap top computers with them to the EOC. Supplies (as listed above) will be transported to the designated location by the appropriate resource person if needed. In the event that security is required for the command center, Public Safety will provide this service.

### ON-SITE COMMAND POST

In an emergency, Southwestern Oregon Community College personnel, and local agency representatives (i.e. fire department), will typically be at the site of the emergency to respond accordingly. In these situations, an "on-site Command Post" will be established by Public Safety. Normally, the Director of Public Safety (or designee) will serve as the Incident Commander of this Command Post. The Director of Public Safety may transfer the Incident Commander position to a trained Incident Commander from the local fire or police units. On-site personnel should provide the Director of Public Safety with regular updates. The Director of Public Safety will relay status reports to the VP of Administrative Services. The Emergency Management Team will be in regular contact with the on-site Incident Commander to gather relevant and important information and pass on decisions and information to on-site personnel.

### INFORMATION GATHERING

Below are listed five general categories of emergency incidents and some sources of information for each. The department that would take the lead in the investigation/information gathering is also shown. Information gathered will be documented.

**Criminal Incidents** - Public Safety (e.g., suicides, assaults, shootings, fires, etc.)

- Sources of information would be the results of evidence collection, interviews, background checks, information obtained from other investigative techniques, and recommendations from consultants and on-campus professionals.
- Investigations could be coordinated with the Coos County Sheriff's Office and various Federal, State and local police agencies.

**Environmental Incidents** — Plant Services (e.g. HazMat spills, indoor air quality problem, fires, petroleum spills, etc.)

- Sources of information would be the results of evidence collection, interviews, blueprint review, information obtained from other investigative techniques, and recommendations from consultants and on-campus professionals. Several formal response plans are already in place that directs an organized response to many incidents.
- Investigations could be coordinated with the Coos Bay Fire Department HazMat team, and various Federal, State and local agencies.

**Health Related Incidents** - Nursing (e.g. communicable diseases, etc.)

- Sources of information would be the results of medical testing, interviews, review of medical records, information obtained from other investigative techniques, and recommendations from consultants and on-campus professionals.
- Coordinate investigation with various Federal, State and local health agencies.

**Infrastructure Incidents** — Plant Services (e.g. sub-station fire, unplanned electrical shutdown, roof collapse, water tank leak, etc.)

- Sources of information would be the results of testing, interviews, review of records and blueprints, information obtained from other investigative techniques, and recommendations from consultants and on-campus professionals.
- Coordinate investigation with local Pacific Power utility companies, and various Federal, State and local agencies.

**Miscellaneous Incidents** - Multi-departmental Response; the lead department to be determined depending upon the circumstances of the incident (e.g. weather related or natural disasters - snow, ice, wind, tsunامي, earthquake, etc.)

- Sources of information would be the results of weather forecasts, NOAA radios, interviews, review of records, information obtained from other investigative techniques, recommendations from consultants and on-campus professionals.

## EMERGENCY RESPONSIBILITIES

### ACADEMIC PLANNING

#### Position on Campus Vice President of Instruction

- Responsible for all academic issues that surface during an emergency.
- Arrange for temporary classrooms or workspace.
- Coordinate with Executive Director of Enrollment Management and Conference and Event Services.
- Refer to OOFI Department Plan and checklists.

### BUILDING MAINTENANCE AND FACILITIES SERVICES

**Position on Campus  
Director of Plant Services**

- Assist local, state and federal agencies in damage estimation.
- Maintain and provide access to blueprints and building plans.
- Execute design work and the subsequent construction contracts to correct necessary repairs that are beyond the capability or resources of the campus work force.
- Make assessment of any campus area susceptible to damage. An assessment of building safety will be made in coordination with the Public Safety Department. Utilities will be secured if an unsafe condition exists, restoration of utility service will be made when appropriate.
- Coordinate the assessment of the condition of the water and sewage system.
- Make emergency repairs.
- Remove debris.
- Provide necessary support to other departments (heavy equipment, barricades, etc.)
- Provide sanitation services during an emergency.
- Provide generators for emergency power.
- Refer to Plant Services Department Plan and checklists.

**COMMUNICATION AND COMPUTER SERVICES**

**Position on Campus  
Executive Director Information Technology Services**

- Provide phone service for Media Relations.
- Provide phone service for Emergency Command Center.
- Re-establish affected networks.
- Relocate affected offices if necessary.
- Implement Information Technology Services emergency procedures and disaster recovery plan as needed.
- Maintain network and computing operations.
- Secure critical data and information resources.
- Repair and restore network and computing facilities.
- Refer to ITS Disaster Recovery Plan and checklists.

**COUNSELING**

**Position on Campus  
Student Support Services**

- Organize and implement appropriate mental health interventions in crisis situations.
- Facilitate mental health debriefings with crisis team after crisis response.
- Review departmental crisis plans to ensure adequate attention is given to mental health issues.
- Advise Emergency Management Team regarding the mental health referral list to secure appropriate community support in crisis situations.
- Work with Red Cross as needed.
- Refer to Counseling Services Department Plan and checklists.

**FAMILY CENTER**

<p style="text-align: center;"><b>Position on Campus</b> <b>Manager of Child Family Services</b></p>
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| <ul style="list-style-type: none"><li>▪ Direct/arrange for emergency meals.</li><li>▪ Request necessary food supplies.</li><li>▪ Coordinate efforts with Red Cross and other agencies.</li><li>▪ Coordinate with EMT to communicate with parents.</li><li>▪ Refer to Family Center Department Plan and checklists.</li></ul> |
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**FOOD SERVICE**

<p style="text-align: center;"><b>Position on Campus</b> <b>Manager of Dining Services</b></p>
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| <ul style="list-style-type: none"><li>▪ Direct/arrange for emergency meals.</li><li>▪ Inventory available food supplies.</li><li>▪ Request necessary food supplies.</li><li>▪ Coordinate efforts with Red Cross and other agencies.</li><li>▪ Coordinate with Director of Residential Life regarding meal procedures.</li><li>▪ Refer to Dining Services Department Plan and checklists.</li></ul> |
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**HOUSING (INCLUDING PROVISIONAL SHELTER)**

<p style="text-align: center;"><b>Position on Campus</b> <b>Director of Student Housing</b></p>
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| <ul style="list-style-type: none"><li>▪ Responsible for the operation and maintenance of College housing facilities and emergency shelters, as well as assisting in providing housing services.</li><li>▪ Coordinate with Red Cross if necessary.</li><li>▪ Coordinate the distribution of supplies.</li><li>▪ Assess the impact of the situation on students and student life.</li><li>▪ Account for all residents of student housing.</li><li>▪ Coordinate communications with families and parents.</li><li>▪ Identify individuals with special needs and implement plans for assistance.</li><li>▪ Refer to Student Housing Department Plan and Checklists.</li></ul> |
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**LEGAL**

<p style="text-align: center;"><b>Position on Campus</b> <b>Vice President of Administrative Services</b></p>
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| <ul style="list-style-type: none"><li>▪ Consult College attorney to advise EMT on any legal issues arising from the emergency.</li><li>▪ Assist with notification of Board as appropriate.</li></ul> |
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**MEDIA RELATIONS**

<p style="text-align: center;"><b>Position on Campus</b> <b>Director of Community Relations</b></p>
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| <ul style="list-style-type: none"><li>▪ Coordinate information to be disseminated during and after a crisis.</li><li>▪ Maintain communications with media and others affected by the incident.</li><li>▪ Provide input into all decisions related to communications and public relations.</li><li>▪ Make appropriate plans for media.</li><li>▪ Organize press conferences and releases.</li><li>▪ Coordinate with other departments for cost recording.</li><li>▪ In collaboration with the president, serve as official College spokesperson to media.</li></ul> |
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**NEWMARK AND UMPQUA**

<p style="text-align: center;"><b>Position on Campus</b> <b>Tenants</b></p>
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| <ul style="list-style-type: none"><li>▪ Follow parent agency emergency plan.</li><li>▪ Communicate with SWOCC Emergency Management Team.</li><li>▪ SCFS will inventory food available and coordinate with Red Cross.</li></ul> |
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**PERSONNEL SERVICES**

<p style="text-align: center;"><b>Position on Campus</b> <b>Director of Human Resources</b></p>
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| <ul style="list-style-type: none"><li>▪ Arrange for expedited services of temporary employees when required.</li><li>▪ Coordinate mental health assistance to faculty and staff in coordination with counseling services.</li><li>▪ Coordinate with other departments for cost recording.</li><li>▪ Assist faculty/staff where needed.</li><li>▪ Coordinate any employee relations matters arising from an emergency.</li><li>▪ Coordinate efforts with ITS staff to restore payroll data.</li></ul> |
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**PRESIDENT'S OFFICE**

<p style="text-align: center;"><b>Position on Campus</b> <b>President</b></p>
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| <ul style="list-style-type: none"><li>▪ Serve as official contact with Board.</li><li>▪ Approve all official communiqués.</li><li>▪ Serve as official College spokesperson when appropriate.</li><li>▪ Serve as contact with government officials and work closely with the Media Relations office on public communication.</li></ul> |
|---|

**PROCUREMENT/FINANCE**

### **Position on Campus Account Technician**

- Initiate a records-keeping system for all expenditures associated with emergency operations.
- Coordinate security of on campus funds.
- Initiate/process emergency purchases.
- Arrange for contract services and locate required equipment and supplies.
- Initiate record-keeping system and coordinate with Purchasing regarding cost recording.
- Arrange for a photo/video team to document damage for insurance purposes.
- Initiate/process insurance claims.
- Coordinates emergency purchasing (in emergencies will be decentralized).
- Coordinate with other departments for cost recording.
- Provide budget accounts for emergency spending.
- Identify funds available to meet emergency needs.
- Coordinate efforts with ITS staff to restore financial data.
- Refer to Business Office Department Plan and checklists.

## **SAFETY**

### **Position on Campus Director of Public Safety**

- Coordinate with off-campus emergency response resources.
- Monitor and assess the safety hazards and unsafe situations to develop measures for ensuring personnel safety.
- Point of contact for assisting or coordinating agencies.
- Consult with leader of the Emergency Management Team about the development of overall incident plan.
- Develop plans for effective use of communications among various off-campus agencies and the EMT (pre-emergency)
- Determine evacuation routes and implement evacuation plans.
- Direct access and security control.
- Direct Southwestern Emergency Response Team (SERT) in triage, light search and rescue, and small fire operations.
- Assess/direct efforts to control hazardous materials in conjunction with the Fire Department.

## **COMMUNICATIONS AND MEDIA RELATIONS PRINCIPLES**

In a crisis, Southwestern Oregon Community College must respond immediately and be open and candid in disseminating accurate and complete information to the public. The communications portion of the emergency response plan presumes that it is in the College's interest to take a pre-emptive approach to public relations in a crisis and that our preferred strategy will be one of forthcoming disclosure of as much confirmed information as possible. The goal is to minimize speculation, inaccurate reporting, and negative publicity. By acting in this manner, the institution has more influence on what the media reports and acts to end the public relations aspect of a crisis as quickly as possible.

### **COMMUNICATION WITH THE CAMPUS COMMUNITY**

When a crisis initially occurs, basic information will be provided to the Operator at the switchboard by the Emergency Management Team to respond to incoming phone calls and inquiries. The emergency communications system may also be utilized to reach the college population.

The following strategies can/will be utilized in a crisis to communicate with the campus community:

- For faculty and staff, voice mail can be utilized to send out basic information regarding a crisis.
- If the campus network is available for use, an emergency alert message could be sent to all faculty, staff, and students via e-mail, sms, voice message or voicemail.
- If voice and data capabilities are not available, the Emergency Operations Center is equipped with a shortwave radio and will be used to communicate to county agencies. Runners will be used to disseminate communiqués from the EMT and where offices and individuals could go to receive information about the emergency. Printed information will be made available at this location for distribution on-campus.
- All Public Safety patrol vehicles have loudspeaker capability. Patrol vehicles can be used to announce messages on campus at various locations to alert the community to the emergency and what steps should be taken.

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## STRATEGIES FOR WORKING WITH THE MEDIA

1. Working quickly and proactively is imperative. Journalists tend to report the first information they get. If information is slow in coming it invites speculative coverage. All employees should direct the media to the Director of Community Relations for official press release information.
2. The media should be given as much information as possible. When information is withheld, we run the risk of inaccurate reporting, negative editorials, and damaging future media relations.
3. While communication following an incident is reactive by nature, the goal of media relations officers is to turn the situation into a proactive communications opportunity.

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## OFFICE OF COMMUNITY RELATIONS RESPONSIBILITIES

1. Community Relations will assist in developing strategy and appropriate messages, in preparing "talking points" and fact sheets, and in providing text for fliers/posters, e-mail distributions, and postings to the Southwestern Oregon Community College website. Media Relations will prepare and distribute all news releases to on-campus and off-campus media.
2. The Director of Community Relations (or designee) will serve by default as the College's official spokesperson to whom media questions will be referred. Where major incidents are concerned, or where especially sensitive issues are involved, an appropriate informed high-level administrator (president, vice president, executive director, e.g.) will be designated as official spokesperson throughout the particular crisis-reporting period. This individual must be available and accessible to the community relations office and/or news media at all times during the crisis. Responsibilities to media may include participating in press conferences and being interviewed in person or by telephone.

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## OFFICE OF COMMUNITY RELATIONS EMERGENCY RESPONSE CHECKLIST

1. Immediately respond to the emergency and the needs of the news media.
2. Consult with pertinent administrators and the EMT to determine the level of response needed.
3. Work with law enforcement and emergency services (if involved) and College personnel to develop facts. Draft talking points, fact sheets, flier/poster text, e-mail, website posting, emergency closing hot line/information desk recordings, and news releases as appropriate.
4. Distribute news releases to media.
5. Be available to the media until the crisis is over and media interest abates.
6. Delegate information gathering and distribution responsibilities to other College officials as appropriate.

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## RESPONSE LEVELS

The Media Relations Office will respond according to the level of crisis using the following rankings:

1. Crisis media response
2. Timely media response
3. Routine or non-media response

Response level 1 will always be in effect when emergency level 1 (disaster) or 2 (major emergency) are in effect. Response level 2 will be in effect in most cases for emergency level 3 (minor emergency). By definition, response level 3 would not be used in any case in which the Emergency Response Plan is activated.

### **1. Crisis Media Response**

These incidents are certain to have a high media interest and an expectation for immediate reporting, along with a concomitant impact on the College's public image. Immediate notification must be made to the Media relations Office and immediate action taken by it, 24 hours a day, 365 days a year.

Every reasonable effort should be made to release an alert to the news media within an hour, or less, giving bare minimum details of the time, place and nature of the event with an assurance that the alert will be followed as quickly as possible with a more detailed report. In the highest level of crisis operations, immediate communications may be limited to on-campus and local media, as well as to wire services, but will be expanded as quickly as possible. Follow-up news releases will be made as needed and as quickly as essential details can be compiled. Depending on the nature of the event and the media's interest, continued follow-up reporting will be done as information becomes available and as official statements can be prepared. For major events, this stage of crisis response may continue for days or even weeks.

Technical support may be requested from elsewhere on campus to prepare and process communications to the on-campus and off-campus communities. Crisis communications will take precedence over other activities as needed, until the crisis is over or the urgency moves to a lower level.

### **2. Timely Media Response**

These incidents can generally be handled on a next-business-day basis. Good faith efforts will be made to meet media deadlines, if the media inquires, and to report in a timely manner as defined by journalistic standards. News releases will be processed and disseminated according to regular policy.

### **3. Routine or Non-Media Response**

These incidents pose no need for crisis communications, either by their nature or magnitude, and therefore will not involve activation of the Emergency Response Plan. The matter will be handled by the media relations office, which will use its news judgment on whether reporting to the media is needed. News releases will be processed and disseminated according to regular policy.

## **FOLLOW-UP AND REVIEW**

The Emergency Management Team will assemble following each crisis to evaluate how the situation was handled and make recommendations to better handle similar situations in the future. Once per year, the EMT will review the overall campus plan, individual department plans, and to evaluate training and emergency notification literature.

## **SAFETY AT CURRY CAMPUSES**

### **SAFETY OF SOUTHWESTERN OREGON COMMUNITY COLLEGE STUDENTS AT BRANCH CAMPUSES**

Southwestern Oregon Community College has two branch campuses in Curry county. One is in Brookings; the other in Gold Beach. The proximity of the three campuses to the Pacific coast exposes all three to the



possibility of earthquake and the resulting tsunami. The predicted 9.+ earthquake will isolate all coastal communities from outside relief efforts and inflict heavy damage to infrastructure. The branch locations have minimal staff with no facilities, technology or public safety personnel.

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## PRE-CRISIS

Southwestern Oregon Community College includes emergency response preparation for our students, faculty members, and administrators who are studying and working at branch campuses. Additional actions may include:

- Inviting local emergency officials to identify risks and participate in on-site briefings for students and faculty members.
- Determining if and when to send students home or cancel programs.
- Providing emergency information, including: what to do and where to go in the event of an emergency; names and local telephone numbers of all faculty members and administrators, 24-hour contact information for the home campus; telephone numbers and addresses of the local hospital, and local addresses and telephone numbers for each student.
- Advising students, faculty members and administrators they should understand that they share responsibility for their own safety and security. They should closely monitor local news reports and information.

Curry campus should ensure they maintain adequate emergency supplies and prepare to work with local emergency personnel.

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## DURING A CRISIS

While it is of course impossible to plan for all contingencies, it is essential to follow procedures that will allow for a rational and levelheaded response when emergencies do arise. The College has developed a series of specific procedures designed to safeguard the welfare of staff and students at each branch campus. The College's Emergency Management Team (EMT) is responsible for coordinating the management of emergencies affecting Curry campuses in cooperation with the staff at Curry campuses.

Up to date information concerning an ongoing crisis is vital in the decision-making process. On-site observers with contacts in local emergency agencies, and other sources in positions to know, can provide needed information on which these decisions will be based.

Normally, the highest-ranking administrator at the branch campus should transmit all on scene information that is gathered to the Vice President of Administrative Services or the Director of Public Safety.

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## SECURITY RESOURCES ON THE WEB

Many online resources offer helpful information about safety and security for faculty members, administrators, and students in coastal areas:

FEMA: <http://www.fema.gov/plan/index.shtm>

FEMA: <http://www.fema.gov/hazard/tsunami/index.shtm>

Emergency Response: <http://www.citizencorps.gov/cert/>

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## **Southwestern Oregon Community College -- Emergency Contact Information**

All Emergencies, Police, Fire, Medical Calls, etc. 9,911  
All Non-emergencies, Police, Fire, Medical Calls, etc. 297-4200

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## EMERGENCY MANAGEMENT TEAM TRAINING

Emergency Management Team members will be required to read and understand the FEMA ICS 100 Incident Command System on line documents.

ICS 100 training materials are available on the EMT file share.  
ICS 200 training materials are available on the EMT files share.

### SOUTHWESTERN EMERGENCY RESPONSE TEAM (SERT)

SWOCC will work with Coos County Emergency Planning to offer the 24 hours of Community Emergency Response Team training. Training will be offered to all SWOCC staff and students. Trainees will gain the knowledge required to assist first responders for emergency management.

CERT training materials are available on the Emergency Management Team file share.

A yearly disaster drill should be conducted with local and county officials to validate the plan and procedures.

### DEPARTMENTAL EMERGENCY / DISASTER PLANNING

Departments will develop emergency response plans and checklists. These plans may be simple evacuation plans or may contain detailed instructions for preservation of life, health safety and data protection. All should contain evacuation / assembly locations, head count and assessment of their area. Department plans should contain action plans for providing department expertise to assist with managing and containing the emergency. This information will be communicated to the Emergency Management Team. Business continuity after the emergency should also be a consideration in plan development.

#### **Departments include:**

- Integrated Technology Services
- Business Services
- Human Resources
- Student Housing
- OCCI
- Athletics and the Student Rec Center
- Plant Services
- Office of instruction
- Coaledo Biology and Chemistry areas
- Dining Services
- Administrative Services and Tioga building
- Family Center
- Bookstore
- Counseling
- Nursing
- First Stop Center
- Financial Aid

Department heads will submit their department plan to the Vice President of Administrative Services. The VP of Admin Services will approve the plan and incorporate it in the overall Emergency Response Plan. Department heads will review their department plans yearly.



**SOUTHWESTERN**  
AN OREGON COMMUNITY COLLEGE

# Academic Master Plan (AMP) 2019-2020

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## I. INTRODUCTION

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Southwestern Oregon Community College's Academic Master Plan provides guidance to the College and to the instructional and support services units of the College. The Academic Master Plan (AMP) provides ongoing assessment, accountability, and continuous improvement measures to guide future planning and decision making for all units of the College.

The Faculty Senate shall be responsible for the interpretation, application, and regular revision of the Academic Master Plan to guarantee the plan effectively contributes to the academic direction and growth of the College.

The College's Mission and Core Themes are implemented under governance policies set by the seven member Board of Education (Board) and are administered by the President of the College and senior staff. 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. See Appendix A for the current organizational structure of the college.

In this guide, the five principles for Academic Master Planning provide direction for framers of the AMP, who are tasked with using both the Mission and Core Themes of the college in their work.

### **Mission Statement**

*(Adopted November 19, 2012)*

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

### **Core Themes**

*(Revised February 24, 2013)*

Learning and Achievement

Access

Community Engagement

Sustainability

## II. THE FIVE PRINCIPLES FOR ACADEMIC MASTER PLANNING:

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The current AMP includes five goals that take into account the following five principle components of a good plan:

**Principle one: Instructional Strategic Initiatives** establish criteria for future initiatives, operational and facilities initiatives, and new program proposals to expand instruction, learning, and effectiveness. These initiatives help move the College in new, strategic directions.

As part of the AMP, any new grant proposal or future initiatives will be outlined in the annual faculty senate goals. The proposal will include faculty involvement from the beginning stages of considering new programs at the College. Use the Faculty Senate committee structure as a place to bring new program ideas forward for discussion and feedback prior to taking to Instructional Council. Take new program proposals to Instructional Council for discussion and action recommendations for the Vice President of Instruction (VPI).

Faculty will be involved in determining the cost benefit analyses of potential new programs. Senate will encourage transparency and open discussion on potential new programs with emphasis on accountability at all levels.

With respect to operational and facility needs all of the following items will be taken into consideration:

- a) Plan for instructional and student services capital improvement projects and equipment/furnishings acquisition with the guidance of a committee with representation of faculty, plant services, instructional technology, administration and recommendations from the Facilities Use Group.
- b) Review and develop an instructional schedule to minimize student conflicts, optimize facilities use, and maximize student access to courses.
- c) Involve Strategic Enrollment Management Plan committee, advisors, staff and faculty to identify and resolve scheduling and facility issues.
- d) Conduct a needs analysis to guide facilities scheduling and planning including office needs, meeting spaces, student facilities, technology and software, furnishings, and utilities.
- e) Develop matrix, scheduling process, and operational guidelines for selected scheduling schema; review by all departments including student services department, office of instruction, faculty, and IT. Operational guidelines should include criteria and approval process for requesting exceptions to the schema.
- f) Employ universal classroom design concepts appropriate to support contemporary, collaborative, and effective student-centered pedagogy.

**Principle two: Student Success** asserts a commitment to improve student performance by fostering a culture of excellence in learning and by aligning work and resources across the College.

Student success is determined by a combination of factors, including, but not limited to the following: Did the student achieve or advance toward the academic, employment preparation, or personal enrichment goal that brought them to the College? Was the student exposed to art and cultural literacy? Did the student experience programming to prepare him/her for informed citizenship both nationally and internationally? Was the student, with the degrees and certificates conferred by Southwestern, prepared to directly enter the workforce and/or transfer successfully to pursue degrees at institutions of higher learning?

Initiatives that do any of the following are considered helpful in improving student performance:

- a) Steadily increase completion rates based on data including GEDs, Certificate/Oregon Transfer Modules, Associate degrees, and Transfers to four-year institutions.
- b) Increase and expedite number of students successfully transitioning from Developmental Education classes to gateway classes in Reading, Writing, and Mathematics.
- c) Develop, initiate, and review evidence-based student programs and services designed to enhance persistence and completion on an annual basis.
- d) Provide exposure to and opportunities for artistic expression, culturally diverse activities, and politically relevant programming.
- e) Create and deliver alternative, evidence-based programming (e.g. accelerated learning, boot camps, placement test preparation, collaboration with high schools) to improve college-readiness and diminish reliance on developmental courses.
- f) Develop Applied Baccalaureate degrees that benefit students' professional goals.

**Principle Three: Role of Faculty** establishes criteria to nurture the **professional growth** of faculty through professional excellence, scholarship, and training and increased participation in **budgeting** and **accreditation**.

**I) Professional development** will include the development of instructional and professional excellence; promote professional/occupational scholarship and training; encourage individual education and personal growth. Some of the ways this can be accomplished can be any of the following:

- a) Plan and budget for professional and occupational development on a college and departmental level.
- b) Establish best practices of instruction, and seek grants or other sources of financial support for professional development.
- c) Create a coherent plan for the development of faculty through peer evaluations and mentoring.
- d) Encourage and enable faculty and staff to attend conferences, workshops and to take courses that will keep them current in their academic discipline.
- e) Establish, perhaps through a survey, a baseline of faculty and staff development activity (professional memberships, conference attendance, etc.) against which the College can measure improvement and demonstrate support of individual education and personal growth.
- f) Develop and monitor processes that provide both formal and informal training for new faculty, including the incorporation of a mentoring program. The training and mentoring processes should be incorporated into the evaluation process.
- g) Maintain faculty enthusiasm by designing and implementing effective orientation and training. Develop in-service activities that encourage ongoing discussion and planning, to facilitate collaboration and implementation of best practices in teaching.
- h) Develop opportunities to facilitate interaction among multiple disciplines, for example through coordinated studies, learning communities and cohorts, and integrated curriculum. Possible first year experience programs should be evaluated for the potential to increase student success and retention.

**II) The Budget Process** will be as transparent and inclusive as possible. To that end, the annual Budget Process should include a Budget Summary that is written to briefly outline the significant decisions that were made to successfully balance the budget. This would be a communication tool that shows how faculty were included in the decision making process. The summary can reduce misperceptions of imbalance and quantify reductions, increases, losses and overall funding changes in instructional areas. It would also give faculty an improved historical knowledge of the College's financial position from year-to-year.

To improve the level at which faculty are involved in the annual budget process, the AMP will increase participation in and guidance of the Budget Process. The Budget Process will consider continuous improvements which encourage faculty participation through:

- a) **Involving Faculty in the Budget Process.** Faculty are invited to provide input during initial budget development phase. Some examples of faculty input can include: position priorities, new faculty hires, programs, and supplies/equipment
- b) **Increasing the understanding of budget using common terminology/measurements.** For example, dollar figures will be used when discussing FTE numbers and billing credits; clearly delineated fixed expenses from those funds available for discretionary spending; Providing equivalency measures (i.e. estimated dollars generated per student
- c) **Creating a Budget Process that is fully transparent and inclusive.** A summary of the adopted budget shared with faculty. The Budget Summary should be brief and include bullet points on: the details to apprise faculty of final budget outcomes and document significant decisions; the outline funded areas/items and unfunded areas/items; instructional interests that are unfunded, will be earmarked for consideration in the following year's budget process.
- d) **Developing a process for long term financial planning.** Faculty senate will encourage established practice of annual budget committee meetings all year long; create two and five year budget forecasts; Consider long term investment and return on new programs and offerings

III) The AMP will help to make specific goals for the **Accreditation process** more relevant to faculty by identifying specific Accreditation standards which relate directly to the classroom and defining ways Accreditation standards improve instruction. In order to accomplish a valid system of accreditation, an AMP can provide support to administration in developing an Accreditation Planning Timeline. A planning timeline will be developed and shared with the campus at the start of each academic year. The timeline will outline Accreditation reports due or activities related to upcoming reporting. It will outline what needs to be accomplished by the campus and responsible department/individual. Once the report is evaluated, a review of any NWCCU recommendations will be part of the continuous improvement focus for Accreditation standards for the following year

**Principle Four: Fostering a Culture of Excellence** asserts a commitment to create a culture of excellence by fully supporting all areas of the college to nurture excellence in students, faculty, staff, resources, goals, policies, and purposes. The College asserts a commitment to create a culture of excellence expressed by fully supporting teaching and learning; scholarship, creativity, and service; the growth and development of its members; recruitment and retention of a diverse faculty and staff; shared governance; fiscal responsibility and stewardship of resources; and academic decisions guided by their impact on these college goals and purposes.<sup>1</sup>

Southwestern Oregon Community College Faculty are committed to diversity, non-discrimination and inclusions and to maintaining a safe environment for all members of our community, and this is true regardless of race, religion, gender sexual orientation, disability, nationality, immigration status, social class, or any other similar characteristics. Southwestern is a place to learn, explore, and pursue intellectual interests and career opportunities. We value and support all students pursuing their education at Southwestern, and we will protect students' privacy and maintain a safe and supportive environment in which to pursue their studies. Southwestern students are protected by the Family Educational Rights and Privacy Act (FERPA) and we will adhere to these guidelines for all of our students, including those who are undocumented or those covered by the Deferred Action for Childhood Arrivals (DACA) program. We are committed to making this vision inclusive to all and will uphold it with steadfast vigilance. <sup>1</sup>



Plans that consider any of the following will match the principle in creating excellence:

- a) Encourage the development of a culture of excellence of teaching and learning by using the available resources and infrastructure efficiently, and by making a concerted effort to enhance those resources. Promote an educational philosophy that takes advantage of the unique location and identity of the College and the physical and community environment.
- b) Establish the evidence-based strategies that improve student retention, achievement, and future success. Promote academic depth in field and breadth across disciplines, and incorporate the philosophy of learning by doing.
- c) Incorporate the values of reflection, planning, and collaboration in the educational process, and provide resources to enhance opportunities.
- d) Create a learning community that promotes academic excellence and intellectual curiosity among faculty and students. Encourage and support the development of programs and activities to promote best practices and innovations in teaching. Faculty at SOCC are committed to exhibiting the highest ethical standards in our interactions, communications and decision-making. Our values include honesty, fairness, diligence, collaboration and integrity. We are dedicated to showing the kindness, support, and compassion that create a work environment that we can be proud of.
- e) Build on our existing college and local resources by utilizing field studies, case studies, and field experiences. Provide resources to encourage development of courses and activities that use the local community and natural environment.
- f) Develop a consistent methodology for the evaluation of new or rejuvenated courses. The process should recognize the distinction between viability and vitality of programs and courses. The Office of Instruction will investigate methods to enhance vitality of courses through allowing and encouraging scheduling flexibility and rotation of course offerings among instructors.
- g) Incorporate our expectations for student preparation and future success in the recruiting process. Expand recruiting to encourage student diversity, for example by expanding recruitment of international students.
- h) Evaluate methods of placement testing and prerequisite enforcement, and revise these processes where necessary.
- i) Enhance the advising process, by establishing and employing best practices of advising. Consider the development of a dedicated cadre of advisors.
- j) Investigate possible avenues for funding and establishing supplemental instruction programs, or similar student-led tutoring and mentoring programs, to complement existing tutoring services.
- k) and pedagogical development

<sup>1</sup> Definition modified from University of Indiana Northwest working paper on “Academic Excellence,” 2005.

**Principle 5: Shared Governance** establishes guidance criteria for **Faculty Senate, Instructional Council, the Vice President of Instruction (VPI), community partnerships** and community engagement.

The **Faculty Senate** is the representative body of faculty who are recognized as “essential participants in both making and carrying out decisions on educational policy.”\* The senate will act upon educational policies that improve student success. Generate and evaluate College initiatives on a yearly basis with annual faculty senate goals. Indicate the AMP section that is utilized to support/generate goals. Archive the goals within the appendix of the AMP. The senate will represent faculty regarding educational policy, academic excellence, and freedom of expression. They will generate and evaluate College initiatives on a yearly basis with annual faculty senate goals. An archive of the goals will be kept within the appendix of the AMP.

The faculty senate will work with administration, Instructional and College Councils noting AMP use. Ideally, the AMP will be used in screening, interviewing, and hiring of new employees. The AMP will also be used in peer reviews and annually be reviewed and updated.

The **Instructional Council** is the advisory council to the VPI on all instructional activities. The purpose of this Council is to promote teamwork and joint problem solving among all campus groups.

Instructional Council will accomplish their advisory role by doing all of the following:

- a) All major decisions, including review of new academic programs and course curricula, course schedules and academic calendars are made by the **Instructional Council**. It will serve as advisory to VPI.
- b) The VPISS will lead and organize IC meetings.
- c) Membership should include full time faculty members, Registrar, Financial Aid Director, Instructional Deans, Student Services Dean, Workforce Development Dean, all Instructional Directors, ITS Director, Learning Resources Director and High School Relations Coordinator.
- d) Membership may also include Ad Hoc faculty and/or staff members involved in taskforces/teams that impact instruction, curriculum, assessment (e.g. Achieving the Dream, Accreditation, Title III).
- e) Additional Southwestern staff are welcome to attend meetings for informational purposes.
- f) Include as a standing item on agenda opportunity for campus/state/national information sharing.

The **Vice President of Instruction (VPI)** will provide effective administration and oversight of continuous improvement for instructional operations; supervision and direction for Deans and the Office of Instruction; and meet all Accreditation standards along with State and Federal guidelines for instruction and students services for community colleges.

In order to fulfill the requirements with respect to the AMP, the VPI will:

- a) Implement the AMP and ensure integrity of instruction, curriculum, and assessment.
- b) Ensure that quality of degree and certificate programs created through the AMP are maintained through evidence based assessment.
- c) Ensure that new course outlines adopted through the AMP are mapped to programs during the 4 year review cycle
- d) The VPI will communicate with the College President as an Executive Level Cabinet member, representing the concerns, recommendations, and requests associated with instruction and student services faculty and staff.
- e) Coordinate the academic actions created through the AMP meet Northwest Community Colleges and University (NWCCU) recommendations and future reporting that secures Southwestern's continued accreditation status.

**Community Partnerships and Community Engagement:** The AMP will include community engagement by: creating a campus culture that values and promotes community partnerships and public service; supporting and strengthening partnership between faculty members and communities to promote learning, scholarship and service opportunities; provide thoughtful collaboration and partnership building to support student success and contribute to the social, cultural and economic development of our communities.

To accomplish shared governance with community members, the AMP may include any of the following:

- a) Develop a process to annually track the activities of Advisory Committees and student learning projects.
- b) Report the activities of Advisory Committees, internships, and student service learning through appropriate meetings, newsletters, college announcements and assessment software.
- c) Recognize and communicate the outstanding efforts by faculty in community engagement through press releases, board reports, and college announcements.
- d) Pursue partnerships and service opportunities at the local, state and national level.
- e) Plan and budget new resources to enhance and strengthen faculty partnerships and service programs.

- f) Facilitate faculty presentations in content areas that will facilitate a speakers' bureau for the communities in our college district.

\* See *General Faculty and Faculty Senate Constitution* (Preamble and Article 2 Section 2)

### III. ACADEMIC MASTER PLAN 2019-20

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Identified in section III are the specific academic goals for Southwestern Oregon Community College with short and long term steps to achieving them. These goals seek to be concrete enough that we can tell when they are achieved. Senators, Office of Instruction, and staff will work together to look for opportunities and resources that will help implement and at times change the course of action as each goal becomes a reality.

**Goal One:** The College will expand and enrich liberal art programs, courses, and events in ways that nourish life-long learning, increase student success, sustain the college financially, and create a culture of excellence.

Faculty Senate will support this initiative by connecting information across departments to help staff, manage resources, and make sure we are fiscally able to achieve the goal. The Faculty Senate and administration will work together to develop committees and subcommittees to pursue this goal. We will need to assess the budget process (grants, fixed expenses, overhead costs, staffing needs) and the overall feasibility of each initiative and activity. All relevant data will be studied to determine the viability of every initiative.

#### **Short Term:**

- Discover the degrees, talent, and expertise of our current staff and determine what resources we already have for enrichment of the liberal arts.
- Create an Arts Council that would research which courses and programs are feasible and meet the needs of students and the community. This should include those in the community who can support and advise new initiatives.
- Write job descriptions for all faculty positions and hire people so as to increase the number of liberal arts courses that we can offer. For instance, we may be able to hire people who can teach both writing courses and media communications or theater.
- Discover how other colleges in similar settings have nourished the liberal arts.

#### **Long Term:**

- The restoration of the theater, foreign languages and broadcast journalism courses. Feasibility of restarting programs in these areas will be assessed along with acquiring articulations and following a Guided Pathway.
- The return of student publications
- Support of new initiatives in areas like dance, film, forensics, and music production.
- An increase in number and variety of ways students can engage with art.

## ACADEMIC MASTER PLAN 2019-20

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**Goal Two:** The College will enhance student success and strengthen the role faculty play by improving the instruction of traditional and nontraditional students.

Faculty senate will support this goal through its curriculum, faculty professional development and instructional technology committees. The intent of this effort is to bring educational opportunities that will promote intellectual growth for both faculty and students. Plans can include facilitating faculty peer mentoring, assessment and recognition of excellent teaching; andragogy seminars; grant writing opportunities; cross discipline assignments; support for new course creation; quality checks for 2+2 and online instruction; and team teaching opportunities.

Faculty senate will share initiatives with administration to assess budget needs and if necessary credit release.

### **Short term:**

- Plan throughout the year to incorporate andragogy sessions in faculty meetings (in-service, brown bags, general faculty, committee meetings, division meetings, department meetings). Topics might include team-teaching, grant writing, mentoring, cross discipline assignments.
- Encourage in-service presentations by faculty exploring the successes and pitfalls of different instructional innovations and projects.
- Continue in-service training for part-time faculty
- Revive the administrative review for 2+2 and part-time teachers. Faculty partnering with administration to help in evaluation
- Facilitate a formal structure to faculty peer-mentoring

### **Long term:**

- Task appropriate senate committees to assess the efficacy of the andragogy sessions offered throughout the year. The training that has the most benefit can be considered for senate committee adoption to further their use.
- Incentivize part-time faculty evaluations with pay increases. For example, prorate the first 3 years, then tie pay increases to every 3<sup>rd</sup> year positive evaluation.

## ACADEMIC MASTER PLAN 2019-20

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**Goal Three:** The College will nurture a community of scholars by supporting student and professor research and educational opportunities both locally and abroad.

Faculty senate will support efforts to plan and budget new research opportunities that connect students with their professors. Research shows that study abroad improves completion, retention, and transfer rates (studies by Georgia learning outcomes, California Community College, and University of Minnesota). Studies by Georgetown University show that study abroad improves language learning. Other studies by Georgetown and others show that study abroad fosters intercultural understanding, provides a global context and builds enlightened nationalism. Study abroad also increases employability and career skills. (five studies)\*. Instructional strategies will be assessed first in curriculum committee for their efficacy and budgetary concerns. Instructional council will then assess rigor and non-academic issues surrounding the project. Credit release and budget concerns will be shared with administration.

- **Short term:** Survey general faculty for ideas that foster scholars through research and educational opportunities both locally and abroad.
- Identify the resources necessary
- Form a pilot grant writing committee to assess grants available and to provide guidance for those wishing to pursue grants.
- Work with the work-experience coordinator to set up local opportunities

**Long term:**

- Set up faculty liaisons with study abroad programs
- Offer at least two study abroad programs per year through different disciplines
- Host other study abroad students here at SOCC
- Write grants to get AmeriCorps volunteers here to help with service learning projects
- Advertise SOCC's yearly study abroad programs.
- Track and assess the benefits and success of students who study abroad

\*[https://www.nafsa.org/Policy\\_and\\_Advocacy/Policy\\_Resources/Policy\\_Trends\\_and\\_Data/Independent\\_Research\\_Measuring\\_the\\_Impact\\_of\\_Study\\_Abroad/](https://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/Independent_Research_Measuring_the_Impact_of_Study_Abroad/)

## ACADEMIC MASTER PLAN 2019-20

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**Goal 4:** The College will expand and support Career and Technical Education (CTE) programs, courses and non-credit workforce training.

CTE faculty, senate and the VPI will work together to achieve this goal. Committees such as curriculum, faculty professional development and instructional technology are sources of support. Effort will be made to have career and technical education faculty up to date with current industry standards. Evidence based trainings will be provided both within and outside the institution. Industry partners will be consulted. Tracking systems that provide feedback on retention and success rates will be developed.

### **Short Term:**

- Develop a ten-year CTE program development plan that coincides with both the facilities master plan and the academic master plan.
- Seek adequate funding for CTE faculty professional, from first year experience to providing time and support for faculty to stay current in their industry.
- Facilitate cross-department cooperation about best practices in accreditation, program review, and outcomes assessment.

### **Long Term:**

- Seek grants as a part of a strategic grant procurement system and other funding to support CTE programs.
- Develop interagency agreements with industry partners by facilitating robust advisory committees and supporting needs of community partners.
- Develop a system to track graduates and to engage with CTE alumni for the purposes of improving programs and providing students with a network across industries.
- Develop an Applied Baccalaureate degree in two CTE areas within the next five years.

## ACADEMIC MASTER PLAN 2019-20

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**Goal 5:** The College will support and encourage the growth of STEAM (Science, Technology Engineering Art and Mathematics) education.

The college will encourage professional development among faculty that incorporates research topics in their respective fields. Interdisciplinary connectivity within credit courses and community outreach efforts will be made to support innovation in instruction. Collaboration between Southwestern and outside institutions (colleges, universities, research, and community organizations) will be encouraged to provide faculty and students with opportunities in STEAM projects.

### **Short-Term Goals:**

- Develop a 10-year science and engineering program development plan that coincides with both the facilities master plan and the academic master plan.
- Seek grant and other funding to equip the lab space in the Umpqua Health Science and Technology Building with upgraded lab equipment and instrumentation.
- Foster academic and industrial partnerships between the college and community partners (educational outreach, internships, etc.)
- Continue to serve as a community research for science education through guest lecture series and other supported STEAM programs
- Foster collaborations between schools both locally and outside of Oregon to facilitate student and faculty research opportunities
- Encourage interdisciplinary collaborations to strengthen communications and interaction between disciplines.

### **Long-Term Goals:**

- Seek grants as part of a strategic grant procurement system and other funding to support STEAM programs, research, and community outreach opportunities
- Develop a system to track graduates and to engage with STEAM program alumni for the purposes of improving programs and giving current students a network of contacts to aid with transfer and preparation for upper division research.
- Develop an Applied Baccalaureate degree in two STEAM areas within the next five years.



## APPENDIX

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### A. First Edition Team Members

Phillip Anderson	Interim, Vice President of Instruction and Student Services (2011-2013)
Brenda Brecke	Consultant, Facilitator
Anna Chavez	Office of Instruction
Jessica Engelke	Business/Marketing Instructor
Robert Fields	Professor, Biology/General Science
Karen Helland-Domine	Dean of Extended Learning
Rod Keller	Dean LDC & Developmental Education
Anne Matthews	Graphic Design/Marketing Specialist
Trish McMichael	Job Placement, Internship Coordinator
Anny Mueller	Professor, Psychology
Thomas Nicholls	Executive Director Enrollment Management
Diana Schab	Dean of Career Technical Education
Patty Scott	President
Beverly Segner	Professor, Counselor
Ross Tomlin	Vice President of Instruction and Student Services
Chris Williamson	Professor, Computer Information Systems
Mark Wilson	Professor, English

### B. AMP Process

Southwestern's (SWOCC) AMP (AMP) was developed through the intensive involvement of the AMP Team comprised of 16 individuals, chosen by the Vice President of Instruction and Student Services in December 2011, representing the College's instructional/student service areas. In preparation for the planning process the AMP team: identified key functions of the AMP, the role of the AMP team members, and the role of the consultant; reviewed items as part of an environmental scan; and decided on the design approach.

The AMP team established that the Southwestern's AMP will: be developed with the participation of faculty and staff of the College; provide guidance to instructional unit; provide a framework for decision making and resource allocation; align with and support the College's Strategic Plan, Core Theme Objectives and associated Success Indicators; and is intended to provide ongoing assessment, accountability, and continuous improvement measures that will guide future decisions affecting student learning at every level throughout the College.

To inform the AMP team of current status and future trends, environmental scan items were reviewed including: Board Goals and Core Themes, Labor Market Trends, Financial Aid Trends, National and State Community College Trends, College Completion data, student demographics, community forum discussions, appreciative inquiry notes, county demographics from Coos and Curry, FTE reports and Student Success data. See Appendix for list of Environmental scan resources.

The team brainstormed items that would likely continue to impact the College during the next five years and created a list of assumptions. That list included:

- Filling student housing and OCCl will remain a priority
- Students will continue to be un- and underprepared for college
- Distance Education will continue to be an option
- SWOCC will continue to compete for students with for profit and nonprofit entities
- Increasing the number of certificates and degrees awarded will continue to be a goal of SWOCC
- Partnership with four year universities will continue
- There will still be a need to engage the business community and

- We will see numbers of veterans increase on campus

Additionally, it was noted that the numbers of high school graduates have decreased over the past years, increasing the need to recruit from out of the College's district.

The AMP team members researched other community college AMPs as well as George Copa's New Design before adopting Copa's approach to creating the AMP process.

Over the next year the AMP team addressed each of the Learning Elements found in George Copa's New Designs:

- A SWOT analysis approach was completed for the **Learning Context Element**.
- To identify our **Learning Audience** the team reviewed Measures of Achievement, Enrollment Management data, Student FTE reports, focus group summary, campus discussions, Target Group Identification for Marketing and Recruitment, Kickoff Institute information, Appreciative Inquiry results and Course Completion information.
- **Excel Naturally** was adopted for SWOCC's **Learning Signature**.
- **Learning Expectations** discussions began with review of General Student Outcomes. General Student Outcomes were revised.
- **Learning Process** discussion led to review of current program guidelines/requirements, course outline approval process, program modification guidelines, program review, state guideline review, and accreditation recommendations. Resulted in Guidelines for Course outlines, Guidance for Instructional Council, and Guidance for CAO/VP, and Guidelines for New Academic Programs. Questions to be included in Program Review were developed.
- **Learning Organization** Three priorities were established for Learning Organization: *(time organization) supports flexibility (e.g., just in time, variable schedules, learning in breadth and depth) in learning process. (environmental organization) creates flexibility, access to multiple learning settings, and building learning community (staff organization) supports becoming very knowledgeable of learners, building strong learning communities, using the community as a learning context, and integrating subject matters.*
- **Learning Partnerships** led to identification of four priorities for forming partnerships: *leverages resources/positive results in synergy, enhances the learning experience, impacts the entire community and includes a diverse set of partners.*
- **Learning Staff & Staff Development** resulted in development of **Guidance for Professional Development**
- **Learning Environment** Three priorities were established for Learning Environment Facilities: *responds to differences in learners, supports use of technology, enables and provides for continuous renovation and updating.* Four priorities were established for Learning Environment Technology: *is up to date and easily updated and expanded, includes all forms of technology, encourages creativity and innovation, and is cost-effective.*
- **Learning Accountability** -- measures or indicators of accomplishment that are acceptable to the policy-making group, typically the board/trustees in a public institution. To that end each of the AMP sections includes success indicators.
- **Learning Celebration** Three priorities were established for Learning Celebration: *strengthens sense of community, encourages pride and joy, and focuses on learning as a lifelong experience and important to learners.*

- **Learning Finance-** Four priorities were established for Learning Finance: *supports reengineering and innovative actions, stabilizes funding patterns, aggressively seeks resources from a wide variety of sources, and integrates local, state, national, and international goals, planning, and resources.*

In the fall of 2013, under the guidance of the new Vice President of Instruction and Student Services, the AMP team created an outline for the plan itself. The components of the outline with timeframes and responsibilities provided a framework for the written plan and allowed the AMP team to assure alignment with Southwestern's core themes. A format for writing the sections was established which identified the goals and processes for each section. Success indicators were later added to each section. Team members drafted each section and then presented it to the full team for discussion leading to edits and changes that were brought back to the group for further review and approval.

### C. Our Learning Signature: Excel Naturally

The *Learning Signature* of **Excel Naturally** uniquely identifies Southwestern. Given our desire to focus on our students excelling and our campus's connection with the lake and its natural surroundings, the *Learning Signature* of **Excel Naturally** is a forceful symbol/image to identify Southwestern. It provides a focus for further academic planning based upon students excelling in a natural environment. **Excel Naturally** embodies an accurate and worthy identity for SWOCC. This signature phrase highlights what is special about us and our location situated on the beautiful Oregon Coast.

## GOALS

- Create an academic and campus culture where the pursuit of excellence comes naturally.
- Be wise and appreciative stewards of the natural setting of the College and surrounding area.
- Create avenues and incentives for faculty, staff, and students to integrate the *Excel Naturally* signature into courses, partnerships, programs, conferences, marketing, and recruitment.
- Grow our programs in Forestry and Natural Resource Management.
- Employ best (nature friendly) practices on campus, in our buildings and grounds, in caring for our undeveloped lands (i.e.: habitat protection, removal of invasive species, nature trail signage, etc.).
- Emphasize the numerous opportunities for enjoying and exploring the natural areas near the College campuses in our marketing.
- Pursue nature-related conferences and workshops the College could host for the community.

**Associated Success Indicators:** 2, 3, 37, 40, 41

## PROCESS

- Under the leadership of the College Executive team, the College will create an action plan to integrate *Excel Naturally* into all aspects of campus life and learning.
- Each department (Housing, Athletics, Student Services, Instruction, Facilities, Marketing, Recruitment, Community Education, BDC, etc.) will be asked to outline steps they will take – or have already taken – to embrace and highlight the *Excel Naturally* signature.
- Campus Communication – Beginning with Fall In-service *Excel Naturally* will begin to be discussed among faculty, staff and students as a learning signature, and draft departmental plans will be created.

## **D. George Copa's "New Designs for Learning"**

New Designs for Learning is located in the new School of Education at Oregon State University and directed by George H. Copa, Professor of Education. He can be contacted at [copag@orst.edu](mailto:copag@orst.edu) or 541-737-8201.

### **New Designs for Learning**

Change is not an option--it is inevitable. And yet, many educational institutions grappling with the practical logistics of change cannot help but see change as an inconvenience and often a threat. On the other hand, what would it be like to make change a friend, not an enemy to be resisted? What would it mean to think of change as a guide to a better future for the institution and a means to become an even more significant force in strengthening our cultural state of affairs in personal, family, work, and community life? We must begin a much more earnest search for the synergies that will better connect our educational institutions to our culture in ways that free and create resources and multiply desired results. This is the challenge and the opportunity of New Designs for Learning.

### **A Bit of Background**

The research and development described in this paper began in January 1991, with the project, New Designs for the Comprehensive High School funded by the U.S. Department of Education (Copa & Pease, 1992; Copa, 1999), Office of Vocational and Adult Education through the National Center for Research in Vocational Education. That work was continued in 1996 with the project, New Designs for the Two-Year Institution of Higher Education (Copa & Ammentorp, 1997), with the same funding source. The work was done in the College of Education and Human Development at the University of Minnesota site of the Center. The project has since moved to Oregon State University and is now called New Designs for Learning because of the applications to a wide variety of contexts. The work has undergone continued refinements as it has been the focus of presentations, workshops, and technical assistance to educational institutions and state agencies at all education levels that are interested in implementing the design process and concepts.

### **Design Vision**

How should the ideal twenty-first century educational institution be designed? What should its learning experiences be like? How should the institution be organized? Who should be the staff, and what should they be doing? What should the facility look like, and how should it be equipped? And how should the institution be financed so as to operate effectively while continuing to be up-to-date in pedagogy and technology?

Envision ...

... an educational institution that reawakens the potential of all learners, staff, and community.

... an educational institution that has a special spirit that gives coherence and meaning to all dimensions of the learning experience, as well as pride and joy in its results.

... an educational institution that levels the playing field for all learners, giving multiple pathways to learn what is most valuable to know and be able to do.

... an educational institution that works so closely with the community that borders are completely blurred and blended so learning can occur any place and any time.

... an educational institution that is always vibrant, responsive, and on the cutting edge in what is learned and how it is learned.

... an educational institution that can confidently find the resources to do what it sets out to do.

This is the new vision implicit in the process and desired features for New Designs for Learning.

### **Design Process**

The New Designs for Learning process strives to provide a framework and strategy for an institution to reach for and grasp the vision portrayed above. The process has two central dimensions: Design Values and Design Elements.

### **Design Values**

Values that guide the New Designs for Learning design process serve as foundational principles or presuppositions to the way one goes about the process. The key values are:

- Involving and trusting stakeholders - closely involve those who had a stake in the educational institution and trust that they will act wisely.
- Designing down and checking up -- ask most important questions first and align responses to later questions accordingly; check back among questions and answers to see that there is coherence and consistency.
- Addressing comprehensively - consider all elements of the institution rather than focusing on only one area as many of the desired features are interrelated, one element to another.
- Building on assets - every institution has some areas of strength within its border and among its partners and external stakeholders; use these to advantage in the design process.
- Looking outside - sometimes it is necessary to literally go outside (the institution) to get back into educational excellence; those involved in the planning from outside should at least equal in number those from inside the institution.
- Provoking and respecting - the role of process facilitator is to raise questions and bring ideas and examples that provoke thinking and discussion and then respect those involved to make good decisions.
- Thinking long term - real institutional takes a long time and involves many ingredients beyond new plans or designs, including leadership, staff development, and resource.

### Design Elements

The design process consists of twelve elements, executed in a particular order, and referred to as "designing down" and "checking up." The elements of the design-down process are as follows:

**Learning Context** - Attention to the *learning context* specifically recognizes and reinforces the need to tailor the design of the educational institution to its unique situation. During this element of the design process, the focus is on the unique assets, challenges, opportunities, and aspirations of the institution under consideration. In general, *assets* are features about the institution that are working and which should be retained in the new design; *challenges* are features that are not working and which need to be fixed; *opportunities* are features that cannot be taken advantage of with the way the institution is currently operating; and *aspirations* are the future hopes and dreams for the institution.

- **Learning Audience** -- The *learning audience* in the design process and refers to who the institution school is to serve and their needs. Originally, we thought of the institutions as only serving students, young and old. However, educational institutions may also serve other organizations and communities as well as being a place for their own staff to continue to learn. Being clear about the audience for the institution can have a major impact on the institution's organization, staffing, partnerships, technology, and facilities.
- **Learning Signature** -- The *learning signature* focuses on what is to be special and unique about the educational institution under design or redesign. While most educational planning processes include consideration of mission, vision, values, and logo, these components are rarely linked together in a compelling and highly meaningful signature for the institution. The literature on effective schools and colleges concludes that giving the institution a special focus provides coherence, consistency, and spirit to the institution, and thereby adds to the quality of the learning experience and accomplishments. If the learning signature is real and meaningful, you should be able to ask anyone involved in the institution--teacher, student, parent, custodian, or secretary --what is special about the institution and get the same basic answer. Usually, institution design groups are asked to develop a symbol, picture, phrase, story, or object that communicates clearly what will be special about the institution they are designing. A shared signature for the institution is collectively developed from personal signatures through a process of sharing, reflection, compromise, and consensus-seeking.
- **Learning Expectations** -- *Learning expectations* address what is promised in terms of learning results or outcomes from the institution being planned. The list of learning expectations represents the students' accomplishments as promised by the institution in exchange for the public's investment in teaching and learning.
- **Learning Process** -- Typically, the *learning process* consists of design specifications for curriculum, instruction, and assessment. In implementing this process, we emphasized moving from learning

expectations directly to identification of learning products that would demonstrate that the learning expectations have been achieved. Additionally, we focused on the identification and design of learning projects that would result in the desired learning products. These learning projects, which consist of learning events or activities, naturally and strategically link assessment, curriculum, and instruction-- assessment is continuous, curriculum is interdisciplinary, and instruction is "construction" with learners as active participants building their own personal knowledge. With this strategy, subject areas are necessarily and naturally integrated, learning inside the institution and in the community are both valued and closely coordinated, and learning is viewed as a continuous process all through early childhood and youth requiring seamless transitions from pre-school through elementary, middle, high, and postsecondary schools.

- **Learning Organization** -- Attention to the *learning organization* element results in decisions about how to organize the time schedule, learners, staff, learning process, decision-making, technology, and learning settings in order to best support the learning process described above. The focus of the learning organization element of the design process is on how to organize these elements. In developing desired features for learning organization, we typically divide a larger design group into small groups of four or five individuals, and have each group work on developing the specifications for one aspect of organization (for example, time, students, or technology). We ask each group to develop a list of areas of agreement as well as issues for further discussion and information gathering. Each sub-group then presents to the whole design group and, through discussion, issues are resolved or given further study and a coherent and mutually reinforcing set of organizational attributes is eventually selected.
- **Learning Partnerships** -- The *learning partnerships* element of the design process focuses on who needs to be involved in making the learning organization and learning process work to achieve the learning expectations. An important consideration involving learning partnerships is identifying the many partners, both internal and external, that are needed. For example, the list of partners for a K-12 school included: families, business and industry, government, churches, community-based organizations and agencies, higher education institutions, school staff, students, alumni, senior citizens, funding sources (that is, foundations), parent teacher associations, neighboring schools, and a regional cooperative service agency. It is also important to attend to the desired characteristics of the partners and the various resources and services that might be shared. This sharing of resources is a two-way process that includes not only external partners providing resources and services to the institution, but also includes the institution providing resources and services to the external partners. Institutions are encouraged to form a portfolio of strategic alliances, some formal and others informal, some long-term and others short-term, to support the learning process and organization. It is imperative to make the partnerships real, and not just paper transactions. Partners must be given recognition and voice in the learning experience. Extra funds may be needed for legal advice and extensive meetings to address the legal features of partnerships to everyone's satisfaction.
- **Learning Staff & Staff Development** -- It is important to consider the make-up of the *learning staff* and their desired features. Learning staff should be thought about in terms of learning teams as well as individuals. With increased emphasis on learning projects and informal learning in New Designs for Learning, students are emerging as an important component of the learning staff. And, with stronger and more intense partnerships, the partners are increasingly being viewed as a part of the learning staff. Staff development should focus on current and future needs, as well as consideration of who is in the best position to provide effective staff training. Institutions must invest in the needed staff development to make New Designs for Learning work effectively. Some New Designs sites have included a three-year professional development plan for teachers coinciding with the design and building of a new facility and unique professional development settings within the facility.
- **Learning Environment** -- The *learning environment* is frequently the point at which institution design groups choose to start their design process. We discourage this approach, because it is important to be clear about the desired features of the learning experience as a basis for designing a supporting learning environment. The learning environment, which includes decisions about technology, equipment, and

facilities, extends well beyond the school or campus buildings to include all of the learning settings used by learners (for example, workplace, home, public library, and community). Smaller learning environments placed strategically around the community optimize the use of partnerships. The close blending of school or college and community ensures that learning is rigorous and relevant. A learning environment networked by computers provides each learner with essentially her or his own personal learning environment. Designing the learning environment begins with a detailed review of the learning process, organization, partnerships, and staffing, and then selecting the best supporting environment.

- **Learning Accountability** -- *Learning accountability* addresses the need to take very seriously the recommendations and commitments of an institution's stakeholders in setting forth new designs for the institution. It ensures that there will be a reporting back on how the implementation is progressing. The design attributes for accountability describe who is responsible and when and how reporting back will occur. The focus of accountability should tie directly back to the design criteria developed in the learning context element at the beginning of the design-down process and then to the design attributes developed in response to each of the other design elements. Institution staffs are usually assigned the responsibility of developing measures or indicators of accomplishment that are acceptable to the policy-making group, typically the board/trustees in a public institution.
- **Learning Celebration** -- *Learning celebration* addresses the need to align incentives and recognition of progress and success in moving toward New Designs features. Many of our traditional learning celebrations need to be revised to communicate and reinforce the changes in learning and the operation of schools or colleges being recommended by New Designs. Annual graduation ceremonies, quarterly competitive grades, and sports trophies may not be aligned with learning expectations that focus on preparing for lifelong learning; the challenges of work, family, community, and personal responsibilities; high expectations for all learners; and productively working together as a learning community. Learning celebrations should reinforce the design specifications for all elements of the design process, particularly the learning expectations and learning signature. Learning celebrations might include: displays of student learning products located all through the institution and in many places in the community, closed circuit television screens around the institution showing the names and contributions of all the learning partnerships working on a given day, and teams of students being recognized by community-based organizations for their solutions to important community problems.
- **Learning Finance** -- The *learning finance* element of the design process focuses broadly costs and revenues for building and operating a new or restructured school or college. Our goal has remained to bring the New Designs school or college into place and to operate it for no more cost than an average existing institution. Cost considerations often involve a trade-off among technology, staffing, and partnerships. The focus on revenue often leads to exploring new sources of revenue for the institution as a partner in social and economic development of a community. Working on the learning finance element has led to developing a new financial portfolio for the institution and a plan for securing needed community awareness and political support.

The design process follows this specified sequence so as to get careful alignment among the elements and to get "first questions first." The idea is to ensure that the design fits the needs of the local situation and proceeds in a logical order from aims to actions to supporting structure, processes, and environment, and last to needed resources. The design process for New Designs for Learning has emerged from research and best practices as well as the experience of working with several schools and colleges across the United States and in other countries. No doubt, it will continue to change as we gain more experience and as changes occur in the learning context. While the New Designs process is presented in a very linear fashion, focusing on the most important questions first, there is also a need to move upwards and across all elements in the design process in order to gain the careful alignment needed for high quality and efficiency.

### **Transition to New Designs**

Putting new designs to work in the school is a major undertaking. Old paradigms and their associated practices must be challenged and, in many cases, fundamentally changed. To assist in thinking through, more operationally, the priorities and processes to move toward new designs, the New Designs elements can be used to think about and

describe the present state of affairs at the school and the new designs that the school has in mind. The new designs should be the result of working through each of the design elements in the design-down process for the school or college, similar to what was described above. What should be evident after completing the framework are the gaps between what is and what should be. These gaps can then be prioritized to identify where to focus the initial efforts of the transition to new designs.

Benchmarking is set up to identify institutions that exemplify new design ideas in practice. Using the ideas and practices from other organizations is not counterproductive to the design-down process. The desire for close alignment among design features always implies the need to adapt rather than direct copying from other places. One needs to search nationally and internationally for such institutions. Benchmark schools and colleges may be more "maverick" in implementing new innovations than simply "top-notch" schools. In some cases, the benchmark institution will be another educational organization, but it may even be more productive to look beyond educational institutions (that is, at business and industry, community-based organizations, or government agencies) for new design concepts and practices. Benchmarking studies can then be completed to identify the aims and processes that are of interest and how they were put in place. Benchmark institutions and organizations can become mentors for the school or college of concern.

### **Closing**

New Designs for Learning is an attempt to begin conversations concerning the paradigm underlying educational institutions, to question the capacity of the conventional "school or college" to survive in the turbulent environment of the future. These conversations are at the center of the change process. They are not the result of change. They are the initiators of change, making it possible for individuals to see the organization and their work in new ways. Conversations are the dynamic that transforms outdated paradigms into new patterns of thinking and acting. By way of summary, the processes of benchmarking, conversing, leadership, and organizational learning are continuous. There is, in effect, no end to the processes. The organization continues to re-design itself so that it is continually examining its context, its work patterns, and the efficacy of its structures. To lead such processes requires a vision that sets moving targets--always seeking the promises of new designs for a future where major social issues interact with resource constraints and exploding knowledge to produce a more desired state of affairs.

### **References**

Copa, George H. (1999). *New designs for learning: K-12 schools*. *CenterPoint* (6). Berkeley, CA: National Center for Research in Vocational Education. (see <http://ncrve.berkeley.edu/CenterPoint/CP6/CP6.html>)  
Copa, G. H., & Ammentorp, W. (1998). *New designs for the two-year institutions of higher education*. Berkeley, CA: National Center for Research in Vocational Education. (see <http://newdesigns.orst.edu/>)  
Copa, G. H., & Pease, V.H. (1992). *New designs for the comprehensive high school*. Berkeley, CA: National Center for Research in Vocational Education.

## **E. History on the Budgeting Process and Faculty Involvement**

Historically, **the Budget Process** has been largely overseen by administration and is discussed through administrative channels such as the Executive Team and the campus Budget Committee, then on to the Board of Education for adoption. Once a budget draft was developed by administration for faculty review, it was considered informational only as most significant decisions on funding had been finalized. Article 30 of the Full Time Faculty Bargaining Agreement (July 1, 2012- June 30, 2015) outlines that, 'faculty shall be allowed to participate in the development of the College budget through the appropriate administrative channels.'



## F. Environmental Scans

Southwestern Oregon Community College's (SWOCC) AMP has benefited from doing an environmental scan of National, State, and Local trend/data/information. Documents were posted to Angel for the team to read and/or material was distributed in meetings from the facilitator. Articles on the following topics were reviewed by the AMP team early in the AMP process.

**National trends/data/information:** Trends in Student Aid (2011), Trends in Community College Education (2011), Government Educational Policies, Reclaiming the American Dream April (2012), Community College Achievement Compact(March 2012), Pew Research Center: Future of the Internet (July 2012), American Association of Community College: Report on 21st Century Initiative Listening Tour (August 11, 2011), American Association of Community College: The Completion Agenda (April 2011)

**State trends/data/information:** Oregon Learns: Executive Summary (Or Education Investment Board) (December 2011), Oregon Labor Market Information (2010-2011), Oregon Learns: The Strategies to get to 40/40/20(August 2011), Oregon Community College Profiles (2009-2010 and 2010-2011), Retention Best Practices for Oregon Community Colleges (February 18, 2008), Task Force on Higher Education Student and Institutional Success (2011), Oregon Community College Student Persistence and Completion Strategies (January 5,2012), Oregon Community College Student Success Plan: Measure What You Treasure (September 2008)

**Local trends/data/information:** Coos and Curry Labor Market Information (2010-2011), Coos and Curry US Census Data (2010), Coos and Curry Counties Status of Oregon's Children 2010

**SWOCC trends/data/information:** Southwestern Oregon Community College Focus Groups Executive Summary(2007), Campus Conversations (date unknown), SWOCC Strategic Plans (2011/2012 and 2012/2013), SWOCC Profile (2009/10 and 2010/11),SWOCC Core Themes with Associated Strategic Plan Goals(updated 2013), SWOCC Section Leader Retreat SWOT(no date), Notes from SWOCC Entrepreneurial Meetings (November 200-March 2011), SWOCC Recruitment Plan (no date), SWOCC Success Indicators Reports (2010-2011), Enrollment Demographics (2010-2011), Appreciative Inquiry Notes (September 2009)

## G. Exhibits

- a. Future Initiative Fill-In Form
- b. Initiative Matrix Template
- c. Student Outcomes (Learning Expectations)

**SOUTHWESTERN OREGON COMMUNITY COLLEGE  
FUTURE INITIATIVES NARRATIVE FORM**

PROPOSER NAME AND CONTACT INFORMATION

AMOUNT OF PROPOSAL (IF APPLICABLE)

DEADLINE FOR COMMITTEE REVIEW

DEADLINE FOR SUBMISSION

PROJECT TITLE AND BRIEF DESCRIPTION OF DURATION, LOCATION, PURPOSE:

DESCRIBE THE 'NEED' THAT THE INITIATIVE ADDRESSES:

DESCRIBE YOUR EXPERIENCE AND/OR AVAILABLE SWOCC EXPERTISE IN THE PROJECT AREA:

DESCRIBE YOUR ABILITY TO MANAGE FINANCIAL REQUIREMENTS:

IDENTIFY ALL STAKEHOLDERS INCLUDING COLLEGE PARTNERS AND MAJOR SUBCONTRACTORS:

IDENTIFY ALL NEEDED COLLEGE RESOURCES SUCH AS OFFICE SPACE, PERSONNEL (ADMINISTRATIVE AND IT PERSONNEL),  
AND MATCHING FUNDS REQUESTED:

DESCRIBE THE LONG TERM FINANCIAL COMMITMENT AND SUSTAINABILITY OF THE INITIATIVES ACTIVITIES:

PROVIDE FUNDING AGENCY CONTACT INFORMATION, HISTORY OF FUNDED AND/OR UNFUNDED PROPOSALS, COMPETITION  
AND FUNDING PROBABILITIES:

Exhibit a

**DESCRIBE HOW THE INITIATIVE ADDRESSES ONE OR MORE OF THE COLLEGE'S CORE THEMES –  
INCLUDE WHICH SUCCESS INDICATORS (S.I.) FROM THE COLLEGE'S STRATEGIC PLAN WILL BE ADDRESSED BY  
THE PROPOSAL:**

- ☐ **ACCESS** – DESCRIBE HOW THE PROJECT ACTIVITIES ENSURE ACCESS TO DIVERSE LEARNING OPPORTUNITIES  
AND/OR PROVIDE ACCESS TO SUPPORT SERVICES FOR STUDENTS AND THE COMMUNITY:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES WILL MEET ACCESS OBJECTIVES AS  
DESCRIBED ABOVE:

- ☐ **LEARNING AND ACHIEVEMENT** – DESCRIBE HOW THE PROJECT MAINTAINS AND DEVELOPS QUALITY  
LEARNING OPPORTUNITIES TO ENCOURAGE STUDENT ACHIEVEMENT AND SUPPORT STUDENT LIFE LONG  
LEARNING AND ATTAINMENT OF GOALS:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES WILL MEET LEARNING AND ACHIEVEMENT  
OBJECTIVES AS DESCRIBED ABOVE:

- ☐ **INNOVATION AND SUSTAINABILITY** – DESCRIBE HOW THE PROJECT SUPPORTS SUSTAINABILITY AND GROWTH  
OF THE COLLEGE THROUGH PLANNING, BUDGETING, AND ASSESSMENT OUTLINING HOW RESOURCES ARE  
ALLOCATED TO SUPPORT CONTINUOUS IMPROVEMENT FOR STRONG INFRASTRUCTURE OF EMPLOYEES,  
TECHNOLOGIES, AND FACILITIES:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES WILL MEET INNOVATION AND  
SUSTAINABILITY OBJECTIVES AS DESCRIBED ABOVE:

- ☐ **COMMUNITY ENGAGEMENT** – DESCRIBE HOW THE PROJECT SUSTAINS AND BUILDS STRONG COMMUNITY,  
BUSINESS, AND AGENCY PARTNERSHIPS AND PROMOTES OR PROVIDES DIVERSE ACTIVITIES AND EVENTS FOR  
THE COMMUNITY TO ENGAGE IN:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES MEET COMMUNITY ENGAGEMENT  
OBJECTIVES AS DESCRIBED ABOVE:

REVIEWER COMMENTS:

RECOMMENDATIONS:

REVIEWER DECISION:

## Southwestern Oregon Community College Future Initiative Matrix

Initiative Title:		Name of Reviewer:		
SWOCC Contact Person:				
Factors	Rating Scale 0 - 5	N/A	Rating	
<b>1. SUPPORTS ONE OR MORE OF THE CORE THEMES Success Indicators (SI):</b>				
a. Access	Supports Access objectives			
b. Learning & Achievement	Supports Learning & Achievement objectives			
c. Innovation & Sustainability	Supports Innovation & Sustainability objectives			
d. Community Engagement	Supports Community Engagement objectives			
2. PARTNERSHIPS	Initiative has support from community partners and other constituencies			
3. RESOURCE SUFFICIENCY/ CAPACITY (available college resources: space, personnel, financial resources)	Requires reasonable (or minimal) investment of college resources			
4. DESIGN	Initiative leads to improved student success, increased efficiency, sustainability, an enhanced learning environment; or other measurable improvements to the campus or campus life			
5. MARKET DEMAND: Regional, State and National Trends/ Opportunities	Initiative is aligned with appropriate Educational and Workforce needs, and Labor Market Data			
6. FINANCIAL IMPACT Include other funding sources	Initiative will yield revenue and/or FTE, or decrease costs			
7. SUSTAINABILITY OF THE INITIATIVE	Initiative predicted to be self-sustaining, or becomes integrated into campus operations			
8. PERSONNEL	Adequate staff/faculty time available to achieve long and short term objectives			
9. ALIGNMENT	Aligns with relevant College plan(s) (ie: Strategic, Academic, Facilities, Technology)			
10. RETENTION AND COMPLETION	Initiative encourages students to stay and complete a program or course of study			
<b>TOTAL SCORE</b>				

Comments:

Exhibit b

Signature of Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_ Approved: YES NO

## Exhibit c

### Learning Expectation (Outcomes) statements Revision: January 2013

Students graduating from Southwestern Oregon Community College with a **one or two-year program** are expected to have gained the knowledge, skills and attitudes (dispositions) and to demonstrate competency for the following institutional general learning outcomes:

- **Communication** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and information.
- **Computation** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.
- **Creative, Critical & Analytical Thinking** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
- **Community/Global Consciousness & Responsibility** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, **stewardship of natural resources** and empathy.
- **Discipline Content** Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

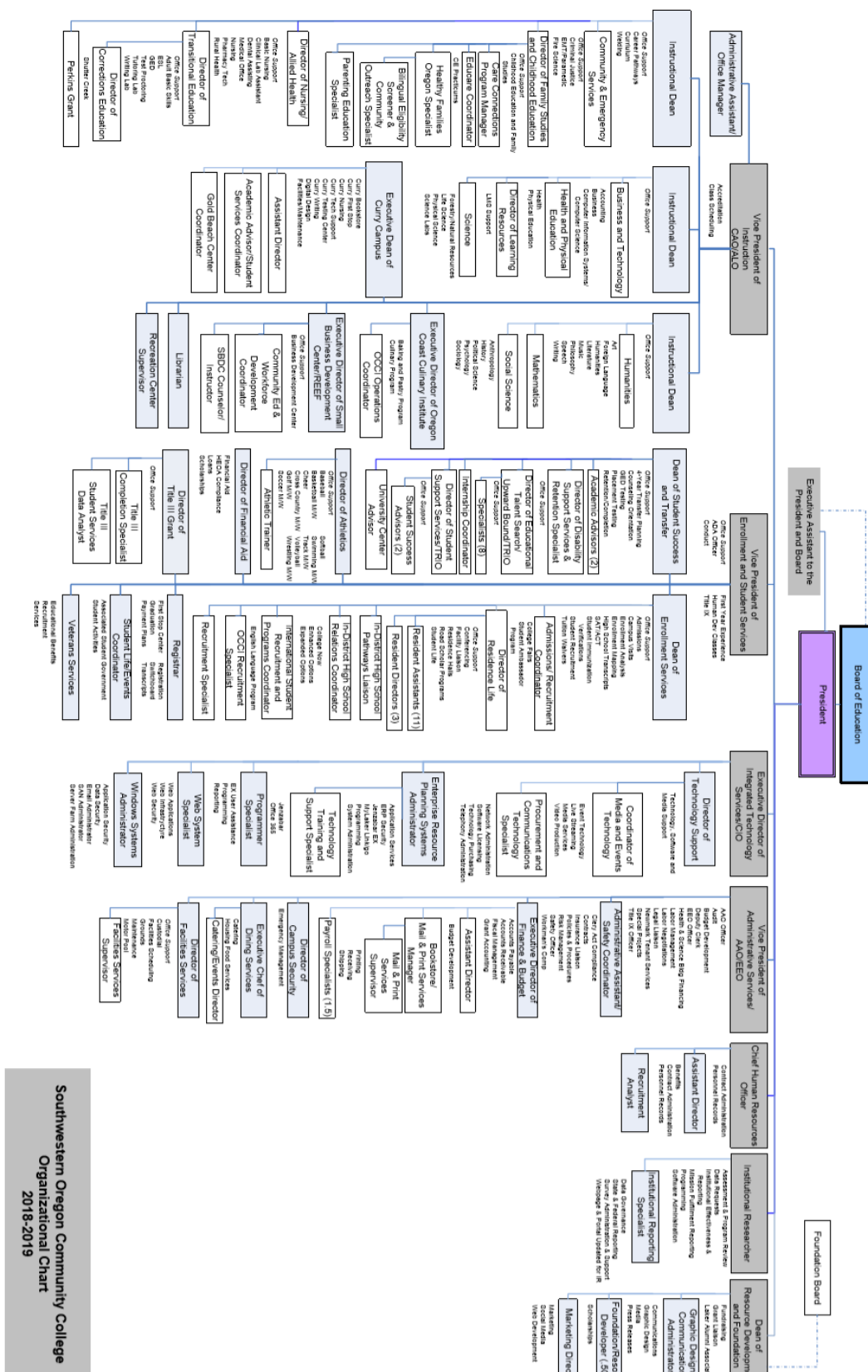
Students enrolled in Transitional Education will be expected to meet the federal and state performance guidelines as they move through and transition out of Transitional Education.

All students completing a certificate will demonstrate proficiency in identified skill sets of the certificate. Skill sets of certificates will meet the relevant academic business and/or industry standards.

All students completing a Southwestern course will be expected to demonstrate effective skills and attitudes that are specific to that course.

All students will be welcomed into the Southwestern community of learners and **will be encouraged to** identify as SWOCC students.

#### H. SOCC ADMINISTRATION ORGANIZATIONAL CHART





# Southwestern EMSI – Try Career Coach

<https://www.socc.edu/>

EMSI Direct Link

<https://socc.emsicc.com/?radius=25%20miles&region=Coos%2C%20Curry%2C%20and%20Douglas%20Counties>

The screenshot shows the homepage of the Southwestern Oregon Community College (SWOCC) website. The browser address bar displays <https://www.socc.edu/>. The website header includes the SWOCC logo, navigation links for "WHY SWOCC", "GETTING STARTED", and "FOR THE COMMUNITY", and a search bar. The main banner features an aerial view of the campus with the text "Your Future Starts Here" and an "Apply Here" button. Below the banner are three featured sections: "Academic Pathways" with a photo of graduates, "Athletics" with a photo of a raccoon mascot, and "Study Culinary At OCC" with a photo of a chef. Each section includes a brief description and a "[ MORE ]" link. At the bottom, a large banner with a coastal background displays statistics: "1500+ STUDENTS", "12 AVG CLASS SIZE", and "70+ PROGRAMS". The footer contains the slogan "Don't just find any JOB. Find the right CAREER." and two buttons: "TRY CAREER COACH" and "WORK AT SWOCC", along with a social media icon.

**Southwestern**

WHY SWOCC GETTING STARTED FOR THE COMMUNITY

**Your Future Starts Here**

Apply Here

**Academic Pathways**

SWOCC offers academic and career focused programs designed to take you from school to work. [ MORE ]

**Athletics**

Welcome to Laker Nation! Join or follow our many sports teams on and off the field. [ MORE ]

**Study Culinary At OCC**

Oregon Coast Culinary Institute at SWOCC offers one of a kind programs in Baking/Pastry and Culinary Arts. [ MORE ]

**1500+ STUDENTS**

**12 AVG CLASS SIZE**

**70+ PROGRAMS**

**Don't just find any JOB. Find the right CAREER.**

TRY CAREER COACH WORK AT SWOCC



# Welcome to Career Coach

Discover majors and in-demand careers and education based on your interests!

## Take Career Assessment

Take a Career Assessment to learn about yourself and Career Coach will give you career suggestions based on your interests.

[Take the Assessment](#)

## Browse Careers

Browse or search for careers and we will give you relevant data on wages, employment, and the training you need.



[Or Browse all Careers](#)

## Browse Programs

Browse or search for the available programs that lead to the career you want.



[Or Browse all Programs](#)



## Are You a Veteran?

Find civilian careers related to your military occupation.

[Get Started with Military Search](#)



## Build Your Résumé

Our easy-to-use résumé builder will help you create a professional résumé.

[Sign Up and Build Your Résumé](#)



## LakerConnect: How to Make LakerConnect Work for You

### Step 1: What to do - Addressing Assigned Notifications & Follow-ups

Goal: Resolve all Messages within 5 business days

Type of Concern	Examples for Messages	What to tell student / student options
Attendance	Routinely missing or late to class	<ul style="list-style-type: none"> <li>Conversation to determine why missing or late</li> <li>Refer student to the instructor</li> <li>Refer student to on- or off-campus resources</li> </ul>
Grades & Assignments	"D", "F", or "U" mid-term grade Routinely missing or late assignments	<ul style="list-style-type: none"> <li>Conversation to determine what has caused the grade to drop</li> <li>Suggest free tutoring / study hall in Laker Learning Commons</li> <li>Refer student to instructor</li> <li>Refer student to on- or off-campus resources</li> </ul>
Dishonesty	Plagiarism to cheating	<ul style="list-style-type: none"> <li>Appropriate dean will be notified, and will follow college policy</li> <li>Faculty will be contacted for information and then student</li> </ul>
(Personal) General & Other	Unsure where to address concerns – use this Type	<ul style="list-style-type: none"> <li>Based on the conversation with the student</li> <li>Refer student to on- or off-campus resources</li> </ul>
Counseling & Behavioral	Such as: sleeping in class, hygiene, disruptive, distracted, concerning conversation or assignment content	<ul style="list-style-type: none"> <li>Counselors will address based on the situation</li> <li>Advisors will not be assigned these</li> </ul>
(Financial) General	Needs books, expresses financial concerns	<ul style="list-style-type: none"> <li>Registrar will address based on the situation</li> </ul>

### Step 2: Where to enter information – Communicating and following timelines for Notifications & Follow-ups

Goal: Make Initial Contact within 48 Hours

#### Communication options for contacting students - Use LakerConnect:

Timeline – Attempt contact within 48 hours:

**Email:** Templates located in LakerConnect.  
LakerConnect automatically documents the email.

If no response to email, call within next 48 hours.

**Call:** Phone numbers located in LakerConnect.  
Document the call as an Intervention.

If no response to call, email within next 48 hours.

#### Contact Made:

- Enter response and decisions as an Intervention. If this was a Follow-up, close the Follow-up when resolved.

#### No Contact Made:

- I have information about the Message, but the Message wasn't assigned to me:
- I have information to document that doesn't pertain to or require a Message:
- If no additional Intervention, it will be assumed there was no contact and unresolved.
- You may add an Intervention if you have additional information to share for those assigned to the Message. However, action is not required as the Message is just information for you.
- Those with a Relationship to a student will have access to the Student's Detail. Go to Add Note to enter information.

#### Closing the Message:

- The LakerConnect manager closes Messages. Resolved Messages are closed as they are resolved. Unresolved Messages will be closed by day 15.

### Step 3: How to document it - Submitting a Message or Intervention

Goal: Comment on Factual v Observable behaviors

#### Facts:

(Examples)

- Student is failing
- Student wasn't in class
- Student missed last week's mid-term
- Student told me

#### Observations:

(Examples)

- Student appeared
- I smelled
- I saw
- I was told by
- I felt

## LakerConnect: How to Make LakerConnect Work for You

Student Resources: On- and Off-Campus		
Resource Type	Resource Title	Resource Information: accessing & applying
On-Campus: Emergency scholarships	Grossman & Olive Bridge scholarships	<a href="http://www.socc.edu/scholarships">www.socc.edu/scholarships</a>
On-Campus: Free clothing, toiletries, food	Clothes Closet & Food Pantry	Empire Hall – ASG office
Off-Campus: Low cost transportation	Coos County Area Transit (C-CAT)	myLakerLink: Campus Life, then Student Discounts
Off-Campus: Community resources or child care providers	211 info	<a href="http://211info.org">211info.org</a> or call 211

What Is Going on Behind the Scenes After You Enter a LakerConnect Message: Type of Concern, Severity, & Relationships - who will receive a Notification or Follow-up										
Type of Concern		Severity	Relationships							
			Advisor	Coach	Housing	Veteran Rep	Counselor	Dean (LDC, CTE, Curry)	Registrar	FYI / (or) per comments
<b>Academic:</b>	Attendance	High & Moderate	x	x	x	x				
	Attendance	Low & Unsure								x / per comment
	Career/Major Counseling	High & Moderate					x			
	Career/Major Counseling	Low & Unsure								x / Counselor
	Grades & Assignments	High & Moderate	x	x	x	x				
	Grades & Assignments	Low & Unsure								x
	Dishonesty	ALL						x		
<b>Financial:</b>	General Concern	ALL				x			x	
<b>Personal:</b>	Behavior Concern	High & Moderate					x			
	Behavior Concern	Low & Unsure								x / Counselor
	Counseling	High & Moderate					x			
		Low & Unsure								x / Counselor
	General Concern	High & Moderate								Per comment
		Low & Unsure								x / per comment
<b>Other:</b>	All Other Concerns	ALL								x / per comment
<b>Confidential:</b>	All Messages marked as Confidential will be sent by email to the Dean of Student Success and Transfer. The Message will not save in LakerConnect									

# **Southwestern Oregon Community College Integrated Technology Services Disaster Recovery Plan**

**Last update: November 10, 2014**

## **Introduction**

This document is the disaster recovery plan for Southwestern Oregon Community College, Integrated Technology Services Department. The information present in this plan guides College management and technical staff in the recovery of computing, network, and phone facilities operated by Integrated Technology Services in the event that a disaster destroys all or part of the facilities.

## **Description**

The Recovery plan is composed of a number of sections that document resources and procedures to be used in the event that a disaster occurs at the Integrated Technology Services facility in Randolph Hall server room or phone and network switch room. Each supported computing platform has a section containing specific recovery procedures. There are also sections that document the personnel that will be needed to perform the recovery tasks and an organizational structure for the recovery process.

This plan will be updated on a regular basis as changes to the computing and networking systems are made.

# **The Disaster Recovery Plan**

## **Section 1: General Information About The Plan**

- Objectives and Overview

## **Section 2: Disaster Planning**

- Disaster Risks and Prevention
- Disaster Preparation
- Backup Procedures
- Systems Configuration

## **Section 3: Initiation of Emergency Procedures**

- Safety Issues
- Disaster Notification List
- Disaster Recovery Teams
- Activating the Disaster Recovery Plan
- Equipment Protection and Salvage
- Damage Assessment
- Emergency Requisition Procedures

## **Section 4: Initiation of Recovery Procedures**

- Cold Site Preparation
- Platform Recovery Procedures
- Applications Recovery Procedures
- Critical Applications

## **Section 5: Maintaining the Plan**

- Maintaining the Plan
- Document Numbers

## **Section 6: Attachments**

- Windows Recovery Documentation
- Windows Servers Configuration

# **Section 1: Disaster Recovery Plan Objectives and Overview**

**Last update: November 10, 2014**

Over the years, dependence upon the use of computers in the day-to-day business activities of many organizations has become the norm. Southwestern Oregon Community College certainly is no exception to this trend. Today you can find very powerful computers in every department on campus. These machines are linked together by a sophisticated network that provides communications with other machines across campus. Vital functions of the College depend on the availability of this network of computers.

Consider for a moment the impact of a disaster that prevents the use of the system to process Student Registration, Payroll, Accounting, or any other vital application for weeks. Students and faculty rely upon our systems for instruction, all of which are important to the well-being of the College. It is hard to estimate the damage to the College that such an event might cause. One fire properly placed could easily cause enough damage to disrupt these and other vital functions of the College. Without adequate planning and preparation to deal with such an event, the College's central computer systems could be unavailable for many weeks.

## **Primary FOCUS of the Plan**

The primary focus of this document is to provide a plan to respond to a disaster that destroys or severely cripples the College's central computer systems operated by the Integrated Technology Services Department. The intent is to restore operations as quickly as possible with the latest and most up-to-date data available.

## **IMPORTANT NOTE!**

All disaster recovery plans assume a certain amount of risk, the primary one being how much data is lost in the event of a disaster. Disaster recovery planning is much like the insurance business in many ways. There are compromises between the amount of time, effort, and money spent in the planning and preparation of a disaster and the amount of data loss you can sustain and still remain operational following a disaster. Time enters the equation, too. Many organizations simply cannot function without the computers they need to stay in business. So their recovery efforts may focus on quick recovery, or even zero down time, by duplicating and maintaining their computer systems in separate facilities.

The techniques for backup and recovery used in this plan do NOT guarantee zero data loss. The College administration is willing to assume the risk of data loss and do without computing for a period of time in a disaster situation. To put it in a more fiscal sense, the College is saving dollars in up-front disaster preparation costs, and then relying upon business interruption and recovery insurance to help restore computer operations after a disaster.

Data recovery efforts in this plan are targeted at getting the systems up and running with the last available off-site data backup. *Significant* effort will be required after the system operation is restored to (1) restore data integrity to the point of the disaster and (2) to synchronize that data with any new data collected from the point of the disaster forward.

This plan does not attempt to cover either of these two important aspects of data recovery. Instead, individual users and departments will need to develop their own disaster recovery plans to cope with the unavailability of the computer systems during the restoration phase of this plan and to cope with potential data loss and synchronization problems.

## **Primary OBJECTIVES of the Plan**

This disaster recovery plan has the following primary objectives:

1. Present an orderly course of action for restoring critical computing capability to the campus within 14 days of initiation of the plan.
2. Set criteria for making the decision to recover at a cold site or repair the affected site.
3. Describe an organizational structure for carrying out the plan.
4. Provide information concerning personnel that will be required to carry out the plan and the computing expertise required.
5. Identify the equipment, floor plan, procedures, and other items necessary for the recovery.

## **OVERVIEW of the Plan**

This plan uses a "cookbook" approach to recovery from a disaster that destroys or severely cripples the computing resources at Randolph Hall on the Coos Bay Campus.

### **Personnel**

Immediately following the disaster, a planned sequence of events begins. Key personnel are notified and recovery personnel are grouped to implement the plan. Personnel currently employed are listed in the plan.

In a disaster it must be remembered that PEOPLE are your most valuable resource. The recovery personnel working to restore the computing systems will likely be working at great personal sacrifice, especially in the early hours and days following the disaster. They will have physical needs for food, shelter, and sleep. The College must take special pains to ensure that the recovery workers are provided with resources to meet their physical and emotional needs.

### Salvage Operations at Disaster Site

Early efforts are targeted at protecting and preserving the computer equipment. In particular, any magnetic storage media (hard drives, magnetic tapes, diskettes) are identified and either protected from the elements or removed to a clean, dry environment away from the disaster site.

### Designate Recovery Site

At the same time, a survey of the disaster scene is done by appropriate personnel to estimate the amount of time required to put the facility (in this case, the building and utilities) back into working order. A decision is then made whether to use the Cold Site, a location some distance away from the scene of the disaster where computing and networking capabilities can be temporarily restored until the primary site is ready. Work begins almost immediately at repairing or rebuilding the primary site. This may take months, the details of which are beyond the scope of this document.

### Purchase New Equipment

The recovery process relies heavily upon vendors to quickly provide replacements for the resources that cannot be salvaged. The College will rely upon emergency procurement procedures documented in this plan and approved by the College's purchasing office to quickly place orders for equipment, supplies, software, and any other needs. An inventory of the switch room, which includes the core switch, network appliances, firewalls and the pbx VOIP server and voicemail server will be kept in the fireproof safe in Randolph 3. An inventory of the server room, which includes the physical servers, the SAN and the UPS will be kept in the fireproof safe in Randolph.

### Begin Reassembly at Recovery Site

Salvaged and new components are reassembled at the recovery site according to the instructions contained in this plan. Since all plans of this type are subject to the inherent changes that occur in the computer industry, it may become necessary for recovery personnel to deviate from the plan, especially if the plan has not been kept up-to-date. If vendors cannot provide a certain piece of equipment on a timely basis, it may be necessary for the recovery personnel to make last-minute substitutions. After the equipment reassembly phase is complete, the work turns to concentrate on the data recovery procedures.

### Restore Data from Backups

Data recovery relies upon the use of backups stored in locations either at the disaster site or off-site from the Randolph Hall Building. Backups can take the form of magnetic tape, disk drives or cloud storage. Early data recovery efforts focus on restoring the operating system(s) for each computer system. Next, first line recovery of application and data from the backup tapes is done. Network and phone configuration data is on disk and in system and network administrators' possession.

### Restore Applications Data

It is at this point that the disaster recovery plans for users and departments (e.g., the application owners) must merge with the completion of the Integrated Technology Services plan. They

must take all new data collected since that point and input it into the application databases. When this process is complete, the College computer systems can reopen for business. Some applications may be available only to a limited few key personnel, while others may be available to anyone who can access the computer systems.

#### **Move Back to Restored Permanent Facility**

If the recovery process has taken place at the Cold Site, physical restoration of the Randolph Hall (or an alternate facility) will have begun. When that facility is ready for occupancy, the systems assembled at the Cold Site are to be moved back to their permanent home. This plan does not attempt to address the logistics of this move, which should be vastly less complicated than the work done to do the recovery at the Cold Site.

## **Section 2: Disaster Recovery Plan**

### **Disaster Risks and Prevention**

**Last update: November 10, 2014**

As important as having a disaster recovery plan is, taking measures to prevent a disaster or to mitigate its effects beforehand is even more important. This portion of the plan reviews the various threats that can lead to a disaster, where our vulnerabilities are, and steps we should take to minimize our risk. The threats covered here are both natural and human-created.

- Fire
- Flood
- High Winds
- Earthquake
- Computer Crime
- Terrorist Actions and Sabotage

### **FIRE**

The threat of fire in the Randolph Hall, especially in the machine room area, is very real and poses the highest risk factor of all the causes of disaster mentioned here. The building is filled with electrical devices and connections that could overheat or short out and cause a fire. Not to be forgotten are the hydrogen gas producing batteries in the Uninterruptible Power Supply room where a spark could ignite a fire and explosion.

The computers within the facility also pose a quick target for arson from anyone wishing to disrupt College operations.



## **Preventive Measures**

### **Backup Power Systems**

The college has invested in a very large propane powered power generator that is directly wired into Randolph Hall switch room and server room. This system is tested once a week.

### **Fire Alarms**

The Randolph Hall is equipped with a fire alarm system, with ceiling-mounted smoke detectors in the server and switch rooms. The server room has environment monitoring equipment that includes temperature, smoke and loss of power alarms. ITS personnel are automatically notified of any alarm events.

### **Fire Extinguishers**

Hand-held fire extinguishers are required in visible locations throughout the building. Staff are to be trained in the use of fire extinguishers.

### **Fire Suppression System**

The machine room and switch room are protected by a fire suppression extinguishing system.

### **Building Construction**

Randolph Hall is not built primarily of non-combustible materials. The risk to fire can be reduced when new construction is done, or when office furnishings are purchased, to acquire flame resistant products.

### **Training and Documentation**

Detailed instructions for dealing with fire are present in Emergency Evacuation Procedures documentation. Staff are not required to undergo training on proper actions to take in the event of a fire. Staff are not required to demonstrate proficiency in periodic, unscheduled fire drills.

A one or two hour fire proof safe has been purchased for storing of on-site Randolph Hall server room backup tapes.

## **Recommendations**

Fire detectors and fire alarms should be installed throughout the building. Staff should be required to undergo training on proper actions to take in the event of a fire and to demonstrate proficiency in periodic, unscheduled fire drills.

Regular review of the procedures should be conducted to insure that they are up to date. Unannounced drills should be conducted by an impartial administrator and a written evaluation should be produced for the department heads housed in the building.

Regular inspections of the fire prevention equipment are also mandated. Fire extinguishers are periodically inspected as a standard policy.

## **FLOOD**

The chance of a storm that drops enough water to cause a disaster is very unlikely. Except for power outages, the College has weathered very severe storms with very little disruption of IT services.

## **Preventive Measures**

### **Backup Power Systems**

The college has invested in a very large propane powered power generator that is directly wired into Randolph Hall switch room and server room. This system is tested once a week. We also have a large battery backup that will provide 16 minutes of power for all servers and the phone switch. The generator will start within 10 seconds if there is an outage.

## **HIGH WINDS**

As Southwestern Oregon Community College is situated on the Oregon Coast and high winds are a very real possibility. However, high winds do not have very much potential for causing a major disaster. They do have potential for causing power outages.

## **Preventive Measures**

### **Backup Power Systems**

The college has invested in a very large propane powered power generator that is directly wired into Randolph Hall switch room and server room. This system is tested once a week. We also have a large battery backup that will provide 30 minutes of power for all servers and the phone switch. The generator will start within 10 seconds if there is an outage.

## **EARTHQUAKE**

The threat of an earthquake in the Coos Bay area is high. Scientists have predicted that a large earthquake along the San Andreas fault may happen any time in the next 50 years, and that its effects will be felt as far away as our area. Buildings in our area are not built to earthquake resistant standards like they are in quake-prone areas like California. So we could expect light to moderate damage from the predicted quake.

An earthquake has the potential for being the most disruptive for this disaster recovery plan. If the Randolph Hall is damaged, it is highly probable that the Cold Site on campus may also be similarly affected. Restoration of computing and networking facilities following a bad earthquake could be very difficult and require an extended period of time due to the need to do wide scale building repairs.

## **Preventive Measures**

Building construction makes all the difference in whether the facility will survive or not. Even if the building survives, earthquakes can interrupt power and other utilities for an extended period of time. The Cold Site should be situated in a building built to the latest earthquake codes.

## **COMPUTER CRIME**

Computer crime is becoming more of a threat as systems become more complex and access is more highly distributed. With the new networking technologies, the proliferation of iPads and smartphones, more potential for improper access is present than ever before.

The data breach incident response plan shall be followed in the event of a data breach.

Computer crime usually does not affect hardware in a destructive manner. It may be more insidious, and may often come from within. A disgruntled employee can build viruses or time bombs into applications and systems code. A well-intentioned employee can make coding errors that affect data integrity (not considered a crime, of course, unless the employee deliberately sabotaged programs and data).

### **Preventive Measures**

All systems should have security products installed to protect against unauthorized entry. All systems are protected by passwords, especially those permitting updates to data. All users are required to change their passwords on a regular basis. All security systems should log invalid attempts to access data, and security administrators should review these logs on a regular basis. Network access control is enforced by a security appliance. The NAC validates a device before it is allowed network access.

All systems should be backed up on a periodic basis. Those backups should be stored in an area separate from the original data. Physical security of the data storage area for backups must be implemented. Standards should be established on the number of backup cycles to retain and the length of their retention.

### **Recommendations**

Continue to improve security functions on all platforms. Strictly enforce policies and procedures when violations are detected. Regularly let users know the importance of keeping their passwords secret. Let users know how to choose strong passwords that are very difficult to guess.

Improve network security. Shared wire media, such as Ethernet are susceptible to sniffing activities, which unscrupulous users may use to capture passwords. Implement stronger security mechanisms over the network, such as one-time passwords, data encryption, and non-shared wire media. A new more effective firewall has been put in place. All users are required to authenticate before gaining access to the wireless network. Peer2Peer traffic is a source of virus and Trojan infections. The college employs hardware and software to stop this kind of traffic.

## **TERRORISTIC ACTION AND SABOTAGE**

The College's computer systems are potential targets by disgruntled employees and for terrorist actions, such as a bomb.

## **Preventive Measures**

Good physical security is extremely important. However, terrorist actions can often occur regardless of in-building security, and they can be very destructive. A bomb placed next to an exterior wall of the server room will likely breach the wall and cause damage within the room.

Given the freedom that we enjoy within the United States at this time, almost no one will accept the wide-scale planning, restrictions, and costs that would be necessary to protect the Randolph Hall from a bomb. Some commonsense measures can help, however.

The building should be adequately lit at night on all sides. All doors into the server room area should be strong and have good locks. Entrances into the server room proper should be locked at all times. Only those people with proper security clearances should be permitted into the server room area. Suspicious parties should be reported to the police (they may not be terrorists, but they may have theft of expensive computer equipment in mind).

The server room has a security lock installed. Only those employees that need to be in the server or switch rooms have access.

## **Recommendations**

Maintain good building physical security. Doors into the server room area should be locked at all times. All visitors to the machine room should receive prior authorization and their access monitored.

# **Disaster Recovery Plan**

## **Disaster Preparation**

**Last update: November 10, 2014**

In order to facilitate recovery from a disaster which destroys all or part of the server room in the Randolph Hall, certain preparations have to be made in advance. This document describes what will be done to lay the way for a quick and orderly restoration of the facilities that Integrated Technology Services operates.

The following topics are presented in this document:

- Disaster Recovery Planning
- Recovery Facility
- Replacement Equipment
- Backups
- Disaster Lock Boxes

## **Disaster Recovery Planning**

The first and most obvious thing to do is to have a plan. The overall plan (of which this document is a part) is that which Integrated Technology Services will use in response to a disaster. The extent to which this plan can be effective, however, depends on disaster recovery plans by other departments and units within the College.

For instance, if Tioga Hall or Dellwood Hall were to be involved in the same disaster as the Randolph Hall, the functions of the Business Manager's Office, or more in particular, the Purchasing Office, could be severely affected. Without access to the appropriate procedures, documents, vendor lists, and approval processes, the Integrated Technology Services recovery process could be hampered by delays while Purchasing recovers.

Every other business unit within the College should develop a plan on how they will conduct business, both in the event of a disaster in their own building or a disaster at Integrated Technology Services that removes their access to data for a period of time. Those business units need means to function while the computers and networks are down, plus they need a plan to synchronize the data that is restored on the central computers with the current state of affairs. For example, if the Payroll Office is able to produce a payroll while the central computers are down, that payroll data will have to be manually tracked until the system can be restored. Having a means of tracking all expenditures such as payroll while the central computers are down is extremely important.

## **Recovery Facility**

If a central facility operated by Integrated Technology Services is destroyed in a disaster, repair or rebuilding of that facility may take an extended period of time. In the interim it will be necessary to restore computer and network services at an alternate site.

The College has a number of options for alternate sites, each having a varying degree of up-front costs.

### **Hot Site**

This is probably the most expensive option for being prepared for a disaster, and is typically most appropriate for very large organizations. A separate computer facility, possibly even located in a different city, can be built, complete with computers and other facilities ready to cut in on a moment's notice in the event the primary facility goes offline. The two facilities must be joined by high speed communications lines so that users at the primary campus can continue to access the computers from their offices and classrooms.

### **Cloud Storage**

Cloud storage could be utilized. This would hold a copy of our data on the cloud vendor's servers. Our data would be continuously backed up. In the event of a disaster, the data will be available for recovery when the hardware is restored.

### **Disaster Recovery Company**

A number of companies provide disaster recovery services on a subscription basis. For an annual fee (usually quite steep) you have the right to a variety of computer and other recovery services on extremely short notice in the event of a disaster. These services may reside at a centralized hot site or sites that the company operates, but it is necessary for you to pack up

your backup tapes and physically relocate personnel to restore operations at the company's site. Some companies have mobile services which move the equipment to your site in specially prepared vans. These vans usually contain all of the necessary computer and networking gear already installed, with motor generators for power, ready to go into service almost immediately after arrival at your site. (**Note:** Most disaster recovery companies that provide these types of subscription services contractually obligate themselves to their customers to not provide the services to any organization who has not subscribed, so looking to one of these companies for assistance after a disaster strikes will likely be a waste of time.)

#### **Cold Site**

A cold recovery site is an area physically separate from the primary site where space has been identified for use as the temporary home for the computer and network systems while the primary site is being repaired. There are varying degrees of "coldness", ranging from an unfinished basement all the way to space where the necessary raised flooring, electrical hookups, and cooling capacity have already been installed, just waiting for the computers to arrive.

Southwestern Oregon Community College has chosen to use the cold site approach for this disaster recovery plan. Integrated Technology Services plans to utilize space in the Student Recreation Center as its Cold Site. It has adequate space to house the hardware, with some office space available for operating and technical personnel. It has good connectivity to the campus fiber optic network. And a certain amount of preparation will be made for electrical and cooling capacity to support mainframes and network equipment. This work has not been done because of budget constraints. The actual work that needs to be done to renovate the space to be ready to receive the computer equipment is available in the Section Recovery at the Cold Site.

### **Replacement Equipment**

This plan will contain a complete inventory of the components of each of the computer and network systems and their software that must be restored after a disaster. The inevitable changes that occur in the systems over time require that the plan be periodically updated to reflect the most current configuration. Where possible, agreements need to be made with vendors to supply replacements on an emergency basis. To avoid problems and delays in the recovery, every attempt should be made to replicate the current system configuration. However, there will likely be cases where components are not available or the delivery timeframe is unacceptably long. The Recovery Management Team will have the expertise and resources to work through these problems as they are recognized. Although some changes may be required to the procedures documented in the plan, using different models of equipment or equipment from a different vendor may be suitable to expediting the recovery process.

### **Backups**

New hardware can be purchased. New buildings can be built. New employees can be hired. But the data that was stored on the old equipment cannot be bought at any price. It must be restored from a copy that was not affected by the disaster. There are a number of options available to us to help ensure that such a copy of your data survives a disaster at the primary facility. The first two options, Remote

Dual Copy, and Automated Off-Site Tape Backup, are not implemented at this time. They require additional equipment and setup. Cloud Storage is our primary recovery option.

#### Remote Dual Copy

This option calls for a disk subsystem located at a site away from the primary computer facility and fiber optic cabling coupling the remote disk to the disk subsystem at the primary site. Data written to disk at the primary site are automatically transmitted to the remote site and written to disk there as well. This guarantees that you have the most up-to-the-second updates for the databases at the primary site in case it is destroyed. You can simplify the recovery process by locating the remote disk subsystem at the disaster recovery site. This option is somewhat expensive, but not prohibitively so. It does not require that an entire computer system be built at a hot site, just the disk subsystem. This option is typically limited to mainframe disk systems only.

#### Automated Off-Site Tape Backup

This option calls for a robotic tape subsystem located at a site away from the primary computer facility and fiber optic cabling (the campus backbone network would be suitable) coupling the subsystem to the primary computer facility. Copies of operating system data, application and user programs, and databases can be transmitted to the remote tape subsystem where it is stored on magnetic tape.

While this option does not guarantee the up-to-the-second updates available with the remote dual copy disk option, it does provide means for conveniently taking backups and storing them off-site any time of the day or night. Another huge advantage is that backups can be made from mainframes, file servers, distributed (UNIX-based) systems, and personal computers. Although such a system is expensive, it is not prohibitively so.

#### Cloud Storage

Cloud storage is currently being used to back up the production data of the ERP system. This is being done once per week.

#### Off-Site Tape Backup Storage

This option calls for the transportation of backup tapes made at the primary computer facility to an off-site location. Choice of the location is important. You want to ensure survivability of the backups in a disaster, but you also need quick availability of the backups.

This option has some drawbacks. First, there is a period of exposure from the time that a backup is made to the time it can be physically removed off-site. A disaster striking at the wrong time may result in the loss of all data changes that have occurred from the time of the last off-site backup. There is also the time, expense, and energy of having to transport the tapes. And there is also the risk that tapes can be physical damaged or lost while transporting them.

Some organizations contract with disaster recovery companies to store their backup tapes in hardened storage facilities. These can be in old salt mines or deep within a mountain cavern. While this certainly provides for more secure data storage, considerable expense is undertaken

for regular transportation of the data to the storage facility. Quick access to the data can also be an issue if the storage facility is a long distance away from your recovery facility.

The College has opted to taking periodic backups of its primary mainframe system and servers and storing those backups in two locations. The primary storage location is in Randolph Hall Room 3 which is adjacent to the server room. The second location utilizes cloud storage for the college ERP data.

In general, backups for each subsystem are cycled through the two storage locations. Backups are initially placed in the Integrated Technology Services tape storage cabinet and weekly full backups are made to the cloud storage location.

The actual backup and cycling procedures vary somewhat depending on the computer platform. Details of these procedures are contained in the following document:

### **Disaster Plan Locations**

To ensure that an up-to-date copy of this plan is available when a disaster occurs, procedures will be established to store a copy of the plan with other important recovery information at the Off Site backup tape storage area. Two sites will be designated to hold these materials. The contents of both sites are identical. One resides at the bank site; the other resides in the tape vault in R3 in Randolph Hall.

When changes to the contents are necessary, the plan at the Randolph Hall is first updated, and then it is delivered to the bank site and swapped with the plan stored there. That plan is returned to Randolph Hall and updated and replaced in the tape vault. This ensures that at least one copy of the plan is available at the recovery site.

The plans are to be secured at all times. Access to the plans are provided to several key people within the department, including:

- CIO of Integrated Technology Services – Rocky Lavoie
- Disaster Recovery Plan Coordinator – Linda Kridelbaugh

The contents of the bank vault and the safe in Randolph will contain this plan, configuration information, and attachments.



# **Disaster Recovery Plan**

## **Backup Procedures**

**Last update: November 10, 2014**

Every system that Integrated Technology Services operates is backed up regularly. The backup media for each of these systems is relocated to the storage vault in Randolph Hall.

Two sets of backups for the ERP exist at any one time. The most recent backups are stored in the vault of Randolph Hall. The second most recent are utilizing cloud storage.

The procedures for making the backups for each individual computer system differs. In general, media-level or full file system level backups are taken in a given cycle (typically weekly). In some instances, there are additional application-level backups for a system that may be run on a daily basis. Some systems support incremental backups, and these are typically run on a daily basis.

The following documents describe in detail the regular backup procedures and cycles for each of the computer platforms.

- Jenzabar Backups
- Windows 2003, 2008 and 2012 Server Backups
- Cisco Network Equip Backups

### **Disaster Recovery Backups**

Backup Procedures  
SQL Jenzabar server

Backups for the Jenzabar system are single Ultrium backup tapes. Full normal backups are created Monday through Friday at 11:59/pm. Every Sunday an incremental backup is transferred to the cloud storage site.

Windows Servers:

Windows servers are being transitioned to virtual servers. The virtual hard drive for each server is backed up. This allows complete recovery of the Windows network. Backups are kept in the media safe in R3. Full and incremental backups of the windows servers are stored in the media safe in R3.  
Full Volume Backups

Network Configuration Backups:

Switch configuration backups are made periodically when changes to the configuration occur. Copies of the configuration files of network equipment are kept on a cd and stored in the media safe in R3.

## Section 3: Disaster Recovery Plan

### Initiation of Emergency Procedures

**Last update: November 10, 2014**

#### Safety Issues

In almost any disaster situation, hazards and dangers can abound. While survival of the disaster itself can be a harrowing experience, further injury or death following the disaster stemming from carelessness or negligence is senseless.

All personnel must exercise extreme caution to ensure that physical injury or death is avoided while working in and around the disaster site itself. No one is to perform any hazardous tasks without first taking appropriate safety measures.

#### Hazardous Materials

There are hazardous materials present in the Randolph Hall. Three primary sources exist for these materials:

- Janitorial supplies - hazardous chemicals are present in the janitorial closets scattered throughout the building. The door to each closet contains a list of the chemicals present in the closet. If this information is not present at the scene of the disaster, contact the Physical Plant for a list of the chemicals located in the building.
- Battery acid - hazardous battery acid is present in large quantities in the Uninterruptible Power Supply room located in the extreme northwest corner of the first floor of the building. Battery acid can cause caustic skin burns, blindness, and pulmonary distress if inhaled. If you come in contact with battery acid, immediately seek a source of water and wash the affected areas continuously until medical assistance can be sought.
- Propane and natural gas – The Randolph heating system uses a natural gas boiler. The boiler is equipped with auto shutoff devices. The meter and building shutoff is located on the north east end of the building. The generator runs off of propane. The tank and shutoff is located at the south east corner of the building.



**Approach any collection of a hazardous material with caution. Notify the nearest safety personnel in the event of a hazardous material spill. Unless you have had the necessary training to do so, do not attempt to clean up a hazardous material spill yourself. Allow the local HAZMAT team to evaluate, neutralize, and clean up any spills.**

## **Stress Avoidance**

Recovery from a disaster will be a very stressful time for all personnel involved. Each manager should be careful to monitor the working hours of his staff to avoid over-exertion and exhaustion that can occur under these conditions. A good approach is to divide your team members into shifts and rotate on a regular basis. This will keep team members fresh and also provide for needed time with family.

**PTSD** - Post-traumatic Stress Disorder is a very real condition that can affect survivors and recovery workers in a disaster. All recovery managers and coordinators should be alert to symptoms in their employees that indicate PTSD and seek assistance from the necessary counseling services. Symptoms usually manifest themselves as:

### **Intrusions**

The individual experiences flashbacks or nightmares where the traumatic event is re-experienced.

### **Avoidance**

The individual tries to reduce exposure to people or things that might bring on their intrusive symptoms.

### **Hyper-arousal**

The individual exhibits physiologic signs of increased arousal, such as hyper vigilance or increased startle response.

# Disaster Notification List

Last update: November 10, 2014

The disaster notification list for Integrated Technology Services is shown below. These people are to be notified as soon as possible when disaster threatens or occurs.

Safety Personnel		
	On Campus Dial	Off Campus Dial
Emergency Fire, Ambulance, Rescue, Police, and HAZMAT	7911 or 9-911	911
Public Safety	7399	888-7399
Physical Plant Service Desk	7250	888-7250

Integrated Technology Services Primary Notification List				
Person	Title	Home Phone	Home Cell	Cellular
Rocky Lavoie	CIO ITS	541-271-1036	541-662-0129	541-662-0129
Carl Gerisch	System Admin	541-297-8676		541-297-8676
John Taylor	Network Administrator			541-217-4208
Cari Friesen	Programmer			541-404-2739
James Chilson	Programmer	541-271-1957		
Pat Davidson	Web Sys Admin	541-266-8182		
Brian Parker	PC Technician	541-404-7469		541-404-7469

**Recovery Manager**

This individual needs to be a skilled manager/administrator who is accustomed to dealing with pressure situations. He/She should have a broad knowledge of the hardware and software in use at the site. He/She should be a "problem solver" as there will be many problems arise that have not been anticipated in advance. He/She must be able to delegate responsibility to others. He/She must also have signature authority to expend funds as a part of the disaster recovery process. The current CIO of ITS is the first choice for the Recovery Manager.

**Facilities Coordinator**

This individual needs some of the same skills as the Recovery Manager. However, she also needs to be familiar with the process of getting construction work scheduled and completed on time. She should be able to understand and oversee the setup of the electrical, environmental, and communications requirements of a data center.

**Technical Coordinator**

This individual needs to be highly skilled in a number of areas. He/She must have a strong background in the setup and interfacing of as many of the platforms in use as possible. He/She needs to be able to communicate easily with vendor technical representatives and engineers concerning installation options, performance issues, problem resolution, and a myriad of other things. He/She must also be able to schedule and manage people.

**Administrative Coordinator**

This individual needs to be skilled in the business operations of the College and the State of Oregon. She/He should be well acquainted with the day-to-day operations of a College department. She/He should also be a "people person" who can deal with employees and their families during hard times. This person must also be familiar with State purchasing procedures and contracts.

**Network Coordinator**

This individual needs to be skilled in the area of network design and maintenance. She/He should be trained in diagnosing and correcting network outages and in connecting and debugging new additions to an existing network.

**Applications Coordinator**

First choice for this individual would be someone from the existing application support group. The person should have exposure to a cross section of the currently used applications. The most critical areas are Payroll, Accounting, and Student Records. If no one from the current staff is available, the most important technical skills are: Jenzabar application experience, and experience testing and debugging applications developed for them. The person will need to use available tools to ascertain the status of files and data base objects and be prepared to restore later versions from backups if required. She/He will also need to interface with users to verify that applications are functioning as expected or analyze and develop solutions to problems that arise.

The following table contains a sample list of the people currently employed who could fill the positions on the Recovery Management Team. Alternates are listed, but there are other qualified individuals who could step in should any of these persons not be available.

# Disaster Recovery Team

Last update: November 10, 2014

## Selecting Personnel for the Recovery Management Team

Sample Recovery Management Team Roster		
Position	Primary	Alternates
Recovery Manager	Rocky Lavoie	Carl Gerisch
Facilities Coordinator	Linda Kridelbaugh	
Technical Coordinator	Rocky Lavoie	Cari Friesen Carl Gerisch
Admin Coordinator	Linda Kridelbaugh	Rocky Lavoie
Network Coordinator	John Taylor	Rocky Lavoie Carl Gerisch
Applications Coordinator	Cari Friesen	James Chilson

# **Disaster Recovery Team Responsibilities**

As the recovery process gets underway, it is imperative that each of the recovery teams remain in close communication and strive to work together to complete the recovery as expediently as possible. The following section provides a brief description of the responsibilities for each team.

## **Recovery Management Team**

The Recovery Management Team is responsible for the coordination of the entire project. It is composed of seven skilled people:

1. Recovery Manager
2. Facilities Coordinator
3. Technical Coordinator
4. Administrative Coordinator
5. Network Coordinator
6. Applications Coordinator

The Recovery Manager is the leader of the Recovery Management Team and has the final authority regarding decisions during the recovery process. Each of the remaining individuals will be the leader of a specialized team that will address a portion of the recovery tasks. As the recovery process gets underway, there will likely be areas of overlap between teams and close communication will be required. The Recovery Management Team will have regular meetings scheduled to provide for communication between team coordinators.

Each coordinator should schedule a meeting for members of his team well in advance of their first planned activities. A first-meeting agenda might include:

1. Reviewing the current status of the recovery operation.
2. Emphasizing what the team's responsibilities are
3. Making sure that members are aware of any changes to the original recovery plan
4. Assigning tasks to individual team members
5. Setting up time and location for future team meetings

## **Damage Assessment Team**

The Technical Coordinator will be responsible for providing an assessment of what can be salvaged of the hardware components. Based on this assessment, the Recovery Management Team can make the choice of the recovery site and begin the process of acquiring replacement equipment for the recovery.

## **Facility Recovery Team**

The Facility Recovery Team will be led by the Facilities Coordinator. She/He will be responsible for selecting the other team members. Likely choices would be member(s) from Operations, Network Services, Physical Plant, Cold Site Building Representative, and Technical Services.

This team will be responsible for the details of preparing the recovery site to accommodate the hardware, supplies, and personnel necessary for recovery. Detailed layouts and instructions for the Cold Site preparation are included in the recovery plan.

This team will also be responsible for oversight of the activities for the repair and/or rebuilding of the primary site (the Randolph Hall). It is anticipated that the major responsibility for this will lie within Physical Plant and contractors. However, this team must oversee these operations to ensure that the facility is repaired to properly support the operation of mainframe and networking equipment per the original design of the primary site.

## **Network Recovery**

The Network Recovery Coordinator will be responsible overseeing the restoration of the campus network and all network connections necessary at the recovery site.

Because there is such a high degree of reliance on the campus network, for instruction, research, and administrative purposes, very high emphasis must be placed on restoring the network as quickly as possible.

## **Platform Recovery Team**

The Platform Recovery Team will be responsible for restoring one or more of the computer platforms described in this plan.

Each platform recovery will follow this general plan of action:

1. Review damage assessment.
2. Determine which hardware, software, and supplies will be needed to start the restoration of a particular system.
3. Communicate list of components to be purchased and their specifications to the Administrative Support Team.
4. Review the recovery steps documented in this plan and make any changes necessary to fit the situations present at the moment.
5. When hardware begins to arrive, work with vendor representatives to install the equipment.
6. When all components are assembled, begin the steps to restore the operating system(s) and other data from the off-site backup tapes.
7. Attempt to recreate status of all systems up to the point of the disaster if possible. If not, the system is handed off to the Application Recovery Team.



## **Application Recovery Team**

The Application Recovery Coordinator will be responsible for conducting activities leading up to the approval and acceptance of application systems for production use. In general, this team's activities will begin after the Platform Recovery Team has completed work on the target platform. Some of the team members may in fact be from the platform recovery teams.

Some of the anticipated tasks include:

1. Analysis of need for additional recovery activities such as data base restores or individual file restores
2. Developing programs/procedures to address specific problems
3. Interfacing with application users to test applications

## **Administrative Support Team**

The Administrative Support Team will be led by the Administrative Coordinator. She/He will be responsible for selecting the other team members. This team will provide administrative support to the other recovery teams as well as support to employees and their families. One of the most important functions that this team can provide is to take the burden of administrative details so that the engineers and technicians who are responsible for systems recovery can concentrate on their recovery work.

One member of this team should be designated as Family Contact. This person will be available throughout the recovery process to provide assistance to employee family members.

One member of this team should be a designated representative of the College's Purchasing Office. This person will be the liaison to the Business Manager's Office for the purpose of expediting all emergency purchases and ensuring that proper College and State regulations for purchasing in an emergency are followed. The Purchasing Office has their own Disaster Contingency Plan that they will implement to aid departments needing to restore or rebuild facilities in the event of a disaster.

Some of the anticipated team tasks include:

1. Provide support for executing acquisition paperwork.
2. Assist with the detailed damage assessment and insurance procedures.
3. Determine the status of staff working at the time of the disaster.
4. Provide counseling services for staff or family members having emotional problems resulting from the disaster.
5. Assist the individual Team Coordinators in locating potential team members.
6. Coordinate food and sleeping arrangements of recovery staff as necessary.
7. Provide support to track time and expenses related to the disaster.
8. Provide delivery and transportation services to the Cold Site or other locations as required.
9. Provide public relations support (this function may be provided by College Relations).
10. Assist in contracting with outside parties for work to be done in the recovery process (such as the installation of equipment, or consulting assistance for the installation or recovery of software systems).

# **Activating the Disaster Recovery Plan**

**Last update: November 10, 2014**

## **Appointment of Recovery Manager**

The first order of business is to appoint the Recovery Manager. The person most appropriate for the position is the current CIO of Integrated Technology Services. If the CIO is unavailable, the appointment should be made by the VP of Administrative Services. This person must have data center management experience and must have signature authority for the expenditures necessary during the recovery process. You can refer to Disaster Recovery Teams for the responsibilities of the Recovery Manager and a suggested list of people who can fill this and other coordinator roles.

## **Determine Personnel Status**

One of the Recovery Manager's important early duties is to determine the status of personnel working at the time of the disaster. Safety personnel on site after the disaster will affect any rescues or first aid necessary to people caught in the disaster. However, the Recovery Manager should produce a list of the able-bodied people who will be available to aid in the recovery process.

The Recovery Manager should also quickly appoint the Administrative Support Coordinator, whose responsibility it will be to identify anyone injured or killed in the disaster. Taking care of our people is a very important task and should receive the highest priority immediately following the disaster. While we will have a huge technical task of restoring computer and network operations ahead of us, we can't lose sight of the human interests at stake.

## **Equipment/Media Protection and Salvage**

A primary goal of the recovery process is to restore all computer operations without the loss of any data. It is important that the Recovery Manager appoint the Technical Coordinator quickly so that she/he can immediately set about the task of protecting and salvaging any magnetic media on which data may be stored. This includes any magnetic tapes, optical disks, CD-ROMs, and disk drives. The section Equipment Protection and Salvage contains valuable information on salvaging damaged magnetic media.

## **Establish the Recovery Control Center**

The Recovery Control Center is the location from which the disaster recovery process is coordinated. The Recovery Manager should designate where the Recovery Control Center is to be established. If a location in the Randolph Hall is not suitable, cold site has been designated as the location of the center.

## Activating the Disaster Recovery Plan

The Recovery Manager sets the plan into motion. Early steps to take are as follows:

1. The Recovery Manager should retrieve the Disaster Recovery Plan located in the bank vault site and one from R3 media safe, to obtain an up-to-date copy of the Disaster Recovery Plan. This plan is in printed form as well on computer media (USB stick or CD-ROM). Copies of the plan should be made and handed out at the first meeting of the Recovery Management Team. The Recovery Manager is responsible for the remaining contents of the plan, which should probably be stored in the media safe in Randolph 3, if possible.
2. The Recovery Manager is to appoint the remaining members of the Recovery Management Team. This should be done in consultation with surviving members of the Integrated Technology Services staff and Physical Plant management, and with upper College administration approval. The Recovery Manager's decision about who sits on the Recovery Management Team is final, however.
3. The Recovery Manager is to call a meeting of the Recovery Management Team at the Recovery Control Center or a designated alternate site. The following agenda is suggested for this meeting:
  1. Each member of the team is to review the status of their respective areas of responsibility.
  2. After this review, the Recovery Manager makes the final decision about where to do the recovery. If the cold site suite is to be used, the Recovery Manager is to declare emergency use of the facility and notify the Dean of Administrative Services and the President immediately.
  3. The Recovery Manager briefly reviews the Disaster Recovery Plan with the team.
  4. Any adjustments to the Disaster Recovery Plan to accommodate special circumstances are to be discussed and decided upon.
  5. Each member of the team is charged with fulfilling his/her respective role in the recovery and to begin work as scheduled in the Plan.
  6. Each member of the team is to review the makeup of their respective recovery teams. If an individual key to one of the recovery teams is unavailable, the Recovery Manager is to assist in locating others who have the skills and experience necessary, including locating outside help from other area computer centers or vendors.
  7. The next meeting of the Recovery Management Team is scheduled. It is suggested that the team meet at least once each day for the first week of the recovery process.
4. The Recovery Management Team members are to immediately start the process of contacting the people who will sit on their respective recovery teams and call meetings to set in motion their part of the recovery.
5. The VP of Administrative Services and Maintenance Supervisor are responsible for immediately clearing the Recovery Control Center room, cold site, for occupation by the Recovery Management Team. This includes the immediate relocation of any personnel occupying the room. The VP of Administrative Services should assist the Administrative Coordinator in locating baseline facilities for the recovery room:
  1. Office desks and chairs
  2. Telephones
  3. Dell personal or notebooks

4. Hewlett-Packard LaserJet printer
5. Fax machine
6. Copier
6. Mobile communications will be important during the early phases of the recovery process. This need can be satisfied through the use of cellular telephones and/or two-way radios. The College has an existing contract with Sprint for cellular service, and the Physical Plant has two-way radio units that may be available upon request.

## **Equipment Protection and Salvage**

**Last update: November 10, 2014**

This document contains information on procedures to be used immediately following an incident to preserve and protect resources in the area damaged.

### **Protection**

It is extremely important that any equipment, magnetic media, paper stocks, and other items at the damaged primary site be protected from the elements to avoid any further damage. Some of this may be salvageable or repairable and save time in restoring operations.

- Gather all magnetic tape cartridges into a central area and quickly cover with tarpaulins or plastic sheeting to avoid water damage.
- Cover all computer equipment to avoid water damage.
- Cover all undamaged paper stock to avoid water damage.
- Ask the police to post security guards at the primary site to prevent looting or savaging.

### **Salvage Magnetic and Optical Media**

The magnetic and optical media on which our data is stored is priceless. Although we retain backups of our disk subsystems and primary application systems off-site, magnetic tapes stored in the tape vault and machine room area contain extremely valuable information that would be tough to lose. If the media has been destroyed, such as in a fire, then nothing can be done. However, water and smoke damage can often be reversed, at least good enough to copy the data to undamaged media.

After protecting the media from further damage, recovery should begin almost immediately to avoid further loss. A number of companies exist with which the College can contract for large scale media recovery services. A list of the companies that might be able to provide these services is found in Section Media Recovery Services.

If more immediate attention is required than can be provided by a contractor, Section Recovery of Damaged Magnetic Tape and Optical Disk Media describes the recovery process that can be used on-site.

## **Salvage Equipment**

As soon as practical, all salvageable equipment and supplies need to be moved to a secure location. If undamaged, transportation should be arranged through the Recovery Manager to move the equipment to the Cold Site, or to another protective area (such as a warehouse) until the Cold Site is ready.



**TAKE GREAT CARE WHEN MOVING THE EQUIPMENT TO AVOID DAMAGE.**

If the equipment has been damaged, but can be repaired or refurbished, the Cold Site may not be the best location for the equipment, especially if there is water or fire damage that needs to be repaired. Contractors may recommend an alternate location where equipment can be dried out, repainted, and repaired.

## **Inventory**

As soon as practical a complete inventory of all salvageable equipment must be taken, along with estimates about when the equipment will be ready for use (in the case that repairs or refurbishment is required). This inventory list should be delivered to the Technical Coordinator and Administrative Coordinator who will use it to determine which items from the disaster recovery hardware and supplies lists must be procured to begin building the recovery systems.

# **Damage Assessment**

**Last update: November 10, 2014**

## **DAMAGE ASSESSMENT**

This damage assessment is a preliminary one intended to establish the extent of damage to critical hardware and the facility that houses it. The primary goal is to determine where the recovery should take place and what hardware must be ordered immediately.

Team members should be liberal in their estimate of the time required to repair or replace a damaged resource. Take into consideration cases where one repair cannot begin until another step is completed. Estimates of repair time should include ordering, shipping, installation, and testing time.

In considering the hardware items, consider first the equipment lists provided in the recovery sections for each platform. These lists were constructed primarily for recovery at the cold site so they consist of the critical components necessary to recovery. You will need to separate items into two groups. One group will be composed of items that are missing or destroyed. The second will be those that are considered salvageable. These "salvageable" items will have to be evaluated by System Administrator and repaired as necessary. Based on input from this process, the Recovery Management team can begin the process of acquiring replacements.

With respect to the facility, evaluation of damage to the structure, electrical system, air conditioning, and building network should be conducted. If estimates from this process indicate that recovery at the original site will require more than 14 days, migration to the cold site will be evaluated. Administration will need to activate emergency Procurement Procedures.

# **Requisition Procedures**

**Last update: November 10, 2014**

## **EMERGENCY REQUISITION PROCEDURES:**

The success or failure of this plan's ability to ensure a successful and timely recovery of the central computer and network facilities hinges on our ability to purchase goods and services with lightning speed.

The Southwestern Oregon Community College Purchasing Regulations lend themselves to a very liberal interpretation which provides the College with considerable latitude in emergency procurement of goods and services. The College's Purchasing Office has a disaster recovery plan of their own that will assist departments in the rapid turnaround of emergency procurements.

The liberal policy for emergency procurement, coupled with extensive Business Interruption Insurance, provides the Recovery Manager with a sound basis for aggressive recovery actions. Perhaps now is the time for a word of caution. There will always be a day of reckoning following every exciting event, when those actions taken under the stress of the moment will be examined and evaluated in the light of normalcy. You can significantly reduce your anxiety level in the eve of such an accounting by following preset rules and directives - to the extent possible under the circumstances - and most importantly, keeping records and logs of transactions.

The Administrative Support Coordinator is responsible for all emergency procurement for Integrated Technology Services. All Disaster Recovery Team members must submit their requests to the Coordinator. The Coordinator will follow the regulations established for emergency procurement and will work with the Buyer that has been appointed by the Purchasing Office to complete the acquisition. The Administrative Support Coordinator is also responsible for tracking all acquisitions to ensure that financial records of the disaster recovery process are maintained and that all acquisition procedures will pass audit review.

The Administrative Support Coordinator must also be aware of the College's insurance coverage to know what is and is not allowed under our policies. In the event an item to be purchased is disallowed by insurance coverage, or if expenses exceed the dollar limits of the insurance coverage, the Coordinator must consult with the Recovery Manager and other responsible College personnel (such as the College's Business Manager).

The following entries document the state regulations and other related information regarding emergency procurement and insurance coverage. Please also reference the disaster recovery plan for the College's Purchasing Office for more information.

- Requisition Procedures
- Insurance Coverage
- Business Interruption Coverage
- Purchasing Vendor List

1. Obtain a Requisition number from Integrated Technology Services Requisition number list.
2. Fill-in Quotation forms with descriptions of items and/or services for which quotations are being solicited (e.g., equipment make and model numbers, installation services for equipment/software listed, etc.)
3. FAX the Item Description Page to at least three vendors likely to be able to provide needed goods or services. Call the vendor to insure that they know the FAX has been sent and understand the need for a quick response. Timeframes for responses can be very short; just be reasonable for the goods requested.
4. Summarize the vendor responses to the Quotation Abstracts and prepare a Quotation Abstract Quotation Summary Page .
5. Attach the vendor responses, any contacts or agreements, and the Quotation Summary Page to Requisition(s) made out for the lowest qualified bids.
6. If quotations are completed during normal College business hours, provide the Requisition, Quotation Abstracts, and any contracts to the Purchasing Office for issuance of Purchase Orders. Due to the immediate need, Purchase Order numbers should to be called to the appropriate vendor, or copies should be FAXed, depending upon the policies of the vendor(s) receiving the order(s).

If the quotations are completed after hours, instruct the appropriate vendors to proceed with processing the order. Obtain the purchasing approvals and Purchase Orders as soon as possible during the next available business hours.

If no College purchasing staff are available due to the nature of the disaster, instruct the appropriate vendors to proceed with processing the order, and forward Requisition(s) and Quotation Abstract(s) to the Office of State Purchasing for issuance of Purchase Order(s).



## VENDOR CONTACT INFO:

Vendor participation in the procurement and recovery process will be vital. Vendor support personal should be enlisted to assist with installation and recovery.

1. HP Support

[www.hp.com](http://www.hp.com)  
[www.itrc.com](http://www.itrc.com)  
1-800-633-3600

Chicago tech who did the installation of the rx4640  
Hansel Jeraza vComp [hansel.jereza@gmail.com](mailto:hansel.jereza@gmail.com)

2. NetApp

INX  
Bart Brewer 503-594-0382  
Russ Callen 503-594-0379

3. NEC Phone switch

**A3 Telecom**  
**Greg Lopata, Mike Lopata 206-307-3030**

4. Orca Communications

[www.orcacom.com](http://www.orcacom.com)  
Karl Kennedy  
541-756-3899  
541-267-7907 Ops Center

Charter  
Chris Burns  
360.258.5101 office  
971.344.3798 cell  
NOC: 866-603-3199

5. Cisco

Cisco Equipment & Support Products:

<b>Jason Franke</b>	<b>Andy Chai-Seong</b>
Direct: <b>503-598-7138</b>	Wk: 503-598-7128
<a href="mailto:jafranke@cisco.com">jafranke@cisco.com</a>	

**Ethan Barrow**  
5400 Meadows Road, Suite 300 Lake Oswego  
[ebarrow@cisco.com](mailto:ebarrow@cisco.com)  
Phone: **+1 503 598 7138**

**Jason Eatmon**  
*VP & Key Accounts / Development Group, Inc.*  
**Office: (530) 510.4303 / Fax: (530) 248.3415**  
*1670 Market Street, Suite 112 / Redding, CA 96001 / USA*  
[jeatmon@development-group.net](mailto:jeatmon@development-group.net)

**For a rapid response, please contact:**  
**NOC: (530) 510.4300 / [NOC@development-group.net](mailto:NOC@development-group.net)**

6. Dell

Dell Edu Support      866-537-0706

7. Safari Micro

887.446.8468      866.887.7177  
Jon Anderson      janderson@safarimicro.com

## **Section 4: Initiation of Recovery Procedures**

### **Cold Site Preparation**

**Last update: November 10, 2014**

This document focuses on the preparation of the designated Cold Site for the recovery of primary computing and network facilities after a disaster has occurred. If the Recovery Management Team opts to use an alternate site for recovery after the disaster, some work must be done to convert the space from its present use to be able to house the computer systems, network equipment and disaster recovery team personnel. Those sites may require additional work to prepare for the special power and cooling requirements of the mainframe equipment. Suggested alternate sites on campus include: Student Recreation Center and OCCI switch room. Before considering off-campus sites, be sure to consider the need for proper telecommunications and networking connections to the building, including fiber optic cable to the campus network.

#### **Cold Site Spaces**

The Cold Site will be the Student Recreation Center.

#### **Quick Review of Site Preparation Work**

The Cold Site will have minimal advanced preparations, so much work is to be done in the early stages of the recovery process to make the site ready. Here is a quick review of the facilities and work that must be done.

- All occupied offices in the proposed site must be cleared to make the space available for Integrated Technology Services staff and select users to do their work.
- Adequate power capacity should already be available within the building. The design phase of the cold site should incorporate connection to the battery backup/generator system.
- The cold site facility should have air conditioning equipment installed.
- The site should have a raised floor such as found in major computer rooms.
- The entrance to the cold site will need to be wide enough to accommodate the larger pieces of equipment that will be installed.
- The Cold Site should have electronic entry security, with doors controlled by a security system. It will be necessary to enter all personnel needing access to the area into the security system.
- Terminations to the fiber optic cabling for the campus backbone network should be located within the Cold Site. Additional fiber optic cable will need to be installed to extend the backbone to other points within the site. An alternative is to set up wireless bridges to the other buildings on campus.
- Telephone cabling will have to be brought into the cold site. An alternative would be to set up IP telephony. The phone system is currently licensed for 150 VOIP phones.

# **Cold Site Preparation Detailed Documents**

The following documents provide detailed information on the recovery of and rebuilding of the data center at the Cold Site.

Cold Site Preparation: **Physical Facility:**

Cold Site Preparation: **Electrical**

Cold Site Preparation: **Air Conditioning**

Cold Site Preparation: **Network Connections**

## **Cold Site Preparation: Physical Facility**

**Last update: November 10, 2014**

### **Preparing the Facility**

The physical dimensions of the room must be large enough to accommodate eight standard equipment racks. The servers, disk and tape arrays, phone switch, and networking switches will be mounted in these racks. The racks also will contain the patch panels for Ethernet / fiber connections. The room should have a raised floor for ease of cabling. The room should also accommodate several workstation / consoles.

1. The Facilities Coordinator is responsible for coordinating the relocation of any computer equipment, furniture, or personnel to the Cold Site. The Administrative Coordinator should offer to locate additional assistance in moving the equipment and furniture. Maintenance may be able to supply the labor, and some Integrated Technology Services staff may also be available to help. EVERY EFFORT SHOULD BE TAKEN TO ENSURE THAT ALL EQUIPMENT IS MOVED CAREFULLY TO AVOID DAMAGE.
2. The Facilities Coordinator is to contact the necessary contractors to start preparing the Cold Site.
3. The entire facility must be cleaned to remove dust and dirt.
4. Any painting should be completed before moving equipment into the site.

## **Cold Site Preparation: Electrical**

**Last update: November 10, 2014**

The proposed cold site will have adequate power the equipment to be installed in the room. All circuits should be labeled. 24 120V outlets will be needed for the servers, possibly more.

Electrical contractors may need to be hired to install the necessary power distribution system and cabling for attachment of the computer equipment. The Facilities Coordinator is responsible for obtaining the necessary skilled staff and the power equipment and supplies needed.

## **Mainframe Electrical Cabling**

- The mainframe requires two NEMA L6-20 Plug 220-240V, two 220V 3809BOX plugins, and a 40Amp circuit for the phone switch rectifier. The netapp disk array requires two 120 20A circuits. 28 120V 20A outlets (7 circuits) will be needed for the other equipment.
- Conduit is being added to the cold site construction for the purpose of running phone and fiber circuits. Fiber will need to be run to the nearest connecting vault and spliced into existing fiber. The phone lines will need to be run to the wiring vault and spliced, also. An alternative to running fiber and copper for network and phone connections is wireless point to point bridges to campus buildings.

## **Cold Site Preparation: Air Conditioning**

Existing air conditioning and climate control facilities in the proposed cold site should be sufficient to handle the requirements of a mainframe system. The mainframe equipment by itself requires nearly 300,000 BTUs cooling capacity. Additional equipment for the power distribution system, distributed systems (large UNIX servers, file servers, etc.), network equipment, and human operators raise the total to 5 tons cooling capacity.

## **Cold Site Preparation: Network Connections**

A variety of networking connections are needed for the equipment to be housed in the Student Recreation Center. In general, these consist of fiber optic links to the campus backbone for the key buildings: Dellwood, Stensland, Tioga and Newmark equipment, with Ethernet links servicing the mainframe and most of server equipment and any personal computers in use by recovery personnel in the area.

The scope of the disaster will determine the appropriate response. Loss of network switch room in Randolph or the complete loss of Randolph Hall would necessitate the move to an alternate location.

The following is a recommended list of networking equipment and cabling for the recovery facility.

### **Total loss of Randolph Hall or the Network room - Relocation to the Cold Site**

The campus network is a star topology. The center of this star is the network room in Randolph Hall. Total loss of the network room will require relocation to the cold site. New fiber will have to be run to the vaults and spliced to the remaining fiber runs. An alternative to running new fiber would be the use of wireless bridges to connect campus buildings to the core switch.

**Layer 1 Physical Infrastructure:**

Orca Communications will have to run new fiber to the cold site and configure their network equipment.

Fiber Connections for the cold site:

Termination Panel with ST connectors

Single Mode Fiber will have to be connected from the cold site to the following buildings:

Stensland

Tioga

Dellwood

Newmark

We will look into using dark fiber to connect to key buildings. Wireless bridges can also be deployed to connect buildings.

**Equipment- the network Core switch:**

Allot

ASA 5510

VPN 3005

P2P controller

Gold Beach vpn

**Core Switch Electrical Requirements:**

Two dedicated Input-Hardwired connection: 220=8.2A, NEMA L6-20

Two dedicated Input-Hardwired connection: 20A 208AV, NEMA 6-20

Two UPS units with NEMA 6-20 outlets

**Configuration Recovery:**

Switch configuration is stored on cd in the media safe

A second copy of the switch configuration is in John Taylor's possession.

Installation and restoration of the 4500x configuration will be done with assistance from cisco tech support.

The ASA 5525x is the college firewall. It will need to be replaced and configured before any outside connections are allowed.

The VPN 3000 is a separate entrance to the network for offsite connections. This will need to be replaced and configured to allow remote access.

**Ethernet Cabling:**

It is recommended that all ethernet connections be 1000 Base-T using Category 5e or Category 6 UTP cabling. Any new fiber runs should be single mode fiber.

# **Platform Recovery Procedures**

**Last update: November 10, 2014**

This portion of the plan documents the detailed recovery procedures for each of the computer and network systems to be restored at the recovery facility. Each procedure documents the list of equipment necessary to restore service, power and cooling requirements, cabling and networking requirements, operating system and data restoration procedures, and procedures for placing the system into final form for general use.

## **Platform Recovery Procedures**

- Vendor Contact Info
- Installation Media and Materials Checklist
- Mainframe Systems
- Windows Servers
- Network Equipment
- Phone system

### **I. INSTALLATION MEDIA AND MATERIALS CHECKLIST**

Installation media inventoried and kept in the media safe. Codewords, installation keys, and other installation data should be included.

#### **1. Microsoft HyperV hosts**

- 2012 Datacenter edition Server software
- 2012, 2008 and 2003 SQL software
- Codewords
- Recovery tapes

#### **2. Netapp software**

#### **3. Windows 2003, 2008, 2012 server cd's**

#### **4. Exchange email server cd**

#### **5. MDaemon server cd 9.7 for list email**

6. Symantec Antivirus cd

7. Matworx phone console cd

Phone system backup media

8. AVST software

Voicemail backup media

#### **IV. RECOVERY: Windows Servers**

Windows 2008R2 and 2012 domain controllers will be recovered first. The recovery process is a “bare metal restore” for windows servers. Recreate the Cluster and virtual hosts. Restore vhd from backups. This system will change with the current virtualization process. The SAN and SAN switches will also need to be replaced.

A detailed set of documents for these procedures are in the Attachments section of the Disaster Recovery Plan Index

Get and keep configurations and procedures in the lock box

DMZ computers are all standalone servers. These include lists email server, wolf3 web server, and network servers.

Windows Restore Procedures listed in Attachments section.

It's difficult to offer a precise estimate of time required for "cold recovery" of socc.edu under these circumstances. Once new hardware is received, a minimum of three working days should be expected. The time required will vary according to the ability of the person performing system recovery and the speed of the tape subsystem used to perform restores.



## **V. RECOVERY: Network Equipment**

Network recovery depends on the severity and location of the disaster. A disaster that warrants relocation to the cold site will involve a much larger scale recovery process. Cabling must be run where needed. Equipment will have to be replaced. The configuration files will need to be loaded. Cisco tech support will assist the Network Administrator with getting the configurations loaded and modified as needed. The loss of one of the outlying switch rooms will result in a similar recovery process, but on a smaller scale. Equipment in the switch closets are listed in this section.

### **Total Loss of Building Switch Closet**

Recovery from the destruction of a switch closet will depend on which building the loss occurred. Some switch closets contain multiple switches, such as Dellwood, others contain a single switch. Tioga and Newmark switches affect a large number of users. Newmark switch room also contains the phone wiring for the building. Loss of a single leg of the star topology, while serious, will allow a more rapid recovery than the destruction described in the total loss of the network room. Equipment will need to be replaced, cabling repaired, and configurations loaded and modified as needed. Cisco tech support will assist with the configuration process.

### **Network Equipment List is in the Attachments**

#### **Configuration Requirements: Uploading configuration file**

Switch configurations are stored on John's computer.

A second copy of the switch configurations are in the safe in Randolph 3.

Installation and restoration of the lost switch and configuration will be done with assistance from cisco tech support. Any damage to the local cabling will also have to be repaired by wiring contractors.

#### **Ethernet Cabling:**

It is recommended that all ethernet connections be 1000 Base-T using Category 5e or Category 6 UTP cabling. This requires that a Gigabit Ethernet switch with sufficient ports be provided, with a connection to the Cisco Core 4500x redundant switches.

**IP Addresses** - Each piece of equipment attached to the network will have to have a valid IP address. It is likely that the IP address for each system will be different than their counterpart in the damaged primary facility. As a result, the instructions for recovering each system include information on setting the IP addressing parameters. IP address assignments are based on the class A 10.x.x.x private IP address scheme. A detailed list of the address assignments will be placed in the lock boxes.

## **VI. RECOVERY: Phone system**

The phone system is an NEC 2400 IPX with upgrade to SV8500. The loss of the phone switch and its associated wiring will be labor intensive to replace. There are almost 2000 pairs of phone lines that will need to be spliced and connected to the replacement switch. Cable pair maps are kept in an excel spreadsheet located on Rocky Lavoie's computer and another copy is in his possession. The switch configuration file is kept on Rocky Lavoie's computer and in his possession and in the safe in Randolph 3.

Cell phone use would be the backup communication method until the switch and wiring could be replaced.

## **Applications Recovery Procedures**

**Last update: November 10, 2014**

Once the platform system software and subsystems are operating correctly, the task of preparing the remaining end-user applications can begin. Each platform will have a unique recovery road to follow. In some cases, there may be very little to do except for general testing. In other cases, considerable analysis and data synchronization work will likely be required.

The Applications Recovery Team will be responsible for carrying out this phase of the recovery. Each application area will require a review. This review should be conducted by an analyst familiar with the application while working closely with an application user representative.

Items to be considered should include:

- Review of the user department Disaster Recovery Plan with special attention to any "interim" procedures that have been required in the time period since the disaster event occurred.
- Review of the application documentation concerning file and database recovery.
- Review the status of files and databases after the general platform recovery processing is complete.
- Identify any changes to bring the application to a ready for production status.
- Identify any areas where the application must be synchronized with other applications and coordinate with those application areas.
- Identify and review application outputs to certify the application ready for production use.

# **Critical Applications**

**Last update: November 10, 2014**

The College has identified the payroll application as a critical application. This means that delaying the processing of this application could cause much hardship on faculty, staff, students, and others that depend on it. Other applications that may be handled as critical or given very high priority in recovery are the Purchasing application and the Web server application since they will be needed during recovery.

There are three Payroll functions each month that are considered critical:

## **REGULAR PAYROLL**

Normally paid on the 10 of every month.

Should a disaster place the College in a position where these obligations cannot be met by the normal applications systems, a secondary plan is being developed.

## **Proposed Interim Solution**

Discussions are ongoing with the Payroll department to devise a set of manual procedures that would be implemented. These procedures would allow for regular payroll obligations to be met and records kept so that the automated system could be updated when ready. Further documentation for these plans will be published when completed.

## **Section 5: Disaster Recovery Plan**

### **Maintaining the Plan**

**Last update: November 10, 2014**

Having a disaster recovery plan is critical. But the plan will rapidly become obsolete if a workable procedure for maintaining the plan is not also developed and implemented. This document provides information about the document itself, standards used in its construction, and maintenance procedures necessary to keep it up to date.

#### **Basic Maintenance**

The plan will be routinely evaluated once each year. All portions of the plan will be reviewed by Technical Services. In addition the plan will be tested on a regular basis and any faults will be corrected. The Disaster Recovery Plan coordinator has the responsibility of overseeing the individual documents and files and ensuring that they meet standards and consistent with the rest of the plan.

#### **Change-Driven Maintenance**

It is inevitable in the changing environment of the computer industry that this disaster recovery plan will become outdated and unusable unless someone keeps it up to date. Changes that will likely affect the plan fall into several categories:

1. Hardware changes
2. Software changes
3. Facility changes
4. Procedural changes
5. Personnel changes

As changes occur in any of the areas mentioned above, Integrated Technology Services management will determine if changes to the plan are necessary. This decision will require that the managers be familiar with the plan in some detail. A document referencing common changes that will require plan maintenance will be made available and updated when required.

Changes that affect the platform recovery portions of the plan will be made by the staff in the affected area. After the changes have been made, Technical Services will be advised that the updated documents are available. They will incorporate the changes into the body of the plan and distribute as required.

#### **Changes Requiring Plan Maintenance**

The following lists some of the types of changes that may require revisions to the disaster recovery plan. Any change that can potentially affect whether the plan can be used to successfully restore the operations of the department's computer and network systems should be reflected in the plan.

#### Hardware

1. Additions, deletions, or upgrades to hardware platforms.

#### Software

1. Additions, deletions, or upgrades to system software.
2. Changes to system configuration.
3. Changes to applications software affected by the plan.

#### Facilities

1. Changes that affect the availability/usability of the Cold Site location (Student Rec Center).
2. Changes to RANDOLPH HALL that affect Cold Site choice such as enlargement cooling or electrical requirements etc.

#### Personnel

1. Changes to personnel identified by name in the plan.
2. Changes to organizational structure of the department.

#### Procedural

1. Changes to off-site backup procedures, locations, etc.
2. Changes to application backups.
3. Changes to vendor lists maintained for acquisition and support purposes.

## **Section 6: Disaster Recovery Plan**

### **Attachments:**

- **Windows Recovery Documentation**
- **Windows Servers Configuration**
- **Network Equipment Documentation**



# Student Satisfaction ....

## Are you surprised by how students responded?



*75% or more of students are satisfied with the first-stop services, tutoring availability and feel welcome at Southwestern!*

---



**51%**

**Helpfulness of  
New Student  
Orientation**



**50%**

**Timeliness  
of Financial  
Aid Awards**

**Students Expect  
Access to Program &  
Support Services**



Student Satisfaction  
Inventory (SSI)  
Results Spring 2018

*Paid for by Title III Funds*



**56%**

**Who to contact  
about program &  
services; identify  
financial  
resources**



# Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



*Strategic Plan Projects 2017-2020*  
Guided Pathways Program Mapping  
Guided Pathways Intake Advising  
Student Learning Outcomes Assessment

68% or less

Satisfied with  
Academic Advising Services  
and Support

*"I love attending locally and seeing familiar faces coming to school. Financially I'm trying to figure out how to obtain my degree without access to financial aide because earning a degree will help my family in the long run in obtaining financial stability. Getting knowledge about how to obtain another means of going to college is vital and it seems those resources are extremely hard to come by."*

*"More than anything I appreciate the fact that faculty and staff have all been super supportive and they show that they believe in the students of Southwestern!"*

51%

Satisfied with ongoing feedback about their progress toward their academic goals

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors  
EXi - Interactive Degree Planning for Students & Advisors  
Timely Financial Aid and Academic Progress Information

*"I like the campus. I do think advisors need to be a little bit more informed on programs."*

Student Learning & Achievement

Learning Outcomes Assessment  
Graduation & Success Rates



**Now You Know ... What Students Said**



The purpose of this technology plan is to align the application of technology to the College's Mission, Vision, Values and Objectives. The technology plan addresses how technology resources will be implemented to further the mission of the College and improve institutional effectiveness by specifying the guiding values and principles for how technology should be created, managed and supported. These values and principles will serve as the foundation of any technology implementation, and will guide discussions on the suitability of future technology action plans.

## College Values and Principles

### **SWOCC Mission Statement**

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

### **SWOCC Vision Statement**

Southwestern leads and inspires lifelong learning

### **SWOCC Core Values**

Community – Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.

Learning – Filter every decision, activity, and function through the lens of learning.

Innovation – Empower creative, progressive thinking that results in a sustainable, positive change.

Professionalism – Present ourselves with honesty and integrity working together to achieve our goals.

Stewardship – Sustainably manage our environment and fiscal resources to support our staff, students, and community.

### **SWOCC Core Themes and Objectives**

#### **Learning and Achievement**

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

#### **Access**

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**

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 College



**Sustainability**

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

**Integrated Technology Services Mission**

Integrated Technology Services develops, coordinates, and supports the use of technology to enhance learning opportunities in a sustainable manner in compliance with federal, state, local and institutional regulations.

## Planning Framework

The SWOCC Technology Plan is focused on information and instructional technology resources that have a broad application across the College. The rapid changes in the technology landscape and the variability of state funding, influence the direction that technology at SWOCC will follow. The technology objectives of the College need to be aligned with institutional priorities, and the technology planning process of the College needs to ensure a high level of inclusion and interaction.

## Planning Process

High level decisions on the movement in the college's information technology services direction are formed using input from College groups, councils, and committees. These decisions are formalized when added or retracted from a current strategic plan or when adopted in a new strategic plan.

## Implementation

Once a decision is formalized in a technology plan, the Chief Information Officer will request funds through the college budgetary process. When sufficient funds are made available, the Executive team will direct the Chief Information officer to move forward on implementing the decision.

**Current Plans:**

Computer replacement plan  
Server replacement plan  
Network replacement plan  
Strategic projects plan

## Current State

A large majority of the college's technology resources (human and budget) go toward maintaining what we currently have. We are working toward compliance in laws and regulations regarding technology and data. A focus on security is a big part of being compliant and protecting the college. We want to improve technology in order to be ready for more diverse students expected in the future.

**Compliance:**

Design missing policies needed for GLBA, PCI, FERPA, GDPR  
Establish data governance as a college wide responsibility

**Security:**

Add internal firewalls between subnets  
Restructure server infrastructure to isolate data away from end users  
Upgrade or replace older less secure servers and software  
Update password policies  
End user education

**User experience:**

Website redesign  
myLakerLink redesign  
Drive to EXi (Application for admissions, Advising, Places and Spaces, Events Management)  
Classroom upgrades (Zoom rooms, laser projectors, microphone arrays)

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations

# Southwestern Board of Education

<https://www.socc.edu/staff-administration/presidents-office/board-of-education/>



**Harry Abel**

Position #1

Current Term Expires: June  
30, 2023



**Susan Anderson**

Position #6, vice chair

Current Term Expires: June  
30, 2023



**David Bassett**

Position #7

Current Term Expires: June  
30, 2021



**David Bridgham**

Position #4

Current Term Expires: June  
30, 2021



**Mark Gagnon**

Position #5

Current Term Expires: June  
30, 2021



**Marcia Jensen**

Position #2, chair

Current Term Expires: June  
30, 2021



**Ken Messerle**

Position #3

Current Term Expires: June  
30, 2023

▸ Vision/Mission

▸ Goals

▸ Audit

▸ Budget



## Board Policies

▸ Section 1000 - The College

▸ Section 2000 - The Board of Education

▸ Section 3000 - Board and President Relationship

▸ Section 4000 - Instructional Services

▸ Section 5000 - Support Services

▸ Section 6000 - Finance and Operations

▸ Section 7000 - Human Resources

▸ Section 8000 - Student Services

▸ Section 9000 - College Advancement

▸ Section 10000 - District Community Relations



## Early Momentum Metrics Leading Indicators for Community College Improvement

*By Clive R. Belfield, Davis Jenkins, and John Fink*

**As community colleges across the country implement large-scale reforms to** improve student success, they need timely and actionable metrics to determine if the changes they are making in a given year or term will likely improve student outcomes in the long run. In this brief, we examine how well nine measures of students' progress in their first year predict student completion in subsequent years and thus how suitable these early momentum metrics, or EMMs, are as leading indicators of the effectiveness of institutional reforms.

Based on analysis of student data from all community colleges in three states, we find that EMMs do predict longer term success for students. We also find that a key factor in low completion rates, as well as in equity gaps in completion rates, is that many students do not gain early momentum in their first year. College outcomes would be substantially higher if more students met EMMs. Our findings indicate the need for comprehensive reforms to community college organization and practice to help more students gain early momentum on their way to earning a credential.



**Based on analysis in three states, we find that measures of student progress in the first year predict student completion in subsequent years.**

### First-Year Indicators of Longer-Term Success

Throughout the nation, two-year and four-year colleges are recognizing that to “move the needle” on collegewide measures of success (e.g., completion rates) major redesign across the entire institution may be required to ensure that its programs, policies, and practices are well designed and aligned to promote student success. Hundreds of community colleges across the country are adopting whole-college reforms commonly referred to as “guided pathways” (Bailey, Jaggars, & Jenkins, 2015). As part of these reforms, colleges are mapping requirements and options for programs of study so that they are aligned with desired employment and transfer outcomes, redesigning the onboarding process to help new students explore options and interests and develop an academic completion plan, and revamping advising to better support students in making timely progress toward completion of a credential. Faculty are also working together across disciplines to ensure that curricula and teaching prepare students to succeed in employment and transfer in their field of study.

Because they involve a redesign of college practices at scale, guided pathways reforms take several years to implement (Jenkins, Lahr, Fink, & Ganga, 2018, pp. 2–3). Given that whole-college

reforms like guided pathways take so much time to carry out, lagging metrics of student performance, such as three- or six-year graduation rates, are not timely enough for college leaders to use to monitor and improve the reforms as they are being implemented. To formatively assess whether reforms being implemented in the present are likely to improve student outcomes several years hence, college leaders need leading metrics of longer-term success. These indicators need to be measurable over a relatively short time frame, and they should strongly predict success in college.

Previous research shows that students' "momentum" in their first year is strongly associated with higher rates of completion in the longer term (Adelman, 1999, 2006; Attewell, Heil, & Reisel, 2012; Wang, 2017). If indeed first-year momentum is predictive of completion, college leaders can examine year-over-year trends in early momentum metrics for first-time entering student cohorts to see if the reforms they are implementing are likely to improve completion rates in the future.

Here we use student transcript data from three community college state systems to assess the validity of early (first-year) momentum metrics, or EMMs, as leading indicators of student completion. In particular, we examine three sets of EMMs that previous research suggests should be predictive of completion. In addition to their potential usefulness as metrics for examining the effects of whole college reforms, these metrics may also help focus the attention of colleges implementing whole-college reforms on creating the early conditions for longer-term student success (Jenkins & Bailey, 2017). Conceptually, the metrics are grouped as follows:

### EMMs Used in the Current Analysis

#### *Credit Momentum*

- Completed 6 or more college-level credits in the first semester (6 credits S1)
- Completed 12 or more college-level credits in the first semester (12 credits S1)
- Completed 15 or more college-level credits in the first year (15 credits Y1)
- Completed 24 or more college-level credits in the first year (24 credits Y1)
- Completed 30 or more college-level credits in the first year (30 credits Y1)

#### *Gateway Course Momentum*

- Completed college-level English in the first year (English Y1)
- Completed college-level math in the first year (Math Y1)
- Completed both college-level English and math in the first year (English & math Y1)

#### *Persistence Momentum*

- Fall to spring persistence in the first year (Persist S1 S2)

- *Credit momentum metrics*: Rates at which students complete a substantial number of college-level credits in their first year. These metrics focus colleges on reforms to new student advising, academic planning, and scheduling that help ensure that students are—from the start—making timely progress toward program completion.
- *Gateway course momentum metrics*: Rates at which students take and pass college-level math and English courses in their first year. These metrics discourage colleges from relying on long sequences of prerequisite remediation courses, which too often fail to build students' skills for college, and instead encourage them to integrate and contextualize academic support into college-level courses, an approach for which there is a growing body of evidence (see Ganga, Mazzariello, & Edgecombe, 2018).
- *Persistence momentum metric*: Rate at which students are retained from the first to the second term. This metric encourages colleges to examine why so many students stop out before the end of the first term and to implement practices that help students to persist into the second term and beyond.

Student success can be measured in different ways. In this analysis, we use two measures that define student success in terms of credential completion: (1) completion of any community college award (including associate degrees and certificates) within three years of starting at the community college, and (2) completion of any award (including bachelor's degrees) from any postsecondary institution (using matched data from the National Student Clearinghouse) within six years of starting at the community college. These measures capture the direct effectiveness of community colleges and how well these colleges prepare students for baccalaureate programs. Furthermore, given the potential role of EMMs as leading indicators of whether or not equity gaps will close in the longer term, we report analyses for two combined racial/ethnic subgroups of students to examine whether we find evidence that EMM attainment is predictive of longer-term success for these groups. We chose the first subgroup, Black/African American students and Hispanic/Latino students combined, as a proxy for historically underrepresented minority (URM) students, and the second subgroup, Asian students and White students combined, as a proxy for non-URM students.<sup>1</sup>

Overall, for cohorts of community college students and for student racial/ethnic subgroups, we investigate:

- How many students meet each EMM?
- How strong are associations between EMMs and student success?
- What are predicted outcomes if more students were to meet each EMM?

## Data From Three Community College Systems

We use data from all community colleges across three anonymous state systems (X, Y, and Z). The dataset is composed of student transcripts, which include information on all postsecondary remedial and college-level courses taken and all credentials earned at each community college, as well as data on transfer and four-year degree completion. Transcripts also include student demographic (but not high school performance) information. The sample students are first-time entrants in 2010-12 at all colleges in the three state community college systems; these students are followed for up to six years after first enrollment. In total, the sample includes over 500,000 students across more than 75 colleges.

## EMM Attainment Rates

Figure 1 shows the rates of EMM attainment across each college system. (For illustration, 43 percent of students in System Y completed college-level English in year 1.) Interestingly, these attainment rates are very similar across the three systems. With the exception of the persistence EMM, far fewer than half of all students are “on track” in the sense that they have met any EMM. Roughly, about one in ten students are “on pace” in the sense that they have passed math and English gateway courses, or earned 12 credits in their first semester or 30 credits in their first year. Even in terms of persistence, the attainment rates are far from ideal—about one third of students do not persist from their first to second semester.

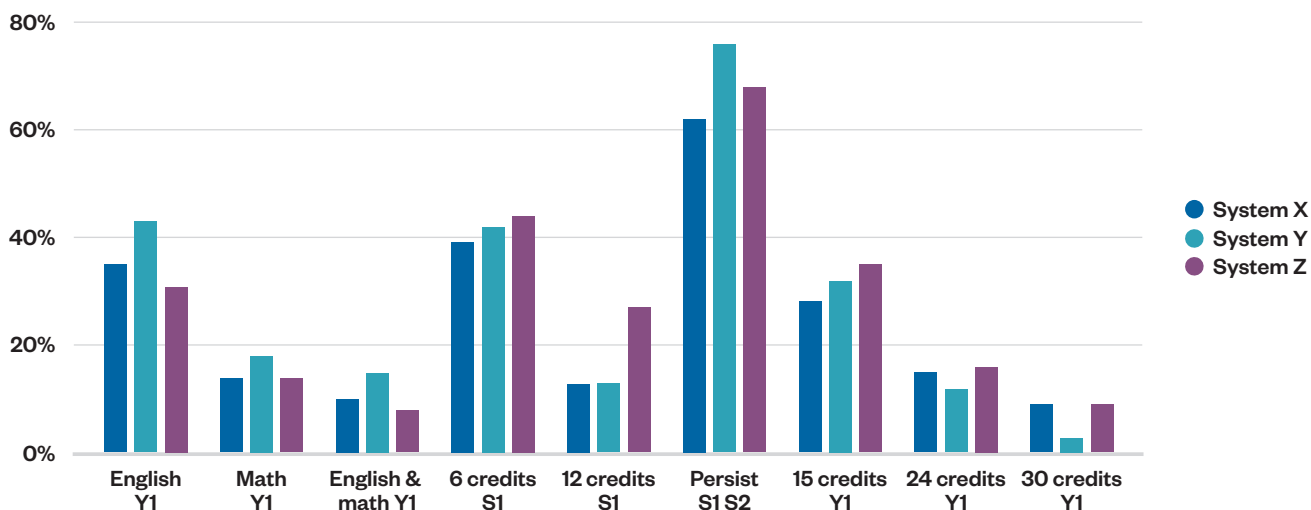
**Figure 1.****EMM Attainment Rates Among All Students**

Figure 2 shows the rates of EMM attainment for Black and Hispanic students only. (For illustration, 24 percent of Black and Hispanic students in System Y completed college-level English in year 1). Again, these rates are broadly similar across the three systems. However, compared with the results among all students, the rates of EMM attainment are much lower for Black and Hispanic students. Approximately one fifth of these students are “on track,” and only one in 20 are “on pace.” The persistence rate is about 60 percent, meaning that two fifths of Black and Hispanic students stay only one semester at community college.

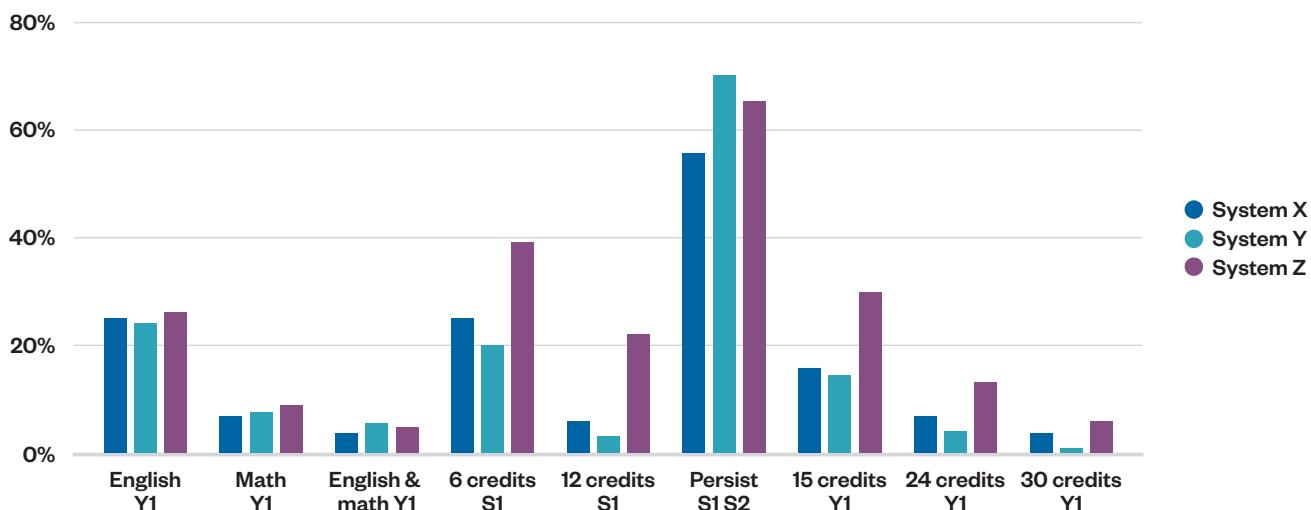
**Figure 2.****EMM Attainment Rates Among Black and Hispanic Students**

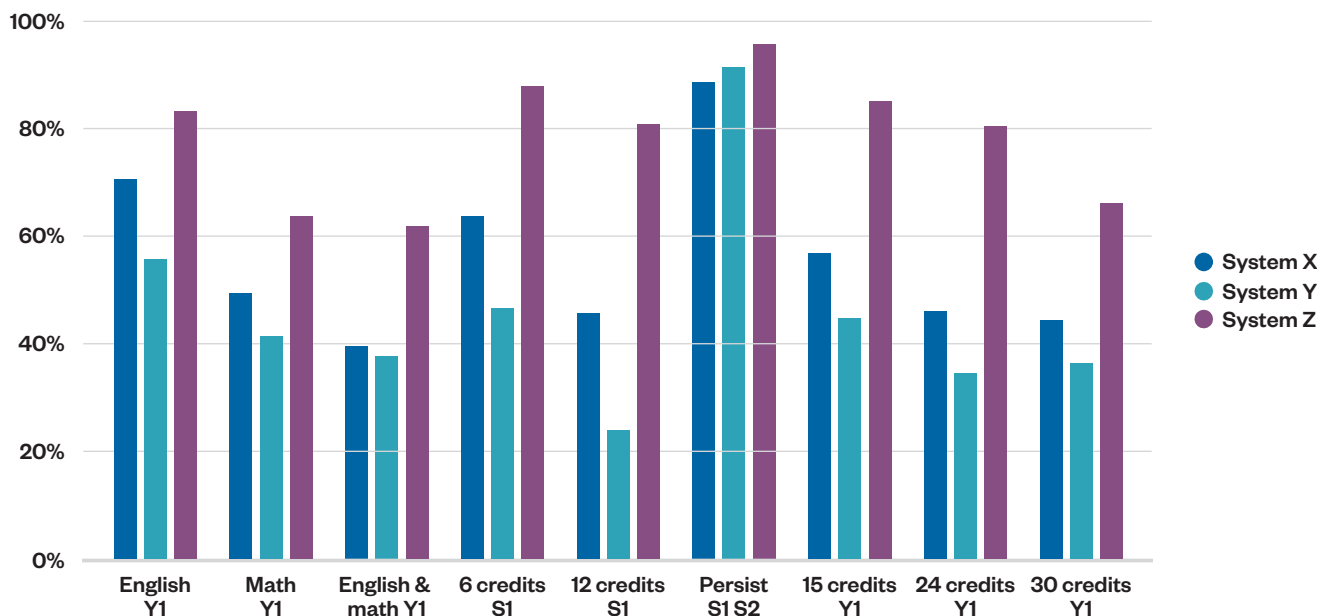
Figure 3 shows the rates of EMM attainment among Black and Hispanic (URM) students relative to those among Asian and White (non-URM) students. There are sizeable gaps in rates across all of the EMMs. For example, in System X, Black and Hispanic students completed college-level math in their first year at half the rate of Asian and White students. For some EMMs and for some systems, Black and Hispanic students’ attainment rates are only one third those of Asian and White students. Yet the gaps are not consistent across all EMMs or all



state systems. For example, for the EMM on earning 12 credits in the first semester, the relative rates of URM to non-URM attainment in Systems X, Y, and Z are 48 percent, 24 percent, and 80 percent, respectively. Hence, a range of different improvements may be needed in order for college systems to close gaps.

**Figure 3.**

**EMM Attainment Rates: Relative Rates of URM to Non-URM Students**



## EMMs and Student Success

Too few students succeed in college. Consistent with national figures, the three state systems report successful completion for substantially fewer than half of all students. Systems X, Y, and Z had three-year community college completion rates of 28, 20, and 25 percent, respectively. (These rates include completion of any community college degree or certificate, denoted as *CC Award*.) Tracking students' attainment of any degree or certificate (including four-year degrees, denoted as *Any Award*) for six years, Systems X, Y, and Z had completion rates of 32, 22, and 30 percent, respectively. We focus on how well EMMs predict these success rates.

We estimate student success rates (three- and six-year completion rates, as described above) among those students who meet each EMM, controlling for other factors. These rates are adjusted from logit and propensity score matching estimators that account for student characteristics (gender, race/ethnicity, residence, intent, and socioeconomic status, as well as college, semester-entry, and year indicators). The estimates reported here are averages across sets of comparisons between students who meet each EMM and five different samples of students who do not meet the respective EMM. These five comparison samples are: all students, students who took English and math in their first year, students who ever took English and math, students who were designated college-ready in English, and students who were designated college-ready in math. The baseline rates indicate the average actual success rates for all students. For each estimate, we compare the success rate for students who meet the EMM against the baseline success rate.

Adjusted three-year *CC Award* rates are shown in Figure 4. These success rates are estimated for students who meet each EMM, controlling for student characteristics. (For example, controlling for student characteristics, 50 percent of students who earned 15 college-level credits in their first year completed a *CC Award* within three years [compared to the baseline rate of 28 percent] in System X.)

**Figure 4.**

Three-Year CC Award Rates Among EMM Attainment Students

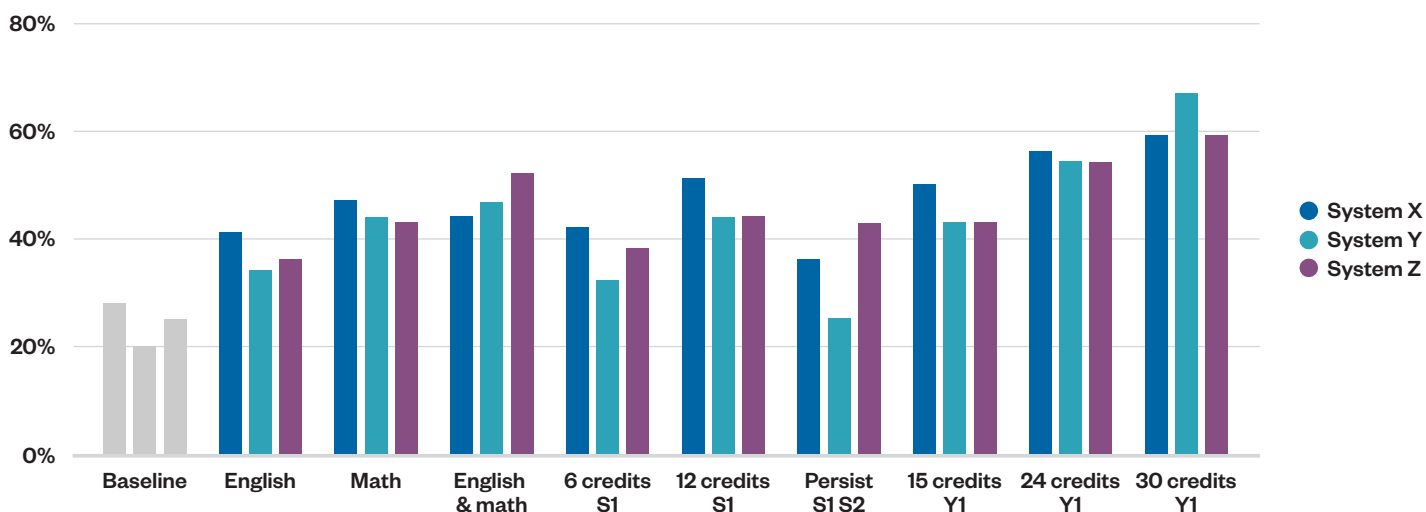
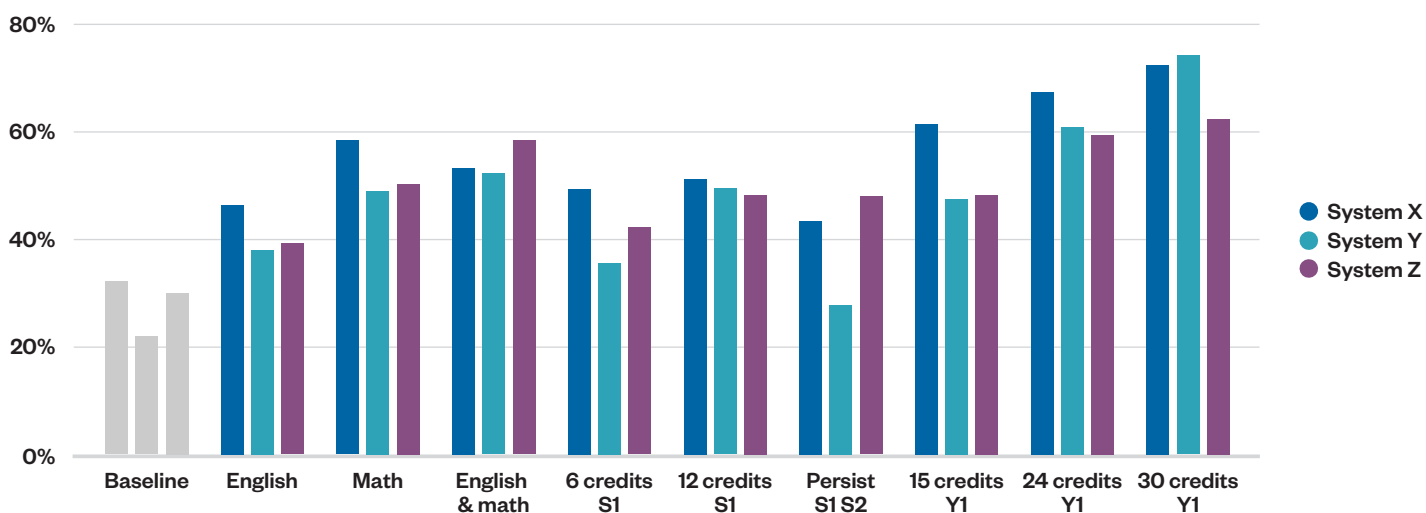


Figure 5 shows the respective estimates for students who meet each EMM for *Any Award*. (For example, controlling for student characteristics, 61 percent of students who completed 15 college-level credits in the first year completed *Any Award* within six years [compared to the baseline rate of 32 percent] in System X).

**Figure 5.**

Six-Year Any Award Rates Among EMM Attainment Students



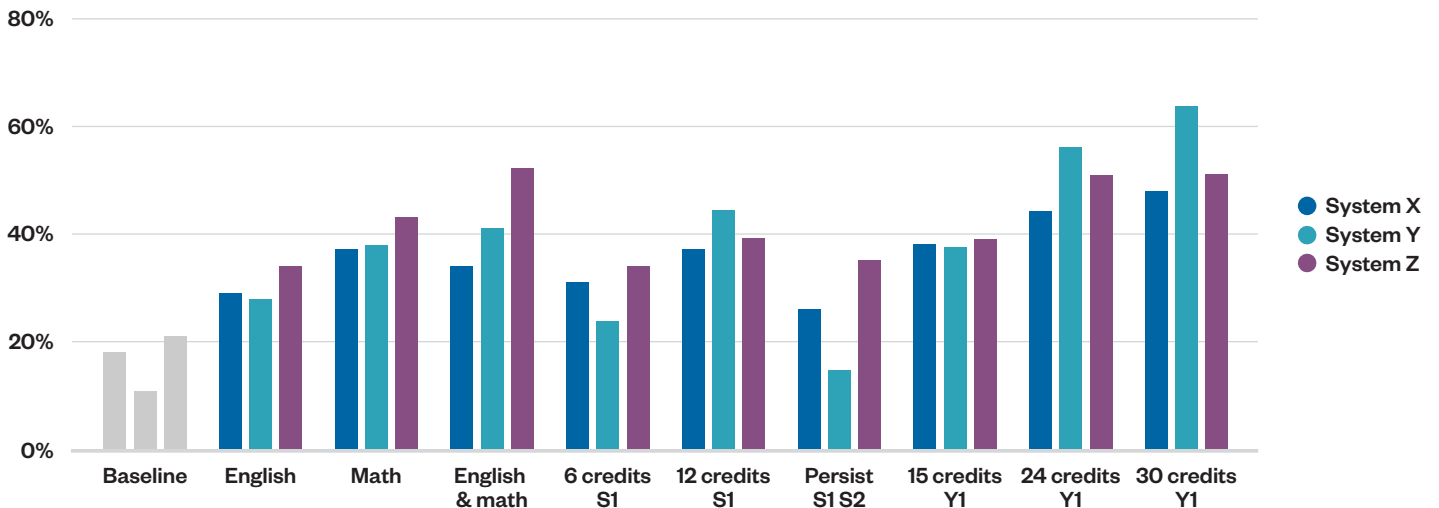
Students who meet EMMs have substantially higher award rates. Broadly, the results are robust and consistent across methods, samples, and state systems. The magnitudes are very large, with most rates increasing over baseline rates by at least a factor of 0.5 and up to a factor of 3. And

the effects across EMMs are incremental: Meeting a “stricter” EMM is associated with a greater increase in award rates.

The corresponding estimates of success for Black and Hispanic students combined are given in Figures 6 and 7. These results too are robust and consistent across methods, samples, and state systems. They show that Black and Hispanic students who meet EMMs have substantially higher *CC Award* and *Any Award* rates. The magnitudes are very large, and the effects are again incremental across EMMs. The similarity of these estimates to those of the full sample is important in light of the low EMM attainment rates generally. If Black and Hispanic students meet the EMMs, the estimated increase in their chances of completing an award are of a similar magnitude as those for Asian and White students who meet the EMMs. Together, these findings imply that a promising approach to improving completion rates for Black and Hispanic students, as for other students, is to help them to start strong and gain early momentum, as measured here by the EMMs.

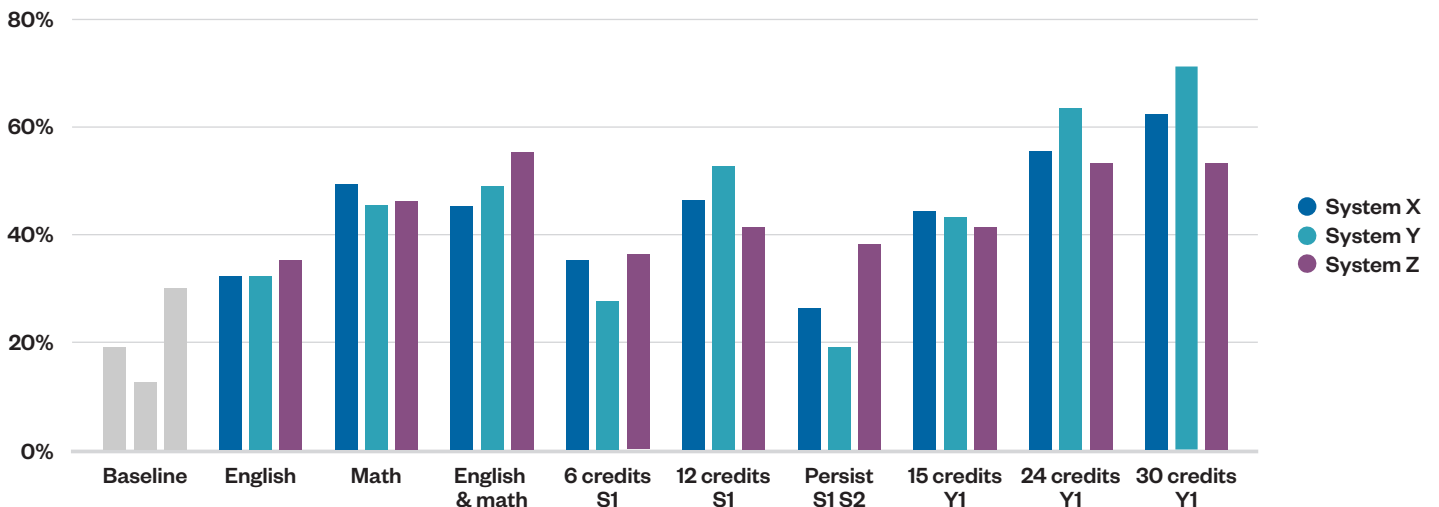
**Figure 6.**

Three-Year CC Award Rates Among Black and Hispanic EMM Attainment Students



**Figure 7.**

Six-Year Any Award Rates Among Black and Hispanic EMM Attainment Students



Overall, students who meet EMMs are more successful, controlling for characteristics such as race/ethnicity, gender, and socioeconomic status. The key issue is the rate of EMM attainment by students in the first year (not how students perform later in college). Thus, getting students to meet EMMs should boost success.

Moreover, each type of EMM has independent—additive—effects. For example, students who complete gateway math *or* pass 15 credits in year 1 have greater success than students who do not meet these EMMs, but students who complete gateway math *and* pass 15 credits in year 1 have even greater success.

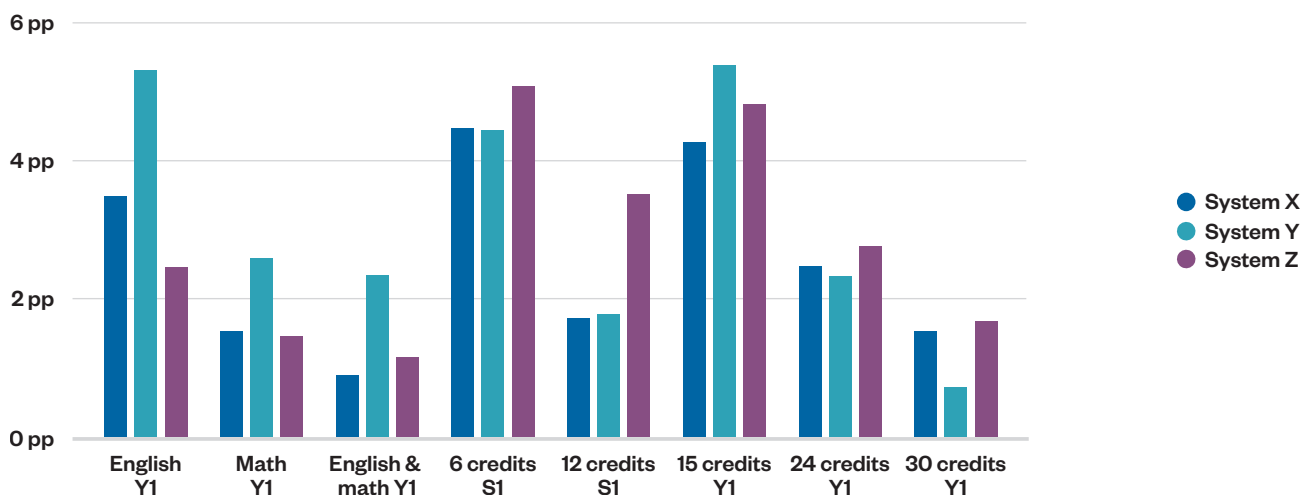
## Simulated Outcomes for Meeting EMM Targets

The predictive relationships can be used to model what would happen to longer-term success if more students met each EMM. To illustrate, we estimate predicted completion rates if 50 percent more students meet each EMM. (For example, the gateway math EMM rate might increase from 10 to 15 percent, with all other EMM rates fixed. We do not simulate effects for persistence, as rates already exceed 50 percent.) These simulations require two key assumptions to keep in mind while interpreting results: (1) We assume that many more students will meet each EMM, and (2) we assume that the additional students meeting each EMM will complete college credentials at the same rate as the relatively smaller group of students meeting the EMM historically. Thus, these simulations are approximate—they illustrate the potential magnitude of change for substantially increasing EMM attainment.

The simulation results for *CC Award* are shown in Figure 8. (For example, the *CC Award* rate is predicted to increase by approximately 5 percentage points in System Y if 50 percent more students completed 15 college-level credits in their first year.) If 50 percent more students met a particular EMM, the *CC Award* rates would increase by at least 1 percentage point, on average 3 percentage points, and as high as 5 percentage points. Given baseline *CC Award* rates of 20–28 percent, these are significant changes in college-level outcomes.

**Figure 8.**

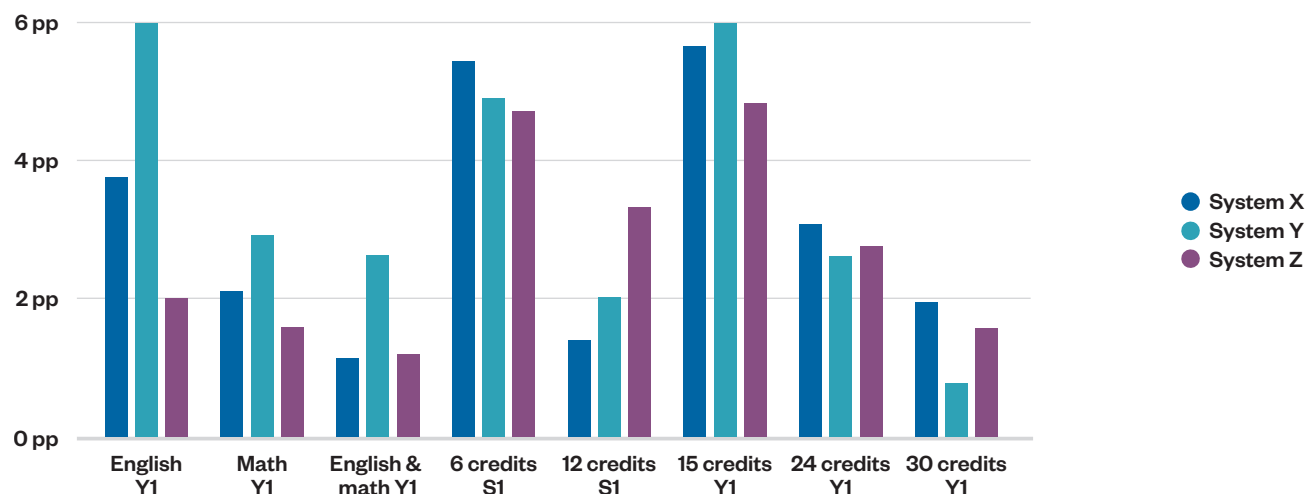
Predicted Percentage Point Increase in Three-Year *CC Award* Rate If EMM Attainment Rate Increased by 50 Percent



The simulation results for *Any Award* are shown in Figure 9. (For example, the *Any Award* completion rate is predicted to increase approximately 6 percentage points in System Y if 50 percent more students completed 15 college-level credits in the first year.) If 50 percent more students met a particular EMM, the *Any Award* rate would be approximately 3 percentage points higher on average. Again, these results suggest that if EMM rates increased by 50 percent, we might expect substantial improvements in college-level outcomes.

**Figure 9.**

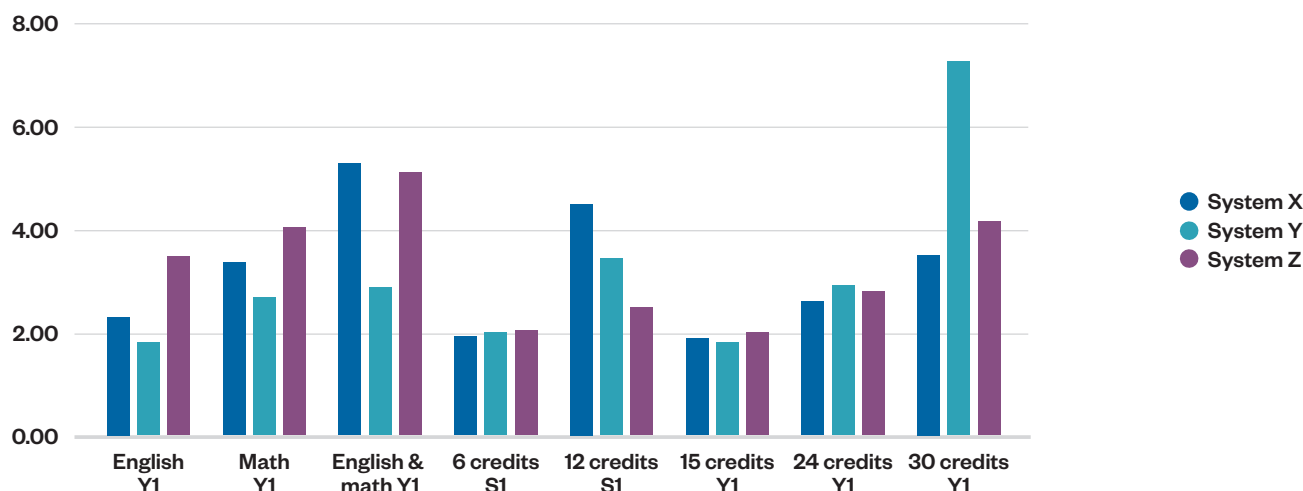
**Predicted Percentage Point Increase in Six-Year Any Award Rate If EMM Attainment Rate Increased by 50 Percent**



An alternative approach is to look at what changes would be needed to increase the *Any Award* rate by 10 percentage points. (Again, these simulations are subject to the two assumptions noted above, and persistence is not modelled.) These changes are shown in Figure 10. (For example, in order to increase the *Any Award* rate by 10 percentage points, the percentage of System Z students completing 15 college-level credits in their first year would need to double, or increase by a factor of 2.) Looking at each EMM, to increase the *Any Award* rate by 10 percentage points would require significant increases in the rate of EMM attainment. For most EMMs, the rate of EMM attainment would need to double, holding the other EMM attainment rates constant. For the EMMs with the lowest rates of attainment (i.e., the “strictest” EMMs), such as passing both gateway English and math or completing 30 credits in the first year, the rate of EMM attainment would need to increase by a factor of about 4 or more. (While it might be reasonable to think that “stricter” EMMs should require less of a factor increase to yield the same increase in completion rates, our simulations suggest that the opposite is the case. Because these EMMs have much lower rates of attainment [such as 10 percent of the cohort] than other EMMs, they need to be increased substantially in these simulations to have an equal impact on completion rates.)

**Figure 10.**

Factor Increase in EMM Attainment Rate Needed to Increase Six-Year Any Award Rate by 10 Percentage Points



Overall, higher attainment across any of the EMMs is expected to increase student outcomes. However, colleges face a trade-off in which students to target. For some EMMs, increasing attainment by 50 percent will affect few students; yet these students will then be much more likely to graduate. For other EMMs, increasing attainment by 50 percent will affect many students; yet these students will be only modestly more likely to graduate. Thus, some EMMs affect fewer students, but they do so strongly; other EMMs affect more students, but the average effect is relatively weak.

## Conclusion

Our investigation is motivated to validate leading indicators that colleges can track within students' first year that strongly predict their eventual success and that colleges can therefore use to evaluate the likely longer-term effects of large-scale reforms. We examine nine early momentum metrics or EMMs that measure credit accumulation, gateway course completion, and persistence. These EMMs strongly predict completion rates at two- and four-year colleges. Our findings suggest that these EMMs are valid leading indicators of students' future credential completion outcomes (at the starting institution or at another college).

However, too few students are currently "on track" or "on pace" with regard to these EMMs. This is the case for students generally and especially for Black and Hispanic students, for whom gaps in EMM attainment are very large. Encouragingly, we observe that the EMMs strongly predict longer-term completion rates not only for students generally but also for Black and Hispanic students, suggesting that college efforts to close racial equity gaps in early momentum represent a crucial step toward closing gaps in credential completion.

Community colleges have considerable scope for improving rates of EMM attainment and thereby promoting student success. To improve student success, colleges need to rethink how they teach and support students throughout their entire experience with the college. The findings from this brief highlight the importance of reforms to the early part of students' experience. But even after meeting EMMs and thus making early progress, students still need to complete their programs. Hence, students need intensive guidance and academic support as

they enter college and throughout their first year, but they also need sustained support and a clear path to completion.

Many community colleges across the country are implementing guided pathways (GP) reforms to improve their effectiveness in helping students gain early momentum and sustain that momentum through to completion. GP involves a set of organizational changes that transform how students navigate through programs of study to earn credentials (see Bailey et al., 2015). GP offers colleges a framework for reform that is both comprehensive (addressing each step in students' educational journey at college) and holistic (engaging cross-functional units within college, like student/academic affairs, transfer/workforce programs, and credit/noncredit offerings).

Essential features of GP reforms align with our analysis of how meeting EMMs influence success. First, GP affects how students connect with and enter college: Passing gateway courses gets students started on a guided pathway. Second, GP involves significant changes to first-year advisement and supports to enable students to earn more credits: Accumulating credits early on moves students forward on a path to completion. Finally, reforms to teaching and learning in gateway courses (including math and English but also Biology 101, Accounting 101, and other introductory programmatic courses) are crucial to boosting other components of early momentum not explicitly addressed in this analysis, such as students' aspirational or motivational momentum (Wang, 2017).

Colleges need information to determine how successful whole-college reforms like GP are likely to be in improving completion rates following full implementation. The credit, gateway course, and persistence EMMs described here meet this need—they are early, leading indicators that strongly predict student completion over a longer term. Furthermore, colleges are unlikely to close racial/ethnic and other equity gaps in longer-term completion rates if they do not first close these gaps in these leading indicators. By disaggregating subgroups and using EMMs as leading indicators, colleges can formatively assess what changes in practices are effective in the short term and are therefore likely to increase completion rates and close equity gaps in the longer term. Our analysis suggests that colleges that are able to implement practices that increase attainment of these EMMs are likely to see improved completion rates over the longer term.



**Colleges need information to determine how successful whole-college reforms are likely to be in improving completion rates following full implementation. The credit, gateway course, and persistence EMMs described here meet this need—they are early, leading indicators that strongly predict student completion.**

## Endnotes

1. Our use of these two categories—historically underrepresented minority (URM) students and non-URM students—is imprecise in that students from racial/ethnic groups other than the ones we include may be considered URM students and that persons from some Asian populations, such as Vietnamese, may be more aptly described as URM than non-URM students.

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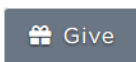


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Oregon Volunteers Commission Public Meeting, <i>tentative</i>	January 24, 2020
HECC Funding and Achievement Subcommittee Public Meeting, <i>tentative</i>	February 12, 2020
Higher Education Coordinating Commission, February Public Meeting, <i>tentative</i>	February 13, 2020
Workforce and Talent Development Board Executive Team, Public Meeting, <i>tentative</i>	February 19, 2020

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6-7: OPC Meeting, Salem

7: OCCA Board Meeting, Salem

### March 2020

5-6: OPC Meeting, Rogue Community College

### April 2020

9-10: OPC Meeting, Lane Community College



## May 2020

14-15: OPC Meeting, Columbia Gorge Community College

15: OCCA Board Meeting, Columbia Gorge Community College


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