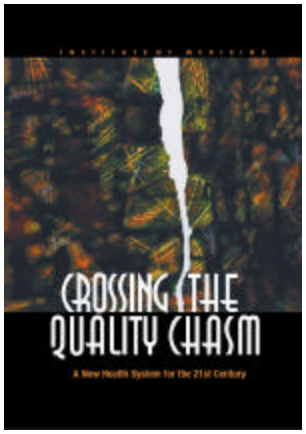
March 2001

INSTITUTE OF MEDICINE

*Shaping the Future for Health*




# CROSSING THE QUALITY CHASM:
## A NEW HEALTH SYSTEM FOR THE 21ST CENTURY

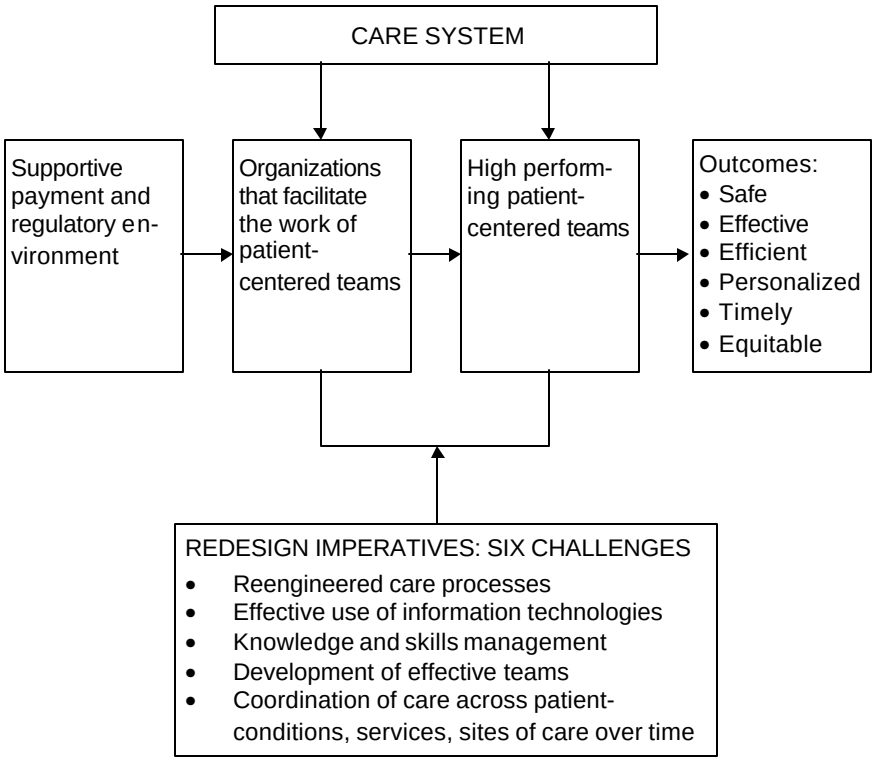
The U.S. health care delivery system does not provide consistent, high-quality medical care to all people. Americans should be able to count on receiving care that meets their needs and is based on the best scientific knowledge--yet there is strong evidence that this frequently is not the case. Health care harms patients too frequently and routinely fails to deliver its potential benefits. Indeed, between the health care that we now have and the health care that we could have lies not just a gap, but a chasm.

A number of factors have combined to create this chasm. Medical science and technology have advanced at an unprecedented rate during the past half-century. In tandem has come growing complexity of health care, which today is characterized by more to know, more to do, more to manage, more to watch, and more people involved than ever before. Faced with such rapid changes, the nation's health care delivery system has fallen far short in its ability to translate knowledge into practice and to apply new technology safely and appropriately. And if the system cannot consistently deliver today's science and technology, it is even less prepared to respond to the extraordinary advances that surely will emerge during the coming decades.

**Faced with such rapid changes, the nation's health care delivery system has fallen far short in its ability to translate knowledge into practice and to apply new technology safely and appropriately.**

The public's health care needs have changed as well. Americans are living longer, due at least in part to advances in medical science and technology, and with this aging population comes an increase in the incidence and prevalence of chronic conditions. Such conditions, including heart disease, diabetes, and asthma, are now the leading cause of illness, disability, and death. But today's health system remains overly devoted to dealing with acute, episodic care needs. There is a dearth of clinical programs with the multidisciplinary infrastructure required to provide the full complement of services needed by people with common chronic conditions.

The health care delivery system also is poorly organized to meet the challenges at hand. The delivery of care often is overly complex and uncoordinated, requiring steps and patient "handoffs" that slow down care and decrease rather than improve safety. These cumbersome processes waste resources; leave unaccountable voids in coverage; lead to loss of information;




Making change possible.

and fail to build on the strengths of all health professionals involved to ensure that care is appropriate, timely, and safe. Organizational problems are particularly apparent regarding chronic conditions. The fact that more than 40 percent of people with chronic conditions have more than one such condition argues strongly for more sophisticated mechanisms to coordinate care. Yet health care organizations, hospitals, and physician groups typically operate as separate "silos," acting without the benefit of complete information about the patient's condition, medical history, services provided in other settings, or medications provided by other clinicians.

## Strategy for Reinventing the System

Bringing state-of-the-art care to all Americans in every community will require a fundamental, sweeping redesign of the entire health system, according to a report by the Institute of Medicine (IOM), an arm of the National Academy of Sciences. *Crossing the Quality Chasm: A New Health System for the 21st Century*, prepared by the IOM's Committee on the Quality of Health Care in America and released in March 2001, concludes that merely making incremental improvements in current systems of care will not suffice.

The committee already has spoken to one urgent care problem--patient safety--in a 1999 report titled *To Err is Human: Building a Safer Health System*. Concluding that tens of thousands of Americans die each year as a result of preventable mistakes in their care, the report lays out a comprehensive strategy by which government, health care providers, industry, and consumers can reduce medical errors.

*Crossing the Quality Chasm* focuses more broadly on how the health system can be reinvented to foster innovation and improve the delivery of care. Toward this goal, the committee presents a comprehensive strategy and action plan for the coming decade.

**Advances must begin with all health care constituencies… committing to a national statement of purpose…**

## Six Aims for Improvement

Advances must begin with all health care constituencies--health professionals, federal and state policy makers, public and private purchasers of care, regulators, organization managers and governing boards, and consumers--committing to a

national statement of purpose for the health care system as a whole. In making this commitment, the parties would accept as their explicit purpose "to continually reduce the burden of illness, injury, and disability, and to improve the health and functioning of the people of the United States." The parties also would adopt a shared vision of six specific aims for improvement. These aims are built around the core need for health care to be:

- *Safe*: avoiding injuries to patients from the care that is intended to help them.
- *Effective*: providing services based on scientific knowledge to all who could benefit, and refraining from providing services to those not likely to benefit.
- *Patient-centered*: providing care that is respectful of and responsive to individual patient preferences, needs, and values, and ensuring that patient values guide all clinical decisions.
- *Timely*: reducing waits and sometimes harmful delays for both those who receive and those who give care.
- *Efficient*: avoiding waste, including waste of equipment, supplies, ideas, and energy.
- *Equitable*: providing care that does not vary in quality because of personal characteristics such as gender, ethnicity, geographic location, and socioeconomic status.

**A health care system that achieves major gains in these six areas would be far better at meeting patient needs.**

A health care system that achieves major gains in these six areas would be far better at meeting patient needs. Patients would experience care that is safer, more reliable, more responsive to their needs, more integrated, and more available, and they could count on receiving the full array of preventive, acute, and chronic services that are likely to prove beneficial. Clinicians and other health workers also would benefit through their increased satisfaction at being better able to do their jobs and thereby bring improved health, greater longevity, less pain and suffering, and increased personal productivity to those who receive their care.

**Ten Rules for Redesign**

To help in achieving these improvement aims, the committee deemed that it would be neither useful nor possible to specify a blueprint for 21st-century health care delivery systems. Imagination abounds at all levels, and all promising routes for innovation should be encouraged. At the same time, the committee formulated a set of ten simple rules, or general principles, to inform efforts to redesign the health system. These rules are:

**…the health care system must be responsive at all times, and access to care should be provided over the Internet, by telephone, and by other means in addition to in-person visits.**

1. *Care is based on continuous healing relationships*. Patients should receive care whenever they need it and in many forms, not just face-to-face visits. This implies that the health care system must be responsive at all times, and access to care should be provided over the Internet, by telephone, and by other means in addition to in-person visits.
2. *Care is customized according to patient needs and values*. The system should be designed to meet the most common types of needs, but should have the capability to respond to individual patient choices and preferences.
3. *The patient is the source of control*. Patients should be given the nec-

essary information and opportunity to exercise the degree of control they choose over health care decisions that affect them. The system should be able to accommodate differences in patient preferences and encourage shared decision making.

**Reducing risk and ensuring safety require greater attention to systems that help prevent and mitigate errors.**

4. *Knowledge is shared and information flows freely*. Patients should have unfettered access to their own medical information and to clinical knowledge. Clinicians and patients should communicate effectively and share information.

5. *Decision making is evidence-based*. Patients should receive care based on the best available scientific knowledge. Care should not vary illogically from clinician to clinician or from place to place.

6. *Safety is a system property.* Patients should be safe from injury caused by the care system. Reducing risk and ensuring safety require greater attention to systems that help prevent and mitigate errors.

7. *Transparency is necessary*. The system should make available to patients and their families information that enables them to make informed decisions when selecting a health plan, hospital, or clinical practice, or when choosing among alternative treatments. This should include information describing the system's performance on safety, evidence-based practice, and patient satisfaction.

8. *Needs are anticipated*. The system should anticipate patient needs, rather than simply react to events.

9. *Waste is continuously decreased.* The system should not waste resources or patient time.

10. *Cooperation among clinicians is a priority.* Clinicians and institutions should actively collaborate and communicate to ensure an appropriate exchange of information and coordination of care.

**Taking the First Steps**

**To initiate the process of change, Congress should establish a Health Care Quality Innovation Fund**

To initiate the process of change, Congress should establish a Health Care Quality Innovation Fund--roughly $1 billion for use over three to five years to help produce a public-domain portfolio of programs, tools, and technologies of widespread applicability, and to help communicate the need for rapid and significant change throughout the health system. Some of the projects funded should be targeted at achieving the six aims of improvement.

The committee also calls for immediate attention on developing care processes for the common health conditions, most of them chronic, that afflict great numbers of people. The federal Agency for Healthcare Research and Quality (AHRQ) should identify 15 or more common priority conditions. (The agency has requested guidance from the IOM on selection of these conditions, and the Institute expects to issue its report in September 2002.) The AHRQ then should work with various stakeholders in the health community to develop strategies and action plans to improve care for each of these priority conditions over a five-year period.

## Changing the Environment

Redesigning the health care delivery system also will require changing the structures and processes of the environment in which health professionals and organizations function. Such changes need to occur in four main areas:

- *Applying evidence to health care delivery*. Scientific knowledge about best care is not applied systematically or expeditiously to clinical practice. It now takes an average of 17 years for new knowledge generated by randomized controlled trails to be incorporated into practice, and even then application is highly uneven. The committee therefore recommends that the Department of Health and Human Services establish a comprehensive program aimed at making scientific evidence more useful and more accessible to clinicians and patients.

It is critical that leadership from the private sector, both professional and other health care leaders and consumer representatives, be involved in all aspects of this effort to ensure its applicability and acceptability to clinicians and patients. The infrastructure developed through this public-private partnership should focus initially on priority conditions. Efforts should include analysis and synthesis of the medical evidence, delineation of specific practice guidelines, identification of best practices in the design of care processes, dissemination of the evidence and guidelines to the professional communities and the general public, development of support tools to help clinicians and patients in applying evidence and making decisions, establishment of goals for improvement in care processes and outcomes, and development of measures for assessing quality of care.

**It is critical that leadership from the private sector, both professional and other health care leaders and consumer representatives, be involved in all aspects of this effort…**

- *Using information technology*. Information technology, including the Internet, holds enormous potential for transforming the health care delivery system, which today remains relatively untouched by the revolution that has swept nearly every other aspect of society. Central to many information technology applications is the automation of patient-specific clinical information. Such information typically is dispersed in a collection of paper records, which often are poorly organized, illegible, and not easy to retrieve, making it nearly impossible to manage various illnesses, especially chronic conditions, that require frequent monitoring and ongoing patient support. Many patients also could have their needs met more quickly and at a lower cost if they could communicate with health professionals through e-mail. In addition, the use of automated systems for ordering medications can reduce errors in prescribing and dosing drugs, and computerized reminders can help both patients and clinicians identify needed services.

**Information technology…holds enormous potential for transforming the health care delivery system…**

The challenges of applying information technology should not be underestimated, however. Health care is undoubtedly one of the most, if not the most, complex sectors of the economy. Sizable capital investments and multiyear commitments to building systems will be needed. Widespread adoption of many information technology applications also will require behavioral adaptations on the part of large numbers of clinicians, organizations, and patients. Thus, the committee calls for a nationwide commitment of all stakeholders to building an information infrastructure to support health care delivery, consumer health, quality measurement and improvement, public accountability, clinical and health services research, and clinical education. This commitment should lead to the elimination of most handwritten clinical data by the end of the decade.

- *Aligning payment policies with quality improvement*. Although payment is not the only factor that influences provider and patient behavior, it is an important one. The committee calls for all purchasers, both public and private, to carefully reexamine their payment policies to remove barriers that impede quality improvement and build in stronger incentives for quality enhancement. Clinicians should be adequately compensated for taking good care of all types of patients, neither gaining nor losing financially for caring for sicker patients or those with more complicated conditions. Payment methods also should provide an opportunity for providers to share in the benefits of quality improvement, provide an opportunity for consumers and purchasers to recognize quality differences in health care and direct their decisions accordingly, align financial incentives with the implementation of care processes based on best practices and the achievement of better patient outcomes, and enable providers to coordinate care for patients across settings and over time.

**Clinicians should be adequately compensated for taking good care of all types of patients…**

To assist purchasers in their redesign of payment policies, the federal government, with input from the private sector, should develop a program to identify, pilot test, and evaluate various options for better aligning payment methods with quality improvement goals. Examples of possible means of achieving this end include blended methods of payment designed to counter the disadvantages of one payment method with the advantages of another, multiyear contracts, payment modifications to encourage use of electronic interaction among clinicians and between clinicians and patients, and bundled payments for priority conditions.

- *Preparing the workforce*. Health care is not just another service industry. Its fundamental nature is characterized by people taking care of other people in times of need and stress. Stable, trusting relationships between a patient and the people providing care can be critical to healing or managing an illness. Therefore, the importance of adequately preparing the workforce to make a smooth transition into a thoroughly revamped health care system cannot be underestimated.

**…the importance of adequately preparing the workforce to make a smooth transition into a thoroughly revamped health care system cannot be underestimated.**

Three approaches can be taken to support the workforce in this transition. One approach is to redesign the way health professionals are trained to emphasize the six aims for improvement, which will mean placing more stress on teaching evidence-based practice and providing more opportunities for interdisciplinary training. Second is to modify the ways in which health professionals are regulated and accredited to facilitate needed changes in care delivery. Third is to use the liability system to support changes in care delivery while preserving its role in ensuring accountability among health professionals and organizations. All of these approaches likely will prove valuable, but key questions remain about each. The federal government and professional associations need to study these approaches to better ascertain how they can best contribute to ensuring the strong workforce that will be at the center of the health care system of the 21st century.

**No Better Time**

**Now is the right time to begin work on reinventing the nation's health care delivery system.**

Now is the right time to begin work on reinventing the nation's health care delivery system. Technological advances are making it possible to accomplish things today that were impossible only a few years ago. Health professionals and or-

ganizations, policy makers, and patients are becoming all too painfully aware of the shortcomings of the nation's current system and of the importance of finding radically new and better approaches to meeting the health care needs of all Americans. Although *Crossing the Quality Chasm* does not offer a simple prescription--there is none--it does provide a vision of what is possible and the path that can be taken. It will not be an easy road, but it will be most worthwhile.

### For More Information…

Copies of ***Crossing the Quality Chasm: A New Health System for the 21st Century*** are available for sale from the National Academy Press; call (800) 624-6242 or (202) 334-3313 (in the Washington metropolitan area), or visit the NAP home page at **www.nap.edu.** The full text of this report is available at **http://www.nap.edu/books/0309072808/html/**

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## Welcome sticky

### What is the QM Program?

Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. QM subscribers include community and technical colleges, colleges and universities, K-12 schools and systems, and other academic institutions.

There are three primary components in the Quality Matters Program: The QM Rubric, the Peer Review Process and QM Professional Development. If you are new to QM and wish to learn more, download the Overview and Introduction Presentation and Guide.

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## Call for Presentation Proposals Opens Soon

Start thinking and writing your presentation proposal for the 4th Annual QM Conference!

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## Season's Greetings from QM

Happy Holidays from Quality Matters. We hope that 2011 was as productive for you as it was for our organization. Thank you for a wonderful year and we look forward to seeing you in 2012.

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Mon, 01/30/2012 - 13:43

qualitymatters tweeted "Dr. Kay Shattuck, QM Director of Research will address issues of quality in the design of online courses http://t.co/wN7Ciyv0" 1:43pm#

qualitymatters tweeted "Explore Quality in Online Education. http://t.co/wN7Ciyv0" 1:42pm#

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## Title 16: Commercial Practices

PART 681—IDENTITY THEFT RULES

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### § 681.2 Duties of card issuers regarding changes of address.

(a) *Scope.* This section applies to a person described in §681.1(a) that issues a debit or credit card (card issuer).

(b) *Definitions.* For purposes of this section:

(1) *Cardholder* means a consumer who has been issued a credit or debit card.

(2) *Clear and conspicuous* means reasonably understandable and designed to call attention to the nature and significance of the information presented.

(c) *Address validation requirements.* A card issuer must establish and implement reasonable policies and procedures to assess the validity of a change of address if it receives notification of a change of address for a consumer's debit or credit card account and, within a short period of time afterwards (during at least the first 30 days after it receives such notification), the card issuer receives a request for an additional or replacement card for the same account. Under these circumstances, the card issuer may not issue an additional or replacement card, until, in accordance with its reasonable policies and procedures and for the purpose of assessing the validity of the change of address, the card issuer:

(1)(i) Notifies the cardholder of the request:

(A) At the cardholder's former address; or

(B) By any other means of communication that the card issuer and the cardholder have previously agreed to use; and

(ii) Provides to the cardholder a reasonable means of promptly reporting incorrect address changes; or

(2) Otherwise assesses the validity of the change of address in accordance with the policies and procedures the card issuer has established pursuant to §681.1 of this part.

(d) *Alternative timing of address validation.* A card issuer may satisfy the requirements of paragraph (c) of this section if it validates an address pursuant to the methods in paragraph (c)(1) or (c)(2) of this section

when it receives an address change notification, before it receives a request for an additional or replacement card.

(e) *Form of notice.* Any written or electronic notice that the card issuer provides under this paragraph must be clear and conspicuous and provided separately from its regular correspondence with the cardholder.

[74 FR 22645, May 14, 2009]

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# SP: Summary of Goals

# Southwestern Oregon Community College

## I. Access - Access is the pathway to learning opportunities for students and the community through support services and diverse delivery methods.

### CC-Curry County

* Reporting Unit Goal - Encourage collaboration between students, staff and faculty in Curry and with their peers on the Coos Campus

### EM-Enrollment Management

* Reporting Unit Goal - Promote student success by providing access to quality student development opportunities and student services.
* Reporting Unit Goal - Ensure enrollment processes support access, timely responses, and are aligned with current student expectations.

### ESPS-Educational Support Programs and Services

* Reporting Unit Goal - Promote access and campus awareness of services to serve the needs of a diverse student population.

### INST IA-Instructional Administration

* Reporting Unit Goal - Provide high quality, professional service to students, faculty and staff.

### PRES-Presidential Administration

* Reporting Unit Goal - Promote access to learning opportunities for students, staff and the comnmunity.

### SP - Southwestern Strategic Plan

* Goal 1. Ensure access to diverse learning opportunities.
* Goal 2: Provide access to support services for students and the community.

### SS-Student Services

* Reporting Unit Goal - Promote student access to educational opportunities.
* Reporting Unit Goal - Provide student development learning activities and opportunities supporting leadership, scholarship, physical acitivity and service-learning.

### TE-Transitional Education

* Reporting Unit Goal - Provide student access to quality learning opportunities which supports student success and achievement.

## II. Learning and Achievement - Student learning and student achievement are at the core of the College mission and given the highest priority by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

### AS-Administrative Services

* Reporting Unit Goal - Promote and strengthen learning opportunities for students and staff through physical and social activities to foster lifelong wellness.

### CC-Curry County

* Reporting Unit Goal - Provide quality curriculum and student services that will engage students in learning and support them to achieve their goals.

### ESPS-Educational Support Programs and Services

* Reporting Unit Goal - Provide opportunities to students to achieve their goals through support services initiatives promoting retention, transferability and goal achievement.

### INST IA-Instructional Administration

* Reporting Unit Goal - Make decisions that focus on students and learning.
* Reporting Unit Goal - Make strategic choices about instructional programming and resources.
* Reporting Unit Goal - Develop strategies to increase success rates for students placed in college preparatory curricula.

### SP - Southwestern Strategic Plan

* Goal 3: Maintain and develop quality learning opportunities to encourage student success and achievement.
* Goal 4: Support student lifelong learning and attainment of goals.

### SS-Student Services

* Reporting Unit Goal - Develop programs and services to support student achievement and success.

### WCD-Workforce and Community Development

* Reporting Unit Goal - Develop community business and workforce educational programming based on market needs

## III. Innovation and Sustainability - Innovation and Sustainability embodies prudent and enduring resource stewardship, augmented by innovative resource development endeavors, to sustain a strong fiscal, human, physical, and technological infrastructure for a supportive learning, living, and working environment.

### AS-Administrative Services

* Reporting Unit Goal - Provide effective fiscal management through responsible financial resource stewardship, ethical leadership, and responsive college-wide support.
* Reporting Unit Goal - Maintain buildings and grounds that provide a safe working, learning and living physical environment.
* Reporting Unit Goal - Provide human resources functions, college-wide operational support, and professional development opportunities.
* Reporting Unit Goal - Leading entreprenurial endeavors and developing revenue streams to support financial independence.

### CC-Curry County

* Reporting Unit Goal - Maintain safe, welcoming college facilities and strong community partnerships for access to off-site facilities for academic and community education classes through supporting sustainability initiatives

### EM-Enrollment Management

* Reporting Unit Goal - Provide quality written, verbal and alternative social networking communications for all Southwestern students and staff.

### INST IA-Instructional Administration

* Reporting Unit Goal - Improve course scheduling and space utilization.

### ITS-Integrated Technology Services

* Reporting Unit Goal - Maintain the College's technology infrastructure and services to meet the needs of students, staff and outside agency expectations and requirements.
* Reporting Unit Goal - Develop and implement ways to use technology in order to build a clean and sustainable environment.
* Reporting Unit Goal - Provide staff professional development opportunities.

### PRES-Presidential Administration

* Reporting Unit Goal - Develop the people and resources to support a strong infrastructure and to further our grant opportunities.
* Reporting Unit Goal - Create additional opportunities for students, staff, and faculty through fundraising and responsible stewardship.
* Reporting Unit Goal - Provide leadership for long-term college sustainability.
* Reporting Unit Goal - Support college growth through appropriate planning, budgeting and educational offerings.

### SP - Southwestern Strategic Plan

* Goal 5: Create the vision and structure for long-term college sustainability and growth.
* Goal 6: Support college growth through planning, budgeting, and assessment.
* Goal 7: Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs.

### TE-Transitional Education

* Reporting Unit Goal - Develop a long term vision for the Transitional Education program to promote better long term planning for department and college.

### WCD-Workforce and Community Development

* Reporting Unit Goal - Access a variety of resource revenue to support and sustain the college and office of Community and Workforce Development initiatives

## IV. Community Engagement - Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

### CC-Curry County

* Reporting Unit Goal - Promote outreach and positive connections to Curry County Communities

### PRES-Presidential Administration

* Reporting Unit Goal - Develop community partnerships in response to emerging economic/workforce needs.
* Reporting Unit Goal - Ensure open communication at Board meetings through verbal, written and online methods and through consistent communication in the community and campus-wide .

### SP - Southwestern Strategic Plan

* Goal 8: Sustain and build strong community, business, and agency partnerships.
* Goal 9: Promote and provide opportunities for the community to engage in diverse activities and events.

### TE-Transitional Education

* Reporting Unit Goal - Increase number of students in Transitional Education through improved marketing and improved partnerships.

### WCD-Workforce and Community Development

* Reporting Unit Goal - Promote continued community partnerships to support college and community needs.

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# Research Guides

## GUIDES TO ACADEMIC RESEARCH

- **Research terms glossary:** An A-Z list of phrases or words commonly used in research
- **Tips on using databases:** A guide to methods of searching databases, including information on how to narrow or broaden your results

## ONLINE TUTORIALS AND VIDEOS

- **TILT (Texas Information Literacy Tutorial):** A tutorial on how to find, evaluate, select and use information as a 21st century researcher, from the University of Texas Libraries
- **TIP (Tutorial for Information Power):** A tutorial on how to investigate, search, locate, evaluate and use information and guide to conducting research, from the University of Wyoming Libraries
- **Choose Information Resources--Video Overview** : SOCC's librarian, Smita Avasthi, goes over three different types of online resources, so you can choose the best one for you. This video accompanies a **Research Guide on Choosing Information Resources** [PDF].
- **Doing Research:** An introduction to the Concepts of Online Searching: A guide to choosing keywords and synonyms and combining concepts in a search by using the word AND, from the University of Illinois at Chicago Libraries
- **Identify your Sources:** An art history instructor at Otis College of Art and Design, Dr. Parme Giuntinti, explains the differences between scholarly (peer-reviewed), professional, and popular resources in this YouTube clip

## GUIDES TO WEB RESEARCH

- **How to evaluate a website:** A guide to discerning whether a website is likely to contain accurate or reliable information
- **Search engines beyond Google:** A list of search engines that offer interesting alternatives to searching the Internet
- **Search the invisible web:** A guide to finding scholarly articles or professional papers that are not found by using common search engines, like Google, MSN, or Yahoo.



## GUIDES TO WRITING BIBLIOGRAPHIES

- **Diagnosis Plagiarism:** A video from Yapavai College on how to prevent plagiarizing when creating research projects.
- **Plagiarism tutorial**: A guide to defining and avoiding plagiarism, written for college students, from Clark College.
- **KnightCite:** This great site formats the bibliographic entry for you, and you can select the appropriate style (MLA, APA, Chicago).
- **Guide to the MLA style:** [PDF] The MLA-style is generally used for papers written in the humanities.
- **Guide for the APA style:** [PDF] The APA-style is generally used for papers written in the social sciences, especially psychology.

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RETENTION and STUDENT SUCCESS RETREAT – AGENDA

AUGUST 5, 2010

NORTH BEND LIBRARY

8:00-8:30 Continental Breakfast

8:30-9:30 Overview of the Day

Report on Data

Expectations

- Implementation for 11/FA
- Meet once per quarter
- Report to ET
- Enrollment Management will administer

Recap 09/10

- HD100
- Stop Out/Reentry
- Ambassador Calls

9:30-10:00 Roll out Retention Ideas

Additions/Corrections

10:00-10:15 Break

10:15-11:30 Tables to discuss Retention Ideas

11:30-12:00 Tables report top 3 ideas

12:00-12:45 Lunch

12:45 Pick most doable for 11/FA

Improvement/Implementation Plan

Attendees: Patrick Platt, Karen Matson, Chris Williamson, Karina Smith, Shawn Liggett,

Matthews, John Berman, Jeff Whitey, Pat Parker, Barry Miller, Julia Rose, Karim Matson, Rose Buford, Tom Nicholls, Jeremy Ron Bell, Kris Crusoe, Janet Pretti, Aleta Manamaker, Avena Singh, Sharilyn Brown, Anne Jones, Susan Brady, Margallee James, Bo Incalia, Dora Daniels. Val Martinez.

The following pages list the planned initiatives by the breakout groups.

Group #1 Three year plan and targets

Patrick Platt, Karen Matson, Chris Williamson, Karina Smith

This year: Fall 2010

- Online orientation This was supposed to be happening out of Title Iii as far as I knew. Not sure who was responsible-didn't happen.
- Printed schedules
- Year book (internship project)

Fall 2011

- Athletic advising While not fully implemented as far as having a dedicated advisor for athletes, progress has been made with work for early arriving athletes and in group advising and registration for Winter 2012, done in fall 2011.
- Midterm grades Was to be worked on by Val through faculty senate

Fall 2012

- Expansion of Bridge Programs Summer HS "Kick Start" early orientation was implemented in June of 2011 along with a fall "Boot Camp" for remedial students that was conducted in Sept of 2011. Assessment is on going with participants in these two programs. If results are favorable, would recommend expansion of programs.
- Summer HS Credit Recovery Program was reinstituted in summer 2011 and resulted in (will need numbers from Pat Parker) high school students regaining lost credits. Very successful.

Fall 2013

- Child Care Not sure if this is being looked at at this time
- Career Center Case Grant objectives could go here with outcomes as yet to be determined.

Group 2

Ron Bell, Kris Crusoe, Shawn Liggett, Janet Pretti, Aleta Manekemyer

Mid term Grading – Fall 2012 Again, Val was to work with Faculty Senate

- Use new Gradebook feature in colleague
- Has to be mandatory for all faculty
- Leads into retention alert from Datatel
- Student Driven thru classes like HD100

Hiring system update – fall 2013 This has to do with improved hiring practices. Neo-gov could go here?

- Internal Head Hunters
- Dynamic individual
- Is trainable
- Whole department part of process
- The right person on bus
- Recruit retain talent to engage students/retain

Now and 2011

Financial Aid –

- Not a band aid – a cure As a result of the Financial Aid consultation, changes were recommended and made to improve services and to speed the process of awarding. Results were that over 250 additional students had received aid by the end of Oct. 2011 than had by that date for Oct. 2010.
- Affects whole college
- Quantify need/cost/make a case

Short term solution

- Close F.A. & First stop for a few hours/days/week to catch up (message on phones, due to heavy load)
- Learn from F.A. Audit FA closed to the public at noon each day beginning the second week of August. Staff were able to focus and produce more work with less interruptions resulting in more files being completed and awarded in a more timely fashion.
- Prepare staff for audit

Long term – Strategic plan

- Input across college/departments
- Evidence –based practice
- Appreciative inquiry

Group 3

Avena Singh, Sharilyn Brown, Anne Matthews, John Berman, Jeff Whitey

Immediate:

Housing Program – 3rd

Share "restart" resource pages Ready Start/ Restart Resources web page was developed and made "live" in the Winter of 2011. This page outlines the resources and steps needed for students to begin school again after stopping out for whatever reasons.
http://www.socc.edu/restart/

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11/FA Mandatory midterm (grade book)

Summer Bridge E-Advising?

Ongoing – Advising curriculum/checklist

F.A. optical scanning Document Imaging program was purchased in Summer of 2011 with on-going implementation. This tool should greatly enhance the FA offices ability to access information needed to process student files.

12/FA Year long schedule/Printing schedule Year long course schedule-Instruction is currently working on the course grid, the other piece to this conversation was that a year long schedule would allow for more timely printing and disbursement of the course schedule for each term. And would encourage students to plan and possibly register for the entire year, thus increasing their sense of commitment to a year long process of enrollment.

Group 4

Pat Parker, Barry Miller, Julia Rose, Karim Matson, Rose Buford

Immediate

ID Advisors Roles

- Provide resources (guide)
- 20-25 students each to see at least once per term
- Pre-advising checklist
- Survey staff & students electronically if possible to see what topics they would like to see covered
- Mid-term check-in
- Sign off procedure

Fall  Mandatory Orientation

- On campus if taking classes here
- On-line if all classes on-line
- Include “test” to make sure students know what’s availalble (i.e, loan counseling)

FA -12

More recognition of students achievements…credits, GPA, degree , part-timers, passed all classes

Group 5

Tom Nicholls, Jeremy Jones, Susan Brady, Margallee James, Bo Icalia

Immediate:

Listing all online courses for following year The intent of this was to have an AA degree available fully online and included a Weekend and Evening Degree program with support services for these students. Discussions occurred within Student Services and participants were willing to adjust scheduled services to meet the needs of these programs if curriculum and offerings were developed. As of this date curriculum and course offerings needed to offer these services have not been put into place.

FA 2010

1. Year long calendar
2. Student services follow up
   - Priorty of the week
   - Portal Purchased, never implemented
   - Laker buddy (ossible now) Implemented with mixed results of success. Students selected were those who had tested remedial or were undecided in a career goal or major. Some students in this group were not interested in being contacted while some staff volunteers did not follow up with assigned students. You could talk about the conversations that are occurring around advising that relate to a beefed up freshman year experience that would have this type of a three or four times a term contact.

FA 2012

Child care

FA 2103

Advising re-vamp Currently in progress with NACADA consultation and discussions.

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# Progress Report Supplement

**Project Name:** Coos County RSVP **Grant Number:** 11SRPOR004

## Project and Sponsor Information

**Project Name:** Coos County RSVP
**Project Address:** 1988 Newmark Ave
**City, State, Zip:** Coos Bay OR 97420-2911
**Project Director:** Christine Coles
**Telephone:** 541-888-7332
**Project Fax:** 541-888-7285
**Project Email:** mgillard@socc.edu

**Sponsor Name:** Southwestern Oregon Community College/RSVP
**Sponsor Address:** 2110 Newmark Ave
**City, State, Zip:** Coos Bay OR 97420-2957
**Sponsor Official:** Christine Coles
**Official's Title:** Director RSVP
**Telephone:** (541) 888-7332
**Sponsor Fax:** (541) 888-7120
**Sponsor Email:** rsvp@socc.edu

## Funding and Service Area Information

**CNCS Base Funding Level:** $63,696
**Non-CNCS Funding Level:** $42,332
**Areas Affected:** Coos County, Oregon

**CNCS-Funded Volunteer Service Years (VSYs):**
**Non-CNCS-Funded VSYs:**

## Sponsor Type(s)

Higher Education Organization - 2-year college

**Internet Access:** ☐ **Started Non-CNS Funded:** ☐ **Statewide or Multi-City:** ☐ **Multi-State:** ☐

## Demographics

**Age Group**

| | Vol's |
|---|---|
| 55 to 65 | 38 |
| 66 to 74 | 233 |
| 75 to 84 | 152 |
| 85 and over | 35 |

**Gender**

| | Vol's |
|---|---|
| Female | 336 |
| Male | 122 |

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# Progress Report Supplement

**Project Name:** Coos County RSVP **Grant Number:** 11SRPOR004

## Demographics

### Ethnicity

| | Vol's |
|---|---|
| Hispanic or Latino | 1 |
| Non-Hispanic or Non-Latino | 457 |

### Racial Group

| | Vol's |
|---|---|
| American Indian or Alaskan Native | 3 |
| Asian | 0 |
| Black or African American | 0 |
| Native Hawaiian or Pacific Island | 2 |
| White | 453 |

## Service Information

### Volunteers

| | Vol's |
|---|---|
| Total number of Volunteers | 458 |
| No. RSVP Vols. serving to mobilize volunteers for other organizations | 0 |
| No. of non-RSVP Vols. mobilized by RSVP vols. to serve in other orgs. | 0 |
| Number of veterans serving as RSVP volunteers | 0 |

### Hours Served

| | Vol's |
|---|---|
| 4 or Fewer Hours per week | 356 |
| 5 - 10 Hours per week | 78 |
| 11 - 19 Hours per week | 20 |
| 20 - 29 Hours per week | 3 |
| 30 or more hours per week | 1 |

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# Progress Report Supplement

**Project Name:** Coos County RSVP **Grant Number:** 11SRPOR004

## Service Information

### Volunteers Separated

| | Vol's |
|---|---|
| Employment, moved, family, new interests | 4 |
| Health problems, death | 2 |
| Transportation problems | 0 |
| Poor performance | 0 |

## Client Information

### Clients Served

| | Clients |
|---|---|
| Total number of children of prisoners served | 0 |
| Total number of children mentored | 0 |
| Total number of veterans served | 0 |
| Number of adult ex-offenders served | 0 |
| Total number of Immigrants served | 0 |
| Number of seniors receiving independent living services | 0 |
| Number of caregivers provided with respite | 0 |

## Service Categories

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# Progress Report Supplement

**Project Name:** Coos County RSVP **Grant Number:** 11SRPOR004

## Service Categories

### Community and Economic Development

| | Hours |
|---|---|
| Community Revitalization/Improvement | 0 |
| Community-Based Volunteer Programs | 34174 |
| Consumer Education | 0 |
| Cooperatives/Credit Unions | 0 |
| Food Production/Community Gardens/Farming | 0 |
| Job Development/Placement | 0 |
| Management Consulting | 287 |
| Micro Enterprise | 0 |
| Regional/State/City Planning | 0 |
| Small and Minority Business Development | 0 |
| Social Services Planning & Delivery Systems/Community Organization | 95 |
| Tax Consulting/Counseling | 4246 |
| Technology Access | 0 |
| Thrift Store | 1983 |
| Transportation Services | 0 |
| Welfare to Work | 0 |
| Other Community and Economic Development | 460 |

### Disaster Recovery/Relief

| | Hours |
|---|---|
| Disaster Preparedness | 0 |
| Disaster Mitigation | 0 |
| Disaster Response | 0 |
| Disaster Recovery | 0 |
| Other Disaster | 0 |

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# Progress Report Supplement

**Project Name:** Coos County RSVP **Grant Number:** 11SRPOR004

## Service Categories

### Education

| | Hours |
|---|---|
| Adult Education and Literacy | 1273 |
| Afterschool Programs | 0 |
| America Reads | 0 |
| Computer Literacy | 0 |
| Cultural Heritage | 0 |
| Elementary Education | 0 |
| ESL | 0 |
| GED/Dropouts | 0 |
| Head Start, School Preparedness | 0 |
| Job Preparedness, School to Work | 0 |
| Secondary Education | 0 |
| Service Learning | 0 |
| Special Education | 0 |
| Tutoring and Child (Elementary) Literacy | 0 |
| Tutoring and Child (Middle Sch.) Literacy | 0 |
| Tutoring and Child (High Sch.) Literacy | 0 |
| Vocational Education | 0 |
| Youth Leadership Development | 0 |
| Other Education | 1350 |

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# Progress Report Supplement

**Project Name:** Coos County RSVP **Grant Number:** 11SRPOR004

## Service Categories

### Environment

| | Hours |
|---|---|
| Clean Air | 0 |
| Clean and Safe Waters | 0 |
| Community/Neighborhood Restoration/Clean-up | 0 |
| Energy Conservation | 0 |
| Environmental Awareness | 0 |
| Indoor Environment | 0 |
| Toxic Waste Management | 0 |
| Waste Reduction, Management and Recycling | 0 |
| Wildlife, Land, & Vegetation Protection or Restoration | 0 |
| Other Environment | 0 |

### Health/Nutrition

| | Hours |
|---|---|
| Boarder Babies | 0 |
| CHIPS, SCHIPS | 0 |
| Congregate Meals | 13478 |
| Delivery of Health Services | 21658 |
| Food Distribution/Collection | 0 |
| Health Education | 324 |
| Health Screening | 36 |
| HIV/AIDS | 0 |
| Hospice/Terminally Ill | 1007 |
| Immunization | 0 |
| In-Home Care | 0 |
| Maternal/Child Health Services | 0 |
| Mental Health | 495 |
| Mental Retardation | 0 |
| Physical Disabilities Programs | 0 |
| Substance Abuse | 0 |
| Other Health/Nutrition | 0 |

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# Progress Report Supplement

**Project Name:** Coos County RSVP **Grant Number:** 11SRPOR004

## Service Categories

### Human Needs

| | Hours |
|---|---|
| Adoption | 0 |
| Adult Day Care | 0 |
| Companionship/Outreach | 0 |
| Crisis Intervention | 0 |
| Mentoring | 0 |
| Respite | 0 |
| Senior Center Programs (Non-Residential) | 0 |
| Senior Citizens Assistance | 505 |
| Teen Pregnancy/Parent Support Education | 0 |
| Other Human Needs | 0 |

### Housing

| | Hours |
|---|---|
| Home Management Support/Education | 0 |
| Homeless | 0 |
| Housing Referrals/Relocation/Other Housing Related Services | 0 |
| Housing Rehabilitation/Construction | 0 |
| Independent Living - Disabled | 0 |
| Independent Living - Seniors | 310 |
| Tenant Organizing | 0 |
| Transitional Housing | 0 |
| Other Housing | 0 |

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# Progress Report Supplement

**Project Name:** Coos County RSVP **Grant Number:** 11SRPOR004

## Service Categories

### Public Safety

| | Hours |
|---|---|
| Adult Offender/Ex-offender Services & Rehabilitation | 0 |
| Child Abuse/Neglect | 0 |
| Children and Youth Safety Programs | 0 |
| Community Policing/Community Patrol | 0 |
| Conflict Resolution/Mediation | 0 |
| Crime Awareness/Crime Avoidance | 0 |
| Elder Abuse/Neglect | 0 |
| Family Violence | 0 |
| Improvement of Household Security | 0 |
| Juvenile Justice, Delinquency/Gangs | 0 |
| Legal Assistance | 0 |
| Neighborhood Watch/Block Watch | 0 |
| Safe Havens | 0 |
| Safety/Fire Prevention/Accident Prevention | 12 |
| Sexual Abuse/Rape | 0 |
| Victim/Witness Assistance | 0 |
| Other Public Safety | 0 |

## Stations

### Faith Based Stations

| | Stations | Vol's |
|---|---|---|
| Total number of faith-based Stations / Volunteers | 1 | 4 |

### Disaster Recovery/Relief

| | Stations | Vol's |
|---|---|---|
| Total number of disaster services stations/volunteers | 1 | 5 |

# Southwestern Oregon Community College

## Institutional Effectiveness
## All College Success Indicators

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target | Responsibility | Assessable | Meaningful |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | **FTE Credit and Non-Credit Report**<br>Percentage increase over prior year by demographic status<br>Total FTE<br>Reimbursable FTE<br>Full Time FTE<br>Part Time FTE<br>Program Area FTE | Access | I<br>RU<br>U | Goal 1 | Increase by<br>3327<br>3254<br>1972<br>765<br>By Program | 3%<br>3427<br>3352<br>2031<br>788<br>3% | 3%<br>3530<br>3452<br>2092<br>812<br>3% | 3%<br>3636<br>3556<br>2155<br>836<br>3% | Tom Nicholls Executive Director of Enrollment Management | Track FTE by term | FTE is basis for State funding and revenue generation |
| 2 | **Enrollment Credit and Non-Credit Report**<br>Percentage increase over prior year by demographic status<br>Total enrollment<br>Full-time enrollment status<br>Part-time enrollment status<br>Program Area | Access | I<br>RU<br>U | Goal 1 | Increase by<br>9737<br>1707<br>3085<br>By Program | 3%<br>10,029<br>1758<br>3176<br>3% | 3%<br>10,329<br>1811<br>3273<br>3% | 3%<br>10,640<br>1865<br>3371<br>3% | Tom Nicholls Executive Director of Enrollment Management | Track enrollment by term | Enrollment trends monitor learning opportunities accessed by students |
| 3 | **Course Credit and Non-Credit Report**<br>Percentage increase over prior year by location and demographic status<br>All FTE<br>Reimbursable FTE<br>Full-time enrollment status<br>Part-time enrollment status<br>Program Area<br>Courses offered<br>Billing Credits enrolled | Access<br>Community Engagement | I<br>RU<br>U | Goal 1<br>Goal 9 | Increase by<br>3327<br>3254<br>Trends<br>Trends<br>By Program<br>Trends<br>61,000 | 3%<br>3427<br>3352<br>Trends<br>Trends<br>3%<br>Trends<br>62,000 | 3%<br>3530<br>3452<br>Trends<br>Trends<br>3%<br>Trends<br>63,000 | 3%<br>3636<br>3556<br>Trends<br>Trends<br>3%<br>Trends<br>64,000 | Val Martinez Vice President of Instruction | Track course offerings by term | Monitor trends of courses accessed by students and the community to meet current and future needs |
| 4 | **Community and Student Satisfaction:**<br>Average rating level for services | Access<br>Community Engagement: | I<br>RU | Goal 4<br>Goal 4<br>Goal 9 | New Survey in 2011 | Every 3 Years | Establish Baseline from Results | Every 3 Years | Robin Bunnell Institutional Researcher | Community and Student Satisfaction and Opinion Survey every three years | Student feedback is essential to providing quality services and enhancing and improving services to meet students' needs |
| 5 | **Student Intended Goals Achieved**<br>Upon exiting, percentage of students attaining self-disclosed goal. | Learning & Achievement | I | Goal 4 | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set | Tom Nicholls Executive Director of Enrollment Management | Exit survey is administered for all students leaving the College | A better understanding of the variation in retention and graduation by different types of postsecondary students—particularly adult, nontraditional learners—may lead to improved student success and degree attainment |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **6** | **Student Engagement**<br>**A.** CCSSE – Targets met or exceeded for all Benchmarks:<br>Active & Collaborative Learning<br>Student Effort<br>Academic Challenge<br>Faculty Student Interaction<br>Support for Learners<br><br>**B.** SENSE – Targets met or exceeded for all Benchmarks:<br>Early Connections<br>High Expectations & Aspirations<br>Clear Academic Plan & Pathway<br>Effective Track to Learning<br>Engaged Learning<br>Academic & Social Support Network | Access<br><br>Learning & Achievement | I | Goal 2<br><br>and<br><br>Goal 4 | Baseline 2008<br><br>50.8<br>48.9<br>51.0<br>51.8<br>49.7<br><br>Baseline 2010<br><br>52.9<br>43.0<br>51.6<br>44.1<br>53.8<br>43.8 | 52.8<br>50.9<br>53.0<br>53.8<br>51.7<br><br>Every 3 Years | Every 3 Years<br><br>Every 3 Years | Every 3 Years<br><br>53.0<br>50.0<br>51.9<br>50.0<br>54.0<br>45.8 | Val Martinez Vice President of Instruction<br><br>Tom Nicholls Executive Director of Enrollment Management | SENSE and CCSSE National Survey administered very three years. CCSSE results indicate levels using benchmark scores. | Student engagement activities influence academic performance and degree attainment |
| **7** | **Labor Trends**<br>Percentage of programs meeting high demand labor trends | Learning Achievement | I<br><br>RU<br><br>U | Goal 3 | 80% State<br>90% Local | 80% State<br>90% Local | 80% State<br>90% Local | 80% State<br>90% Local | Val Martinez Vice President of Instruction | State provided reports | Accelerated postsecondary degree and credentials programs are an immediate and impactful way to connect high-demand, high-wage jobs with the required postsecondary education to ensure that goal completers have the skills relevant to labor trends in our region<br>Our programs will align with Oregon Skill Standards and/or hold separate accreditation from a recognized external organization to ensure exit competencies and meeting industry expectations |
| **8** | **Employer Perceptions**<br>Average ratings on the Employer Satisfaction and Opinion Survey | Community Engagement | I | Goal 8 | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set | Robin Bunnell Institutional Researcher | Survey conducted every three years | Ensures employer satisfaction with student outcomes |
| **9** | **Employee Satisfaction and Opinion**<br>Level of employee satisfaction and opinion ratings on the annual survey | Innovation and Sustainability | I | Goal 7 | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set | Rachele Summerville Executive Director Human Resources | Opinion and satisfaction survey. | Satisfied employees are productive contributors to the college environment. |
| **10** | **Employee Development**<br>Percent of employee participation in staff and professional development | Innovation and Sustainability | RU | Goal 7 | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set | Rachele Summerville Executive Director Human Resources | Participation reports | Development of employees supports lifelong learning and job satisfaction |
| **11** | **Graduation and Transfer Rates**<br><br>**A.** Graduation rates as reported to IPEDS<br><br>**B.** Transfer Out rates as reported to IPEDS<br><br>**C.** Number of graduates per year | Learning & Achievement | RU<br><br>U | Goal 4 | 19%<br><br>38%<br><br>275 | 20%<br><br>40%<br><br>283 | 22%<br><br>42%<br><br>291 | 25%<br><br>45%<br><br>300 | Tom Nicholls Executive Director of Enrollment Management | Institutional research data; Graduation reports | Demonstrates student progress towards goals and student completions |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **12** | **Student Achievement**<br>**A.** Percent of passing grades in courses and by course type<br><br>**B.** Percent of students passing courses after being placed on early alert<br><br>**C.** Average GPA of program students<br>**D.** Average GPA of graduates | Learning & Achievement | I<br><br>RU<br><br>U | Goal 4 | 78.18%<br>LDC 76.93%<br>OcPr 89.72%<br>OcSu 93.60%<br>Dev 60.22%<br><br>75%<br><br>2.475<br>3.242 | 78.38%<br>77.13%<br>89.92%<br>93.80%<br>60.42%<br><br>76%<br><br>2.575<br>3.250 | 78.58%<br>77.33%<br>90.12%<br>94.00%<br>60.62%<br><br>77%<br><br>2.675<br>3.250 | 78.78%<br>77.53%<br>90.32%<br>94.20%<br>60.82%<br><br>78%<br><br>2.775<br>3.250 | Val Martinez<br>Vice President of Instruction | Institutional research data | Demonstrates student progress toward goals and level of student achievement |
| **13** | **Student Outcomes**<br>Benchmark targets met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes | Learning & Achievement | I<br><br>RU<br><br>U | Goal 4 | 2007 Baseline<br>CT 59.5<br>Math 56.0<br>WR 61.7 | Every 3 Years | CT 62.0<br>Math 60.0<br>WR 62.0 | Every 3 Years | Val Martinez<br>Vice President of Instruction | National Survey | Demonstrates student progress toward meeting established general education outcomes |
| **14** | **Structured Work Experience**<br>Participation Rates<br>**A.** Percent of students participating in work experience by course type<br>**B.** Percent of change in participating employers from year to year | Access<br><br>Learning & Achievement<br><br>Community Engagement | I<br><br>RU<br><br>U | Goal 2<br><br>Goal 4<br><br>Goal 8 | Set Baseline in 2010 | Baseline Data Results | 3% Increase | 3% increase | Patrick Platt<br>????? | Track student data and business participants by term<br><br>Track student data and business participants by term | Supports the goal of helping students earn quality credentials with real value for the new economy |
| **15** | **Fiscal Cash Flow Responsibilities:**<br>Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | $800,000 | $900,000 | $1,000,000 | $1,100,000 | Ron Olson<br>Business Manager | Daily and monthly cash flow reports provided. | Ensures ending fund balance meets projected short term liabilities and to meet daily operating costs |
| **16** | **Fiscal Responsibilities – All Funds:**<br>Target met or exceeded for -<br>**A.** Positive ending fund balance<br><br>**B.** Current ratio - assets to liabilities<br><br>**C.** Asset ratio – receivables turnover | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | $800,000<br><br>3.8:1<br><br>3:1 | $900,000<br><br>2:1<br><br>3:1 | $1,000,000<br><br>2:1<br><br>3:1 | $1,100,000<br><br>2:1<br><br>3:1 | Ron Olson<br>Business Manager | Monthly and yearly statements produced. | Ensures assets and ending fund balances are adequate to meet long-term sustainability and growth.<br>To monitor outstanding student receivables |
| **17** | **Fiscal Enterprise Fund Responsibilities:**<br>**A.** Combined ending fund balance target met prior to general fund transfers<br><br>**B.** Asset ratio – receivables turnover target met or exceeded | Innovation & Sustainability | I<br><br>RU | Goal 5<br>Goal 6<br>Goal 7 | $140,000<br><br>4:1 | $100,000<br><br>3.5:1 | $150,000<br><br>3:1 | $200,000<br><br>3:1 | Ron Olson<br>Business Manager | Monthly and yearly statements produced. | Ensures enterprise fund profitability to meet long-term growth<br><br>To monitor outstanding student receivables |
| **18** | **Fiscal Responsibility: Statement of Budget and Actual Revenues and Expenditures – General Fund**<br>Actuals do not exceed budget | Innovation & Sustainability | RU<br><br>U | Goal 5<br>Goal 6<br>Goal 7 | Monitor Actuals | YTD Actuals ≤ 95% budgeted | YTD Actuals ≤ 95% budgeted | YTD Actuals ≤ 95% budgeted | Ron Olson<br>Business Manager | Monthly and yearly statements produced | Ensures expenditures do not exceed revenues and monitor budget |
| **19** | **Infrastructure Equipment and Software Maintenance:**<br>Percentage of materials and supplies budgeted and spent on administrative and instructional equipment and software. | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | Set Baseline in 2010 | Baseline Data Results | % to maintain based on baseline data results | % to maintain based on baseline data results | Linda Kridelbaugh<br>Vice President of Administrative Services | FRx reporting percentage of budgeted funds spent. | Ensures that equipment used by students and staff meets industry standards |

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| **20** | **Infrastructure Equipment and Software Maintenance:**<br>Percentage of identified deferred maintenance and safety projects completed | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | Set Baseline in 2010 | Baseline Data Results | % to maintain based on baseline data results | % to maintain based on baseline data results | Linda Kridelbaugh Vice President of Administrative Services | FRx reporting percentage of budgeted funds spent. | Ensures the safety of within the college environment and the sustainability of the infrastructure |
| **21** | **OPEN** | | | | | | | | | | |
| **22** | **Community Participation and Satisfaction in Activities and Events**<br>**A**. Percentage of Activities and Events compared to prior year<br>**B.** Rating level for facilities services | Community Engagement | I<br>RU<br>U | Goal 9 | Reservations: Contracted: 69 All: 3577<br>Set Baseline in 2010 | Reservations: Contracted:71 All: 3682<br>Baseline Data Results | Reservations: Contracted:73 All: 3787<br>% to maintain baseline | Reservations: Contracted: 75 All: 3892<br>% to maintain baseline | Kim Richards ???? | Surveys conducted yearly<br>Activity and Event Participation tracked yearly | Ensure activities and events are offered and attended<br>Determine level of satisfaction for the services provided by the College |
| **23** | **Strategic Plan Accomplishments**<br>Percentage of strategic plan annual priorities completed | Innovation & Sustainability | I | Goal 5<br>Goal 9 | 85% | 85% | 85% | 85% | Patty Scott President | TracDat reports supply information on completed accomplishments | Monitor the strategic plan accomplishments related to the strategic goals to ensure annual priorities are accomplished as planned |
| **24** | **Annual Report to the Community**<br>Percentage of goal priorities achieved | All | RU | All Goals | 90% | 91% | 92% | 93% | Patty Scott President | Count the number of priorities achieved | Demonstrate to the community, the staff, and the students achievement of goals on a yearly basis |
| **25 State** | **State Student Success Indicators (SSI) High school students enrolling directly into college (SSI 1)**<br>Track number of Oregon high school graduates who enroll in a community college the following fall term | Access | U | Goal 1<br>Goal 4 | 48.23% SW<br>38.39 – CC's | 48.5% | 49.0% | 49.5% | | State measured | Meet state standards and requirements |
| **25 State** | **Postsecondary level of math, reading and writing (SSI 2)**<br>Measure skills necessary to enter LDC credit courses and CTE program areas | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Set by State March 1 | | State measured | Meet state standards and requirements |
| **25 State** | **Credits earned toward an Associate of Arts Degree (SSI 3)**<br>Measure progress in LDC program areas at milestone points | Learning & Achievement | RU | Goal 4 | 43.2% - SW<br>44.3% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 | | State measured | Meet state standards and requirements |
| **25 State** | **Credits earned toward a CTE certificate or degree (SSI 4)**<br>Measure progress in CTE program areas at milestone points | Learning & Achievement | RU | Goal 4 | 44.5% - SW<br>41.2% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 | | State measured | Meet state standards and requirements |
| **25 State** | **Term to term persistence (SSI 5)**<br>Measure whether student continues from term to term | Learning & Achievement | RU | Goal 4 | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Set by State March 1 | | State measured | Meet state standards and requirements |
| **25 State** | **Fall to fall retention (SSI 6)**<br>Measure whether student returns one year to the next<br>Full Time – per IPEDS<br>Part Time – per IPEDS | Learning & Achievement | RU<br>U | Goal 4 | Baseline Set by State March 1<br>55%<br>29% | Set by State March 1 | Set by State March 1 | Set by State March 1 | | State measured | Meet state standards and requirements |
| **25 State** | **GED to next level (SSI 7)**<br>Measure the movement from GED completion to the next level of learning | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | 15.85% - SW<br>19.7% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 | | State measured | Meet state standards and requirements |

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| **25 State** | **GED fall to fall persistence (SSI 8)**<br>Measure the movement of GED completers who persist at the next level of training | Learning & Achievement | RU | Goal 4 | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Set by State March 1 | | State measured | Meet state standards and requirements |
| **25 State** | **ESL/ESOL noncredit to next level (SSI 9)**<br>Measure how a student transitions from ESL/ESOL to credit classes | Access<br><br>Learning & Achievement | RU | Goal 1<br><br>Goal 4 | 14.8% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 | | State measured | Meet state standards and requirements |
| **26 State** | **State Key Performance Measures (KPM) SUCCESSFUL GED APPLICANTS (KPM 1)**<br>Percentage of GED certificate applicants successful | Learning & Achievement | RU | Goal 4 | 79% | 79% | 80% | 80% * | | State measured | Meet state standards and requirements |
| **26 State** | **COMPLETION OF BASIC SKILLS/ESL (KPM 7)**<br>Percentage of students enrolled in a basic skills or ESL program who complete successfully | Learning & Achievement | RU | Goal 4 | 50.9% | 63.7% | 63.7% | 63.7% * | | State measured | Meet state standards and requirements |
| **26 State** | **NURSING COMPLETION (KPM 8)**<br>Percentage of students who successfully complete a nursing program | Learning & Achievement | RU | Goal 4 | 73.7% | 73.7% | 73.7% | 73.7% * | | State measured | Meet state standards and requirements |
| **26 State** | **BITS COMPANY SATISFACTION (KPM 10)**<br>Percentage of companies ranking training they received through community college Business and Industry Training System (BITS) | Community Engagement | I | Goal 8 | 95% | 95% | 95% | 95% * | | State measured | Determines the level of satisfaction of training provided to companies and to meet state standards and requirements |
| **26 State** | **LICENSING/CERTIFICATION RATES (KPM 11)**<br>Oregon community college students' pass rate for national licensing tests compared to national pass rates | Learning & Achievement | RU | Goal 4 | 93% | 93% | 93% | 93% * | | State measured | Meet state standards and requirements |
| **26 State** | **CAREER TECHNICAL EDUCATION DEGREE/CERTIFICATE COMPLETION (KPM 12)**<br>Number of Career Technical Education (CTE) degrees and certificates awarded | Learning & Achievement | RU | Goal 4 | 3% Increase 150 | 155 | 160 | 165 | | State measured | Meet state standards and requirements |
| **26 State** | **ASSOCIATE DEGREE COMPLETION (KPM 13)**<br>Percentage of students in Associates degree programs who obtain an Associates degree | Learning & Achievement | RU | Goal 4 | 31.6% | 31.6% | 31.6% | 31.6% * | | State measured | Meet state standards and requirements |
| **26 State** | **STUDENT TRANSFERS TO OUS (KPM 14)**<br>Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year | Access<br><br>Learning & Achievement | RU | Goal 1<br><br>Goal 4 | 15.2% | 15.2% | 15.2% | 15.2% * | | State measured | Meet state standards and requirements |
| **26 State** | **PROGRESS OF TRANSFER STUDENTS (KPM 15)**<br>Percentage of community college transfer students who demonstrate progress by returning for the second year | Learning & Achievement | RU | Goal 4 | 80% | 80% | 80% | 80% * | | State measured | Meet state standards and requirements |
| **26 State** | **TUITION/FEES (KPM 16)**<br>Oregon's rank for college tuition and fees among all western states | Access | RU<br><br>U | Goal 1 | TBD | TBD | TBD | TBD | | State measured | Meet state standards and requirements |

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| **26 State** | **HIGH SCHOOL PARTICIPATION (KPM 17)** Number of high school students enrolled in community college credit programs | Access | RU<br>U | Goal 1 | 3% Increase<br>667 | 688 | 708 | 729 | | State measured | Meet state standards and requirements |
| **26 State** | **MINORITY ENROLLMENT (KPM 18)** Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the total population, by racial/ethnic group. | Not Tracked at this time at state level Access | RU<br>U | Goal 4 | TBA | TBA | TBA | TBA | | State measured | Meet state standards and requirements |
| **27** | State Future Student Success Indicators | | | | | | | | | | |

- **Area/Level – Indicator tracked at identified levels/areas within the college:**

  **I = Institutional Level Success Indicator  RU = Reporting Unit Success Indicator  U = Unit Success Indicator**

- **SW = Southwestern Figure;  CC's = Oregon Community College Aggregate Figure**
- **2012 Target – state has not yet determined target level**

# Southwestern Oregon Community College

## Institutional Effectiveness
## All College Success Indicators 2011-12

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target | Responsibility | Assessable | Meaningful |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | **FTE Credit and Non-Credit Report**<br>Percentage increase over prior year categorized by demographic status<br>Total FTE<br>Reimbursable FTE<br>Full Time FTE<br>Part Time FTE<br>Program Area FTE | Access | I<br>RU<br>U | Goal 1 | 2009 Baseline<br>Increase by<br>3327<br>3254<br>1972<br>765<br>By Program | 3%<br>3530<br>3452<br>2092<br>812<br>3% | 3%<br>3636<br>3556<br>2155<br>836<br>3% | Tom Nicholls Executive Director of Enrollment Management | Track FTE by term and year; consistent with state reporting system | FTE is the basis for state funding and revenue generation |
| 2 | **Enrollment Credit and Non-Credit Report**<br>Percentage increase over prior year categorized by demographic status<br>Total enrollment<br>Full-time enrollment status<br>Part-time enrollment status<br>Program Area | Access | I<br>RU<br>U | Goal 1 | 2009 Baseline<br>Increase by<br>9737<br>1707<br>3085<br>By Program | 3%<br>10,329<br>1811<br>3273<br>3% | 3%<br>10,640<br>1865<br>3371<br>3% | Tom Nicholls Executive Director of Enrollment Management | Track enrollment by term and year; consistent with state reporting system | Enrollment trends monitor learning opportunities accessed by students |
| 3 | **Course Credit and Non-Credit Report**<br>Percentage increase over prior year categorized by location and demographic status<br>All FTE<br>Reimbursable FTE<br>Full-time enrollment status<br>Part-time enrollment status<br>Program Area<br>Courses offered<br>Billing Credits enrolled | Access<br>Community Engagement | I<br>RU<br>U | Goal 1<br>Goal 9 | 2009 Baseline<br>Increase by<br>3327<br>3254<br>Trends<br>Trends<br>By Program<br>Trends<br>61,000 | 3%<br>3530<br>3452<br>Trends<br>Trends<br>3%<br>Trends<br>63,000 | 3%<br>3636<br>3556<br>Trends<br>Trends<br>3%<br>Trends<br>64,000 | Phill Anderson Vice President of Instruction | Track course offerings by term and year; consistent with state reporting system | Trends of courses accessed by students and the community illustrate current needs and predict future needs |
| 4 | **Community and Student Satisfaction**<br>Measured by the average rating level for services on the Community and Student Satisfaction Survey | Access<br>Community Engagement: | I<br>RU | Goal 4<br>Goal 4<br>Goal 9 | New Survey in 2011-12 | Establish Baseline from Results | Every 3 Years | Tom Nicholls Executive Director of Enrollment Management<br>Robin Bunnell Institutional Researcher | Community and Student Satisfaction and Opinion Survey – campus survey administered every three years | Feedback is essential to enhancing and improving services to meet community and student needs |
| 5 | **Student Engagement Activities - CCSSE**<br>Targets met or exceeded for all Benchmarks:<br>Active & Collaborative Learning (ACL)<br>Student Effort (SE)<br>Academic Challenge (AC)<br>Faculty Student Interaction (FSI)<br>Support for Learners (SL) | Access<br>Learning & Achievement | I | Goal 4 | 2008 Baseline<br>50.8<br>48.9<br>51.0<br>51.8<br>49.7 | Every 3 Years | Every 3 Years | Tom Nicholls Executive Director of Enrollment Management | CCSSE National Survey administered every three years; consortium with Oregon community colleges. CCSSE results indicate levels using benchmark scores. | A better understanding of the variation in retention and graduation by different types of postsecondary students—particularly adult, nontraditional learners—may lead to improved student success and degree attainment |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target | Responsibility | Assessable | Meaningful |
|---|---|---|---|---|---|---|---|---|---|---|
| **6** | **Student Engagement Activities - SENSE**<br>Targets met or exceeded for all Benchmarks:<br>Early Connections (EC)<br>High Expectations & Aspirations (HEA)<br>Clear Academic Plan & Pathway (APP)<br>Effective Track to Learning (ETL)<br>Engaged Learning (EL)<br>Academic & Social Support Network (ASSN) | Access<br><br>Learning & Achievement | I | Goal 2<br><br>and<br><br>Goal 4 | Baseline 2009<br><br>52.9<br>43.0<br>51.6<br>44.1<br>53.8<br>43.8 | Every 3 Years | 53.0<br>50.0<br>51.9<br>50.0<br>54.0<br>45.8 | Phill Anderson Vice President of Instruction<br><br>Tom Nicholls Executive Director of Enrollment Management | SENSE National Survey administered every three years; consortium with Oregon community colleges. SENSE results indicate levels using benchmark scores. | Student engagement activities influence academic performance and degree attainment |
| **7** | **Labor Trends : Achievement Compact (AC-CN6) (*revised pending State compact)***<br>Extent to which CTE programs meet local industry needs by industry cluster | Learning Achievement | I<br><br>RU<br><br>U | Goal 3 | Set Baseline in 2011 | Establish Baseline from Results | To Be Set | Phill Anderson Vice President of Instruction | State provided reports; consistent with State Achievement Compact | Assessing labor trends will ensure that degree and program graduates have the skills relevant to predicted high-demand, high-wage jobs in our region and to meet industry expectations |
| **8** | **Employer Perceptions**<br>Average ratings level met or exceeded on the Employer Satisfaction and Opinion Survey | Community Engagement | I | Goal 8 | Set Baseline in 2012 | Set Baseline in 2012 | Establish Baseline from Results | Diana Schab Associate Dean<br><br>Robin Bunnell Institutional Researcher | Campus survey conducted every three years | Identifies if employers are satisfied with student outcomes |
| **9** | **Employee Satisfaction and Opinion**<br>Measured by the level of employee satisfaction and opinion ratings on the annual survey targets met or exceeded | Innovation and Sustainability | I | Goal 7 | Set Baseline in 2011 | Establish Baseline from Results | To Be Set | Rachele Summerville Executive Director Human Resources | National Opinion and Satisfaction survey administered yearly | Satisfied employees are productive contributors to the college environment. |
| **10** | **Employee Development**<br>Percent of employee participation in staff and professional development measured by targets met or exceeded | Innovation and Sustainability | RU<br><br>U | Goal 7 | Set Baseline in 2012 | Set Baseline in 2012 | Establish Baseline from Results | Rachele Summerville Executive Director Human Resources | Campus participation reports | Development of employees supports lifelong learning and job satisfaction |
| **11** | **Completion: Achievement Compact (AC-C1) *(revised pending State compact*)**<br>A. Adult high school diplomas/GEDs<br>B. Certificates/Oregon Transfer Modules<br>C. Associates Degrees<br>D. Transfer to a bachelor's degree program | Learning & Achievement | I<br><br>RU<br><br>U | Goal 4 | Set Baseline in 2011 | Establish Baseline from Results | To Be Set | Phill Anderson Vice President of Instruction<br><br>Tom Nicholls Executive Director of Enrollment Management | State provided reports; consistent with State Achievement Compact | Demonstrates student progress towards goals and student completions |
| **12** | **Student Achievement**<br>Measured by the percent of passing grades that met or exceeded targets in courses categorized by course type | Learning & Achievement | I<br><br>RU<br><br>U | Goal 4 | All 78.18%<br>LDC 76.93%<br>OcPr 89.72%<br>OcSu 93.60%<br>Dev 60.22% | 78.50%<br>77.30%<br>90.10%<br>94.00%<br>60.60% | 78.50%<br>77.40%<br>90.20%<br>94.00%<br>60.70% | Phill Anderson Vice President of Instruction | Institutional research data; track by term and year | Demonstrates student progress toward goals and level of student achievement |
| **13** | **Student Outcomes**<br>Measured by the benchmark target met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes | Learning & Achievement | I<br><br>RU<br><br>U | Goal 4 | 2007 Baseline<br>CT 59.5<br>Math 56.0<br>WR 61.7 | CT 62.0<br>Math 60.0<br>WR 62.0 | Every 3 Years | Phill Anderson Vice President of Instruction | National Survey administered every three years | Demonstrates student progress toward meeting established general education outcomes |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target | Responsibility | Assessable | Meaningful |
|---|---|---|---|---|---|---|---|---|---|---|
| **14** | **Structured Work Experience**<br>Measured by<br>A. The percent of majors participating in work experience, sorted by course type that met or exceeded the target, and<br>B. The percent of change in number of participating employers from year to year that met or exceeded the target | Access<br><br>Learning & Achievement<br><br>Community Engagement | I<br><br>RU<br><br>U | Goal 2<br><br>Goal 4<br><br>Goal 8 | Set Baseline in 2010 | 3% Increase | 3% increase | Trish McMichael CWE Internship Coodinator<br><br>Phill Anderson Vice President of Instruction | Track student data and business participants by term and year<br><br>Track student data and business participants by term and year | Supports the goal of helping students earn quality credentials with real value |
| **15** | **Fiscal Cash Flow Responsibilities**<br>Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | 2009 Baseline<br>$800,000 | $2,000,000 | $2,300,000 | Ron Olson Business Manager | Daily and monthly cash flow reports produced by Business Office | Identifies if ending fund balance meets projected short-term liabilities and daily operating costs |
| **16** | **Fiscal Responsibilities - All Funds (*revised*):** Measured by the target met or exceeded for<br>A. Ending fund balance<br>B. Current ratio | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | 2009 Baseline<br><br>$800,000<br><br>3.8:1 | $2,000,000<br><br>2:1 | $2,300,000<br><br>2:1 | Ron Olson Business Manager | Monthly and yearly statements produced by Business Office and external Auditor | Identifies if assets and ending fund balances are adequate to meet long-term sustainability and growth |
| **17** | **Fiscal Enterprise Fund Responsibilities (*revised*):**<br>Measured by the combined ending fund balance with General Fund FTE contribution | Innovation & Sustainability | I<br><br>RU | Goal 5<br>Goal 6<br>Goal 7 | 2009 Baseline<br>$140,000 - GF Contribution | $150,000 - GF Contribution | $200,000 - GF Contribution | Ron Olson Business Manager | Monthly and yearly statements produced by Business Office and external Auditor | Identifies enterprise fund profitability to meet long-term growth |
| **18** | **Fiscal Responsibilities - Statement of Budget and Actual Revenues and Expenditures – General Fund**<br>Actuals do not exceed budget | Innovation & Sustainability | RU<br><br>U | Goal 5<br>Goal 6<br>Goal 7 | Monitor Actuals | YTD Actuals ≤ 95% budgeted | YTD Actuals ≤ 95% budgeted | Ron Olson Business Manager | Monthly and yearly statements produced by Business Office | Ensures expenditures do not exceed revenues and monitor budget |
| **19** | **Infrastructure Equipment and Software Maintenance**<br>Measured by the percent of materials and supplies budgeted and spent on administrative and instructional equipment and software | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | 2010 Baseline<br>2.9% | 2.7% | 2.7% | Linda Kridelbaugh Vice President of Administrative Services | Budget reports of general fund, special projects, enterprise, and internal services for object code specific for equipment and software | Identifies if funds expended for equipment purchased is adequate to meet operational and student needs |
| **20** | **Infrastructure Maintenance**<br>Measured by the percent of identified deferred maintenance and safety projects completed | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | 2010 Baseline<br>85% | 85% | 85% | Linda Kridelbaugh Vice President of Administrative Services | Facilities plan list and subsequent projects reported in budget book that were identified for completion | Ensures the sustainability of the infrastructure by completion of deferred maintenance and safety projects |
| **21** | **Infrastructure Safety (*added*)**<br>Measured by the target met or exceeded for the<br>A. Percentage of Campus Safety Trainings completed by staff<br>B. Workman's Compensation Statistics ER Mod | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | Set Baseline in 2011 | Establish Baseline from Results | To Be Set | Linda Kridelbaugh Vice President of Administrative Services | Management system tracking reports and insurance agency ER Mod statistics | Indicates the effectiveness of the campus safety program |
| **22** | **Community Participation and Satisfaction in Activities and Events**<br>Measured by the<br>A. Percent of activities and events compared to prior year target met or exceeded, and<br>B. Rating level for facilities services target met or exceeded | Community Engagement | I<br><br>RU<br><br>U | Goal 9 | Reservations: Contracted: 69 All: 3577<br><br>Set Baseline in 2011 | Reservations: Contracted:73 All: 3787<br><br>Establish Baseline from Results | Reservations: Contracted: 75 All: 3892<br><br>To Be Set | Kim Richards Facilities<br>Linda Kridelbaugh Vice President of Administrative Services | Campus surveys conducted yearly<br><br>Activity and Event Participation tracked yearly | I<br><br>Identifies if activities and events are offered and attended<br><br>Determines level of satisfaction for the services provided by the College |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target | Responsibility | Assessable | Meaningful |
|---|---|---|---|---|---|---|---|---|---|---|
| **23** | **Strategic Plan Accomplishments**<br>Measured by the percent of Strategic Plan annual priorities completed | Innovation & Sustainability | I | Goal 5<br>Goal 9 | 85% | 85% | 85% | Patty Scott<br>President | TracDat reports supply information on completed accomplishments to monitor percentages achieved | Ensures annual priorities are accomplished as planned |
| **24** | **Annual Report to the Community**<br>Percentage of goal priorities achieved | All | RU | All Goals | 90% | 92% | 93% | Patty Scott<br>President | Count the number of priorities achieved by core theme | Demonstrates to the community, the staff, and the students achievement of goals on a yearly basis |
| **25 State** | **State Student Success Indicators (SSI) High school students enrolling directly into college (SSI 1) and AC-Q1**<br>Track number of Oregon high school graduates who enroll in a community college the following fall term | Access | U | Goal 1<br>Goal 4 | 48.23% SW<br>38.39 – CC's | 49.0% | 49.5% | Tom Nicholls<br>Executive Director<br>Enrollment Management | State measured | Meet state standards and requirements |
| **25 State** | **Postsecondary level of math, reading and writing (SSI 2)**<br>Measure skills necessary to enter LDC credit courses and CTE program areas | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Converting to Achievement Compact Transition in 2012-13 | State measured | Meet state standards and requirements |
| **25 State** | **Credits earned toward an Associate of Arts Degree (SSI 3)**<br>Measure progress in LDC program areas at milestone points | Learning & Achievement | RU | Goal 4 | 43.2% - SW<br>44.3% - CC's | Set by State March 1 | Set by State March 1 | Converting to Achievement Compact Transition in 2012-13 | State measured | Meet state standards and requirements |
| **25 State** | **Credits earned toward a CTE certificate or degree (SSI 4)**<br>Measure progress in CTE program areas at milestone points | Learning & Achievement | RU | Goal 4 | 44.5% - SW<br>41.2% - CC's | Set by State March 1 | Set by State March 1 | Converting to Achievement Compact Transition in 2012-13 | State measured | Meet state standards and requirements |
| **25 State** | **Term to term persistence (SSI 5)**<br>Measure whether student continues from term to term | Learning & Achievement | RU | Goal 4 | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Converting to Achievement Compact Transition in 2012-13 | State measured | Meet state standards and requirements |
| **25 State** | **Fall to fall retention (SSI 6)**<br>Measure whether student returns one year to the next<br>Full Time – per IPEDS<br>Part Time – per IPEDS | Learning & Achievement | RU<br>U | Goal 4 | Baseline Set by State March 1<br>55%<br>29% | Set by State March 1 | Set by State March 1 | Converting to Achievement Compact Transition in 2012-13 | State measured | Demonstrates student progress towards goals<br>Meet state standards and requirements |
| **25 State** | **GED to next level (SSI 7) and (AC-Q2)**<br>Measure the movement from GED completion to the next level of learning | Access<br>Learning & Achievement | I | Goal 1<br>Goal 4 | 2008 Baseline<br>15.85% - SW<br>19.7% - CC's | Set Target by June 30 | To Be Set | Converting to Achievement Compact Transition in 2012-13 | State measured | Meet state standards and requirements |
| **25 State** | **GED fall to fall persistence (SSI 8)**<br>Measure the movement of GED completers who persist at the next level of training | Learning & Achievement | RU | Goal 4 | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Converting to Achievement Compact Transition in 2012-13 | State measured | Meet state standards and requirements |
| **25 State** | **ESL/ESOL noncredit to next level (SSI 9)**<br>Measure how a student transitions from ESL/ESOL to credit classes | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | 14.8% - CC's | Set by State March 1 | Set by State March 1 | Converting to Achievement Compact Transition in 2012-13 | State measured | Meet state standards and requirements |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target | Responsibility | Assessable | Meaningful |
|---|---|---|---|---|---|---|---|---|---|---|
| **26 State** | **State Key Performance Measures (KPM) SUCCESSFUL GED APPLICANTS (KPM 1)** Percentage of GED certificate applicants successful | Learning & Achievement | RU | Goal 4 | 79% | 80% | 80% * | Converting to Achievement Compact Transition in 2012-13 | State measured | Meet state standards and requirements |
| **26 State** | **COMPLETION OF BASIC SKILLS/ESL (KPM 7)** Percentage of students enrolled in a basic skills or ESL program who complete successfully | Learning & Achievement | RU | Goal 4 | 50.9% | 63.7% | 63.7% * | Converting to Achievement Compact Transition in 2012-13 | State measured | Meet state standards and requirements |
| **26 State** | **NURSING COMPLETION (KPM 8)** Percentage of students who successfully complete a nursing program | Learning & Achievement | RU | Goal 4 | 73.7% | 73.7% | 73.7% * | Susan Walker Director Nursing | State measured | Meet state standards and requirements |
| **26 State** | **BITS COMPANY SATISFACTION (KPM 10)** Percentage of companies ranking training they received through community college Business and Industry Training System (BITS) | Community Engagement | I | Goal 8 | 95% | 95% | 95% * | Karen Helland Director of Community Education and Workforce Development | State measured | Determines the level of satisfaction of training provided to companies<br><br>Meet state standards and requirements |
| **26 State** | **LICENSING/CERTIFICATION RATES (KPM 11) and (AC-Q4)** Oregon community college students' pass rate for national licensing tests compared to national pass rates | Learning & Achievement | I | Goal 4 | 2008 Baseline 93% | 93% | 93% * | Phill Anderson Vice President of Instruction | State measured | Demonstrates student progress towards goals<br><br>Meet state standards and requirements |
| **26 State** | **CAREER TECHNICAL EDUCATION DEGREE/CERTIFICATE COMPLETION (KPM 12)** Number of Career Technical Education (CTE) degrees and certificates awarded | Learning & Achievement | RU | Goal 4 | 3% Increase 150 | 160 | 165 | Phill Anderson Vice President of Instruction | State measured | Meet state standards and requirements |
| **26 State** | **ASSOCIATE DEGREE COMPLETION (KPM 13) and (AC-C1C)** Percentage of students in Associates degree programs who obtain an Associates degree | Learning & Achievement | RU | Goal 4 | 31.6% | 31.6% | 31.6% * | Phill Anderson Vice President of Instruction | State measured | Meet state standards and requirements |
| **26 State** | **STUDENT TRANSFERS TO OUS (KPM 14) and (AC-C1D)** Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year | Access<br><br>Learning & Achievement | RU | Goal 1<br><br>Goal 4 | 15.2% | 15.2% | 15.2% * | Phill Anderson Vice President of Instruction | State measured | Meet state standards and requirements |
| **26 State** | **PROGRESS OF TRANSFER STUDENTS (KPM 15)** Percentage of community college transfer students who demonstrate progress by returning for the second year | Learning & Achievement | RU | Goal 4 | 80% | 80% | 80% * | Tom Nicholls Executive Director Enrollment Management | State measured | Meet state standards and requirements |
| **26 State** | **TUITION/FEES (KPM 16)** Oregon's rank for college tuition and fees among all western states | Access | RU<br><br>U | Goal 1 | TBD | TBD | TBD | Tom Nicholls Executive Director Enrollment Management | State measured | Meet state standards and requirements |
| **26 State** | **HIGH SCHOOL PARTICIPATION (KPM 17) and (AC-CN3)** Number of high school students enrolled in community college credit programs | Access | RU<br><br>U | Goal 1 | 3% Increase<br><br>667 | 708 | 729 | Tom Nicholls Executive Director Enrollment Management | State measured | Meet state standards and requirements |

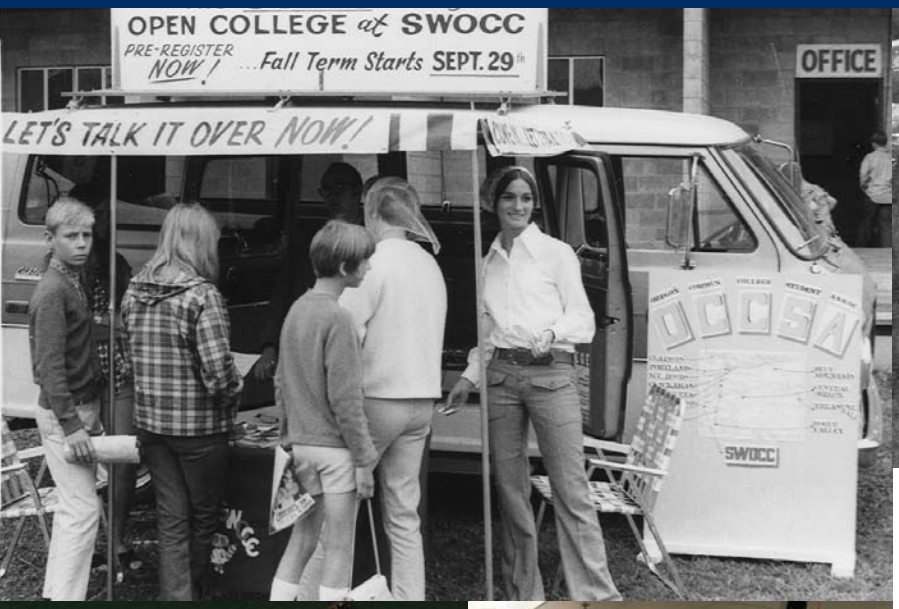
| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target | Responsibility | Assessable | Meaningful |
|---|---|---|---|---|---|---|---|---|---|---|
| **26 State** | **MINORITY ENROLLMENT (KPM 18)** Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the total population, by racial/ethnic group. | Not Tracked at this time at state level Access | RU U | Goal 4 | TBA | TBA | TBA | | State measured | Meet state standards and requirements |
| **27 AC** | **Community College Achievement Compact Measures – Quality: AC-Q1** Percent of dually enrolled high school students who matriculate to any college or university | Access | I | Goal 1 | Set Baseline in 2011 | To Be set | To Be set | Tom Nicholls Executive Director Enrollment Management | State measured | Demonstrates student progress towards goals<br><br>Meet state standards and requirements |
| **27 AC** | **Community College Achievement Compact Measures – Quality: AC-Q3** Percent of students who persist:<br>A. Term to term - similar to (SSI 5)<br>B. Year to Year | Learning and Achievement | I | Goal 4 | Set Baseline in 2011 | To Be set | To Be set | Tom Nicholls Executive Director Enrollment Management | State measured | Demonstrates student progress towards goals<br><br>Meet state standards and requirements |
| **27 AC** | **Community College Achievement Compact Measures – Quality: AC-Q5** Percent of CTE students employed 12 months after graduation | Learning and Achievement<br><br>Community Engagement | I | Goal 4 | Set Baseline in 2011 | To Be set | To Be set | Phill Anderson Vice President of Instruction | State measured | Demonstrates student progress towards goals<br><br>Meet state standards and requirements |
| **27 AC** | **Community College Achievement Compact Measures – Quality: AC-Q6** Percentage of transfer students with OUS GPA at or above native OUS students | Learning and Achievement | I | Goal 4 | Set Baseline in 2011 | To Be set | To Be set | Phill Anderson Vice President of Instruction | State measured | Demonstrates student progress towards goals<br><br>Meet state standards and requirements |
| **27 AC** | **Community College Achievement Compact Measures – Connections: AC-CN1 – SSI1modified** Number of dual enrolled high school students | Access | I | Goal 1 | Set Baseline in 2011 | To Be set | To Be set | Tom Nicholls Executive Director Enrollment Management | State measured | Demonstrates student progress towards goals<br><br>Meet state standards and requirements |
| **27 AC** | **Community College Achievement Compact Measures – Connections: AC-CN2 – SSI1modified** Number of dual enrolled OUS students | Access | I | Goal 1 | Set Baseline in 2011 | To Be set | To Be set | Tom Nicholls Executive Director Enrollment Management | State measured | Demonstrates student progress towards goals<br><br>Meet state standards and requirements |
| **27 AC** | **Community College Achievement Compact Measures – Connections: AC-CN3 – SSI1 modified** Percent of local high school spring graduates enrolled in post-secondary education within one year following high school graduation | Access | I | Goal 1 | Set Baseline in 2011 | To Be set | To Be set | Tom Nicholls Executive Director Enrollment Management | State measured | Demonstrates student progress towards goals<br><br>Meet state standards and requirements |
| **27 AC** | **Community College Achievement Compact Measures – Connections: AC-CN4** Percent of local high school graduates who graduate with some college credit | Learning and Achievement | I | Goal 4 | Set Baseline in 2011 | To Be set | To Be set | Phill Anderson Vice President of Instruction | State measured | Demonstrates student progress towards goals<br><br>Meet state standards and requirements |
| **27 AC** | **Community College Achievement Compact Measures – Connections: AC-CN5** Percent of satisfied employers (collected from employer satisfaction survey) – KPM 10 BITS Survey similar measure | Community Engagement | I | Goal 3 | Set Baseline in 2011 | To Be set | To Be set | Phill Anderson Vice President of Instruction | State measured | Demonstrates student progress towards goals<br><br>Meet state standards and requirements |

- **Area/Level – Indicator tracked at identified levels/areas within the college:**

  **I = Institutional Level Success Indicator  RU = Reporting Unit Success Indicator  U = Unit Success Indicator**

- **SSI = State: Student Success Indicator**
- **KPM = State: Key Performance Measure**
- **AC = State: Achievement Compact measure;  C = Completion;  Q = Quality;  CN = Connections**
- **SW = Southwestern Figure;  CC's = Oregon Community College Aggregate Figure**
- **2012 Target – state has not yet determined target level**

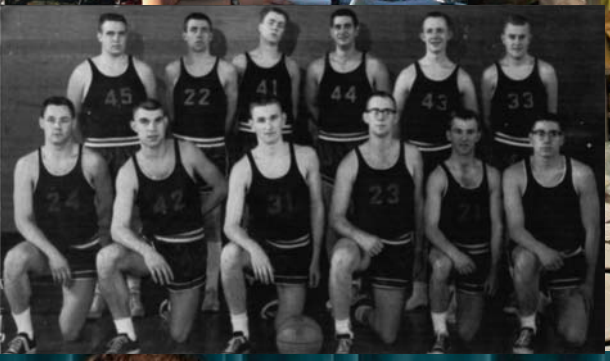
# ANNUAL REPORT 2010-2011



SOUTHWESTERN OREGON COMMUNITY COLLEGE
MCMLXI

## 50 Years!

HONORING OUR PAST, LIGHTING THE FUTURE
1961-2011



# Message from the President

Dr. Patty Scott, Ed.D.
President
Southwestern Oregon
Community College

**Go Lakers!**

50 Years!

To our colleagues and members of our communities,

2011 was an important year for the college. Fifty years after starting the college by the vote of the people on May 1, 1961, we celebrated the college history with alumni, community members, faculty, staff, and dignitaries. We unveiled a "50 years of SWOCC" history book written by Foundation Chair, Bill Lansing. The Board of Education honored the founding Chairman and Longshoremen Henry Hansen by naming the grassy area on campus between several of the original buildings, Henry Hansen Union Square commemorating his contribution to the community college movement in Oregon and specifically for his work at getting SWOCC chartered.

On October 8, in recognition of a long-time staff member who worked at the college for 38 years, the court in Prosper Hall was been named – John Speasl Court. John Speasl was a faculty member, coach and athletic director who coached numerous All-Conference and All-American athletes in volleyball and wrestling. He also was voted by the SWOCC student body as the life sciences professor of the year for three years in a row.

We also recognized the 50 previous student presidents and distinguished alumni at a Foundation event. It was wonderful to hear the stories of 50 years of previous graduates and learn how their experience at SWOCC shaped and impacted their lives. The event truly was an evening of inspiration.

The new campus in Curry County will be open for business in January 2012. Like the longshoremen 50 years ago, many foundations, trusts, businesses, individuals, and even the state legislature have contributed to the project to ensure the nearly 20-year-old dream of a state-of-the-art educational facility in Curry County came true. This 24,920 square foot two-story northwest lodge style structure, designed as a "College in a Building" will serve the needs of the Curry citizen for years to come.

The College is accredited by the Northwest Commission on Colleges and Universities. In 2010, NWCCU approved new standards. Moving from a process that involved a self-study report every 10 years, we are now on a seven year cycle where we have a visit or report each year. Our Year One report was submitted on March 1 and we received confirmation that our accreditation was reaffirmed in August. The college is now preparing for a comprehensive visit in April, 2012.

The college continues to plug along in a very tough economy. State funding has dropped 25% in the last three years while the cost to provide quality education continues to increase as we struggle to keep current with technology and the latest techniques in instructional delivery. Enrollments continue to be strong as we help students achieve their goals and dreams.

The college appreciates the support it receives from our communities from Reedsport to the California border and East to Myrtle Point and all places in between. We look forward to the next 50 years of delivery of quality programs and services to our community.

Sincerely,
Dr. Patty Scott, Ed.D.

# 2010-11 Strategic Plan Highlights

SWOCC is committed to a practice of evaluating and assessing the effectiveness of the college. The following illustrates Strategic Plan goals outcomes achieved through program reviews that occurred at all levels of the college:

1. Ensure access to diverse learning opportunities:
   - Many changes related to financial aid processing have been implemented for the 2011-12 academic year.
2. Provide access to support services for students, staff, and the community:
   - Increased offerings were made available to in-district high school students through College Now and High School Credit Recovery through Transitional Education.
3. Maintain and develop quality learning opportunities to encourage student success and achievement:
   - The Allied Health Pathway is being expanded to offer additional certificates. SWOCC participated in development of the statewide Green Tech Certificate. The Business Management/Entrepreneurship program has been updated to align with the National Entrepreneurship Standards and can now be earned entirely online.
4. Support student lifelong learning and goal attainment:
   - Two career exploration courses are being added to the curriculum: Intro to Natural Resources (NR 199A) and Intro to Healthcare Careers (AH 100). Intro to Entrepreneurship (BA 150), a three credit course, was also added.
5. Create the vision and structure for long-term college sustainability and growth:
   - Board members continue to actively advocate for community colleges at the state and federal level through participation in OCCA.
6. Support college growth through appropriate planning, budgeting, and assessment:
   - All enterprise units had a positive ending fund balance.
7. Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities:
   - SWOCC now streams video of graduation, seminars, athletics, and other college events online.
   - The new welding mobile lab visited facilities and events throughout Oregon.

# Southwestern's Accreditation Report

Southwestern Oregon Community College is accredited by the nationally recognized regional accrediting agency Northwest Commission on Colleges and Universities (NWCCU). The NWCCU reaffirmed SWOCC's accreditation following a 2002 full review, 2007 Fifth Year Interim Visit, and 2009 Focused Interim Visit. A handful of individual programs — Culinary, Early Childhood Education, Emergency Medical Technician, Nursing, and Transitional Education — are accredited by other agencies.

The NWCCU shifted last year from a ten-year cycle of reports and visits to a seven-year process of more frequent systemic self and peer evaluation. The NWCCU accreditation process contains five reporting standards. SWOCC completed and submitted Standard One in February 2011. The NWCCU Board of Commissioners sent their conclusions to SWOCC in August. The Accreditation Steering Committee continues to make progress toward the other four standards scheduled for completion by March 2012, seeking feedback from employees, students, and other stakeholders. A full-scale accreditation visit will follow in April 2012.

# Green Jobs

College administrators, recognizing an increasing demand for green jobs, have created an Oregon Green Technician Certificate. The program offers training for occupations in energy efficiency and renewable energy industries, including occupations that have long-term demand, offer the potential for high wage, career pathway jobs, and support local sourcing and innovation. The certificate has been designed to offer a broad-based technician program infused with sustainable topics and considerations. Classes began Fall Term of 2011.

***www.tocowa.org/Projects-and-Programs/Green-Technician-Certificate***

# 50th Anniversary

Southwestern Oregon Community College began a yearlong celebration of its 50th birthday in April. The Prefontaine Masters Track Meet, May 1 dedication of Legacy Bricks, and a special graduation ceremony all were held in the 2010-11 school year.

The first annual Prefontaine Masters Track Meet was held at the SWOCC track and field complex in April. The college hosted Masters athletes from Oregon, California, Idaho, and Washington. The attendance of Elfrieda Prefontaine, mother of legendary runner Steve Prefontaine, made the event extra special for participants and spectators.

Southwestern Oregon Community College officially celebrated its 50th birthday on a delightfully sunny Sunday afternoon on May 1. Board members from the Laker Club Alumni Association assembled the event to unveil sections of Legacy Bricks purchased by students, alumni, employees, community members, and organizations to commemorate their experience at, or support of, Oregon's first community college district. Organizers estimated more than 60 people attended the presentation honoring our past and paving our future. All Legacy Brick proceeds support students and alumni through the Laker Club Alumni Association.

Peter Hansen, son of SWOCC founding father Henry Hansen, spoke at the college's 50th graduation June 10 in the Prosper Hall gymnasium on the Coos Campus. SWOCC was the vision of Peter's father, longshoreman Henry Hansen. With the support of his local International Longshore and Warehouse Union (ILWU), Henry Hansen lobbied extensively in Salem for a community college on the South Coast of Oregon. His effort culminated in the birth of Southwestern Oregon College, as it was known then, on May 1, 1961. The college district originally stretched along the coast from Florence to Port Orford and Henry was the chair of its first Board of Education. The first graduation ceremonies were held in 1962 at the old navy gymnasium at the North Bend airport. The college awarded one Associate in Arts Degree, eight Electronics Certificates, six Automotive Technology Certificates, eleven Stenographic Certificates, and three General Office Certificates.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
MCMLXI

50 Years!

Honoring Our Past, Lighting The Future

1961-2011

Later in June, the College Board voted unanimously to name same grassy quad where the Legacy Bricks will be placed as Henry Hansen Union Square to honor the college's founding father and the many historical contributions of the Local 12 chapter of the International Longshoreman's and Warehouse Union (ILWU).

A full schedule of activities is planned to continue through June 2012. The highlight of the anniversary year was a community celebration on October 8, 2011. Many from the community, as well as alumni and students, joined in the festivities, food, and entertainment in recognition of the college's first 50 years. A commemorative book and video documenting the college's first 50 years was also unveiled and Henry Hansen Union Square was dedicated.

People throughout the college district are also invited to attend the January 2012 grand opening of the new Curry Campus in Brookings. The year of celebration will conclude with the 51st annual commencement which will recognize the 50th class of nurses, the longest running continuous program of study among Oregon's community colleges.

A schedule and other information are also available at www.socc.edu/50th.

Visit our web site and share your memories.
www.socc.edu/50th

# CURRY CAMPUS CONSTRUCTION UPDATE

# Opening January 4, 2012

On July 1, 2010, Southwestern's Board of Education, staff, elected officials and members of the community gather at the site of the new Curry Campus for the official ground breaking. On June 26, 2011, the Board of Education returned to tour the construction project before their annual board meeting at the Brookings Center. The building was well on its way to becoming a "campus in a building." Much of the exterior was complete and insulation and sheet rock were beginning to define the interior rooms. But outside the rock removal was still a working in progress and the rock breaker was still hard at work carving the center of the parking lot into a bioswale, part of the rainwater runoff management system designed to filter rainwater runoff before returning it to the surrounding wetlands.

The project is scheduled for completion November 18, 2011, with a projected opening for classes Winter Term, 2012. The Curry Campus Dedication is scheduled for January 27, 2012, at 2 pm.

The new Curry Campus was designed with wireless connectivity, video conferencing, and SMART technology in classrooms and convening spaces. The community wing includes a catering/ demonstration kitchen, dividable community room, dividable art room, lobby, and after-hours entrance. The lobby and hallway will be used to rotate art and cultural displays. Community events can utilize the nearby two-story commons area, outside commons, and upstairs meeting room for networking and planning with minimal disruption to the day-to-day operations of the college.

The facility offers many informal indoor and outside places to gather for study, networking, and collaboration. 21st Century technology will allow the college to host local workforce trainings, small conferences, community gatherings, and regional workshops and link students and communities to the SWOCC Coos Campus and beyond. A fully equipped allied health training center, computer and science labs make training in Brookings possible and accessible.

*July 2010*

*July 2011*

Building construction has been largely funded through the sale of Recovery Zone Economic Development bonds and a $2.3 million matching grant from the State of Oregon. Fundraising has been ongoing for the furniture, fixtures and equipment. In May, The Ford Family Foundation, based in Roseburg, awarded the College $300,000 toward furniture, fixtures, and equipment for the multiuse areas available for community use. On June 30th, the College received a $400,000 appropriation at the close of the legislative session in thanks to the efforts of Representative Wayne Krieger. Individuals and businesses from Curry and Coos counties, and beyond, have contributed well over $200,000 in donations and pledges.

Future donations will help support the growth of academic and student support programs, purchase additional educational equipment, and provide student scholarships. Those interested in making a tax-deductible contribution can still do so by visiting the college website at www.socc.edu. Click on the red "Donate Now" button on the right side of the screen and select the designation program you prefer.

# Message from the Executive Director of the College Foundation

Through the gifts from alumni, faculty and staff, retirees, and community supporters, Southwestern has for fifty years evolved into an exceptional educational facility. We have been hearing from the alumni loud and clear that their lives were transformed by their educational experience here. And those stories of gratitude are showing all of us the reasons for continuing to support this place where people gather to teach and to learn.

I had the pleasure of working with the people in Curry County, gathering their gifts to fulfill their vision for a new campus. Now it is my duty and honor to work with Coos and Curry people who want to see that Southwestern and our regional economy thrive.

The Foundation added many new members to the board of directors this year with the goal of building stronger engagement with the business community. The board is comprised of a very good cross-section of men and women dedicated to the mission of friendraising and fundraising. Dick Vigue, who had served as Chairman of the Foundation through many years remains on the Board and passed the torch to allow the board to elect the new Chairman, Bill Lansing. We still seek board members from Curry County to continue the philanthropy which grew during the Curry County Campus Campaign.

The Foundation received funding for three new endowed scholarship funds this year. Read on to learn more about the families establishing these permanent funds including: Bill and Ann Lansing (Ann Lansing Endowed Scholarship), Jean Sorenson (Vernon C. and Jean G. Sorenson Endowed Scholarship), Carol Baughman (Gerald Baughman Memorial Fund).

The Foundation received $50,000 from new local sources to match $50,000 donated through the James and Marion Miller Foundation. Thanks to all who helped Southwestern reach the match for this challenge grant from the Miller Foundation. Many of the fifty students who were awarded this scholarship may not have attended if this match was not met.

It seems like a miracle that the new Curry Campus is about to open its doors, but it is the result of many years of planning, the determination of President Scott, the College and Foundation Boards, and the fundraising team including Janet Pretti, Dean of Curry Campus, Peggy Goergen, the former dean of Curry Campus, Cherie Mitchell, College Board Member and both fundraising chairs: Representative Wayne Krieger and Gary Milliman. Ford Family Foundation is the largest private sector donor contributing $300,000. The appropriation from the Oregon Legislature of $2.3 million and the recent appropriation of $400,000 were due to the unwavering leadership of Wayne Krieger.

***Karen Pringle***

The smaller gifts and grants matter too, such as the generosity of a local doctor that enabled the purchase of three heart defibrillators to be located close to the outdoor track and ball fields. The Bay Area Hospital offered a grant to properly store this special equipment. Our hats are off to Umpqua Bank, Dick Vigue and Northwestern Mutual Financial, and the Mill Casino and RV Park for underwriting an inspiring lecture on leadership and a dinner to thank our donors. The board would like to welcome you to campus for events and we hope you will accept our invitations throughout the year.

The Southwestern Oregon Community College Foundation is a tax-exempt 501(c)(3) public foundation organized exclusively for the purpose of supporting higher education in connection with Southwestern Oregon Community College (http://www.socc.edu/). The Foundation was incorporated in 1962 and has assets of approximately $3, 039,554 (June 30, 2011), including endowments, temporarily restricted funds and unrestricted funds. It accepts gifts of cash, stocks, bonds, real estate, personal property, life insurance and equipment. It accepts and manages charitable remainder trusts and lead trusts and is licensed to issue gift annuities in the State of Oregon. The Foundation accepts lifetime gifts and gifts by bequest. The federal ID number is 93:6031563.

- ***122 scholarships were awarded to 89 students.***
- ***$400,000 in tuition waivers offered to qualifying students and to high school students having a 3.75 GPA or higher.***
- ***160 students qualified for scholarships but Southwestern was unable to extend scholarship support to all who applied.***

# Miller Foundation Scholarship Challenge:

## *We met the Miller Challenge!*

For the third and final year, the Southwestern Community College Foundation will receive $50,000 in matching scholarship funds from the James F. and Marion L. Miller Foundation.
Forty more students this year will receive the financial support they need to pursue their education. Thanks to SWOCC Foundation supporters, we have met the challenge every year by donors increasing their gifts or giving for the first time. Thank you to the following donors, you are awesome:

Vicki L. Anderson
Marion E. Babcock
Carol J. Baughman
Books By The Bay, LLC
Brookings Anonymous Donor
Patricia A. Borcher
Coos Bay Vision Center
Timothy W. Dailey
Ray & Dora Daniels
Dr. John Flaxel
Kat Flores
Sylvia B. Giustina
Bill & Ann Lansing
Bruce S. Locker
Judy A. Mogan
Barbara E. Knudsen Foundation
Craig & Susan Nelson Foundation
Ron Olson
Randy Z. Rema
Roseburg Forest Products
Smullin Foundation
Jean Sorenson
Soroptimist of Brookings
Ed & Judy Swenson
Gary & Shirley Tonn
Richard & Janice Vigue
Wells Fargo Bank
James W. Young

What does this mean for our students and our community? Let's hear from a few students who received the Miller Scholarship in 2010-2011:

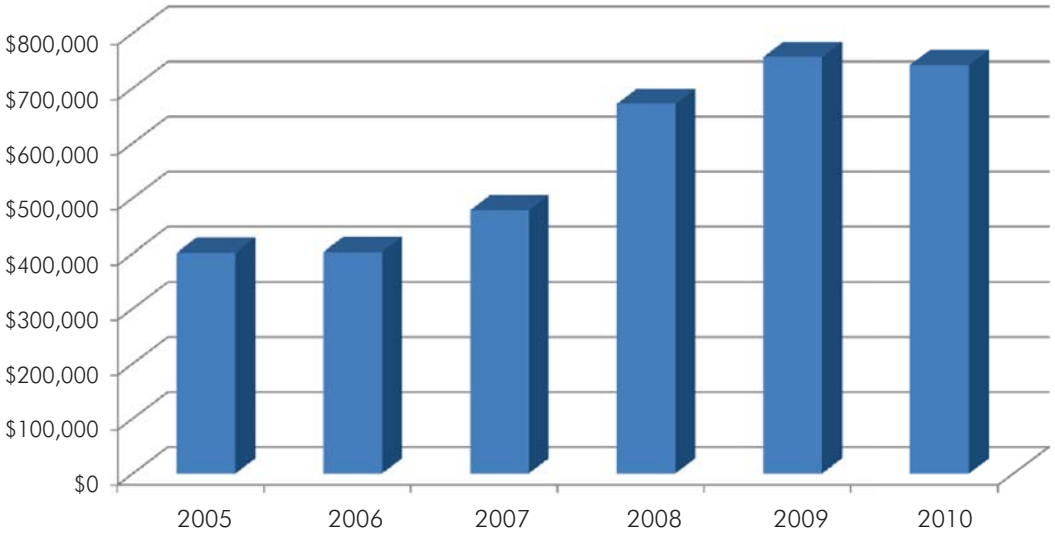
**Mark Burnapp:** "Thank you for the generous scholarship. This past summer I interned on the South Slough National Estuarine Research Reserve to reestablished native Olympia Oysters to Coos Bay. My interest is science and my goal is to manage natural resources."

**Sarah Cooney:** "I grew up in Coos Bay where I participated in sports. Thank you for the scholarship, it is a big help and allows me to attend school. I plan to earn a degree in human services."

**Justin Thomas:** "I was born in Coos Bay, and plan to obtain my AS/OT in business, and transfer to SOU. I dream of owning my own business. My most sincere gratitude for your generous gift."

**Kristy Watson:** "I grew up in Gold Beach. I have a strong desire to be a nurse. Thank you for your support and kindness."

## Gifts, Grants, and Contributions




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 the Vice President of Administrative Services in Tioga 511. 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. This publication is courtesy of Southwestern Oregon Community College and the Southwestern Foundation.

# Ann Lansing Scholarship Fund

***Bill and Ann Lansing***

Late last year, the Southwestern Oregon Community College Foundation received a gift that creates a sustainable scholarship for students in need of financial help to return to college. That gift came in the form of an endowment in the amount of $25,000 from Ann and Bill Lansing that established the Ann Lansing Scholarship Fund. They stipulated that they wanted the principal to be invested and the earnings to be awarded annually to the financially disadvantaged to assist their efforts to seek a post-secondary education.

There were several reasons leading to this decision to endow the scholarship at Southwestern. In Bill's words: "All too often the underprivileged, displaced workers and single parents are left out of the vision for financial support to return to college and I wanted to focus on this population. While Ann was not officially prepared at Smith College to teach reading and study skills at SWOCC, she found a niche and got a sense of satisfaction in helping students along the path to better education which in turn opened options for them in the future."

Further, Bill was motivated by the timing of the Miller Foundation pledge to match 1:1 every dollar of new contributions to Southwestern. He added: "I hoped that this small effort would encourage others to make contributions to the SWOCC Foundation for other worthy causes.

# Vernon C. and Jean G. Sorenson Memorial Scholarship

Jean G. Sorenson, wife of the late Vernon C. Sorenson, former instructor at Southwestern, gifted $10,000 to begin the Vernon C. and Jean G. Sorenson Memorial Scholarship fund. The scholarship is for students from the college district with an interest in the arts, music or languages. This is fitting because Vernon taught French, German and Photography between 1962 and 1982. He was head of the Arts Division and president of both of the Faculty Senate and the American Federation of Teachers Local Union. Jean, now age 90, recalls that Vernon was a big advocate of a comprehensive community college. Back in those days, the instructors on the "vocational" side and the "college transfer" side worked together. Students were encouraged to sign up for welding and art, forestry and conversational German, and surveying and geography. It was a very exciting time." Pete, Vernon and Jean's son, Southwestern's distinguished alumnus, tells of his mother's participation at Southwestern. "Mom took calligraphy and she volunteered with the 'faculty wives club' to help students. Jean and Vernon's other son, John, is also a Southwestern alumnus. Jean has recently loaned the Foundation twenty of Vernon's photographs taken in 1971-72 while he was traveling in Europe and studying French language and literature in Paris. Seven of these photos are on display in the Foundation Office including one of the Canterbury Cathedral with Jean pictured in the lower right hand corner. A photograph of Vernon and Jean Sorenson is displayed as well. We celebrate this new memorial scholarship and hope you will visit the Foundation Offices in Tioga Hall to see the photo legacy that brought the European landscape and streetscape to the students of the rural South coast.

***Vernon and Jean Sorenson***

# Gerald Baughman Endowed Fund

Southwestern has many heroes and one of them is Carol Baughman who honored her late husband by establishing an endowed fund through a gift to the Foundation. Carol's husband, Gerald (Jerry) Baughman, passed away last January. Carol's daughter, Penny, suggested that the family honor their husband, father and grandfather with a fund to support what Jerry believed in – that is the opportunity for an apprenticeship. Carol started an endowed fund at Southwestern with the gift of $10,000. This year Carol added more to the endowment to speed up the earnings to be large enough to begin a significantly sized fund for now and in perpetuity. Carol shared a few illustrations about Jerry's full life, and why he would have wanted to give back through a gift. Jerry was dedicated and fully engaged for the long term in many aspects of his life. He was a member of the Coos Bay Fire Department from 1938 to 1960. He joined the U.S. Coast Guard Reserve during WWII and spent the weekends patrolling locally on both land and at sea. Jerry worked as a carpenter with his father and became owner and partner of Baughman & Son Inc. For 40 years he worked on many projects throughout the state, including homes, schools, warehouses, state parks, Job Corp camps, bridges, sewer plants and on Southwestern's campus. He was national director of the Associated General Contractors for 16 years. For forty years he was an active member of the Pacific Orchid Society of Coos Bay and traveled extensively hosting groups of orchid lovers who attended World Orchid conferences throughout the world. We honor Carol and her family for planting a seed at Southwestern that will grow opportunities for students, and thus more enriched and fulfilled lives like Jerry's.

***Linda Prefontaine***

## 2011 DISTINGUISHED ALUMNI

# Linda Prefontaine

Linda Prefontaine is the 2011 recipient of the Distinguished Alumni Award. The honor recognizes a Southwestern Oregon Community College alumnus who impacts those people around them with their contributions of excellence in their professional and personal life.

Linda attended SWOCC from 1971-73, earning an Associate's degree. An excellent tennis player and overall athlete, she was a three-time district doubles champion, State of Oregon quarter finalist, and State semifinalist in high school. Linda played tennis for the SWOCC Lakers, voted Team Captain and Most Valuable Player as a sophomore. Following her academic transfer to the University of Oregon, she earned a PAC 8 Northern Division Doubles Championship. Linda graduated in 1975 with a Bachelor's degree in Elementary Education from the University of Oregon.

Following college, Linda learned the game of racquetball, winning the 1978 Oregon State Singles Championship, placing second in the Amateur National, and placing third in the International Racquetball Championships. She turned professional in 1979, maintaining a top ten ranking throughout most of her career.

In 1981, Linda retired from professional racquetball to pursue a career in teaching and coaching. She also has devoted much energy to keeping alive the spirit of her brother Steve Prefontaine, using his memory and legacy to illustrate to others the value of hard work and dedication to achieve goals and dreams. Linda created Prefontaine Productions LLC in 2006 to create items to inspire runners in the spirit of her brother. She also helped author a children's book in Steve's name with all royalties given to Blossom Gulch Elementary School in Coos Bay.

An active person in the community, Linda established the Linda Prefontaine Fund with the Oregon Community Foundation in 2009.

"My intentions are to help fund animal shelters in Coos Bay and Eugene and to set up a scholarship program to help young females who have demonstrated a talent in music, arts, or athletics but do not have the funds to pursue their dreams," Linda said.

# Student and Campus Data

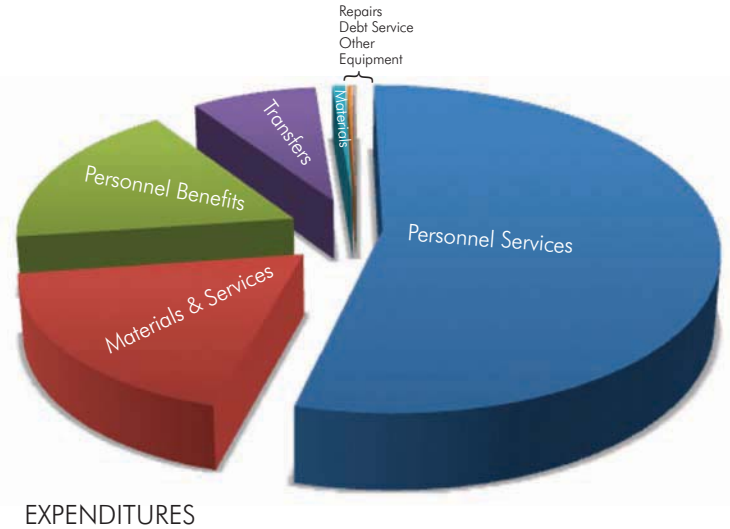
## 2010-2011 Budget

### ACTUALS

RESOURCES

| | |
|---|---|
| State Support | $5,210,358 |
| Tuition and Fees | $5,862,532 |
| Local Support | $4,867,125 |
| Transfers from Other Funds | $1,443,476 |
| Beginning Fund Balance | $1,303,717 |
| Other Income | $340,582 |
| Federal Support | $38,745 |
| Line-of-Credit/Lease Proceeds | $25,500 |
| TOTAL | $19,092,035 |

State Funding reduced by $1,715,801 after adoption of the 2010-2011 budget.




EXPENDITURES

| | |
|---|---|
| Personnel Services | $9,115,537 |
| Materials and Services | $3,126,668 |
| Personnel Benefits | $2,957,138 |
| Transfers to Other Funds | $1,386,106 |
| Materials/Services for Resale | $141,855 |
| Equipment | $48,022 |
| Debt Service on Line-of-Credit | $15,500 |
| Other Expenses (Net of Waivers) | $15,266 |
| Repairs | $7,335 |
| ENDING FUND BALANCE | $2,278,608 |

## 2010-2011

Student Headcount 10,265

Full-Time Equivalent 3,389

Gender

| Male | Female | Undisclosed |
|---|---|---|
| 43% | 56% | 1% |

Average Class Size 15

Student Majors

| Career | Transfer or Undecided |
|---|---|
| 35% | 65% |

Residency (By Headcount)

Students attending Southwestern who live in Coos, Curry or Western Douglas counties (known as In-District Students) 87%

Students attending Southwestern who live outside Coos, Curry or Western Douglas counties (known as Out-of-District Students) 13%

## College Facts

Acres Owned 174

Number of Buildings 52

Programs of Study

Number of degrees and one-year certificates 34

Pathways Certificates 15

2010-11 Adopted Budget $58,742,156

Southwestern Foundation Holdings $ 3,057,492

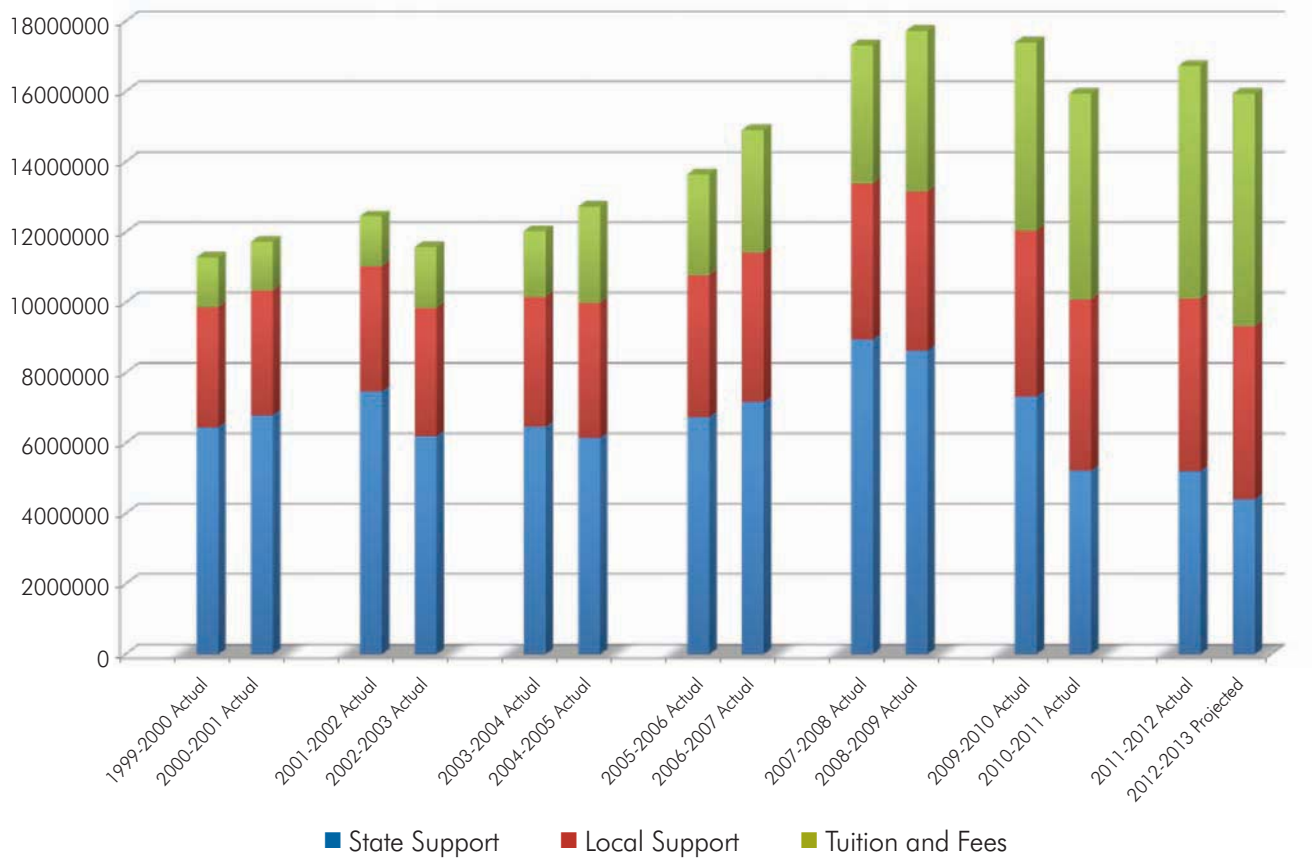
Employees

| 222 | 183 |
|---|---|
| Full-Time | Part-Time |

Library Holdings 59,521 Physical

In terms of electronic holdings, the library provides access to the full-text of more than 29,700 digitized periodicals, 7,300 essays, 12,600 e-books, 9,700 downloadable audio books, and 600 online reference books.

## History of General Fund Revenue




## LAKER CLUB

# Southwestern's Alumni Association

The Laker Club is the alumni association of Southwestern Oregon Community College. Inaugurated in 2007, the Laker Club has over 850 members. The alumni association is free (no membership fees or dues) to all who have taken at least one class. Being a member of the Laker Club entitles members to free admission to Laker Club events. The Laker Club will also keep you informed of Southwestern Oregon Community College news via email and give you an opportunity to connect with other Southwestern Alumnus.

If you are a graduate of Southwestern, or know someone who is, please provide current contact information by filling out our online Laker Club membership form.

***Laker Club Association Vision/Mission Statements***

VISION STATEMENT

The Laker Club Alumni Association will provide opportunities to promote, support, serve, reconnect and celebrate Southwestern students and community.

MISSION STATEMENT

The purpose of the Laker Club is to develop a network to honor Southwestern's history, to instill pride and to create a legacy.

**Contact the Southwestern Foundation at 541-888-7211 or lakerclub@socc.edu.**
**Sign up online at: https://www.socc.edu/forms/laker_club.cfm**

# Oregon Coast Culinary Institute Highlights

The Oregon Coast Culinary Institute (OCCI) youth team received a gold medal August 4 at the American Culinary Federation (ACF) National Convention in Anaheim, California. As a result, the group will compete against the best in the world at the 2012 IKA/ Culinary Olympics in Erfurt, Germany. The pinnacle competition in culinary art takes place once every four years.

The members of the gold medal team are Edalyn Garcia, Reilly Meehan, Alfonso Mendoza, Maddie Cutts, and Brittney Cummings. All are OCCI students and each member had to try out for the team. The students are coached by Chef Randy Torres. The group trained together for five months, practicing several versions of chosen concepts until the end result was perfected. Each team had to prepare a four course meal, three separate plated desserts, and a cold garde manger platter with portions for eight at the August event.

Also in August, OCCI Chef Woojay Poynter CSC represented the state of Oregon at the 2010 Great American Seafood Cook-Off. The 7th annual event was held at the Morial Convention Center in New Orleans. He was among fourteen accomplished and up-and-coming chefs from the United States vying for the national title. Participating chefs created unique dishes utilizing seafood native to their home state. Poynter produced seven entrée plates in one hour consisting of Oregon Dungeness Crab, Oregon pink shrimp, and local Albacore tuna. The event was filmed by the Food Network and co-hosted by conservationist Jeff Corwin and Certified Master Chef John Folse.

OCCI also offered many educational programs throughout the 2010-11 academic year including:

- Cooking up a Storm in July, a culinary camp for 16-years-and-older high school students.
- Taste of the Northwest on November 19, an exotic menu of wild game, local mushrooms, fresh seafood, and rustic breads, topped-off with fanciful desserts.
- The addition of a spring term cohort.
- 5th Annual East Meets West dinner on May 13, offering a delicious variety of international dishes reflective of their studies in regional and international cuisine.

Fundraisers were plentiful, including many new ventures. A Masquerade Ice Ball celebrated the arrival of the New Year and the sale of gourmet snacks made of a much more appetizing Super Bowl Sunday. OCCI also held a Valentine's Day Dinner to raise money for Team USA's trip to the Culinary Olympics and student charity bake sales raised $3,061 for South Coast Food Share and the American Red Cross Japan Relief Fund.

# Students Give Back

Southwestern Oregon Community College students are actively involved in many facets of our community. They also regularly reach out to people in need across the nation and the world. Here are some of their stories from the 2010-11 academic year.

The SWOCC Gaming Club organized an event called Gaming for Life on November 13. The 24-hour gaming marathon donated more than $700 to Portland's Doernbecher Children's Hospital. Each participant found people to sponsor a certain amount for every hour they played during the event.

SWOCC's basketball teams united January 2 in a battle against cancer. The teams are sold black and pink "Fight like a Girl" t-shirts with all proceeds helping women prevent, diagnose, and fight breast cancer. Those who wore the official t-shirts received free admission to both basketball games January 2. The annual event raised $2,000 for Bree's Boutique. The resale shop uses money raised through retail sales to cover breast exam and mammogram expenses.

On February 21, SWOCC students, led by student ***Sara Smith***, kicked off a fundraising campaign for the new Curry Campus. Proceeds from the Pennies from Campus to Campus fundraising drive help furnish and equip the new facility offering the services of an entire campus under one roof. The goal was to collect enough pennies to symbolically stretch the 110 miles between SWOCC's Coos Campus and the location of the new Curry Campus. The students calculated it would take over 9.3 million pennies to accomplish this feat, roughly $93,000. As of June 2011, the students has raised an impressive $3,000 in change and other contributions. Those wishing to contribute can still contact Karina Smith, SWOCC's Coordinator of Student Life, at 541-888-7316.

The SWOCC Rugby Club, in its first year, played an exhibition game in Florence April 3. The game, scheduled against Western Oregon University (WOU), raised money for the Siuslaw Boosters Ian Foster Fund supporting athletic participation fee assistance for student athletes.

Oregon Coast Culinary Institute (OCCI) students held their annual charity bake sales in May. The event serves as the students' capstone project and proceeds provided food and shelter through the local Oregon Coast Food Share program and the American Red Cross Japanese Tsunami Relief program. Each dollar donated to Oregon Coast Food Share is equivalent to seven pounds of food. The bake sales raised a total of $3,061 for the two charities.

SWOCC students Sabrina Andrews and ***Jumpei Iiyama*** brought together a showcase of musicians and bands May 21 to raise funds and awareness for the survivors of the Japan earthquake and tsunami. The event, held in the Hales Center for the Performing Arts on the Coos Campus, raised $377 for Coos Bay's sister city of Choshi, Japan.

Students from a Coos Campus speech class organized a marathon event called Hoop-a-Palooza where participants played basketball over a 24-hour period beginning June 3 to raise money for Special Olympics to help offset the expense of a local track event and the SWOCC Foundation for a student scholarship during the upcoming academic year. The group of students raised $250 for a student scholarship and $200 for Special Olympics. Another group in the same class raised $300 through the planning of a Relief Run (5K/10K) for victims of Alabama's spring tornado outbreak.

# Creating Opportunities

## Thank You Foundation Donors 2010-2011

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Tina L. Woodworth
James W. Young

# Donations in Honor or Memory of Others

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Carol J. Baughman

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Brenda Brecke
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Stanley E. Erickson
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Randy Carpenter Memorial Foundation

***IN HONOR OF MIKE GROBEN***
Harry & Francie Abel
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Jim Churchill
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Roger Dixon, DMD
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Jack P. Taylor, III
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John Warjone
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***IN MEMORY OF TYLER HOFFMAN***
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Charleston Volunteer Firefighters Association
Judy M. Cooper
Vincent Mackey
North Bend Volunteer Fire Dept.

***IN MEMORY OF CHRISTINE SCHOLEY***
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Jane L. Briggs
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Jennifer Miller
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***IN MEMORY OF VERNON SORENSON***
Barbara Arandet
Anita Cowling
Lodene Grace
Jennifer Leitner
Greta Sorenson
Janelle Sorenson
Jean Sorenson
Peter Sorenson

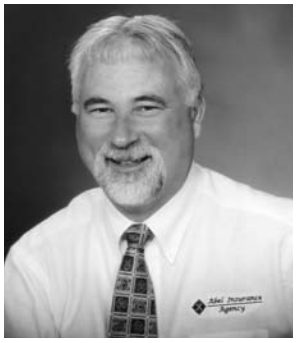
***IN MEMORY OF VIRGINIA SMITH***
VAN DUZER
Judith Rae Van Duzer Uno

# Margaret Dean

Margaret Dean made a gift of $25,000 to the new Curry Campus of Southwestern Oregon Community College. The gift comes just in time because the new campus still needs donations to purchase furnishings, fixtures and equipment. The computer lab and the allied health classrooms will need equipment comparable to that found in workplace settings where students will be headed after graduation. The college will show their thanks by naming a room in honor of Jack and Margaret Dean.

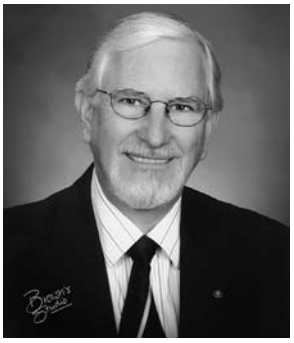
At 101 years of age, Maggie, as many of her friends call her, attributes her long life to being happy. She says she believes in education, and especially the need for a college to be close enough for students to attend. This isn't the first gift Maggie has made to Southwestern. Her attorney, a financial advisor and the gift planner at Southwestern talked with Maggie in 1998 and showed her the benefits of setting up a Charitable Remainder Trust. The gift to Southwestern was invested and grows enough to compound and to offer a fixed income paid quarterly. Maggie has also gifted many of those quarterly payments back to Southwestern. When this trust matures, the remainder will continue to fund the Jack and Margaret Dean Scholarship Fund. Many students will receive the bounty of Jack and Margaret Dean's generosity.

# College Board of Education Members



Harry Abel, Jr.
ABEL INSURANCE

Susan Anderson
OREGON EDUCATION ASSOCIATION



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Ron Metzger
SWOCC Board of Education:
David Bridgham

# Southwestern Oregon Community College

## Institutional Effectiveness
## Institutional Level Success Indicators 2011-12

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target |
|---|---|---|---|---|---|---|---|
| 1 | **FTE Credit and Non-Credit Report**<br>Percentage increase over prior year categorized by demographic status<br>Total FTE<br>Reimbursable FTE<br>Full Time FTE<br>Part Time FTE<br>Program Area FTE | Access | I<br><br>RU<br><br>U | Goal 1 | 2009 Baseline<br>Increase by<br>3327<br>3254<br>1972<br>765<br>By Program | <br><br>3%<br>3530<br>3452<br>2092<br>812<br>3% | <br><br>3%<br>3636<br>3556<br>2155<br>836<br>3% |
| 2 | **Enrollment Credit and Non-Credit Report**<br>Percentage increase over prior year categorized by demographic status<br>Total enrollment<br>Full-time enrollment status<br>Part-time enrollment status<br>Program Area | Access | I<br><br>RU<br><br>U | Goal 1 | 2009 Baseline<br>Increase by<br>9737<br>1707<br>3085<br>By Program | <br>3%<br>10,329<br>1811<br>3273<br>3% | <br>3%<br>10,640<br>1865<br>3371<br>3% |
| 3 | **Course Credit and Non-Credit Report**<br>Percentage increase over prior year categorized by location and demographic status<br>All FTE<br>Reimbursable FTE<br>Full-time enrollment status<br>Part-time enrollment status<br>Program Area<br>Courses offered<br>Billing Credits enrolled | Access<br><br>Community Engagement | I<br><br>RU<br><br>U | Goal 1<br><br>Goal 9 | 2009 Baseline<br>Increase by<br>3327<br>3254<br>Trends<br>Trends<br>By Program<br>Trends<br>61,000 | <br>3%<br>3530<br>3452<br>Trends<br>Trends<br>3%<br>Trends<br>63,000 | <br>3%<br>3636<br>3556<br>Trends<br>Trends<br>3%<br>Trends<br>64,000 |
| 4 | **Community and Student Satisfaction**<br>Measured by the average rating level for services on the Community and Student Satisfaction Survey | Access<br><br>Community Engagement: | I<br><br>RU | Goal 4<br><br>Goal 4<br><br>Goal 9 | New Survey in 2011-12 | Establish Baseline from Results | Every 3 Years |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target |
|---|---|---|---|---|---|---|---|
| 5 | **Student Engagement Activities - CCSSE**<br>Targets met or exceeded for all Benchmarks:<br>Active & Collaborative Learning (ACL)<br>Student Effort (SE)<br>Academic Challenge (AC)<br>Faculty Student Interaction (FSI)<br>Support for Learners (SL) | Access<br><br>Learning & Achievement | I | Goal 4 | 2008 Baseline<br><br>50.8<br>48.9<br>51.0<br>51.8<br>49.7 | Every 3 Years | Every 3 Years |
| **6** | **Student Engagement Activities - SENSE**<br>Targets met or exceeded for all Benchmarks:<br>Early Connections (EC)<br>High Expectations & Aspirations (HEA)<br>Clear Academic Plan & Pathway (APP)<br>Effective Track to Learning (ETL)<br>Engaged Learning (EL)<br>Academic & Social Support Network (ASSN) | Access<br><br>Learning & Achievement | I | Goal 2<br><br>and<br><br>Goal 4 | Baseline 2009<br><br>52.9<br>43.0<br>51.6<br>44.1<br>53.8<br>43.8 | Every 3 Years | 53.0<br>50.0<br>51.9<br>50.0<br>54.0<br>45.8 |
| **7** | **Labor Trends : Achievement Compact (AC-CN6) (*revised pending State compact)***<br>Extent to which CTE programs meet local industry needs by industry cluster | Learning Achievement | I<br><br>RU<br><br>U | Goal 3 | Set Baseline in 2011 | Establish Baseline from Results | To Be Set |
| **8** | **Employer Perceptions**<br>Average ratings level met or exceeded on the Employer Satisfaction and Opinion Survey | Community Engagement | I | Goal 8 | Set Baseline in 2012 | Set Baseline in 2012 | Establish Baseline from Results |
| **9** | **Employee Satisfaction and Opinion**<br>Measured by the level of employee satisfaction and opinion ratings on the annual survey targets met or exceeded | Innovation and Sustainability | I | Goal 7 | Set Baseline in 2011 | Establish Baseline from Results | To Be Set |
| **11** | **Completion: Achievement Compact (AC-C1) *(revised pending State compact*)**<br>A. Adult high school diplomas/GEDs<br>B. Certificates/Oregon Transfer Modules<br>C. Associates Degrees<br>D. Transfer to a bachelor's degree program | Learning & Achievement | I<br><br>RU<br><br>U | Goal 4 | Set Baseline in 2011 | Establish Baseline from Results | To Be Set |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target |
|---|---|---|---|---|---|---|---|
| **12** | **Student Achievement**<br>Measured by the percent of passing grades that met or exceeded targets in courses categorized by course type | Learning & Achievement | I<br>RU<br>U | Goal 4 | All 78.18%<br>LDC 76.93%<br>OcPr 89.72%<br>OcSu 93.60%<br>Dev 60.22% | 78.50%<br>77.30%<br>90.10%<br>94.00%<br>60.60% | 78.50%<br>77.40%<br>90.20%<br>94.00%<br>60.70% |
| **13** | **Student Outcomes**<br>Measured by the benchmark target met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes | Learning & Achievement | I<br>RU<br>U | Goal 4 | 2007 Baseline<br>CT 59.5<br>Math 56.0<br>WR 61.7 | CT 62.0<br>Math 60.0<br>WR 62.0 | Every 3 Years |
| **14** | **Structured Work Experience**<br>Measured by<br>A. The percent of majors participating in work experience, sorted by course type that met or exceeded the target, and<br>B. The percent of change in number of participating employers from year to year that met or exceeded the target | Access<br>Learning & Achievement<br>Community Engagement | I<br>RU<br>U | Goal 2<br>Goal 4<br>Goal 8 | Set Baseline in 2010 | 3% Increase | 3% increase |
| **15** | **Fiscal Cash Flow Responsibilities**<br>Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | 2009 Baseline<br>$800,000 | $2,000,000 | $2,300,000 |
| **16** | **Fiscal Responsibilities - All Funds (*revised*):** Measured by the target met or exceeded for<br>A. Ending fund balance<br>B. Current ratio | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | 2009 Baseline<br>$800,000<br>3.8:1 | $2,000,000<br>2:1 | $2,300,000<br>2:1 |
| **17** | **Fiscal Enterprise Fund Responsibilities (*revised*):**<br>Measured by the combined ending fund balance with General Fund FTE contribution | Innovation & Sustainability | I<br>RU | Goal 5<br>Goal 6<br>Goal 7 | 2009 Baseline<br>$140,000 - GF Contribution | $150,000 - GF Contribution | $200,000 - GF Contribution |
| **19** | **Infrastructure Equipment and Software Maintenance**<br>Measured by the percent of materials and supplies budgeted and spent on administrative and instructional equipment and software | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | 2010 Baseline<br>2.9% | 2.7% | 2.7% |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target |
|---|---|---|---|---|---|---|---|
| **20** | **Infrastructure Maintenance**<br>Measured by the percent of identified deferred maintenance and safety projects completed | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | 2010 Baseline<br>85% | 85% | 85% |
| **21** | **Infrastructure Safety (*added*)**<br>Measured by the target met or exceeded for the<br>A. Percentage of Campus Safety Trainings completed by staff<br>B. Workman's Compensation Statistics ER Mod | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | Set Baseline in 2011 | Establish Baseline from Results | To Be Set |
| **22** | **Community Participation and Satisfaction in Activities and Events**<br>Measured by the<br>A. Percent of activities and events compared to prior year target met or exceeded, and<br>B. Rating level for facilities services target met or exceeded | Community Engagement | I<br><br>RU<br><br>U | Goal 9 | Reservations: Contracted: 69 All: 3577<br><br>Set Baseline in 2011 | Reservations: Contracted:73 All: 3787<br><br>Establish Baseline from Results | Reservations: Contracted: 75 All: 3892<br><br>To Be Set |
| **23** | **Strategic Plan Accomplishments**<br>Measured by the percent of Strategic Plan annual priorities completed | Innovation & Sustainability | I | Goal 5<br><br>Goal 9 | 85% | 85% | 85% |
| **25 State** | **GED to next level (SSI 7) and (AC-Q2)**<br>Measure the movement from GED completion to the next level of learning | Access<br><br>Learning & Achievement | I | Goal 1<br><br>Goal 4 | 2008 Baseline<br>15.85% - SW<br>19.7% - CC's | Set Target by June 30 | To Be Set |
| **26 State** | **BITS COMPANY SATISFACTION (KPM 10)**<br>Percentage of companies ranking training they received through community college Business and Industry Training System (BITS) | Community Engagement | I | Goal 8 | 95% | 95% | 95% * |
| **26 State** | **LICENSING/CERTIFICATION RATES (KPM 11) and (AC-Q4)**<br>Oregon community college students' pass rate for national licensing tests compared to national pass rates | Learning & Achievement | I | Goal 4 | 2008 Baseline<br>93% | 93% | 93% * |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target |
|---|---|---|---|---|---|---|---|
| **27 AC** | **Community College Achievement Compact Measures – Quality: AC-Q1** Percent of dually enrolled high school students who matriculate to any college or university | Access | I | Goal 1 | Set Baseline in 2011 | To Be set | To Be set |
| **27 AC** | **Community College Achievement Compact Measures – Quality: AC-Q3** Percent of students who persist:<br>A. Term to term - similar to (SSI 5)<br>B. Year to Year | Learning and Achievement | I | Goal 4 | Set Baseline in 2011 | To Be set | To Be set |
| **27 AC** | **Community College Achievement Compact Measures – Quality: AC-Q5** Percent of CTE students employed 12 months after graduation | Learning and Achievement<br><br>Community Engagement | I | Goal 4 | Set Baseline in 2011 | To Be set | To Be set |
| **27 AC** | **Community College Achievement Compact Measures – Quality: AC-Q6** Percentage of transfer students with OUS GPA at or above native OUS students | Learning and Achievement | I | Goal 4 | Set Baseline in 2011 | To Be set | To Be set |
| **27 AC** | **Community College Achievement Compact Measures – Connections: AC-CN1 – SSI1modified** Number of dual enrolled high school students | Access | I | Goal 1 | Set Baseline in 2011 | To Be set | To Be set |
| **27 AC** | **Community College Achievement Compact Measures – Connections: AC-CN2 – SSI1modified** Number of dual enrolled OUS students | Access | I | Goal 1 | Set Baseline in 2011 | To Be set | To Be set |
| **27 AC** | **Community College Achievement Compact Measures – Connections: AC-CN3 – SSI1 modified** Percent of local high school spring graduates enrolled in post-secondary education within one year following high school graduation | Access | I | Goal 1 | Set Baseline in 2011 | To Be set | To Be set |
| **27 AC** | **Community College Achievement Compact Measures – Connections: AC-CN4** Percent of local high school graduates who graduate with some college credit | Learning and Achievement | I | Goal 4 | Set Baseline in 2011 | To Be set | To Be set |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Baseline | 2011-12 Target | 2012-13 Target |
|---|---|---|---|---|---|---|---|
| **27 AC** | **Community College Achievement Compact Measures – Connections: AC-CN5** Percent of satisfied employers (collected from employer satisfaction survey) – KPM 10 BITS Survey similar measure | Community Engagement | I | Goal 3 | Set Baseline in 2011 | To Be set | To Be set |

- **Area/Level – Indicator tracked at identified levels/areas within the college:**

  **I = Institutional Level Success Indicator  RU = Reporting Unit Success Indicator  U = Unit Success Indicator**

- **SSI = State: Student Success Indicator**
- **KPM = State: Key Performance Measure**
- **AC = State: Achievement Compact measure;  C = Completion;  Q = Quality;  CN = Connections**
- **SW = Southwestern Figure;  CC's = Oregon Community College Aggregate Figure**
- **2012 Target – state has not yet determined target level**

Live Link as of February 1, 2012: http://www.socc.edu/safety/index.shtml



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## Safety & Health Program

It is the goal of **Southwestern Oregon Community College** to protect the safety and health of our employees. Injuries and property loss from accidents are needless, costly, and preventable. Southwestern has established a safety and health program to assist in maintaining a safe and healthy workplace. A safety committee has been established to aide in accomplishing this objective.

***The safety committee, Plant Services Department, and Administration are not solely responsible for campus safety.*** All employees are equally responsible for not only their own personal safety, but the safety of co-workers. All employees should understand that safety is a condition of employment. No job is so important that we cannot take time to do it in a safe manner.

Employees are encouraged to provide recommendations for improvements or enhancements to the College's overall safety efforts and to volunteer their time and assistance to the safety committee. Safety recommendations may be submitted by sending an email to safetysuggestions@socc.edu.

E-mail Printer Friendly

### Contacts:

**Safety Chair - Jeff Whitey**
888.7634

**Secretary - Carol Richards**
**888.7206**

**Chris Foltz**
888.7995

**Mary Graham**
888.7269

**Shawn Hanlin**
888.1546

**Linda Kridelbaugh**
888.7402

**Kyriakos Kypriotakis**
888.7249

**Kelly Leavitt**
888.7157

**Aleta Mankamyer**
541.469.5017

**Dave McKinney**
888.7229 / cell: 297.4206

**Lee Palmer**
**888.7949**

**Paul Reynolds**
888.7296

**Kim Richards**
888.7415

**Gary Risley**
888.7122

**Joe Thomas**
888.7399

**Susan Walker**
888.7298

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SOUTHWESTERN
Oregon Community College

# Southwestern Oregon Community College
# Small Business Development Center
# Workshop Evaluation

OREGON SBDC biz BIZCENTER.ORG

## TITLE OF WORKSHOP:_____

## DATE:_____ PRESENTER:_____

***1. How would you rate the workshop?***

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| **Overall, the training gave me a good understanding of the subject matter.** | **5** | **4** | **3** | **2** | **1** |
| **The handout information was easy to understand and useful.** | **5** | **4** | **3** | **2** | **1** |
| **The information was presented in a clear and effective manner.** | **5** | **4** | **3** | **2** | **1** |
| **I would recommend this training/workshop to a friend.** | **5** | **4** | **3** | **2** | **1** |
| **The training met my expectations.** | **5** | **4** | **3** | **2** | **1** |

***2. How would you rate the instructor?***

| | | | | | |
|---|---|---|---|---|---|
| **The speaker had a good understanding of the subject matter.** | **5** | **4** | **3** | **2** | **1** |
| **The speaker was well organized.** | **5** | **4** | **3** | **2** | **1** |
| **The speaker was well prepared and had a pleasant presentation style.** | **5** | **4** | **3** | **2** | **1** |
| **The speaker encouraged group participation.** | **5** | **4** | **3** | **2** | **1** |
| **The speaker had a positive attitude toward students.** | **5** | **4** | **3** | **2** | **1** |

***3. How would you rate the location*?**

| | | | | | |
|---|---|---|---|---|---|
| **The room was comfortable.** | **5** | **4** | **3** | **2** | **1** |
| **The facility was easy to find.** | **5** | **4** | **3** | **2** | **1** |

**What did you like about the training?**

**What suggestions do you have for improving this training?**

**Suggestions for future training topics:**

**How did you hear about this seminar: _____ Website _____ SBA _____ Radio/TV_____SBDC flyer _____Word of Mouth_____ SBDC staff _____ Chamber of Commerce ____ Southwestern Schedule _____Direct Mail Brochure _____Other:**

## SWOCC Small Business Development Center

The SWOCC Small Business Development Center provides practical information and services for business success. We provide specialty assistance to both rapid growth businesses and start-ups. Our goal is to *Strengthen and Support and Entrepreneurial Culture*.

The Center can design training tailored to meet the needs of your business or organization. No matter the size of your operation, training can be provided that will enable you and your employees to learn or improve skills and learn new technologies.

***We are here to help you make your business a success!***

## Upcoming Courses & Workshops

Ready, Set, Start Your Business Workshops
Learn about the critical "first steps" everyone faces when considering starting a new business! more...

Trade Show Marketing
This workshop is designed for everyone that markets their business at trade shows. This 3-hour workshop includes information about which trade shows are the right ones for your business. How to set your objectives for the trade show. The importance of pre-show planning. What to do at the trade show to enhance the selling opportunity. Tips on how to successfully follow-up after the trade sow and finally how to analyze the results of the trade show. more...

Customer Service
Are your customers really getting the service they deserve? This workshop will cover what customer service is and what customer service is not, attitudes towards customers, how to improve customer service, telephone etiquette, email etiquette and how to improve customer feedback. more...

Writing Powerful & Profitable Grant Proposals
South Coast not-for-profit organizations have the opportunity to receive in-depth grant writing training through a two-day seminar being offered by the Southwestern Oregon Community College Business Development Center (Southwestern SBDC) in North Bend February 27th & 28th. more...

Skills to Prosper Series I: How to Write a Successful Business Plan
Looking for a way to be more effective as a business owner? Trying to finance your business? Want to plan for business expansion, retirement or selling your business? For Bay Area residents and Curry Campus Area residents beginning Tuesday, February 7th, the Southwestern Small Business Development Center (SBDC) is offering a 6-session workshop that focuses on building a business on solid ground. SWOCC - Curry Campus will facilitate the class through IPTV. more...

Simplified Bookkeeping Workshop – January 25th from 6:00-10:00pm
Both current and potential business owners can learn how to establish and maintain a simple set of books on the cash basis through a dynamic four hour workshop being offered by the Southwestern Oregon Community College Business Development Center in North Bend on Wednesday, January 25th, 2011. The Simplified Bookkeeping Workshop is scheduled from 6:00 to 10:00 pm. more...

## Directions

**Southwestern Oregon Community College**
**Small Business Development Center**
2455 Maple Leaf
North Bend, OR 97459

Phone: 541-756-6866
Fax: 541-756-5404

Directions to the SBDC
(202 KB)

## Contact Staff

**Arlene Soto**
***Small Business Development Center Director***
Phone: 541.756.6445

**Mary Loiselle**
***Small Business Development Center Training Assistant***
Phone: 541.756.6866

SOUTHWESTERN
Oregon Community College

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Business Center
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Live Link as of February 1, 2012: http://www.socc.edu/ie/pgs/review-outcomes/sense/index.shtml



## SENSE (Survey of Entering Student Engagement)

The SENSE is one way to measure student behaviors in the earliest weeks of college and the insitutional practices that affect students during this critical time. Data from the survey is used by staff to implement continual improvement intiatives to better serve students. Visit the SENSE website to view national and state data at: http://www.ccsse.org/sense/aboutsense/

According to the website, "the Survey of Entering Student Engagement (*SENSE*) helps community and technical colleges focus on the "front door" of the college experience. Grounded in research about what works in retaining and supporting entering students, *SENSE* collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. These data can help colleges understand students' critical early experiences and improve institutional practices that affect student success in the first college year."

## SENSE Survey Schedule

The SENSE is administered every third year during the fall term starting in 2009. Survey results are generally available on the website in spring following the survey year.

### SENSE Reports

- SENSE 2009 Means Reports (50 KB)
- Talking SENSE Report 2010 (249 KB)
- Talking SENSE Report 2009 (179 KB)
- SENSE Crosswalk with CCSSE (85 KB)

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Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

**Success Indicator 1**
**Student FTE Reports**
**Summer 2011**

**Presented By:** Tom Nicholls**,** *Executive Director Enrollment Management*
**Date Presented:** November 2011, Board of Education Meeting

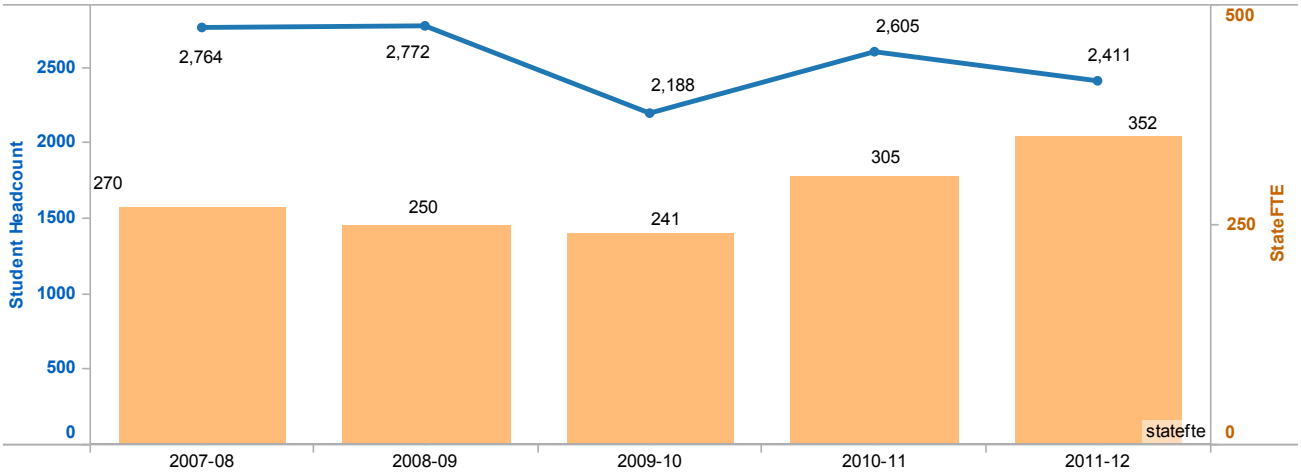
| | |
|---|---|
| **Purpose and Meaning** | Monitor fluctuations and be aware of changes in FTE credit by students or groups as FTE is basis for State funding and revenue generation. |
| **Targets** | Percentage increase over prior year by location and demographic status - increase by 3% |
| **Core Theme and Objective** | ***Access:*** Access to multiple learning opportunities |
| **Southwestern Strategic Plan Goal** | ***Goal 1:***<br>Ensure access to diverse learning opportunities. |
| **Achievement Overview and Analysis** | Overall, summer term 2011 FTE was up nearly 14% as compared to summer term 2010. Nearly all of this increase was realized in non-credit offerings on the main campus. Specifically from high school credit recovery courses. Summer term saw a decrease in FTE generated by students with an enrollment status of Full-time as well as an over all decrease in head count and FTE in Curry county. |
| **Reporting Unit Goals** | ***Enrollment Management:*** Increase enrollments and FTE |
| **Unit Objectives** | ***Admissions:*** Support the Strategic Plan goal of increasing enrollment and FTE by 3% per year. |
| **Planned Accomplishments**<br>**Institutional Level**<br>**Reporting Unit Level**<br>**Unit Level** | ***Enrollment Management:*** Provide support for program recruitment and retention<br>Continuous Improvement – Planned Accomplishments: In collaboration with program and instructional administrators, continue to analyze credit and non-credit student enrollments and make recommendations for new programming, alternative instructional delivery methods and course offerings, in order to meet institutionally recognized enrollment goals. |
| **Budget Impact and Budgetary Considerations** | Not meeting stated enrollment goals adversely affects the institutions operating and planned budget. Potential budgetary impacts should be considered in program and course offerings as well as course scheduling. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation – All Standards**<br>**State Reporting:** OCCURS data submission submitted timely and error free. |

| | |
|---|---|
| **Documentation and Process for Measure Data** | ***Success Indicator:*** **1**– Student FTE Reports (1A Overview; 1B Program) Reports<br>***Documentation Posted:***<br>SOCC Mission Fulfillment Reports Website at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>***Data References:***<br>OCCURS data extraction of the course data elements<br>Tableau Workbook: IR Course Data Set |

# Southwestern Oregon Community College
# Success Indicator 1A: Student FTE Report
# Summer 2011

## College Overview

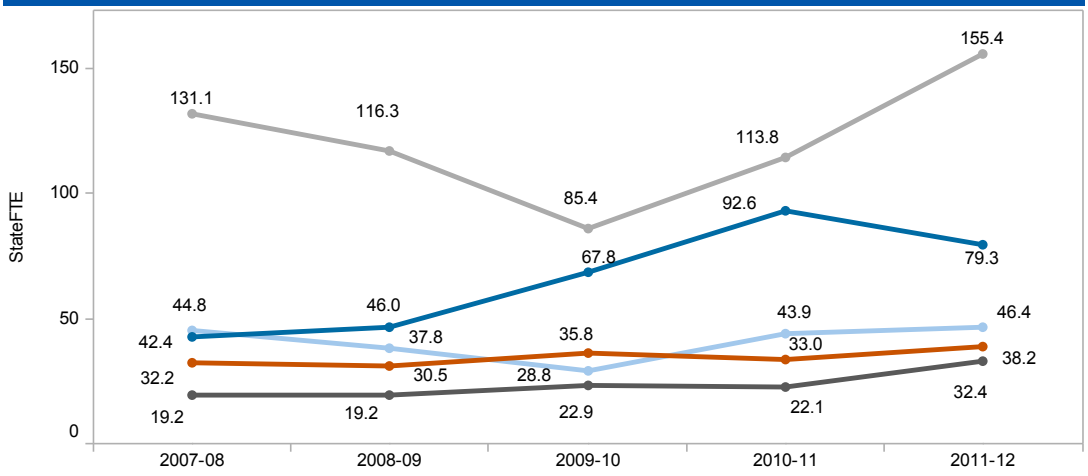
### FTE and Enrollment



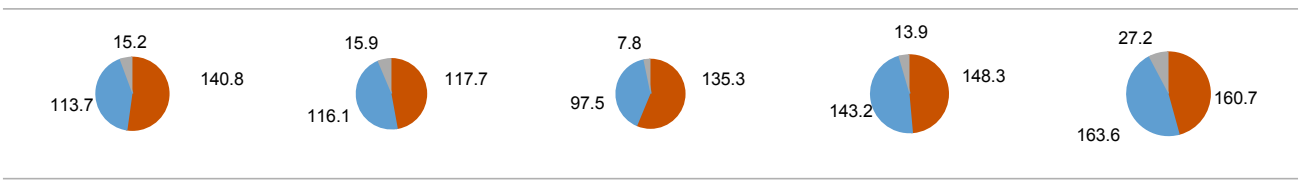

### FTE by Ethnicity

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|---|---|---|
| American Indian/Alaska Native | Sum of FTE | 6.3 | 5.4 | 5.2 | 6.4 | 7.8 |
| | Percent of FTE | 2.35% | 2.15% | 2.15% | 2.10% | 2.21% |
| Asian | Sum of FTE | 9.3 | 8.6 | 10.7 | 10.0 | 12.6 |
| | Percent of FTE | 3.44% | 3.45% | 4.46% | 3.27% | 3.60% |
| Black or African American | Sum of FTE | 2.7 | 3.4 | 1.5 | 2.9 | 1.5 |
| | Percent of FTE | 1.01% | 1.36% | 0.61% | 0.95% | 0.42% |
| Foreign Student | Sum of FTE | 3.9 | 2.9 | 0.5 | 5.6 | 1.3 |
| | Percent of FTE | 1.45% | 1.15% | 0.22% | 1.82% | 0.38% |
| Hispanic | Sum of FTE | 7.7 | 9.9 | 11.0 | 17.1 | 17.9 |
| | Percent of FTE | 2.85% | 3.96% | 4.58% | 5.61% | 5.09% |
| White | Sum of FTE | 152.2 | 139.8 | 161.1 | 188.4 | 186.2 |
| | Percent of FTE | 56.43% | 55.98% | 66.93% | 61.69% | 52.96% |
| Undisclosed | Sum of FTE | 87.5 | 79.8 | 50.7 | 75.0 | 124.3 |
| | Percent of FTE | 32.46% | 31.95% | 21.06% | 24.56% | 35.34% |
| **Grand Total** | Sum of FTE | 269.7 | 249.8 | 240.6 | 305.4 | 351.6 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

### FTE by Enrollment Status




### FTE by Gender



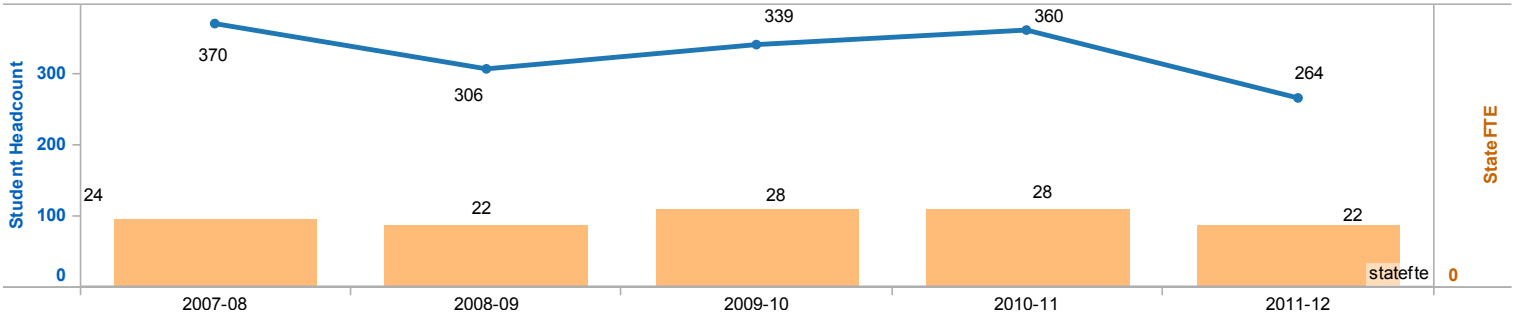

### FTE by Residency

| | 2011-.. |
|---|---|
| AK | 0.06 |
| AL | 0.22 |
| AZ | 0.40 |
| CA | 6.31 |
| CO | 0.20 |
| CT | 0.06 |
| DE | 0.19 |
| FL | 0.73 |
| GA | 0.32 |
| GU | 0.06 |
| HI | 0.23 |
| IA | 0.19 |
| ID | 1.01 |
| IL | 0.54 |
| IN | 0.37 |
| KY | 0.19 |
| LA | 0.06 |
| MA | 0.26 |
| MI | 0.13 |
| MN | 0.26 |
| MT | 0.29 |
| NC | 0.19 |
| NE | 0.06 |
| NJ | 0.19 |
| NM | 0.13 |
| NV | 0.93 |
| NY | 0.06 |
| OC | 0.72 |
| OH | 0.06 |
| OK | 0.13 |
| OR | 322.14 |
| PA | 0.43 |
| RI | 0.19 |
| SC | 0.32 |
| TN | 0.39 |
| TX | 1.23 |
| UT | 0.58 |
| VA | 0.86 |
| VT | 0.13 |
| WA | 2.72 |
| Undisclosed | 7.85 |
| AP | 0.19 |
| **Grand Total** | 351.63 |

# Southwestern Oregon Community College
# Success Indicator 1A: Student FTE Report
# Summer 2011

## Curry County Residents

### FTE and Enrollment



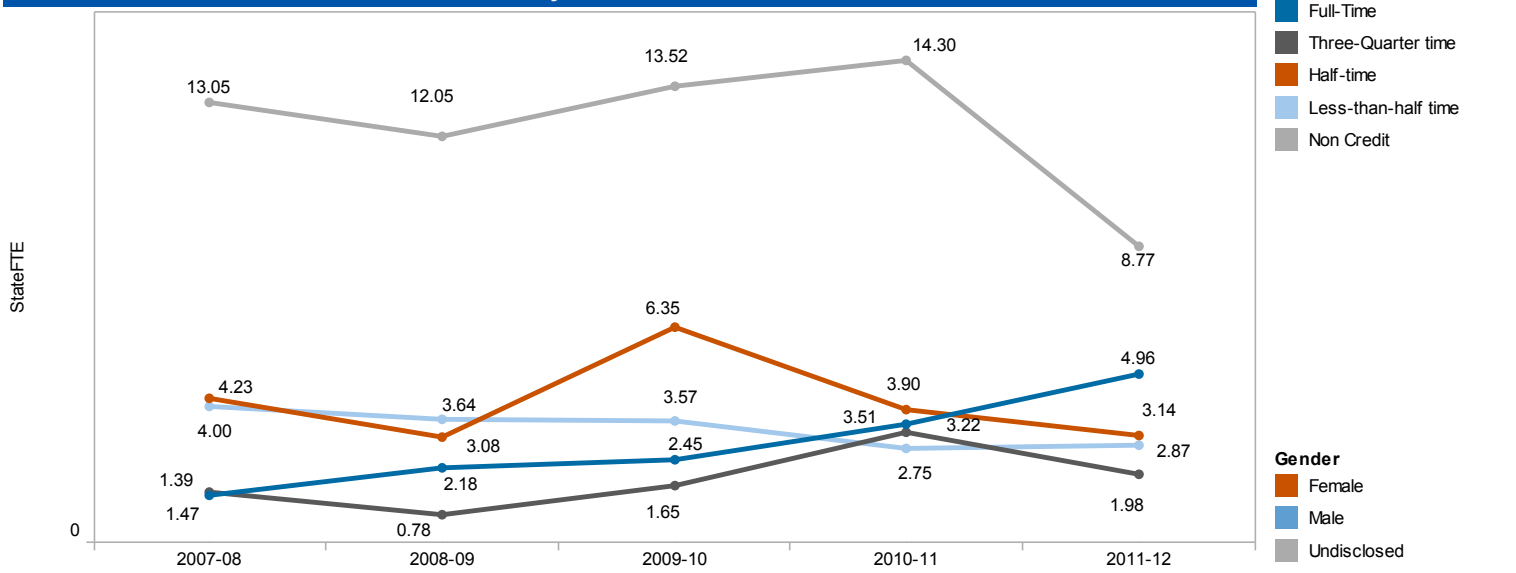

### FTE by Ethnicity

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|---|---|---|
| American Indian/Alaska Native | Sum of FTE | 0.17 | 0.09 | 0.21 | | 0.09 |
| | Percent of FTE | 0.72% | 0.40% | 0.75% | | 0.42% |
| Asian | Sum of FTE | 0.54 | 1.52 | 0.83 | 1.28 | 0.15 |
| | Percent of FTE | 2.25% | 6.97% | 3.01% | 4.61% | 0.67% |
| Black or African American | Sum of FTE | | | | 0.14 | 0.33 |
| | Percent of FTE | | | | 0.50% | 1.53% |
| Hispanic | Sum of FTE | 0.64 | 0.67 | 1.92 | 1.33 | 1.22 |
| | Percent of FTE | 2.63% | 3.08% | 6.98% | 4.82% | 5.60% |
| White | Sum of FTE | 13.24 | 11.24 | 15.71 | 14.41 | 11.56 |
| | Percent of FTE | 54.86% | 51.70% | 57.04% | 52.07% | 53.22% |
| Undisclosed | Sum of FTE | 9.55 | 8.23 | 8.87 | 10.52 | 8.38 |
| | Percent of FTE | 39.55% | 37.85% | 32.21% | 38.01% | 38.56% |
| **Grand Total** | Sum of FTE | 24.14 | 21.73 | 27.54 | 27.69 | 21.73 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

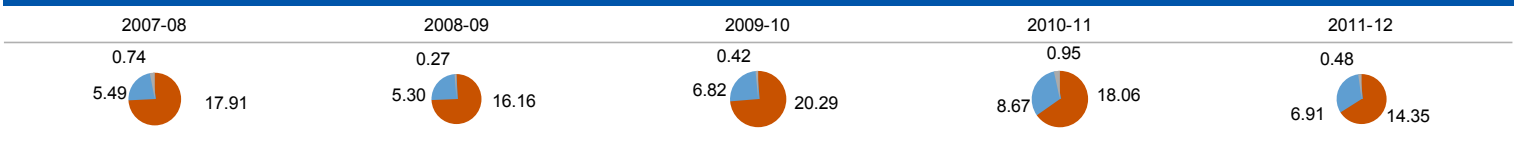
### FTE by Residency

| | 2011-12 |
|---|---|
| CO | 0.05 |
| OR | 21.68 |
| **Grand Total** | 21.73 |

### FTE by Enrollment Status




### FTE by Gender



Southwestern Oregon Community College
Success Indicator 1B: Student FTE Report by Program Area
Summer 2011

## College Overview

### FTE by Program Area

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|---|---|---|
| Asscoiate of Applied Science | Sum of FTE | 53.90 | 50.57 | 77.23 | 84.37 | 80.64 |
| | Percent of FTE | 19.98% | 20.24% | 32.09% | 27.63% | 22.93% |
| Associate of Arts | Sum of FTE | 47.51 | 45.16 | 51.68 | 60.52 | 63.19 |
| | Percent of FTE | 17.61% | 18.08% | 21.48% | 19.82% | 17.97% |
| Associate General Studies | Sum of FTE | 2.07 | 1.61 | 4.22 | 4.96 | 3.32 |
| | Percent of FTE | 0.77% | 0.64% | 1.75% | 1.62% | 0.95% |
| Associate Science | Sum of FTE | 8.14 | 6.51 | 8.25 | 9.82 | 8.83 |
| | Percent of FTE | 3.02% | 2.61% | 3.43% | 3.22% | 2.51% |
| Apprenticeship | Sum of FTE | 0.15 | | | | |
| | Percent of FTE | 0.05% | | | | |
| Intend to Transfer | Sum of FTE | 4.82 | 4.50 | 3.79 | 4.28 | 4.27 |
| | Percent of FTE | 1.79% | 1.80% | 1.58% | 1.40% | 1.21% |
| One Year Certificates | Sum of FTE | 7.04 | 10.17 | 6.04 | 6.80 | 7.29 |
| | Percent of FTE | 2.61% | 4.07% | 2.51% | 2.23% | 2.07% |
| Less Than One Year Certificates | Sum of FTE | | | 0.16 | | |
| | Percent of FTE | | | 0.07% | | |
| Pathway Certificates | Sum of FTE | | | | | 0.40 |
| | Percent of FTE | | | | | 0.11% |
| Short Term Training Opportunities | Sum of FTE | 2.19 | 0.57 | 1.28 | 0.53 | 0.28 |
| | Percent of FTE | 0.81% | 0.23% | 0.53% | 0.17% | 0.08% |
| ABE GED ALO AHSD | Sum of FTE | 21.07 | 21.16 | 17.49 | 12.05 | 17.13 |
| | Percent of FTE | 7.81% | 8.47% | 7.27% | 3.95% | 4.87% |
| Lifelong Learning | Sum of FTE | 122.62 | 109.35 | 70.34 | 121.22 | 166.14 |
| | Percent of FTE | 45.46% | 43.78% | 29.23% | 39.70% | 47.25% |
| Dual Credit | Sum of FTE | 0.22 | 0.19 | 0.15 | 0.83 | 0.15 |
| | Percent of FTE | 0.08% | 0.08% | 0.06% | 0.27% | 0.04% |
| **Grand Total** | Sum of FTE | 269.73 | 249.80 | 240.63 | 305.37 | 351.63 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

# Southwestern Oregon Community College
# Success Indicator 1B: Student FTE Report by Program Area
# Summer 2011

## Curry Residents

FTE by Program Area

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|---|---|---|
| Asscoiate of Applied Science | Sum of FTE | 1.36 | 3.19 | 4.96 | 2.58 | 3.72 |
| | Percent of FTE | 5.62% | 14.66% | 18.00% | 9.33% | 17.14% |
| Associate of Arts | Sum of FTE | 4.15 | 4.02 | 4.35 | 6.90 | 6.47 |
| | Percent of FTE | 17.19% | 18.50% | 15.80% | 24.93% | 29.77% |
| Associate General Studies | Sum of FTE | 0.25 | 0.05 | 0.32 | 0.06 | |
| | Percent of FTE | 1.02% | 0.22% | 1.17% | 0.23% | |
| Associate Science | Sum of FTE | 0.61 | 0.45 | 0.40 | 0.22 | 0.35 |
| | Percent of FTE | 2.52% | 2.08% | 1.45% | 0.80% | 1.59% |
| Apprenticeship | Sum of FTE | 0.15 | | | | |
| | Percent of FTE | 0.61% | | | | |
| Intend to Transfer | Sum of FTE | 0.04 | | 0.21 | 0.24 | 0.18 |
| | Percent of FTE | 0.18% | | 0.78% | 0.88% | 0.83% |
| One Year Certificates | Sum of FTE | 0.30 | 0.53 | 0.92 | 0.90 | 0.22 |
| | Percent of FTE | 1.24% | 2.44% | 3.34% | 3.25% | 1.03% |
| Short Term Training Opportunities | Sum of FTE | | | | 0.30 | |
| | Percent of FTE | | | | 1.08% | |
| ABE GED ALO AHSD | Sum of FTE | 0.22 | 0.24 | 0.57 | 0.45 | 0.38 |
| | Percent of FTE | 0.90% | 1.10% | 2.06% | 1.64% | 1.75% |
| Lifelong Learning | Sum of FTE | 17.07 | 13.26 | 15.80 | 15.50 | 10.41 |
| | Percent of FTE | 70.72% | 61.01% | 57.39% | 55.99% | 47.90% |
| Dual Credit | Sum of FTE | | | | 0.52 | |
| | Percent of FTE | | | | 1.87% | |
| **Grand Total** | Sum of FTE | 24.14 | 21.73 | 27.54 | 27.69 | 21.73 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

## PHILOSOPHY OF GENERAL EDUCATION

Southwestern holds that general education should accomplish two major objectives. The first objective is to provide students with knowledge that will help them attain their full potential as informed and responsible members of society. General education courses offer knowledge that enables students to communicate effectively, to explain relationships among societies, to articulate what it is to be human, to develop artistic expression, to analyze the natural world, and to make informed decisions about physical and mental health.

The second objective of general education is to equip students with the mental skills they must possess if they are to learn independently. Mental skills such as listening, speaking, writing, computing, analyzing, synthesizing, and deliberating logically will enable students to learn on their own throughout their lives.

Southwestern intends that students who complete general education classes shall possess the knowledge and the mental skills essential if they are to develop their potential as individuals and as citizens. General education requirements are aimed at conveying to students the knowledge that each person is valuable and that communities of people are valuable. They are designed to prepare students to promote their own personal well being and that of society.

A core of general education instruction permeates each of the college's five degrees (AAS, AGS, AA/OT, AS, AS/OT-Business), offering students many opportunities to acquire the knowledge and mental skills they must possess to become lifelong learners and responsible citizens.

## GENERAL STUDENT LEARNING OUTCOMES

Students graduating from Southwestern with a two-year degree 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, 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.

## ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their program, students must begin with the courses within their skill level as determined by the placement test score.

Certain programs are restricted entry programs, please see program page for further instruction.

## ADVANCED STANDING

Course work from accredited colleges and universities will be accepted in accordance with college policies.

## Popular Links

Academic Calendars
Accreditation
Advising
Alumni
Board of Education
Bookstore
Catalog & Schedule
Community Education
Computer Labs
Curry Campus
Degrees & Certificates
Directory
Disability Services
Employment Opportunities
Finals Schedule
Financial Aid
Foundation
Graduation
Nursing Program
Student Blogs
Student Life
SWOCC SBDC
Transcripts
Transitional Education
Workforce Development

FUTURE STUDENTS
CURRENT STUDENTS
PARENTS & FAMILIES
VISITORS & COMMUNITY
FACULTY & STAFF

## Southwestern News

### Holiday Campus Office Closures

Campus offices will be closed from December 22, 2011 through January 3, 2012. Day and night classes for winter term begin January 9, 2012.

New Year's Eve Venetian Masquerade Ball at OCCI

The community is invited to a Venetian Masquerade Ball to celebrate the arrival of the New Year. Southwestern Oregon Community College's (SWOCC) Culinary Club will host the event at the Oregon Coast Culinary Institute (OCCI). The New Year's Eve Venetian Masquerade Ball will start at 8:30 p.m. and continue until 1:00 a.m. more...

Oregon Employers Council of the South Coast Creates a scholarship for GED Testing Fees

The cost of taking a GED test, $75, can be a hardship for low income people, which is why the Oregon Employers Council of the South Coast created a scholarship to help people pay for their GED testing fees in both Coos and Curry County. The program consists of two fund accounts, one for each county. The Testing Scholarship will be managed by the SWOCC Foundation. Before being considered for an award a recipient must work with the Employment Department and complete the "Welcome Process." more...

French, Spanish, and Mandarin language classes at SWOCC

A variety of conversational language classes are available this Winter term through the Community Education Department at Southwestern Oregon Community College (SWOCC) and through the collegiate courses. Winter term is January 9 to March 22. more...

Help for starting a new business

Coos Bay, OR – Southwestern Oregon Community College's Small Business Development Center (Southwestern SBDC) will help you explore your dreams of starting a business. The Southwestern SBDC is sponsoring a workshop titled "Ready Set Start Your Business" each week in January. more...

### Upcoming Events

**Grades available via WebAdvisor**
Wed, Dec 14, 2011

**Women's Basketball Clackamas X-Over Time TBA**
Fri, Dec 16 to Sun, Dec 18, 2011

**Men's Basketball Chemeketa X-Over @ Salem, OR Time TBA**
Fri, Dec 16 to Sun, Dec 18, 2011

**Women's Wrestling Yakima, Menlo & Pacific @ Forest Grove, OR**
Fri, Dec 16, 2011 at 8:00am

More...

Donate Now
Secure donations through Network for Good

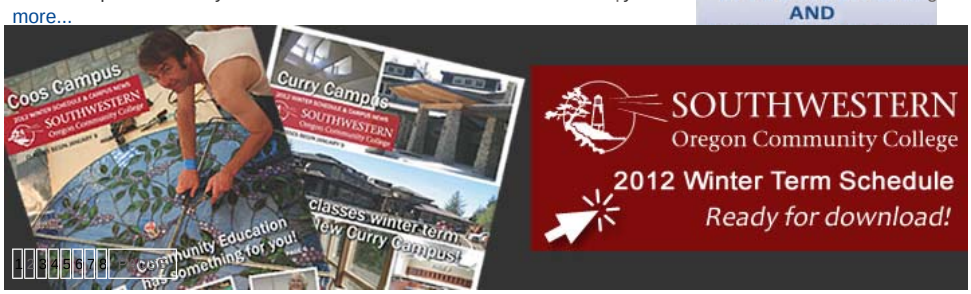
Laker 1 Card

50 Years!

OREGON COAST CULINARY INSTITUTE

INSTITUTIONAL EFFECTIVENESS AND

Admissions | Campus Services | Distance Learning



**Important:**
During inclement weather call **888-1503** for campus or class closure information. **Class closure information** is available by 8:30 AM.

**H1N1 Information**



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News feeds

# SOUTHWESTERN OREGON COMMUNITY COLLEGE

# STRATEGIC PLAN
## 2008-2011

# SOUTHWESTERN OREGON COMMUNITY COLLEGE
# STRATEGIC PLAN

## *VISION STATEMENT*

*Southwestern leads and inspires lifelong learning.*

## *MISSION STATEMENT*

*Southwestern provides quality learning opportunities.*

## *CORE VALUES*

*Quality*
*Access and Opportunity*
*Teaching and Learning*
*Innovative Change*
*Student Satisfaction*
*Sense of Community*
*Social Responsibility*

# SOUTHWESTERN OREGON COMMUNITY COLLEGE
# STRATEGIC PLAN

**Goal 1:** College governance through strong Board of Education and Administration ***leadership*** provides the vision and structure for long term college sustainability and growth.

**Goal 1: Leadership**

| ***Strategy*** | ***Measure/Timeframe/Responsibility*** | ***Budget/Account #*** |
|---|---|---|
| **2008-2009** | | |
| 1. Assure continued formal/informal update of College Strategic Plan that provides evidence of strategic pursuit | 1.a. *Measure:* Summarize Strategic Plan goal/strategy goals in Board agenda quarterly<br>*Timeframe:* Monthly<br>*Responsibility:* President<br>*Progress:* **COMPLETED.** | $300<br>10-3102-51111 |
| | 1.b. *Measure:* Develop a strategic plan for each Department and Program/Monthly Report through 08/09<br>*Timeframe:* Monthly, beginning July 1, 2008<br>*Responsibility:* President<br>*Progress:* **COMPLETED**. Defined units for Strategic Plan as those reporting to President. All units entered into TracDat with draft reports presented to Strategic Planning Council (SPC). Full roll-out to occur during spring for faculty and summer for administration. | $200<br>10-3102-51111 |
| 2. Approve and distribute Master Plan | 2. *Measure:* Master Plan distributed to community through forums<br>*Timeframe:* **Postponed.**<br>*Responsibility:* President, Master Planning Steering Committee<br>*Progress:* **Postponed.** Draft community feedback survey instrument was developed and presented to SPC in Fall '08. Rollout to community TBD. | $200<br>10-3101-53319 |

**Goal 1: Leadership Cont'd**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| 3. Complete Accreditation Report and Visit | 3. *Measure:* Submit program outcomes report to NWCCU and host successful accreditation visit<br>*Timeframe:* March 1, 2009<br>*Responsibility:* President, Institutional Researcher, Vice President of Instruction<br>*Progress:* **COMPLETED**. Program student learning outcomes were developed for every degree, certificate and program offered in the 2008-09 catalog at SOCC. In addition, Administrative Education Support objectives were developed for every unit in the College. The College's Accreditation website (www.socc.edu/accreditation) and the College dashboard of Institutional Effectiveness (www.socc.edu/ie) were launched. The focused accreditation report on assessment was submitted to NWCCU on March 13, 2009.<br><br>The NWCCU evaluator, Ms. Laurie Clary, visited the College on Friday, April 24, 2009, and conducted a review of the progress made toward meeting the NWCCU Standard 2.B.2 and 2.B.3. **The final report has been received.** | $3,000<br>10-3102-53211 |
| 4. Increase legislative advocacy initiatives | 4. *Measure:* Establish and host legislative teleconferencing at Southwestern<br>*Timeframe:* October 15, 2008<br>*Responsibility:* Board of Education, President, Communications Director<br>*Progress:* **COMPLETED.** Legislative teleconferences held every other Monday at 7:00 a.m. with links between the main campus, Curry campus and Salem. The Bay Area Chamber of Commerce is a co-sponsor of this initiative. | $2,000<br>10-3105-51111 |

**Goal 1: Leadership Cont'd**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| 5. Fine-tune Strategic Plan to include Core Value definitions | 5.a. *Measure:* Define Core Values for College approval<br>*Timeframe:* Spring '09<br>*Responsibility:* President<br>*Progress:* **COMPLETED.** Core Values developed at Board Retreat in October, reviewed at the November 24, 2008 Board meeting; and further refined with staff during various strategic planning workshops/meetings and campus-wide feedback from December '08 – June '09. **Draft values to be presented to the Board on June 22, 2009 for final adoption on August 1, 2009.** | |
| | 5.b. *Measure:* Development and review of Board Governance Policies and Procedures.<br>*Timeframe:* June 30, 2009<br>*Responsibility:* Board of Education<br>*Progress:* **In progress.** Board Policy Review Committee continues review process with OSBA Policy Services Specialist. | $6,850<br>10-3101 |

**2009-2010**

| | | |
|---|---|---|
| 1. Assure continued formal and informal update of College Strategic Plan that require evidence of goal pursuit | 1.a. *Measure:* Summarize Strategic Plan goal/strategy goals in monthly Board agenda<br>*Timeframe:* Monthly<br>*Responsibility:* President | |
| | 1.b. *Measure:* Summarize Departmental Strategic Plan/report goals monthly from<br>*Timeframe:* Monthly<br>*Responsibility:* President | |
| 2. Assure global learning initiatives | 2. *Measure:* Annual plan for cultural awareness and global learning<br>*Timeframe:*<br>*Responsibility:* | |

**Goal 1: Leadership Cont'd**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| 3. Set steering committee for full accreditation visit | 3. *Measure:* Steering committee members identified and first meetings held to solidify responsibilities and timeline for self-study<br>*Timeframe:*<br>*Responsibility:* | |
| 4. Plan for 49th Anniversary | 4. *Measure:* Establish 49th Anniversary Steering Committee, submit plan for 49th Anniversary to Board of Education for approval<br>*Timeframe:*<br>*Responsibility:* | |
| **2010-2011** | | |
| 1. Plan for 50th Anniversary | 1. *Measure:* Establish 50th Anniversary Steering Committee, submit plan for 50th Anniversary to Board of Education for approval<br>*Timeframe:*<br>*Responsibility:* | |
| 2. Set steering committee for full accreditation visit | 2. *Measure:* Steering committee members identified and first meetings held to identify responsibilities and timeline for self-study.<br>*Timeframe:*<br>*Responsibility:* | |

# SOUTHWESTERN OREGON COMMUNITY COLLEGE
# STRATEGIC PLAN

**Goal 2:** ***Student access*** to quality teaching and learning opportunities opens pathways to dreams.

**Goal 2: Student Access**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| **2008-2009** | | |
| 1. Increase access to reduce internal and external barriers to students | 1. *Measure:* Increase retention of students by 2%<br>*Timeframe:* June 2009<br>*Responsibility:* Enrollment Management Committee and Enrollment and Student Service Leadership Team<br>*Progress:* **COMPLETED. Retention rates for Program Students were 72% fall to winter, 87% winter to spring, and 63% fall to spring; for Housing Students it was 83% fall to winter, 90% winter to spring, and 76% fall to spring.** | $15,000<br>10-2407 |
| 2. Assess and refine the student marketing plan to include in-district, out-of-district, community education, and workforce development | 2. *Measure:* Increase enrollment by 2%<br>*Timeframe:* June 2009<br>*Responsibility:* Marketing Committee and Enrollment and Student Service Leadership Team<br>*Progress:* **COMPLETED. Overall FTE is up by 2% at this time.** | $25,000<br>10-2404 |
| 3. Assess facility usage for events | 3. *Measure:* Create baseline data and set goals for increase in facility usage<br>*Timeframe:* June 2009<br>*Responsibility:* Community Education and Events Director and Dean of Students<br>*Progress:* **COMPLETED. A baseline report has been developed to capture the use of College facilities.** | $2,000<br>10-1809-51111 |

**Goal 2: Student Access Cont'd**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| **2009-2010** | | |
| 1. Increase diversity of Student Service staff | 1. *Measure:* Add one-two people of color to staff to reflect growing student population of students of color<br>*Timeframe:* June 2010<br>*Responsibility:* Managers, Human Resources | |
| 2. Implement action plan to increase access to reduce internal and external barriers to students | 2.a. *Measure:* Increase retention of students by 2%<br>*Timeframe:* June 2010<br>*Responsibility*: Enrollment Management Committee and Enrollment and Student Service Leadership Team<br><br>2.b. *Measure:* One-card system for student and staff use and increase accessibility to campus services by 2%<br>*Timeframe:* June 2010<br>*Responsibility:* Enrollment Management Committee and Enrollment and Student Service Leadership Team | |
| 3. Assess and refine the student marketing plan to include in-district, out-of-district, community education and workforce development | 3. *Measure:* Increase enrollment by 2%<br>*Timeframe:* June 2010<br>*Responsibility:* Student Enrollment Committee and Marketing Committee | |
| 4. Increase facility usage for events | 4. *Measure:* Increase facility usage by 3%<br>*Timeframe:* June 2010<br>*Responsibility:* Community Education and Events Director and Dean of Students | |

**Goal 2: Student Access Cont'd**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| **2010-2011** | | |
| 1. Implement action plan to increase access to reduce internal and external barriers to students | 1. *Measure:* Increase retention of students by 2%<br>*Timeframe:* June 2011<br>*Responsibility:* Enrollment Management Committee and Enrollment and Student Service Leadership Team | |
| 2. Assess and refine the student marketing plan to include in district, out of district, community education, and workforce development | 2. *Measure:* Increase enrollment by 2%<br>*Timeframe:* June 2011<br>*Responsibility:* Student Enrollment Committee and Marketing Committee | |

**Goal 3:** Exceptional ***educational programs and experiences*** designed, developed, scheduled, implemented, and assessed.

## Goal 3: Educational Programs and Experiences

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| **2008-2009** | | |
| 1. Publish student program outcomes on website | 1. *Measure:* Identify student outcomes by program and post first year outcomes on college website<br>*Timeframe:* November 30, 2008<br>*Responsibility:* Vice President of Instruction and Deans, Institutional Researcher, Instructional Council, Faculty, and Information Technology<br>*Progress:* **COMPLETED.** Student learning outcomes on website and in 2009-2009 online version of the college catalog. | $12,000<br>10-2101-51111<br><br>$1,000<br>10-3116-51521 |
| 2. Add one new program to college instructional opportunities | 2. *Measure:* One new program is submitted to CCWD and announced to the Board of Education<br>*Timeframe:* June 30, 2009<br>*Responsibility:* Vice President of Instruction, Deans, Faculty, and Instructional Council<br>*Progress:* **COMPLETED.** EMT/Paramedic and Phlebotomy programs. submitted and approved. Basic Nursing Assistant (BNA) statewide, online course development is underwritten by a grant from CCWD. First course offering anticipated Summer 2009. Certified Nursing Assistant 2 (CNA2) course was developed and approved by CCWD and Oregon State Board of Nursing in March 2009. First course offering anticipated spring 2009. | $2,000<br>10-2101-51111 |

**Goal 3: Educational Programs and Experiences Cont'd**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| 3. Utilize community based education to expand career opportunities in response to emerging needs | 3. *Measure:* Process for responding to emerging community educational needs established and presented to Instructional Council; one emerging need identified and proposed for program action<br>*Timeframe:* June 30, 2009<br>*Responsibility:* Vice President of Instruction, Deans, Faculty, Instructional Council, and Workforce Development<br>*Progress:* **COMPLETED.** Natural Resources survey course requested by Coquille Tribe was developed and offered fall term. College level Spanish I scheduled at Coast Guard at their request for winter term '09. Contact advisory group complete for transportation and manufacturing. Continued response to transportation and manufacturing needs through Clusters initiative. Truck Driver Training, CNA II, and electrical apprenticeship approval process completed as a result of advisory committee requests. Bay Cities Ambulance support for EMT/Paramedic instruction initiated new program fall term 2008. | $45,000<br>10-2101-51111 |
| 2009-2010 | | |
| 1. Publish new teaching and learning initiatives resulting from program review | 1. *Measure:* Teaching and learning initiatives prompted by student program outcome data are identified, implemented and posted on website<br>*Timeframe:* June 30, 2009<br>*Responsibility:* Vice President, Institutional Researcher, Instructional Council, and Faculty | |
| 2. Add one new program to college instructional opportunities | 2. *Measure:* One new program is submitted to CCWD and announced to the Board of Education<br>*Timeframe:* Programs, study options, and articulations adopted by January to add in next catalog<br>*Responsibility:* Faculty, Instructional Directors, Pathway Coordinator and Instructional Council | |

**Goal 3: Educational Programs and Experiences Cont'd**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| 3. Utilize community based education to expand career opportunities in response to emerging needs | 3. *Measure:* Process for responding to emerging community educational needs established and presented to Instructional Council; one emerging need identified and proposed for program action<br>*Timeframe:* June 30, 2010<br>*Responsibility:* Vice President, Dean, Faculty and Instructional Council | |
| **2010-2011** | | |
| 1. Evaluate published student program outcomes for new teaching and learning initiatives | 1. *Measure:* Instructional Office works with instructional leaders and Information Technology to identify student outcomes by program, post outcomes on college website and initiate new teaching and learning initiatives<br>*Timeframe:* November 30, 2010<br>*Responsibility:* Vice President, Instruction/St. Services, Instructional Researcher, Instructional Council, Faculty, and Information Technology | |
| 2. Add one new program to college instructional opportunities | 2. *Measure:* One new program is submitted to CCWD and announced to the Board of Education.<br>*Timeframe:* June 30, 2011<br>*Responsibility:* Vice President, Dean, Faculty, and Instructional Council | |
| 3. Utilize community based education to expand career opportunities in response to emerging needs | 3. *Measure:* Process for responding to emerging community educational needs established and presented to Instructional Council; one emerging need identified and proposed for program action<br>*Timeframe:* June 30, 2011<br>*Responsibility:* Vice President, Dean, Faculty and Instructional Council | |

# SOUTHWESTERN OREGON COMMUNITY COLLEGE
# STRATEGIC PLAN

**Goal 4:** Adequate ***physical, fiscal, and Integrated Technology Services resources*** allocated through continuous improvement and aggressive pursuit of traditional and non-traditional resources to meet the needs of our present and future stakeholders.

**Goal 4: Physical, Fiscal, and ITS Resources**

| ***Strategy*** | ***Measure/Timeframe/Responsibility*** | ***Budget/Account #*** |
|---|---|---|
| **2008-2009** | | |
| 1. Aggressively pursue all sources of revenue | 1. *Measure:* Increase special projects and alternative resources revenue by 5%<br>*Timeframe:* June 2009<br>*Responsibility:* Vice President of Administrative Services, Director of Resource Development<br>*Progress:* **COMPLETED**. Submitted a grant proposal to the Coquille Tribe for Curry Campus support. AACC grant for workforce and economic development submitted to request support of expansion of the welding fabrication degree. Statewide Suicide Prevention grant received. Received $1.9 million Community Based Job Training Grant with the Department of Labor, Office of CCWD Healthcare Initiative Grant for online Basic Nursing Assistant programs ($75,000), the Ford Family JumpStart grant ($45,000), and RSVP Grant. ($65,000). Foundation received additional scholarship funding for 2009-2010: 1- $15,000 from the Gordon Elwood Foundation for student scholarships in Curry County; 2- $13,000 from the Juan Young Trust. Additionally, the Foundation has received a $50,000 challenge grant (matching fund grant for student scholarships from the James F and Marion L Miller Foundation with a deadline of March ’09 for fundraising. | $10,000<br>10-3107-51521 |

**Goal 4: Physical, Fiscal, and ITS Resources**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| 2. Initiate renovation, repair and construction for Master Plan | 2. a. *Measure:* Begin construction of Curry campus<br>*Timeframe:* TBD<br>*Responsibility:* President and Curry Campus Dean<br>*Progress:* **In progress.** Detailed Development Plan (DDP) approved by Brookings City Planning Commission on September 2. Last appeal period expires in March 30, 2009. After Brookings City Council acceptance of the DDP, transfer of land title will be made between SOCC and Borax per contract.<br><br>2. b. *Measure:* Upgrade facilities to meet ADA requirements<br>*Timeframe:* Ongoing<br>*Responsibility:* Vice President of Administrative Services and Director of Plant Services<br>*Progress:* **In progress.** A plan containing a list of deferred maintenance projects was developed using a portion of the $4 million deferred maintenance award from the Legislature (state stimulus package) to meet ADA compliance for bathrooms and walkways, **improve safety by updating both main and Curry campus lighting, replace roofing, and flooring, paint and seal several buildings, make structural repairs, and replace/repair HVAC systems in three buildings where students services are provided.** | $4,600,000<br>10-3302 |

| | | |
|---|---|---|
| 3. Enhance campus inventory and use of state of the art technology to improve student learning and campus productivity | 3.a. *Measure:* Increase technology rich classrooms by eight<br>*Timeframe*: October 2008<br>*Responsibility:* Media Services / Title III<br>*Progress*: **COMPLETED.** Title III funding for new classrooms finished October 2008. Recreation Center and Curry Campus received classroom media technologies. October 1, 2007 – September 30, 2008. Additional classrooms being upgraded for new fiscal year. Bay Cities Ambulance equipped multi-media classroom for new year. | $38,833<br>25-6711 |
| | 3.b. *Measure:* Purchase and install Storage Attached Network (SAN) for server, workstation, student backups, and portal documents<br>*Timeframe:* December 2008<br>*Responsibility:* ITS / Title III<br>*Progress:* **COMPLETED.** | $85,000<br>25-6711/<br>10-3117-53172 |

**Goal 4: Physical, Fiscal, and ITS Resources**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| **2009-2010** | | |
| 1. Aggressively pursue all sources of revenue | 1. *Measure:* Increase special projects and alternative resources by revenue 5%<br>*Timeframe:* June 2010<br>*Responsibility:* LRD | |
| 2. Enhance campus inventory and use of state of the art technology to improve student learning and campus productivity | 2.a. *Measure:* Implement Learning Management System or One Card System<br>*Timeframe:* October 2009-June 2010<br>*Responsibility:* Student Services/Title III<br><br>2.b. *Measure:* Increase technology rich classrooms by four<br>*Timeframe:* October 2010<br>*Responsibility:* Media Services / Title III | |
| 3. Continue renovation, repair and construction for Master Plan | 3.a. *Measure:* Relocate and demo Maintenance, B-2, B3, and greenhouse<br>*Timeframe:* 2009-2010<br>*Responsibility:* Leadership<br>3.b. *Measure:* Empire Hall noise abatement<br>*Timeframe:* 2009-2010<br>*Responsibility:* Leadership<br>3.c. *Measure:* New entry road and underground utilities<br>*Timeframe:* 2009-2010<br>*Responsibility:* Leadership<br>3.d. *Measure:* Health and Science Technology Building<br>*Timeframe:* 2009-2010<br>*Responsibility:* Leadership<br>3.e. *Measure:* Walkway improvement<br>*Timeframe:* 2009-2010<br>*Responsibility:* Leadership<br>3.f. *Measure:* Curry SOCC campus<br>*Timeframe:* 2009-2012<br>*Responsibility:* Leadership | |

**Goal 4: Physical, Fiscal, and ITS Resources**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| **2010-2011** | | |
| 1. Aggressively pursue all sources of revenue | 1. *Measure:* Increase special projects and alternative resources by revenue 5%<br>*Timeframe:* June 2011<br>*Responsibility:* LRD | |
| 2. Enhance campus inventory and use of state of the art technology to improve student learning and campus productivity | 2. *Measure:* Purchase and install new Colleague server<br>*Timeframe:* August 2010<br>*Responsibility:* ITS | |
| 3. Continue renovation, repair and construction for Master Plan | 3.a. *Measure:* Curry SOCC campus<br>*Timeframe:* 2010-2012<br>*Responsibility:* Leadership | |
| | 3.b. *Measure:* Randolph Hall remodel<br>*Timeframe:* 2010-2011<br>*Responsibility:* Leadership | |
| | 3.c. *Measure:* Sitkum Hall remodel<br>*Timeframe:* 2010-2011<br>*Responsibility:* Leadership | |
| | 3.d. *Measure:* North road exit<br>*Timeframe:* 2010-2011<br>*Responsibility:* Leadership | |

# SOUTHWESTERN OREGON COMMUNITY COLLEGE
# STRATEGIC PLAN

**Goal 5:** To support all ***employees*** and the college as a learning organization responsive to individual and organization success with resources, training, tools and feedback.

**Goal 5: Employees**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| **2008-2009** | | |
| 1. Leveraging technology to maximize personal and professional development opportunities, streamline administrative processes, enhance and capture access to information | 1.a. *Measure:* Electronic personnel recruiting process implemented.<br>*Timeframe:* **Postponed.**<br>*Responsibility:* Human Resources and Integrated Technology Services<br>*Progress:* **Postponed** due to budgetary constraints. | ~~$30,000~~<br>~~10-3205-57307~~ |
| | 1.b. *Measure:* Implement new online Performance Processes Evaluation that includes career planning and mentoring.<br>*Timeframe:* **Postponed.**<br>*Responsibility:* Human Resources and Integrated Technology Services<br>*Progress:* **Postponed due to budgetary constraints.** | ~~$5,000~~<br>~~10-3205-57307~~ |
| **2009-2010** | | |
| 1. Development employee satisfaction survey and pilot by spring term | 1. *Measure:* Evaluate quality of work life to assure positive employee outcomes<br>*Timeframe:* Spring term 2009<br>*Responsibility:* Human Resources | |
| **2010-2011** | | |
| 1. Create new employee video for consistent orientation | 1. *Measure:* Ensure that video meets employee, student and community needs<br>*Timeframe:* September 2010<br>*Responsibility:* Human Resources and Communication | |

# SOUTHWESTERN OREGON COMMUNITY COLLEGE
# STRATEGIC PLAN

**Goal 6:** Premier ***collaborative relationships*** initiated with educational institutions, economic and workforce development, business and industry alliances, health care alliances, government agencies, and community groups.

**Goal 6: Collaborative Relationships**

| ***Strategy*** | ***Measure/Timeframe/Responsibility*** | ***Budget/Account #*** |
|---|---|---|
| **2008-2009** | | |
| 1. Increase community citizen information access to college information and college access to community need | 1. *Measure:* Pilot community feedback instrument<br>*Timeframe:* December 31, 2008<br>*Responsibility:* President, Information Technology, Communications, Foundation Executive Director<br>*Progress:* **In progress.** Community feedback instrument developed and presented to SPC October 2008. Rollout to community TBD. Institutional Effectiveness dashboard data available on website and all information used for NWCCU documentation is located in the library. | $3,500<br>10-3105 |
| 2. Initiate fund/friend-raising for Capital Curry Campus and Health and Sciences Technology Building needs | 2. *Measure:* Progress of Capital initiatives for Curry Campus and Health and Sciences Technology Buildings reported to Board of Education<br>*Timeframe:* Monthly beginning in September 2008<br>*Responsibility:* President, Foundation Executive Director, Director of Resource Development, Curry Campus Dean<br>*Progress:* **In progress.** Joint Foundation Board and Southwestern Board meeting on goal setting and top fundraising priorities held in April 2009 **and a joint meeting focusing on student barriers is planned for July 2009.** | $50,000<br>Foundation |

**Goal 6: Collaborative Relationships**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| 3. Develop community partnerships in response to emerging economic/workforce needs | 3. *Measure:* Annual Advisory Committee Dinner initiated<br>*Timeframe:* Postponed, alternate activities executed.<br>*Responsibility:* President's Executive Team, Foundation Executive Director, Workforce Development, Community Education Coordinator, Faculty<br>*Progress:* **Postponed.** Advisory committee members identified college-wide. Additional collaborative relationships identified for appreciation: Chambers of Commerce and Economic Development, Economic Outlook Forum team planning, Peace Health Hospital, Bay Area Hospital, Curry General Hospital. Cluster Grant advisory group established. Annual dinner postponed due to budget constraints. Submitted Federal Nursing Workforce Diversity Grant in collaboration with the Southern Oregon Cadre of Nurse Executives in fall '08. Initial collaboration/brainstorming meeting conducted with SOCC faculty and staff and Oregon Community Action staff on February 20, 2009. Efforts will result in the development of training and support for the creation of green collar jobs in our service district. | $5,000<br>10-3101 |
| **2009-2010** | | |
| 1. Initiate Capital Campaigns in response to needs identified for Curry Campus and Health and Sciences Technology Buildings | 1. *Measure:* Timetable and personnel for Capital Campaigns presented to Board of Education for participation in key events<br>*Timeframe:* June 30. November and June Board meeting reports of progress<br>*Responsibility:* Foundation Executive Director, President | |
| 2. Initiate annual community feedback process | 2. *Measure:* Community feedback instrument chosen and distributed. Report of community information and recommendations presented to Board of Education<br>*Timeframe:* December 30, 2009<br>*Responsibility:* Communications Director; President's Executive Team | |

**Goal 6: Collaborative Relationships**

| *Strategy* | *Measure/Timeframe/Responsibility* | *Budget/Account #* |
|---|---|---|
| 3. Develop community partnerships in response to emerging economic/workforce needs | 3. *Measure:* Annual meeting for Community partnership, advisory boards and initiatives with each held and published on website<br>*Timeframe:*<br>*Responsibility:* Vice President of Instruction, Executive Director of Workforce Development, Director of Information Technology | |
| **2010-2011** | | |
| 1. Develop community partnerships in response to emerging economic/workforce needs | 1. *Measure:* Community partnerships and resulting programs reported at January and June Board meetings<br>*Timeframe:* June 30, 2011<br>*Responsibility:* Vice President of Instruction, Executive Director of Workforce Development | |
| 2. Initiate new Fire Science facilities | 2. *Measure:* Location, programming and staff identified for expanded Fire Science<br>*Timeframe:* December 31, 2010<br>*Responsibility:* President, Vice President of Instruction, Director of Fire Science | |

Live Link as of February 1, 2012: http://www.socc.edu/board/bb/bm~doc/strategic_plan_2010-11_050911.pdf

# Southwestern Strategic Plan 2010-11

| Core Theme | Strategic Goal 2010-11 | Annual Priority or Board Goal | Planned Accomplishments |
|---|---|---|---|
| I. Access | 1: Ensure access to diverse learning opportunities. | 1.1: Provide access to students for financial assistance to pursue their educational goals. | 1.1a: Increase Scholarship opportunities to provide increased access for students to attend the college. |
| | | | 1.1b: Enhance delivery of financial assistance to students. |
| | | | 1.1c: Market the expanded availability of financial assistance for non-traditional students. |
| | 2: Provide access to support services for students, staff, and the community. | 2.1: Implement software and other technology to support staff and students. | 2.1a: Instant enrollment implemented by June 2011. |
| | | | 2.1b: Implement bookstore eCommerce for online purchasing of books and supplies by September 2010 |
| | | | 2.1c: Implement vanilla Datatel Portal for staff and students by April 2011 |
| | | | 2.1d: Software and technology to support staff. |
| | | | 2.1e: Improve multi-media and other technology. |
| | | 2.2: Continuous web page improvement | 2.2a: Implementation of new college web pages and functions. |
| | | 2.3: Increase reimbursable FTE by 5% | 2.3a: Implement varied strategies to increase FTE for both full and part-time enrollments. |
| | | | 2.3b: Increase opportunities for in-district high school students through Dual Credit, Enhanced Options, On-line and Credit Recovery. |
| | | 2.4: Increase student retention by 3% | 2.4a: Implement varied strategies to increase student retention by 3%. |
| | | | 2.4b: Implement on-line new student orientation module by Fall term 2010. |
| II. Student Learning and Achievement | 3: Maintain and develop quality learning opportunities to encourage student success and achievement. | 3.1: Student Transition | 3.1a: Establish a coordinated program to meet the needs of students in developmental courses. |
| | | | 3.1b: Target increases of students experiencing successful transition from developmental to college-level courses. |
| | | | 3.1c: Target increases of students experiencing successful transition from Southwestern to 4-year colleges and universities. |
| | | 3.2: Through program review, support improvement and effectiveness of programs and services | 3.2a: Implement first full cycle of assessment, planning and budget for instructional programs and administrative/education support units |
| | | | 3.2b: Finalize institutional effectiveness and assessment guidlines |
| | | | 3.2c: Facilitate the transition of Institutional Effectiveness and Assessment Taskforce (IEAT) to an oversight committee |
| | | | 3.2d: Align curriculum with local, regional, state, national and global stakeholders' needs. |

| Core Theme | Strategic Goal 2010-11 | Annual Priority or Board Goal | Planned Accomplishments |
|---|---|---|---|
| | | 3.3: Identify opportunities and develop new programming to meet local, regional, state and global stakeholders' needs. | 3.3a: Using Oregon and National occupational outlook data, create a list of 2-3 prioritized career technical programs to develop for Southwestern |
| | | | 3.3b: Using student interest surveys, faculty and community input, create a list of 2-3 transfer emphasis programs for Southwestern |
| | | | 3.3c: Enhance and expand a global perspective of sustainability within the curriculum. |
| | | | 3.3d: Enhance alternative methods of curriculum delivery to meet student needs. |
| | | 3.4: Through faculty professional development, support growth and innovation. | 3.4a: Develop and implement a systematic part-time faculty performance evaluation system. |
| | | | 3.4b: Develop and implement standardized faculty orientation and development program for online, hybrid and web-enhanced courses. |
| | 4: Support student lifelong learning and goal attainment. | 4.1: Promote and strengthen learning opportunities for students and staff through physical and social activities to foster lifelong wellness. | 4.1a: Each Residence Life Resident Assitant will organize and host three programs each term that are social, academic, and/or wellness development. |
| | | | 4.1b: Increased athletics activities by each sport developing/hosting skill workshops. |
| | | 4.2: Develop seamless educational pathways. | 4.2.a: Develop and implement by September 2010, 1-credit college success class for all undecided majors. |
| | | | 4.2.b: By December 2010, organize a taskforce to develop career exploration courses for 3 career clusters. |
| III. Innovation and Sustainability | 5: Create the vision and structure for long-term college sustainability and growth. | 5.1: Develop new Institutional Effectiveness Model to meet the new Accreditation Standards. | 5.1a: Align Measures of Achievement with the new Accreditation Standards. |
| | | 5.2: Continue Capital Campaign in response to needs identified for Curry Campus. | 5.2a: Capital Campaign activities continue as needed to support Curry Campus construction. |
| | | 5.3: Board Policies reviewed for continuous improvement. | 5.3a: Combine current Board and Administrative policies and procedures into one. |
| | | 5.4: Update the master plan | 5.4a: Review strategic plan |
| | | | 5.4b: Update facilities master plan |
| | | | 5.4c: Update the instructional plan |
| | | 5.5: Meet accreditation reporting requirements. | 5.5a: Response to recommendations from 2005 Interim Visit. |
| | | | 5.5b: Submit Standard One Accreditation Report to NWCCU and complete draft Standards Two through Five for submission in 2012. |
| | | 5.6: 50th Anniversary Celebration and Planning | 5.6a: Develop anniversary memorabilia including a historical video and book |
| | | | 5.6b: Increase alumni participation |
| | | | 5.6c: Plan 50th celebration events throughout the year culminating in the 2011 graduation ceremony. |

| Core Theme | Strategic Goal 2010-11 | Annual Priority or Board Goal | Planned Accomplishments |
|---|---|---|---|
| | | 5.7: The Board of Education will engage in Curry Campaign fundraising. | . |
| | | 5.8: The Board of Education will actively advocate community colleges at the local, state, and federal level. | . |
| | 6: Support college growth through appropriate planning, budgeting, and assessment. | 6.1: Provide fiscal effective management through responsible financial resources stewardship, ethical leadership, and responsive college-wide support. | 6.1a: Lead systemic, inclusive, and efficient budget development process. |
| | | | 6.1b: Monthly Fiscal Measures of Achievement |
| | | 6.2: Lead entrepreneurial endeavors by developing revenue streams to support financial independence. | 6.2a: Increase Dining Services endeavors to include all-day coffee shop with grab-n-go items. |
| | | | 6.2b: Prepare for new rental of Neighborhood Facility and Newmark Center. |
| | | | 6.2c: Sustain bookstore profit by increasing sales resulting in an Ending Unit Balance greater than or equal to average of three prior years |
| | | | 6.2d: OCCI and Student Housing increase student retention by term-to-term retention of 2%. |
| | | | 6.2e: Enterprise Units are financially self-sustaining. |
| | | 6.3: Conduct State of the College updates during quarterly work sessions. | 6.3a: Communicate strategic plan progress through quarterly updates to the Board of Education. |
| | | | 6.3b: HIghlight programs and services through monthly Board of Education reports. |
| | | 6.4: The Board of Education will complete review of Board policies by February 2011. | . |
| | | 6.5: The Board of Education will conduct State of the College Planning during quarterly work sessions covering Facilities Master Plan, Enrollment Management, College Advancement, Student Services, Integrated Technology Services, Administrative Services, and Instruction relative to Mission fulfillment of Accreditation Standard One. | . |
| | 7: Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities. | 7.1: Implement Systems software and hardware to meet technology demands and support the technology staff. | 7.1a: Implement technology administration solutions. |
| | | | 7.1b: Implement tutorial and training systems and materials for staff and faculty. |
| | | | 7.1c: Improve infrastructure for voice and data. |
| | | 7.2: Maintain college technology infrastructure | 7.2a: Funding obtained and technology purchased to meet the |

| Core Theme | Strategic Goal 2010-11 | Annual Priority or Board Goal | Planned Accomplishments |
|---|---|---|---|
| | | and services by assuring the funding needed to meet the college requirements | needs of the college community |
| | | 7.3: Maintain and provide a safe working, learning, and living physical environment. | 7.3a: Full facility evaluation for maintenance and custodial needs. |
| | | | 7.3b: Student Housing health and safety inspections, fire drills, and facility maintenance. |
| | | | 7.3c: Campus Security increased involvement campus-wide. |
| | | 7.4: Provide college-wide operational support to staff and students. | 7.4a: Mail & Print Services evaluate budget reduction initiatives. |
| | | 7.5: Provide human resources functions and professional development opportunities. | 7.5a: Increase Human Resource trainings by having monthly supervisor trainings. |
| IV. Community Engagement | 8: Sustain and build strong community, business, and agency partnerships. | 8.1: Develop community partnerships in response to emerging economic/workforce needs | 8.1a: Partnerships formed in response to emerging economic/workforce needs |
| | | 8.2: The Board of Education will schedule a Work Session with the Foundation Board in October 2010. | . |
| | 9: Promote and provide opportunities for the community to engage in diverse activities and events. | 9.1: Strengthen Community Relations by encouraging participation on college committees and at campus events. | 9.1a: Community relations udpate |
| | | 9.2: Board of Education will invite an Ex-officio Foundation Board member to participate in Board of Education meetings by December 2010. | . |
| | | 9.3: Board of Education will actively participate and support the 50th Anniversary celebration. | . |

# Strategic Plan by Core Theme, Strategic Goals, Annual Priorities, and Planned Accomplishments

2011-12 through 2013-14

| Core Theme | Core Theme Descriptor | Strategic Goals | Annual Priority | Planned Accomplishments |
|---|---|---|---|---|
| I. Access | Access is the pathway to learning opportunities for students and the community through support services and diverse delivery methods. | 1: Ensure access to diverse learning opportunities. | 1.1: Provide student access for financial assistance to pursue their educational goals. | 1.1A: Expand access to financial assistance. |
| | | | 1.2: Support diverse learning opportunities for students and the community. | 1.2A: Encourage the development of delivery systems that meet the needs of students in various communities. |
| | | 2: Provide access to support services for students and the community. | 2.1: Implement software and other technology to support learning opportunities and services. | 2.1A: Conduct needs assessment of services and facilities to meet ADA |
| | | | | 2.1B: Purchase and implement new or enhance hardware/software |
| | | | 2.2: Develop and implement initiatives to increase access to services for students to increase enrollments and FTE. | 2.2A: Support opening new Curry Campus |
| | | | | 2.2B: Enhance services and increase access to services |
| | | | | 2.2C: Create comprehensive enrollment process and guidelines. |
| II. Learning and Achievement | Student learning and student achievement are at the core of the College mission and given the highest priority by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer. | 3: Maintain and develop quality learning opportunities to encourage student success and achievement. | 3.1: Facilitate programs and services to support student achievement and success. | 3.1A: Improve student achievement through new or enhancing programs or classes |
| | | | | 3.1B: Survey staffing needs and prioritize the hiring of faculty and staff to meet student needs. |
| | | | | 3.1C: Assess testing and advising in order to facilitate the success of students in appropriate courses and programs. |
| | | | 3.2: Provide academic offerings which meet accreditation, national, state, and local standards including educational technology quality standards and industry quality standards. | 3.2A: Submit program accreditation and self-study reports |
| | | | | 3.2B: Improve quality control of academic offerings through effective course and program evaluation and faculty evaluation. |

| Core Theme | Core Theme Descriptor | Strategic Goals | Annual Priority | Planned Accomplishments |
|---|---|---|---|---|
| | | | | |
| II. Learning and Achievement | Student learning and student achievement are at the core of the College mission and given the highest priority by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer. | 4: Support student lifelong learning and goal attainment. | 4.1: Promote and strengthen learning opportunities for students and staff through physical and social activities to foster lifelong learning and wellness. | 4.1A: Enhance student activities for all students. |
| | | | | 4.1B: Enhance staff and faculty activities and interaction with each other. |
| | | | 4.2: Identify opportunities and develop programming to meet local, regional, state, and global stakeholders' needs. | 4.2A: Develop additional learning opportunities to meet needs. |
| III. Innovation and Sustainability | Innovation and Sustainability embodies prudent and enduring resource stewardship, augmented by innovative resource development endeavors, to sustain a strong fiscal, human, physical, and technological infrastructure for a supportive learning, living, and working environment. | 5: Create the vision and structure for long-term college sustainability and growth. | 5.1: Guide initiatives and activities to achieve mission fulfillment within a culture of evidence-based decision making and continuous improvement. | 5.1A: Institutional Effectiveness and Continual Improvement process |
| | | | | 5.1B: Meet accreditation benchmarks. |
| | | | 5.2: Review, refine, develop, and implement appropriate policies and procedures to ensure the sustainability of the college. | 5.2A: Complete Board Policies and Administrative Policies & Procedures revamping |
| | | | | 5.2B: Develop operational manuals |
| | | 6: Support college growth through appropriate planning, budgeting, and assessment. | 6.1: Provide effective fiscal management through responsible financial resource stewardship, ethical leadership, and responsive college-wide support. | 6.1A: Development of College Council functions - planning, budgeting, The Master Plan |
| | | | | 6.1B: Work toward the space integration of science, technologies and allied health and the planning and financing of appropriate facilities. |
| | | | | 6.1C: Explore additional resource opportunities for the College. |
| | | | 6.2: Pursue and maintain endeavors to develop revenue streams to support financial independence. | 6.2A: Consider additional endeavors / upgrades to current |
| | | | | 6.2B: Explore financing opportunities through grants, industry alliances, and enterprise functions. |

| Core Theme | Core Theme Descriptor | Strategic Goals | Annual Priority | Planned Accomplishments |
|---|---|---|---|---|
| | | | | |
| | | 7: Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities. | 7.1: Provide and maintain a safe working, learning, and living environment. | 7.1A: Expand procedure and systems to enhance and assist Emergency Management including updating the crisis management plan. |
| | | | | 7.1B: Increasing security measures and training. |
| | | | 7.2: Ensure effective college-wide operational support for staff and students. | 7.2A: Offer and support employee training and credentialing. |
| | | | | 7.2B: Reorganize instructional units so that the various components and functions fit together in a logical, manageable and sustainable manner. |
| | | | | 7.2C: Explore activites and programs to enhance employee engagement |
| | | | 7.3: Assess college-wide staffing needs to create priorities for the delivery of quality educational services and programs. | 7.3A: Review organizational structure to achieve mission fulfillment. |
| IV. Community Engagement | Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events. | 8: Sustain and build strong community, business, and agency partnerships. | 8.1: Develop and sustain community partnerships in response to emerging economic and workforce needs. | 8.1A: Evaluate and prioritize current community partnerships. |
| | | | 8.2: Create and sustain educational partnerships to promote shared resources for seamless educational opportunities. | 8.2A: Improve communication and involvement with community stakeholders-e.g. school districts, business and industry. |
| | | | | 8.2B: Increase student transition opportunities. |
| | | 9: Promote and provide opportunities for the community to engage in diverse activities and events. | 9.1: Strengthen community relations by encouraging participation on college committees and at campus events. | 9.1A: Explore collaborative projects with district cities |
| | | | | 9.1B: Increase and enhance activities for community attendance. |
| | | | 9.2: Support and encourage participation in cultural activities, community events, and community organizations. | 9.2A: Support community events and cultural activities. |
| | | | | 9.2B: Improve communication with internal and external partners to increase student success |
| | | | | 9.2C: Explore new fundraising and friend raising opportunities |

# Strategic Plan Planned Accomplishments by Core Theme, Strategic Goals, and Annual Priorities

2011-12 through 2013-14

| Core Theme | Core Theme Descriptor | Annual Priority | Planned Accomplishments |
|---|---|---|---|
| I. Access | Access is the pathway to learning opportunities for students and the community through support services and diverse delivery methods. | 1.1: Provide student access for financial assistance to pursue their educational goals. | 1.1A: Expand access to financial assistance. |
| | | 1.2: Support diverse learning opportunities for students and the community. | 1.2A: Encourage the development of delivery systems that meet the needs of students in various communities. |
| | | 2.1: Implement software and other technology to support learning opportunities and services. | 2.1A: Conduct needs assessment of services and facilities to meet ADA |
| | | | 2.1B: Purchase and implement new or enhance hardware/software |
| | | 2.2: Develop and implement initiatives to increase access to services for students to increase enrollments and FTE. | 2.2A: Support opening new Curry Campus |
| | | | 2.2B: Enhance services and increase access to services |
| | | | 2.2C: Create comprehensive enrollment process and guidelines. |
| II. Learning and Achievement | Student learning and student achievement are at the core of the College mission and given the highest priority by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer. | 3.1: Facilitate programs and services to support student achievement and success. | 3.1A: Improve student achievement through new or enhancing programs or classes |
| | | | 3.1B: Survey staffing needs and prioritize the hiring of faculty and staff to meet student needs. |
| | | | 3.1C: Assess testing and advising in order to facilitate the success of students in appropriate courses and programs. |
| | | 3.2: Provide academic offerings which meet accreditation, national, state, and local standards including educational technology quality standards and industry quality standards. | 3.2A: Submit program accreditation and self-study reports |
| | | | 3.2B: Improve quality control of academic offerings through effective course and program evaluation and faculty evaluation. |
| | | 4.1: Promote and strengthen learning opportunities for students and staff through physical and social activities to foster lifelong learning and wellness. | 4.1A: Enhance student activities for all students. |

| Core Theme | Core Theme Descriptor | Annual Priority | Planned Accomplishments |
|---|---|---|---|
| | | | 4.1B: Enhance staff and faculty activities and interaction with each other. |
| | | 4.2: Identify opportunities and develop programming to meet local, regional, state, and global stakeholders' needs. | 4.2A: Develop additional learning opportunities to meet needs. |
| III. Innovation and Sustainability | Innovation and Sustainability embodies prudent and enduring resource stewardship, augmented by innovative resource development endeavors, to sustain a strong fiscal, human, physical, and technological infrastructure for a supportive learning, living, and working environment. | 5.1: Guide initiatives and activities to achieve mission fulfillment within a culture of evidence-based decision making and continuous improvement. | 5.1A: Institutional Effectiveness and Continual Improvement process |
| | | | 5.1B: Meet accreditation benchmarks. |
| | | 5.2: Review, refine, develop, and implement appropriate policies and procedures to ensure the sustainability of the college. | 5.2A: Complete Board Policies and Administrative Policies & Procedures revamping |
| | | | 5.2B: Develop operational manuals |
| | | 6.1: Provide effective fiscal management through responsible financial resource stewardship, ethical leadership, and responsive college-wide support. | 6.1A: Development of College Council functions - planning, budgeting, The Master Plan |
| | | | 6.1B: Work toward the space integration of science, technologies and allied health and the planning and financing of appropriate facilities. |
| | | | 6.1C: Explore additional resource opportunities for the College. |
| | | 6.2: Pursue and maintain endeavors to develop revenue streams to support financial independence. | 6.2A: Consider additional endeavors / upgrades to current |
| | | | 6.2B: Explore financing opportunities through grants, industry alliances, and enterprise functions. |
| | | 7.1: Provide and maintain a safe working, learning, and living environment. | 7.1A: Expand procedure and systems to enhance and assist Emergency Management including updating the crisis management plan. |
| | | | 7.1B: Increasing security measures and training. |
| | | 7.2: Ensure effective college-wide operational support for staff and students. | 7.2A: Offer and support employee training and credentialing. |
| | | | 7.2B: Reorganize instructional units so that the various components and functions fit together in a logical, manageable and sustainable manner. |
| | | | 7.2C: Explore activities and programs to enhance employee engagement |

| Core Theme | Core Theme Descriptor | Annual Priority | Planned Accomplishments |
|---|---|---|---|
| | | 7.3: Assess college-wide staffing needs to create priorities for the delivery of quality educational services and programs. | 7.3A: Review organizational structure to achieve mission fulfillment. |
| IV. Community Engagement | Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events. | 8.1: Develop and sustain community partnerships in response to emerging economic and workforce needs. | 8.1A: Evaluate and prioritize current community partnerships. |
| | | 8.2: Create and sustain educational partnerships to promote shared resources for seamless educational opportunities. | 8.2A: Improve communication and involvement with community stakeholders-e.g. school districts, business and industry. |
| | | | 8.2B: Increase student transition opportunities. |
| | | 9.1: Strengthen community relations by encouraging participation on college committees and at campus events. | 9.1A: Explore collaborative projects with district cities |
| | | | 9.1B: Increase and enhance activities for community attendance. |
| | | 9.2: Support and encourage participation in cultural activities, community events, and community organizations. | 9.2A: Support community events and cultural activities. |
| | | | 9.2B: Improve communication with internal and external partners to increase student success |
| | | | 9.2C: Explore new fundraising and friend raising opportunities |

# Unit Strategic Plans - By Year and Core Theme

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| 2011-12 | Access | Advising | 1. Form an academic advising group made up of members from the Faculty Senate and Enrollment Management Student Leadership Team to develop a professional academic advisor training<br>2. Develop a mission statement for academic advising<br>3. Develop an advising webpage/blog with up to date resources for academic advisors<br>4. Conversion of advising records from paper to electronic records<br>5. Academic advisor training at fall in-service on new electronic record keeping for advising<br>6. Work in tandem with Eastern Oregon University and the University Center to stream line transfer advising to the OUS. |
| | | Art | 1. Continue efforts for Art competitions and Skills Day |
| | | ASG Student Leadership | 1. Create Student Survey<br>2. Create and Institute A Curry Campus ASG Position<br>3. Develop a Weekly Email Newsletter/Blog from ASG<br>4. Increased involvement on Faculty Senate Committees/and Institutional Committees |
| | | Bookstore | 1. Implementation of new textbook rental program, which will allow students to rent textbooks in the store and online.<br>2. Research extended hours in bookstore to determine potential benefits to students, staff, and community |
| | | Business Management/Entrepreneurship | 1. Continue to explore dual credit and enhanced options to high schools as well as strengthening alignment<br>2. Review course sequencing and investigate feasibility to align pathway certificates to industry certification levels<br>3. Develop online coursework in rotation to allow for full online program availability;<br>4. Develop online program advising guide |
| | | Childhood Education and Family Studies | 1. Further develop online advising shell for CE & FS students |
| | | CIS | 1. Night classes<br>2. Teach with Angel<br>3. Night classes teach with office hours use camera. Video<br>4. Review course sequencing and investigate feasibility to align pathway certificates to industry certification levels<br>5. Review and enhance alignment with high school programs of study<br>6. Conduct ?Safe technology for families? event to introduce women to opportunities in CIS<br>7. Work with high school programs of study to explore articulation options |
| | | Community Education & Workforce Development | 1. Integrate College Now services into CEWD<br>2. Offering more outreach classes/ increase FTE<br>3. Increase mobile lab trainings |
| | | Criminal Justice | 1. Extend gateway course to high schools via enhanced options<br>2. Participate in high school outreach<br>3. Actively recruit students |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Criminal Justice | |
| | | Dining Services | 1. Develop additional externship opportunities |
| | | Disability Services | 1. Conduct a needs assessment for DSS services at the Brookings and Gold Beach campuses to determine funding priorities<br>2. Conduct a needs assessment of the Coos Bay campus to determine funding priorities and staffing levels<br>3. Create a campus group made up of stakeholders who responsibility is access on campus. This group would meet monthly to talk about universal design models for curriculum and co-curriculum activities, priority assessment that reflect current funding levels<br>4. Complete a campus wide ADA assessment of all facilities, curricular and co-curricular activities that ensures accessibility and usability of students, staff and community members<br>5. Add a statement on the Course Outline form that is used for the updating or new course creation that indicated whether or not the faculty has determined if course materials are accessible and useable by SWD. |
| | | English | 1. Reviewing placement scores<br>2. Full time faculty<br>3. Developmental education pilot planning writing and reading<br>4. Phone/email communication |
| | | Facilities Services | 1. Enclose front entrance to Stensland Hall |
| | | Family Center and Family Programming | 1. Pursue audio/video equipment to share lab school teaching expenses w/distance students<br>2. Begin development of scholarship funds for low income children |
| | | Financial Aid | 1. Create entire online application process.<br>2. Utilize rule-based computing to evaluate FAFSAs upon retrieval.<br>3. Eliminate barriers that exist in the Satisfactory Academic Progress policy.<br>4. Eliminate several barriers related to verification of student files. |
| | | Fire Science | 1. Improve recruiting efforts through ongoing relationships with the local fire stations;<br>2. Provide continuing education classes;<br>3. Attend high school fairs and information sessions to promote fire science as a career |
| | | Foundation | 1. Expand access through building and distribution of scholarship funds for restricted and unrestricted fields of interest |
| | | Health, Wellness, and Physical Education | 1. Increase presence of Athletic Training and Health/PE in high schools particularly using Women athletes as role models. |
| | | Human Resources | 1. Online Hiring System<br>2. New Recruitment and Screening Manuals |
| | | Instructional Services | 1. Encourage the development of delivery systems that meet the needs of students in various communities. |
| | | Integrated Technology Services (ITS) | 1. Brookings Campus infrastructure for new campus building.<br>2. Implement Labtrac lab attendance software. |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Integrated Technology Services (ITS) | 3. Email Archiving for compliance mandates.<br>4. Jenzabar infrastructure to host the new ERP software.<br>5. Fully implement OneCard |
| | | International Programs | 1. Develop a Unit Plan and Program Proposal |
| | | Manufacturing Technology Program | 1. Offer adequate sections of first year coursework to accommodate two cohorts of entering students.<br>2. Market opportunities to non-traditional students<br>3. Review course sequencing and investigate feasibility to align pathway certificates to industry certification levels |
| | | Mathematics | 1. Work closely with testing center, tutor center<br>2. Develop online Math refresher course, offer evenings also |
| | | Media Services | 1. Implement LabTrac |
| | | Medical Assistant | 1. Continue to improve MA degree, certificates of completion<br>2. Revise phlebotomy program to be more relevant to the needs of the students and to align with industry standards. |
| | | Music | 1. Get more Oregon Music Educators Association (OMEA) events on campus |
| | | Nursing | 1. Applicant selection based on criteria defined by OCNE<br>2. Continue and improve new nursing student orientation to provide a feeling of welcome, safety, and access to faculty, other students, and the support staff. |
| | | Office Occupations | 1. More on-line "live" work in summer |
| | | Oregon Coast Culinary Institute | 1. OCI (Oregon Coast Invitation high school competition) expand, total access, via internet, individual Competetions |
| | | Perkins | 1. Review and enhance alignment with high school programs of study<br>2. Conduct ?women in welding? and ?Safe technology for families? events to introduce women to opportunities in manufacturing tech and CIS<br>3. Work with high school programs of study to explore articulation options |
| | | Pharmacy Technician | 1. Continue to improve pharmacy technician certificate, , and revise program to be more relevant to the needs of the students and to align with industry standards, as needed. Explore additional community internship opportunities for students.<br>2. Work closely with area high schools to recruit students into allied health career fields, programs, and certificates. Develop vehicles for students to obtain their certificates while still in high school. |
| | | Phlebotomy Technician | 1. Continue to improve pharmacy technician certificate, , and revise program to be more relevant to the needs of the students and to align with industry standards, as needed.<br>2. Explore additional community internship opportunities for students.<br>3. Work closely with area high schools to recruit students into allied health career fields, programs, and certificates.<br>4. Develop vehicles for students to obtain their certificates while still in high school. |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | President's Office | 1. Curry Campus Open House scheduled for January 27, 2012<br>2. Decide on Health/Science Capital project<br>3. Continue archival of historical College documents |
| | | Psychology/Social Science | 1. Scheduling problems-mini presentations to high school students<br>2. More access<br>3. Counterbalancing classes |
| | | Recreation Center | 1. Laker One Card more efficient way for access to the Rec. Center<br>2. Get Fit for Finals initiative<br>3. Provide a larger variety of equipment rentals |
| | | Science | 1. Increase interactions with district high school science instructors<br>2. Offer additional classes and labs both face to face and online/hybrid classes<br>3. Offer field trips and additional course offerings/electives for students needing credits<br>4. Offer classes/labs at additional times<br>5. Proctored testing |
| | | Speech | 1. Advising Debate team |
| | | Student First Stop Center | 1. Provide access to multiple academic transactions: Increase electronic transcript requests by 25%; increase communications management by 25%.<br>2. Provide financial services access: increase e-check participation.<br>FAQ on SFSC webpage |
| | | Student Housing | 1.Programming<br>2.Health and safety initiatives<br>3.Student housing occupancy rate<br>4.Student care service<br>5.Housing infrastructure enhancement<br>6.Staff Training<br>7.Student Housing Satisfaction<br>8.College Success Course/freshmen seminar<br>9.Maintain a conducive learning environment<br>10.Campus relationships |
| | | Student Life | 1. Create a summer NSO program with specific tracks for local traditional, local non-traditional, out of state<br>2. Create a plan for a Non-Traditional student program |
| | | Student Support Services - SSS Program | 1. Complete SSS Web Application<br>2. Develop on-line tutorials for advising and FAFSA<br>3. Increase support course participation |
| | | Testing | 1. Math department requested discontinuation of the use of SAT and ACT math scores as placement tests. ESPS staff and advisors took opposite view, concerned that this would pose a barrier to students who don?t live close to a testing center or have time constrictions and may choose to enroll elsewhere where there is less perceived red |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Testing | tape. Math Dept is looking into developing another system which might occur during fall new student orientation.<br>2. Oregon Dept of Agriculture (ODA) testing online.<br>3. Online registration for GED testers at both Coos and Curry testing centers<br>4. Gather information about the conversion from paper to CBT for GED testing and develop a plan for a smooth transition.<br>5. Evaluate GED testing staff to address increased demand for accommodations testing for both Curry and Coos testing centers. |
| | | Tutoring | 1. Open center on Saturdays.<br>2. Offer tutoring in additional disciplines areas - specifically social sciences and economics. |
| | Community Engagement | Administrative Services | 1. Explore working with parks department for new bridge on trail |
| | | Advising | 1. Increase advising outreach campus wide.<br>2. Work in tandem with Eastern Oregon University and the University Center to stream line transfer advising to the OUS. |
| | | Art | No new plans - continue efforts of current community engagement activities such as the Visions art competition, Empty Bowls, Celebration of the Arts, and other educational partner endeavors |
| | | ASG Student Leadership | 1. Evaluate involvement in Community<br>2. Research & explore additional opportunities to engage community |
| | | Business Management/Entrepreneurship | 1. Expand advisory committee membership to expand expertise areas of membership.<br>2. Business faculty to expand communications with local businesses.<br>3. Explore entrepreneurship opportunities external to campus.<br>4. Establish student business club; volunteer in community service projects. |
| | | CIS | 1. Room large enough for group work access to lap tops and network<br>2. Expand advisory committee membership to expand expertise areas of membership.<br>3. Research non-traditional scholarship sponsorship by industry and/or foundation |
| | | Community Education & Workforce Development | 1. Partner with RSVP in 2011 Extraordinary Living conference<br>2. Bring back Community Cooking classes<br>3. Partner with our Foundation on community events<br>4. Work more with Curry?s community and workforce development classes |
| | | Counseling | 1. Counselor Liaison relationships with Women?s safety and Resource Center as well as Coos confederated and Coquille tribes |
| | | Criminal Justice | 1. Establish advisory committee and solicit input on industry needs |
| | | Dining Services | 1. Increase Catering by 3%<br>2. Continue Masquerade Ice Ball event<br>3. Develop Chainsaw Oysterfest event |
| | | Disability Services | 1. Complete a campus wide ADA assessment of all facilities, curricular and co-curricular activities that ensures accessibility and usability of students, staff and community members |
| | | Early Childhood Education and Family | 1. Expanding our view of community to reach farther than our local community ? |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Studies | Larger employers: Head Start, Knowledge Universe, Nike |
| | | EMT/Paramedic | 1. Collaborate with Nursing and Fire Science Programs, local hospitals and EMS services to hold a county wide Disaster Drill with multiple traumas using simulation equipment and students. |
| | | Facilities Services | 1. Master Gardener Group actively involed in Grounds appearance<br>2. Lease Property next to campus |
| | | Family Center and Family Programming | 1. Be involved in the development stages of the Early Learning Council<br>2. Apply for position on commission on Children & Families |
| | | Financial Aid | 1. Communicate deadlines to community<br>2. Host College Goal Oregon.<br>3. Present at district high schools |
| | | Fire Science | 1. Look for other areas to provide continuing education and or collaboration in training with community fire chiefs |
| | | Foundation | 1. New strategies involve friendraising and fundraising activities by engaging with particular sectors: Senior population, outlying municipalities, professional organizations, Longshoreman Union economic leaders<br>2. Continue to bring people to campus through a number of activities as well as plan off -campus activities at community events. |
| | | Health, Wellness, and Physical Education | 1. Hosting events, competitions, camps, clinics, providing a service learning opportunity to foster community service<br>2. Collaboration with high schools, practice teaching, student practical experiences<br>3. Fitness Series Lectures for Community |
| | | Human Resources | 1. Benefit Fair<br>2. Wellness Committee<br>3. Leadership Academy Development |
| | | Institutional Research | 1. Enhance website for to incorporate new success indicators and the new structure of accreditation. |
| | | Integrated Technology Services (ITS) | 1. Disaster Recovery / Community Emergency Response expanded procedures<br>E-911 map of campus phone locations completed. |
| | | International Programs | 1. Develop a Unit Plan and Program Proposal |
| | | Machine Technology Program | 1. Expand advisory committee membership to expand expertise areas of membership<br>2. Have local industry specialists assist in the design and delivery of simulation lab curriculum |
| | | Mathematics | 1. Continue and improve outreach classes to rural communities |
| | | Medical Assistant | 1. Collaborate with Nursing and Fire Science Programs, local hospitals and EMS services to hold a county wide Disaster Drill with multiple traumas; using simulation equipment and students. |
| | | Music | 1. Continue efforts for festivals, concerts, special venues, Fidelity Fridays, community |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Music | festivals such as the Clambake |
| | | Nursing | 1. Develop and strengthen community partners for clinical placements and learning opportunities for students. Focus on older adult, chronic illness, and acute illness<br>2. Work closely with Nursing Advisory Committee to build partnerships, and promote relationships |
| | | Perkins | 1. Partner with community members to bring real world examples and expertise into CTE classroom<br>2. Redesign advisory committee membership to expand expertise areas of membership. |
| | | Pharmacy Technician | 1. Collaborate with Nursing and Fire Science Programs, local hospitals and EMS services to hold a county wide Disaster Drill with multiple traumas; using simulation equipment and students. |
| | | Phlebotomy Technician | 1. Collaborate with Nursing and Fire Science Programs, local hospitals and EMS services to hold a county wide Disaster Drill with multiple traumas; using simulation equipment and students. |
| | | President's Office | 1. Hold October 8th Community event in honor of 50th Anniversary<br>2. Engage community to support OCCI Culinary Olympic Team |
| | | Psychology/Social Science | 1. Teaching at Shutter Creek |
| | | Recreation Center | 1. Laker One Card<br>2. Get Fit for Finals initiative<br>3. Create new fitness classes to meet community needs<br>4. Registrations for more community organizations |
| | | RSVP | 1. Grow the Extraordinary Living Conference into a community event.<br>2. Encourage and grow SWOCC & community partnerships through inter generational volunteering. One area for this is food security and insecurity, conduct research with seniors and students. Grant Work Plans & service projects will reflect research results.<br>3. Re-grow the Telephone Reassurance & Friendly Visitor Programs for seniors.<br>4. Grow the Safety Outreach for Seniors (SOS) Program with the Coos Bay Fire Dept. to meet the need of seniors and the community.<br>5. Seek an SWOCC Staff or faculty to serve on the RSVP Advisory Council. |
| | | Small Business Development Center | 1. Advise at least 200 small businesses per contract with OSBDCN<br>2. Show at least 10 new business starts as a result of advising<br>3. Show at least 25 jobs created by counseled businesses<br>4. Show at least 25 jobs retained by counseled businesses<br>5. Provide at least 50 training opportunities for small business owners |
| | | Speech | 1. Judge speech tournaments |
| | | Student First Stop Center | 1. Provide educational assistance:  Survey students and staff on satisfaction with SFSC with 3.5 rating or higher.<br>2. FAQ on SFSC webpage |
| | | Student Housing | 1.Programming<br>2.Business partnerships/referrals |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Student Housing | 3.Conference services |
| | | Student Life | 1. SAPB work to bring community members on campus to provide trainings, and interact with students |
| | | Testing | 1. Companies and their employees will not have to wait a week or so for results. This enables ODA testers to retest right away if needed. |
| | Innovation & Sustainability | Administrative Services | 1. Develop Safety just-in-time training program for 5 processes<br>2. Develop EMT Policies and Procedures: timely warning, emergency notification<br>3. Organize Energy Audit<br>4. Coordinate Admin policies & procedures inclusion into new Board policies<br>5. Participate in Composting Project Pre-consumer food waste: seek funding, analyze financial impact, determine next step<br>6. Coordinate Facilities Master Plan with Instructional Master Plan<br>7. Revamp internal budgeting process with workshops |
| | | Advising | 1. Revise the advising structure to include more professional advisors.<br>2. Work in tandem with Eastern Oregon University and the University Center to stream line transfer advising to the OUS. |
| | | Art | 1. Research and develop digital media curriculum in conjunction with journalism and CIS departments |
| | | ASG Student Leadership | 1. Create an evaluation process for ASG<br>2. Create rework, ASG forms, Policies and Procedures<br>3. Create/Institute ASG position at Curry Campus |
| | | Bookstore | 1. Implementation of new inventory system to aid in effectiveness and efficiency.<br>2. Continued expansion of the C-Store department in the bookstore.<br>3. Full functioning online bookstore.<br>4. New partnership with Industrial Source to provide students with welding kits that can be purchased through the bookstore using financial aid. |
| | | Business Management/Entrepreneurship | 1. Pilot threaded project throughout AAS business curriculum<br>2. Explore entrepreneurship opportunities external to campus.<br>3. Work with Manufacturing Tech students to develop business plan.<br>4. Launch multidisciplinary capstone project as technical skills assessment<br>5. Review certificates to align with employment opportunities;<br>6. Explore opportunities to expand program option such as hospitality and/or business enhancement and/or sustainable practices certificates |
| | | Business Services | 1. Implementation of new financial software for improved management and reporting<br>2. Revise chart of accounts to include location & function for improved management & reporting<br>3. Document essential processes & procedures by position for continuity |
| | | Campus Security | 1. Create website providing security and related information<br>2. Install laptop computers in vehicles |
| | | CIS | 1. Upgrade software<br>2. Provide grant funding/opportunities<br>3. Launch multidisciplinary capstone project as technical skills assessment |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | CIS | 4. Review certificates to align with employment opportunities |
| | | Community Education & Workforce Development | 1. Create a sustainability information board<br>2. Hiring process is now online<br>3. Research grants |
| | | Counseling | 1. Restore 3rd full time counseling position lost due to Anne Fauss?s retirement in 2002.<br>2. Restore 12 month contracts to the two remaining counselors<br>3. Two counselors will be trained to be Certified Distance Counselors |
| | | Criminal Justice | 1. Offer campus guest speaker series to expose expertise and commitment to CJ program<br>2. Design ROTA (Reserve Office Training Academy)program offerings in conjunction with local agencies;<br>3. Identify new leadership<br>4. Develop part-time faculty ?team? to continue |
| | | Dining Services | 1. Create Standardize Recipes<br>2. Participate in college-wide recycling/composting project<br>3. Activate student advisory committee with student housing<br>4. Increase size of loading dock |
| | | Disability Services | 1. A full time director of DSS would make the program sustainable<br>Students will have the option of downloading their alternative print text books onto their computers or mobile devices directly from Learning Ally, a major text book clearinghouse for alternative print formatted materials. This will free up staff time and assist students become more independent.<br>2. Conduct a needs assessment of the Coos Bay campus to determine funding priorities and staffing levels<br>3. Create a campus group made up of stakeholders who responsibility is access on campus. This group would meet monthly to talk about universal design models for curriculum and co-curriculum activities, priority assessment that reflect current funding levels<br>4. Add a statement on the Course Outline form that is used for the updating or new course creation that indicated whether or not the faculty has determined if course materials are accessible and useable by SWD. |
| | | Early Childhood Education and Family Studies | 1. Increase enrollment<br>2. Market our program<br>3. We are 1 in 5 programs in the nation that meet the following requirements:<br>a)NAEYC ECADA accreditation<br>b)Online<br>c)Credit for CDA (Child Development Association)<br>d)Articulation agreements w/3 universities for bachelor?s degrees |
| | | EMT/Paramedic | 1. Support faculty to attend the annual Faculty Development Conferences<br>2. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy<br>3. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | EMT/Paramedic | 4. Remodel Clinical Learning Lab to accommodate increased number of students and to meet criteria for Accreditation Review. |
| | | English | 1. Title III-QM-embedding quality standards in course outlines, setting student learning outcomes, assigning assessment criteria, content delivery, and evaluation.<br>2. Writing 121 revised course outline peer reviewed meets QM standards<br>3. Using Angel to embed material from sources other than textbooks, based on material that is gathered by faculty and students ?from around the world.?<br>4. Review Distance delivery systems<br>5. Fulltime Faculty<br>6. Engage in innovative teaching methodologies for foreign language based on evidence from national data sources, textbooks, journals, conferences |
| | | Facilities Services | 1. Back-up Generator (campus wide)<br>2. Update current vehicles<br>3. Add staffing for Grounds Maintenance<br>4. Hire personnel with Carpentry Skills<br>5. Roof Gardens |
| | | Family Center and Family Programming | 1. Reorganization of preschool model to support required income<br>2. Complete video on quality Early Childhood Education for marketing/fundraising for ongoing scholarship funds<br>3. Develop parent educator certificate of completion to be aligned w/parenting education standards |
| | | Financial Aid | 1. Move nearly all letters to email to reduce paper and postage costs. |
| | | Fire Science | 1. Work with community partners to develop training opportunities through enterprises such as Jordan Cove- for ongoing continuing education opportunities for students and community<br>2. Look for other areas to provide continuing education and or collaboration in training with community fire chiefs |
| | | Foundation | 1. Focus on the development of the branch campus in Curry County |
| | | Human Resources | 1. 85% Direct Deposit Participation<br>2. Online Employee Orientation |
| | | Institutional Research | 1. Develop CCSSE and SENSE interactive reports for tableau server and website reports.<br>2. Develop new common set reports for all units on campus within a new ERP system using dashboard views and portal access.<br>3. As a member of ACT, guide the accreditation process and the submission of the seven-year comprehensive report due in early February to NWCCU.<br>4. Conduct Community and Student Satisfaction and Opinion Survey.<br>5. Implement Tableau Server for department reporting for identified end-users.<br>6. Develop and implement new Success Indicator reports and mission threshold. |
| | | | 1. Develop CCSSE and SENSE interactive reports for tableau server and website reports.<br>2. Develop new common set reports for all units on campus within a new ERP system |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | | using dashboard views and portal access.<br>3. As a member of ACT, guide the accreditation process and the submission of the seven-year comprehensive report due in early February to NWCCU.<br>4. Conduct Community and Student Satisfaction and Opinion Survey. |
| | | Instructional Services | 1. Reorganize instructional units so that the various components and functions fit together in a logical, manageable and sustainable manner.<br>2. Work toward the space integration of science, technologies and allied health and the planning and financing of appropriate facilities.<br>3. Explore financing opportunities through grants and industry alliances. |
| | | Integrated Technology Services (ITS) | 1. Implement HVAC energy trust project if approved.<br>2. Implement document imaging.<br>3. Implement cloud storage for disaster recovery. |
| | | Machine Technology Program | 1. Pilot simulation lab to expose students to specialty welding techniques Explore entrepreneurship opportunities.<br>2. Work with Business students to develop business plan.<br>3. Explore materials acquisition options and partnerships for cost savings.<br>4. Develop plan to sustain program for new capacity |
| | | Mail and Print Services | 1. Complete Internal procedures handbook for department: review current; modify/add as needed<br>2. Cross-training for department members<br>3. Upgrade to scanning technology for packages/freight/mail<br>4. Evaluate current folding and envelope equipment |
| | | Mathematics | 1. Include part-time faculty in Math department meetings<br>2. Develop web-enhanced classes<br>3. Write grants to support innovation |
| | | Media Services | 1. Computer Equipment Replacement Plan - upgrade and new installs per plan<br>2. Implement Pcounter for printing in student labs |
| | | Medical Assistant | 1. Support faculty to attend the annual Faculty Development Conferences<br>2. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy.<br>3. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting.<br>4. Remodel Clinical Learning Lab to accommodate increased number of students and to meet criteria for Accreditation Review. |
| | | Music | 1. Write grants for a MIDI (Musical Instrument Digital Interface) studio in Music Department |
| | | Nursing | 1. Hold quarterly Brown Bag sessions with students to allow time for relationship building, communication, problem-solving, and program evaluation<br>2. Support the Nursing Club as a way to promote engagement and sustainability<br>3. Support faculty to attend the annual OCNE Faculty Development Conference<br>4. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy<br>5. Strategic plan to improve NCLEX scores through stronger med/surg content delivery and assessment of learning outcomes |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Nursing | 6. Strengthen clinical experiential learning and evaluation<br>7. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting |
| | | Office Occupations | 1. More students complete certificates |
| | | Perkins | 1. Pilot faculty mentoring in Manufacturing tech<br>2. Research student entrepreneurship opportunities<br>3. Implement ?nagging? program for students<br>4. Pilot cooperative advising with student support services and first stop;<br>5. Prepare advising guides, conduct group advising, and offer advisor CTE updates |
| | | Pharmacy Technician | 1. Support faculty to attend the annual Faculty Development Conferences<br>2. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy.<br>3. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting;<br>4. Collaborative effort to provide more appropriate CEU and workshop opportunities to members in our community as well as our local partners while enhancing the academic experiences of our students. |
| | | Phlebotomy Technician | 1. Support faculty to attend the annual Faculty Development Conferences<br>2. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy.<br>3. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting<br>4. Collaborative effort to provide more appropriate CEU and workshop opportunities to members in our community as well as our local partners while enhancing the academic experiences of our students. |
| | | President's Office | 1. Seek grant funding to design archival project<br>2. Work on Employee Leadership Development process |
| | | Psychology/Social Science | 1. New Social Science class |
| | | Recreation Center | 1. Laker One card<br>2. Replace and upgrade equipment to stay current<br>3. Replace soap dispensers with Hibicleans for students and athletes |
| | | Science | 1. Field labs in place of regular labs (lower costs and higher engagement through environmental stimulation and real life hand's on approach)<br>2. Totally online Biology 101<br>3. Using technology to enhance the learning experience<br>4. Invite subject area specialists to campus to present lectures; lecturers also spend time in our area, and provides opportunities for engaged discussions with faculty and students around their current research, teaching methodologies, and educational trends they are observing. |
| | | Student First Stop Center | 1. Provide financial services access:  reduce bad debt by 25% from prior year; increase e-check participation from prior year.<br>2. Implement an electronic disbursement onto the CardSmith OneCard with 25% of students enrolled in program. |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Student First Stop Center | 3. Include parents when communicating electronically and by phone with students regarding account balances.<br>4. Update FERPA Release Form to include parent contact information. |
| | | Student Housing | 1.Programming<br>2.Student Housing Occupancy rate<br>3.Customer Care service<br>4.Housing infrastructure enhancement<br>5.Health and safety initiatives<br>6.College Success Course/freshmen seminar<br>7.Conference services |
| | | Student Life | 1. Create a plan for a Non-Traditional student program |
| | | Student Support Services - SSS Program | 1. Implement a peer mentoring program |
| | | Testing | 1. Reading coordinator will be asked to begin analyzing the effect of mandatory reading on matriculation, course achievement and graduation to determine whether it is acting as a barrier or a gateway. Testing center will look at how many students are choosing to retest, what percent pass on second try with and without having taken a reading course. We?ll also chart how many utilize Adult Basic Ed at Newmark Center and how many simply disappear.<br>2. Testing fees for online exams are substantially higher than paper and pencil exams.<br>3. Evaluate the sustainability of the current GED testing program<br>4. Gather information about the conversion from paper to CBT for GED testing and develop a plan for a smooth transition.<br>5. Evaluate GED testing staff to address increased demand for accommodations testing for both Curry and Coos testing centers. |
| | Learning & Achievement | Administrative Services | 1. Explore OUS Internship Opportunities: explore with OSU and U of O |
| | | Advising | 1. Mandatory HD 100 for housing students.<br>2. Develop and implement a 1 credit ?Advising Hour? class for all new degree seeking students prior to assigning an advisor.<br>3. Increase use of e-advising tools.<br>4. Develop and implement Skills Boot Camp for incoming freshman who test into remedial classes. |
| | | ASG Student Leadership | 1. Assess ASG based on CAS standards<br>2. Assess Leadership class based on CAS Standards<br>3. Work with Faculty on student evaluations of faculty |
| | | Business Management/Entrepreneurship | 1. Continue to update course outlines for alignment with industry standards;<br>2. Develop plan for phasing in contemporary topics and courses<br>3. Integrate sustainable business practices into curriculum; pilot coursework<br>4. Pilot program to offer supplemental instruction in gateway courses for students needing support<br>5. Integrate contextual literacy and math skill-building into curriculum<br>6. Develop a business ?minor? advising guide/certificate for AAOT students |
| | | CIS | 1. Access to room where all the business charts are available so each person has a lap top dedicated to a project so every student leaving school has an opportunity at home and school to learn for life long learning |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | CIS | 2. Continue to update course outlines for alignment with industry standards; develop plan for phasing in contemporary topics and courses<br>3. Integrate sustainable computing practices into curriculum<br>4. Pilot program to offer supplemental instruction in gateway courses for students needing support<br>5. Integrate contextual literacy and math skill-building into curriculum |
| | | Community Education & Workforce Development | 1. Transcript our WKPL 9033 classes<br>2. Increase contracted trainings |
| | | Counseling | 1. Mandatory HD 100 for all non-culinary housing students. |
| | | Criminal Justice | 1. Offer CJ coursework for AS and ASOT students<br>2. Design AAS and/or pathway certificates to address industry needs<br>3. Review ROTA (Reserve Office Training Academy) program |
| | | Dining Services | 1, Add ice carving to Externship<br>2. Add project management instruction for student club events |
| | | Disability Services | 1. Add a statement on the Course Outline form that is used for the updating or new course creation that indicated whether or not the faculty has determined if course materials are accessible and useable by SWD. |
| | | Early Childhood Education and Family Studies | 1. 1st report on NAEYC ECADA accreditation<br>2. Upgrade to new standards<br>3. Hire replacement full time faculty member<br>4. Develop additional articulation agreement with OSU<br>5C Continue with assessment; improvement & reporting required for NAEYC (National Association for the Education of Young Children) and ECADA (Early Childhood Associate Degree Accreditation) accreditations |
| | | EMT/Paramedic | 1. Continual revision and development of relevant curriculum consistent with Accreditation Standards.<br>2. Regular updates of the Course Syllabi to reflect changes in practice, evidence-based care, and clinical guidelines.<br>3. Continual updating and improving clinical learning lab to reflect current practice and evidence-based guidelines.<br>4. Regularly review and update resources, texts, online resources, and lab supplies.<br>5. Mid-term and Final student evaluations and final reviews-provides for opportunities to engage in program evaluation as well as student evaluation. |
| | | English | 1. Recruit and retain Fulltime Faculty<br>2. Engage faculty who have retired to teach part-time to maintain continuity<br>3. Align course outlines with national standards, making material relevant to students and high quality.<br>4. Embedding assessments and outcomes related to attitudes about writing and learning, making them measurable, and providing assessments and evaluation criteria.<br>5. See need to research and develop method to track student body trends relate to success and completion in writing. |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Facilities Services | 1. Personnel Training for Maintenance Department<br>2. Maintaining Buildings/Grounds for a clean learning environment |
| | | Family Center and Family Programming | 1. Align children/family programming with standards outlined by Early Learning Council<br>2. Initiate plans to develop student/child learning outcomes |
| | | Financial Aid | 1. Offer Financial Aid workshops regarding several Financial Aid programs, specifically Federal Work-study and Student loans. |
| | | Fire Science | 1. Continue to work on developing the model curriculum provided by the NFSCC (National Fire Science Curriculum Committee) |
| | | Foundation | 1. The Foundation's logic model, our budget, workplan and financial reports are designed to better inform the Foundation about which activities achieve best results.<br>2. The Foundation will engage in formal and informal surveys to find out the number of people who are aware of the services and role of the Foundation. |
| | | Health, Wellness, and Physical Education | 1. Integrating more and better technology in the classrooms-ex., videos on line on ?How to use equipment.?<br>2. Hand?s on PE 282/Athletic Training, Interdisciplinary<br>3. Health/Wellness focus on current issues, engaging students in positive choices, fitness gram for evidence of change and improvement<br>4. Accelerated programs strength/conditioning |
| | | Human Resources | 1. Conduct Quarterly Manager Trainings<br>2. Bi Annual Staff Trainings |
| | | Institutional Research | 1. Finalize program review common data set reports for instruction.<br>2. Condcut CAAP or determine alternative method to measure general student learning outcomes. |
| | | Instructional Services | 1. Survey staffing needs and prioritize the hiring of faculty and staff to meet student needs.<br>2. Assess testing and advising in order to facilitate the success of students in appropriate courses and programs.<br>3. Improve quality control of academic offerings through effective course and program evaluation and faculty evaluation. |
| | | Integrated Technology Services (ITS) | 1. Replace Colleague with Jenzabar and integrate LMS. |
| | | International Programs | 1. Develop a Unit Plan and Program Proposal |
| | | Manufacturing Technology Program | 1. Update course outlines for alignment with industry standards<br>2. Pilot program to offer supplemental instruction and open lab opportunities for students needing support |
| | | Mathematics | 1. Promote student engagement through offering more interactive learning environments<br>2. Focus on linear process of learning mathematics competencies; working together, the Math department has developed a linear sequence of concepts to be taught in seceding courses<br>3. Mastery of key concepts leads to success |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Mathematics | 4. Updating course materials regularly |
| | | Media Services | 1. Office 2010 rollout for labs and classrooms |
| | | Medical Assistant | 1. Continual revision and development of relevant curriculum consistent with Accreditation Standards.<br>2. Regular updates of the Course Syllabi to reflect changes in practice, evidence-based care, and clinical guidelines.<br>3. Continual updating and improving clinical learning lab to reflect current practice and evidence-based guidelines.<br>4. Regularly review and update resources, texts, online resources, and lab supplies.<br>5. Mid-term and Final student evaluations and final reviews-provides for opportunities to engage in program evaluation as well as student evaluation.<br>6.Conduct thorough review of curriculum and compare to accreditation standards for future application for accreditation. |
| | | Music | 1. Develop new courses in music recording techniques and introduction to MIDI (Musical Instrument Digital Interface) |
| | | Nursing | 1. Continual revision and development of relevant curriculum consistent with OCNE and based on the Institute of Medicine Report<br>2. Regular updates of the Course Syllabi to reflect changes in practice, evidence-based care, and clinical guidelines<br>3. Continual updating and improving clinical learning lab to reflect current practice and evidence-based guidelines<br>4. Regularly review and update resources, texts, online resources, and lab supplies<br>5. Mid-term and Final student evaluations and final reviews-provides for opportunities to engage in program evaluation as well as student evaluation<br>6. Use of OCNE mega-cases and other learning activities designed to meet course and program objectives. |
| | | Office Occupations | 1. Work up advisory committee to gel more students in AOP (Administrative Office Professional) degrees/certificates |
| | | Oregon Coast Culinary Institute | 1. Online for all ACE programs (Approved Certification Evaluator)<br>2. Team USA culinary Olympics<br>3. Continue to move curriculum into a relevant format |
| | | Perkins | 1. Review and modify courses and course outlines to support industry alignment<br>2. Enhance naturally occurring academics in CTE courses with assistance of writing and Math mentors<br>3. Pilot supplemental instruction for gateway CTE courses |
| | | Pharmacy Technician | 1. Continual revision and development of relevant curriculum consistent with Industry Standards.<br>2. Regular updates of the Course Syllabi to reflect changes in practice, evidence-based care, and clinical guidelines.<br>3. Continual updating and improving clinical learning lab to reflect current practice and evidence-based guidelines. |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Pharmacy Technician | 4. Regularly review and update resources, texts, online resources, and lab supplies.<br>5. Mid-term and Final student evaluations and final reviews-provides for opportunities to engage in program evaluation as well as student evaluation.<br>6. Conduct thorough review of curriculum and compare to accreditation standards for future application for accreditation. |
| | | Phlebotomy Technician | 1. Continual revision and development of relevant curriculum consistent with Industry Standards.<br>2. Regular updates of the Course Syllabi to reflect changes in practice, evidence-based care, and clinical guidelines.<br>3. Continual updating and improving clinical learning lab to reflect current practice and evidence-based guidelines.<br>4. Regularly review and update resources, texts, online resources, and lab supplies.<br>5. Mid-term and Final student evaluations and final reviews-provides for opportunities to engage in program evaluation as well as student evaluation.<br>6. Conduct thorough review of curriculum and compare to accreditation standards for future application for accreditation. |
| | | President's Office | 1. Honor 50th Class of Nursing<br>2. Support OCCI Culinary Olympic Team |
| | | Psychology/Social Science | 1. Professional development |
| | | Recreation Center | 1. Continue training for rock climbing wall and 1st Aid CPR<br>2. Provide staff development in various areas<br>3. Partnering with housing and ASG to provide learning opportunities for students |
| | | Science | 1. Increased hand's on participatory approach to learning and outcome demonstration<br>2. Modeling learning for students; "ticket to test" , & daily assignment in Chemistry<br>3. Questions and pre-emptive early first test as indicator of success; based on this first test score as diagnostic tool, developing and implementing interventions in the form of assignments designed to help students gain more practice and insights into topics with which they are having difficulty<br>4. Invite subject area specialists to campus to present lectures - the lecture is recorded and archived for future viewing.<br>5. Use of study skills, flash cards to improve learning<br>6. Think Pair Share assignment in Geology;<br>7. Teaching/learning pedagogy based on current knowledge of best practices college level science<br>8. Maintaining active membership in the Pacific Northwest section of the National Association of Geoscience Teachers (NAGT). |
| | | Speech | 1. Pre-requisites for student success |
| | | Student First Stop Center | 1. Provide access to multiple academic transactions: increase communications management by 25%.<br>2. Printing at SFSC kiosk with OneCard. |
| | | Student Housing | 1.Programming<br>2.Customer care service<br>3.Health and safety initiatives<br>4.Maintain a conducive learning environment<br>5.College success course/freshmen seminar |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Student Housing | 6.Campus partnerships |
| | | Student Life | 1. Create a Multicultural Awareness Committee<br>2. Evaluate NSO based on CAS Standards |
| | | Testing | 1. ODA testers are able to test CBT basis five days a week. Results are printed immediately. Previously had to make an appointment.<br>2. Advising staff to attend GED orientations to discuss students transitioning to college. |
| | | Tutoring | 1. Open center on Saturdays.<br>2. Offer tutoring in additional disciplines areas - specifically social sciences and economics. |
| 2012-13 | Access | Advising | 1. Develop an advising curriculum for academic advisors. |
| | | Art | 1. Continue efforts for Art competitions and Skills Day |
| | | ASG Student Leadership | 1. Create a Leadership Program Plan integrating academics and ASG and Student Life<br>2. Create a Student Government Leadership class |
| | | Business Management/Entrepreneurship | 1. Enhance online delivery<br>2. Explore market for evening business delivery.<br>3. Launch student activity with both high school and college students |
| | | Community Education & Workforce Development | 1. Offer 1 new class a year in each outlying community<br>2. Fully integrate College Now with additional online classes<br>3. Increase FTE |
| | | Criminal Justice | 1. Establish a competitive SWOCC CJ scholarship program<br>2. Actively recruit students |
| | | Disability Services | 1. A part time assistive technology person to assist faculty/staff and students in the area of assistive technology and instruction<br>2. Introduce assistive technology into academic support areas i.e. tutoring, writing lab, computer lab, library, housing study rooms, and Brookings and Gold Beach campuses. |
| | | EMT/Paramedic | 1. Increase use of IPTV for outreach to rural communities<br>2. Offer continuing education in Trauma/Life Support, PALS and ACLS<br>3. Become a center for first aid, CPR, and other emergency services continuing education for local and regional providers |
| | | English | 1. Reviewing placement scores<br>2. Full time faculty<br>3. Developmental education pilot planning writing and reading<br>4. Phone/email communication |
| | | Financial Aid | 1. Use new portal for student?s financial aid access.<br>2. Continue using automated/rules-based FAFSA import.<br>3. Automate Satisfactory Academic Progress. |
| | | Fire Science | 1. Work closely with Jordan Cove to develop partnerships and potential opportunities |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Fire Science | for students<br>2. Provide coursework to outlying areas such as Brookings and Coquille via IPTV |
| | | Foundation | 1. Support grant endeavors to provide access to curriculums that provide high probability of job placement in partnership with workforce agencies |
| | | Health, Wellness, and Physical Education | 1. Continue to work to improve and increase relationships with local high schools<br>2. Recruit and retain full-time employees, especially women athletes<br>3. Place all syllabi online |
| | | Human Resources | 1. Begin visits Curry County every 45 to 60 days. |
| | | Instructional Services | 1. Encourage the development of delivery systems that meet the needs of students in various communities. |
| | | Integrated Technology Services (ITS) | 1. Wireless N expansion for main campus.<br>2. Expand VOIP on SOCC campus |
| | | International Programs | 1. Create an International Coordinator Position |
| | | Manufacturing Technology Program | 1. Offer adequate sections of first and second year coursework to accommodate two cohorts of students.<br>2. Continue outreach to market opportunities, including to non-traditional students |
| | | Mathematics | 1. Work closely with testing center, tutor center - improving assessment, placement, and tutoring to improve student access, engagement, and completion |
| | | Music | 1. Continue OMEA events<br>2. Develop new music courses |
| | | Nursing | 1. Retrospective analysis and comparison of student performance in prerequisite courses and nursing courses<br>2. Looking for any areas of weakness to focus improvement efforts on-line |
| | | Oregon Coast Culinary Institute | 1. Table learning, ebooks, ibooks<br>2. OCI (Oregon Coast Invitation high school competition) expand, total access, via internet, individual Competetions |
| | | Perkins | 1. Develop new planned actions based on Perkins reappropriation guidelines |
| | | President's Office | 1. Continue archival of historical College documents<br>2. Advocate for Capital funding during Legislative Session |
| | | Recreation Center | 1. Get Fit for Finals initiative continued<br>2. Provide a larger variety of equipment rentals |
| | | Science | 1. Increase interactions with district high school science instructors |
| | | Speech | 1. Advising Debate team |
| | | Student First Stop Center | 1. Include parents when communicating electronically with students regarding monthly statements. |
| | | Student Housing | 1.Programming<br>2.Health and safety initiatives |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Student Housing | 3.Student housing occupancy rate<br>4.Student care service<br>5.Housing infrastructure enhancement<br>6.Staff Training<br>7.Student Housing Satisfaction<br>8.College Success Course/freshmen seminar<br>9.Maintain a conducive learning environment<br>10.Campus relationships |
| | | Student Life | 1. Institute Non-Traditional Program |
| | | Student Support Services - SSS Program | 1. Update of technology-Computers and data bases<br>2. Secure additional desks and chairs |
| | | Testing | 1. Develop a plan to accommodate students that do not have access to ACT/SAT or COMPASS for placement purposes. |
| | Community Engagement | Art | No new plans - continue efforts of current community engagement activities such as the Visions art competition, Empty Bowls, Celebration of the Arts, and other educational partner endeavors |
| | | ASG Student Leadership | 1. Based on previous research and evaluations create a community engagement program |
| | | Business Management/Entrepreneurship | 1. Integrate community service projects into student activities.<br>2. Market student business to community<br>3. Identify rich community-based CWE sites for students and faculty |
| | | CIS | 1. Room large enough for group work access to lap tops and network |
| | | Community Education & Workforce Development | 1. Reinstate the Netweavers group for nonprofit networking<br>2. Survey for business and industry needs<br>3. Partner with SWOCC Foundation with community workshops |
| | | Criminal Justice | 1. Solicit community and/or foundation support for a competitive SWOCC CJ scholarship program |
| | | Dining Services | 1. Create Family Dinner Package |
| | | Financial Aid | 1. Communicate deadlines to community<br>2. Host College Goal Oregon.<br>3. Present at district high schools |
| | | Foundation | 1. We will build on the network of funding partners through engagement with our enlarged board and their networks in the district. We will be specifically working on representation of more rural communities in the Coos and Curry County. |
| | | Health, Wellness, and Physical Education | 1. Increase ASAT/PE club activities in the community |
| | | Human Resources | 1. Benefit Fair<br>2. Wellness Fair |
| | | Instructional Services | 1. Improve communication and involvement with community stakeholders-e.g. school districts, business and industry. |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Integrated Technology Services (ITS) | 1. Deploy new web server and migrate existing web site. |
| | | International Programs | 1. Create an International Coordinator Position<br>2. Send students to Hyejeon College during summer |
| | | Mathematics | 1. Continue and improve outreach classes to rural communities |
| | | Nursing | 1. Develop and strengthen community partners for clinical placements and learning opportunities for students. Focus on older adult, chronic illness, and acute illness<br>2. Work closely with Nursing Advisory Committee to build partnerships, and promote relationships |
| | | Oregon Coast Culinary Institute | 1. Service Projects |
| | | Perkins | 1. Develop new planned actions based on Perkins reappropriation guidelines |
| | | President's Office | 1. Engage community in discussion around need for a Health/Science building |
| | | Psychology/Social Science | 1. Friday?s available<br>2. Coos Bay Seniors |
| | | Recreation Center | 1. Get Fit for Finals initiative |
| | | RSVP | 1. Continue on an upward growth path from 2011-12.<br>2. Add seniors as guest speakers in classrooms where they will discuss their life experiences. |
| | | Science | 1. Continue Geology Lecture Series |
| | | Small Business Development Center | 1. Advise at least 200 small businesses per contract with OSBDCN<br>2. Show at least 10 new business starts as a result of advising<br>3. Show at least 25 jobs created by counseled businesses<br>4. Show at least 25 jobs retained by counseled businesses<br>5. Provide at least 50 training opportunities for small business owners |
| | | Speech | 1. Judge speech tournaments |
| | | Student Housing | 1.Programming<br>2.Business partnerships/referrals<br>3.Conference services |
| | | Student Life | 1. Utilize Multicultural Program to provide training and expertise to community members |
| | Innovation & Sustainability | Administrative Services | 1. Provide Safety just-in-time training program for 6 processes<br>2. Participate in new employee orientation development for each group: classified, management, faculty<br>3. Full facilities maintenance study for staffing and workflow |
| | | Advising | 1. Develop an advising curriculum for academic advisors. |
| | | Art | 1. add a full-time, tenure track instructor in Digital Media and Design.<br>2. Research and develop expanded 2-dimensional art curriculum in anticipation of new faculty hiring |
| | | ASG Student Leadership | 1. Create a Student Government Leadership class |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Bookstore | 1. Request relocation and expansion of the bookstore<br>2. Add seating/gathering area for students, staff, and community<br>3. Add additional services for students (i.e. Laker1one Card deposits, student shipping, additional dorm items) |
| | | Business Management/Entrepreneurship | 1. Launch student business.<br>2. Continue to explore opportunities to expand program<br>3. Launch at least one new pathway certificate |
| | | Business Services | 1. Review, eliminate, revise processes & procedures for maximum efficiency & effectiveness<br>2. Additional training on new software to gain maximum benefit & efficiency |
| | | Campus Security | 1. Exploration of funding resources available through grants, etc.<br>2. Evaluate security camera systems that are wireless transmission that can be viewed in security vehicles and make recommendation |
| | | CIS | 1. Upgrade software<br>2. Provide grant funding/opportunities |
| | | Community Education & Workforce Development | 1. Research grants<br>2. Increase contracted trainings |
| | | Counseling | 1. Restore 3rd full time counseling position lost due to Anne Fauss?s retirement in 2002.<br>2. Restore 12 month contracts to the two remaining counselors |
| | | Criminal Justice | 1. Establish partnership with local agencies and integrate local expertise into coursework and field trips<br>2. Research development of coursework to support contemporary public safety coursework such as GIS, Emergency Preparedness Plan development, and interagency coordination |
| | | Dining Services | 1. Create BBQ pit/smoker<br>2. Purchase new hot line<br>3. Conduct three-year in depth analysis |
| | | EMT/Paramedic | 1. Write own Introduction to EMS textbook using McGraw Hill resources |
| | | English | 1. Title III-QM-embedding quality standards in course outlines, setting student learning outcomes, assigning assessment criteria, content delivery, and evaluation.<br>2. Writing 121 revised course outline peer reviewed meets QM standards<br>3. Using Angel to embed material from sources other than textbooks, based on material that is gathered by faculty and students ?from around the world.?<br>4. Review Distance delivery systems<br>5. Fulltime Faculty<br>6. Engage in innovative teaching methodologies for foreign language based on evidence from national data sources, textbooks, journals, conferences |
| | | Facilities Services | 1. Revamp Emergency Management Team |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Facilities Services | 2. Composting<br>3. Update T12 ballasts to T8 for energy efficient<br>4. Motion Sensor lighting in classrooms<br>5. Wireless Electronic Lock System<br>6. Rental Cars should be hybrid's only<br>7. Update insulation in all buildings<br>8. Car Pool |
| | | Financial Aid | 1. Move all communications to email using new SIS to eliminate paper and postage costs completely. |
| | | Fire Science | enterprises such as Jordan Cove- for ongoing continuing education opportunities for students and community<br>2. Look for other areas to provide continuing education and or collaboration in training with community fire chiefs |
| | | Foundation | 1. Our system of measuring the effectiveness of our strategies and activities will continue to inform the Foundation about where to apply our resources.<br>2 Implement Jenzabar which will make our tracking of strategies more efficient. |
| | | Human Resources | 1. 95% Direct Deposit Participation<br>2. Portal Time cards with Jenzabar |
| | | Institutional Research | 1. Review new ERP dashboard and portal reports for all units - develop new reports for units as needed to meet reporting and program data for the program review process.<br>2. Implement new dashboard for reporting and tracking of success indicators for each unit on campus.<br>3. Assess the program review and assessment process as one component of NWCCU standards 1 and 4.<br>4. As a member of the ACT, guide the review and development of the standard 1 report due in 2012-13.<br>5. Conduct SENSE |
| | | Instructional Services | 1. Work toward the space integration of science, technologies and allied health and the planning and financing of appropriate facilities. |
| | | Integrated Technology Services (ITS) | 1. Deploy pilot Virtual Desktop Integration.<br>2. Install System Center management software. |
| | | International Programs | 1. Create an International Coordinator Position |
| | | Machine Technology Program | 1. Convert adjunct faculty position to tenure-track. |
| | | Mail and Print Services | 1. Consider distributive copy stations on campus vs. one location<br>2. Study yearly workflow for staffing and technology recommendations<br>3. Change processes to Jenzabar and Document Imaging software |
| | | Mathematics | 1. Include part-time faculty in Math department meetings<br>2. Develop web-enhanced classes<br>3. Write grants to support innovation |
| | | Media Services | 1. Computer Equipment Replacement Plan - upgrade and new installs per plan |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Music | 1. Implementation of recording certificate |
| | | Nursing | 1. Hold quarterly Brown Bag sessions with students to allow time for relationship building, communication, problem-solving, and program evaluation<br>2. Support the Nursing Club as a way to promote engagement and sustainability<br>3. Support faculty to attend the annual OCNE Faculty Development Conference<br>4. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy<br>5. Strategic plan to improve NCLEX scores through stronger med/surg content delivery and assessment of learning outcomes<br>6. Strengthen clinical experiential learning and evaluation<br>7. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting |
| | | Office Occupations | 1. Hire full-time faculty |
| | | Perkins | 1. Develop new planned actions based on Perkins reappropriation guidelines |
| | | President's Office | 1. Start Leadership Program<br>2. Have at least one paperless Board meeting |
| | | Psychology/Social Science | 1. Film therapy classes<br>2. Intro to Helping Professions |
| | | Recreation Center | 1. Replace equipment and upgrade equipment to stay current |
| | | Science | 1. Increase offerings in Marine Biology<br>2. Initiate Natural Resources Degree Program |
| | | Student First Stop Center | 1. Provide financial services access:  reduce bad debt by 25% from prior year; increase e-check participation from prior year.<br>2. Include parents when communicating electronically with students regarding monthly statements. |
| | | Student Housing | 1.Programming<br>2.Student Housing Occupancy rate<br>3.Customer Care service<br>4.Housing infrastructure enhancement<br>5.Health and safety initiatives<br>6.College Success Course/freshmen seminar<br>7.Conference services |
| | | Student Life | 1. Place Clubs with Student Life rather than in ASG<br>2. Create Class/Training for Clubs |
| | | Testing | 1. GED testing charges will change from per test to per sitting, putting at disadvantage students who need to space them out over several days or weeks or have test anxiety. We're checking with the state to verify this potential barrier.  If these changes are verified, we?ll begin to track GED retests, passage rates for students taking multiple tests in one sitting versus spacing them out. |
| | Learning & Achievement | Art | 1. Offer digital media and design |
| | | ASG Student Leadership | 1. Create a Leadership Program Plan integrating academics and ASG and Student Life |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | ASG Student Leadership | 2. Create a Student Government Leadership class |
| | | Business Management/Entrepreneurship | 1. Launch sustainable business practices courses;<br>2. Review transferability of courses;<br>3. Explore pathways to 4-yr institutions from AAS |
| | | CIS | 1. Access to room where all the business charts are available so each person has a lap top dedicated to a project so every student leaving school has an opportunity at home and school to learn for life long learning |
| | | Community Education & Workforce Development | 1. Develop more community credit classes<br>2. Improve BITS survey process |
| | | Counseling | 1. Determine appropriateness of mandatory HD classes for which populations (including athletes, students testing into two or more developmental classes) |
| | | Criminal Justice | 1. Reinstitute AAS and certificates supporting CJ employment opportunities<br>2. Hire full time faculty for program coordination and mentorship |
| | | Dining Services | 1. Add student portfolios to externship<br>2. Develop Sous Chef externship program |
| | | English | 1. Recruit and retain Fulltime Faculty<br>2. Engage faculty who have retired to teach part-time to maintain continuity<br>3. Align course outlines with national standards, making material relevant to students and high quality.<br>4. Embedding assessments and outcomes related to attitudes about writing and learning, making them measurable, and providing assessments and evaluation criteria.<br>5. See need to research and develop method to track student body trends relate to success and completion in writing. |
| | | Facilities Services | 1. Update Technology & Buildings for active learning |
| | | Financial Aid | 1. Offer Financial Aid workshops regarding several Financial Aid programs, specifically Federal Work-study and Student loans. |
| | | Fire Science | 1. Continue to work on developing the model curriculum provided by the NFSCC (National Fire Science Curriculum Committee) |
| | | Foundation | 1. Our system of measuring the effectiveness of our strategies and activities will continue to inform the Foundation about where to apply our resources.<br>2 Implement Jenzabar which will make our tracking of strategies more efficient. |
| | | Health, Wellness, and Physical Education | 1. Revise Student Learning Outcomes (SLO) to be more learner centered<br>2. Revise assessments to reflect SLO?s<br>3. Personal Training Certificate to prepare students to sit for Board Examination |
| | | Human Resources | 1. Conduct Quarterly Manager Trainings<br>2. Bi Annual Staff Trainings |
| | | Institutional Research | 1. Enhance common data set with new requirements for instruction. |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Institutional Research | 2. Migrate reports to Jenzabar reporting system. |
| | | Instructional Services | 1. Assess testing and advising in order to facilitate the success of students in appropriate courses and programs. |
| | | Integrated Technology Services (ITS) | 1. Impelement JICS portal. |
| | | International Programs | 1. Create an International Coordinator Position<br>2. Send students to Hyejeon College during summer |
| | | Manufacturing Technology Program | 1. Explore opportunities to expand program options ? machining and fabrication |
| | | Mathematics | 1. Continue above-re-designing developmental education<br>2. Interactive Math labs, mini-lectures<br>3. Computer support<br>4. Online homework<br>5. Department finals for consistency |
| | | Music | 1. Develop new courses in music advanced MIDI & music in media |
| | | Nursing | 1. Strengthen and improve use of HESI exit exam.<br>2. Test analysis as process for course evaluation; proficiency in cognitive and psychomotor skill evaluation<br>3. Attainment of OCNE competencies<br>4. Focus on older adult learning experiences in clinical settings<br>5. Strengthen course content around older adult to meet changing demographic needs of our aging population<br>6. Implement Kaplan Integrative Package for student success |
| | | Oregon Coast Culinary Institute | 1. ACE (Approved  Certification Evaluator)outcome based rubrics, capstone |
| | | Perkins | 1. Develop new planned actions based on Perkins reappropriation guidelines |
| | | Psychology/Social Science | 1. Human services back<br>2. Partner with university cohorts |
| | | Recreation Center | 1. Partnering with housing and ASG to provide learning opportunities for students |
| | | Science | 1. Email communication with students more regularly<br>2. Use interactive assignments more regularly |
| | | Speech | 1. Pre-requisites for student success |
| | | Student Housing | 1.Programming<br>2.Customer care service<br>3.Health and safety initiatives<br>4.Maintain a conducive learning environment<br>5.College success course/freshmen seminar<br>6.Campus partnerships |
| | | Student Life | 1. Create a multicultural program |
| 2013-14 | Access | Advising | 1. Develop an evaluation tool to assess academic advisors? job performance. |
| | | Art | 1. Continue efforts for Art competitions and Skills Day |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Business Management/Entrepreneurship | 1. Offer at least one certificate fully at night. |
| | | Community Education & Workforce Development | 1. Increase pool of qualified PT community instructors<br>2. Increase FTE |
| | | Financial Aid | 1. Allow for students to complete all paperwork online, creating a paperless workflow. |
| | | Fire Science | 1. Work closely with Jordan Cove to develop partnerships and potential opportunities for students<br>2. Provide coursework to outlying areas such as Brookings and Coquille via IPTV |
| | | Foundation | 1. As we engage more with local businesses we will become more effective at garnering scholarships for specific trainings for incumbent workers and curriculum for students seeking AAOT |
| | | Human Resources | 1. Visit Curry County every 30 days |
| | | Institutional Research | 1. New reporting dashboard online for all reports appropriate for consumer information.<br>2. Conduct SENSE |
| | | Instructional Services | 1. Encourage the development of delivery systems that meet the needs of students in various communities. |
| | | Integrated Technology Services (ITS) | 1. Install network monitoring software.<br>2. Install Data Protection software.<br>3. Install self service password management. |
| | | International Programs | 1. Reinstitute ELI Program<br>2. Create an effective Study Abroad Program |
| | | Music | 1. Recruiting<br>2. Continue OMEA events<br>3. Continue developing new music courses |
| | | Nursing | 1. Retrospective analysis and comparison of student performance in prerequisite courses and nursing courses<br>2. Look for any areas of weakness to focus improvement efforts on- |
| | | Oregon Coast Culinary Institute | 1. OCI (Oregon Coast Invitation high school competition) expansion - total access, via internet, individual Competetions |
| | | President's Office | 1. Continue archival of historical College documents<br>2. Fundraising and/or bond measure for match monies for Health/Science Capital project |
| | | Recreation Center | 1. Get Fit for Finals initiative |
| | | Science | 1. Increase interactions with district high school science instructors |
| | | Speech | 1. Advising Debate team |
| | | Student Housing | 1.Programming<br>2.Health and safety initiatives<br>3.Student housing occupancy rate<br>4.Student care service<br>5.Housing infrastructure enhancement |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Student Housing | 6.Staff Training<br>7.Student Housing Satisfaction<br>8.College Success Course/freshmen seminar<br>9.Maintain a conducive learning environment<br>10.Campus relationships |
| | Community Engagement | Art | No new plans - continue efforts of current community engagement activities such as the Visions art competition, Empty Bowls, Celebration of the Arts, and other educational partner endeavors |
| | | Business Management/Entrepreneurship | 1. Launch student ambassador program to participate in local business organizations and work with high schools |
| | | CIS | 1. Room large enough for group work access to lap tops and network |
| | | Financial Aid | 1. Communicate deadlines to community<br>2. Host College Goal Oregon.<br>3. Present at district high schools |
| | | Foundation | 1. Foundation Board members will be continuing to thank donors and engage with new people in their network.<br>2. As board members retire from their volunteer positions, the Foundation will be very strategic about who will continue the legacy of success through excellent succession planning. |
| | | Health, Wellness, and Physical Education | 1. Place PE assistants in the schools; provide tuition waivers |
| | | Human Resources | 1. Benefit Fair<br>2. Wellness Fair |
| | | Institutional Research | 1. New reporting dashboard online for all reports appropriate for community and consumer information. |
| | | Integrated Technology Services (ITS) | 1. Add .5 FTE Web Assistant.<br>2. Deploy redesigned web site. |
| | | International Programs | 1. Reinstitute ELI Program<br>2. Cooperative agreement between Hyejeon and Chang Zhou<br>3. Create an effective Study Abroad Program |
| | | Oregon Coast Culinary Institute | 1. Community projects<br>2. Taste of the Northwest<br>3. Service projects |
| | | President's Office | 1. Ask voters and donors for support of Health/Science Capital project |
| | | Psychology/Social Science | 1. Mini-presentations to HS students |
| | | Recreation Center | 1. Get Fit for Finals initiative |
| | | RSVP | 1. Will have made events a stable part of the community. These include: The Extraordinary Living Conference, The Mutt Strut, 911 Day of Service and Remembrance, Caser Chavez Day.<br>2. Seek new areas for community involvement: MLK Day.<br>3. Close gaps by engaging inter generational & multi cultural volunteers that will enhance Coos County and the future. |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Small Business Development Center | 1. Advise at least 200 small businesses per contract with OSBDCN<br>2. Show at least 10 new business starts as a result of advising<br>3. Show at least 25 jobs created by counseled businesses<br>4. Show at least 25 jobs retained by counseled businesses<br>5. Provide at least 50 training opportunities for small business owners |
| | | Speech | 1. Judge speech tournaments |
| | | Student Housing | 1.Programming<br>2.Business partnerships/referrals<br>3.Conference services |
| | Innovation & Sustainability | Administrative Services | 1. Provide Safety just-in-time training program for 6 processes<br>2. Renew Newmark Center leases and seek new tenants |
| | | Advising | 1. Develop an evaluation tool to assess academic advisors? job performance. |
| | | Art | 1. renew the 2-dimensional art instructor position |
| | | Bookstore | 1. Add deli area with cold case in bookstore |
| | | Business Management/Entrepreneurship | 1. Launch at least one new pathway certificate<br>2. Explore connecting capstone project to expansion of student business |
| | | Business Services | 1. Improve budgeting process to safeguard essential services and maximize benefit from scarce resources |
| | | Campus Security | 1. Install and train on wireless camera security system |
| | | Community Education & Workforce Development | 1. Research grants |
| | | Counseling | 1. Restore 3rd full time counseling position lost due to Anne Fauss?s retirement in 2002.<br>2. Restore 12 month contracts to the two remaining counselors |
| | | Dining Services | 1. Replace baking oven<br>2. Remodel Kitchen add gas range |
| | | Facilities Services | 1. Pump lake for irrigation purpases<br>2. Student Research on Campus Sustainability |
| | | Financial Aid | 1. Allow for students to complete all paperwork online, creating a paperless workflow. |
| | | Foundation | 1. Focus on encouraging current donors to create endowment funds. |
| | | Institutional Research | 1. Enhance and improve data warehouse for improved reporting in conjunction with the new dashboard.<br>2. Conduct Graduate Follow-up Survey<br>3. Conduct Employer Survey<br>4. Conduct SENSE |
| | | Integrated Technology Services (ITS) | 1. Add 1 FTE PC Tech.<br>2. Implement Virtual Desktops in student labs. |
| | | International Programs | 1. Reinstitute ELI Program<br>2. Create an effective Study Abroad Program |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Mail and Print Services | 1. Analyze College direct marketing requirements, necessary technology, and protocols<br>2. Bulk Mailing process reviewed and revamped as necessary for USPO compliance |
| | | Media Services | 1. Computer Equipment Replacement Plan - upgrade and new installs per plan<br>2. Smart Classroom Controller |
| | | Medical Assistant | 1. Develop extended program in Coquille, Powers, Brookings using same IPTV technology that is used in Brookings and Coquille for Nursing Program |
| | | Music | 1. Continue purchase of pianos |
| | | Nursing | 1. Hold quarterly Brown Bag sessions with students to allow time for relationship building, communication, problem-solving, and program evaluation<br>2. Support the Nursing Club as a way to promote engagement and sustainability<br>3. Support faculty to attend the annual OCNE Faculty Development Conference<br>4. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy<br>5. Strategic plan to improve NCLEX scores through stronger med/surg content delivery and assessment of learning outcomes<br>6. Strengthen clinical experiential learning and evaluation<br>7. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting |
| | | Oregon Coast Culinary Institute | 1. Feeder school with CIA ?Graystone partnership (Culinary Institute of America) |
| | | Pharmacy Technician | 1. Develop extended program in Coquille, Powers, Brookings using same IPTV technology that is used in Brookings and Coquille for Nursing Program |
| | | Phlebotomy Technician | 1. Develop extended program in Coquille, Powers, Brookings using same IPTV technology that is used in Brookings and Coquille for Nursing Program |
| | | President's Office | 1. Increase number of paperless Board meetings to two or more |
| | | Recreation Center | 1. Replace equipment and upgrade equipment to stay current |
| | | Student First Stop Center | 1. Provide financial services access: reduce bad debt by 25% from prior year;<br>2. Increase e-check participation from prior year. |
| | | Student Housing | 1.Programming<br>2.Student Housing Occupancy rate<br>3.Customer Care service<br>4.Housing infrastructure enhancement<br>5.Health and safety initiatives<br>6.College Success Course/freshmen seminar<br>7.Conference services |
| | | Student Support Services - SSS Program | 1. Write for the SSS grant |
| | Learning & Achievement | Art | 1. Offer expanded 2-dimensional art coursework |
| | | Business Management/Entrepreneurship | 1. Continue to update course outlines for alignment with industry standards;<br>2. Develop plan for phasing in contemporary topics and courses |
| | | Campus Security | 1. Create internship with the CJ department |
| | | Community Education & Workforce Development | 1. Continue to expand and improve College Now |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Counseling | 1. Develop reinstatement class for academically and financial aid ineligible students |
| | | Dining Services | 1. Develop Ice Carving workshops with OCCI |
| | | Financial Aid | 1. Offer Financial Aid workshops regarding several Financial Aid programs, specifically Federal Work-study and Student loans. |
| | | Fire Science | 1. Continue to work on developing the model curriculum provided by the NFSCC (National Fire Science Curriculum Committee) |
| | | Foundation | 1. Using the "hedgehog principle" we will continue our focus on what is working and adapt to new strategies through grassroot communications as well as bridging to other professionals in the CRD network. |
| | | Health, Wellness, and Physical Education | 1. Expand PE courses in Recreation Center<br>2. Personal Training Certificate to prepare students to sit for Board Examination<br>3. Develop more outdoor classes/week-end classes<br>4. Outdoor Recreation Program: hiking, compass competency, archery, survival Outdoor Recreation Program (SOU) |
| | | Human Resources | 1. Conduct Quarterly Manager Trainings<br>2. Bi Annual Staff Trainings |
| | | Integrated Technology Services (ITS) | 1. Develop JICS portlet integration to services. |
| | | International Programs | 1. Reinstitute ELI Program<br>2. Create an effective Study Abroad Program |
| | | Media Services | 1. Install a MAC Lab<br>2. Mobile 30-laptop cart |
| | | Music | 1. Develop new courses in music advanced MIDI & music in media |
| | | Nursing | 1. Strengthen and improve use of HESI exit exam.<br>2. Test analysis as process for course evaluation; proficiency in cognitive and psychomotor skill evaluation<br>3. Attainment of OCNE competencies<br>4. Focus on older adult learning experiences in clinical settings<br>5. Strengthen course content around older adult to meet changing demographic needs of our aging population<br>6. Implement Kaplan Integrative Package for student success |
| | | Oregon Coast Culinary Institute | 1. ACE (Approved Certification Evaluator) Culinology<br>2. Hotel-Restaurant program |
| | | Recreation Center | 1. Provide staff development in various areas |
| | | Speech | 1. Pre-requisites for student success |
| | | Student Housing | 1.Programming<br>2.Customer care service<br>3.Health and safety initiatives<br>4.Maintain a conducive learning environment<br>5.College success course/freshmen seminar |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Student Housing | 6.Campus partnerships |
| Future | Access | Advising | 1. Implement a professional academic advisor program that would work with all SWOCC students from intake to graduation and or transfer.<br>2. 100% of students have an assigned advisor.<br>3. Highest rate of retention and completion in Oregon. |
| | | ASG Student Leadership | 1. Create a student Union Space |
| | | Childhood Education and Family Studies | 1. A full department with the capacity to offer classes in multiple terms during the academic year.<br>2. To be a ?destination? school for Early Childhood Education in the county based on quality standards |
| | | Family Center and Family Programming | 1. Have scholarship funds for children of low income families<br>2. Be and maintain a high quality model site for education for young children and their families. |
| | | Financial Aid | 1. Utilize a completely integrated imaging system for financial aid processing. |
| | | Foundation | 1. Foundation an integral and well known component of Southwestern |
| | | Health, Wellness, and Physical Education | 1. I Phone apps for Angel |
| | | Human Resources | 1. Full Time Recruitment Analyst |
| | | Integrated Technology Services (ITS) | 1. Server replacement plan.<br>2. PC replacement plan.<br>3. Wireless N deployment.<br>4. Core switch replacement.<br>5. 10G network upgrade.<br>6. Edge switch replacement.<br>7. Virtual Desktop available from anywhere.<br>8. Micro cell transmitters for improved cellular coverage.<br>9. Increase SAN capacity. |
| | | International Programs | 1. Sustainable ELI program that will feed into the overall population of International students at Southwestern.<br>2. Develop additional relationships with International Schools<br>3. Develop relationships with International Recruiters |
| | | Music | 1. Provide more performance opportunities for students<br>(per band, etc) |
| | | Oregon Coast Culinary Institute | 1. OCI (Oregon Coast Invitation high school competition) expansion - total access, via internet, individual Competetions |
| | | President's Office | 1. Archive all historical College documents and photos that will be searchable on archive office computer and viewable in archive office by staff and visitors and cross-referenced with local historical museum |
| | | Psychology/Social Science | 1. Interdepartmental communication<br>2. Scheduling problems<br>3. Flexible scheduling (Saturdays)<br>4. Cultural literacy |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Psychology/Social Science | 5. International student coordinator |
| | | Recreation Center | 1. Install Computer Work Stations for Students<br>2. Install more Cameras for safety<br>3. Swimming Pool<br>4. Covered Track and Field |
| | | Science | 1. Update labs and classrooms<br>2. Cadaver lab |
| | | Student Life | 1. Create a student Union with a Multicultural Center, Leadership and Student Activities Offices |
| | | Student Support Services - SSS Program | 1. Secure additional space<br>2. Additional Staff<br>3. Math instructor |
| | | Testing | 1. State of the art testing room. Free from distractions. Additional employees during peak hours.<br>2. Assign a Chief Examiner in Brookings GED testing site. |
| | Community Engagement | Criminal Justice | 1. Facilities for housing all aspects of ROTA (Reserve Office Training Academy) and ORPAT (Oregon Physical Abilities Training) for student and community use;<br>2. A regional center that serves local agencies as well as a vibrant CJ program. |
| | | Dining Services | 1. Hold ice competition on campus |
| | | Family Center and Family Programming | 1. The Family Center as a model training & education center for young children, parenting adults, adult students, and early childhood professionals based on NAEYC (National Association for the Education of Young Children) standards. |
| | | Financial Aid | 1. Offer financial literacy workshops to community |
| | | Foundation | 1. Board membership will be a valued and coveted position among community leaders. |
| | | Health, Wellness, and Physical Education | 1. Bod Pod<br>2. Swimming Pool<br>3. Physical therapy assistant program |
| | | Integrated Technology Services (ITS) | 1. Create SWOCC Apps for smartphones.<br>2. Install and implement Online bookstore merchandise purchasing capability.<br>3. Website optimized for smartphones and tablets. |
| | | International Programs | 1. Sustainable ELI program that will feed into the overall population of International students at Southwestern.<br>2. Develop additional relationships with International Schools<br>3. Develop relationships with International Recruiters |
| | | Music | 1. Develop Performance Series (maybe in community) |
| | | Nursing | 1. Increase faculty, fully equipped lab, with trauma bays, simulation, and a comprehensive Public Safety Program. |
| | | President's Office | 1. Pass bond to finance next building |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Psychology/Social Science | 1. RSVP speakers<br>2. NAMI (National Alliance on Mental Illness) speakers |
| | | Recreation Center | 1. Develop opportunities for home schooled, primary, secondary education, and retirement homes. |
| | | RSVP | 1. Grow RSVP into a financially stable non profit.<br>2. Recruitment of Baby Boomers into the RSVP Program.<br>3. Grow the Extraordinary Living Conference to an annual attendance of at least 300 from the South Coast and neighboring communities. |
| | | Science | 1. Science building to include museum, show case |
| | | Small Business Development Center | 1. Assume management of The Business Center incubator as a profitable enterprise center for SOCC<br>2. Create a youth entrepreneurship summer camp to encourage 12-18 year olds to consider business ownership as a career option<br>3. Assist South Coast Inventors to create a pipeline of innovative ideas into business creation through increased grant funding and establishment of an incubator site for inventors<br>4. Establish a long term funding mechanism for small businesses that do not meet the loan criteria of commercial financial institutions so innovative ideas can be commercialized<br>5. Increase participation in Opportunity Knocks to facilitate the establishment of 2 additional groups of business owners that provide peer to peer mentoring<br>Continually strengthen the resource base for small businesses so they can better compete in the global market place<br>6. Build the New Business Challenge grant sponsorships from current levels of approximately $11,000 per year to $30,000 per year |
| | | Student Life | 1. Create a student Union with a Multicultural Center, Leadership and Student Activities Offices |
| | Innovation & Sustainability | Advising | 1. Highest rate of retention and completion in Oregon. |
| | | Art | 1. Metal art program offered in conjunction with Manufacturing Tech department. |
| | | ASG Student Leadership | 1. Create a sustainable budget that is separate from General fund w/ a contingency fund-based on student activity fees. |
| | | Bookstore | 1. Relocation and expansion of the bookstore<br>2. Coffee area with seating for customers<br>3. Deli area with cold cases<br>4. Additional staffing |
| | | Business Services | 1. Training for grant & program managers to initiate payroll & transactions correctly to minimize corrections & reworking |
| | | Campus Security | 1. Issue student and staff parking permits at registration, creating a database of vehicle identification that would work with a hand-scanner |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Counseling | 1. Restore 3rd full time counseling position lost due to Anne Fauss?s retirement in 2002.<br>2. Restore 12 month contracts to the two remaining counselors<br>3. Restore Career Center<br>4. Expanded mental health counseling center<br>5. Counselors working with conduct staff as part of the Behavioral Intervention Team<br>6. Professional advising core, transfer center leveraging funds and staff with OUS University Center, , athletic advisor |
| | | Early Childhood Education and Family Studies | 1. Develop our program and potential faculty members so we are prepared for growth opportunities whenever they present themselves.<br>2. Have "slick" recruitment materials to use for recruitment nationally to Head Start and other larger employer groups. |
| | | Facilities Services | 1. Install Solar Panels<br>2. Solar Panel/Electric Carport for Golf Carts or<br>3. Use Biofuel to run Golf Carts |
| | | Family Center and Family Programming | 1. Upgrade indoor and outdoor play yard equipment & environment to a model high quality environment for young children. |
| | | Financial Aid | 1. Utilize a completely integrated imaging system for financial aid processing. |
| | | Foundation | 1. The Foundation will have assets in excess of $15 million by 2015 |
| | | Health, Wellness, and Physical Education | 1. I Phones/I Pads connected to classes for grading/assignments |
| | | History and Political Science | 1. Field trips/Historical<br>2. Week-end classes |
| | | Integrated Technology Services (ITS) | 1. Expand tech work area.<br>2. Install power management for pc?s and servers.<br>3. Hot failover server site for business continuity.<br>4. Install surveillance system for the entire campus.<br>5. Install display screens in every building for the campus notification system.<br>6. Deploy thin client desktops. |
| | | Machine Technology Program | 1. Develop metal art program offered in conjunction with Manufacturing Tech department. |
| | | Mail and Print Services | 1. Evaluate all equipment, and data management systems, and software programs for upgrades and compatibility to meet USPS, UPS, FedEx, and other vendor?s compliance.<br>2. Look at the equipment and the capabilities needs to do the College?s marketing and recruitment materials including sort and handle bulk mailings along with ability to produce letterhead, envelopes and business cards, etc.<br>3. Locking mailboxes for the staff and students in a centralized location to safeguard USPS standards.<br>4. Electrical upgrades to handle the needs of equipment that will safeguard against |
| | | Media Services | 1. Update Computer Equipment Replacement Plan - classrooms and labs |
| | | Music | 1. Put together a 10 station MIDI studio |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Nursing | 1. Health sciences building |
| | | Office Occupations | 1. More AOP (Administrative Office Professional) students and CWE placements in community |
| | | Psychology/Social Science | 1. Research institution<br>2. Learning communities<br>3. Faculty release for innovation<br>4. League for Innovation Conferences |
| | | Recreation Center | 1. Hire a full time Recreation Center Employee |
| | | Science | 1. Increase budgets for materials and supplies |
| | | Student First Stop Center | 1. Create functional work stations for SFSC Reps.<br>2. Reconfigure waiting room so functional for students such as build bar/tall tables for students to complete their forms.<br>3. Running TV videos in lobby on how to perform processes on portal so that students can learn how to self-serve. |
| | | Student Life | 1. Create a student Union with a Multicultural Center, Leadership and Student Activities Offices |
| | | Student Support Services - SSS Program | Full/part time SSS Scholarship coordinator<br>1. Career Center staffed full time<br>2. Student Health Center<br>2. Student Child Care CO-OP |
| | | Testing | 1. Survey everyone who requests to take a test for whether evening or week end administration would be beneficial, and then track whether those who said yes were still able to take their tests during regular business hours to determine whether a barrier exists. In the past, week end and evening testing was available but was under-utilizined and discontinued. |
| | Learning & Achievement | ASG Student Leadership | 1. Create a Student Leadership Institute with a degree/certificate in Leadership |
| | | Business Management/Entrepreneurship | 1. Design and launch a hospitality jointly with OCCI and/or ecopreneurship program |
| | | Counseling | 1. As recommended in 2011 Advising Audit, require all new students to take HD 100.<br>2. Require all failing math students to take HD 199 or HD 0529<br>3. Expanded and articulated HD department |
| | | Criminal Justice | 1. Work with University Center to attract an online Bachelors of CJ opportunity for students. |
| | | Early Childhood Education and Family Studies | 1. Maintain NAEYC ECADA Accreditation<br>2. Maintain excellence in programming<br>3. Graduate well prepared teacher of young children<br>4. Have all courses meet quality matters standards |
| | | Family Center and Family Programming | 1. Publish ongoing child learning outcomes in relation to enrollment in Family Center<br>2. NAEYC (National Association for the Education of Young) accredited preschool classrooms. |
| | | Financial Aid | 1. Teach as part of an HD 100 or other Human Development course for financial literacy and financial aid. |
| | | Foundation | 1. The Foundation will be a more frequent recipient of gifts for recognizing and |

| Plan Year | Core Theme | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Foundation | honoring people and for memorials. |
| | | Health, Wellness, and Physical Education | 1. Bod-Pod<br>2. Develop courses to be more specific to AT/PE |
| | | Integrated Technology Services (ITS) | 1. Virtual applications available from anywhere. |
| | | Machine Technology Program | 1. Find grant funding to support development of fabrication program options |
| | | Music | 1. Hire another full-time tenure track music faculty member |
| | | Nursing | 1. Upgrading all skills lab equipment especially simulation equipment |
| | | Oregon Coast Culinary Institute | 1. Off-campus restaurant, student run restaurant, retail bakery, and site identified negotiations on community culinology. |
| | | Psychology/Social Science | 1. Cross curriculum classes<br>2. Learning communities (team teaching) |
| | | Recreation Center | 1. Install Computer Work Stations for Students. |
| | | Science | 1. Fund development dollars for meetings to stay current $500 + per year-separate from faculty development funds general account<br>2. Use cell phone blocking technology in classes |
| | | Student Life | 1. Create a student Union with a Multicultural Center, Leadership and Student Activities Offices |

# Update: Strategic Plan Fall Quarter 2011

| Related Core Theme | Strategic Goals | Annual Priority | Planned | Status Update | Quarter | Priority Status |
|---|---|---|---|---|---|---|
| I. Access | 1: Ensure access to diverse learning opportunities. | 1.1: Provide student access for financial assistance to pursue their educational goals. | 1.1A: Expand access to financial assistance. | Eighteen HRSA scholarships of $1000 were awarded to Southwestern students, $10,000 in HRSA Scholarship funds were awarded to Linn-Benton CC, and $10,000 to Oregon Coast CC and $10,000 to Mt Hood CC students to assist them in completing the Online BNA program. Clatsop CC is in the process of enrolling Online NA students. | Fall | Completed |
| | | 1.2: Support diverse learning opportunities for students and the community. | 1.2A: Encourage the development of delivery systems that meet the needs of students in various communities. | CBJT Project Director Chris Amaral and Training Coordinator Mike Inman made introductory visits to Pacific High School and Bandon High School where there are new welding instructors. The mobile welding lab was enthusiastically scheduled by those schools and others through the end of the calendar year. Additionally those new teachers will come to SWOCC to work with faculty here to improve their teaching skills and continue to work on program alignment | Fall | Completed |
| | | | | Coos Bay Inventors group is meeting once a month with interested community members in Curry via IPTV at the Gold Beach Center. | Fall | Completed |
| | | | | Excitement for the new Curry Campus is not limited to Brookings as there has been an influx of new students in Gold Beach and Port Orford as well. The Gold Beach Center is actively working with 39 students who are currently enrolled and 35 who are working to begin classes in winter or spring term. | Fall | Completed |
| | | | | Free short term trainings continued to be offered through the welding program. The October class in Fairview Hall was an 8 hour introduction to Shielded Metal Arc Welding (SMAW), sometimes known as stick welding. | Fall | Completed |
| | | | | Much to the delight of the Curry nursing students, a SimMan Essential is scheduled to arrive January 4. With the closing of a medical office in Brookings, many of the items on the Allied Health wish list were purchased nearly new with steep discounts. While not planned initially, phlebotomy equipment was purchased to facilitate the addition of this program in the future. | Fall | Completed |
| | | | | The Geology Lecture Series for the 2011-2012 academic year kicked off with a talk by Dr. M. Beatrice Magnani on October 21 with an audience of over 160 people. Dr. Magnani presented her | Fall | Completed |

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| | | | | research on 'The New Madrid Earthquakes Two Hundred Years Later: What Have We Learned About Earthquakes at the Center of Tectonic Plates?' In addition to SWOCC students, there were students from local K-12 schools as well as a strong contingent of community members. | Fall | Completed |
| | | | | The Virtual Motion Welding Simulator was set up at student orientation day and dozens got to try their hand at welding via this amazing technology. | Fall | Completed |
| | | | | Tim Dailey and Bev Segner attended the Serving Rural Veterans' Conference in Sun River. Theme of conference was providing counseling and educational services to veterans. Met with a variety of professionals serving veterans and learned about the various benefits available. | Fall | Completed |
| | | | | Tony LaPlante and Eric Wade offered 3 cohorts of 8 hour classes in the Mobile Welding lab over two days in Brookings. The virtual simulator was used extensively to accelerate training. | Fall | Completed |
| | 2: Provide access to support services for students and the community. | 2.1: Implement software and other technology to support learning opportunities and services. | 2.1B: Purchase and implement new or enhance hardware/software | All Colleague data has been extracted and sent to Jenzabar for the first "pass" - loading data into the new Jenzabar ERP. Sixty-five programs where written to extract the required data. The data was mapped to Jenzabar during the week of November 14th. | Fall | Completed |
| | | | | Completed the Jenzabar installation and configuration of both hardware and software. Completed the Nolij installation and configuration of both hardware and software. | Fall | Continued |
| | | | | Nolij document Imaging System has been installed and eight department staff have been trained. Implementing a document imaging and management system that can file, route, track, archive, and manage all incoming and outgoing documents, emails, phone calls, and forms. The College Sustainability Strategic Plan includes generating zero waste by reducing, recycling, and composting. | Fall | Completed |
| | | | | Purchased, received, and installed in the new Curry campus, 40 new Optiplex 990 computers, 32 Dell Vostro laptops, 19 Dell Vostro AIO desktop computers, 9 Dell Smart projectors, and 4 HP laserjet printers. Reimaged all older Dell computers from old campus and installed in the new campus. All classroom computers have been updated to all the most current software and | Fall | Completed |

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| | | | | setup to redirect users folders.<br>Tioga-403 has been reimaged to update software including Hawks Developmental Math software. Hawks Developmental Math software installed in Tioga 401, Tioga 410, Tioga 409, and Tutoring lab. | Fall | Completed |
| | | | | Rave Alert, the emergency alert system was successfully conducted.<br>NENA - E911 updated Installed. E-commerce PCI compliance assessment completed. Laker1Card PCI compliance assessment completed. LabTrac installed in computer and tutoring labs. | Fall | Completed |
| | | | | RAVE emergency notification system was adopted by the Office of Instruction. Anna Chavez uses the system to regularly advise students of class cancellations via email and text messaging. This system replaces the former ConnectEd notification software used over the past two years. | Fall | Completed |
| | | | | SSS is continuing to pilot Skype advising and tutoring with the help of Counselor Carolyn Byrd and Retention Specialist Michelle Benoit. | Fall | Completed |
| | | | | SSS program staff expanded on-line opportunities for tutoring in writing, literature and social sciences for place bound students. Also, launched the Skype pilot program and conducted student training on the use of Skype for tutoring, advising, and counseling. | Fall | Completed |
| | | | | The Childhood Education Director presented a workshop at the annual statewide Child Care Resource & Referral Fall Conference in Grand Ronde. The session entitled, Supporting Our Child Care Providers Along the Professional Development Path, was on assisting child care providers in overcoming their barriers as they move into formal education in Early Childhood Education to keep pace with the new standards being developed by Governor Kitzhaber's newly appointed Early Learning Council. Southwestern's Childhood Education & Family Studies (CE&FS) degree and certificate programs are completely online and accessible to students throughout the state. This presentation precipitated an invitation for the Director to visit and present the Southwestern CE&FS program to the Grand Ronde Tribal Head Start program staff and assist them in | Fall | Completed |

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| | | | | enrolling through group and individual advising sessions. | Fall | Completed |
| | | | | The Office of Instruction staff, Julie Johnson, Lori Teribery and Anna Chavez, attended a full day training on Nolij Document Imaging Software. The office will be using the implementing the imaging system to archive documentation and produce workflow between various departments. | Fall | Completed |
| | | | | The Southwestern Small Business Development Center (SBDC) has enhanced outreach efforts for the district by incorporating a Scopia online meeting room into our capabilities. This new technology will allow multiple locations to take part in SBDC training events or business advising using a computer unit or the LifeSize video conferencing equipment installed previously. Scopia expands the ability to reach rural businesses through a Multipoint Control Unit (MCU) located in the Oregon SBDC Network office. SBDC staff will be receiving training on this new technology over the next month. | Fall | Completed |
| | | | | This fall the Eugene Ballet presented the Nutcracker Ballet in the Hales Center for Performing Arts with great success along with several music concerts and christmas programs. We also hosted several training sessions including U.S. Coast Guard (stand down) and Positive Parenting Program. | Fall | Completed |
| | | | | Training has been completed in many areas. SQL System Administrator, Jenzabar System Administrator, Nolij System Administrator, and Jenzabar TT2 - Training Trip Two were all completed. All the Module Managers learned Jenzabar navigation and entered the 426 configuration tables into Jenzabar. | Fall | Completed |
| | | | | Two new Math Skill Building workshops, offered entirely online, were introduced to the SSS students. | Fall | Completed |
| | | 2.2: Develop and implement initiatives to increase access to services for students to increase enrollments and FTE. | 2.2A: Support opening new Curry Campus | Bookstore Manager Dede Clements is working with Stacy Bergstedt to prepare for the opening of the Curry Campus Bookstore. Gone will be the days of paper receipts as she is coordinating a temporary point-of-sale set up to work with their current system, until after the Jenzabar conversion and a move to a new system. | Fall | Completed |
| | | | | The bulk for the IT equipment has been ordered | Fall | Completed |

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| | | | | and software is being loaded and tested on the Coos Campus prior to being sent to Curry. | Fall | Completed |
| | | | | The college is utilizing the U.S. Communities Contract for the Curry furniture. Furniture is scheduled to arrive December 15. Central Oregon Community College?s furniture standard was used as a guide and in many cases the same products have been used. Our vendor, Workplace Resources of Oregon came highly recommended from COCC and Klamath Community College. The bulk of the furniture is American-made. | Fall | Completed |
| | | | 2.2B: Enhance services and increase access to services | Academic Advisor Patrick Platt has been working with Athletic Director Mike Herbert and has set up an advising process for the athletes winter term. Platt and Student Ambassadors will be in the Student Recreation center registering student athletes. The goal is to have all student athletes registered for winter term before the fall break | Fall | Completed |
| | | | | ADA compliant classroom tables have been ordered for the Curry Campus, an electric, adjustable station for computer classroom and a ADA science lab station and sink included in the science lab. The built-in counters for computer student study, resource center, and tutoring center were all built with the required ADA clearance. | Fall | Completed |
| | | | | Curry Coastal Pilot ran a story on the Curry all volunteer tutoring program on October 19. Since then, five new tutors have volunteered, increasing our cohort of tutors to 12 active tutors this Fall Term 2011, including one tutor in Gold Beach. All are working with one or more students. | Fall | Completed |
| | | | | Jodi Harvey has been hired as the Curry Advisor/ Student Services Coordinator. She earned a Master of Arts in Secondary/ Post-Secondary School Counseling and College Student Personnel Administration for the University of Northern Colorado and Bachelor of Arts in Psychology from the University of Colorado. Harvey has worked in student affairs since 1993, at multiple colleges, most recently at UC Santa Cruz. | Fall | Completed |
| | | | | The Carolyn Byrd and Michelle Benoit, both Student Support Services (SSS) staff conducted Connect to Campus, a half day workshop with SSS eligible high school students. Thirty new students were brought into the grant. Counselor Bev Segner | Fall | Completed |

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| | | | | and SSS Coordinator Tim Dailey also attended. | Fall | Completed |
| II. Learning and Achievement | 3: Maintain and develop quality learning opportunities to encourage student success and achievement. | 3.1: Facilitate programs and services to support student achievement and success. | 3.1A: Improve student achievement through new or enhancing programs or classes | Business department faculty have been working with the CIS faculty to develop a multidiscipline capstone course. The course will be piloted in the Spring term and will have teams of business and CIS students undertake a project to develop solutions for a company wanting to expand its business and the needed technology infrastructure. | Fall | Completed |
| | | | | Counselors Ron Bell, Bev Segner, and Tim Dailey are developing a class to support the high school students taking advantage of College Now and Expanded Options. The class will be a hybrid of HD 100 College Success. The offering will focus on academic skill development along with self-awareness, advocacy and other soft skills students need to be successful in college. | Fall | Completed |
| | | | | Faculty members Joy Parker and Zita Ingham are developing a new model for remediating students' writing deficiencies. Their model will have students address the specific skill gaps they individually have. In this customized remediation model, students will be supported with individual faculty assistance, writing center support, and online resources. The pilot will be offered in winter term to two sections of WR90 students. | Fall | Completed |
| | | | | For the first time Curry has a Student Leadership Team: Associated Student Government Representative, Anna Waycott; Student Activities Programmer, Jason Black; and Student Ambassadors, Jenesis Samai and Savannah Beckley. They are currently conducting a student survey with one simple question: "Are you in favor of the Curry Campus being tobacco free? Yes or No." | Fall | Completed |
| | | | | Free short term trainings continued to be offered through the welding program. The first was a class in Fairview Hall focused on introducing women to the skills required to be a welder and the processes involved. | Fall | Completed |
| | | | | Internship Coordinator Trish McMichael met with the Oregon Judicial Department to set up three internship sites. These will be for Business Administration and Computer Information Systems. These sites will be located in North Bend, Coquille and Gold Beach. Also meeting with | Fall | Completed |

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| | | | | the Bandon Community Health Center to establish Medical/Clerical internships there. | Fall | Completed |
| | | | | Internship Coordinator Trish McMichael reported 25 internships sites are in place, providing opportunities at various locations including Bay Clinic, North Bend High School, Coos County Health Department, South Coast Hospice, Sunset Middle School, and South Coast Orthopedics. McMichael is currently in discussing the possibility of future internship sites with the City of Coos Bay, Oregon Coast Music Association, Marshfield High School, Oregon International Port of Coos Bay, and Belloni Ranch. | Fall | Completed |
| | | | | New collegiate offerings in Curry include: BA 205, Solving Communication Problems with Technology; ACCT 2764, Small Business Accounting; and PSY 202, General Psychology. | Fall | Completed |
| | | | | Southwestern SBDC Training Assistant Mary Loiselle spoke at the BA 150 class regarding the services provided by the SBDC and the importance of entrepreneurship for economic development. | Fall | Completed |
| | | | | SSS Program staff, Carolyn Byrd and Michelle Benoit report efforts to increase tutoring services and online opportunities that include: Welcomed seven new students into the program this month; Students and staff are attending WOU transfer days in Monmouth, OR; and Expanded SSS tutoring services to include Chem 221,222,223. | Fall | Completed |
| | | 3.2: Provide academic offerings which meet accreditation, national, state, and local standards including educational technology quality standards and industry quality standards. | 3.2B: Improve quality control of academic offerings through effective course and program evaluation and faculty evaluation. | A new Welding Technician pathway certificate has been developed to offer a 24 credit plan of study that introduces basic welding techniques as needed for entry level welding employment and certification. | Fall | Completed |
| | | | | Faculty member Cheryl Davies has developed a new pilot course, Psychology of Humor. The course will offer students a class that introduces concepts of psychology from the vantage point of humor. The course will be piloted in the spring. | Fall | Completed |
| | | | | Southwestern is updating its Computer Literacy related instruction requirement for AAS degrees to better align with the Oregon Computer Chairs Committee (OCCC) adopted Digital literacy | Fall | Completed |

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| | | | | outcomes. | Fall | Completed |
| | | | | Southwestern's 2011-2012 Plan for the Perkins grant has been approved by CCWD. This year, the grant will focus on enhancing instruction and student support within the Perkins CTE program courses. Faculty are encouraged to seek professional development to be exposed to best practices and successful classroom strategies. Additionally, technical skills assessment will be administered this year for students completing Perkins programs of study. | Fall | Completed |
| | | | | The Computer Information Systems faculty has updated the CIS pathway in response to industry changes and their Advisory Committee's recommendations. The updates include: A new class, CIS120X Concepts of Computing which encourages student development of effective problem solving skills and a new pathway certificate, PC Support Technician, has been designed to prepare students to provide entry level PC technical support in a networked environment. | Fall | Completed |
| | 4: Support student lifelong learning and goal attainment. | 4.1: Promote and strengthen learning opportunities for students and staff through physical and social activities to foster lifelong learning and wellness. | 4.1A: Enhance student activities for all students. | A new community education class was offered in Gold Beach for Fall: eBay Basics. | Fall | Completed |
| | | | | Men's basketball visited the local fish hatchery to aid fish and game in counting fish for spawning salmon. | Fall | Completed |
| | | | | On November 7, SWOCC's Pathways to Positive Parenting sponsored a community conversation in Brookings entitled, "How does nurturing children and families nurture a community?" Dr. Stephen Bavolek, author of "Nurturing Parenting" was the guest speaker. | Fall | Completed |
| | | | | Planning continues for the 17th Annual South Coast Writers Conference, February 17 and 18, 2012. Stefanie Freele, will be the Keynote. She is the author of the short story collection Feeding Strays (Lost Horse Press), a finalist in the John Gardner Binghamton University Fiction Award and | Fall | Completed |

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| | | | | the Book of the Year Award. | Fall | Completed |
| | | | | Planning for the 2nd Annual Southern Oregon Coast Extraordinary Living Conference on Nov 5 is complete, except for prizes. This is a conference focusing on the second half of life. It is a partnership between SWOCC and RSVP. | Fall | Completed |
| | | | 4.1B: Enhance staff and faculty activities and interaction with each other. | Curry Student Activities Programmer Jason Black coordinated the annual Curry Student / Staff Rock 'n' Bowl event on the November 19. | Fall | Completed |
| | | | | On January 6, the Curry Student Leadership Team will be coordinating Curry's first Student / Staff Picture ID Day. Jeff Whitey and Brian Parker will be down to assist and train Curry staff how to use the equipment. The event will include building tours and refreshments. | Fall | Completed |
| | | 4.2: Identify opportunities and develop programming to meet local, regional, state, and global stakeholders' needs. | 4.2A: Develop additional learning opportunities to meet needs. | Implemented athlete registration for winter term with Student Support Services department in order to help student/athletes complete the registration process on time. | Fall | Completed |
| | | | | The Childhood Education & Family Studies Program, Pathways to Positive Parenting (PPP), hosted Dr. Stephen Bavolek, speaking on how Nurturing Children & Families Nurtures Our Community. Dr. Bavolek was at the Hales Center for a morning session and in Curry County in the afternoon. The event was supported by funding from the Oregon Community Foundation Statewide Parenting HUB projects and coordinated by Kathy Barber, PPP Parenting Education Specialist. Attendees included our Convener, Dawn Granger, Superintendent Coos Bay Schools; Christy Cox, Ford Family Foundation Early Childhood Program Officer; Arnie Roblan, State Representative; Cynthia Beaman, Circuit Court Judge; BJ Hollensteiner, Superintendent North Bend Schools; Directors of Coos and Curry Commission on Children & Families; principals and teachers from local school districts; members of the Chamber of Commerce, staff from multiple community agencies and programs; staff and students from Southwestern Oregon Community College; and our own Board of Education Chair, Mr. David Brigham. The sessions will be followed by three days of an intensive parenting education | Fall | Completed |

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| | | | | training of trainers on the Nurturing Parenting curriculum. The curriculum will be offered to parents during winter quarter as a part of the PPP schedule of free community based parenting education sessions. | Fall | Completed |
| III. Innovation and Sustainability | 5: Create the vision and structure for long-term college sustainability and growth. | 5.1: Guide initiatives and activities to achieve mission fulfillment within a culture of evidence-based decision making and continuous improvement. | 5.1A: Institutional Effectiveness and Continual Improvement process | Faculty member Linda Stagg-Brown participated in the state-wide meeting of the Retail Management Certificate consortium. With the guidance of the consortium, Southwestern updated its Certificate to offer a certificate that better meets employers? expectations and that is fully embedded within the AAS Business Management/Entrepreneurship. | Fall | Completed |
| | | | | Office of Instruction produced the December edition of the Accreditation newsletter with assistance from the Institutional Researcher. This edition featured the Accreditation Poster Project. Fourteen different posters highlight SWOCC staff members and students and how they seem themselves relate to specific Core Themes. | Fall | Completed |
| | | | | The Accreditation Poster Project was completed over fall term. The posters were a collaborative project overseen by the Accreditation Steering Committee, coordinated by Anna Chavez and produced by Anne Matthews. The posters will be printed and display around the campus during winter term. The goal is to provide another avenue for staff to become familiar with the college's Core Themes, Strategic Plan and Objectives, while encouraging conversations about how individuals support them in their everyday work and tasks. | Fall | Completed |
| | | | | The Office of Instruction produced the third edition of the Accreditation Newsletter with the assistance from members of the Accreditation Steering Committee. This October issue was distributed electronically to all campus employees and hardcopies were provided to the Bookstore, Library, OCCI, Student First Stop, Plant Services, and the Recreation Center. Inside this issue, results collected during the World Café activity held at fall in-service were published. These specific examples illustrate how different departments relate to the college's Core Themes and how areas carry out planning and assessment while recognizing capacity needs. See newsletter attached. | Fall | Completed |

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| | | | | Upon the recommendation of the Criminal Justice Advisory Committee and based on the past successes of an AAS degree in Criminal Justice, Janet McClellan was contracted to review our current Criminal Justice coursework and develop a new Criminal Justice Associates of Applied Science. | Fall | Completed |
| | 6: Support college growth through appropriate planning, budgeting, and assessment. | 6.2: Pursue and maintain endeavors to develop revenue streams to support financial independence. | 6.2A: Consider additional endeavors / upgrades to current | The 2012 New Business Challenge grant is being offered through the Bay Area Chamber of Commerce with assistance from the Southwestern SBDC. The grant package is worth $16,000 with many new sponsors participating. Business plans from applicants are due January 20, 2012 and the grant award will be made in March 2012. Application forms are available on the Bay Area Chamber of Commerce website and at the SBDC office. | Fall | Completed |
| | | | 6.2B: Explore financing opportunities through grants, industry alliances, and enterprise functions. | Karen Helland and Diana Schab are working closely with Perpetua, Inc. with the goal of submitting a workforce grant to the National Science Foundation. A focus would be to develop very specific curricula in teaching the technical/manufacturing skills required for future employees of Perpetua North Bend and that can be applied to other companies requiring similar expertise. | Fall | Completed |
| | | | | Planning and organization with all Oregon Community Colleges around the Dept. of Labor CASE grant continues. On our campus the Grant Administrator position has been posted. Staff across campus are developing job descriptions for the two Career Coaches. Planning is underway with IT for a new lab and wireless infrastructure to improve and expand wireless access. | Fall | Completed |
| | | | | President Patty Scott hosted CCWD Commissioner Cam Preus on a tour of the mobile welding training lab. The mobile lab is looking for partners to support lab activities once the CBJT grant ends. Preus was impressed with the versatility of the lab and the real world training and assessments. A business plan has been written with help from Arlene Soto at the Small Business Development Center and presented to CCWD along with other potential investors. | Fall | Completed |
| | | | | September 2, 2011 Southwestern received notice of Grant Award Authorization from the Health | Fall | Completed |

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| | | | | Resources and Services Administration (HRSA) for the Nursing Assistant Home Health Aide (NAHHA) Training Initiative for the second year of a three year grant. | Fall | Completed |
| | | | | Southwestern was a strong partner in the Dept. of Labor TAACCCT grant awarded to Oregon. The grant is $18, 679,289. Southwestern will receive $1,487,905 over three years to start a career center, accelerated math lab, and locate a South Coast Business Employment Corporation (SCBEC) job counselor on campus. | Fall | Completed |
| | 7: Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities. | 7.1: Provide and maintain a safe working, learning, and living environment. | 7.1B: Increasing security measures and training. | The new Curry Campus will bring system changes throughout the Curry Program. In addition to training staff to use a point-of-sale system and issue photo ID?s, additional staff trainings are planned on using the new SMART classroom equipment, monitoring proctored tests electronically, and managing the many alarm systems within the building. | Fall | Completed |
| | | 7.2: Ensure effective college-wide operational and technological support for staff and students. | 7.2A: Offer and support employee training and credentialing. | Conducted multiple department training sessions for Nolij document imaging. Administrator and end user training was held. Final integration with Jenzabar is scheduled for a later date. | Fall | Ongoing |
| | | | | Conducted over 20 trainings on the TracDat software, Survey software, and Colleague for new employees and to support the program review process. | Fall | Completed |
| | | | | On October 14, Geology Professor Ron Metzger gave the keynote talk at the banquet for the Oregon Science Teacher's (OSTA) Annual meeting. The talk was titled 'Teaching Using Sense of Place'. The banquet was attended by approximately 80 educators from across the state. At the banquet, Metzger, as President of the Pacific Northwest section of the National Association of Geoscience Teachers presented the Outstanding Earth Science Teacher award from the Section to Frank Hladky, a teacher at Coquille High School. Hladky was recognized for his classroom accomplishments and it was noted at the banquet that he also teaches a 2+2 (College Now) Geology class where his students earn college credit from SWOCC. | Fall | Completed |
| | | | | Web Systems Manager trained several staff on updating our website through our Content | Fall | Completed |

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| | | | | Management Software, Big Medium. | Fall | Completed |
| | | | 7.2C: Explore activites and programs to enhance employee engagement | Nearly 30 part-time faculty participated in a two hours in-service session in conjunction with New Student Orientation Day. Part-time faculty were able to hear from several staff regarding everything from human resources, safety on campus, and ADA. | Fall | Completed |
| | | 7.3: Assess college-wide staffing needs to create priorities for the delivery of quality educational services and programs. | 7.3A: Review organizational structure to achieve mission fulfillment. | In the hiring process for a Curry Facilities and Operations Manager to ensure that all the College's Curry facilities are well maintained, safe, operating efficiently and properly. In addition this position will schedule and supervise building related purchased/contracted service providers and vendors and act as the evening/ weekend manager for the Curry Campus. | Fall | Completed |
| | | | | Mike Inman is an American Welding Society Certified Welding Inspector who has recently returned to Coos County. He was appointed to the interim position of Training Coordinator for the Mobile Welding Lab and started at the end of the month. | Fall | Completed |
| | | | | Students have filled the course in the welding department now better served through the assigning of a second full time faculty funded by the Community Based Job Training (CBJT) grant. | Fall | Completed |
| | | | | With the funding of the CBJT grant, Tony LaPlante has been hired as an adjunct welding faculty. With the addition of this second welding faculty, the program is able to serve the increased enrollments that have resulted from the CBJT grant initiatives | Fall | Completed |
| IV. Community Engagement | 8: Sustain and build strong community, business, and agency partnerships. | 8.1: Develop and sustain community partnerships in response to emerging economic and workforce needs. | 8.1A: Evaluate and prioritize current community partnerships. | Chris Williamson participated in the fall meeting of the Oregon Computer Chairs Committee (OCCC). This committee has developed a core of common numbering of courses and common student learning outcomes for Digital Literacy. | Fall | Completed |
| | | | | In the past year, Southwestern was diligent in helping sixty-five nursing assistants to complete their training by partnering with other community colleges. These community colleges signed a Memorandum of Understanding (MOU) and agreed to use the Online NAHHA Training Initiative to better serve their students and expand the Nursing Assistant workforce in their communities. | Fall | Completed |
| | | | | Southwestern participated in the fall meeting of the ASOT Business stakeholders meeting and | Fall | Completed |

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| | | | | reviewed the alignment of Southwestern's offering with the updated state-wide degree requirements. | Fall | Completed |
| | | | | Southwestern partnered with volunteer organization, Safer Coastlines, to offer a FEMA Community Emergency Response Team course on campus. The training is designed to prepare citizens in the event of a catastrophic disaster. The training is provided by a variety of experts in our community headed by a team leader. The final section of the training was a response drill. Several SWOCC staff attended the 22 hour training. There are plans for train the trainer in January and offering the CERT training again during winter term. | Fall | Completed |
| | | | | The Home Health Aide program is the next part of the grant that will be initiated and piloted during the second year of the grant. It is scheduled to be started late fall and during the winter 2012. Statewide Online BNA Coordinatore Ellen Riley was able to take part with the HRSA NAHHA team members at the American Health Care Association's annual convention and conference in Las Vegas this September. We had 26 members attending the Las Vegas program. | Fall | Completed |
| | | | | The RSVP Director participated in the community development initiative with the South Coast Development Council during October. | Fall | Completed |
| | | | | The Southwestern SBDC Director participated on a workshop panel at the 9th annual NACCE (National Association for Community College Entrepreneurship) conference in Portland on October 9-12. The conference attracted 447 attendees from community colleges in the U.S. and Canada who offer entrepreneurship education. 50 people attended the breakout session called 'Community Collaboration for Building a Stronger Local Economy'. The representative from Southwestern talked about the New Business Challenge Grant initiative from our district. | Fall | Completed |
| | | 8.2: Create and sustain educational partnerships to promote shared resources for seamless educational opportunities. | 8.2A: Improve communication and involvement with community stakeholders-e.g. school districts, | Curry Campus is once again partnering with Curry Home Health & Hospice to offer Hospice Training winter term. | Fall | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned | Status Update | Quarter | Priority Status |
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| | | 8.2: Create and sustain educational partnerships to promote shared resources for seamless educational opportunities. | and industry. | Curry Campus is once again partnering with Curry Home Health & Hospice to offer Hospice Training winter term. | Fall | Completed |
| | | | | Linda Stagg-Brown and Betty Pratt participated in the Administrative Office Professional (AOP) state-wide degree consortium meeting. Several participating schools have successfully piloted an applied projects course that offered an effective program culminating experience. In response, Southwestern updated its AAS AOP to use the Integrated Projects offering in this manner. | Fall | Completed |
| | | | | The Mobile Welding Lab was invited and participated in a Career Exploration and Jobs Fair Day at Clackamas Community College. Over 100 participants visited the lab trying their hand at the Virtual Motion Welding Simulator and about a quarter of those donning hoods and gloves and welding in the on board booths. Later in the month the mobile lab was invited and participated in Opportunities Unlimited at Willamette High School in Eugene. This event focused on presenting non-traditional careers to young women. Nearly 75 young women visited the mobile lab that day which included for most welding virtually along with some striking arcs in the welding booths most for their first time. | Fall | Completed |
| | | | | The RSVP Director, Chris Coles, attended the first orientation meeting with RSVP (SOS) volunteers at the Coos Bay Fire Department. The Safety Outreach for Seniors training was conducted by Chief Gibson. We are now in the process of creating safety check list for the volunteers to use when they go into seniors homes to evaluate them for fire safety, fall prevention and medical lock boxes. Six volunteers attended the orientation. A total of fourteen have expressed interest in serving on this project. | Fall | Completed |
| | 9: Promote and provide opportunities for the community to engage in diverse activities and events. | 9.1: Strengthen community relations by encouraging participation on college committees and at campus events. | 9.1B: Increase and enhance activities for community attendance. | A new Criminal Justice Advisory Committee was created with membership that represents all aspects of our community's criminal justice field including police, security, corrections, and judicial personnel. | Fall | Completed |
| | | | | Staff, students and Board members participated in the Bay Area Fun Festival Parade to promote the | Fall | Completed |

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| | | | | College, the mobile welding lab, and the 50th Anniversary celebration. | Fall | Completed |
| | | | | Staff, students and Board members participated in the Cranberry Festival Parade to promote the College, the mobile welding lab, and the 50th Anniversary celebration. | Fall | Completed |
| | | | | The College hosted an array of events surrounding the 50th Anniversary celebration where the community, staff, students, alumni (including members of the Class of '62), legislators, labor union representatives, other community college representatives, and the family of the College's Founder were in attendance. | Fall | Completed |
| | | 9.2: Support and encourage participation in cultural activities, community events, and community organizations. | 9.2A: Support community events and cultural activities. | Mobile Welding Lab staff continued community outreach at events including Southwestern's 50th Anniversary Celebration and closing weekend at the Coos Bay Speedway. At all these events the mobile welding training lab was open to the public. | Fall | Completed |
| | | | | Southwestern BDC Training Assistant, Mary Loiselle, made a presentation to the Coos Bay Kiwanis Club regarding the services offered by the SBDC. | Fall | Completed |
| | | | | The 4th annual RSVP Mutt Strut Fundraiser was a huge success especially in intergenerational volunteering. There were RSVP volunteers, Chef Jardin from Black Market Gourmet, Tim Novotny from KCBY, Dr. Jill from Hanson- Meekins Animal Hospital and students from the North Bend High School Key Club. The Mutt Strut organizers received a real large outpouring of community support, including Coos Grange Supply, Pepsi-Cola, Maya Graphics, Dave's Big Tent Rentals, KCBY, Carol's Pet Sitting, Friends of Coos County Animals (FOCCAS), Furry Friends Therapy Dogs, Jacey & Robbie face painting the City of Coos Bay Police and Fire Departments and Pawsitive Thinking Dog Agility Training. All of them gave and added so much to this RSVP fund raiser. | Fall | Completed |
| | | | | The Mobile Welding Lab continued outreach to the community at events like the Veteran's Stand Down, the Cranberry Festival in Bandon, Family Fun Festival in Coos Bay, and the Maslow Project Benefit Concert in North Bend. At all these events the mobile welding training lab is opened to the public for touring and questions relating to the | Fall | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned | Status Update | Quarter | Priority Status |
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| | | | | welding program. | Fall | Completed |
| | | | | The SBDC staff participated in the September 9th Veteran's Stand Down in Coos Bay. Information was provided on business services offered to veterans. | Fall | Completed |
| | | | | The Southwestern SBDC Director, Arlene Soto, participated in the Cranberry Festival Parade along with the SWOCC mobile welding training lab. It was enjoyable hearing the feedback from many who recognized the mobile training lab from visits to the Bandon community. One student even commented he was considering attending Southwestern because he had the opportunity to participate in an outreach event with the mobile training lab visiting his school. | Fall | Completed |
| | | | | The Southwestern SBDC team attended the Sterling Bank economic overview with John Mitchell on September 29. | Fall | Completed |
| | | | 9.2B: Improve communication with internal and external partners to increase student success | Representatives of the Business Oregon Finance Team met in Coos Bay on September 14th. The Southwestern SBDC Director attended the evening social gathering and met with several of the loan officers from Business Oregon as well as the Business Finance Manager John Saris. The Southwestern SBDC office is recognized as one of the leading centers in the state for referring businesses to financing programs available through the state. | Fall | Completed |

# Update: Strategic Plan Summer Quarter

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
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| I. Access | 1: Ensure access to diverse learning opportunities. | 1.1: Provide student access for financial assistance to pursue their educational goals. | 1.1A: Expand access to financial assistance. | Implemented orientation for early arrival student/athletes to review financial aid status. Orientation focused helping student/athletes complete forms necessary to receive financial aid. Sports included; volleyball, softball, men's and women's soccer, baseball, cross country. | Summer | Completed |
| | | | | Shana Brazil visited Curry to complete Finacial Aid/Veterans appointments. She me with students in both Brookings and Gold Beach, managing an overflowing calendar at both locations. | Summer | Completed |
| | | | | Twenty three students applied for welding scholarships through CBJT. The scholarship committee awarded six scholarships to new incoming students and seven scholarships to returning, second year students. | Summer | Completed |
| | | 1.2: Support diverse learning opportunities for students and the community. | 1.2A: Encourage the development of delivery systems that meet the needs of students in various communities. | Associate Deans report that several of the college level transfer courses have been specially designed to be delivered online, embedding rich technological elements. | Summer | Completed |
| | | | | Curry Instructional Program Coordinator, Aleta Mankamyer, collaborated with UCC to offer IPTV curriculum for two South Coast millwright apprentices. When additional apprentices were identified in Coos County, the classes were broadcast to the Coos Bay campus as well. We are adding a three term sequence of Hydraulics classes that will be offered adn expanding access to Weed, CA. | Summer | Completed |
| | | | | Oregon Online BNA clinical course was offered summer term. Students from all over the state are living in SWOCC housing as they complete the clinical portion of this course. | Summer | Completed |
| | | | | Paramedic/EMT Department is working with Curry to begin the process of putting on EMT training using IPTV. | Summer | Completed |
| | | | | SBDC outreach appointments in Curry County continue to be booked and booking additional visits to Brookings and Gold Beach is a point of discussion. | Summer | Completed |
| | 2: Provide access to support services for students and the community. | 2.1: Implement software and other technology to support learning opportunities and services. | 2.1B: Purchase and implement new or enhance hardware/software | Completed E911 link from buildings to phone numbers for emergency services access. | Summer | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
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| | | | | Completed TT1, the first Jenzabar visit. Wrote 52 extract programs for extract and import into Jenzabar system. Files were sent to Jenzabar for mapping. | Summer | Completed |
| | | | | Converted reports for new 4.2 Colleague, Connected Informer reporting tool to TracDat for better Accreditation reporting. | Summer | Completed |
| | | | | Created an on-line learning shell for student/athletes to access student/athlete handbook and quiz for the handbook. | Summer | Ongoing |
| | | | | E-Learning purchased JING Pro software and trained 10 faculty to utilize. This software application allows us to create a five minute or less video to share information with students. It enables faculty to provide content in another format. We have several instructors creating welcomes and tours of the classroom with a video. We also have instructors putting up short videos on how to do things like create hyperlinks in PowerPoint to bibliographies in WR121. | Summer | Completed |
| | | | | Purchased and installed new hardware for Jenzabar. Configured new Jenzabar hardware with SQL database. | Summer | Completed |
| | | | | Received Energy Trust funding award to help pay for new server room revisions. | Summer | Completed |
| | | | | Revised TracDat program review and planning software - adapated the 2011-12 strategic plan process and program review process to include planned actions by department. | Summer | Completed |
| | | | | Selected and purchased Nolij Corporation document imaging system. | Summer | Completed |
| | | | | SSS Counselor Carolyn Byrd and SSS Retention Specialist Michelle Benoit are currently developing a SKYPE adviding project wthat will have the ability to provide distance advising, cousnesling and tutoring for students with the use of Orbit cameras via SKYPE web video/calling software. | Summer | Completed |
| | | | | The E-Learning/Insructional Designer evaluated and purchased a Mind-mapping tool for Title III to be used as another resource to enhance teaching and learning. | Summer | Completed |
| | | | | Trained four employees on how to maintain the content on the website through our content management software, Big Medium. | Summer | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
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| | | | | Created custom documentation for each person. | Summer | Completed |
| | | | | Updated software to newest versions in classrooms and lab on Tioga 4th floor.<br>Installed new Epson Smart Projectors and software in Tioga 401, 403,and 405<br>Installed computer with Labtrac card swipe software for student signin to open lab.<br>Updated all classroom and lab computers in Gold Beach and Brookings campuses. | Summer | Completed |
| | | 2.2: Develop and implement initiatives to increase access to services for students to increase enrollments and FTE. | 2.2A: Support opening new Curry Campus | Curry Campus continues towards completion. Activities completed recently include: Lone Ranch Parkway and parking lot has rock in place and compacted; lights are operational on first floor hallway; specialty doors have been installed; barn door to artroom installed; room dividers installed in the community room and art room; entrance doors, transoms and hardware installed; and vinyl tiling on the first floor. | Summer | Completed |
| | | | | Curry program in making final selections on furniture, fixtures and equipment for the new facilty to be prepared for the move and opening in January. | Summer | Completed |
| | | | | Educational Talent Search held its annual retreat in Brookings and toured new Curry Campus so they could better represent it as a new college option to high school students in the district. | Summer | Completed |
| | | | | Karim Shumaker and Pat Davidson have created a new Curry faculty webpage. It will include full-time and part-time faculty and link to the distance learning directory. Stacy Bergstedt also assisted in setting up a Curry textbook site for both face-to face-and online offerings. | Summer | Completed |
| | | | 2.2B: Enhance services and increase access to services | Associate Deans increased access to core AAOT coursework for summer by offering a variety of college level transfer courses. This focus provided choices for students on university break and new high school graduates to earn credits during summer. | Summer | Completed |
| | | | | Community & Workforce Dev. working with Curry and UCC to offer Apprenticeship classes through IPTV. | Summer | Completed |
| | | | | Community and Workforce Dev. Director and Assistant visited Curry to coordinate classes for fall term. Added Conversational Spanish for Medical Providers by IPTV. | Summer | Completed |
| | | | | E Learning Department reports ontinued to grow distance learning FTE ? up 12% or 6 FTE from Summer of 2010. | Summer | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
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| | | | | Gold Beach Center hosted finanical aid training dveloped by US Dept of Education for Counselors and Mentors. Twelve participatns from Coos and Curry counties learned basics about helping prospective students apply for finanical aid and how to conduct outreach in their communities to help people reache their academic goals. | Summer | Completed |
| | | | | Implemented orientation for early arrival student/athletes to verify registration and or make changes to registration. Orientation focused on helping student/athletes either register for fall term or verify courses were appropriate for their degree requirements. Sports included; volleyball, softball, men's and women's soccer, baseball, cross country. | Summer | Completed |
| | | | | PE/Athletics Department offered several summer camps which drew athletes from all over the region and state. Camps were hosted for wrestling, basketball, karate, judo and tennis. | Summer | Completed |
| | | | | Previously Curry science classes have had 16-seat capacity due to space limitation at high school. The new campus will accomodate 24 students. When BI 101 and 231 reached classroom student limits before fall term, we worked with BHHS to expand capacity and extending the number of students to be served. | Summer | Completed |
| | | | | Transitional Ed developed a new advising system, where each student is assigned to an advisor who will monitor progress, build self-esteem and help them set and meet individual goals. | Summer | Completed |
| | | | | Transitional Ed developed posters, translated into Spanish, and distributed in strategic locations throughout Coos County. | Summer | Completed |
| | | | 2.2C: Create comprehensive enrollment process and guidelines. | An application process for students wanting to get into the Paramedic program was put into effect beginning this year in response to the growing number of students wanting the Paramedic degree. | Summer | Completed |
| II. Learning and Achievement | 3: Maintain and develop quality learning opportunities to encourage student success and achievement. | 3.1: Facilitate programs and services to support student achievement and success. | 3.1A: Improve student achievement through new or enhancing programs or classes | A citizenship class has been added in response to a request from the Curry ESL. | Summer | Completed |
| | | | | An afternoon setion of Curry ABE has been added to accomodate advanced ESL students that cannot attend evening course. | Summer | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
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| | | | | CBJT paid for students in the welding program to attempt AWS certifications on campus. Eight students attempted 19 certifications. oF those five students passed nine certifications. This provided students with industry standard certifications to better prepare them for the workforce. | Summer | Completed |
| | | | | Criminal Justice faculty and Associate Dean Diana Schab met withthe CJ Advisory Committee to strategize ways to re-design the current program in order to meeting criteria for an AAS degree. The law enforcement community will collaborate with teh College to develop an AAS and the ROTA programs that service the community needs for trained criminal justice professionals. | Summer | Completed |
| | | | | Mobil Welding Lab visited Marshfield High School and worked to deliver outcomes listed by Tom Hull the MHS welding faculty. The lab was there for four days and Hull commented students had a chance to weld more in those four days than they would have all year in the classroom. | Summer | Completed |
| | | | | Moving forward with the Developmental Math, Writing and reading re-design. Faculty have been working on seletion of resources, refining course outcomes and assessment to align with curricular changes. | Summer | Completed |
| | | | | New offerings in Curry include Digital Cameras Made Easy in Port Orford, eBay Basics in Gold Beach. Brookings will expand to include PSY 201, BA 150, ASL 101 and SOC 204. | Summer | Completed |
| | | | | Nursing graduates have demonstrated an improvement in the NCLEX pass rate, proving that strategies initiated are beginning to show effective outcomes. | Summer | Completed |
| | | | | PE/Athletics program is incorporating American Council on Exercise (ACE) curriculum into the Personal Trainer Certificate in order to qulaify our completers for the certification exams as Personal Training, incproving their credentials and maketabiltity within the fitness industry. | Summer | Completed |
| | | | | SSS coordinated several activities to help acquaint students with campus services and resources including a half day orientation event called Connect to Campus, hosting an SSS booth at the Welcome Expo and at the Surf the Turf event. | Summer | Completed |
| | | | | The Family Center participated in an annual review of the Children and Adult Care Food Program. The Center was in compliance and recertified for | Summer | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
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| | | | | participation for the upcoming year. | Summer | Completed |
| | | | | Three Coos Bay Campus classes will be offeredt o Curry students using IPVideo Technology: FS 5254, OA 2591 and BA 250. Additionally, Brookings will broadcast HD 100 and WR 0525 to Gold Beach. | Summer | Completed |
| | | | | Transitional Ed has added updates including new whiteboard top tables, Smartboards in two classrooms, and updated computers. | Summer | Completed |
| | | | | Transitional Ed has developed OPABS based coursework to offer more class options for students and create a student mindset of educatinal achievements after GED completion. | Summer | Completed |
| | | | | Transitional Ed painted classroom tables with whiteboard paint to increase opportunities for visual and tactile learners. | Summer | Completed |
| | | | 3.1B: Survey staffing needs and prioritize the hiring of faculty and staff to meet student needs. | Curry program in the process of hiring a new advisor to support students in Curry County. | Summer | Completed |
| | | | 3.1C: Assess testing and advising in order to facilitate the success of students in appropriate courses and programs. | ABE/GED was a very small class this term with eight students. Three of the eight earned GEDs and one student taking the course to improve her math score on the COMPASS test increased her score from 17 to 50 points. | Summer | Completed |
| | | | | Implemented orientation for early arrival student/athletes in order to help them register for correct courses and or re-test to focus on appropriate course work. Sports included; volleyball, softball, men's and women's soccer, baseball, cross country. | Summer | Completed |
| | | | | Tranistional Ed trained staff to pre and post COMPASS test all students enrolled in coursework at the ABS Newmark Center to determine value of OPABS curriculum and instruction. | Summer | Completed |
| | | 3.2: Provide academic offerings which meet accreditation, national, state, and local standards including educational technology quality standards and industry quality standards. | 3.2A: Submit program accreditation and self-study reports | Terry Mendez and Robbie Kirch have continued working on the self study report for the CoAEMSP accreditation for the Paramedic program. | Summer | Completed |
| | 4: Support student lifelong learning and goal | 4.1: Promote and strengthen learning opportunities for students and staff through | 4.1A: Enhance student activities for all students. | Transitional Ed has developed a classroom presentation that is more closely aligned with college structure to encourage students to seek credit classes | Summer | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
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| | attainment. | physical and social activities to foster lifelong learning and wellness. | 4.1A: Enhance student activities for all students. | and life-long learning. | Summer | Completed |
| | | | | Transitional Ed has tied coursework into real-world examples from a variety of industries. | Summer | Completed |
| | | | 4.1B: Enhance staff and faculty activities and interaction with each other. | RSVP Director attended the Annual Conference on Volunteering and Serivce in New Orleans. She participated in a service project at the Lower Ninth Ward and two Immersion Learning Field Trips where profits worked with non-profits to to rebuild a parish. | Summer | Completed |
| | | 4.2: Identify opportunities and develop programming to meet local, regional, state, and global stakeholders' needs. | 4.2A: Develop additional learning opportunities to meet needs. | After creating and reviewing Informer reports on student registration, Curry identified Proofreading and Editing as a class needed by students for fall and an IPTV offering was created. | Summer | Completed |
| | | | | Community Education has four conversational foreign language courses ready to be offered for fall term: Arabic, Chinese, Spanish and French. | Summer | Completed |
| | | | | FESHE (Fire and Emergency Services Higher Education) consortium recommended a model for a two-year fire science degree. Increased the recommended courses from six to nine. Fire Science Department has four more classes to implement in staged program. Will also update two existing classes. The FESHE model fire science degree enhances students' abilities to transfer to othertwo-year programs and/or move on to four-year fire science degrees | Summer | Completed |
| | | | | SBDC planned full array of training opportunies throughout the region for businesses over the 2012 fiscal year. Trainings include supervision, QuickBooks, marketing, business, planning, managment, recordkeeping, grant writing, customer service and accessing funding. | Summer | Completed |
| | | | | SBDC started a 10-session QuickBooks for Small Business Management program for owners and managers. Taught by Pro Advisors from CPA firm of Hough, Macadam and Wartnik. | Summer | Completed |
| | | | | Short term trainings continued at Shutter Creek Correctional facility with a focus on Fall Protection for those working at heights. | Summer | Completed |
| | | | | The Pathways to Positive Parenting project, as a program of the Childhood Education & Family Studies program, began its 12th year of funding in community | Summer | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
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| | | | | based parenting education. The funding was received from the Oregon Community Foundation, the Coos Commission on Children and Families and the Children?s Trust Fund of Oregon. | Summer | Completed |
| III. Innovation and Sustainability | 5: Create the vision and structure for long-term college sustainability and growth. | 5.1: Guide initiatives and activities to achieve mission fulfillment within a culture of evidence-based decision making and continuous improvement. | 5.1A: Institutional Effectiveness and Continual Improvement process | FTE for Community Ed and Workforce Development was down 2 FTE compared to last summer: 20.993 FTE for summer 2011. | Summer | Completed |
| | | 5.2: Review, refine, develop, and implement appropriate policies and procedures to ensure the sustainability of the college. | 5.2B: Develop operational manuals | High School Relations Coordinator, Nathan Helland, has developed new Student and Instructor Hanbooks for the College Now program. | Summer | Completed |
| | 6: Support college growth through appropriate planning, budgeting, and assessment. | 6.1: Provide effective fiscal management through responsible financial resource stewardship, ethical leadership, and responsive college-wide support. | 6.1B: Work toward the space integration of science, technologies and allied health and the planning and financing of appropriate facilities. | Continued to work on bringing the Paramedic class on the Coos Bay campus.It has been held at Bay Cities Ambulance since it began but with the help of the Director of Nursing the limited facilities in Sumner Hall, the Paramedic/EMT classes have use of Sumner 10. With this we have been able to hold paramedic labs as well as have more room for our increasing EMT certification classes. | Summer | Completed |
| | | | | Curry science models purchased over the last few years will soon have a permanent home in the new cabinetry installed in the Curry Science Lab. | Summer | Completed |
| | | | 6.1C: Explore additional resource opportunities for the College. | Invited to submit a full Meyer Memorial Trust application to fund Furniture, Fixtures and Equipment (FF&E) for the Curry Campus. Janet Pretti and Karen pringle completed and sumbitted the request for $200,000. | Summer | Completed |
| | | | | Southwestern SBDC partnered with UCC SBDC to write an SBA Portable Assistance grant in the amount of $100,000. If funded, this would provide for specialized training for incubator tenants. | Summer | Completed |
| | | 6.2: Pursue and maintain endeavors to develop revenue streams to support financial independence. | 6.2A: Consider additional endeavors / upgrades to current | CBJT Grant Director Chris Amaral beegan formally developing a sustainability plan with guiadnce from the SBDC and others for the mobile welding lab. Fixed and variable costs were identified along with an assortment of possible revenue streams to fund the lab following the end of the CBJT grant. | Summer | Completed |
| | | | | Karen Matson worked with Title III staff to close out Title III activities and budget on the five year federal grant. | Summer | Completed |

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| | | | | Notification was receved that the SBA Portable Assistance grant was awarded to the Southwestern SBDC in partnership with UCCC SBDC. This funds will create specialized trainings for incubator tenants, technology businesses and innovators. | Summer | Completed |
| | | | | Perkins Plan for 2011-12 was approved by the State and will fund innovations in the Career Technical area. | Summer | Completed |
| | | | 6.2B: Explore financing opportunities through grants, industry alliances, and enterprise functions. | Began a financial campaign to support live streaming of home athletic events. Objective is to sell advertisement space during the live streamed events in the way of commercial and or banner ads. | Summer | Ongoing |
| | | | | Oregon Community College?s were awarded a$18,679,289 USDOL grant. SWOCC?s was awarded $1,487,905 for its part of the grant. The grant money will provide the college with:<br>o Enhanced student services by hiring 2 career coaches (1 in Student Services and 1 in Transitional Ed) who will provide job search skill training, tracking and job placement<br>o 1 FTE SCBEC Jobs Counselor on campus<br>o Accelerated Math Lab for students in short term career technical programs<br>o Increased accessibility and use of Credit for Prior Learning<br>o Career Readiness Certificates | Summer | Completed |
| | | | | SBDC sponsored a workshop in conjunction with the South Coast Inventors called New Research Grants for Inventors. Coered grants available for reserach and development from Federal government. Workshop was made possible through a grant from the Oregon SBDC Network office. | Summer | Completed |
| | | | | The CBJT Grant Director worked with representatives of the Oregon Department of Education and CCWD to identify potential ways tthe mobile welding lab can be leveraged for the greatest benefit. Discussions included collaborative efforts with other community college and using Perkins Grant funds to allow support of high school programs. | Summer | Completed |
| | 7: Allocate resources to support continuous improvement for a strong infrastructure of | 7.1: Provide and maintain a safe working, learning, and living environment. | 7.1A: Expand procedure and systems to enhance and assist Emergency Management including updating the crisis management plan. | Updated the Emergency Response plan to incorporate CERT training.<br>Cert training being offered on campus. | Summer | Ongoing |

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| | employees, technologies, and facilities. | 7.1: Provide and maintain a safe working, learning, and living environment. | 7.1A: Expand procedure and systems to enhance and assist Emergency Management including updating the crisis management plan. | Updated the Emergency Response plan to incorporate CERT training.<br>Cert training being offered on campus. | Summer | Ongoing |
| | | 7.2: Ensure effective college-wide operational support for staff and students. | 7.2A: Offer and support employee training and credentialing. | Community and Workforce Dev. Assistant, Jennifer Skoglund, earned her BMA from Marylhurst University in June, while working full-time and raising a son. | Summer | Completed |
| | | | | E-Learning/Instructional Design Coordinator chaired the Fall in-service committee and helped to coordinate events, activities, and guest speaker for the week long event. | Summer | Completed |
| | | | | E-Learning/Instructional Design Coordinator trained seven new faculty in ANGEL for upcoming fall courses. Faculty were from a variety of areas including pharmacy tech, EMT, Allied Health, ASL, CIS, Early Childhood, and PE. | Summer | Completed |
| | | | | E-Learning/Instructional Design Coordinator worked with high school dual credit faculty to better ease the high school student into dual credit classes that are using ANGEL as the delivery system | Summer | Completed |
| | | | | Every faculty member in Transitional Ed has been sent to CCWD/ABS. This researched-based training (OPABS and/or Learning Standards) ensures quality instruction for every student. | Summer | Completed |
| | | | | Provided training to staff to complete program reviews and attach supporting documents within TracDat.<br>Provided training to staff for interactive reports through Tableau Server. | Summer | Completed |
| | | | | SSS Counselor Carolyn Byrd provided Resident Assistants training on Crisis Intervention. | Summer | Completed |
| | | | | The Family Center was closed to children and families for two weeks for our annual inservice training for staff. This year key highlights were sessions offered by our Educare Preschool Lead Teacher Daniel Birskovich. Daniel attended the National Association for the Education of Young Children conference on Professional Development in Providence, Rhode Island earlier this year ? funded through the Perkins program. He trained staff on a new national assessment system that will be used in the profession of Early Childhood Education to keep our staff current to ?industry standards. | Summer | Completed |

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| | | | | Three faculty coordinated together to present a faculty training entitled Engaging Students from Poverty during in-service. | Summer | Completed |
| | | | | Two counselors attended the Engaging Veterans in Rural Communities Conference. | Summer | Completed |
| | | | 7.2C: Explore activites and programs to enhance employee engagement | The Student First Stop Center recently implemented a phone tree for the main phone line. our goals are to reduce questions that can be answered via online self-service, and to create additional time to better serve the students and parents who need our help directly. Our hope is that the phone tree will increase customer service as many questions are answered in the messsage but not create barriers for those who need service.<br>An email was sent to campus on September 24, 2011 explaining the Phone Tree to staff/faculty and providing them with direct numbers to staff. | Summer | Completed |
| | | | | The Student First Stop Center sent a survey to students Spring Term 2011. Based on responses from the survey and First Stop staff's personal observations, changes were made. Though many of the complaints were issues that were out of our control, we are working on improving student perception of the department. The department recognized the repeated message from students. We have made simple changes such as adding benches at the work stations for students and parents to sit. We also now have music which has helped indirectly with confidentiality issues. We have learned that we must stay engaged with our students and maintain a level of empathy for student obstacles. Though we may not be able to resolve their issues, we are able to offer suggestions and help them work through the processes. | Summer | Completed |
| | | | | The Student First Stop Center sent out a staff survey Spring Term 2011. The department reviewed the feedback and made changes accordingly. We realized there was an unintended perception about the department. First Stop announced to campus that we do not expect staff/faculty to stand in our lines and we offered various options for quicker service. We also asked that staff/faculty to bring student issues directly to us so that we can review the situation instead of incorrect assumptions being made | Summer | Completed |
| IV. Community | 8: Sustain and build strong community, | 8.2: Create and sustain educational partnerships to | 8.2A: Improve communication and | Community Ed & Workforce Development reviewed results from BITS Survey for 2009- 10: | Summer | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
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| Engagement | business, and agency partnerships. | promote shared resources for seamless educational opportunities. | involvement with community stakeholders-e.g. school districts, business and industry. | ? 9 Firms contracted for training<br>? 0 Firms responded to the Customer Service Survey<br>? 10 Trainings were provided<br>? 191 Employees participated in the trainings | Summer | Completed |
| | | | | E-Learning Department hosted the OCCDL meeting at Southwestern to continue statewide distance learning goals. | Summer | Completed |
| | | | | Fire Science Department negotiated with fire department to buy used SCBAs (respirators), valued at approximately $700 each. Purchased 12 @ $350 per. Will last approximately five years before bottles no longer allowed to be refilled. Also, received 10 free SCBAs from another department. Valued at approxiately $450 each. Will last 3-5 years before no longer allowed to be refilled. | Summer | Cancelled |
| | | | | Gordon Elwood Foundation toured the new Curry Campus as part of their annual board retreat in Brookings. The Foundation was excited with the potential the new campus will bring to addressing community needs. | Summer | Completed |
| | | | | One faculty from Transitional Ed was invited to join the OPABS curriculum development team. | Summer | Completed |
| | | | | RSVP partnered with the Coos Bay Fire Department to start training volunteers for the Safety Outreach for Seniors (SOS) Program. | Summer | Completed |
| | | | | SBDC is planning for Annual Bay Area Econonic Outlook forum, working with the Bay Area Chamber of Commerce to make this event possible. | Summer | Completed |
| | | | | The Childhood Education and Family Studies program maintains a strong partnership with our largest early childhood employer ? South Coast Head Start. Based on this partnership, the Director and Daniel Birskovich were invited to attend an intensive training on the national CLASS early childhood assessment system. | Summer | Completed |
| | | | | The mobile welding lab visited American Bridge, an industry partner in Reedsdport, for a demonstration of the trainings the lab can deliver. | Summer | Completed |
| | | | | The Transitional Ed Director hosted a two-day statewide ABS Director's meeting and training. | Summer | Completed |
| | | | | The Transitional Ed Director participates in CASE grant writing and development, Pathways grant writing and development, Statewide Pathways | Summer | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
|---|---|---|---|---|---|---|
| | | | | Alliance meetings, Statewide ABS Director?s meetings, Statewide Transitional Alliance meetings. | Summer | Completed |
| | 9: Promote and provide opportunities for the community to engage in diverse activities and events. | 9.1: Strengthen community relations by encouraging participation on college committees and at campus events. | 9.1A: Explore collaborative projects with district cities | Fire Science Program Director continued to work on design of regional fire training facility. Met with local fire and emergency services partners to conceptualize facilities. Anticipated design to be available for full review late spring. | Summer | Completed |
| | | | 9.1B: Increase and enhance activities for community attendance. | An orientation for new volunteers for the RSVP coordinated Friendly Visitor and Telephone Reassurance Programs was held in July at the Newmark Center. | Summer | Completed |
| | | | | RSVP is working on the Second Annual Southern Oregon Coast Extraordinary Living Conference to be held Nov. 5 in the Hales Center. | Summer | Completed |
| | | | | The mobile welding lab provided a free, two-day training in Curry. Three sessions of Intro to Gas Metal Arc Welding were offered and sixteen students attended. | Summer | Completed |
| | | 9.2: Support and encourage participation in cultural activities, community events, and community organizations. | 9.2A: Support community events and cultural activities. | Completed 50th Anniversary website development. | Summer | Completed |
| | | | | Hosted "Upward Bound" in PAC. | Summer | Completed |
| | | | | Hundreds of visitors tuoured the mobile welding lab and had an opportunity to try the Virtual Motion Welding Simulator at the Coos County Fair. The lab was also in Coquille for the evening to participate in the National Family Fun Night. | Summer | Completed |
| | | | | Texaco Country Showdown held at PAC in July. | Summer | Completed |
| | | | | The mobile welding lab participated in the Port Orford 4th of July parade. After the parade, the lab was opened for visitors from Driftwood School and accomodated 100 visitors. | Summer | Completed |
| | | | | The Student First Stop Center has a table every year at the New Student Orientation BBQ in the Hansen Union Square. This year to increase staff and student engagement we had a fun contest. Student who completed a survey were eligible to receive a prize. Their names were posted in the First Stop lobby and they allowed to choose a prize from a box of items donated by the Bookstore. Students seemed to have fun seeing their names posted and sorting though the | Summer | Completed |

| Related Core Theme | Strategic Goals | Annual Priority | Planned Accomplishments | Status Update | Quarter | Priority Status |
|---|---|---|---|---|---|---|
| | | | | box for their prize. | Summer | Completed |
| | | | | Transitional Ed's ESL Instructor participates in the Manos Unidos Incorporated/Latino Business Association. | Summer | Completed |
| | | | 9.2B: Improve communication with internal and external partners to increase student success | Transitional Education program works closely with RSVP; places six volunteers as tutors in Classrooms and Labs, Director volunteers for RSVP. | Summer | Completed |
| | | | 9.2C: Explore new fundraising and friend raising opportunities | RSVP recieved a grant from Bay Area Hospital to help regrow the Friendly Visitor and Telephone Reassurance Programs. | Summer | Completed |

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## Strategic Plan

- 2011-2012 and 2012-2013 Strategic Plan (with Board Annual Priorties) (81 KB)
- 2010-2011 Strategic Plan (All Term Updates) (529 KB)
- 2010-2011 Strategic Plan (Spring Update) (253 KB)
- 2010-2011 Strategic Plan (Winter Update) (20 KB)
- 2010-2011 Strategic Plan (Fall Update) (109 KB)
- 2010-2011 Strategic Plan (Summer Update) (243 KB)
- 2010-2011 Strategic Plan (111 KB)
- 2009-2010 Strategic Plan (90 KB)
- 2008-2011 Strategic Plan Final (121 KB)

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News feeds

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## Student Consumer Information

This page provides links to information about Southwestern Oregon Community College in accordance with the Higher Education Act's disclosure requirements.

### General Institutional Information

- Privacy of Student Records–Family Educational Rights and Privacy Act (FERPA)
- Facilities and Services for Students with Disabilities
- Student Diversity
- Price of Attendance
  - Tuition and Fees
  - Payments
  - Refund Policy
- Net Price Calculator
- Requirements for Withdrawal and Return of Federal Financial Aid
- Textbook Information
- Educational Programs
- Instructional Facilities
- Faculty
- Transfer of Credit Policies and Articulation Agreements
- Accreditation, Approval, and Licensure of Institution and Programs
- Copyright Infringement–Policies and Sanctions
- Computer Use and File Sharing
- Student Activities
- Career and Job Placement Services
- Gainful Employment - information available under each applicable certificate.

### Student Financial Assistance

- Notice of Availability of Institutional and Financial Aid Information
- Contact Information for Assistance in Obtaining Institutional or Financial Aid Information
- Assistance Available From:
  - Federal Programs
  - State Programs
  - Institutional Programs
- Federal Student Financial Aid Penalties for Drug Law Violations
- Student Loan Information
  - Initial Loan Counseling for Student Borrowers
  - Exit Counseling for Student Borrowers
  - Institutional Code of Conduct for Education Loans

### Health and Safety

- Drug and Alcohol Abuse Prevention Program
- Vaccination Policies
- Campus Security Policies, Crime Statistics and Crime Log
- Fire Safety Policies, Fire Statistics and Fire Log (On-Campus Housing Facilities)

## Athletics

- Intercollegiate Athletic Program Participation Rates and Financial Support Data (Equity in Athletics Disclosure Act)
- Graduation Rates for Students Receiving Athletically Related Student Aid (Student Right-to-Know Act)
- Transfer-out Rates for Students Receiving Athletically Related Student Aid (Student Right-to-Know Act)

## Voter Registration

- Voter Registration Card for Oregon

Transfer of Credit Policies and Articulation Agreements

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# 50 Years!

HONORING OUR PAST, LIGHTING THE FUTURE

1961-2011

# Student Handbook 2011-2012

# SOUTHWESTERN
**OREGON COMMUNITY COLLEGE**

NAME _____

ADDRESS _____

_____

PHONE _____

**AFFIRMATIVE ACTION, EQUAL OPPORTUNITY, NON-DISCRIMINATION**

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 the 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.

**SEXUAL OFFENDER REGISTRATION**

Anyone who is required to register as a sex offender under ORS 181.592-181.607 (sexual offender registration) or has been ordered by any court, parole board or other public agency to not have contact with persons under the age of 18 must notify the Office of Administrative Services at Southwestern Oregon Community College (1988 Newmark, Coos Bay OR 97420) in writing within one business day of registering for any class at the College.

Hello and welcome to SWOCC! My name is Elsie Floyd, and I'll be serving as your ASG President for the upcoming school year. Like many of you, I'm an out-of-towner, and had never even been to Coos Bay before starting school here at Southwestern. But as months passed on, I began to gain my footing in the area. In doing so, I learned a few tidbits of knowledge that may be useful for those who were like me. Firstly, while it may be tempting to opt for a class schedule that doesn't start until noon, early A.M. classes are usually smaller and it's easier to get extra help from your instructors. Next, while the rain seems terrible at first, you'll get used to it, and it might pay off to invest in some boots. Lastly, while those furry raccoons that dwell among the dorms may seem cute and cuddly, they are pretty deceiving, and not easily intimidated. That being said, if you plan on running after one, you might be the one who ends up getting chased. If you remember these things, you'll pretty much be set, but of course, there are a few other things you should know about our campus here.

We've got some pretty sweet resources at your disposal, from the math lab to the writing lab, and of course the tutoring and counseling centers. And if you're wondering what to do for fun around here, you don't have to look far. There are great hiking and mountain biking trails all over, crabbing and fishing, and of course you can go sandboarding or ride ATV's at the Dunes. However, that's not all we offer. ASG is constantly putting on activities all around campus. From ping-pong tournaments to SpringFest, and free movie nights at the local theater to beach cook-outs, there's something for everyone.

Southwestern is the perfect place to learn, experience new things, and thrive. I hope that you will enjoy your time here as much as I do, and if you've got a few minutes between classes, head up to the ASG office above Empire Café to meet the team and find out more about all of the exciting opportunities we have to offer. I'm looking forward to this year and hope you are as well.

*Elsie H. Floyd, ASG President*

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## SOUTHWESTERN OREGON COMMUNITY COLLEGE (SWOCC) INFORMATION & SERVICES

**www.socc.edu**

**MISSION**

*Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.*

**SERVICE AREA**

The SWOCC district includes all of Coos and Curry counties and Western Douglas County. The district population is approximately 93,000.

**Main Campus**

1988 Newmark Ave.
Coos Bay, OR 97420

**Academic dates and deadlines in this planner are subject to change. Check the official college schedule each term for confirmation.**

**Curry Campus**

Brookings-Harbor Center
420 Alder St.
Brookings, OR 97415

Gold Beach Center
29392 Ellensburg Ave.
Gold Beach, OR 97444

Port Orford Center
1403 Oregon
Port Orford, OR 97465

### Student Consumer Information

http://www.socc.edu/studentlife/pgs/student-consumer-information/index.shtml

## PHONE LIST

Southwestern Main Campus Operator .....(541) 888-2525
Toll-free .....(800) 962-2838
Admissions .....(541) 888-7636
Athletic Department .....(541) 888-7452
Bookstore .....(541) 888-7264
Community/Distance Education .....(541) 888-7328
Campus Security .....(541) 888-7399
Educational Support Programs & Services .....(541) 888-7405
Counseling, Testing, Disability Services,
TRIO Program (Student Support Services)
Financial Aid Office .....(541) 888-7337
Federal Student Aid .....(800) 433-3243
Instructional Computer Labs .....(541) 888-7235
International Student Program .....(541) 888-7316
Library – Main Floor .....(541) 888-7270
Library – Periodicals .....(541) 888-7360
Office of the Dean of Students .....(541) 888-7213
Reading Lab .....(541) 888-7304
Student First Stop Center .....(541) 888-7352
Registration, Student Records, Transcripts,
Cashier, Student Accounts Receivable
Student Housing .....(541) 888-7635
Student Recreation Center .....(541) 888-7714
Tutoring Center .....(541) 888-7234
Veteran's Services .....(541) 888-7236
Writing Center .....(541) 888-7299

Southwestern Curry County Brookings Campus .....(541) 469-5017
Southwestern Curry County Gold Beach Campus .....(541) 247-2741
Southwestern Curry County Port Orford Campus .....(541) 332-3023

### WEATHER RELATED COLLEGE AND CLASS CLOSURES

Important: During inclement weather call **(541) 888-1503** for campus or class closure information. **Campus closure** information is available by 7:00 a.m. and **class closure** information is available by 8:30 a.m.

### EMERGENCY NUMBERS

Emergency .....911
Campus Security .....(541) 297-4200

## IMPORTANT DATES

| | FA 2011 | WI 2012 | SP 2012 | SU 2012 (tentative) |
|---|---|---|---|---|
| Move-In Day for housing residents | Sept. 23 | Jan. 7 | March 31 | June 23 |
| Day classes begin | Sept. 26 | Jan. 9 | April 2 | June 25 |
| Night classes begin | Sept. 26 | Jan. 9 | April 2 | June 25 |
| Last day to register without instructor consent | Sept. 28 | Jan. 11 | April 4 | June 27 |
| Last day for refunds and to withdraw without being assigned a "W" | Oct. 7 | Jan. 20 | April 13 | July 6 |
| Financial Aid students must complete registration process by today | Oct. 7 | Jan. 20 | April 13 | July 6 |
| Financial Aid disbursements begin | Oct. 14 | Jan. 27 | April 20 | July 13 |
| Last day to change to audit | Nov. 4 | Feb. 17 | May 4 | Aug 2 |
| Graduation applications due | Nov. 4 (for winter) | Feb. 3 (for spring) | May 4 (for summer) | Aug. 9 (for fall) |
| Holidays<br>Office closures<br>Term breaks<br><br>(Campus offices closed on Fridays in summer, June 24 – Sept. 2, 2011) | **Veteran's Day**<br>Nov. 11<br>**Thanksgiving**<br>Nov. 24 & 25<br>**Term Break**<br>Dec. 12 – Jan. 3<br>**Campus Offices Closed**<br>Dec. 22 – Jan. 3 | **MLK, Jr. Day**<br>Jan. 16<br>**Presidents' Day**<br>Feb. 20<br>**Term Break**<br>March 26 – 30 | **Memorial Day**<br>May 28<br>**Term Break**<br>June 18 – 22 | **Independence Day**<br>July 4<br>**Term Break**<br>Aug. 20 – Sept. 23 |
| Begin registration for following term | Nov. 21 (winter) | March 5 (spring) | May 1 (summer & fall) | May 1 (fall) |
| Last day to withdraw from a class | Nov. 30 | March 14 | June 6 | Aug. 8 |
| Final exams | Dec. 5 – 8 | March 19 – 22 | June 11 - 14 | Aug. 13 – 16 |
| Textbook buy-back. Mon. & Tues. receipt required; Wed. – Fri. no receipt required | Dec. 5 – 9 | March 19 – 23 | June 11 – 15 | Aug. 13 – 16 |
| Check-Out Day for housing residents | Dec. 10 | March 24 (if not returning spring term) | June 16 | Aug. 18 |
| Grades available in WebAdvisor | Dec. 14 | March 28 | June 20 | Aug. 29 |
| Commencement | | | June 15 | |

**Academic dates and deadlines are subject to change.**
**Check the official College Schedule each term for confirmation.**

## FINALS SCHEDULE FOR 2011-2012

### Fall – December 5-8
### Winter – March 19-23
### Spring – June 11-14

| TIME | Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|---|
| 8 MWF | 8-9:50 AM | | | |
| 8 TTH | | 8-9:50 AM | | |
| 9 or 9:20 MWF | | | 9-10:50 AM | |
| 9:30 or 9:50 TTH | | | | 9:30-11:20 AM |
| 10 or 10:40 MWF | 10-11:50 AM | | | |
| 11 MWF | | | 11 AM-12:50 PM | |
| 11 or 11:40 TTH | | 11 AM-12:50 PM | | |
| 12 MWF | 12-1:50 PM | | | |
| 12:30 TTH | | | | 12:30-2:20 PM |
| 1 or 1:20 MWF | | | 1-2:50 PM | |
| 1:30 TTH | | 1:30-3:20 PM | | |
| 2 or 2:40 MWF | 2-3:50 PM | | | |
| 2 TTH | | | | 2-3:50 PM |
| 3 MWF | | | 3-4:50 PM | |
| 3:20 or 3:30 TTH | | 3:20-5:10 PM | | |
| 4 MWF | 4-5:50 PM | | | |

If the class begins at **5:00 p.m. or later**, or if the class meets on **Saturdays**, final examinations will be given on the **first** day of the week the class normally met in the term (e.g., a class that met on Mon. & Wed. at 5:30 p.m. would have finals on Monday at 5:30 p.m.)

If the class meets only once a week, final examinations will be given during the regularly scheduled day for class.

If the class does not fit into this schedule, or if special arrangements are necessary, students should contact the instructor.

**NOTE:** Students will not be required to take more than three final examinations in one day. Should students find themselves in this situation, they should contact the instructors to make other arrangements.

**ACADEMIC ADVISING**

***www.socc.edu/esps/pgs/advising***

Advising assists students in developing education plans that are compatible with their life goals. All students enrolled full- time or pursing a certificate or degree are assigned an academic advisor. To be assigned an advisor or to change advisors, see Educational Support Programs & Services in Stensland Hall. Advising is also available at Curry County sites.

**ASSOCIATED STUDENT GOVERNMENT**

***Empire 205; 541-888-7316; www.socc.edu/asg***

Students enrolled at Southwestern are members of the Associated Students. The governing body of this association is the Associated Student Government (ASG). ASG operates under a constitution designed to promote student activism and responsibility. ASG is available to answer questions and to be a resource to students attending Southwestern. They meet weekly to address concerns that students many have and to plan activities and events for the overall student population. ASG belongs to state, regional and national organizations such as the Oregon Community College Student Association (OCCSA). These organizations provide services and information that assist ASG officers, representatives and students in general.

**BOOKSTORE**

***Stensland Hall, 1st floor; 541-888-7264; www.socc.edu/bookstore***

*Mon. – Fri.: 8:30 a.m.-4:30 p.m. (Summer hours may vary)*

The Southwestern Bookstore has all the books and supplies you need to start classes. They also carry snacks, beverages, clothing, backpacks, study aids, greeting cards, computer software, Southwestern memorabilia and gifts. A **fax machine** is available for students to send or receive information (541-888-4905). Charges are made according to the destination or origination of the fax.

**CAFETERIA**

***Empire Hall; 541-888-7638; www.socc.edu/cafeteria***

*Monday – Friday*

*Breakfast (hot): 7:00 – 9:00 a.m.*

*Lunch: 11:00 a.m. – 1:30 p.m.*

*Dinner: 5:00 – 7:00 p.m.*

*Saturday, Sunday, holidays*

*Brunch: 11:00 a.m. – 1:00 p.m.*

*Dinner: 5:00 – 6:30 p.m.*

**COMPUTER LABS**

***Tioga Hall, 4th floor; www.socc.edu/computerlabs***

Southwestern has several instructional computer labs and one lab that is open for student use on a "drop in" basis. The open computer lab has IBM-compatible hardware and a variety of software. Computer labs are also available at the Southwestern facilities in Gold Beach and Brookings.

**EDUCATIONAL SUPPORT PROGRAMS & SERVICES**

***Stensland Hall, 1st floor; 541-888-7405; www.socc.edu/esps***

*Mon. – Fri.: 8:00 a.m. – 5:00 p.m.*

*Call 541-888-7405 for the schedule of walk-in hours*

- **Counseling Services**
  ***www.socc.edu/esps/pgs/counseling***
  Career planning and exploration, educational advising, individual counseling, transfer planning, Human Development classes (e.g., College Success, Transfer Success, Math Success, Career/Education Exploration, Career/Life Planning, Living Consciously).
- **Academic Advising**
  ***www.socc.edu/esps/pgs/advising***
  Advisor assignment (and changes) for students, schedule planning, degree information, academic and financial aid petition assistance.
- **Testing Services**
  ***www.socc.edu/esps/pgs/testing***
  COMPASS placement tests, ACT/SAT interpretation, GED testing, CLEP testing, test proctoring. *COMPASS placement testing is available on a walk-in basis, Mon. – Fri. between 8:15 a.m. and 3:30 p.m. (Mon. – Thu. in summer).*
- **Disability Services for Students (DSS)**
  ***www.socc.edu/disability***
  The DSS office provides services to students with documented disabilities (physical or learning) to help them be successful in college. Services include note takers, reader assistance, interpreters for the hearing impaired, and additional accommodations as prescribed. *If you are a student with a disability (or think you have one and need more information), call 888-7405 to make an appointment with the DSS Director.*
- **Internship & Cooperative Work Experience**
  ***541-888-7405 for appointment; www.socc.edu/internships***
  Internships give students an opportunity to gain valuable work experience and earn college credit at the same time. A successful internship combines classroom theory with practical experience in the

workplace. Internships can be for pay or volunteer.

- **Student Support Services / TRIO**
  ***541-888-7419; email: sss@socc.edu; www.socc.edu/sss***
  Student Support Services (SSS) is one of the federally funded TRIO programs for education. The goals of SSS are to help students graduate from Southwestern or to graduate and transfer to a 4-year college or university. To be eligible for SSS, you must apply to the program and meet at least one of the following criteria: neither parent has a 4-year (bachelor's) degree, you meet the federal low income requirements for TRIO programs, or you have a documented disability (physical or learning). SSS services are **free** and include tutoring, counseling, advising, campus visits to Oregon's four-year schools, cultural enrichment activities, and supplemental grant aid for qualified students. *Applications are available in Stensland 104.*
- **Other Services at ESPS**
  Career assessment inventories, Career Information System, scholarship information, Internet access.

**FAMILY CENTER & CHILD CARE**
***541-888-7290; www.socc.edu/familycenter***
*Mon. – Fri., 7:30 a.m. – 5:30 p.m.*
The Educare Preschool serves children ages 2 1/2 to 6 (if still in kindergarten), with the preschool portion ending at 1:00 and aftercare provided for children enrolled in the preschool (open to all, with students having priority). The Family Center operates as the lab school for the Southwestern Childhood Education and Family Studies Program. For application and rate information, contact the Family Center main office.

**FINANCIAL AID**
***Dellwood Hall, Front Lobby; 541-888-7337; www.socc.edu/financialaid***
Various financial programs are available for students, including grants, scholarships, tuition waivers, student employment, and loans. Apply early for financial aid because funds are often limited. Refer to the College catalog and quarterly schedule for more information or visit the Student First Stop Center for policies, procedures and application processes.

**INSURANCE**
***insurancebenefitsllc.com***
Student-paid major medical, health, and accident coverage is available. Applications and information may be obtained from the Office of the Dean of Students at 541-888-7213.

## INTERCOLLEGIATE ATHLETICS

***Prosper Hall; 541-888-7452; www.socc.edu/athletics***

Southwestern is a member of the Northwest Athletic Association for Community Colleges (NWAACC), which includes the community colleges of Oregon and Washington, and the National Junior College Athletic Association (NJCAA) for Wrestling. SWOCC offers baseball, basketball, cross country, golf, soccer, track, and wrestling for men; basketball, cross country, golf, soccer, softball, track, volleyball, and wrestling for women; and co-ed cheer/dance.

## INTERNATIONAL STUDENT PROGRAM

***Empire 205; 541-888-7316; www.soccedu/isp***

Services for international students include academic and immigration advising, personal counseling and special events/activities. U.S. citizens interested in Study Abroad can contact the ISP Office for more information.

## LIBRARY

***Tioga 2nd floor, 541-888-7270; 3rd floor – Periodicals, 541-888-7262; www.socc.edu/library***

*Mon. – Thu. 9:00 a.m. – 6:00 p.m.*
*Fri. 9:00 a.m. – 4:00 p.m.; Sun. 1:00 p.m. – 5:00 p.m.*
*Hours for summer term, holidays and breaks are posted.*

The library provides resources to students, staff, and community members: COASTLINE (Coos County Library Network Online Catalog); reference materials; book collection; computer databases; periodicals; maps; videos; other audio-visual materials; Internet access; and other digital collections. A COASTLINE library card is required to check out materials. Items not available on COASTLINE can be borrowed from other libraries through interlibrary loans.

## LOST & FOUND

Lost and Found is located at the switchboard in Dellwood Hall. If you have lost or found items, please call 541-888-2525 to arrange for pick-up.

## MEDIA SERVICES

***Randolph 7; 541-888-7266; www.socc.edu/media***

Students may access Media Services equipment for use in class projects and demonstrations on a limited basis. Media Services also houses the Teleconferencing Center.

**PARKING & TRAFFIC REGULATIONS**

Parking is free in any of the designated areas on campus. Be sure to obey all posted signs (Visitors Only, Police Parking, Disabled Parking, Loading Zone, Fire Zone, One Way, etc.) including restricted parking areas. Parking restrictions apply on campus 24 hours a day. Obey posted speed limits, one-way directional signs, and stop signs. Use caution when approaching crosswalks and pedestrian areas. College Campus Security officers regularly patrol the campus roads and parking areas and will issue Oregon Uniform Traffic Citations for violations. When parking your vehicle, store valuables out of sight and lock all doors.

**PHOTOCOPYING**

***Tioga 2nd & 3rd floors; 541-888-7270***

Photocopiers for student use are located on both the second and third floors of the library in Tioga Hall. Copies are 10 cents each. The copier on the second floor is coin-operated and will accept dollar bills. Copies on the third floor are paid for at the counter.

**SWOCC STUDENT I.D. CARD**

***www.socc.edu/discounts***

Pick up your Student ID Card at the Student First Stop Center in Dellwood Hall. All current Southwestern students are eligible for various discounts throughout the community. Show your Student ID card for:

- Free admission to Southwestern athletic events
- Free admission to all Southwestern sponsored events at the Hales Center for the Performing Arts
- Free access to the Recreation Center (for current term students only)
- Discounts at many local merchants (visit the web site above for a list of participating merchants)

**SOUTHWESTERN OREGON UNIVERSITY CENTER**

***Tioga 318; 541-888-1518; www.ous.edu/ucsw***

The University Center is an advocate to assist and support local students who want to further their education by obtaining a bachelor's or graduate degree either by distance or on-site programs. The University Center helps students with advisement, information, and referral to appropriate programs at various Oregon universities.

**STUDENT ACTIVITIES**

***Empire 205; 541-888-7316; www.socc.edu/student-life***

Student activities are a part of student development and are supervised by the Student Life Coordinator. The Office of Student Activities is committed to helping students coordinate and participate in activities and programs on campus.

**STUDENT CLUBS & ORGANIZATIONS**

***Empire 205; www.socc.edu/clubs***

Student clubs and organizations provide services to the College and the community, giving students an opportunity to expand their educational experience beyond the classroom setting. Student groups are always encouraged to organize new clubs and to participate in existing clubs. For more information, drop by the Office of Student Activities or the ASG Offices in Empire Hall.

**STUDENT FIRST STOP CENTER**

***Dellwood Lobby; 541-888-7352; firststop@socc.edu;***
***www.socc.edu/firststop***

*Mon., Tue., Wed., Fri. 8:00 a.m. – 5:00 p.m.; Thu. 10:00 a.m. – 5:00 p.m.*

The Student First Stop Center provides a variety of services to students: general campus information; student employment services; payments for tuition and fees; admissions and registration; transcripts; and financial aid to help with the cost of college.

**STUDENT PUBLICATIONS**

***Tioga 407, 541-888-7333; www.socc.edu/journalism***

The Southwester student publication is dedicated to providing valuable media in establishing and maintaining free and responsible discussions, intellectual exploration, and communication between individuals. The Southwester aspires to establish and maintain a free flow of thought and information to the student body, faculty, administration, staff, and the community; and provide a medium for critical, artistic, and imaginative expression of student thought and opinion. The *Beacon* is an annual literary magazine, printed under the direction of the English Division. Students, regardless of major or interest, are invited to become a part of these publications.

**STUDENT RECREATION CENTER**
***541-888-7714; www.socc.edu/reccenter***
The Student Recreation Center is a fitness and recreational facility for students and community members. It offers a state-of-the-art Fitness Center with a wide range of cardio equipment, circuit weight machines, free weight machines, barbells, and dumbbells. The Rec Center is also home to a collegiate-sized basketball court, racquetball court, game room, climbing wall, day-use locker rooms, and more! Students can enjoy the facility for free; community guests can utilize the facility by purchasing a Community Pass at the Rec Center Front Desk.

**STUDY AREAS**
Quiet study areas on campus include the library, any open classroom when not in use or scheduled for use, and an area on the third floor of Tioga Hall. Student Housing residents may also use Lighthouse Depot and Trinidad Head.

**TRANSITIONAL EDUCATION**
***Newmark Center; 541-888-7116; www.socc.edu/transitional***
Transitional Education provides classes and support to prepare participants for success in the workforce and in academic programs. Classes are non-credit and offered to the public. All programs under Transitional Education have been integrated and are housed on campus in the Newmark Center.

**TUTORING CENTER**
***Randolph 4; 541-888-7234; www.socc.edu/tutoring***
The Tutoring Center provides free tutoring and a quiet study area for students. It is staffed by trained students who have earned good grades in the subject matter they are tutoring.

**VETERAN'S SERVICES**
***Dellwood Hall; 541-888-7236; vets@socc.edu;***
***www.socc.edu/financialaid/pgs/programs/vet-programs***
Veterans can receive assistance in obtaining veterans' benefits by contacting the Veteran's Services Office in Dellwood Hall, or email vets@socc.edu.

**WRITING CENTER**
***Randolph 6; 541-888-7299; www.socc.edu/writing***
The Writing Center is staffed by faculty and trained tutors to help students with the development of writing assignments and skills, including

grammar. Weekly workshops are also provided on a variety of writing-related topics.

**ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES**

***www.socc.edu/its/pgs/procedures/network***

Integrated Technology resources are provided to support the College's scholarly, educational, and administrative activities. Integrated technology resources are limited, and should be used wisely and with consideration for the rights and needs of others. Southwestern Oregon Community College Policy states that it is illegal to share or use files, software, and/or other work creations that are protected under copyright law, without explicit permission from the copyright holder. This includes, but is not limited to; all copyrighted audio, video, games, and published software that is licensed. Users who violate copyright laws may be subject to SWOCC disciplinary action and/or prosecution under State and Federal guidelines. To view the SWOCC Network usage policy go to ***www.SWOCC.edu/admin/pgs/bm~doc/acceptable-use-of-information-technology-resources-4-011.pdf***

**SMOKING POLICY**

Administrative policy 5.010 prohibits the use of tobacco of any kind, by any person, in the following areas: Any building, room, or vehicle that is owned, rented or used by the College, the areas under the North and South overhang at the first floor levels of Tioga Hall, and all areas within ten (10) feet of any door, vent, or window into College buildings.

**SWOCC STUDENT RIGHT TO KNOW**

In accordance with 34 CFR Part 668, you have the right to know certain information about Southwestern Oregon Community College including a variety of academic information, financial assistance information, institutional information, information on completion or graduation rates, institutional security policies and crime statistics, and athletic program participation rates and financial support data. As part of our compliance with this regulation, we present the reference chart on the SWOCC web site at ***www.socc.edu/ie/pgs/bm~doc/socc_student_right_to_know.pdf***. To comment on the presentation or content of the information provided, please contact the Office of the Dean of Students.

**SOCIAL SECURITY NUMBERS**

Providing your Social Security number is voluntary. If you provide it, the College will use your Social Security number for keeping records, doing research, aggregate reporting, extending credit and collecting debts. Your Social Security number will not be given to the general public. If you choose not to provide your Social Security number, you will not be denied any rights as a student. Please read the following statement, which describes how your number will be used. Providing your Social Security number means that you consent to use of the number in the manner described:

OAR 589-004-0400 authorizes Southwestern Oregon Community College to ask you to provide your Social Security number. The number will be used by the College for reporting, research, and record keeping. Your number will also be provided by the College to the Oregon Community College Unified Reporting System (OCCURS), which is a group made up of all community colleges in Oregon, the State Department of Community Colleges and Workforce Development and the Oregon Community College Association. OCCURS gathers information about students and programs to meet state and federal reporting requirements. It also helps colleges plan, research, and develop programs. This information helps the colleges to support the progress of students and their success in the workplace and other education programs.

## ACADEMIC HONORS

To graduate with honors at SOCC, students must meet the criteria for graduation and have a 3.75 cumulative grade point average (GPA). Cumulative GPA includes all transfer credit from other colleges. All coursework from other colleges will be included in the cumulative GPA, regardless of applicability to current coursework. (The "Transfer Procedure" section of the College Catalog provides additional information about applicability of coursework.)

Southwestern offers a number of options to achieve honors. To be recognized, students must meet the following criteria:

***Academic Excellence***

- Earn a 4.0 GPA for the term.
- Complete 12 or more credits in which letter grades* were earned.

***Honor Roll***

- Earn a GPA of between 3.50 and 3.99 for the term.
- Complete 12 or more credits in which letter grades* were earned.

***Dean's List***

- Earn a GPA of between 3.00 and 3.49 for the term.
- Complete 12 or more credits in which letter grades* were earned.

***Southwestern Scholar***

- Appear on the honor roll or achieve academic excellence for the entire academic year (fall, winter and spring terms).

*** Letter grades: A, B, C, D and F.**

## HONORS IN ENGLISH

Students who have completed 15 credits of transfer classes at Southwestern with a cumulative GPA of 3.25 or better are eligible to enter the **Honors in English** program. This program encourages exceptional achievement in reading, literature and writing.. Completion of the program will be recognized at graduation and on the transcript with the designation "Honors in English." See your English instructor for more information.

## What documents should I save?

### Your College Catalog

Keep the one in effect when you first enrolled in college. It will have the General Education Requirements that apply to you. Also, keep the catalog from the year you actually declared your major. If you have a question, check with your Academic Advisor. The College Catalog contains an official academic calendar, policies, academic requirements, course descriptions, fee schedules and other essential information.

### Educational Development Plan and Curriculum Sheets

Your EDP should map out what you need to take each term over your first two or three years. Such plans are always tentative. You aren't bound by them, but they will help keep you on track.

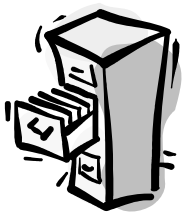
### Program Evaluation and/or Graduation Application

You can request a transcript evaluation that shows all of the courses you have taken as well as the requirements you have yet to complete for your major. Keep a current copy of it as a handy reference so you know what classes you have left to take. Keep any materials you have received from the Transcript Evaluator.

### Grade Report/Registration Forms

Check your grade reports carefully every term. If there is a mistake, take the appropriate steps to have it corrected immediately. If you have a question about a grade, go to the instructor immediately. Don't wait months to investigate, because by then it may be too late. Keep for two years any documents that might affect your academic status such as course confirmations, add/drops, grade changes, and official correspondence from faculty and staff.

### Financial Aid Documents and Receipts



Keep accurate records of all financial aid received, and make sure you know how much you have taken out in student loans. Since loan companies may sell your loans, keep track of who currently owns them, and be sure that they have your current address and phone number. Keep a detailed record of all expenses directly related to your education. Receipts from the college bookstore are very important, as they are required for returning a textbook the first two days of book buy-back week.

## Southwestern's WebAdvisor
## www.socc.edu

Anyone can access WebAdvisor. Go to the SOCC homepage at **www.socc.edu** and click on **WebAdvisor** (in the upper right corner of the page).

What WebAdvisor can do for you:

- **Access**
  Get a user ID
  Learn how to use/receive a password
  Learn your Southwestern student ID
  Use your Southwestern e-mail address

- **Registration**
  Search for classes
  Register for classes
  Check your preferred list
  Add/drop classes
  Manage your waitlist

- **Financial**
  Check your account summary
  Check your financial aid documents
  Check your financial aid status
  Apply for a student loan
  Make a payment

- **Academic**
  E-mail your advisor
  Print an unofficial transcript
  View your GPA and grades
  Print an enrollment verification

**Having difficulties with WebAdvisor?**

**Contact the Student First Stop Center**
**at 541-888-7352 or firststop@socc.edu**

## Southwestern's Student Email

Your student email address is:
**Your WebAdvisor ID@email.socc.edu**

Your default **password** is your 6-digit date of birth (mmddyy)

> **Note:** If you do not know your WebAdvisor ID, go to **www.socc.edu → WebAdvisor → Account Information → What's my user ID?** → Enter the requested information.

### To access your SOCC Student Email account:

Go to **www.socc.edu → Student Email**

### For illustrated instructions:

Go to **www.socc.edu → Current Students**
Under "Computing" → **Student Technology Handbook**
Under "Email Login Help" → **Student Email Documentation**

- *Walk through assistance with signing in and configuring your email settings*

Under "Email Login Help" → **Student Email Forwarding**

- *How to forward your student email to your personal email account*

**EDUCATIONAL DEVELOPMENT PLAN** **Degree/Certificate** _____

| First Year Fall | CR | First Year Winter | CR | First Year Spring | CR | First Year Summer | CR |
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| | | | | | | | |
| **Second Year Fall** | **CR** | **Second Year Winter** | **CR** | **Second Year Spring** | **CR** | **Second Year Summer** | **CR** |
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| **Third Year Fall** | **CR** | **Third Year Winter** | **CR** | **Third Year Spring** | **CR** | **Third Year Summer** | **CR** |
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## STUDENT RIGHTS AND RESPONSIBILITIES AND CODE OF CONDUCT

Southwestern Oregon Community College (SWOCC) students, as free citizens and members of a learning community enjoy particular rights. Along with these rights is the responsibility to conduct oneself in accordance with the standards of the College that are designed to advance student learning. Although not all of these rights can be found in any document, it is important to note those that are most fundamental.

A. **FREEDOM OF ASSOCIATION**. Students shall be free to organize and join associations to promote their common interests subject to the following considerations.
   1. The membership, policies and actions of a student organization will be determined by vote of only those persons who are bona fide Southwestern Oregon Community College students.
   2. Affiliation with an extramural organization shall not of itself disqualify a student organization from institutional recognition.
   3. Each organization shall be free to select its own Southwestern Oregon Community College advisor. Advisors must be either contracted faculty or staff currently employed by SWOCC. SWOCC staff serves the College community when they accept the responsibility to advise and consult with student organizations to provide guidance to the group on College procedure and policy.
   4. Student organizations shall be required to submit a statement of purpose, criteria for membership, rules of procedures, a current list of officers and a certified number of active members as a condition of institutional recognition.
   5. Campus organizations, including those affiliated with an extramural organization, shall be open to all students without respect to race, color, sexual orientation, marital and/or parental status, religion, national origin, age, mental/physical disability or learning disability, Vietnam era or disabled veteran status, or any other status protected under applicable federal, state, or local law. Disability consultations are available through the Office of Disability Services.

B. **FREEDOM OF INQUIRY AND EXPRESSION**. Students shall be free to take exception with the information or views presented in any course without it affecting their grade as long as the disagreement is not disruptive to the instructional process. Students are responsible for learning the content of any course for which they have enrolled even if they disagree with the course content. Students and student organizations shall be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They are free to support causes by orderly means that do not disrupt the regular and essential operation of the institution. At the same time, it

## STUDENT RIGHTS AND RESPONSIBILITIES AND CODE OF CONDUCT (continued)

should be made clear to the academic and the larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves. Actions by individuals or groups to prevent the appearance of speakers who have been invited to the campus, and actions to obstruct or restrain other members of the academic community and campus visitors by physical force are subject to sanction.

C. **FREEDOM FROM UNLAWFUL HARASSMENT**. Southwestern Oregon Community College is committed to providing a learning and working environment free of harassment.

D. **FREEDOM FROM SEXUAL HARASSMENT/SEXUAL ASSAULT**. Students are protected from sexual harassment/sexual assault by SWOCC Board of Education policies, and by state and federal statutes.

E. **FREEDOM FROM UNLAWFUL DISCRIMINATION**. Southwestern Oregon Community College wishes to maintain a place of learning and work that is free of unlawful discrimination. The College prohibits discrimination based upon a person's race, color, sex, sexual orientation, marital and/or parental status, religion, native origin, age, mental/physical disability or learning disability, Vietnam era or disabled veteran status, or any other status protected under applicable federal, state or local law.

F. **FREEDOM TO PARTICIPATE IN INSTITUTIONAL GOVERNANCE**. Student representation on selected SWOCC councils and committees provides an opportunity for students to participate in institutional governance.

G. **FREEDOM OF THE PRESS.** Student publications and student press provide for free and responsible discussion of topics. Editors and managers are protected from arbitrary suspension and removal due to editorial policy or content. Editors and managers can be removed as the result of a violation of the SWOCC Standards of Conduct.

**CODE OF CONDUCT**

1. Students have the responsibility to obey and follow College policy and procedures, the ASG bylaws, federal and state statutes, and city ordinances. The ASG constitution and bylaws and College policy and procedures shall provide means for student involvement.
2. Students are responsible for fulfilling the requirements of their courses.

## STUDENT RIGHTS AND RESPONSIBILITIES AND CODE OF CONDUCT (continued)

3. Students are responsible for the effects of their decisions and behavior that become destructive to the educational goals and processes of Southwestern Oregon Community College.

**The following activities may result in disciplinary action:**

1. **Academic Plagiarism**: The intentional submission for evaluation to a College instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of material's true source.
2. **Academic Cheating**: The intentional submission for evaluation to a College instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulations established by the evaluator and disclosed in a reasonable manner.
3. **Animal Abuse**: Intentionally, knowingly, or recklessly causing physical injury to an animal in violation of ORS 167.
4. **Furnishing false information** to the College with the intent to deceive.
5. **Forgery, alterations, or misuse** of College documents, records, or identification cards.
6. **Detention, physical abuse, or conduct** that threatens imminent physical abuse of any person in the College community.
7. **Malicious destruction, damage, or misuse** of College or personal property on the College campus. College property is defined as all real and/or tangible property owned or controlled by the College, including but not limited to buildings, grounds, equipment, motor vehicles, library or other instructional materials.
8. **Theft or extensive damage** to another's property at the College or College-related environment.
9. **Hazing**: Any initiation rites, on or off campus, involving any intentional action or situation that a reasonable person would foresee as causing mental or physical discomfort, embarrassment, or ridicule. Individual acceptance of or acquiescence to any activity that occurs during an initiation rite does not affect a determination of whether the activity constitutes hazing.
10. **The possession of firearms, ammunition, knives, explosives, dangerous chemicals, or any other objects as weapons** on College property, except as expressly authorized by law or institutional regulations.
11. **The possession of alcoholic beverages or controlled substances** on the College campus or any other facility that is rented, leased, owned, or occupied by the College at any time when classes or student activities are scheduled.
12. **Sexual Harassment**: Repeated and unwanted sexual advances,

requests for sexual favors, and other verbal and physical conduct which results in inhibition of unconstrained academic interchange or career advancement, or creates an intimidating, hostile, or offensive environment for one of the parties.

13. **Willful interference** with the operation of the College.
14. **Failure to comply** with the terms of any penalties applied under this Student Conduct Code.
15. **Disorderly Conduct**: Disorderly conduct is defined as knowingly and intentionally engaging in violent, tumultuous, or threatening behavior which results in inconvenience, annoyance, or alarm, creates unreasonable noise, or disturbs any lawful assembly of persons.
16. **Eluding** or attempting to elude a College Campus Security officer who is pursuing official duty.

## POSSIBLE SANCTIONS FOR VIOLATIONS OF SWOCC STUDENT CODE OF CONDUCT

The Office of the Dean of Students will be responsible for maintaining and disseminating a disciplinary procedure for imposing sanctions while ensuring a student's right to due process. The severity of the sanction(s) should reflect the severity of the violation and may be imposed singly or in any combination. Sanctions for violation(s) of the Student Code of Conduct (or any other violations of Board policies or College administrative rules and regulations) may include, but are not limited to, the following:

1. **Written Reprimand:** Written warning that a student's conduct does not meet College standards and that continuation of such misconduct may result in further disciplinary action.
2. **Disciplinary Probation:** Imposition of a probationary status, for which further violations may result in additional disciplinary action, including suspension. Disciplinary probation may be imposed for any length of time up to one calendar year. The terms of the probation and conditions for ending it will be specified in a letter to the student. Disciplinary probation may include referral for intervention, screening, and treatment in cases where use of alcohol or other controlled substances have impaired safety and judgment.
3. **Bar Against Re-Enrollment:** May be imposed on a student who has a disciplinary case pending or who fails to pay a debt to the College.
4. **Restitution:** Reimbursement for costs of damage to a person or property or for a misappropriation of property. Restitution may take the form of appropriate services to repair or otherwise compensate for damages. Restitution may be imposed in combination with any other penalty.
5. **Withholding of an Official Transcript:** May be imposed upon a student who fails to pay a debt to the College.
6. **Suspension of Eligibility for Extracurricular Activities:** Prohibited

from joining a recognized student organization and participating in its activities or attending its meetings and/or from participating in official athletic or other extracurricular activities for any length of time up to one calendar year.

7. **Suspension from Academic Activities:** A student may be suspended for a defined period of time. During a period of suspension the student is prohibited from registering for one or more credit or non-credit classes sponsored by the College and may be barred from entering the College campus except with the permission of the President, the Vice Presidents, or the Office of the Dean of Students. The conditions of reenrollment shall be stated in the letter of suspension. Suspension may be used to protect the College from potential disruption of instructional or other College activities, or to protect the safety of students, faculty, staff, or College property. Suspension, for the purpose of investigating the event or events in which the student or students were allegedly involved, shall be for no more than five (5) school days; however, it may be continued pending final disposition of the case if it is deemed necessary for the safety of students, faculty, staff, or College property or in cases where the student's presence is considered to be disruptive to the orderly functioning of the College. The Vice Presidents, Office of the Dean of Students, or their designees may summarily suspend a student within the stated guidelines. Such suspension shall remain in effect until the outcome of a formal hearing is determined. The formal hearing shall be held no more than ten (10) working days from the first day of suspension. This timeline may be modified with the agreement of both parties.

   **Readmission after Suspension:**
   When a student is suspended, the conditions for reenrollment that must be met will be outlined in the letter the student receives at the time of suspension. In the case of a long-term suspension (more than one week), the student will be required to meet with the Office of the Dean of Students or designee prior to reenrollment, and to request reenrollment in writing. The Office of the Dean of Students will be responsible for determining if the conditions for reenrollment have been met. The Office of the Dean of Students will provide the student, in writing, with the decision regarding the student's reentry into the College and the reasons for the decision.

8. **Temporary Exclusion:** An instructor or staff member may remove a student from class, a service area, or a College sponsored event when, in the judgment of the instructor or supervisor, the student is disrupting the educational or administrative processes of the College or poses a danger to other staff or students. Prior to removal, and if applicable, (there are incidents where asking a student to stop a behavior is not possible and just need to be removed) the instructor or supervisor must inform the student of the nature of the disruptive

behavior and request that the student cease the behavior. If the student does not comply, the instructor or staff has the authority to ask the student to leave the service area or College sponsored event for the remainder of the class session, service day, or event. If a student is removed, the instructor or staff must notify the Office of the Dean of Students or Campus Security and fill out the appropriate paperwork.

9. **Expulsion:** A permanent separation from the College. A student may be expelled from the College only on approval of the decision by the Office of the Dean of Students or designee. Note: The parents or guardian of any dependent student under age 18 years of age who is placed on disciplinary probation, suspended, or expelled shall be notified.

### SUBSTANCE ABUSE POLICY AND PROCEDURES FOR VIOLATIONS

**Southwestern holds the belief that the illegal use and abuse of alcohol, and the use of illegal drugs, pose a direct threat to its learning environment.**

**Policy as stated in the Code of Conduct**

The possession of alcoholic beverages or controlled substances on the College campus or any other facility that is rented, leased, owned or occupied by the College at any time when classes or student activities are scheduled, except as provided for in Southwestern Oregon Community College Policy 5.012 Liquor On Campus, is prohibited. Sanctions which may be imposed by the Office of the Dean of Students (or designee) on students for violations of the code will be in addition to any citations that may have incurred from Campus Security **or** local law enforcement.

**Specific sanctions include:**

1. **First Offense** – Written reprimand and referral to counseling, educational assessment and/or community service.
2. **Second Offense** – Required alcohol assessment and disciplinary probation.
3. **Third Offense** – Suspension from College for a defined period of time. If a student is enrolled in certain educational programs (nursing, culinary arts, fire science, etc.) or participating in student activities such as athletics, student government, or other clubs, or living in campus student housing, **additional sanctions may apply.** Please see those policies that apply.

## STUDENT RIGHTS AND RESPONSIBILITIES AND CODE OF CONDUCT (continued)

**Additional Sanctioning Bodies:**

1. Athletic Department: please see current Redbook
2. Residence Life/Housing: please see current housing contract
3. Nursing Standards: please see current nursing handbook
4. OCCI: please see current OCCI handbook
5. Student Government (ASG): please see current bylaws

### PROCEDURAL STANDARDS IN DISCIPLINARY PROCEEDINGS

In all situations, procedural fair play requires that the student be informed of the nature of the charges against him/her, that he/she be given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provisions for appeal of a decision. Students have the right to initiate the grievance procedure when student rights, as defined in this document, have been denied.

**Investigation of Student Conduct**

1. Complaint
   a. Any person including but not limited to students, staff, and faculty who has knowledge of student conduct that may be in violation of the Code may file a student conduct complaint with the Office of the Dean of Students and must be submitted on a Formal Complaint Form.
   b. All student conduct complaints must be received no later than **30 calendar days** after the incident described in the complaint or the time when the person filing the student conduct complaint first had knowledge of the incident, whichever time period is greater.
2. Action on the Complaint
   a. Based on information received in the complaint, the Office of the Dean of Students or designated representative may initiate further investigation of the complaint and/or impose appropriate penalties.
   b. The Office of the Dean of Students acting on a complaint may initiate the Resolution Process when it is alleged that the College has acted in a manner that denies, abuses, or diminishes a student's rights and privileges.

**Status of Student Pending Final Action on a Complaint**

Pending action on a complaint, the status of a student will not be altered, or his or her right to be present on the campus and to attend classes suspended, except for reasons relating to his or her physical or emotional safety and well-being, or for reasons relating to the safety and well-being of students, faculty, or College property.

## STUDENT RIGHTS AND RESPONSIBILITIES AND CODE OF CONDUCT (continued)

### STUDENT COMPLAINT RESOLUTION PROCEDURES

Complaint resolution procedures include both informal and formal processes. Students are required to resolve complaints informally and use the formal complaint procedure only as a last resort (exceptions to this will be determined by the appropriate College official). Southwestern Oregon Community College provides procedures for students to use to address concerns or initiate complaints regarding grade disputes, another student's conduct which violates the College's Student Code of Conduct, allegations of discrimination or sexual harassment, or charges of faculty or staff misconduct.

**Complaints Alleging Violations of a College Policy or Procedure**

**Step 1: Initiate the informal process**
The goal of the informal process is to establish communication between the student and/or appropriate staff member for the purpose of providing a forum in which the student's questions or concerns can be addressed. It is hoped that this communication will result in a resolution agreeable to both the student and the staff member.

The student **must** meet with the appropriate instructor or staff member and discuss his/her concerns about the alleged policy or procedure violation. If resolution cannot be reached by talking to the appropriate staff member or when contact with the staff member would be unduly distressful or embarrassing, the student may discuss alternatives with the staff member's immediate supervisor or an Associate Dean of Learning. Students can receive assistance in locating the appropriate supervisor or Associate Dean of Learning by contacting the Office of the Dean of Students or the Office of the Vice President of Instruction within **20 working days** of the alleged policy or procedure violation or the student will lose the opportunity to make a formal complaint.

**Step 2: File a Formal Complaint Form with the Office of the Dean of Students**
If the attempt to resolve the situation informally is not successful, the student may file a formal written complaint. Southwestern Oregon Community College's *Formal Complaint Form* is available in the Office of the Dean of Students. Forms should be returned to the Office of the Dean of Students, which will be responsible for ensuring that the complaint is forwarded to the appropriate College staff.

## STUDENT RIGHTS AND RESPONSIBILITIES AND CODE OF CONDUCT (continued)

**Student Complaint Resolution Procedures**

Each of the dispute types listed below shall be subject to a dispute resolution process. The same process is not necessarily appropriate for resolving all disputes. The dispute types listed below will be resolved through the following procedures:

1. **Grade Appeals**
   Should a student feel that he/she was not graded fairly and has discussed the issue with the instructor and Associate Dean of Learning, the student may appeal for a change in grade in accordance with the following appeal process:
   a. The student shall complete a grade appeal form which shall include all the particulars of the situation surrounding the grade given, what grade change is requested and a statement that substantiates the perception of the student that the grade assigned is unfair.
   b. The form shall be submitted to the appropriate Associate Dean of Learning who shall review the appeal with the instructor. The instructor shall respond to the statement of the student in written form.
   c. If the Associate Dean's decision is to change the grade in agreement with the student's request, it will be so recorded and the appeal process will be considered complete.
   d. If the Associate Dean's decision is to not change the grade and the student is not satisfied with the decision, the appeal process may be continued with the Vice President of Instruction.

2. **Charges of Student Misconduct**
   This may include any violation of the Student Code of Conduct set forth above which comes to the attention of a faculty or staff member. Faculty, students and staff members are encouraged to deal with student misconduct on an informal basis whenever possible. However, where the misconduct rises to a level such that informal resolution is not possible, a student or staff member may initiate this dispute resolution procedure by filing the following material with the Office of the Dean of Students:
   a. A written complaint setting forth the name of the student.
   b. A description of the alleged inappropriate conduct.
   c. A reference to the student conduct policy allegedly violated and, if informal dispute resolution was attempted, a statement of the steps utilized; or, if no informal dispute resolution was attempted, an explanation of the reason why such an attempt was not made.
   d. Name and telephone number of the faculty, student or staff member initiating the complaint.

At an initial conference with the Assistant Director of Housing (Housing Violations) or the Office of the Dean of Students (or designees), the student will be informed verbally and in writing of the charges and the maximum penalty which might result from consideration of the disciplinary matter. The student must submit all of his/her information within seven (7) calendar days of the initial conference. After considering the evidence in the case and interviewing persons as appropriate, the Office of the Dean of Students may take one of the following actions:

a. Terminate the proceedings, exonerating the student
b. Dismiss the case after appropriate counseling and advice
c. Impose an appropriate sanction as described

The student will be notified in writing of the decision made by the Office of the Dean of Students. The student may appeal this decision by filing a **written appeal** with the Vice President of Instruction (or designee) within **seven (7) calendar days** of the decision made by the Office of the Dean of Students. The Vice President (or designee) shall render a decision on the appeal within **seven (7) calendar days** of its filing. The decision of the Vice President (or designee) shall be final and not subject to further appeal. In cases where expulsion is the recommended outcome, the Vice President of Instruction will make the final decision and no further appeals will be allowed.

**Failure of a student complainant to attend any meeting thus scheduled without good cause and prior notification, or a verifiable emergency, may be deemed a waiver of any right to proceed further at any stage of any dispute**

**Charges of Faculty or Staff Misconduct**

These complaints do not include grade appeals. They may include any perceived violation of law or College policy, procedures, or the **Student Rights** section of this document. Faculty and staff members are subject to collective bargaining agreements and formal disciplinary rules which are beyond the scope of this document. By law, certain procedures must be followed before discipline can be imposed. For this reason, complaints concerning the conduct of the faculty or staff member shall be made to the Vice President of Administrative Services or designee.

**Student Complaints Alleging Violation of a College Rule, Policy, or Procedure**

This type of complaint is to be employed if a student believes that the **College,** as a matter of practice, is violating its own rules, policies, or

procedures. A student complaint concerning a College rule, policy, or procedure shall be made in writing and submitted to the Office of the Dean of Students. The complaint shall contain the following information:

a. The student's name.
b. The nature of the complaint together with all documents, policies, procedures and related material which may be necessary for College review of the complaint.

**Upon receipt of the complaint,** the Office of the Dean of Students shall schedule a meeting with the student complainant. At that meeting, the Office of the Dean of Students shall attempt a resolution of the student complaint. In the event that the resolution proposed by the Office of the Dean of Students is not acceptable to the student, he or she may make a secondary appeal to the Vice President of Instruction. The secondary appeal shall consist of a meeting with the Vice President of Instruction, the Office of the Dean of Students and the student. At this meeting, the Vice President of Instruction will hear the student complaint, discuss the matter with the student and the Office of the Dean of Students, review appropriate materials, and issue a written decision within 30 days of the meeting, and the decision shall be final.

**Ancillary Role of the Office of the Dean of Students**

In addition to the duties imposed upon the Office of the Dean of Students as set forth above, the Office of the Dean of Students shall also be primarily responsible for attempting informal resolutions and reconciliations at all steps in the dispute resolution process. The Office of the Dean of Students may, with the student's consent, intervene on the student's behalf at any stage of any dispute resolution proceedings. The Office of the Dean of Students shall also be free to schedule meetings with the student complainant at any step during the dispute resolution process should it be deemed useful. Any timeline set forth in any dispute resolution procedure may be extended by the Office of the Dean of Students upon written application to do so.

NOTE: Students' privacy is protected under the federal Family Educational Rights and Privacy Act, 20 U.P.S.C. Section 1232g; 34 CFR Part 99 (2000) and related state laws. SWOCC has developed procedures in accordance with the law. I Legal References: ORS 166.065, 341.290 (2) (3) (17), 659.850, 659.865, OAR 166-450-0000 to 0125, 589-010-0100, 589-002-0200 (1) (e), 591-004-0100 to 0750, 591-004-0500

## STUDENT HOUSING

Student Housing provides a safe academic environment for students living on campus. With capacity for more than 400 students, the apartment-style facility is ideal for personal growth and independence, social development, and academic progression.

Student Housing apartments are on campus, so residents can easily walk to classes and the dining center in Empire Hall. Other conveniences on site include three coin-operated laundry facilities, 24-hour computer lab, quiet study lounge, and clubhouse with a kitchen, large-screen TV, and recreational equipment. The apartments are within walking distance of supermarkets and restaurants.

One of the most valuable differences between Student Housing and off-campus housing are the nearly dozen Resident Assistants (RAs) who live with the residents. RAs are second-year (or greater) students who are trained to help students adapt to college life, mediate conflicts, enforce policies, and respond to emergencies.

For more information, please visit the Student Housing website at ***www.socc.edu/housing.***

### HOUSING CONTACT INFORMATION

**Main Housing Office:** The main office is located in the side entrance of the Lighthouse Depot. Please call 541-888-7635 or email housing@socc.edu for information.

**RA Duty Phone:** Call 541-260-6996 for an on-call Resident Assistant from 5:00 p.m. to 8:00 a.m. Monday through Friday, and all day Saturday and Sunday. Residents may call RAs for situations ranging from lockouts to personal crises. RAs will not give out directory information.

### HOUSING POLICIES

Southwestern strives to provide its on-campus community with a safe and academic environment. In addition to following federal, state and local laws, as well as Southwestern's Student Conduct Code, students who live in the student housing complex must follow these additional policies. Southwestern may terminate this Room and Board Agreement if the resident fails to abide by the following code. The following is a summary of the major Housing policies in the student's Room and Board Agreement. For the full version, please visit the Student Housing Office in the side entrance of Lighthouse Depot.

## STUDENT HOUSING (continued)

1. **Alcohol and Other Drugs**: The College prohibits the possession and consumption of alcohol on Housing property. Housing prohibits the consumption 1. or possession of alcohol (including empty or partially full containers of alcohol), illegal substances, and drug paraphernalia (including anything resembling a bong). Residents who violate this policy face many serious sanctions, such as citations for Minor in Possession and Contributing to a Minor, probation, educational sanctions, and fines. Finally, non-participating guests and/or residents of the apartment (present or otherwise) where the alcohol or other drug use took place may need to meet with Housing officials and possibly face educational sanctions. Students face a "three-strikes" series of consequences for repeated violations of the aforementioned policy:

    a. **First Offense**: Regardless of age, a resident who has been found responsible for consuming alcohol or using drugs anywhere on campus property (even if law enforcement does not issue a violation) will have the opportunity to complete a substance abuse education class at the resident's expense. The resident must also complete educational modules on the Internet and any other educational sanctions assigned by the meeting officer. Also, the resident is on Housing Probation.

    b. **Second Offense**: Housing will cancel the Room and Board Agreement with a resident found responsible for a second violation anywhere on campus property. The resident will have 24 hours to move out of the room and apartment. Moreover, the resident forfeits the housing deposit and is liable for the remaining housing costs for that term. Students asked to leave Housing may continue their education at the College. However, the College prohibits them from entering or visiting Housing property or facilities.

    c. **Third Offense**: The College will expel a student found responsible for a third violation anywhere on campus property. Expelled students may not visit College property or facilities.

2. **Apartment Care and Inspections**: Housing expects residents to keep their apartments and rooms in a clean, sanitary condition. Housing will inspect apartments and rooms for health, safety and cleanliness at least once every month. They will confiscate illegal items, such as alcohol and other drugs and drug paraphernalia.

3. **Apartment and Room Entry:** Housing reserves the right to enter an apartment or room for the purpose of policy enforcement, property inventory, fire safety, sanitation, maintenance, and the well-being of occupants. College staff will not search personal effects without the student's expressed consent.

## STUDENT HOUSING (continued)

4. **Fire Safety**: Residents may not possess, display, or burn flammable materials (including, but not limited to, fireworks, candles, incense, gasoline, kerosene lamps, and open cooking elements). Also, residents may not hang anything from the ceiling, including sheets covering light fixtures. In addition, residents may not have fuel-powered motor vehicles (including, but not limited to, motorcycles, all-terrain vehicles, and gas-powered scooters) or associated parts for use, maintenance, repair or storage. Each apartment is equipped with a fire extinguisher and smoke detectors.

5. **Furniture and Fixtures**: Housing provides each resident with room and apartment furniture as well as lighting and plumbing fixtures. All furniture and fixtures must stay in the apartment or room. Housing will fine or seek criminal prosecution for those who misuse, steal, or destroy these items.

6. **Guests**: The term "guests" means any person who is not a registered resident of that apartment and includes residents from other buildings. The College holds its residents directly and financially responsible for the behavior of their guests. With prior approval from their roommates, residents may have overnight guests. However, they may not stay for more than three consecutive nights and seven nights per academic term. Housing does not permit cohabitation. Guests who violate the Alcohol and Other Drugs policy (regardless of age) will be banned from the student housing complex if they are a student of the College and banned completely from campus if they are not a student of the College. Finally, guests who are minors (under the age of 18) must have a legal guardian present to be on Housing property.

7. **Harassment**: Housing prohibits harassment based on a person's race, color, gender, national origin, age, religion, marital status, disability, veteran status, or sexual orientation on Housing property or at its activities. Housing describes "harassment" as when a person intentionally subjects another person to offensive physical contact for a reason other than self-defense or when a person specifically insults another person in his/her immediate presence with abusive words or gestures that a reasonable person would expect such an act would cause emotional distress or provoke a violent response.

8. **Keys**: All Housing keys and key cards are the property of the College. Residents may not copy, loan, sell, or transfer a Housing key or key card to any person. Residents must also report lost keys or keycards to Housing within 24 hours for their safety and the safety of others. A replacement key and lock change costs $45 and a replacement keycard costs $10. Residents must return assigned keys and key cards at the termination of residence or upon demand.

## STUDENT HOUSING (continued)

9. **Pets**: Residents may not have animals live or visit them in their apartments. Animals include, but are not limited to, dogs, cats, birds, rodents, snakes, frogs, and lizards. Fish are permissible as pets, but the bowl or tank may not exceed five U.S. gallons. Housing typically fines residents $50 for a Pets policy violation as well as the cost of additional cleaning, repair, furniture or carpet replacement, or extermination of pests. Housing will cite residents who abuse, neglect, or abandon an animal in violation of Oregon Revised Statutes 167.310 to 167.390.

10. **Quiet Hours**: All residents should keep their noise level at a respectful level at all times. In addition, residents must keep noise to a minimum during the hours of 10 p.m. to 8 a.m. Sunday through Thursday. On Friday and Saturday, quiet hours are from midnight to 10 a.m. During finals week, Housing enforces a 24-hour quiet expectation. Housing typically fines residents $10 for each Quiet Hours policy violation.

11. **Sexual Assault:** The College prohibits sexual assault, which is any nonconsensual sexual act. A sexual act is nonconsensual if it is inflicted upon someone who cannot grant consent (due to cognitive disability, age, incapacitation due to drug/alcohol use, etc.) or compelled through the use of coercion, intimidation, threats, or physical force. When a person informs the College about a sexual assault (or an attempt), the College will honor the wishes of the reporter and the survivor and make available College resources.

12. **Sexual Harassment:** The College prohibits sexual harassment, which is any sexual advance, any request for sexual favors, or any verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive work or academic environment.

13. **Tobacco**: The College prohibits the use of any tobacco products (including, but not limited to, cigarettes, cigars, and chewing tobacco) in any manner within the confines of the apartment and buildings. Tobacco use is not permitted within 10 feet of any entrance into a building, including patios, decks, and stairs. As a courtesy to others, the College encourages residents to use tobacco away from windows. Housing typically fines residents $10 for using tobacco inside a building. Apartments and rooms which are damaged by smoke will result in an additional cleaning fee of $50 plus the cost to repair damages.

## STUDENT HOUSING (continued)

### ROOMMATE ADVICE

College roommates can be the "interesting person" with whom you lived for a year or a lifelong friend. Either way, all involved must find a way to live with each other well. Here are a few tips:

1. **Introduce Yourself**: Take the time to introduce yourself to your other roommates. Listen to your roommates and ask questions about their lives—especially about their academic interests and hobbies.

2. **Have Reasonable Expectations**: Do not expect your roommates to become your new best friends (although sometimes that does happen). However, do expect to communicate with your roommates about noise levels, guests, and the use and storage of possessions. Set these expectations using a Roommate Agreement (see next section).

3. **Invite Your Roommates**: Invite your roommates to play games, go with you to dinner, or attend a campus event once in a while.

4. **Solve Problems**: Like any group of people who live together, roommates can get mad at each other. Instead of leaving nasty notes for each other, yelling, or playing pranks, try setting a "house meeting" to discuss issues. Ask RAs for help with these meetings.

5. **Items to Share**: Roommates can save space and money by agreeing to share devices and appliances where it makes sense to have only one. Here is a partial list:

| | |
|---|---|
| Microwave | Toaster |
| Cooking knives | Dishes, cups, silverware |
| Television | Telephone |
| Large garbage can | Cleaning Supplies |
| Mop | Broom |

### ROOMMATE AGREEMENT

Often roommates assume there is some kind of unwritten code that guides their behavior. It does not exist until the roommates create an actual roommate agreement that is unique to their living situation. Keep in mind that what works for one apartment may not work for another. In addition to spelling out how roommates will live with each other, an agreement provides an opportunity for residents to talk to each other. Finally, if you cannot resolve disagreements with your roommates—or nobody wants to create a roommate agreement—please contact a Resident Assistant or Student Housing.

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MEGAN HAMMOND
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THIS MONTH'S POLL:
What's Your New Year's Resolution?
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SOUTHWESTERN
Oregon Community College
RESOURCES
Counseling and Testing
541-888-7405
Waterfall Clinic
541-756-6232
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541-469-501
Student Life
541-888-7316
Student Housing
541-888-7635
Student Recreation Center
541-888-7714
Southwestern Athletics
541-888-7452
www.socc.edu/atheletics

**PROCEDURE # 9.060**

## STUDENT PUBLICATIONS

It is the Administrative procedure of the Southwestern Oregon Community College District that the following procedure statement governing student publications at Southwestern Oregon Community College will be in effect:

PROCEDURE STATEMENT GOVERNING
STUDENT PUBLICATIONS AT
SOUTHWESTERN OREGON COMMUNITY COLLEGE
Coos Bay, Oregon

PREAMBLE:

The Board of Education of the Southwestern Oregon Area Education District encourages the development of the official student publications which serve the College community encompassed by the district by authorizing, sponsoring, and financing through general fund and auxiliary fund budget allocations, such official publications.

In the life and growth of a College, student publications constitute valuable media in establishing and maintaining free and responsible discussions, intellectual exploration, and communication between individuals.

Functioning in this role, student publications at Southwestern Oregon Community College exist for the purpose of: (1) serving as a laboratory for courses and programs being offered at the College in writing, literature, and journalism; (2) establishing and maintaining a free flow of thought and information to the student body, faculty, administration, staff, and the community; and (3) providing a medium for critical, artistic, and imaginative expression of student thought and opinion.

To accomplish these stated purposes, the following procedure is adopted:

PART. I -- PUBLICATIONS BOARD

A. Since student publications are recognized aspects of the College and its curriculum, final authority and final responsibility for their operation rests with the Southwestern Oregon Community College Board of Education.

The responsibility for developing, administering, and reviewing procedures for the operation of student publications is delegated by the SOCC Board of Education to the Publications Board.
B. The Publications Board will serve as the publisher of all student publications and will be responsible for:

1. Approving and establishing editorial and business procedure for student publications;

2. Hiring and evaluating editors;

3. Reviewing and approving the selection of all persons for positions which are salaried or are compensated by tuition offsets, talent grants, or awards.

4. Reviewing the financial operation of each publication quarterly;

5. Reviewing and resolving complaints or differences resulting from operation or editorial issues;

7. Dismissing editors for cause which includes:

a) Nonperformance of duties and responsibilities as outlined by the Publications Board in job descriptions, procedures, and/or procedures;

b) Serious failure to follow journalistic standards, practices and law;

c) Failure to uphold this and other procedures of the Board of Education, and the procedures, procedures, and practices adopted by the Publications Board.

8. Reviewing editors' decisions to remove staff members.

9. Developing and adopting publishing procedures.

C. The Publications Board will consist of the following members:

1. One faculty advisor for each student publication chosen by the Vice President of Instructional and Student Services;

2. One student editor each from the College student newspaper and the College literary magazine;

3. Two representatives from the Associated Student Government;

4. One representative chosen by the College President;

5. The Coordinator of Student Activities;

6. One representative chosen by the Faculty Senate;

7. One student-at-large elected by the student body.

PART. II -- EDITORIAL FREEDOM:

A. Freedom of editorial objectives and practices, and financial control of publications, shall not be abridged beyond the framework of this document and the adopted procedures of the Board of Education and the Publications Board.

B. Student editors and business managers, being free to control editorial and business practices, are responsible and accountable, under terms of the procedures of the Board of Education and the Associated Student Government Constitution, for the consequences of their actions.

PART. III -- SAFEGUARDS:

A. The educational mission of student publications requires that the faculty advisor be an active decision making participant in the editorial process. In all aspects of development, editing, and publication of copy the advisor will provide advice and direction concerning journalistic standards, practices, law, and good taste.

B. Differences between editors and advisors as to content, procedures, or procedures which cannot be resolved will be brought to the Publications Board for arbitration prior to publication.

C. Content of the various publications shall be consistent with the procedures, format, and purposes of each publication as approved by the Publications Board.

Faculty advisors to student publications shall be responsible for informing student editors, writers, photographers, and business staff of good publications practices.

Opinions expressed shall be those of the writer, with disclaimers clearly stating this fact being carried in all publications.

Editors of the student newspaper, the Southwester, must be full-time students.

In order to insure that the publications of the institution are not used as a permanent job/position or to serve as a special interest or hobby of individual students, no students (full or part-time) may serve in an official role/position on any publication for a cumulative period greater than three years. (This does not preclude any student from contributing materials indefinitely to student publications.) Student publications are first and foremost an educational program to provide opportunities for students to learn. The full-time student at Southwestern normally completes an educational program in a period of two to three years. Student publications are not devices through which individual students can work/participate indefinitely, or use the student publications as a vehicle to express their political, social, or religious preferences indefinitely.

PART. IV -- CONTRIBUTIONS:

A. The student press encourages contributions from all members of the campus community, consistent with its function as a vehicle for the free flow of information and opinion to the student body, faculty, and community.

B. Anonymous material will not be published, although if an author wishes to have his name withheld, he may so specify in writing.

C. The editor of each publication will decide if contributed material is appropriate for each publication in accordance with the procedures of each publication and may edit material as is appropriate for publication.

D. Disclaimers will clearly identify contributed material and the criteria for use of contributed material in the publication.

PART. V -- APPOINTMENT AND REMOVAL:

A. Student editors and business managers shall be appointed by the Publications Board, prior to publication, by methods established by the Publications Board and in accordance with the procedures of the Board of Education and the Associated Student Government Constitution.

B. Faculty advisors shall be appointed prior to publication by the Vice President of Instructional and Student Services.

C. Student staff members, including editors and managers shall be removed from office only for proper and stated causes, and following an open hearing before the Publications Board. In case of suspensions from office by the above method, the suspended member has the right of appeal through the student grievance procedures.

D. JR215, Journalism Lab., shall serve as the production function for student publications, and the production staff of the publications will be registered for this course. (A course outline appropriate to each publication will be created for this course.)

E. Editors of the student newspaper, The Southwester, must have completed the journalism sequence, JR216, 217 218, with a grade of C or better in each course, or be enrolled in it concurrent with their term of office. Concurrent enrollment should generally occur when the editor has demonstrated prior experience in publications.

PART. VI -- STANDARDS AND EVALUATION:

A. Writing, editing, publication and evaluation or student publications shall be based on responsible publishing practices, and shall occur in an atmosphere conducive to maximum learning experience. These standards and practices shall be those set forth in the procedures adopted by the Publications Board.

B. Standards to be followed in the publishing of student publications shall be established and enforced by the Publications Board.

C. The use of language in student publications will be judged by its appropriateness to the type of publication, and the audience for which the publication is intended.

D. The use of libel, slander, or threats of physical harm to persons or property is prohibited.

E. The Publications Board will interpret publications procedure, and may from time to time adopt additions and revisions to current procedure.

PART. VII -- RATIFICATION:

This procedure of student publications will be in force and effect when ratified by the Board of Education.

Revised:
Procedure #7.024 April 14, 1970
Revised: April 20, 1992
Changed to Administrative Procedure January 22, 1996
Revised: September 28, 1998

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## Subject Guides and Databases

### *Databases and Resources by Subject*

Anthropology and Sociology
Art
Biology and Botany
Business, Accounting, and Management
Chemistry
Computer Science
Criminal Justice and Law Enforcement
Culinary Arts
Education
Engineering
Environmental Science
Geology, Oceanography, and Astronomy
History
Human Services and Social Work
Journalism, Current Events, and Political Science
Literature and English
Mathematics
Music
Nursing and Health Occupations
Philosophy, Religious Studies, and Mythology
Psychology
Theatre
Writing and Contemporary Politics

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Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

**Success Indicator 1**
**Student FTE Reports**
**Spring 2011**

**Presented By:** Tom Nicholls**,** *Executive Director Enrollment Management*
**Date Presented:** September, 2011, Board of Education Meeting

| | |
|---|---|
| **Purpose and Meaning** | Monitor fluctuations and be aware of changes in FTE credit by students or groups as FTE is basis for State funding and revenue generation. |
| **Core Theme and Objective** | ***Access:*** Access to multiple learning opportunities |
| **Southwestern Strategic Plan Goal** | ***Goal 1:***<br>Ensure access to diverse learning opportunities. |
| **Achievement Overview and Analysis** | Spring Term 2011shows an overall decrease of 41 FTE as compared to Spring 2010. Decreases were seen in total headcount with the majority of the decrease coming from full-time student enrollment. Program wise the largest decreases were in the AAS, AA, and AGS, with the exception of Curry which saw and increase in enrollment in AA programs. The decrease in full-time enrollments was offset by a slight increase in part-time enrollments. Overall there was an increase in the Hispanic segment of our student population. |
| **Reporting Unit Goals** | ***Enrollment Management:*** Increase enrollment and FTE by 3% per year. |
| **Unit Objectives** | ***Admissions:*** Support the Strategic Plan goal of increasing enrollment and FTE by 3% per year. |
| **Planned Accomplishments**<br>**Institutional Level**<br>**Reporting Unit Level**<br>**Unit Level** | ***Enrollment Management:*** Provide support for program recruitment and retention Continuous Improvement – Planned Accomplishments: In collaboration with program and instructional administrators, continue to analyze credit and non-credit student enrollments and make recommendations for new programming, alternative instructional delivery methods and course offerings, in order to meet institutionally recognized enrollment goals. |
| **Budget Impact and Budgetary Considerations** | Not meeting stated enrollment goals adversely affects the institutions operating and planned budget. Potential budgetary impacts should be considered in program and course offerings as well as course scheduling. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation – All Standards**<br>**State Reporting:** OCCURS data submission submitted timely and error free. |
| **Documentation and Process for Measure Data** | ***Success Indicator:*** **1**– Student FTE Reports (1A Overview; 1B Program) Reports<br>***Documentation Posted:*** |

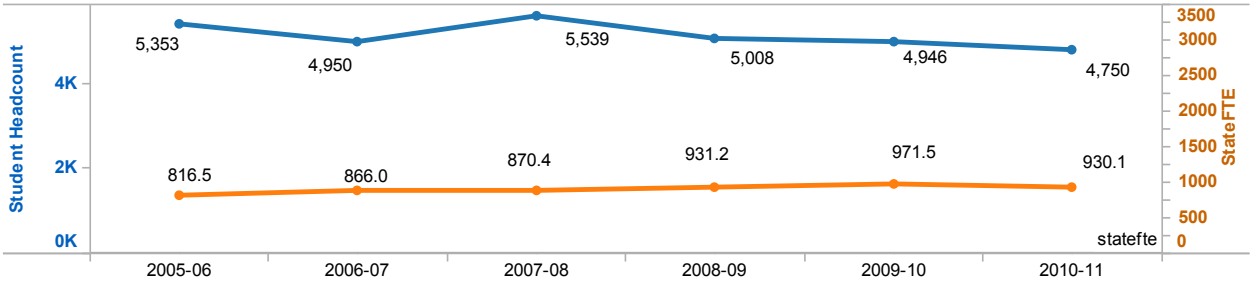
| | | |
|---|---|---|
| | Mission Fulfillment and Success Indicators webpage at: http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>***Data References:***<br>OCCURS data extraction of the course data elements<br>Tableau Workbook: IR Course Data Set | Exhibit # 8 C 1<br>Date September 26, 2011 |

# Southwestern Oregon Community College
# Success Indicator 1A: Student FTE Report
# Spring 2011

Exhibit # 8 C 1
Date September 26, 2011

## College Overview

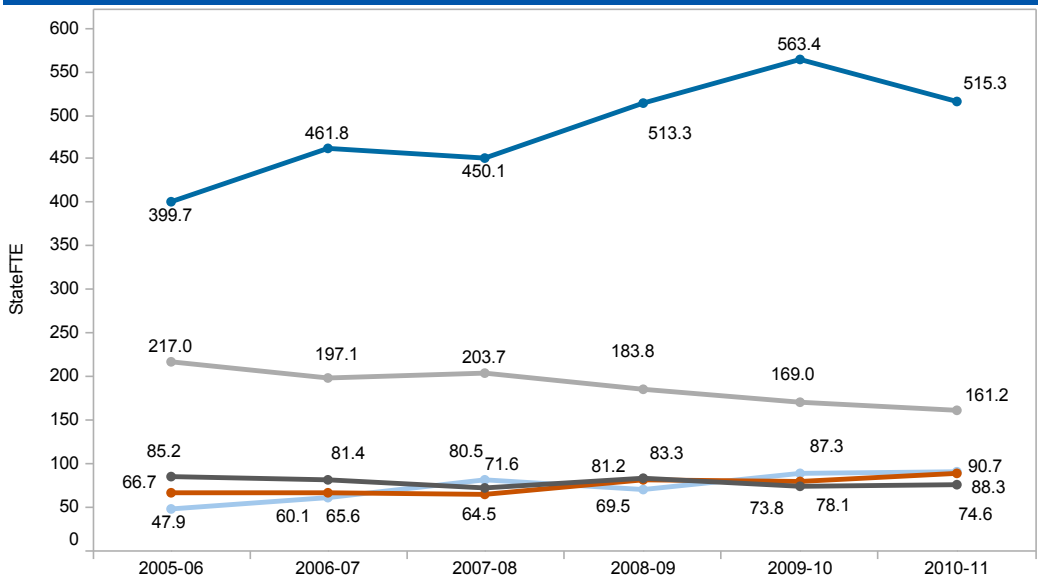
### FTE and Enrollment



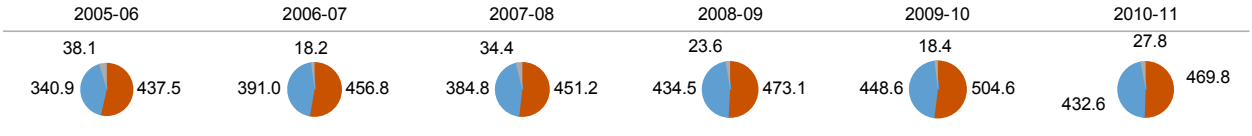

### FTE by Ethnicity

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| American Indian/Alaska Native | Sum of FTE | 14.4 | 15.2 | 17.6 | 29.6 | 28.1 | 20.9 |
| | Percent of FTE | 1.76% | 1.75% | 2.02% | 3.18% | 2.89% | 2.25% |
| Asian | Sum of FTE | 32.8 | 32.6 | 36.9 | 39.8 | 40.0 | 36.8 |
| | Percent of FTE | 4.02% | 3.77% | 4.24% | 4.28% | 4.12% | 3.96% |
| Black or African American | Sum of FTE | 15.0 | 18.7 | 20.7 | 20.1 | 13.1 | 9.2 |
| | Percent of FTE | 1.84% | 2.16% | 2.37% | 2.16% | 1.35% | 0.99% |
| Foreign Student | Sum of FTE | 9.0 | 8.0 | 9.8 | 8.8 | 3.1 | 3.7 |
| | Percent of FTE | 1.10% | 0.93% | 1.13% | 0.95% | 0.32% | 0.39% |
| Hispanic | Sum of FTE | 32.6 | 27.7 | 30.9 | 47.8 | 58.0 | 59.5 |
| | Percent of FTE | 3.99% | 3.20% | 3.55% | 5.13% | 5.97% | 6.40% |
| White | Sum of FTE | 515.0 | 560.1 | 556.0 | 634.8 | 650.7 | 541.0 |
| | Percent of FTE | 63.08% | 64.67% | 63.88% | 68.17% | 66.98% | 58.16% |
| Undisclosed | Sum of FTE | 197.7 | 203.7 | 198.6 | 150.2 | 178.5 | 259.0 |
| | Percent of FTE | 24.21% | 23.52% | 22.81% | 16.13% | 18.37% | 27.84% |
| **Grand Total** | Sum of FTE | 816.5 | 866.0 | 870.4 | 931.2 | 971.5 | 930.1 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

### FTE by Enrollment Status




### FTE by Gender




### FTE by Residency

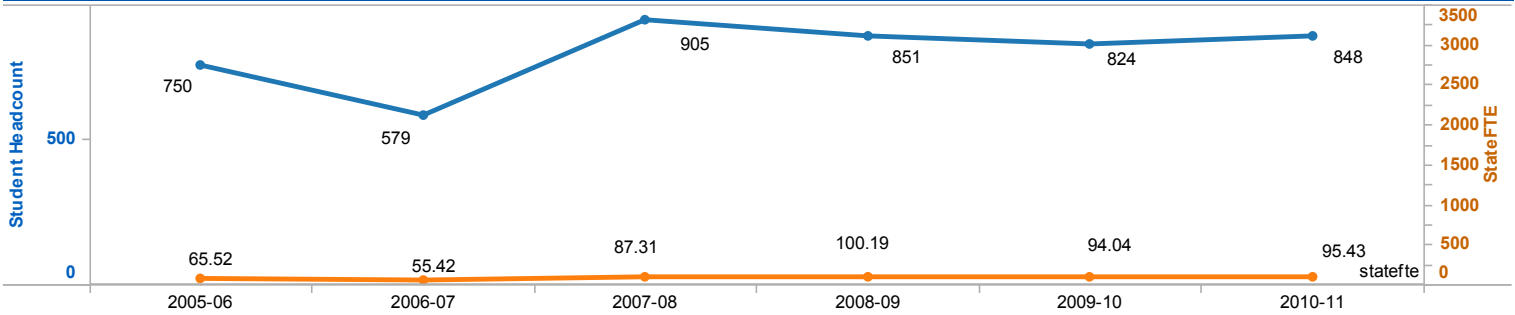
| | 2010-11 |
|---|---|
| AK | 12.64 |
| AR | 0.47 |
| AZ | 0.60 |
| CA | 25.99 |
| CO | 0.45 |
| CT | 0.11 |
| DE | 0.06 |
| FL | 0.60 |
| GA | 1.04 |
| HI | 4.29 |
| IA | 0.26 |
| ID | 4.74 |
| IL | 1.07 |
| IN | 0.62 |
| KS | 0.53 |
| LA | 0.06 |
| MA | 0.06 |
| MD | 0.06 |
| ME | 0.13 |
| MI | 0.82 |
| MN | 0.81 |
| MO | 0.47 |
| MS | 0.06 |
| MT | 6.19 |
| NC | 0.13 |
| ND | 0.39 |
| NJ | 0.39 |
| NM | 0.52 |
| NV | 10.07 |
| NY | 0.37 |
| OC | 1.47 |
| OH | 0.90 |
| OK | 0.71 |
| OR | 821.05 |
| PA | 0.88 |
| SC | 0.06 |
| TN | 0.19 |
| TX | 2.11 |
| UT | 1.42 |
| VA | 0.64 |
| WA | 17.31 |
| WI | 0.13 |
| WV | 0.19 |
| WY | 0.53 |
| Undisclosed | 8.53 |
| **Grand Total** | 930.13 |

Exhibit # 8 C 1
Date September 26, 2011

# Southwestern Oregon Community College
# MA 1A: Student FTE Report
# Spring 2011

## Curry County Residents

### FTE and Enrollment



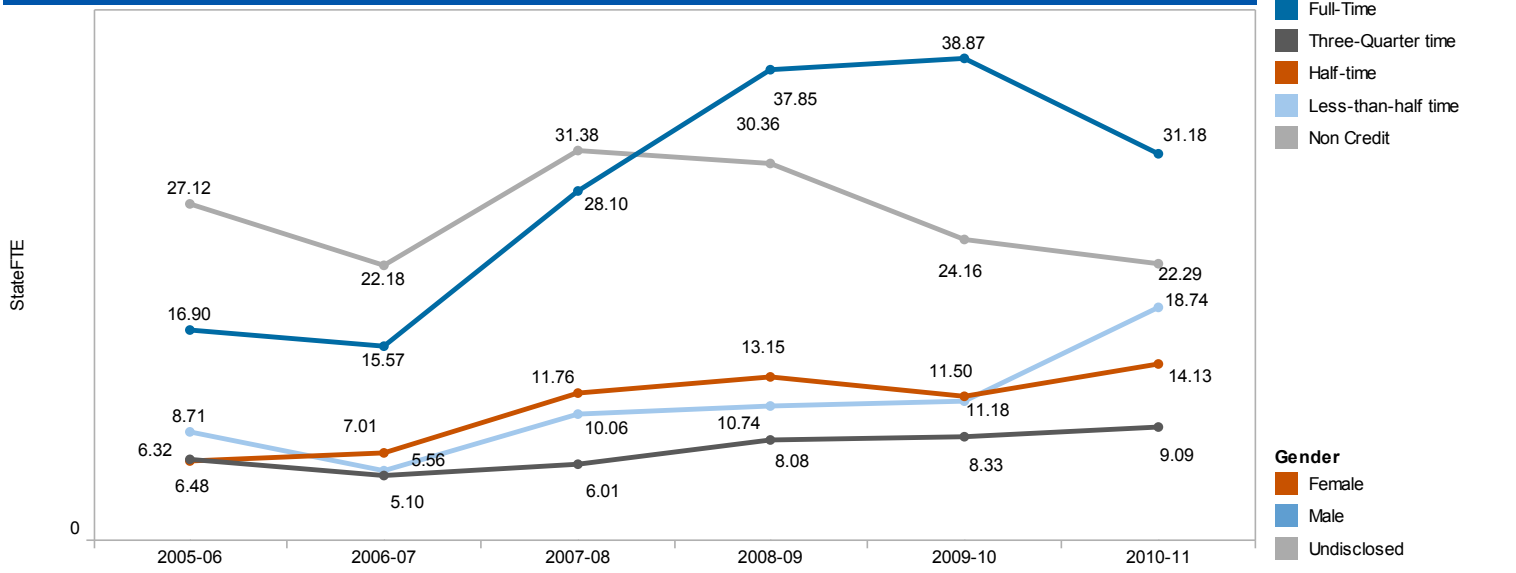

### FTE by Ethnicity

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| American Indian/Alaska Native | Sum of FTE | 0.5 | 0.5 | 0.7 | 1.5 | 1.3 | 1.4 |
| | Percent of FTE | 0.82% | 0.89% | 0.81% | 1.46% | 1.37% | 1.49% |
| Asian | Sum of FTE | 1.0 | 1.5 | 3.4 | 5.4 | 3.7 | 3.5 |
| | Percent of FTE | 1.58% | 2.67% | 3.86% | 5.36% | 3.95% | 3.65% |
| Black or African American | Sum of FTE | | | | 0.7 | 0.2 | 0.4 |
| | Percent of FTE | | | | 0.68% | 0.24% | 0.43% |
| Hispanic | Sum of FTE | 4.7 | 1.3 | 4.0 | 4.4 | 4.0 | 8.1 |
| | Percent of FTE | 7.11% | 2.29% | 4.60% | 4.35% | 4.29% | 8.50% |
| White | Sum of FTE | 35.2 | 32.0 | 48.9 | 60.6 | 61.4 | 59.1 |
| | Percent of FTE | 53.73% | 57.74% | 56.04% | 60.51% | 65.26% | 61.91% |
| Undisclosed | Sum of FTE | 24.1 | 20.2 | 30.3 | 27.7 | 23.4 | 22.9 |
| | Percent of FTE | 36.77% | 36.41% | 34.68% | 27.64% | 24.90% | 24.03% |
| **Grand Total** | Sum of FTE | 65.5 | 55.4 | 87.3 | 100.2 | 94.0 | 95.4 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

### FTE by Residency

| | 2010-11 |
|---|---|
| AZ | 0.01 |
| CA | 0.45 |
| OR | 94.63 |
| PA | 0.06 |
| TX | 0.02 |
| Undisclosed | 0.26 |
| **Grand Total** | 95.43 |

### FTE by Enrollment Status




### FTE by Gender

Exhibit # 8 C 1
Date September 26, 2011

# Southwestern Oregon Community College
# Success Indicator 1B: Student FTE Report by Program Area
# 2010-11

## College Overview

### FTE by Program Area

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| Asscoiate of Applied Science | Sum of FTE | 173.07 | 190.33 | 173.99 | 228.78 | 226.17 | 212.38 |
| | Percent of FTE | 21.20% | 21.98% | 19.99% | 24.57% | 23.28% | 22.83% |
| Associate of Arts | Sum of FTE | 257.72 | 278.08 | 309.92 | 320.40 | 358.60 | 343.56 |
| | Percent of FTE | 31.56% | 32.11% | 35.61% | 34.41% | 36.91% | 36.94% |
| Associate General Studies | Sum of FTE | 18.00 | 13.10 | 15.91 | 18.97 | 29.21 | 18.39 |
| | Percent of FTE | 2.20% | 1.51% | 1.83% | 2.04% | 3.01% | 1.98% |
| Associate Science | Sum of FTE | 47.93 | 48.16 | 42.07 | 50.74 | 48.12 | 51.24 |
| | Percent of FTE | 5.87% | 5.56% | 4.83% | 5.45% | 4.95% | 5.51% |
| Apprenticeship | Sum of FTE | 0.33 | 0.22 | 0.09 | 0.56 | | |
| | Percent of FTE | 0.04% | 0.02% | 0.01% | 0.06% | | |
| Intend to Transfer | Sum of FTE | 24.87 | 25.05 | 21.04 | 16.76 | 14.53 | 12.98 |
| | Percent of FTE | 3.05% | 2.89% | 2.42% | 1.80% | 1.50% | 1.40% |
| One Year Certificates | Sum of FTE | 18.53 | 17.64 | 29.18 | 21.02 | 23.81 | 28.34 |
| | Percent of FTE | 2.27% | 2.04% | 3.35% | 2.26% | 2.45% | 3.05% |
| Less Than One Year Certificates | Sum of FTE | | | | | 0.41 | |
| | Percent of FTE | | | | | 0.04% | |
| Pathway Certificates | Sum of FTE | | | | | 0.75 | 1.66 |
| | Percent of FTE | | | | | 0.08% | 0.18% |
| Short Term Training Opportunities | Sum of FTE | 1.38 | 3.76 | 1.54 | 2.99 | 1.72 | 1.56 |
| | Percent of FTE | 0.17% | 0.43% | 0.18% | 0.32% | 0.18% | 0.17% |
| ABE GED ALO AHSD | Sum of FTE | 43.21 | 39.41 | 40.46 | 40.25 | 40.63 | 38.04 |
| | Percent of FTE | 5.29% | 4.55% | 4.65% | 4.32% | 4.18% | 4.09% |
| Lifelong Learning | Sum of FTE | 230.89 | 249.89 | 234.15 | 229.91 | 226.09 | 221.61 |
| | Percent of FTE | 28.28% | 28.86% | 26.90% | 24.69% | 23.27% | 23.83% |
| Dual Credit | Sum of FTE | 0.57 | 0.39 | 2.03 | 0.82 | 1.49 | 0.38 |
| | Percent of FTE | 0.07% | 0.05% | 0.23% | 0.09% | 0.15% | 0.04% |
| **Grand Total** | Sum of FTE | 816.51 | 866.02 | 870.39 | 931.22 | 971.54 | 930.13 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

Exhibit # 8 C 1
Date September 26, 2011

# Southwestern Oregon Community College
# Success Indicator 1B: Student FTE Report by Program Area
# Spring 2011

## Curry Residents

FTE by Program Area

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| Asscoiate of Applied Science | Sum of FTE | 8.86 | 4.57 | 10.84 | 15.32 | 15.00 | 12.03 |
| | Percent of FTE | 13.52% | 8.25% | 12.41% | 15.29% | 15.95% | 12.60% |
| Associate of Arts | Sum of FTE | 12.84 | 15.04 | 20.75 | 28.20 | 25.02 | 31.65 |
| | Percent of FTE | 19.60% | 27.14% | 23.76% | 28.15% | 26.61% | 33.17% |
| Associate General Studies | Sum of FTE | 0.99 | 0.88 | 0.47 | 0.42 | 1.01 | 0.68 |
| | Percent of FTE | 1.51% | 1.60% | 0.54% | 0.42% | 1.07% | 0.71% |
| Associate Science | Sum of FTE | 2.62 | 1.86 | 1.54 | 2.77 | 2.37 | 1.72 |
| | Percent of FTE | 4.00% | 3.35% | 1.77% | 2.77% | 2.52% | 1.80% |
| Apprenticeship | Sum of FTE | | 0.22 | 0.08 | | | |
| | Percent of FTE | | 0.39% | 0.09% | | | |
| Intend to Transfer | Sum of FTE | 0.21 | 0.77 | 0.70 | 0.75 | 0.97 | 0.79 |
| | Percent of FTE | 0.33% | 1.40% | 0.80% | 0.75% | 1.03% | 0.83% |
| One Year Certificates | Sum of FTE | 2.45 | 1.15 | 1.79 | 2.52 | 2.09 | 2.06 |
| | Percent of FTE | 3.74% | 2.07% | 2.05% | 2.51% | 2.23% | 2.16% |
| Less Than One Year Certificates | Sum of FTE | | | | | 0.13 | |
| | Percent of FTE | | | | | 0.14% | |
| Short Term Training Opportunities | Sum of FTE | | | 0.02 | | 0.17 | 0.30 |
| | Percent of FTE | | | 0.02% | | 0.18% | 0.31% |
| ABE GED ALO AHSD | Sum of FTE | 1.04 | 0.82 | 1.38 | 1.73 | 0.30 | 1.07 |
| | Percent of FTE | 1.59% | 1.49% | 1.58% | 1.73% | 0.32% | 1.12% |
| Lifelong Learning | Sum of FTE | 36.51 | 30.10 | 49.05 | 48.47 | 46.11 | 45.14 |
| | Percent of FTE | 55.72% | 54.32% | 56.18% | 48.38% | 49.04% | 47.30% |
| Dual Credit | Sum of FTE | | | 0.69 | | 0.86 | |
| | Percent of FTE | | | 0.79% | | 0.92% | |
| **Grand Total** | Sum of FTE | 65.52 | 55.42 | 87.31 | 100.19 | 94.04 | 95.43 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

**Success Indicator 1**
**Student FTE Reports**
**2010-11**

**Presented By:** Tom Nicholls**,** *Executive Director Enrollment Management*
**Date Presented:** September 2011, Board of Education Meeting

| | |
|---|---|
| **Purpose and Meaning** | Monitor fluctuations and be aware of changes in FTE credit by students or groups as FTE is basis for State funding and revenue generation. |
| **Targets** | Percentage increase over prior year by location and demographic status - increase by 3%<br>All FTE: 2010-11: 3427; 2011-12: 3530; 2012-13: 3636<br>Reimbursable FTE: 2010-11: 3352; 2011-12: 3452; 2012-13: 3556<br>Full-time FTE: 2010-11: 2031; 2011-12: 2092; 2012-13: 2125<br>Part-time FTE: 2010-11: 788; 2011-12: 812; 2012-13: 836<br>Program Area FTE (1B) – increase by program: 2010-11: 3%; 2011-12: 3%; 2012-13: 3% |
| **Core Theme and Objective** | ***Access:*** Access to multiple learning opportunities |
| **Southwestern Strategic Plan Goal** | ***Goal 1:***<br>Ensure access to diverse learning opportunities. |
| **Achievement Overview and Analysis** | All FTE: 3390 – not achieved<br>Reimbursable FTE: 3330 – not achieved<br>Full-time FTE: 1926 – not achieved<br>Part-time FTE: 820 – achieved<br>Program Area FTE (1B): not achieved<br>Overall FTE saw a slight increase (53) from 2009-10 to 2010-11. Decreases were seen in FTE generated by full-time student enrollment. Program wise the largest decreases were in the AAS, AA, and AGS, with the exception of Curry which saw and increase in FTE in AA programs. The decrease in full-time FTE was offset by a slight increase in FTE generated by part-time students. Overall there was a slight increase in FTE generated by the Hispanic segment of our student population. |
| **Reporting Unit Goals** | ***Enrollment Management:*** Increase enrollment and FTE |
| **Unit Objectives** | ***Admissions:*** Support the Strategic Plan goal of increasing enrollment and FTE by 3% per year. |
| **Planned Accomplishments Institutional Level Reporting Unit Level Unit Level** | ***Enrollment Management:*** Provide support for program recruitment and retention Continuous Improvement – Planned Accomplishments: In collaboration with program and instructional administrators, continue to analyze credit and non-credit student enrollments and make recommendations for new programming, alternative instructional delivery methods and course offerings, in order to meet institutionally recognized |

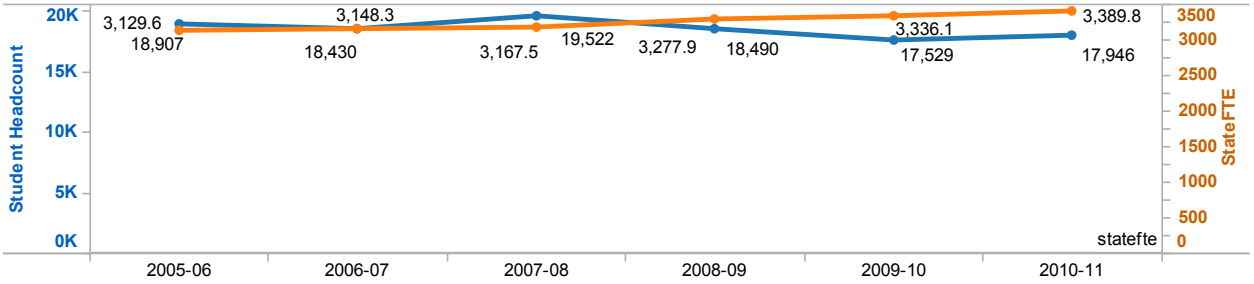
| | |
|---|---|
| | enrollment goals. |
| **Budget Impact and Budgetary Considerations** | Not meeting stated enrollment goals adversely affects the institutions operating and planned budget. Potential budgetary impacts should be considered in program and course offerings as well as course scheduling. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation – All Standards**<br>**State Reporting:** OCCURS data submission submitted timely and error free. |
| **Documentation and Process for Measure Data** | ***Success Indicator:*** **1**– Student FTE Reports (1A Overview; 1B Program) Reports<br>***Documentation Posted:***<br>Mission Fulfillment and Success Indicators webpage at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>***Data References:***<br>OCCURS data extraction of the course data elements<br>Tableau Workbook: IR Course Data Set |

# Southwestern Oregon Community College
# Success Indicator 1A: Student FTE Report
# 2010-11

Exhibit # 8 C 1
Date September 26, 2011

## College Overview

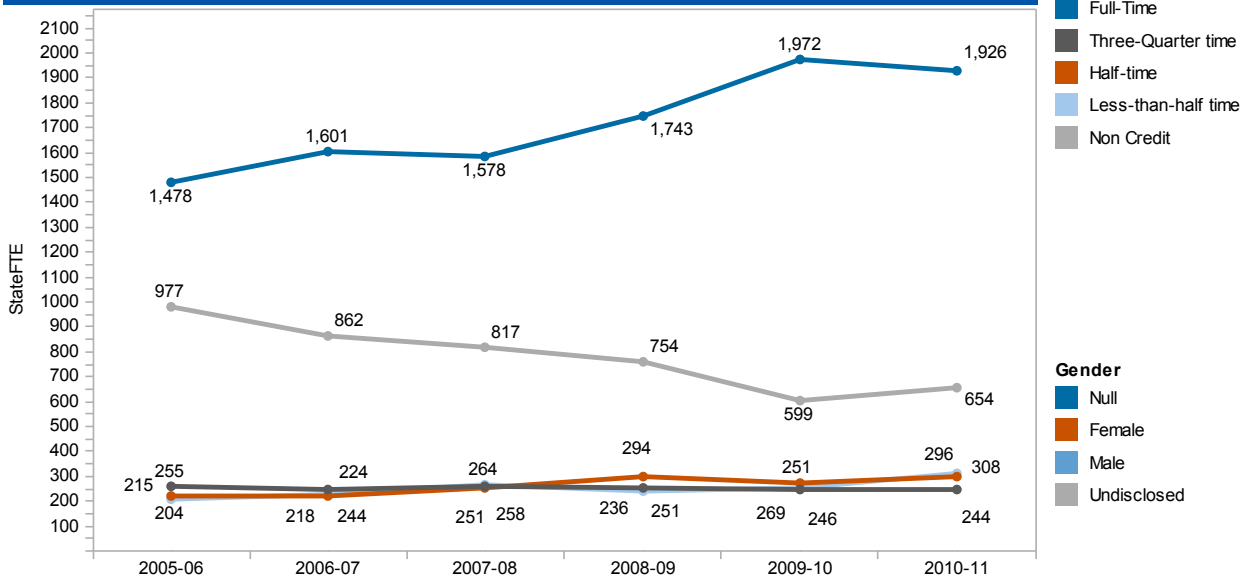
### FTE and Enrollment



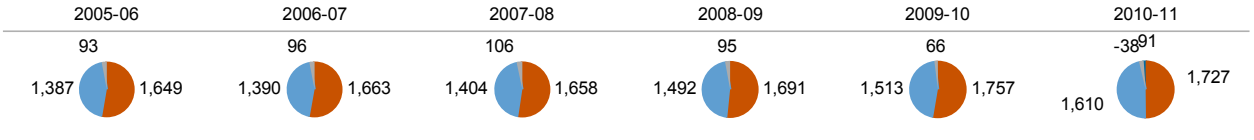

### FTE by Ethnicity

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| American Indian/Alaska Native | Sum of FTE | 52 | 57 | 59 | 101 | 95 | 83 |
| | Percent of FTE | 1.66% | 1.80% | 1.88% | 3.09% | 2.85% | 2.45% |
| Asian | Sum of FTE | 120 | 120 | 131 | 143 | 141 | 136 |
| | Percent of FTE | 3.84% | 3.80% | 4.15% | 4.36% | 4.23% | 4.01% |
| Black or African American | Sum of FTE | 53 | 58 | 73 | 72 | 48 | 35 |
| | Percent of FTE | 1.71% | 1.85% | 2.29% | 2.20% | 1.44% | 1.03% |
| Foreign Student | Sum of FTE | 30 | 29 | 36 | 31 | 9 | 18 |
| | Percent of FTE | 0.97% | 0.93% | 1.13% | 0.94% | 0.27% | 0.53% |
| Hispanic | Sum of FTE | 115 | 120 | 114 | 157 | 192 | 209 |
| | Percent of FTE | 3.68% | 3.82% | 3.59% | 4.78% | 5.74% | 6.18% |
| White | Sum of FTE | 1,951 | 2,006 | 2,034 | 2,201 | 2,273 | 2,012 |
| | Percent of FTE | 62.33% | 63.71% | 64.23% | 67.15% | 68.14% | 59.35% |
| Undisclosed | Sum of FTE | 808 | 758 | 720 | 573 | 578 | 935 |
| | Percent of FTE | 25.81% | 24.08% | 22.73% | 17.48% | 17.32% | 27.58% |
| Null | Sum of FTE | | | | | | -38 |
| | Percent of FTE | | | | | | -1.12% |
| **Grand Total** | Sum of FTE | 3,130 | 3,148 | 3,168 | 3,278 | 3,336 | 3,390 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

### FTE by Enrollment Status




### FTE by Gender




### FTE by Residency

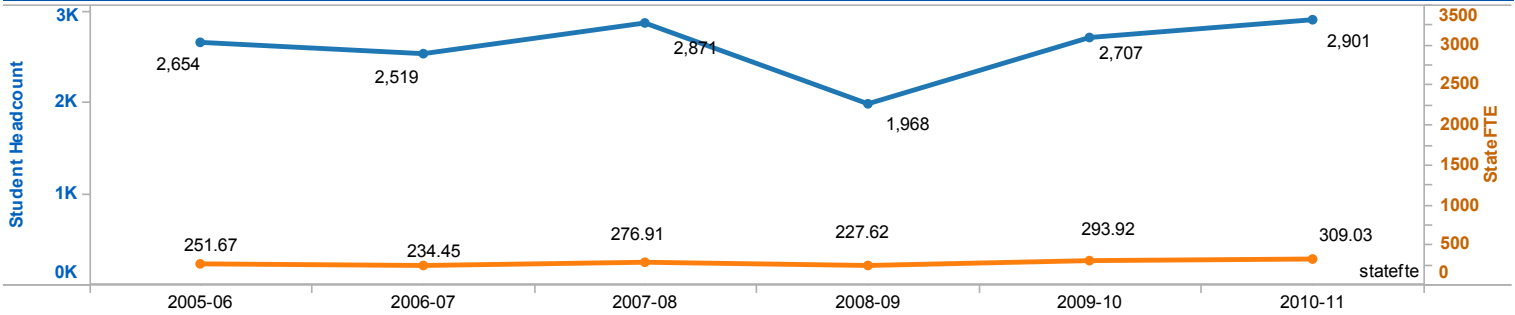
| | 2010-11 |
|---|---|
| AK | 44.80 |
| AL | 0.34 |
| AR | 1.81 |
| AZ | 2.22 |
| CA | 98.76 |
| CO | 3.79 |
| CT | 0.78 |
| DE | 0.06 |
| FL | 3.94 |
| GA | 3.89 |
| HI | 20.42 |
| IA | 0.51 |
| ID | 24.95 |
| IL | 5.13 |
| IN | 0.69 |
| KS | 2.18 |
| LA | 0.46 |
| MA | 0.50 |
| MD | 0.39 |
| ME | 0.13 |
| MI | 2.21 |
| MN | 3.88 |
| MO | 1.29 |
| MS | 0.21 |
| MT | 24.67 |
| NC | 1.46 |
| ND | 0.41 |
| NE | 0.06 |
| NJ | 1.16 |
| NM | 3.37 |
| NV | 44.91 |
| NY | 3.31 |
| OC | 4.85 |
| OH | 3.14 |
| OK | 1.69 |
| OR | 2,982.26 |
| PA | 1.51 |
| SC | 0.44 |
| SD | 0.16 |
| TN | 0.81 |
| TX | 7.32 |
| UT | 6.41 |
| VA | 2.13 |
| WA | 75.65 |
| WI | 0.44 |
| WV | 0.19 |
| WY | 3.70 |
| Undisclosed | 34.34 |
| AP | 0.06 |
| **Grand Total** | 3,427.80 |

# Southwestern Oregon Community College
# MA 1A: Student FTE Report
# Winter Term

Exhibit # 8 C 1
Date September 26, 2011

## Curry County Residents

### FTE and Enrollment



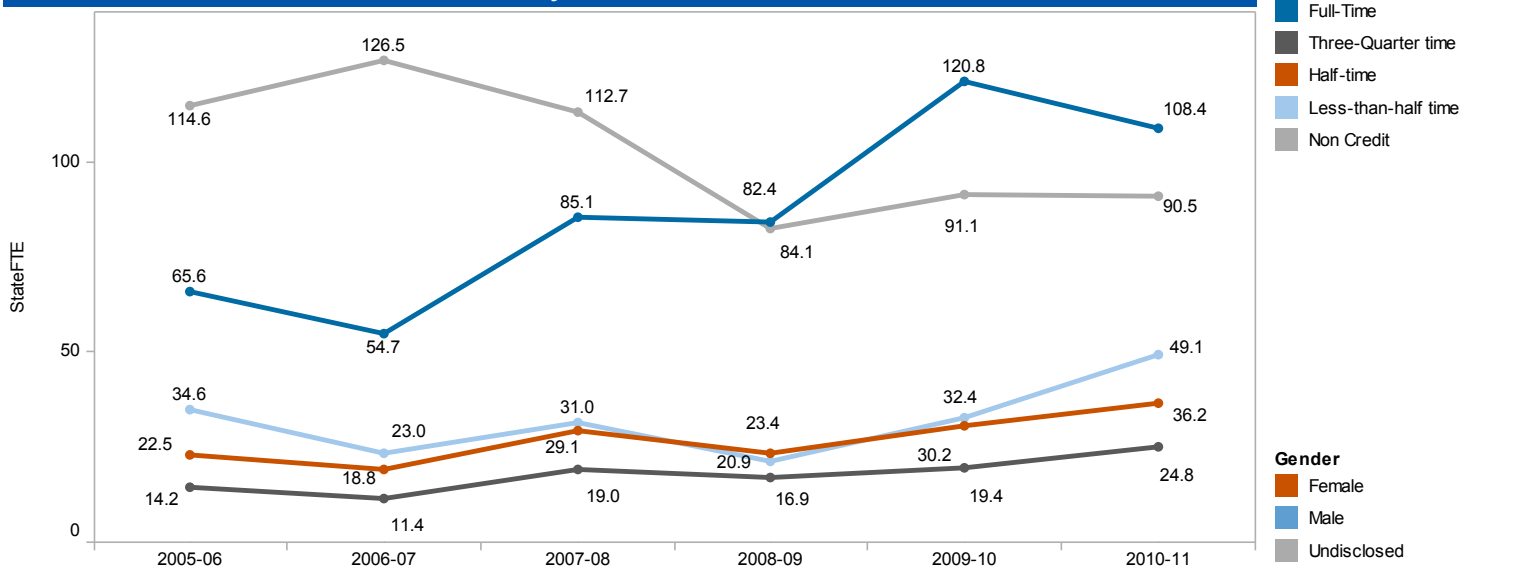

### FTE by Ethnicity

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| American Indian/Alaska Native | Sum of FTE | 2.0 | 1.4 | 2.5 | 3.0 | 2.6 | 4.6 |
| | Percent of FTE | 0.79% | 0.61% | 0.92% | 1.30% | 0.90% | 1.47% |
| Asian | Sum of FTE | 3.9 | 3.9 | 10.5 | 13.8 | 12.8 | 10.9 |
| | Percent of FTE | 1.56% | 1.65% | 3.80% | 6.06% | 4.36% | 3.53% |
| Black or African American | Sum of FTE | | 0.1 | | 1.3 | 0.3 | 1.7 |
| | Percent of FTE | | 0.03% | | 0.57% | 0.10% | 0.55% |
| Hispanic | Sum of FTE | 14.6 | 7.3 | 10.0 | 8.6 | 14.1 | 23.1 |
| | Percent of FTE | 5.81% | 3.12% | 3.61% | 3.80% | 4.81% | 7.47% |
| White | Sum of FTE | 136.7 | 126.1 | 160.5 | 134.5 | 187.5 | 189.9 |
| | Percent of FTE | 54.31% | 53.78% | 57.95% | 59.07% | 63.80% | 61.45% |
| Undisclosed | Sum of FTE | 94.5 | 95.7 | 93.4 | 66.5 | 76.5 | 78.9 |
| | Percent of FTE | 37.54% | 40.82% | 33.73% | 29.20% | 26.03% | 25.53% |
| **Grand Total** | Sum of FTE | 251.7 | 234.4 | 276.9 | 227.6 | 293.9 | 309.0 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

### FTE by Residency

| | 2010-11 |
|---|---|
| AZ | 0.08 |
| CA | 0.79 |
| CO | 0.06 |
| GA | 0.02 |
| OH | 0.04 |
| OR | 305.48 |
| PA | 0.06 |
| TX | 0.04 |
| WA | 0.02 |
| Undisclosed | 2.43 |
| **Grand Total** | 309.03 |

### FTE by Enrollment Status




### FTE by Gender

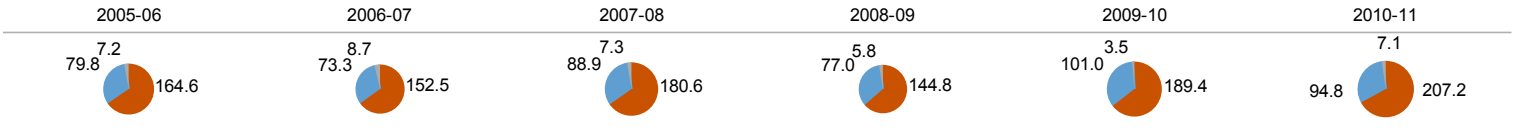


Exhibit # 8 C 1
Date September 26, 2011

# Southwestern Oregon Community College
# Success Indicator 1B: Student FTE Report by Program Area
# 2010-11

## College Overview

### FTE by Program Area

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| Asscoiate of Applied Science | Sum of FTE | 625.37 | 660.98 | 664.83 | 814.11 | 883.92 | 813.83 |
| | Percent of FTE | 19.98% | 21.00% | 20.99% | 24.84% | 26.50% | 24.01% |
| Associate of Arts | Sum of FTE | 962.24 | 1,014.32 | 1,082.40 | 1,107.12 | 1,206.34 | 1,263.39 |
| | Percent of FTE | 30.75% | 32.22% | 34.17% | 33.78% | 36.16% | 37.27% |
| Associate General Studies | Sum of FTE | 68.39 | 56.67 | 52.70 | 59.92 | 95.54 | 72.33 |
| | Percent of FTE | 2.19% | 1.80% | 1.66% | 1.83% | 2.86% | 2.13% |
| Associate Science | Sum of FTE | 174.13 | 174.21 | 162.98 | 177.29 | 165.74 | 184.59 |
| | Percent of FTE | 5.56% | 5.53% | 5.15% | 5.41% | 4.97% | 5.45% |
| Apprenticeship | Sum of FTE | 1.52 | 0.49 | 0.66 | 2.07 | | |
| | Percent of FTE | 0.05% | 0.02% | 0.02% | 0.06% | | |
| Intend to Transfer | Sum of FTE | 94.02 | 99.15 | 79.45 | 60.30 | 50.31 | 50.44 |
| | Percent of FTE | 3.00% | 3.15% | 2.51% | 1.84% | 1.51% | 1.49% |
| One Year Certificates | Sum of FTE | 71.76 | 70.96 | 89.54 | 80.05 | 86.13 | 90.93 |
| | Percent of FTE | 2.29% | 2.25% | 2.83% | 2.44% | 2.58% | 2.68% |
| Less Than One Year Certificates | Sum of FTE | | | | | 1.71 | 0.07 |
| | Percent of FTE | | | | | 0.05% | 0.00% |
| Pathw ay Certificates | Sum of FTE | | | | | 2.86 | 3.12 |
| | Percent of FTE | | | | | 0.09% | 0.09% |
| Short Term Training Opportunities | Sum of FTE | 8.00 | 11.78 | 8.92 | 8.82 | 7.08 | 3.30 |
| | Percent of FTE | 0.26% | 0.37% | 0.28% | 0.27% | 0.21% | 0.10% |
| ABE GED ALO AHSD | Sum of FTE | 196.55 | 149.04 | 143.62 | 155.54 | 137.89 | 138.22 |
| | Percent of FTE | 6.28% | 4.73% | 4.53% | 4.75% | 4.13% | 4.08% |
| Lifelong Learning | Sum of FTE | 925.47 | 909.00 | 876.06 | 807.93 | 692.67 | 805.90 |
| | Percent of FTE | 29.57% | 28.87% | 27.66% | 24.65% | 20.76% | 23.77% |
| Null | Sum of FTE | | | | | | -38.00 |
| | Percent of FTE | | | | | | -1.12% |
| Dual Credit | Sum of FTE | 2.18 | 1.66 | 6.37 | 4.75 | 5.89 | 1.67 |
| | Percent of FTE | 0.07% | 0.05% | 0.20% | 0.14% | 0.18% | 0.05% |
| **Grand Total** | Sum of FTE | 3,129.64 | 3,148.27 | 3,167.51 | 3,277.91 | 3,336.07 | 3,389.80 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

Exhibit # 8 C 1
Date September 26, 2011

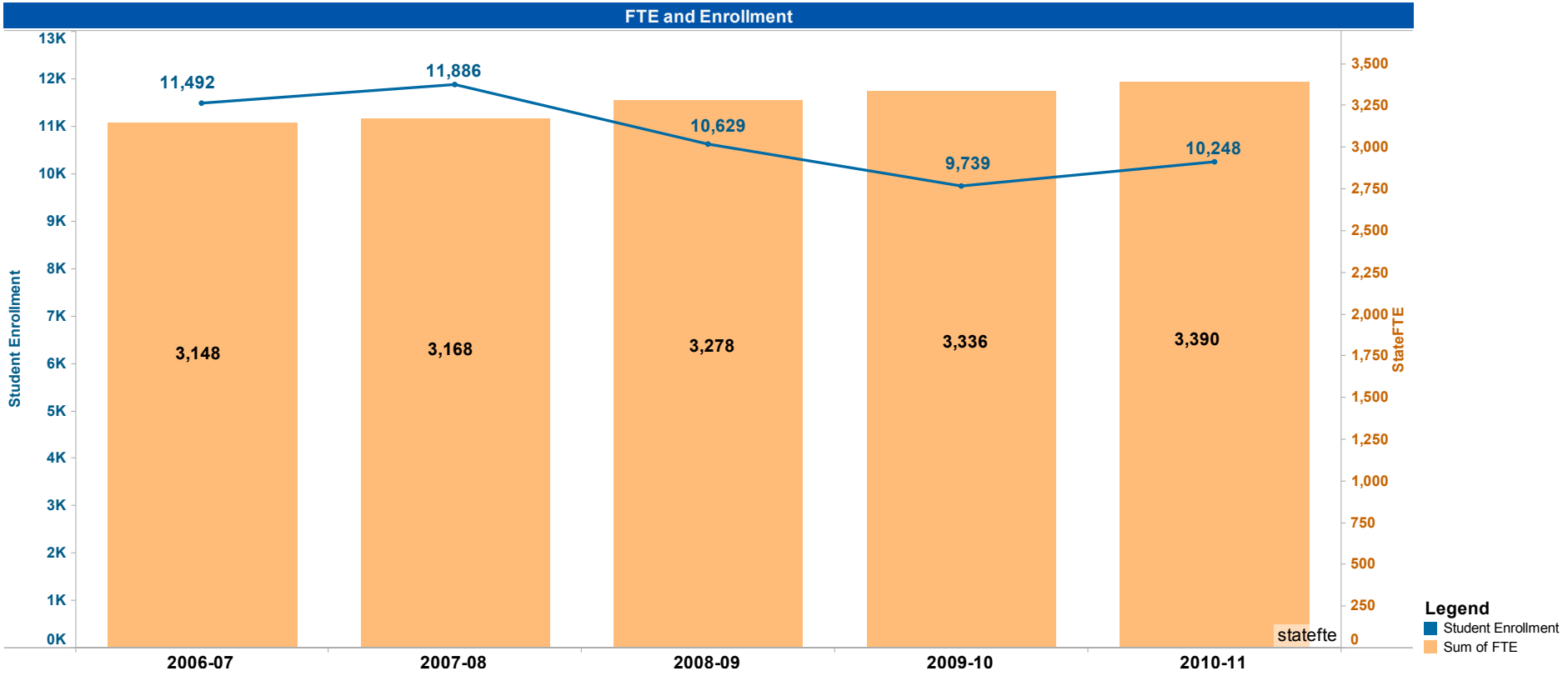
# Southwestern Oregon Community College
# Success Indicator 1B: Student FTE Report by Program Area
# 2010-11

## Curry Residents

FTE by Program Area

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| Asscoiate of Applied Science | Sum of FTE | 29.41 | 18.29 | 40.29 | 37.89 | 53.14 | 39.29 |
| | Percent of FTE | 11.69% | 7.80% | 14.55% | 16.65% | 18.08% | 12.71% |
| Associate of Arts | Sum of FTE | 43.92 | 50.38 | 59.93 | 66.74 | 80.66 | 106.36 |
| | Percent of FTE | 17.45% | 21.49% | 21.64% | 29.32% | 27.44% | 34.42% |
| Associate General Studies | Sum of FTE | 4.26 | 1.40 | 2.54 | 0.96 | 4.49 | 3.16 |
| | Percent of FTE | 1.69% | 0.60% | 0.92% | 0.42% | 1.53% | 1.02% |
| Associate Science | Sum of FTE | 10.66 | 9.19 | 7.38 | 7.34 | 9.29 | 5.09 |
| | Percent of FTE | 4.24% | 3.92% | 2.66% | 3.23% | 3.16% | 1.65% |
| Apprenticeship | Sum of FTE | 0.07 | 0.22 | 0.65 | 0.07 | | |
| | Percent of FTE | 0.03% | 0.09% | 0.24% | 0.03% | | |
| Intend to Transfer | Sum of FTE | 1.44 | 3.01 | 2.61 | 1.66 | 2.80 | 2.16 |
| | Percent of FTE | 0.57% | 1.28% | 0.94% | 0.73% | 0.95% | 0.70% |
| One Year Certificates | Sum of FTE | 10.23 | 4.60 | 4.79 | 5.03 | 8.26 | 6.33 |
| | Percent of FTE | 4.06% | 1.96% | 1.73% | 2.21% | 2.81% | 2.05% |
| Less Than One Year Certificates | Sum of FTE | | | | | 0.80 | |
| | Percent of FTE | | | | | 0.27% | |
| Pathway Certificates | Sum of FTE | | | | | | 0.28 |
| | Percent of FTE | | | | | | 0.09% |
| Short Term Training Opportunities | Sum of FTE | | 0.07 | 0.09 | | 0.46 | 0.61 |
| | Percent of FTE | | 0.03% | 0.03% | | 0.16% | 0.20% |
| ABE GED ALO AHSD | Sum of FTE | 4.63 | 4.55 | 2.94 | 3.12 | 2.08 | 3.32 |
| | Percent of FTE | 1.84% | 1.94% | 1.06% | 1.37% | 0.71% | 1.07% |
| Lifelong Learning | Sum of FTE | 147.06 | 142.75 | 153.14 | 104.80 | 129.47 | 141.91 |
| | Percent of FTE | 58.43% | 60.89% | 55.31% | 46.04% | 44.05% | 45.92% |
| Dual Credit | Sum of FTE | | | 2.54 | | 2.47 | 0.52 |
| | Percent of FTE | | | 0.92% | | 0.84% | 0.17% |
| **Grand Total** | Sum of FTE | 251.67 | 234.45 | 276.91 | 227.62 | 293.92 | 309.03 |
| | Percent of FTE | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

# Southwestern Oregon Community College
## Enrollment and FTE



Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

**Success Indicator 2**
**Enrollment FTE Reports**
**2010-11**

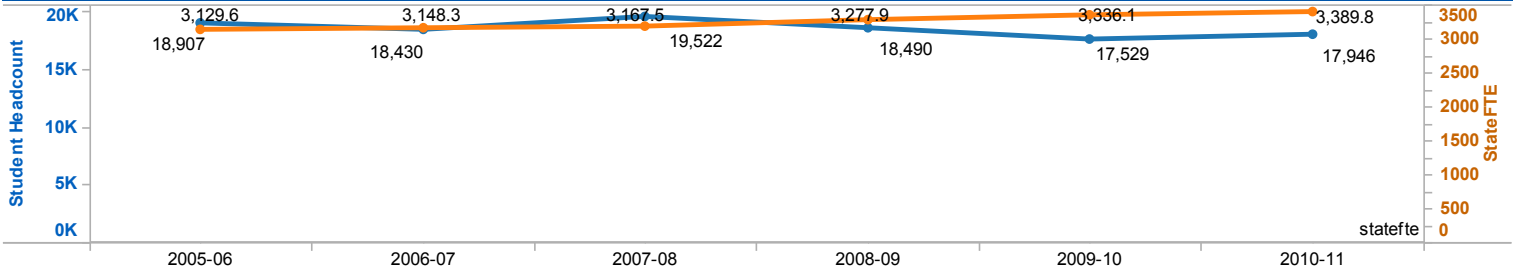
**Presented By:** Tom Nicholls**,** *Executive Director Enrollment Management*
**Date Presented:** September 2011, Board of Education Meeting

| | |
|---|---|
| **Purpose and Meaning** | Monitor fluctuations and be aware of changes in FTE credit by students or groups as FTE is basis for State funding and revenue generation. |
| **Targets** | Percentage increase over prior year by location and demographic status - increase by 3%: 2010-11 / 2011-12 / 2012-13<br>Total: 10029 / 10329 / 10640<br>Full-time: 1758 / 1811 / 1865<br>Part-time: 3176 / 3273 / 3371<br>Program Area FTE (2B) – increase by program: 3% / 3% / 3% |
| **Core Theme and Objective** | ***Access:*** Access to multiple learning opportunities |
| **Southwestern Strategic Plan Goal** | ***Goal 1:***<br>Ensure access to diverse learning opportunities. |
| **Achievement Overview and Analysis** | Total students 10246 – not achieved<br>Full-time students 1642 – not achieved<br>Part-time students 3306 - achieved<br>Data available on the webpage at: http://www.socc.edu/ie/pgs/research/reports/index.shtml<br><br>Program Area enrollments (2B) – increase by program 3% - will need to look at 2B to compare the different programs<br><br>Overall the college experienced an increased in student headcount for 2010-11 as compared to the 2009-2010 academic year. A decrease was seen in total headcount from full-time student enrollment while the overall increase in headcount is a result of increases in all segments of our part-time student enrollment. Program wise there was a decrease in the number of students pursuing an AAS and AGS degree and a continued increase in the number of students pursuing an AA or AS degree with Curry seeing an increase of nearly 100 students seeking an AA. |
| **Reporting Unit Goals** | ***Enrollment Management:*** Increase enrollment and FTE |
| **Unit Objectives** | ***Admissions:*** Support the Strategic Plan goal of increasing enrollment and FTE by 3% per year. |
| **Planned Accomplishments Institutional Level Reporting Unit Level** | ***Enrollment Management:*** Provide support for program recruitment and retention Continuous Improvement – Planned Accomplishments: In collaboration with program and instructional administrators, continue to analyze credit and non-credit |

| | |
|---|---|
| **Unit Level** | student enrollments and make recommendations for new programming, alternative instructional delivery methods and course offerings, in order to meet institutionally recognized enrollment goals. |
| **Budget Impact and Budgetary Considerations** | Not meeting stated enrollment goals adversely affects the institutions operating and planned budget. Potential budgetary impacts should be considered in program and course offerings as well as course scheduling. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation – All Standards**<br>**State Reporting:** OCCURS data submission submitted timely and error free. |
| **Documentation and Process for Measure Data** | ***Success Indicator:* 2**– Enrollment Reports (2A Overview; 2B Program) Reports<br>***Documentation Posted:***<br>Mission Fulfillment and Success Indicators webpage at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>***Data References:***<br>OCCURS data extraction of the course data elements<br>Tableau Workbook: IR Course Data Set |

# Southwestern Oregon Community College
# Success Indicator 2A: Student Enrollment Report
# 2010-11

## FTE and Enrollment



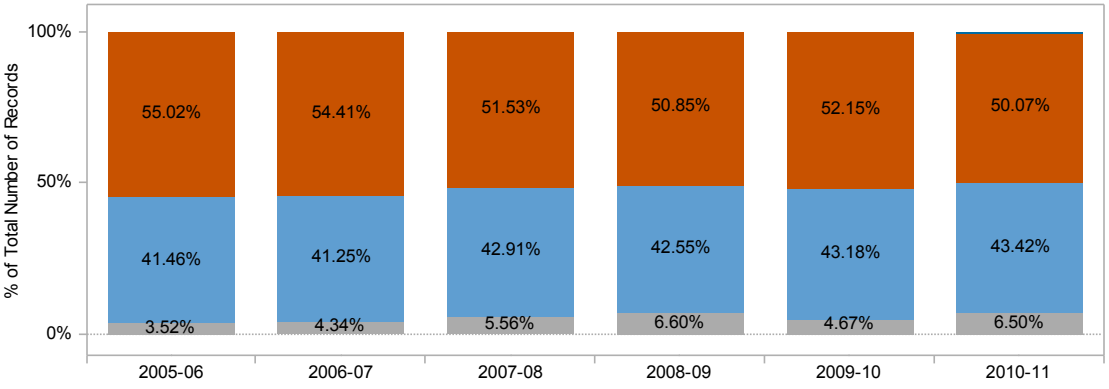

## Enrollment by Ethnicity

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| American Indian/Alaska Native | Student Headcount | 195 | 222 | 246 | 334 | 309 | 284 |
| | Headcount Percent | 1.03% | 1.20% | 1.26% | 1.81% | 1.76% | 1.58% |
| Asian | Student Headcount | 449 | 466 | 496 | 526 | 520 | 539 |
| | Headcount Percent | 2.37% | 2.53% | 2.54% | 2.84% | 2.97% | 3.00% |
| Black or African American | Student Headcount | 105 | 157 | 189 | 187 | 137 | 95 |
| | Headcount Percent | 0.56% | 0.85% | 0.97% | 1.01% | 0.78% | 0.53% |
| Foreign Student | Student Headcount | 60 | 61 | 76 | 63 | 24 | 50 |
| | Headcount Percent | 0.32% | 0.33% | 0.39% | 0.34% | 0.14% | 0.28% |
| Hispanic | Student Headcount | 455 | 465 | 502 | 655 | 738 | 744 |
| | Headcount Percent | 2.41% | 2.52% | 2.57% | 3.54% | 4.21% | 4.15% |
| White | Student Headcount | 10,160 | 10,047 | 10,356 | 10,426 | 10,530 | 9,733 |
| | Headcount Percent | 53.74% | 54.51% | 53.05% | 56.39% | 60.07% | 54.24% |
| Undisclosed | Student Headcount | 7,483 | 7,012 | 7,657 | 6,299 | 5,271 | 6,500 |
| | Headcount Percent | 39.58% | 38.05% | 39.22% | 34.07% | 30.07% | 36.22% |
| **Grand Total** | Student Headcount | 18,907 | 18,430 | 19,522 | 18,490 | 17,529 | 17,945 |
| | Headcount Percent | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

## Enrollment by Enrollment Status

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| Full-Time | Student Headcount | 2,733 | 3,005 | 2,988 | 3,344 | 3,752 | 3,642 |
| | Headcount Percent | 14.45% | 16.30% | 15.31% | 18.09% | 21.40% | 20.30% |
| Three-Quarter time | Student Headcount | 723 | 732 | 763 | 756 | 720 | 762 |
| | Headcount Percent | 3.82% | 3.97% | 3.91% | 4.09% | 4.11% | 4.25% |
| Half-time | Student Headcount | 967 | 1,011 | 1,140 | 1,339 | 1,204 | 1,313 |
| | Headcount Percent | 5.11% | 5.49% | 5.84% | 7.24% | 6.87% | 7.32% |
| Less-than-half time | Student Headcount | 2,114 | 2,529 | 2,767 | 2,574 | 2,854 | 3,412 |
| | Headcount Percent | 11.18% | 13.72% | 14.17% | 13.92% | 16.28% | 19.01% |
| Non Credit | Student Headcount | 12,370 | 11,153 | 11,864 | 10,477 | 8,999 | 8,816 |
| | Headcount Percent | 65.43% | 60.52% | 60.77% | 56.66% | 51.34% | 49.13% |
| **Grand Total** | Student Headcount | 18,907 | 18,430 | 19,522 | 18,490 | 17,529 | 17,945 |
| | Headcount Percent | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

## Enrollment by Gender



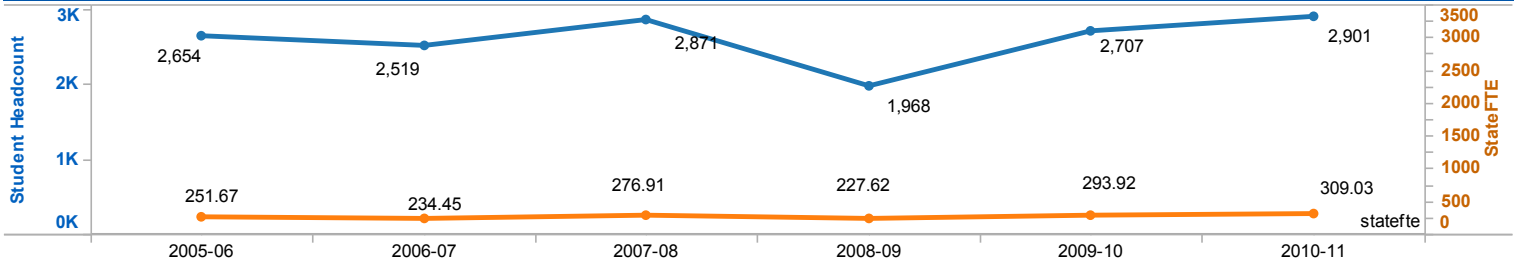

## Enrollment by Residency

| | 2010-11 |
|---|---|
| AK | 98 |
| AL | 4 |
| AR | 11 |
| AZ | 19 |
| CA | 377 |
| CO | 20 |
| CT | 7 |
| DE | 1 |
| FL | 33 |
| GA | 28 |
| HI | 39 |
| IA | 7 |
| ID | 71 |
| IL | 25 |
| IN | 7 |
| KS | 6 |
| LA | 5 |
| MA | 6 |
| MD | 4 |
| ME | 1 |
| MI | 30 |
| MN | 19 |
| MO | 20 |
| MS | 4 |
| MT | 42 |
| NC | 16 |
| ND | 2 |
| NE | 1 |
| NJ | 13 |
| NM | 10 |
| NV | 81 |
| NY | 24 |
| OC | 9 |
| OH | 15 |
| OK | 15 |
| OR | 16,416 |
| PA | 17 |
| SC | 3 |
| SD | 3 |
| TN | 9 |
| TX | 50 |
| UT | 15 |
| VA | 22 |
| WA | 184 |
| WI | 7 |
| WV | 1 |
| WY | 10 |
| Undisclosed | 137 |
| AP | 1 |
| **Grand Total** | 17,945 |

# Southwestern Oregon Community College
# Success Indicator 2A: Student Enrollment Report
# 2010-11

## Curry Residents

### FTE and Enrollment




### Enrollment by Ethnicity

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| American Indian/Alaska Native | Student Headcount | 11 | 11 | 17 | 13 | 18 | 29 |
| | Headcount Percent | 0.41% | 0.44% | 0.59% | 0.66% | 0.66% | 1.00% |
| Asian | Student Headcount | 25 | 32 | 44 | 50 | 62 | 74 |
| | Headcount Percent | 0.94% | 1.27% | 1.53% | 2.54% | 2.29% | 2.55% |
| Black or African American | Student Headcount | | 1 | | 3 | 4 | 5 |
| | Headcount Percent | | 0.04% | | 0.15% | 0.15% | 0.17% |
| Hispanic | Student Headcount | 79 | 72 | 62 | 78 | 131 | 153 |
| | Headcount Percent | 2.98% | 2.86% | 2.16% | 3.96% | 4.84% | 5.27% |
| White | Student Headcount | 1,079 | 1,074 | 1,207 | 898 | 1,341 | 1,480 |
| | Headcount Percent | 40.66% | 42.64% | 42.04% | 45.63% | 49.54% | 51.02% |
| Undisclosed | Student Headcount | 1,460 | 1,329 | 1,541 | 926 | 1,151 | 1,160 |
| | Headcount Percent | 55.01% | 52.76% | 53.67% | 47.05% | 42.52% | 39.99% |
| **Grand Total** | Student Headcount | 2,654 | 2,519 | 2,871 | 1,968 | 2,707 | 2,901 |
| | Headcount Percent | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

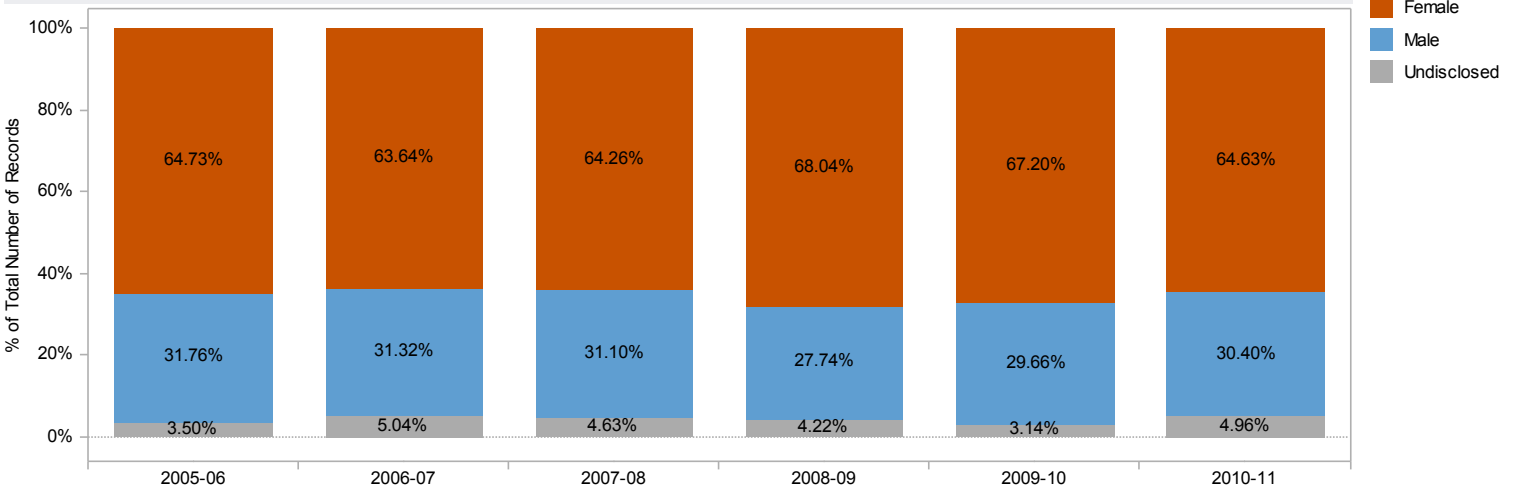
### Enrollment by Residency

| | 201.. |
|---|---|
| AZ | 2 |
| CA | 7 |
| CO | 1 |
| GA | 1 |
| OH | 1 |
| OR | 2,878 |
| PA | 1 |
| TX | 2 |
| WA | 1 |
| Undisclosed | 7 |
| **Grand Total** | 2,901 |

### Enrollment by Enrollment Status

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| Full-Time | Student Headcount | 138 | 117 | 191 | 186 | 254 | 232 |
| | Headcount Percent | 5.20% | 4.64% | 6.65% | 9.45% | 9.38% | 8.00% |
| Three-Quarter time | Student Headcount | 48 | 40 | 66 | 50 | 62 | 84 |
| | Headcount Percent | 1.81% | 1.59% | 2.30% | 2.54% | 2.29% | 2.90% |
| Half-time | Student Headcount | 110 | 84 | 145 | 113 | 145 | 168 |
| | Headcount Percent | 4.14% | 3.33% | 5.05% | 5.74% | 5.36% | 5.79% |
| Less-than-half time | Student Headcount | 416 | 289 | 361 | 236 | 382 | 620 |
| | Headcount Percent | 15.67% | 11.47% | 12.57% | 11.99% | 14.11% | 21.37% |
| Non Credit | Student Headcount | 1,942 | 1,989 | 2,108 | 1,383 | 1,864 | 1,797 |
| | Headcount Percent | 73.17% | 78.96% | 73.42% | 70.27% | 68.86% | 61.94% |
| **Grand Total** | Student Headcount | 2,654 | 2,519 | 2,871 | 1,968 | 2,707 | 2,901 |
| | Headcount Percent | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

### Enrollment by Gender



# Southwestern Oregon Community College
# Success Indicator 2B: Student Enrollment Report by Program Area
# 2010-11

## College Overview

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| Asscoiate of Applied Science | Student Headcount | 1,679.00 | 1,754.00 | 1,943.00 | 2,222.00 | 2,287.00 | 2,278.00 |
| | Headcount Percent | 8.88% | 9.52% | 9.95% | 12.02% | 13.05% | 12.69% |
| Associate of Arts | Student Headcount | 2,702.00 | 2,786.00 | 2,990.00 | 3,075.00 | 3,330.00 | 3,463.00 |
| | Headcount Percent | 14.29% | 15.12% | 15.32% | 16.63% | 19.00% | 19.30% |
| Associate General Studies | Student Headcount | 171.00 | 149.00 | 140.00 | 167.00 | 252.00 | 216.00 |
| | Headcount Percent | 0.90% | 0.81% | 0.72% | 0.90% | 1.44% | 1.20% |
| Associate Science | Student Headcount | 543.00 | 519.00 | 509.00 | 542.00 | 514.00 | 554.00 |
| | Headcount Percent | 2.87% | 2.82% | 2.61% | 2.93% | 2.93% | 3.09% |
| Apprenticeship | Student Headcount | 6.00 | 2.00 | 7.00 | 4.00 | | |
| | Headcount Percent | 0.03% | 0.01% | 0.04% | 0.02% | | |
| Intend to Transfer | Student Headcount | 545.00 | 540.00 | 522.00 | 381.00 | 316.00 | 356.00 |
| | Headcount Percent | 2.88% | 2.93% | 2.67% | 2.06% | 1.80% | 1.98% |
| One Year Certificates | Student Headcount | 311.00 | 315.00 | 366.00 | 351.00 | 376.00 | 379.00 |
| | Headcount Percent | 1.64% | 1.71% | 1.87% | 1.90% | 2.15% | 2.11% |
| Less Than One Year Certificates | Student Headcount | | | | | 6.00 | 1.00 |
| | Headcount Percent | | | | | 0.03% | 0.01% |
| Pathw ay Certificates | Student Headcount | | | | | 9.00 | 15.00 |
| | Headcount Percent | | | | | 0.05% | 0.08% |
| Short Term Training Opportunities | Student Headcount | 78.00 | 83.00 | 73.00 | 58.00 | 43.00 | 37.00 |
| | Headcount Percent | 0.41% | 0.45% | 0.37% | 0.31% | 0.25% | 0.21% |
| ABE GED ALO AHSD | Student Headcount | 788.00 | 683.00 | 714.00 | 737.00 | 669.00 | 559.00 |
| | Headcount Percent | 4.17% | 3.71% | 3.66% | 3.99% | 3.82% | 3.12% |
| Lifelong Learning | Student Headcount | 12,077.00 | 11,592.00 | 12,238.00 | 10,931.00 | 9,709.00 | 10,075.00 |
| | Headcount Percent | 63.88% | 62.90% | 62.69% | 59.12% | 55.39% | 56.14% |
| Dual Credit | Student Headcount | 7.00 | 7.00 | 20.00 | 22.00 | 18.00 | 12.00 |
| | Headcount Percent | 0.04% | 0.04% | 0.10% | 0.12% | 0.10% | 0.07% |
| **Grand Total** | Student Headcount | 18,907.00 | 18,430.00 | 19,522.00 | 18,490.00 | 17,529.00 | 17,945.00 |
| | Headcount Percent | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

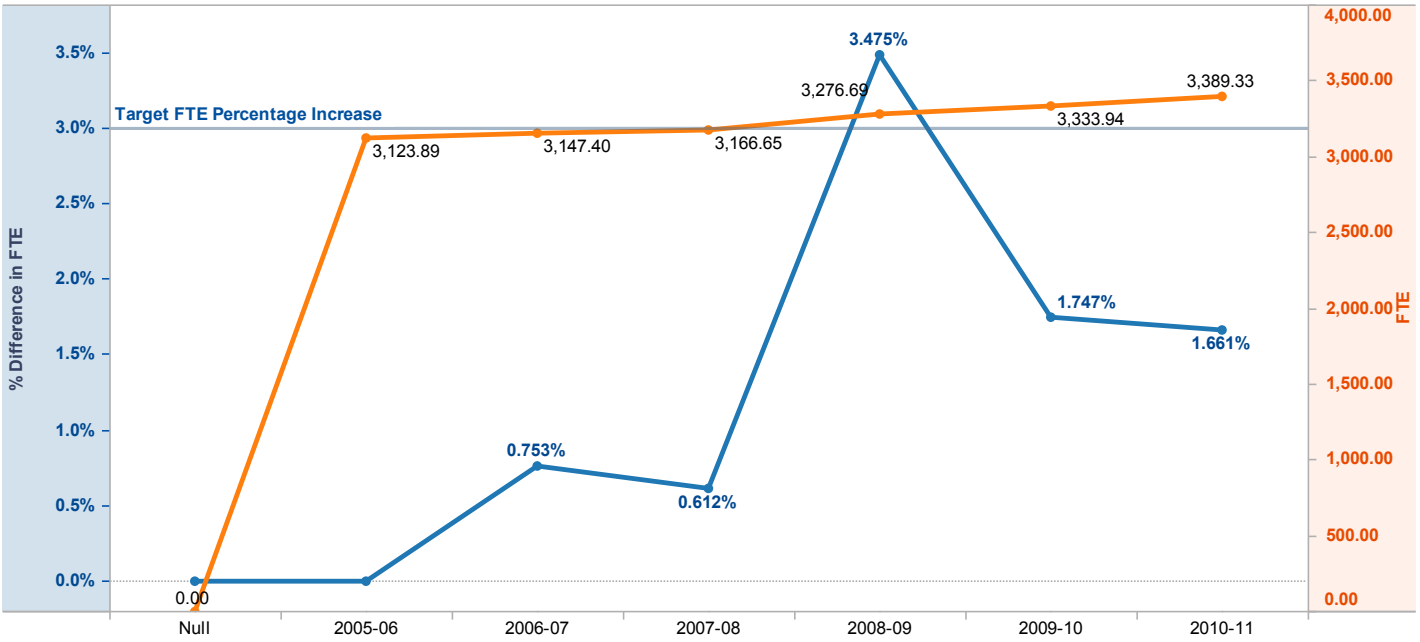
# Southwestern Oregon Community College
# Success Indicator 2B: Student Enrollment Report by Program Area
# 2010-11

## Curry County Residents

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| Asscoiate of Applied Science | Student Headcount | 88.00 | 55.00 | 126.00 | 125.00 | 162.00 | 144.00 |
| | Headcount Percent | 3.32% | 2.18% | 4.39% | 6.35% | 5.98% | 4.96% |
| Associate of Arts | Student Headcount | 172.00 | 187.00 | 230.00 | 230.00 | 300.00 | 395.00 |
| | Headcount Percent | 6.48% | 7.42% | 8.01% | 11.69% | 11.08% | 13.62% |
| Associate General Studies | Student Headcount | 15.00 | 6.00 | 12.00 | 8.00 | 15.00 | 15.00 |
| | Headcount Percent | 0.57% | 0.24% | 0.42% | 0.41% | 0.55% | 0.52% |
| Associate Science | Student Headcount | 41.00 | 35.00 | 29.00 | 32.00 | 33.00 | 27.00 |
| | Headcount Percent | 1.54% | 1.39% | 1.01% | 1.63% | 1.22% | 0.93% |
| Apprenticeship | Student Headcount | 1.00 | 1.00 | 6.00 | 1.00 | | |
| | Headcount Percent | 0.04% | 0.04% | 0.21% | 0.05% | | |
| Intend to Transfer | Student Headcount | 29.00 | 25.00 | 33.00 | 13.00 | 27.00 | 31.00 |
| | Headcount Percent | 1.09% | 0.99% | 1.15% | 0.66% | 1.00% | 1.07% |
| One Year Certificates | Student Headcount | 43.00 | 28.00 | 31.00 | 28.00 | 43.00 | 35.00 |
| | Headcount Percent | 1.62% | 1.11% | 1.08% | 1.42% | 1.59% | 1.21% |
| Less Than One Year Certificates | Student Headcount | | | | | 3.00 | |
| | Headcount Percent | | | | | 0.11% | |
| Pathw ay Certificates | Student Headcount | | | | | | 2.00 |
| | Headcount Percent | | | | | | 0.07% |
| Short Term Training Opportunities | Student Headcount | | 3.00 | 2.00 | | 3.00 | 3.00 |
| | Headcount Percent | | 0.12% | 0.07% | | 0.11% | 0.10% |
| ABE GED ALO AHSD | Student Headcount | 31.00 | 31.00 | 17.00 | 22.00 | 22.00 | 35.00 |
| | Headcount Percent | 1.17% | 1.23% | 0.59% | 1.12% | 0.81% | 1.21% |
| Lifelong Learning | Student Headcount | 2,234.00 | 2,148.00 | 2,382.00 | 1,509.00 | 2,094.00 | 2,213.00 |
| | Headcount Percent | 84.17% | 85.27% | 82.97% | 76.68% | 77.36% | 76.28% |
| Dual Credit | Student Headcount | | | 3.00 | | 5.00 | 1.00 |
| | Headcount Percent | | | 0.10% | | 0.18% | 0.03% |
| **Grand Total** | Student Headcount | 2,654.00 | 2,519.00 | 2,871.00 | 1,968.00 | 2,707.00 | 2,901.00 |
| | Headcount Percent | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

# Southwestern Oregon Community College
# Success Indicator 3: Course Credit and NonCredit Report

## Yearly FTE Percentage Increase Target




## Yearly Data By Location FTE Enrollment Course Count Credits

| | | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|
| Coos Campus | Total FTE | 1,818.88 | 1,829.17 | 1,931.17 | 1,964.16 | 2,010.39 | 1,919.40 |
| | Total Enrollment | 22,771 | 23,009 | 23,901 | 24,152 | 24,992 | 23,985 |
| | Count of Courses | 1,389 | 1,356 | 1,488 | 1,519 | 1,432 | 1,450 |
| | Average Enrollment | 16.39 | 16.97 | 16.06 | 15.90 | 17.45 | 16.54 |
| | Total Student Credit Hours | 40,924 | 42,406 | 43,709 | 45,508 | 46,798 | 43,588 |
| Curry Campus | Total FTE | 204.80 | 186.42 | 207.30 | 215.54 | 194.56 | 211.49 |
| | Total Enrollment | 4,066 | 3,641 | 4,110 | 3,960 | 3,796 | 4,010 |
| | Count of Courses | 488 | 463 | 490 | 459 | 414 | 449 |
| | Average Enrollment | 8.33 | 7.86 | 8.39 | 8.63 | 9.17 | 8.93 |
| | Total Student Credit Hours | 3,109 | 2,237 | 3,534 | 3,712 | 3,306 | 3,646 |
| OCCI | Total FTE | 155.42 | 177.86 | 162.45 | 226.06 | 316.17 | 274.75 |
| | Total Enrollment | 1,136 | 1,364 | 1,280 | 1,827 | 2,351 | 2,069 |
| | Count of Courses | 82 | 103 | 79 | 92 | 120 | 134 |
| | Average Enrollment | 13.85 | 13.24 | 16.20 | 19.86 | 19.59 | 15.44 |
| | Total Student Credit Hours | 4,270 | 4,793 | 4,509 | 6,513 | 8,781 | 7,860 |
| E-Learning | Total FTE | 195.87 | 266.84 | 273.93 | 300.38 | 347.40 | 424.27 |
| | Total Enrollment | 2,758 | 3,907 | 4,059 | 4,251 | 5,465 | 6,968 |
| | Count of Courses | 264 | 329 | 321 | 315 | 328 | 390 |
| | Average Enrollment | 10.45 | 11.88 | 12.64 | 13.50 | 16.66 | 17.87 |
| | Total Student Credit Hours | 8,662 | 11,809 | 12,147 | 13,034 | 13,815 | 16,491 |
| Coos Off-Campus | Total FTE | 595.94 | 598.56 | 520.76 | 511.85 | 438.40 | 507.99 |
| | Total Enrollment | 13,112 | 12,062 | 12,625 | 12,175 | 10,610 | 11,776 |
| | Count of Courses | 983 | 912 | 949 | 888 | 820 | 832 |
| | Average Enrollment | 13.34 | 13.23 | 13.30 | 13.71 | 12.94 | 14.15 |
| | Total Student Credit Hours | 4,926 | 5,732 | 5,368 | 6,466 | 5,445 | 6,722 |
| Shutter's Creek | Total FTE | 152.99 | 88.56 | 71.03 | 58.70 | 27.02 | 51.43 |
| | Total Enrollment | 643 | 616 | 488 | 441 | 123 | 328 |
| | Count of Courses | 36 | 38 | 34 | 33 | 12 | 28 |
| | Average Enrollment | 17.86 | 16.21 | 14.35 | 13.36 | 10.25 | 11.71 |
| | Total Student Credit Hours | 0 | 0 | 0 | 132 | 0 | 0 |
| **Grand Total** | **Total FTE** | **3,123.89** | **3,147.40** | **3,166.65** | **3,276.69** | **3,333.94** | **3,389.33** |
| | **Total Enrollment** | **44,486** | **44,599** | **46,463** | **46,806** | **47,337** | **49,136** |
| | **Count of Courses** | **3,242** | **3,201** | **3,361** | **3,306** | **3,126** | **3,283** |
| | **Average Enrollment** | **13.72** | **13.93** | **13.82** | **14.16** | **15.14** | **14.97** |
| | **Total Student Credit Hours** | **61,890** | **66,977** | **69,266** | **75,364** | **78,144** | **78,306** |

Southwestern Oregon Community College is an Equal Opportunity Educator and Employer

Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

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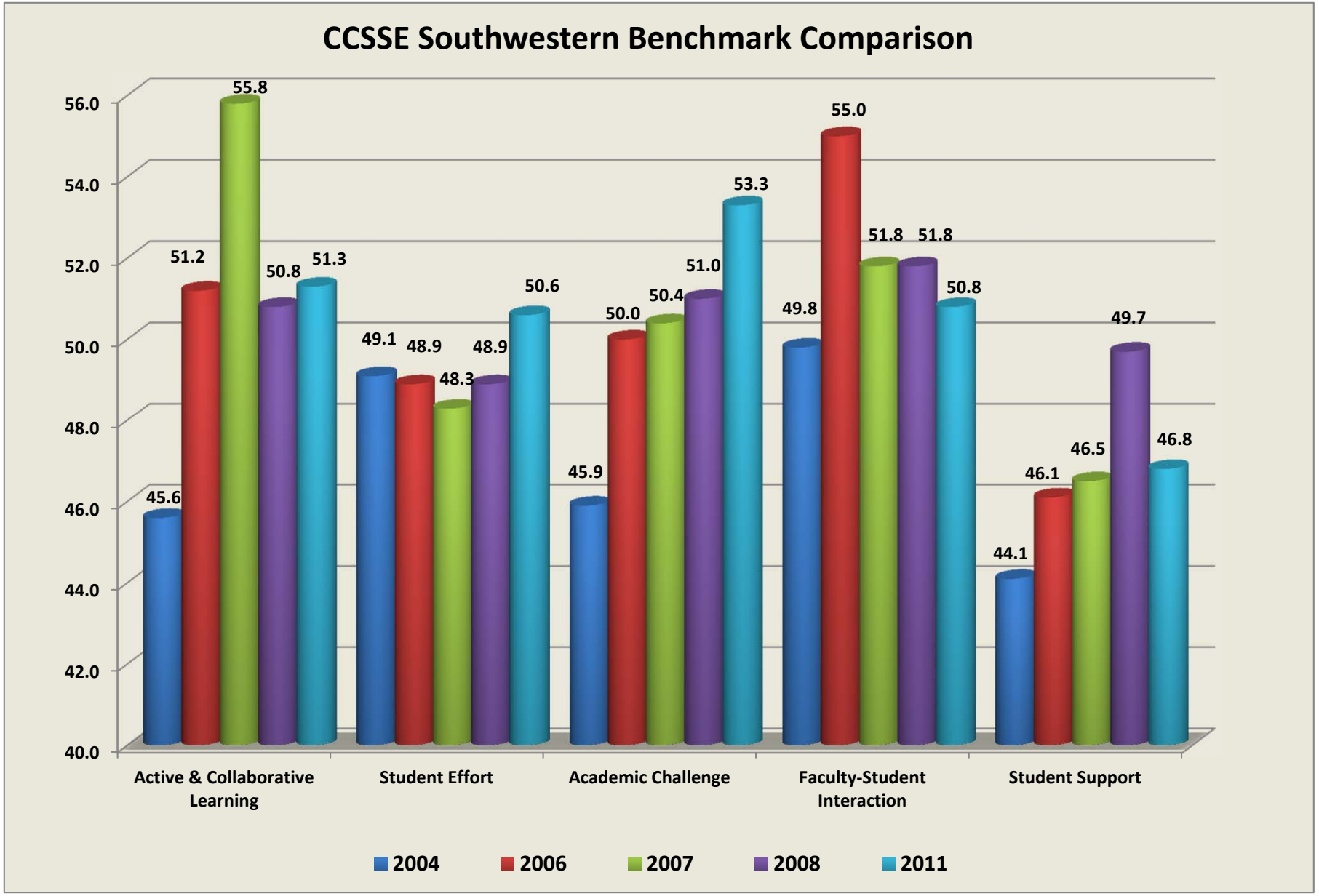
**Success Indicator 5**
**Student Engagement – CCSSE**
**2010-11**

**Presented By:** Phill Anderson*, Vice President of Instruction*
**Date Presented:** October 2011, Board of Education Meeting

| | |
|---|---|
| **Purpose and Meaning** | Student engagement activities influence academic performance and degree attainment. The purpose is to assess the quality of student engagement in order to strengthen those areas that are currently supporting student engagement and to improve those areas that are not excelling. The most critical period of vulnerability for student attrition is the first year of college. More than half of all students who withdraw from college do so during their first year. Our current attrition rate is at 59%. |
| **Targets** | CCSSE – Targets met or exceeded for all Benchmarks: Baseline 2008 / 2011<br>Active & Collaborative Learning 50.8 / 52.8<br>Student Effort 48.9 / 50.9<br>Academic Challenge 51.0 / 53.0<br>Faculty Student Interaction 51.8 / 53.8<br>Support for Learners 49.7 / 51.7 |
| **Core Theme and Objective** | ***Access:*** Access to multiple learning opportunities<br>***Learning & Achievement:***<br>Students achieve their academic goals<br>Students achieve course, program and institutional learning outcomes |
| **Southwestern Strategic Plan Goal** | ***Goal 2:***<br>Ensure access to diverse learning opportunities.<br>***Goal 4:***<br>Support student lifelong learning and attainment of goals. |
| **Achievement Overview and Analysis** | Active & Collaborative Learning 51.3 – not achieved<br>Student Effort 50.6 – not achieved<br>Academic Challenge 53.3 - achieved<br>Faculty Student Interaction 50.8 – not achieved<br>Support for Learners 46.8 – not achieved<br><br>The target benchmark was met in the area of Academic Challenge. The benchmark scores for Active & Collaborative Learning and Student Effort increased from the 2008 baseline with a significant increase noted for Student Effort. A significant decrease was experienced in the area Support for Learners. During 2009-10 a financial aid external consultant reviewed processes and procedures with recommendations which support changes in order to provide learners with increased access to financial aid funds in a timely manner. The New Student Orientation program was revised to increase student awareness of programs and service through enhanced activities including cultural awareness, alcohol education, and financial literacy. During 2010-11 an external advising consultant provided by NACADA and funded by Title III funds visited the campus for an in-depth review of advising processes and procedures. A comprehensive report was provided to the Director of Educational Support Programs and Services with several recommendations for enhancement of services.<br><br>Success Indicator 5 originally addressed student goal achievement and was not instituted |

| | |
|---|---|
| | given the feedback from the year 1 report and the fact that the information is not an effective measure for mission fulfillment. Success Indicator 6a was moved to Success Indicator 5 to separate the CCSSE and SENSE data. |
| **Reporting Unit Goals** | ***Enrollment Management:*** Promote student success by providing access to quality student development opportunities and student services. Ensure enrollment processes support access, timely responses, and are aligned with current student expectations.<br><br>***Instructional Goals:*** Three issues have a significant impact on predicting student engagement: faculty members being supportive of student needs, returning telephone calls and e-mails in a timely fashion, and being approachable. Faculty members need to be aware of the impact their attitudes and behaviors have in students' decisions to leave the university. |
| **Unit Objectives** | ***Enrollment Management:***<br>Increase student involvement and awareness of resources available to students. Ensure access to services to support completion of the enrollment process.<br>Support student access to all financial aid assistance and information.<br>Ensure policies and procedures provide access to financial assistance.<br>Provide a variety of educational assistance in a one stop atmosphere.<br>***Instruction:***<br>Improve retention and completion of student learning goals through positive and intentional faculty engagement and outreach. Faculty will identify specific strategies designed to meet the needs of their particular students related to individual needs. |
| **Planned Accomplishments Institutional Level Reporting Unit Level Unit Level** | ***Enrollment Management:***<br>Assess New Student Orientation and enhance services based on student feedback.<br>Implement several recommendations from the advising consultation including enhancing online advising services and incorporating sustainable practices.<br>***Instruction:***<br>Improvement efforts for the next three years will focus on increasing engagement through the following strategies: active outreach from faculty and staff to inform students of available resources, timely and respectful responses to requests for information and assistance, faculty setting high expectations with clear instructions on how to meet expectations, and updating syllabi and other course materials to inform of expectations and resources.<br>• Develop an Academic Master Plan that uses a whole system process to design a plan for improving student engagement.<br>• Quarterly meetings with faculty to review and revise as needed planned strategies to improve student engagement.<br>• Faculty identifying in the Syllabi contact information, resources information, and other relevant information that contributes to positive student engagement. |
| **Budget Impact and Budgetary Considerations** | No new budget needed at this time, pending further analysis and implementation of the Strategic Enrollment Management Plan. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation – All Standards**<br>**State Reporting:** OCCURS data submission submitted timely and error free. |
| **Documentation and Process for Measure Data** | ***Success Indicator:*** **5**– Student Engagement - CCSSE<br>***Rotation:*** The CCSSE is administered every three years – next due 2014<br>***Documentation Posted:***<br>SOCC Mission Fulfillment Reports Website at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>***Data References:***<br>OCCURS data extraction of the course data elements<br>Tableau Workbook: IR Course Data Set |


CCSSE Southwestern Benchmark Comparison
56.0
54.0
52.0
50.0
48.0
46.0
44.0
42.0
40.0
45.6
51.2
55.8
50.8
51.3
49.1
48.9
48.3
48.9
50.6
45.9
50.0
50.4
51.0
53.3
49.8
55.0
51.8
51.8
50.8
44.1
46.1
46.5
49.7
46.8
Active & Collaborative Learning
Student Effort
Academic Challenge
Faculty-Student Interaction
Student Support
2004
2006
2007
2008
2011

Theme: ***Students First!***
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**Success Indicator 6**
**Student Engagement – SENSE**
**2010-11**

**Presented By:** *, Vice President of Instruction*
**Date Presented:** October 24, 2011, Board of Education Meeting

| | |
|---|---|
| **Purpose and Meaning** | Student engagement activities influence academic performance and degree attainment. The purpose of the Survey of Entering Student Engagement indicator is to assess the quality of student engagement in order to strengthen those areas that are currently supporting student engagement and to improve those areas that are not excelling. The most critical period of vulnerability for student attrition is the first year of college. More than half of all students who withdraw from college do so during their first year. |
| **Targets** | SENSE – Targets met or exceeded for all Benchmarks: Baseline 2010 / 2013<br>Early Connections 52.9 / 53.0<br>High Expectations & Aspirations 43.0 / 50.0<br>Clear Academic Plan & Pathway 51.6 / 51.9<br>Effective Track to Learning 44.1 / 50.0<br>Engaged Learning 53.8 / 54.0<br>Academic & Social Support Network 43.8 / 45.8 |
| **Core Theme and Objective** | ***Access:*** Access to multiple learning opportunities<br>***Learning & Achievement:***<br>Students achieve their academic goals<br>Students achieve course, program and institutional learning outcomes |
| **Southwestern Strategic Plan Goal** | ***Goal 2:***<br>Ensure access to diverse learning opportunities.<br>***Goal 4:***<br>Support student lifelong learning and attainment of goals. |
| **Achievement Overview and Analysis** | The baseline data was determined in 2009-10 as the SENSE survey was first administered in fall 2009. The following key areas for supporting student learning and success will be the focus for the next three years to improve our retention and completion rate, as well as improve the overall student experience at SWOCC.<br>• Strengthen Classroom Engagement<br>• Raise Expectations<br>• Promote Active, Engaged Learning<br>• Emphasize Deep Learning<br>• Build and Encourage Relationships<br>• Ensure that Students Know Where They Stand<br>• Integrate Student Support into Learning Experiences<br>• Expand Professional Development Focused on Engaging Students<br>• Focus Institutional Policies on Creating the Conditions for Learning<br>Success Indicator 6 was originally a two-part indicator categorized into 6a (CCSSE) and 6b (SENSE). Based on feedback from the year 1 report and review by instructional staff the decision was made to separate Success Indicator 6 into two separate reports with the SENSE information reported as Success Indicator 6 and the CCSSE information reported as Success Indicator 5. |

| | |
|---|---|
| **Reporting Unit Goals** | ***Instructional Goals:*** We have set baselines for the next three year period. During this time, we will continue to engage faculty in the evidence-based practices identified in the targets along with program and services staff. |
| **Unit Objectives** | ***Advising:*** An advising consultation provided by NACADA occurred in the Spring of 2011 resulting in planned accomplishments of developing a mission statement for academic advising, develop an advising webpage with up to date resources for academic advisors and convert advising records for paper to electronic in order to better serve and engage students.<br><br>***Financial Aid:*** In an effort to address the decrease in Support for Learners area, Financial Aid established the goals of creating an entire online application process, eliminating barriers related to the verification of student files and utilizing rule-based computing to evaluate FAFSAs upon retrieval.<br><br>***Instruction:*** Faculty participated in an activity in which 3 strategies were collectively selected to improve engagement. Individual faculty developed specific innovation/action plans to improve student engagement in their programs and courses. The primary innovations were to engage their students early and often during the course; to direct to available resources frequently; and to provide meaningful feedback so the student is informed of progress. |
| **Planned Accomplishments**<br>**Institutional Level**<br>**Reporting Unit Level**<br>**Unit Level** | ***Advising:*** Implement prioritized recommendations in the NACADA report.<br><br>***Instruction:*** Engage faculty and support efforts to follow through on their action plans.<br><br>Conduct quarterly department/unit meetings to go over actions and outcomes of activities based on the specific action plan. Each program director or coordinator will work with program faculty to continuously evaluate and improve planned actions. One example is found in the Nursing Department which has weekly meetings in which student achievement and engagement is evaluated and interventions for improvement are identified and a person is identified to follow-through and report back. |
| **Budget Impact and Budgetary Considerations** | No new budget needed at this time, pending further analysis and implementation of the Strategic Enrollment Management Plan and implementation of advising recommendations. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation – All Standards**<br>**State Reporting:** OCCURS data submission submitted timely and error free. |
| **Documentation and Process for Measure Data** | ***Success Indicator:*** **6**– Student Engagement - SENSE<br>***Rotation:*** The SENSE is administered every three years – next due 2012<br>***Documentation Posted:***<br>SOCC Mission Fulfillment Reports Website at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>***Data References:***<br>OCCURS data extraction of the course data elements<br>Tableau Workbook: IR Course Data Set |

# SENSE –Staff Activity

| Topic | Description | Votes |
|---|---|---|
| High Expectations and Aspirations (Group 1) | Attendance is critical for student success. Explain importance of class attendance. Students are reminded by staff and faculty of the importance of attending. | 8 |
| High Expectations and Aspirations (Group 1) | Mandatory advising/degree planning. All new degree seeking students are required to see and advisor to help them select course, develop a plan for completing degrees or certificates and or plan for transferring to another institution. | 20 |
| High Expectations and Aspirations (Group 1) | Key-buy in raise expectations | 5 |
| High Expectations and Aspirations (Group 1) | Define expectations, create common language | 2 |
| High Expectations and Aspirations (Group 1) | All communicate with language | 6 |
| High Expectations and Aspirations (Group 2) | Must get campus excited to help students find passion. Get all involved, activities for non-housing. | 1 |
| High Expectations and Aspirations (Group 2) | Show how education leads to better jobs. Satisfying online community, learning communities. | 9 |
| High Expectations and Aspirations (Group 2) | Let staff know they 'should' ask about outside commitments, balanced. | 7 |
| High Expectations and Aspirations (Group 2) | Provide support groups by type of commitments. | 5 |
| High Expectations and Aspirations (Group 2) | Engage all students not just housing. | 13 |
| High Expectations and Aspirations (Group 2) | All documents have support service information, adhere, call, etc. | 2 |
| Effective Track to college Readiness (Group 2) | Mandatory college placement testing. Required to take a placement test to assess skills in reading, writing and math. | 10 |
| Effective Track to college Readiness (Group 2) | Mandatory mid-term grading. Faculties are asked to enter mid-term grades for all students. Advisors request students bring a mid-term grade report to them to discuss grades and strategies for persisting and or improving. | 18 |
| Effective Track to college Readiness (Group 2) | Embedding Study Skills in specific courses. Study skills (note taking skills, test taking techniques, etc.) are integrated into classes, particularly those that have lower success rates. | 27 |
| Effective Track to college Readiness (Group 2) | More golf shirts, college success team, OA, orientation to college/bring parents, develop database with May follow up, call students, NBHS. | 4 |
| Effective Track to college Readiness | HS/College instructors tell students, work together, coordinating curriculum. | 8 |
| Effective Track to college Readiness | Summer college prep-course, assess, review, low cost, free and short term. | 15 |
| Effective Track to college Readiness | Survival courses, especially outreach, expectations coming to college. | 10 |
| Early Connections | Co-curricular Activities/Student Life. Leadership programs, clubs and special events create a positive climate for remaining on campus (e.g. student government, clubs and student organizations, co-curricular activities, student lounges, and study spaces.) | 7 |
| Early Connections | Ceremonies traditions and special events. Institutional ceremonies and traditions strengthen communal bonds and deepen connections to the campus (e.g. shared traditions, barbecues, | 7 |

Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

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**Measure of Achievement 3**
**Labor Trends**
**2010-11**

**Presented By:** *Tom Nicholls, Executive Director of Enrollment Management on behalf of Instruction*
**Date Presented:** June 27, 2011, Board of Education Meeting

| | |
|---|---|
| **Purpose** | Monitor future job projections and high demand occupations to ensure appropriate learning opportunities are available for students and the community. |
| **Overview and Analysis** | Southwestern develops and maintains relevant educational programs which promote exceptional community and student learning experiences. National, statewide and regional projections of job growth allow the College to remain focused on current programs while planning for the future and long-term sustainability. Nurses and accountants are among the top ten occupations which are supported by Southwestern programs. The College continues to advance educational programs through a partnership with the University Center and Oregon Health Sciences University, allowing students in both of these programs to remain in the area to complete a four-year or advanced degree. |
| **Core Theme and Objective** | ***Learning and Achievement:*** *Southwestern Oregon Community College provides learning experiences characterized by excellent teaching, support for student achievement, and the enhancement of social and economic opportunities.*<br>***Objective:*** Curriculum for academic courses and programs is relevant and current<br>***Access:*** *Access is the pathway to learning opportunities for students and the community through support services and diverse delivery methods.*<br>***Objective:*** Access to multiple learning opportunities. |
| **Southwestern Strategic Plan Goal** | ***Goal 1:***<br>Ensure access to diverse learning opportunities.<br>***Goal 4:***<br>Maintain and develop quality learning opportunities to encourage student success and achievement |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation Standard**: Standard One and Standard Five<br>**State Reporting:** OCCURS data submission submitted timely and error free. |
| **Documentation and Process for Measure Data** | ***Measure Number:*** Measure 3– Labor Trends<br><br>***Documentation Posted:***<br>SOCC Measures of Achievement Website at:<br>http://www.socc.edu/ie/pgs/research/measures/index.shtml<br>***Data References:***<br>Oregon Labor Market Information System – OLMIS<br>http://www.qualityinfo.org/olmisj/OlmisZine |

Southwestern Oregon Community College
Measures of Achievement
MA3: Labor Trends 2010-11

# Southwestern Provides Access to Job Growth Occupations

The College currently offers several programs to support projected job growth of occupations listed within the national top twenty which require a certificate or degree and have the projected largest job growth through 2018.

- Nursing
- Health Occupations
- Secondary Educators
- Childhood Education
- Computer Science
- Computer Networking
- Truck Drivers
- Business Administration
- Accounting
- Office Management

The Oregon statewide forecast is also projecting the largest increases in health services, truck driving and accounting areas.

**Occupations With the Most Total Job Openings 2008-2018, Oregon**

| | Employment | | | | |
|---|---|---|---|---|---|
| | 2008 | 2018 | Change | Percent Change | Total Openings |
| Waiters and Waitresses | 29,160 | 32,448 | 3,288 | 11.3% | 20,290 |
| Cashiers | 34,401 | 38,194 | 3,793 | 11.0% | 20,095 |
| Combined Food Preparation and Serving Workers, Including Fast Food | 35,426 | 40,268 | 4,842 | 13.7% | 12,868 |
| Registered Nurses | 30,656 | 37,427 | 6,771 | 22.1% | 12,718 |
| Laborers and Freight, Stock, and Material Movers, Hand | 25,735 | 27,380 | 1,645 | 6.4% | 10,192 |
| Customer Service Representatives | 23,937 | 25,960 | 2,023 | 8.5% | 9,875 |
| Counter Attendants in Cafeterias, Food Concessions, Coffee Shops | 10,704 | 12,071 | 1,367 | 12.8% | 9,730 |
| Office Clerks, General | 37,446 | 40,728 | 3,282 | 8.8% | 8,608 |
| General and Operations Managers | 20,379 | 22,104 | 1,725 | 8.5% | 7,880 |
| Janitors and Cleaners | 23,801 | 26,354 | 2,553 | 10.7% | 7,292 |
| Farmworkers and Laborers for Crops, Nurseries, and Greenhouses | 18,715 | 19,941 | 1,226 | 6.6% | 6,438 |
| Receptionists and Information Clerks | 14,346 | 16,485 | 2,139 | 14.9% | 6,298 |
| Truck Drivers, Heavy and Tractor-Trailer | 24,317 | 25,915 | 1,598 | 6.6% | 6,091 |
| Bookkeeping, Accounting, and Auditing Clerks | 27,505 | 30,048 | 2,543 | 9.2% | 6,001 |
| Food Preparation Workers | 11,104 | 12,499 | 1,395 | 12.6% | 5,620 |
| Teacher Assistants | 18,858 | 20,292 | 1,434 | 7.6% | 5,576 |
| Cooks, Restaurant | 14,501 | 16,139 | 1,638 | 11.3% | 5,558 |
| Wholesale and Manufacturing Sales Representatives, Except Technical and Scientific Products | 17,219 | 18,604 | 1,385 | 8.0% | 5,534 |
| Supervisors and Managers of Retail Sales Workers | 16,383 | 17,969 | 1,586 | 9.7% | 5,272 |
| Supervisors and Managers of Office and Administrative Support Workers | 15,526 | 17,102 | 1,576 | 10.2% | 5,256 |

Source: Table 2: Employment Projections by Industry and Occupations 2008 – 2018, Oregon and Regional Summary, pg. 10

Additional Support Labor Data – located on the Southwestern webpage:

- Monthly labor trends newsletters
- Occupations in Demand 2010 for Oregon and for Coos/Curry region
- Green Technology – employment and wage trends for identified sectors

Report links are posted on the Southwestern Measures of Achievement webpage for Measure 3:
http://www.socc.edu/ie/pgs/research/measures/index.shtml

## MA 3: Labor Trends Degree Concentration Student Enrollment

| Degree & Certificate Area | 10/SU | 10/FA | 11/WI | 11/SP |
|---|---|---|---|---|
| AA Oregon Transfer | 348 | 1,103 | 1,023 | 925 |
| Associate General Science | 30 | 71 | 62 | 52 |
| Associate of Science | 2 | 3 | 2 | 2 |
| Athletic Training, Fitness Management & Physical Education | 5 | 33 | 25 | 28 |
| Baking & Pastry | 37 | 67 | 50 | 40 |
| Basic Nursing Assistant | 6 | 9 | 10 | 9 |
| Business Administration, Accounting & Marketing | 47 | 134 | 108 | 99 |
| Childhood Education | 30 | 53 | 52 | 39 |
| Computer, Network and Web Administration | 18 | 35 | 38 | 35 |
| Criminal Justice | 23 | 52 | 48 | 42 |
| Culinary Arts | 72 | 123 | 104 | 80 |
| EMT and Paramedic | 38 | 52 | 57 | 53 |
| Engineering | 6 | 19 | 26 | 22 |
| Fire Science | 47 | 62 | 54 | 32 |
| Four Year Dual Enrolled | 1 | 2 | 2 | |
| Health Informatics | | | 2 | 2 |
| Human Services | 3 | 16 | 15 | 6 |
| Industrial Technology, Welding & Semiconductor | 29 | 57 | 57 | 49 |
| Mathematics | 2 | 1 | 1 | 1 |
| Medical Assistant and Aide | 29 | 67 | 73 | 75 |
| Music | 1 | | | 1 |
| Natural Resources and Forest Resources | | 6 | 9 | 5 |
| Nursing | 72 | 137 | 136 | 115 |
| Office Administration | 5 | 12 | 10 | 14 |
| Pharmacy Technician | 8 | 23 | 29 | 23 |
| Rural Health and Medication Aide | 5 | 9 | 8 | 13 |
| Turf & Landscape, Horticulture & Environmental | | 3 | 3 | 5 |
| Two Year Transfer | 56 | 102 | 100 | 64 |
| Grand Total | 920 | 2,251 | 2,104 | 1,831 |

# National Figures Projected Through 2018
# Occupations with the largest job growth

**Table 1.4 Occupations with the largest job growth, 2008 and projected 2018**
**(Numbers in thousands)**

| 2008 National Employment Matrix title and code | | Major occupational group | Employment | | Change, 2008-18 | | Median Annual wage quartile, 2008 | Most significant source of postsecondary education or training |
|---|---|---|---|---|---|---|---|---|
| | | | 2008 | 2018 | Number | Percent | | |
| **Registered nurses** | 29-1111 | Professional and related | 2,618.7 | 3,200.2 | 581.5 | 22.20 | VH | Associate degree |
| **Home health aides** | 31-1011 | Service | 921.7 | 1,382.6 | 460.9 | 50.01 | VL | Short-term on-the-job training |
| **Customer service representatives** | 43-4051 | Office and administrative support | 2,252.4 | 2,651.9 | 399.5 | 17.74 | L | Moderate-term on-the-job training |
| **Combined food preparation and serving workers, including fast food** | 35-3021 | Service | 2,701.7 | 3,096.0 | 394.3 | 14.59 | VL | Short-term on-the-job training |
| **Personal and home care aides** | 39-9021 | Service | 817.2 | 1,193.0 | 375.8 | 45.99 | VL | Short-term on-the-job training |
| **Retail salespersons** | 41-2031 | Sales and related | 4,489.2 | 4,863.9 | 374.7 | 8.35 | VL | Short-term on-the-job training |
| **Office clerks, general** | 43-9061 | Office and administrative support | 3,024.4 | 3,383.1 | 358.7 | 11.86 | L | Short-term on-the-job training |
| **Accountants and auditors** | 13-2011 | Management, business, and financial | 1,290.6 | 1,570.0 | 279.4 | 21.65 | VH | Bachelor's degree |
| **Nursing aides, orderlies, and attendants** | 31-1012 | Service | 1,469.8 | 1,745.8 | 276.0 | 18.78 | L | Postsecondary vocational award |
| **Postsecondary teachers** | 25-1000 | Professional and related | 1,699.2 | 1,956.1 | 256.9 | 15.12 | VH | Doctoral degree |
| **Construction laborers** | 47-2061 | Construction and extraction | 1,248.7 | 1,504.6 | 255.9 | 20.49 | L | Moderate-term on-the-job training |
| **Elementary school teachers, except special education** | 25-2021 | Professional and related | 1,549.5 | 1,793.7 | 244.2 | 15.76 | H | Bachelor's degree |
| **Truck drivers, heavy and tractor-trailer** | 53-3032 | Transportation and material moving | 1,798.4 | 2,031.3 | 232.9 | 12.95 | H | Short-term on-the-job training |
| **Landscaping and groundskeeping workers** | 37-3011 | Service | 1,205.8 | 1,422.9 | 217.1 | 18.00 | L | Short-term on-the-job training |
| **Bookkeeping, accounting, and auditing clerks** | 43-3031 | Office and administrative support | 2,063.8 | 2,276.2 | 212.4 | 10.29 | H | Moderate-term on-the-job training |
| **Executive secretaries and administrative assistants** | 43-6011 | Office and administrative support | 1,594.4 | 1,798.8 | 204.4 | 12.82 | H | Work experience in a related occupation |
| **Management analysts** | 13-1111 | Management, business, and | 746.9 | 925.2 | 178.3 | 23.87 | VH | Bachelor's or higher degree, plus work |

**Table 1.4 Occupations with the largest job growth, 2008 and projected 2018**
**(Numbers in thousands)**

| 2008 National Employment Matrix title and code | | Major occupational group | Employment | | Change, 2008-18 | | Median Annual wage quartile, 2008 | Most significant source of postsecondary education or training |
|---|---|---|---|---|---|---|---|---|
| | | | 2008 | 2018 | Number | Percent | | |
| | | financial | | | | | | experience |
| **Computer software engineers, applications** | 15-1031 | Professional and related | 514.8 | 689.9 | 175.1 | 34.01 | VH | Bachelor's degree |
| **Receptionists and information clerks** | 43-4171 | Office and administrative support | 1,139.2 | 1,312.1 | 172.9 | 15.18 | L | Short-term on-the-job training |
| **Carpenters** | 47-2031 | Construction and extraction | 1,284.9 | 1,450.3 | 165.4 | 12.87 | H | Long-term on-the-job training |
| **Medical assistants** | 31-9092 | Service | 483.6 | 647.5 | 163.9 | 33.90 | L | Moderate-term on-the-job training |
| **First-line supervisors/managers of office and administrative support workers** | 43-1011 | Office and administrative support | 1,457.2 | 1,617.5 | 160.3 | 11.00 | H | Work experience in a related occupation |
| **Network systems and data communications analysts** | 15-1081 | Professional and related | 292.0 | 447.8 | 155.8 | 53.36 | VH | Bachelor's degree |
| **Licensed practical and licensed vocational nurses** | 29-2061 | Professional and related | 753.6 | 909.2 | 155.6 | 20.65 | H | Postsecondary vocational award |
| **Security guards** | 33-9032 | Service | 1,076.6 | 1,229.1 | 152.5 | 14.16 | L | Short-term on-the-job training |
| **Waiters and waitresses** | 35-3031 | Service | 2,381.6 | 2,533.3 | 151.6 | 6.37 | VL | Short-term on-the-job training |
| **Maintenance and repair workers, general** | 49-9042 | Installation, maintenance, and repair | 1,361.3 | 1,509.2 | 147.9 | 10.86 | H | Moderate-term on-the-job training |
| **Physicians and surgeons** | 29-1060 | Professional and related | 661.4 | 805.5 | 144.1 | 21.79 | VH | First professional degree |
| **Child care workers** | 39-9011 | Service | 1,301.9 | 1,443.9 | 142.1 | 10.91 | VL | Short-term on-the-job training |
| **Teacher assistants** | 25-9041 | Professional and related | 1,312.7 | 1,447.6 | 134.9 | 10.28 | L | Short-term on-the-job training |

Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

Bureau of Labor and Statistics Employment Projections
Source: http://stats.bls.gov/emp/ep_table_104.htm

# Fastest growing occupations

**Table 1.3 Fastest growing occupations, 2008 and projected 2018 (Numbers in thousands)**

| 2008 National Employment Matrix title and code | | Major occupational group | Employment | | Change, 2008-18 | | Median Annual wage quartile, 2008 | Most significant source of postsecondary education or training |
|---|---|---|---|---|---|---|---|---|
| | | | 2008 | 2018 | Number | Percent | | |
| **Biomedical engineers** | 17-2031 | Professional and related | 16.0 | 27.6 | 11.6 | 72.02 | VH | Bachelor's degree |
| **Network systems and data communications analysts** | 15-1081 | Professional and related | 292.0 | 447.8 | 155.8 | 53.36 | VH | Bachelor's degree |
| **Home health aides** | 31-1011 | Service | 921.7 | 1382.6 | 460.9 | 50.01 | VL | Short-term on-the-job training |
| **Personal and home care aides** | 39-9021 | Service | 817.2 | 1,193.0 | 375.8 | 45.99 | VL | Short-term on-the-job training |
| **Financial examiners** | 13-2061 | Management, business, and financial | 27.0 | 38.1 | 11.1 | 41.16 | VH | Bachelor's degree |
| **Medical scientists, except epidemiologists** | 19-1042 | Professional and related | 109.4 | 153.6 | 44.2 | 40.36 | VH | Doctoral degree |
| **Physician assistants** | 29-1071 | Professional and related | 74.8 | 103.9 | 29.2 | 38.99 | VH | Master's degree |
| **Skin care specialists** | 39-5094 | Service | 38.8 | 53.5 | 14.7 | 37.86 | L | Postsecondary vocational award |
| **Biochemists and biophysicists** | 19-1021 | Professional and related | 23.2 | 31.9 | 8.7 | 37.42 | VH | Doctoral degree |
| **Athletic trainers** | 29-9091 | Professional and related | 16.3 | 22.4 | 6.0 | 36.95 | H | Bachelor's degree |
| **Physical therapist aides** | 31-2022 | Service | 46.1 | 62.8 | 16.7 | 36.29 | L | Short-term on-the-job training |
| **Dental hygienists** | 29-2021 | Professional and related | 174.1 | 237.0 | 62.9 | 36.14 | VH | Associate degree |
| **Veterinary technologists and technicians** | 29-2056 | Professional and related | 79.6 | 108.1 | 28.5 | 35.77 | L | Associate degree |
| **Dental assistants** | 31-9091 | Service | 295.3 | 400.9 | 105.6 | 35.75 | L | Moderate-term on-the-job training |
| **Computer software engineers, applications** | 15-1031 | Professional and related | 514.8 | 689.9 | 175.1 | 34.01 | VH | Bachelor's degree |
| **Medical assistants** | 31-9092 | Service | 483.6 | 647.5 | 163.9 | 33.9 | L | Moderate-term on-the-job training |
| **Physical therapist assistants** | 31-2021 | Service | 63.8 | 85.0 | 21.2 | 33.28 | H | Associate degree |
| **Veterinarians** | 29-1131 | Professional and related | 59.7 | 79.4 | 19.7 | 32.95 | VH | First professional degree |
| **Self-enrichment education teachers** | 25-3021 | Professional and related | 253.6 | 334.9 | 81.3 | 32.05 | H | Work experience in a related occupation |
| **Compliance officers, except agriculture, construction, health and safety, and** | 13-1041 | Management, business, and financial | 260.2 | 341.0 | 80.8 | 31.05 | H | Long-term on-the-job training |

**Table 1.3 Fastest growing occupations, 2008 and projected 2018**
**(Numbers in thousands)**

| 2008 National Employment Matrix title and code | | Major occupational group | Employment | | Change, 2008-18 | | Median Annual wage quartile, 2008 | Most significant source of postsecondary education or training |
|---|---|---|---|---|---|---|---|---|
| | | | 2008 | 2018 | Number | Percent | | |
| **transportation** | | | | | | | | |
| **Occupational therapist aides** | 31-2012 | Service | 7.8 | 10.2 | 2.4 | 30.74 | L | Short-term on-the-job training |
| **Environmental engineers** | 17-2081 | Professional and related | 54.3 | 70.9 | 16.6 | 30.62 | VH | Bachelor's degree |
| **Pharmacy technicians** | 29-2052 | Professional and related | 326.3 | 426.0 | 99.8 | 30.57 | L | Moderate-term on-the-job training |
| **Computer software engineers, systems software** | 15-1032 | Professional and related | 394.8 | 515.0 | 120.2 | 30.44 | VH | Bachelor's degree |
| **Survey researchers** | 19-3022 | Professional and related | 23.4 | 30.5 | 7.1 | 30.36 | H | Bachelor's degree |
| **Physical therapists** | 29-1123 | Professional and related | 185.5 | 241.7 | 56.2 | 30.27 | VH | Master's degree |
| **Personal financial advisors** | 13-2052 | Management, business, and financial | 208.4 | 271.2 | 62.8 | 30.13 | VH | Bachelor's degree |
| **Environmental engineering technicians** | 17-3025 | Professional and related | 21.2 | 27.5 | 6.4 | 30.1 | H | Associate degree |
| **Occupational therapist assistants** | 31-2011 | Service | 26.6 | 34.6 | 7.9 | 29.78 | H | Associate degree |
| **Fitness trainers and aerobics instructors** | 39-9031 | Service | 261.1 | 337.9 | 76.8 | 29.41 | L | Postsecondary vocational award |

Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

Bureau of Labor and Statistics Employment Projections
Source: http://stats.bls.gov/emp/ep_table_103.htm

Theme: ***Students First!***

Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**

**Oregon Community College**

**Success Indicator 8**

**Employer Perceptions**

**2010 Report**

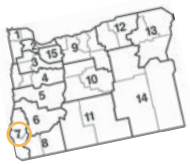
The data for this report is collected through a survey that's conducted every three years based on responses from the Graduate Follow Up Survey which is administered to graduates during a three year time span. This allows graduates time to attend other schools and start on their careers. The Employer Follow Up Survey was conducted in fall 2010 for graduate respondents from 2005 through 2007.

- Of the employers responding to the survey the overall job performance of the graduates was rated as a 4.25 on a scale of 5 with 5 indicating excellent performance.
- Employers indicated the most important skills to have are technical, communication, and analytical.
- The employers indicated the strongest skill demonstrated by the employee is the ability to work within a team – a top skill identified by Oregon employers.
- The employers indicated the weakest skill demonstrated by the employee is communication skills.
- Employers rated the overall quality of education preparation for the job as a 4 on a scale of 5 with 5 indicating very satisfied.

The survey responses were minimal in comparison to the number of graduates indicating their place of employment. Conversations with employers revealed most employers did not want to respond to the survey, even though it is anonymous, as the information was perceived as confidential or as information the employers were not willing to reveal. Further research will be performed to ascertain whether there is a better way of collecting the data.

The results of the Oregon Employer Survey conducted by the Oregon Employment Department in 2008 listed work ethic and teamwork/interpersonal skills as the top two skills employers were looking for in job applicants. Southwestern employees were identified as having the strongest skills in the area of teamwork.

# Employer Perspective At A Glance . . .
## *Region 7*



The graphs shown here contain results from the 2008 Oregon Employer Survey conducted by the Oregon Employment Department in partnership with local Workforce Investment Boards.

The survey asked 342 employers in Region 7 in the summer of 2008 for their view of the local workforce.

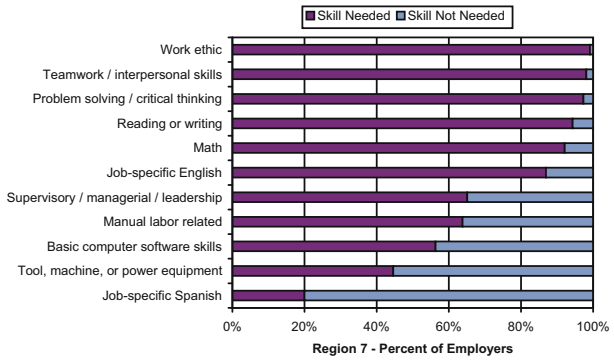
The full report, *The Three R's of Employment - Recruitment, Retention, and Retirement*, is available on www.QualityInfo.org under Publications.

**Percent of Employers Who…**

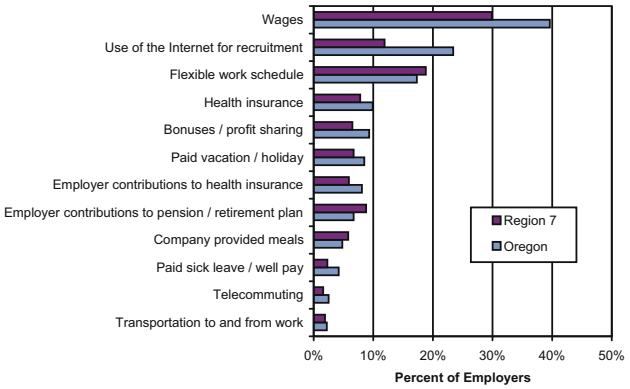
| | Region 7 | Statewide |
|---|---|---|
| Hired or tried to hire last year | 68% | 69% |
| Had difficulty finding qualified workers | 62% | 45% |
| Feel that turnover is a significant problem in their organization | 24% | 20% |

## Recruitment: *Finding Qualified Applicants*

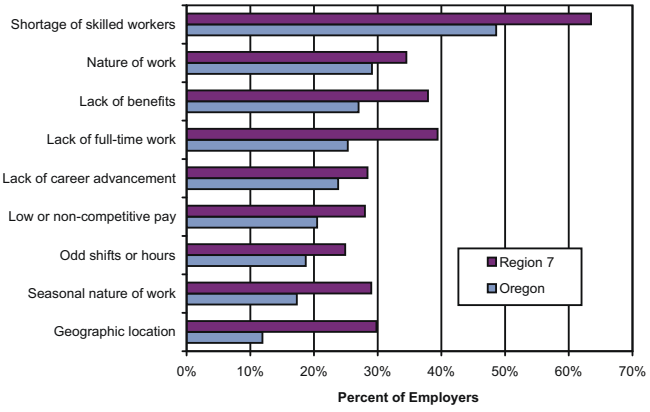
**Skills Employers are Looking for in Applicants**



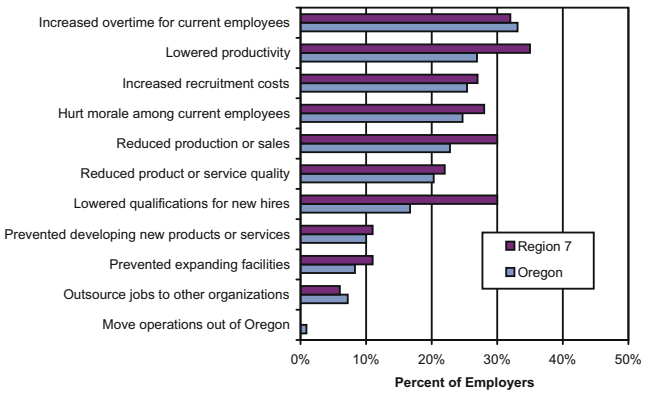

**Strategies Used to Attract Applicants**




**Reasons for Difficulty Finding Qualified Workers**




**Problems Caused by Difficulty Finding Applicants**




**For additional information, contact Rob Abbott at:**
***Robert.D.Abbott@state.or.us* or (541) 464-2348**

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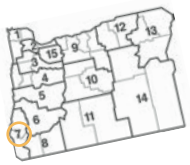
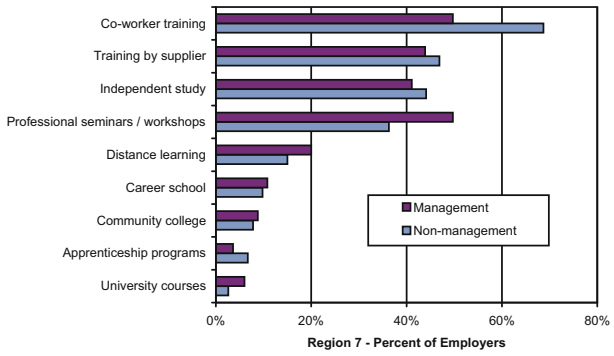
# Employer Perspective At A Glance . . .
## *Region 7*

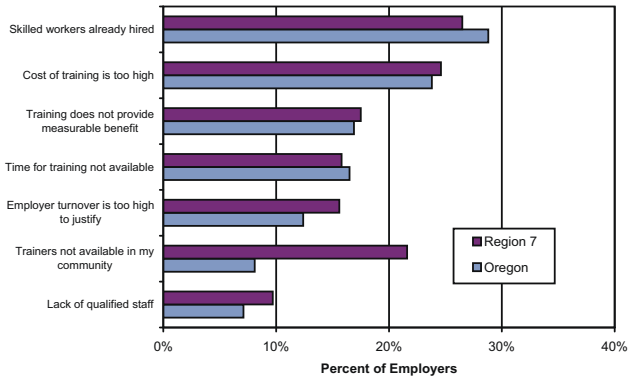



## Retention: *Training and Benefits*

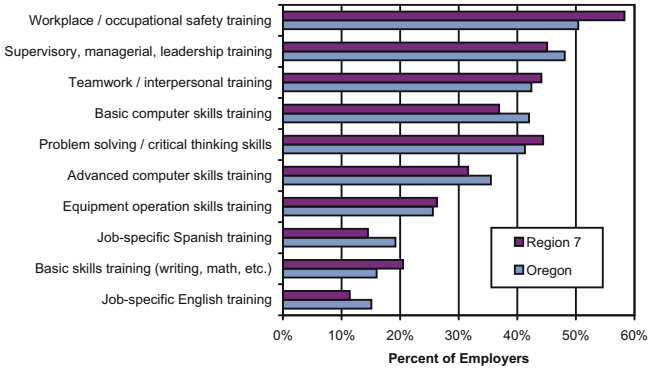
### Resources That Employers Use to Provide Skills Training



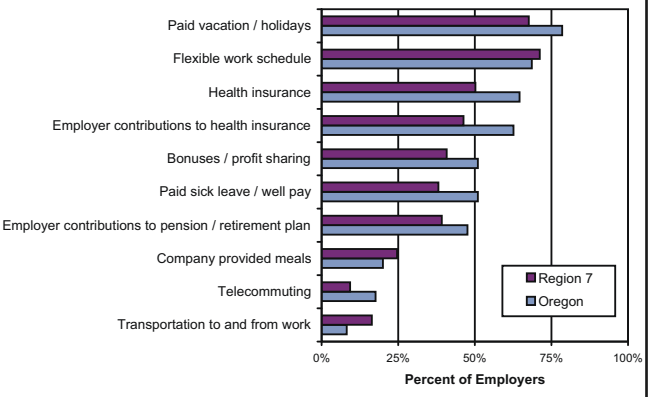

### Employer Reasons for Not Providing Skills Training




### Skills Training Employers are Likely to Use if Available

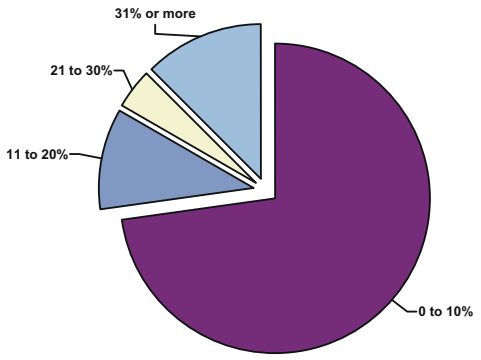



### Benefits Offered to *Full-Time* Employees

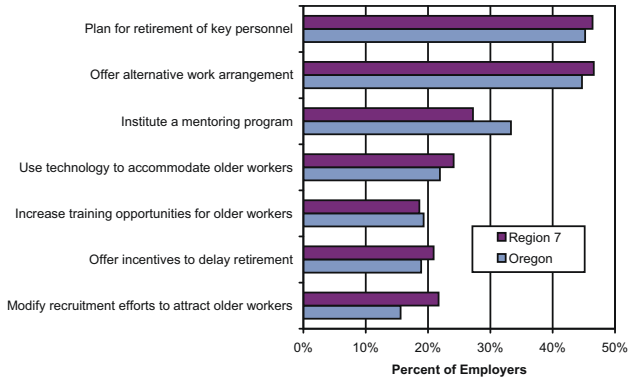



## Retirement: *The Aging of the Workforce*

### Region 7 - Share of Employers' Workforce Retiring Within Five Years




### Strategies Used to Prepare for Retirements

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WORKSOURCE OREGON EMPLOYMENT DEPARTMENT

Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

**Success Indicator 9**
**Employee Satisfaction and Opinion**
**2010-11**

**Presented By:** *Rachele Summerville, Executive Director Human Resources*
**Date Presented:** March Executive Team

| | |
|---|---|
| **Purpose and Meaning** | Satisfied employees are productive contributors to the College environment |
| **Targets** | Measured by the level of employee satisfaction and opinion ratings on the annual survey. The baseline was to be set in 2010-11. The survey only included faculty and administrative staff and is currently planned for 2011-12 to include classified at which time the baseline will be established and targets set. |
| **Core Theme and Objective** | ***Innovation & Sustainability:*** Strong infrastructure of employees, technologies, and facilities |
| **Southwestern Strategic Plan Goal** | ***Goal 7:*** Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs. |
| **Achievement Overview and Analysis** | **Achievement**<br>Results = % of Strongly Agree or Agree responses; 201 surveys distributed – 65 respondents<br>**2011**<br>Participation 32%<br>Overall positive rating 43%<br><br>Job Satisfaction /Support 62%<br>Teaching Environment 32%<br>Professional Development 65%<br>Compensation/Benefits 49%<br>Facilities 54%<br>Policies, Resources & Efficiency 32%<br>Shared Governance 30%<br>Pride 53%<br>Supervision 49%<br>Senior Leadership 36%<br>Faculty, Admin. & Staff Relations 25%<br>Communication 43%<br>Collaboration 43%<br>Fairness 36%<br>Respect & Appreciation 45%<br>**Overview**<br>In 2011, "The Great College's to Work For" survey facilitated ModernThink, LLC was used to establish base line results on employee satisfaction. The survey was limited to Faculty (Full and Part Time), Administration, and Other Exempt Professional Staff. The survey was conducted during March and April of 2011 with an email announcement to staff. |

The survey instrument measured organizational dynamics and managerial competencies while providing insight into the quality and health of the various relationships that impact Southwestern's culture and daily experience of our employees. The following 15 themes used for reporting purposes, each representing an important aspect of employee satisfaction at Southwestern;

- Job Satisfaction/Support: provides insight into the satisfaction with job fit, autonomy and resources.
- Teaching Environment: provides insight into the balance between instruction, support for advising/mentoring students, and recognition of outstanding instruction.
- Professional Development: provides insight into the satisfaction with career/professional development opportunities and specifically for faculty to clarify the tenure process.
- Compensation, Benefits & Work/Life Balance: provides information about the perceived fairness of compensation and the effectiveness of benefit and work/life balance programs.
- Facilities: provides insight into the satisfaction of physical workspace, overall campus appearance, and confidence in a safe and secure work/learning environment.
- Policies, Resources & Efficiency: provides insight into the perceived effectiveness of various systems, policies and infrastructure.
- Shared Governance: provides insight into the perception of inclusion and cooperation as related to shared governance.
- Pride: provides insight into the sense of pride and connection of Faculty/Staff have regarding their affiliation with the institution.
- Supervisors/Department Chairs: provides insight into the relationship faculty/staff have with their department chair/supervisor and managerial competencies.
- Senior Leadership: provides insight into the confidence faculty/staff have in the capabilities and credibility of senior leadership (defined as the President and those that report directly to him/her).
- Faculty, Administration & Staff Relations: provides insight into the quality of employee relations with a focus on the perception of support, cooperation, and collegiality.
- Communication: provides insight into the quality of internal communications with a focus on transparency, clarity, and interactivity.
- Collaboration: provides insight into the perceived cooperation and collegiality within workgroups and across the institution.
- Fairness: provides insight into the confidence of fair and consistent treatment, with a focus on performance management and issues of accountability.
- Respect & Appreciation: provides insight into the degree to which faculty/staff feel respected and valued.

**Analysis:**

The limited cross-section of employees was not sufficient to set appropriate base lines for the coming years. Therefore, one of two objectives will be set for the 2012 survey;

1. Expand the scope of employees surveyed by ModernThink
   OR
2. Develop a survey in-house

| | |
|---|---|
| | Although all employees were not surveyed, the results indicate that important work needs to be done in improving the overall satisfaction level of Faculty and Administration. Areas for marked improvement include;<br>1. Teaching Environment<br>2. Policies, Resources & Efficiency<br>3. Shared Governance<br>4. Senior Leadership<br>5. Faculty, Administration & Staff Relations<br>6. Communication<br>7. Collaboration<br>8. Fairness |
| **Reporting Unit Goal** | 1. Initiate survey in March – April 2012 |
| **Unit Objectives** | 1. Increase employee participation to 50% in 2012<br>2. Increase the scope of participants to include non-exempt support staff |
| **Planned Accomplishments Institutional Reporting Unit** | Planned accomplishments to affect change in the significant areas for improvement include;<br>1. Teaching Environment<br>a. Identify ways to address the balance between teaching and institutional service.<br>b. Develop a systematic process for recognizing outstanding faculty at Southwestern.<br>2. Policies, Resources & Efficiency<br>a. Continue to develop, review, and revise policies that lead to improved effectiveness of management.<br>b. Distribute policies consistently to all staff.<br>3. Shared Governance<br>a. With the resurrection of Instructional Council it is predicted that future survey results will show an improvement in the perception of inclusion and cooperation among faculty and administration.<br>4. Senior Leadership<br>a. Identify avenues of communication and leadership development for administrative staff.<br>5. Faculty, Administration & Staff Relations<br>a. With the resurrection of Instructional Council it is predicted that future survey results will show an improvement in the perception of inclusion and cooperation among faculty and administration.<br>b. Regular Labor Management meetings with Faculty are predicted to improve future survey results.<br>6. Communication<br>a. Continue to improve internal communication though College Council and Instructional Council.<br>7. Collaboration<br>a. Identify avenues of collaboration and communicate the successful endeavors of workgroups across campus that have collaborated on both external and internal projects.<br>8. Fairness<br>a. Train supervisors on evaluating employees fairly and effectively.<br>b. Continue with implementation of Management 360 evaluation process.<br>**c.** Continue discussions with Faculty Labor Management team concerning faculty evaluation process. |

| | |
|---|---|
| **Budget Impact and Budgetary Considerations** | Budget impact of continuing with a survey that includes all staff is $1180.00 for 11-12 Fiscal Year. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | |
| **Documentation and Process for Measure Data** | ***Success Indicator:*** 9 – Employee Satisfaction and Opinion Report<br>***Documentation Posted:***<br>***Data References:***<br>Survey Results supplied by ModernThink, LLC dated August 2011 |

Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

**Success Indicator 12**
**Student Achievement**
**2010-11**

**Presented By:** Phill Anderson, *Office of Instruction*
**Date Presented:** November 2011, Board of Education Meeting

| | |
|---|---|
| **Purpose and Meaning** | Demonstrates student progress toward goals and level of student achievement |
| **Targets** | Measured by the<br>A. percent of passing grades in courses and by course type;<br>LDC<br>Occupational Preparation<br>Occupational Supplemental<br>Postsecondary Remedial<br>B. percent of passing courses after being placed on Early Alert;<br>C. average GPA of program students;<br>D. average GPA of graduates<br><br>Baseline<br><br>78.63%<br>76.93%<br>89.72%<br>93.60%<br>58.53%<br>Inconclusive: See Overview Analysis<br>2.84<br>3.242<br><br>2010<br><br>78.83%<br>77.13%<br>89.92%<br>93.80%<br>58.73%<br><br>2.94<br>3.250<br><br>2011<br><br>79.03%<br>77.33%<br>90.12%<br>94.00%<br>58.93%<br><br>3.04<br>3.250 |
| **Core Theme and Objective** | ***Learning and Achievement:*** Students achieve course, program and institutional learning outcomes |
| **Southwestern Strategic Plan Goal** | ***Goal 4:***<br>Support student lifelong learning and attainment of goals. |
| **Achievement Overview and Analysis** | Measured by the<br>A. percent of passing grades in courses and by course type;<br>LDC<br>Occupational Preparation<br>Occupational Supplemental<br>Postsecondary Remedial<br>B. percent of passing courses after being placed on Early Alert;<br>**C.** average GPA of program students;<br>**D.** average GPA of graduates<br><br>2010<br><br>79.31% - achieved<br>77.27% - achieved<br>86.26% - not achieved<br>94.13% - achieved<br>59.07% - achieved<br><br>Inconclusive: See Overview Analysis<br>2.88 – not achieved<br>3.309 - achieved |
| **Reporting Unit Goals** | ***Instructional Administration:***<br>It is evident from the data that we did meet our goal for LDC at 79.31%; for Occ Supp at 94.13%; for Postsecondary remedial at 59.07%, and for our average GPA for graduates. We did not meet our goals for Occ Prep at only 86.26%; and for GPA for program students, although our numbers are very close. Overall, we are meeting our Strategic Plan Goal # 4 of helping our students achieve their academic goals. |

| | |
|---|---|
| **Unit Objectives** | **Instruction:**<br>• Continue to improve the percentage of students passing their courses with a 70% or better.<br>• Identify strategic measures of success other than GPA.<br>• Identify realistic, measurable, and meaningful assessment criteria. |
| **Planned Accomplishments**<br>**Institutional Level**<br>**Reporting Unit Level**<br>**Unit Level** | • Institution will design and develop an Academic Master Plan which will address program outcomes, course outcomes, and student learning outcomes, with clear criteria and assessments.<br>• SWOCC will continue to measure and track success of students in courses based on their GPA. |
| **Budget Impact and Budgetary Considerations** | No budget impact at this time. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation – All Standards**<br>**State Reporting:** OCCURS data submission submitted timely and error free. |
| **Documentation and Process for Measure Data** | ***Success Indicator:*** **12**– Student Achievement<br>***Documentation Posted:***<br>SOCC Mission Fulfillment Reports Website at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>***Data References:***<br>OCCURS data extraction of the enrollment data elements<br>Tableau Workbook: IR Course Data Set or IR Student Data |

Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*
Mission: *Southwestern Provides Quality Learning Opportunities!*

**SOUTHWESTERN**
**Oregon Community College**

**Measure of Achievement 14**
**Structured Work Experience Programs**
**2010-2011 Academic Year**

**Presented By:** *Patrick Platt, Lead Academic Advisor*
**Date Presented:** August 28, 2011

## PURPOSE

The purpose of this measure is to show the level of student involvement with structured work experience opportunities we call internship. The strategic plan goals in the ESPS area include a focus on job placement and career planning. Internship is a strong contributor to these goals and, in turn, positively impacts College wide goals in the areas of retention and providing quality learning opportunities. Students engaged in Internship routinely report that their horizons are broadened and their commitment to career is bolstered by real life, hands-on experience in their selected career area. An added benefit from a vibrant internship program is the strong partnerships that develop between the employer community and the college.

## BACKGROUND

Patrick Platt coordinated the internship program which includes faculty support in many disciplines. Most professional technical programs require work experience or field experience credits in order to achieve an Associate of Applied Science Degree. Students in transfer degree programs are encouraged to utilize internship to provide a clearer view of their chosen path while building their resume with relevant experience.

## PROCESS

This report is based on information from the Colleague information system and internship records extracted from course records. Documentation is located on the website at:
http://www.socc.edu/ie/pgs/research/measures/index.shtml
Documents are also contained in the Institutional Effectiveness, Planning and Assessment TracDat system accessed from the Documents Tab and located in the Measures of Achievement folder.

## SUMMARY OF RESULTS

There were **305** work experience/field experience/practicums performed in '10-'11. The unduplicated headcount of students in the internship program was **167.** (Students in Human Services, Criminal Justice and Athletic Training, for example, tend to gather their required credits by doing multiple placements over several terms.) At least **121** different work sites partnered with the college to provide learning opportunities for our students. A full list of these companies, organizations and agencies will be available soon. A number of sites hosted multiple students, sometimes several during the same term. Our preferred sites include NBMC, Bay Clinic, Bay Area Hospital, Lower Umpqua Hospital, Confederated tribes, ORCCA, Bay Area First Step, local school districts, various Southwestern departments, and many others. These figures include CRT, Culinary Arts, and internships. The 305 total internships generated **1810 credits,** which translates to **117.1 FTE.** A breakdown by term shows the following:

| Term | Students | Credits | FTE |
|---|---|---|---|
| Summer | 10 | 50 | 3.23 |
| Fall | 145 | 863 | 55.84 |
| Winter | 111 | 538 | 34.81 |
| Spring | 49 | 242 | 15.65 |
| 2010-11 Totals | 167 - unduplicated | 1810 | 117.1 |

SOUTHWESTERN
Oregon Community College

Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**Success Indicator 15**
**Fiscal Cash Flow Responsibilities Report**
**2010-2011**

**Presented By:** Linda Kridelbaugh, Vice President Administrative Services
**Date Presented:** **February 27**, 2012, Board of Education Meeting

| | |
|---|---|
| **Purpose and Meaning** | Ensures ending fund balance meets projected short-term liabilities and to meet daily operating costs. |
| **Targets** | Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target: |

| Baseline FY10 2009-2010 | FY11 2010-2012 | FY12 2011-2012 | FY13 2012-2013 |
|---|---|---|---|
| $800,000 | $900,000 | $1,000,000 | $1,100,000 |

| | |
|---|---|
| **Core Theme and Objective** | ***Innovation & Sustainability:*** Long-term sustainability and growth |
| **Southwestern Strategic Plan Goal** | ***Goal 5****:* Create the vision and structure for long-term college sustainability and growth.<br>***Goal 6:*** Support college growth through planning, budgeting, and assessment.<br>***Goal 7:*** Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs.. |
| **Achievement Overview and Analysis** | General Fund ending fund balance is increasing as targeted with an actual of balance of $2,278,609 for FY11 exceeding the targeted balance of $900,000. Unrestricted cash was consolidated into the General Fund in FY11 which resulted in the jump in the ending fund balance.<br><br>To show cash flow, the data used is the 'unrestricted cash from all funds' taken from monthly financial reports presented at Board of Education meetings on a quarterly basis. The unrestricted cash follows the same pattern each year with the 3rd quarter being the highest and the first quarter typically being the lowest.<br><br>The College has an established line of credit for immediate use if available cash falls short of needs. Due to decreased spending and intense monitoring of payables and accounts, no borrowing has been necessary for two years.<br><br>The 2011-2012 Adopted Budget has a planned ending fund balance for general fund of $2,000,000. All indications are that the College will meet this planned target. |
| **Reporting Unit Goal** | Annual Priority: 6.1: Provide effective fiscal management through responsible financial resource stewardship, ethical leadership, and responsive college-wide support. |
| **Unit Objectives** | 6.1.a: Energy Audit and associated upgrades<br>6.1.b: Development of College Council functions [planning, budgeting, The Master Plan] |
| **Planned Accomplishments**<br>**Institutional**<br>**Reporting Unit**<br>**Unit** | Monitor daily cash flow to minimize the need for borrowing.<br>Rebuild cash-on-hand to minimize the need for borrowing. |
| **Budget Impact and Budgetary Considerations** | During 2007-2009, the College's cash-on-hand fell short of the amount needed to meet daily expenditures which required short-term borrowing from a line-of-credit; additionally, the State Support fund are delayed for the 4th quarter of the 2nd year of the biennium causing an uneven cash flow. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation Standard**: Standard One and Standard Five<br>**Audit Report:** College Fiscal Audit – no adverse findings<br>**Board Reports:** Monthly Financial Board Reports |

| Documentation and Process for Measure Data | ***Success Indicator:*** 15 – Fiscal Cash Flow Responsibilities Report<br>***Documentation Posted:***<br>SWOCC Success Indicators Reports Website at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>TracDat Assessment Software: Success Indicators Folder<br>***Data References:*** Monthly Board Financial Statements |
|---|---|

**Success Indicator # 15**

Fiscal Cash Flow Responsibilities:

Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target

General Fund Ending Fund Balance

| | Actual | Target |
|---|---|---|
| FY10 | 1,303,718 | Set Baseline |
| FY11 | 2,278,609 | 900,000 |
| FY12 | | 1,000,000 |
| FY13 | | 1,100,000 |

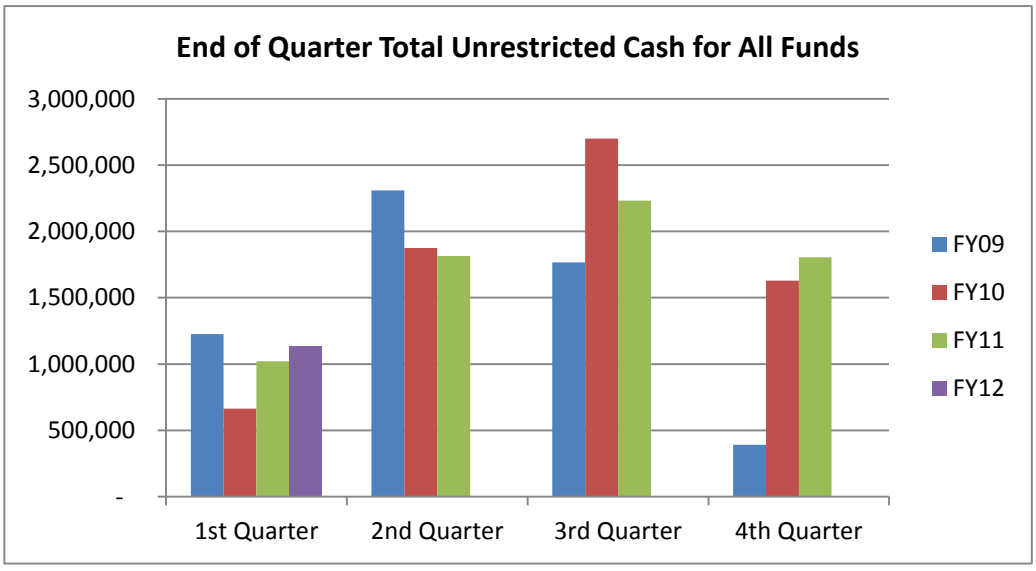
Data Source: Financial Audit

Note: FY11 consolidation of unrestricted cash

End of Quarter Total Unrestricted Cash for All Funds

| | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|
| FY09 | 1,226,662 | 2,308,377 | 1,765,853 | 391,251 |
| FY10 | 664,248 | 1,875,192 | 2,701,128 | 1,628,964 |
| FY11 | 1,021,516 | 1,814,759 | 2,232,727 | 1,805,620 |
| FY12 | 1,135,570 | | | |

Source of Data: Monthly Board Financial Statements



Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

**Success Indicator 16**
**Fiscal Responsibilities – All Funds Report**
**2010-2011**

**Presented By:** Linda Kridelbaugh, Vice President Administrative Services
**Date Presented:** February 27, 2012, Board of Education Meeting

| | | | | | |
|---|---|---|---|---|---|
| **Purpose and Meaning** | Ensures assets and ending fund balances are adequate to meet long-term sustainability and growth. | | | | |
| **Targets** | Measured by the target met or exceeded for | Baseline FY10 2009-2010 | FY11 2010-2011 | FY12 20112012 | FY13 2012-2013 |
| | A. ending fund balance | $800,000 | $900,000 | $1,000,000 | $1,100,000 |
| | B. current ratio | 3.8:1 | 2:1 | 2:1 | 2:1 |
| | C. accounts receivable turnover | 3:1 | 3:1 | 3:1 | 3:1 |
| **Core Theme and Objective** | ***Innovation & Sustainability:*** Long-term sustainability and growth | | | | |
| **Southwestern Strategic Plan Goal** | ***Goal 5****:* Create the vision and structure for long-term college sustainability and growth.<br>***Goal 6:*** Support college growth through planning, budgeting, and assessment.<br>***Goal 7:*** Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs.. | | | | |
| **Achievement Overview and Analysis** | The all funds – ending fund balance gives the overall view of the finances including special projects, grants, and enterprise units. It includes resources reserved for capital construction which explains the peek years of FY04 – FY06 (building OCCI, Rec Center, and Curry reserves) and FY10-FY11 (building Curry Campus).<br>The Current Ratio of Assets to Liabilities follows the pattern of capital money described above explaining the highs and lows.<br>The indicator of accounts receivable turnover has been removed from this Success Indicator and moved to a unit measurement of achievement. | | | | |
| **Reporting Unit Goal** | Annual Priority: 6.1: Provide effective fiscal management through responsible financial resource stewardship, ethical leadership, and responsive college-wide support. | | | | |
| **Unit Objectives** | 6.1.a: Energy Audit and associated upgrades<br>6.1.b: Development of College Council functions [planning, budgeting, The Master Plan] | | | | |
| **Planned Accomplishments**<br>**Institutional**<br>**Reporting Unit**<br>**Unit** | Reduce expenditures through reducing energy consumption, increasing recycling and composting, and exploring the feasibility of other initiatives.<br>Monitor daily cash flow to minimize the need for borrowing.<br>Rebuild cash-on-hand to minimize the need for borrowing. | | | | |
| **Budget Impact and Budgetary Considerations** | Intense monitoring of the revenues and expenditures has resulted in an increased ending fund balance. All expenditures have final approval by one of four administrators. | | | | |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation Standard**: All Standards<br>**Audit Requirement:** College Fiscal Audit – no adverse findings<br>**Board Reports:** Monthly Board Financial Reports | | | | |

| | |
|---|---|
| **Documentation and Process for Measure Data** | ***Success Indicator:*** 16 – Fiscal Responsibilities – All Funds Report<br>***Documentation Posted:***<br>SWOCC Success Indicators Reports Website at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>TracDat Assessment Software: Success Indicators Folder<br>***Data References:***<br>College Fiscal Audit<br>Monthly Board Financial Reports |

**SI 16 - Success Indicator # 16**

Fiscal Responsibilities -- All Funds:

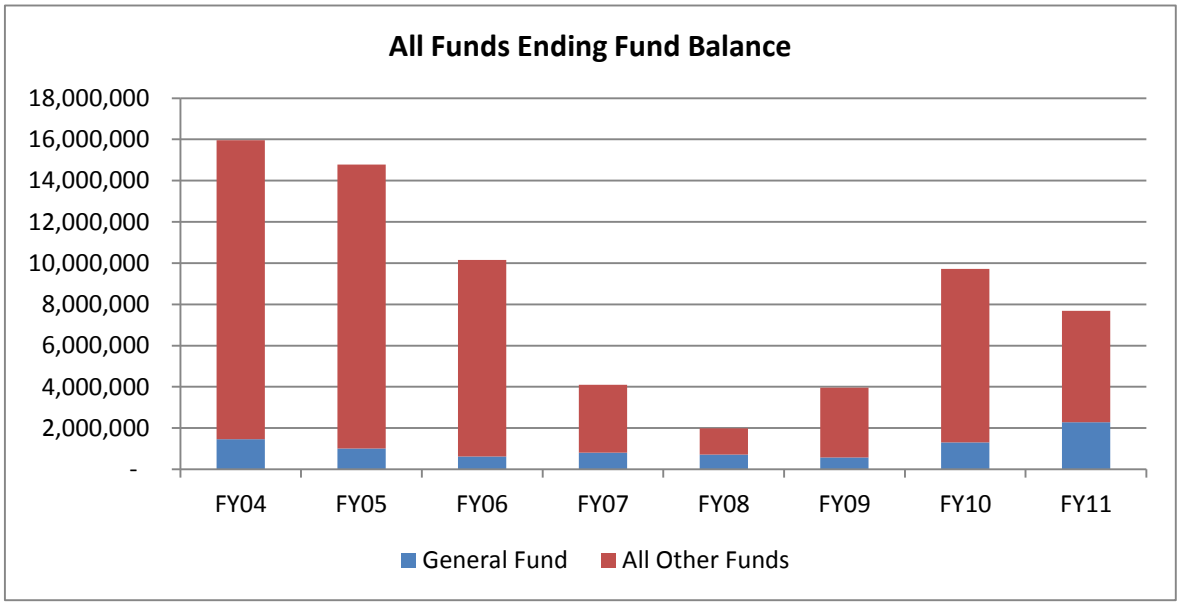
A. Positive ending fund balance

B. Current Ratio - assets to liabilities

All Funds Ending Fund Balance

| | All Funds | General Fund | All Other Funds | Target |
|---|---|---|---|---|
| FY04 | 15,964,602 | 1,459,981 | 14,504,621 | |
| FY05 | 14,774,041 | 1,001,541 | 13,772,500 | |
| FY06 | 10,157,311 | 622,469 | 9,534,842 | |
| FY07 | 4,094,979 | 809,992 | 3,284,987 | |
| FY08 | 1,986,005 | 708,433 | 1,277,572 | |
| FY09 | 3,964,666 | 579,341 | 3,385,325 | |
| FY10 | 9,720,604 | 1,303,718 | 8,416,886 | Set Baseline |
| FY11 | 7,686,629 | 2,278,609 | 5,408,020 | 900,000 |
| FY12 | | | | 1,000,000 |
| FY13 | | | | 1,100,000 |

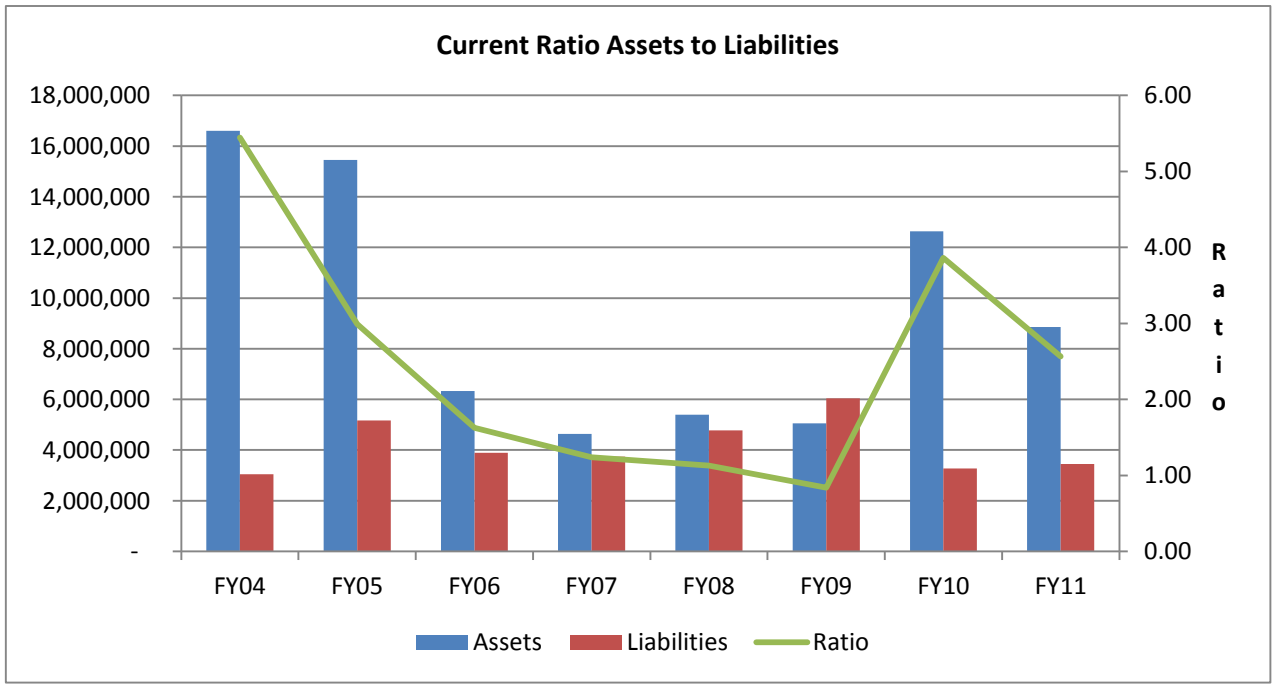
Data Source: Fiscal Audit



Current Ratio Assets to Liabilities

| | Assets | Liabilities | Ratio | Target |
|---|---|---|---|---|
| FY04 | 16,598,413 | 3,048,299 | 5.45 | |
| FY05 | 15,450,654 | 5,169,469 | 2.99 | |
| FY06 | 6,328,290 | 3,891,068 | 1.63 | |
| FY07 | 4,633,053 | 3,741,293 | 1.24 | |
| 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 | Set Baseline |
| FY11 | 8,854,678 | 3,452,246 | 2.56 | 2.00 |
| FY12 | | | | 2.00 |
| FY13 | | | | 2.00 |

Data Source: Fiscal Audit



Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

**Success Indicator 17**
**Fiscal Enterprise Fund Responsibilies Report**
**2010-11**

**Presented By:** Linda Kridelbaugh, Vice President Administrative Services
**Date Presented:** February 27, 2012, Board of Education Meeting

| | | | | | |
|---|---|---|---|---|---|
| **Purpose and Meaning** | Ensures enterprise fund profitability to meet long-term growth. | | | | |
| **Targets** | Measured by | Baseline FY10 2009-2010 | FY11 2010-2011 | FY12 2011-2012 | FY13 2012-2013 |
| | A. combined ending fund balance with General Fund FTE contribution | $140,000 | $100,000 | $150,000 | $200,000 |
| | B. Receivables turnover | 4:1 | 3.5:1 | 3:1 | 3:1 |
| **Core Theme and Objective** | ***Innovation & Sustainability:*** Long-term sustainability and growth | | | | |
| **Southwestern Strategic Plan Goal** | ***Goal 5****:* Create the vision and structure for long-term college sustainability and growth.<br>***Goal 6:*** Support college growth through planning, budgeting, and assessment.<br>***Goal 7:*** Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs.. | | | | |
| **Achievement Overview and Analysis** | The Enterprise units have been meeting their obligations of self-support. During FY11 (2010-2011), the College suffered an enrollment decrease (including OCCI) which reduced student housing occupancy and the use of dining services and bookstore. The decreased enrollments caused budget adjustments for those affected units but resulted in a dramatic decrease in the net income from $429,924 in FY10 to a negative profit of $1,227 the following in FY11.<br><br>The Beginning Retained Earnings for FY10 is the Ending Retained Earnings from FY09 (2008-2009) due to the Rec Center being a unit; it was moved to the General Fund in the FY10 Adopted Budget. The Rec Center was never an appropriate unit for this fund because it is not a self-support operation.<br><br>The FTE generated by the Enterprise units is not included in any of the calculations but is given to show the effect of these units to the organization's General Fund through increased state funding.<br><br>The indicator of accounts receivable turnover has been removed from the Success Indicator and moved to a unit measurement of achievement. | | | | |
| **Reporting Unit Goal** | 6.2: Pursue and maintain endeavors to develop revenue streams to support financial independence | | | | |
| **Unit Objectives** | 6.2.a: Bookstore moving to new technologies<br>6.2.b: Conferencing Services<br>6.2.c: Consider additional endeavors / upgrades to current | | | | |
| **Planned Accomplishments**<br>**Institutional**<br>**Reporting Unit**<br>**Unit** | Increase recruiting and retention activities.<br>Monitoring comparable programs and services to insure competitiveness.<br>Monitoring and active collection of receivables.<br>Find new tenants for vacated facilities. | | | | |

| | |
|---|---|
| **Budget Impact and Budgetary Considerations** | Enrollment of students and filling student housing are key to the goal of developing alternate revenue streams. The success of four endeavors, bookstore, OCCI, student housing, and dining services, are dependent on enrollment.. The conferencing endeavor has been hurt by the national recession. Tenant services continues to reach unit fiscal goals. The State reimbursement for FTE generated by OCCI is given directly to the General Fund. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation Standard**: All Standards<br>**Audit Report:** College Fiscal Audit – no adverse findings<br>**Board Reports:** Monthly Board Financial Reports |
| **Documentation and Process for Measure Data** | ***Success Indicator:*** 17 – Fiscal Enterprise Fund Responsibilities Report<br>***Documentation Posted:***<br>SWOCC Success Indicators Reports Website at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>TracDat Assessment Software: Success Indicators Folder<br>***Data References:***<br>College Fiscal Audit<br>Monthly Board Financial Reports |

**SI 17 -- Success Indicator # 17**

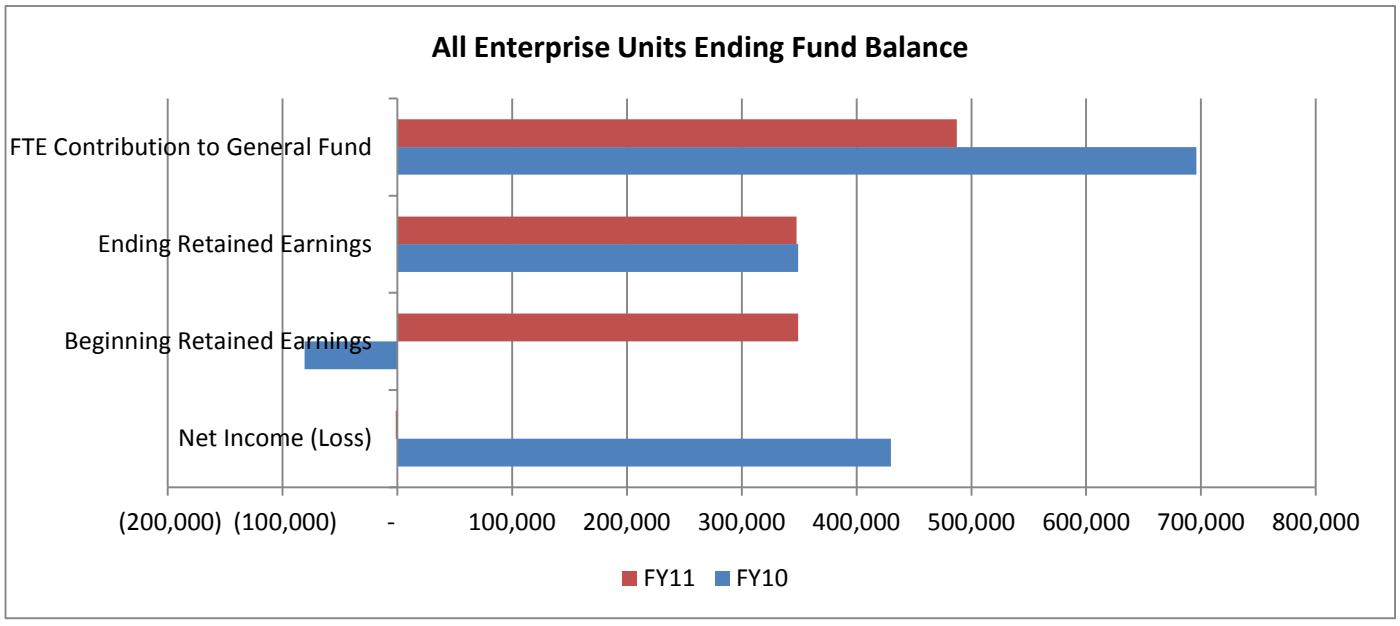
Fiscal Enterprise Fund Responsibilities

A. Ending Fund Balance for Fund with FTE contribution to General Fund

All Enterprise Units Ending Fund Balance

| | Total Operating Revenue | Total Operating Expenditures | Total Other Financing Sources | Net Income (Loss) | Beginning Retained Earnings | Ending Retained Earnings | FTE Contribution to General Fund | Target Net Income |
|---|---|---|---|---|---|---|---|---|
| FY10 | 7,321,578 | 6,967,326 | 75,572 | 429,824 | (80,713) | 349,111 | 695,895 | Baseline |
| FY11 | 7,108,059 | 7,079,186 | (30,100) | (1,227) | 349,111 | 347,884 | 487,366 | 100,000 |
| FY12 | | | | | 347,884 | | | 150,000 |
| FY13 | | | | | | | | 200,000 |

Data Source: College Fiscal Audit / Business Office



Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

**Success Indicator 19**
**Infrastrucutre Equipment and Software Maintenance Report**
**2010-11**

**Presented By:** Linda Kridelbaugh, Vice President Administrative Services
**Date Presented:** February 27, 2012, Board of Education Meeting

| | |
|---|---|
| **Purpose and Meaning** | Ensures that equipment used by students and staff meets industry standards |
| **Targets** | Percentage of materials and supplies spent on administrative and instructional equipment and software<br><br>2010-2011 Set Baseline; 2011-2012 2.7%; 2012-2013 2.7%<br><br>The targets will be set for future years based on the achievement and overview section. Target figures will appear in the 2011-12 report. |
| **Core Theme and Objective** | ***Innovation & Sustainability:*** Strong infrastructure of employees, technologies, and facilities |
| **Southwestern Strategic Plan Goal** | ***Goal 5****:* Create the vision and structure for long-term college sustainability and growth.<br>***Goal 6:*** Support college growth through planning, budgeting, and assessment.<br>***Goal 7:*** Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs. |
| **Achievement Overview and Analysis** | In fiscal year 2011, the percent of expenditures on equipment was 2.9% ($866,655) from General Fund, Special Projects, Internal Services, and Enterprise. Not included is data from 36 – Plant Fund which would have included building construction.<br>In fiscal year 2010 it was 2.6% and in 2009 it was 2.5%. Due to reduced funding and budget cuts, the expenditures on technology and other equipment was less than the technology replacement plan and facility planning. The optimal percent would be 5% based upon the current replacement plans and identifying equipment. The target for 2010-11 is set at 2.7% and the same for 2011-12.<br>Equipment expenditures for operational support have been reduced during these austere budgets; each request is evaluated on immediate need, safety, and operational justifications. |
| **Reporting Unit Goal** | Maintain the College's technology infrastructure and services to meeting the needs of students and outside agency expectations and requirements.<br>Develop and implement ways to use technology in order to build a clean and sustainable environment |
| **Unit Objectives** | Provide current and reliable technology to allow Faculty and Staff to better serve Students<br>Implement green solutions by centralizing equipment and using passive technology.<br>Provide reliable access to services for Students, Faculty and Staff<br>Provide students and Instructors quality technology tools and support<br>Provide quality Instructional Computing Labs<br>Using software and other green technology implement sustainability and green initiatives<br>Maintain and provide a safe working, learning, and living physical environment.<br>Provide college-wide operational support to staff and students. |

| | |
|---|---|
| **Budget Impact and Budgetary Considerations** | Due to reduced funding and budget cuts, the expenditures on technology and other equipment and software was less than optimal but ample dollars amounts are available for items that cannot be deferred. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation Standard**: All Standards<br>**Not Applicable** |
| **Documentation and Process for Measure Data** | ***Success Indicator:*** 19 – Infrastrucutre Equipment and Software Maintenance Report<br>***Documentation Posted:***<br>SWOCC Success Indicators Reports Website at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>TracDat Assessment Software: Success Indicators Folder<br>***Data References:***<br>General Ledger Reports |

**SI 19 -- Success Indicator # 19**

Infrastructure Equipment and Software Maintenance

Percentage of materials and supplies

spent on administrative and instructional equipment and software

Fund used 10-General Fund, 25-Special Projects, 53-Internal Services, 57-Enterprise

| | Budget | Actual | Percent | Target |
|---|---|---|---|---|
| FY09 | 29,297,501 | 723,680 | 2.5% | |
| FY10 | 35,395,230 | 916,412 | 2.6% | |
| FY11 | 29,884,655 | 866,655 | 2.9% | Baseline |
| FY12 | | | | 2.7% |
| FY13 | | | | 2.7% |

Data Source: Colleague / Institutional Researcher

Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

# Success Indicator 20
# Infrastrucutre Maintenance Report
# 2010-2011

**Presented By:** Linda Kridelbaugh, Vice President Administrative Services
**Date Presented:** February 27, 2012, Board of Education Meeting

| | |
|---|---|
| **Purpose and Meaning** | Ensures the safety within the college environment and the sustainability of the infrastructure |
| **Targets** | Percentage of identified deferred maintenance and safety projects completed<br><br>2010-2011 Baseline; 2011-2012 85%; 2012-2013 85% |
| **Core Theme and Objective** | ***Innovation & Sustainability:*** Strong infrastructure of employees, technologies, and facilities |
| **Southwestern Strategic Plan Goal** | ***Goal 5****:* Create the vision and structure for long-term college sustainability and growth.<br>***Goal 6:*** Support college growth through planning, budgeting, and assessment.<br>***Goal 7:*** Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs.. |
| **Achievement Overview and Analysis** | The planned projects are selected each year during the development of the annual budget. Each year the target is to complete 100% of the identified projects with the allotted dollars but as new issues emerge that need immediate attention, planned projects are deferred with the unspent dollars moving to the new project. Therefore, the original planned projects are not all completed. In FY11 (2010-2011), eleven projects were planned but 9 were completed. |
| **Reporting Unit Goal** | 7.1: Provide and maintain a safe working, learning, and living environment |
| **Unit Objectives** | 7.1.a: Facilities long-term maintenance plan<br>7.1.b: Develop long-term desirable project list<br>7.1.c: Update Emergency Management (Crisis Management) plan<br>7.1.d: Focus on Safety Committee and Trainings<br>7.1.e: Increasing security measures |
| **Planned Accomplishments**<br>**Institutional**<br>**Reporting Unit**<br>**Unit** | Update Master Facilities Plan<br>Research and install campus-wide video surveillance<br>Research wireless door locks for entire campus operated by One Card |
| **Budget Impact and Budgetary Considerations** | Using the unit plans and identified problems/challenges, the list of capital projects is developed during the budget development process. Adequate funds are identified for these planned projects. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation Standard**: All Standards |
| **Documentation and Process for Measure Data** | ***Success Indicator:* 20** – Infrastrucutre Maintenance Report<br>***Documentation Posted:***<br>SWOCC Success Indicators Reports Website at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>TracDat Assessment Software: Success Indicators Folder<br>***Data References:***<br>College Adopted Budget Books |

**SI 20 -- Success Indicator # 20**

Deferred Maintenance and Campus Safety

Percentage of identified deferred maintenance and safety projects completed

| | Planned | Completed | % Completed | Target |
|---|---|---|---|---|
| FY10 | 8 | 7 | 88% | Baseline |
| FY11 | 11 | 9 | 82% | 85% |
| FY12 | 15 | | | 85% |
| FY13 | | | | 85% |

Data Source: Budget Books / Facilities / Administrative Services

Theme: ***Students First!***
Vision: *Southwestern Leads and Inspires Lifelong Learning*

**SOUTHWESTERN**
**Oregon Community College**

**Success Indicator 22**
**Community Participation**
**2010-11 Report**

**Presented By:** Patty Scott, President
**Date Presented:** April 26, 2012, Board of Education Meeting

| | |
|---|---|
| **Purpose and Meaning** | Identifies if activities and events are offered and attended; and<br>Determines level of satisfaction for the services provided by the College |
| **Targets** | Measured by the<br>A. Percentage of activities and events compared to prior year — Baseline / 2010-11 / 2011-12<br>Contracted Reservations: 69 / 71 / 73<br>All Reservations: 3577 / 3682 / 3787<br>B. Rating level for facilities services — To Be Set in 2011-12 |
| **Core Theme and Objective** | **Community Engagement:** Effective collaboration and partnerships with local and district organizations |
| **Southwestern Strategic Plan Goal** | ***Goal 8:*** Sustain and build strong community, business, and agency partnerships. |
| **Achievement Overview and Analysis** | The participation in activities and events was measured in 2010-11 with the number of activities and events exceeding the target set with in-kind services provided increasing by 22.6% for $10,205 of in-kind services provided to the community. There were a total of 3,687 events for the year representing an 11% increase in activities and events held at Southwestern over the prior year. The target increase was 3% indicating achievement of this core theme objective indicator. The College continues to actively support activities and events to ensure the community has the opportunity to access learning, cultural, and community events on the campus and at Curry. |

| Event Type | 2009-10 | 2010-11 | Increase |
|---|---|---|---|
| In-Kind Events | 31 | 38 | 22.6% |
| All Events | 3,322 | 3,687 | 11.0% |

The survey of satisfaction is scheduled to be measured annually with the first full-year administration of the survey to occur in 2011-12. Data from the survey will be used to set the baseline and future year targets.

| | |
|---|---|
| **Reporting Unit Goals** | ***Instructional Administration:*** Provide diverse learning activities<br>***Integrated Technology Services*:** Maintain technology to meet the needs of students, staff and community.<br>***Presidential Administration*:** Promote access to learning opportunities for students and community; Develop community partnerships in response to emerging economic/workforce needs |
| **Unit Objectives** | ***Presidential Supervision*:** Promote access to learning opportunities for students and community; |
| **Planned Accomplishments**<br>**Institutional Level**<br>**Reporting Unit Level**<br>**Unit Level** | **Institutional Level**<br>9.1: Strengthen community relations by encouraging participation on college committees and at campus events.<br>9.1B: Increase and enhance activities for community attendance.<br>9.2: Support and encourage participation in cultural activities, community events, and community organizations.<br>9.2A: Support community events and cultural activities.<br>**Reporting Unit Level**<br>*Presidential Administration:* Hold October 8th Community event in honor of 50th Anniversary<br>**Unit Level**<br>*ITS:* Thirteen events were streamed to the community by Media Services. 1,204 people viewed the events for 1,390 hours. The events viewed were Basketball, Wrestling, Softball and Geology Lectures.<br>**Board:** The Board of Education holds ad hoc positions on the Foundation Board and has attended on a regular basis. A joint Boards meeting is scheduled for October 25,2010.<br>*Dining Services:* 1. Increase Catering by 3%, 2. Continue Masquerade Ice Ball event, 3. Develop Chainsaw Oysterfest event<br>*Facilities Services* 1. Master Gardener Group actively involved in Grounds appearance<br>*Music:* 1. Continue efforts for festivals, concerts, special venues, Fidelity Fridays, community festivals such as theClambake<br>*Oregon Coast Culinary Institute:* Service Projects development |
| **Budget Impact and Budgetary Considerations** | Increased activities and events require additional time to be spent by staff who are required to adjust schedules to meet night and weekend activities. The streaming of activities has been an additional cost to the college with some of the cost offset by paid advertisements for athletic streamed events. Careful monitoring of costs for this next year will allow appropriate budgeting of costs and time for 2012-13. |
| **Accreditation, Federal, State, Audit and Other Reporting Requirements** | **Accreditation – All Standards** |
| **Documentation and Process for Measure Data** | ***Success Indicator:* 22** – Community Participation<br>***Documentation Posted:***<br>Mission Fulfillment and Success Indicators webpage at:<br>http://www.socc.edu/ie/pgs/success-indicators/index.shtml<br>***Data References:***<br>Activities and Events tracking sheet maintained by Facilities staff |

Live Link as of February 1, 2012:
http://www.socc.edu/ie/pgs/success-indicators/index.shtml



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## Institutional Level Success Indicators

Southwestern is committed to a practice of evaluating and assessing the effectiveness of the College. Success Indicators are one way the College demonstrates to Accrediting agencies, the State, the Board of Education, the students, the Community and the staff institutional effectiveness which leads to mission fulfilllment. Mission Fulfillment is discussed within the Overview tab while the Institutional Level Success Indicators are reported within the tabs by Core Theme: Access, Learning & Achievement, Innovation & Sustainability, and Community Engagement. Alignment with the Strategic Plan and accomplishment of targets set for each Success Indicator are described in the first page of each report which may be access by the links provided within each Core Theme tab.

Institutional Level Success Indicators are reported at the end of each year by September beginning with the academic year 2010-11. Success Indicators 1, 2, and 3 are also reported on a term basis beginning with the academic year 2011-12. Each month the Board of Education materials will include the scheduled reporting of the Success Indicators according to the submission schedule contained in the Board calendar.

Overview
Access
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Community Engagement

**Mission Fulfillment Threshold**

*The College will meet established targets for 70% of Institutional Level Success Indicators*.

Southwestern demonstrates achievement of Mission Fulfillment by successfully meeting the Objectives of our Core Themes. To ensure itself and the public that Southwestern is meeting its goals and fulfilling its Mission, the College monitors the Institutional Level Success Indicators for each of the Core Theme Objectives. Core Themes are mapped to individual Institutional Level Success Indicators and reviewed each year for applicability, annual target levels, and with consideration of new or the deletion of an indicator or measure. All success indicators are assessable and meaningful to the College whether at an institutional level, reporting unit level, or unit level. The Institutional Effectiveness All College Success Indicators were used to identify the Institutional Level Success Indicators used to demonstrate Mission Fulfillment and the effectiveness of the College. Each Core Theme Objective is measured against a baseline figure established in the 2009-10 academic year and then annual targets were set for each success indicator.

The new success indicators were approved by the Board of Education, the Planning Council, and the Accreditation Steering Committee in 2011. Southwestern previously reported internal and external indicators supporting the College Mission through Measures of Institutional Effectiveness during the years 1994 through 2006. From January 2007 to November 2008, Southwestern and the State of Oregon individually reviewed core indicators to measure effectiveness. As a result of the 'Measure What You Treasure' report issued by the Oregon Community Colleges and Workforce Development Commissioner Cam Preus along with the alignment of existing College measures with the new state indicators and accreditation requirements, an initial set of measures was proposed for consideration by the Board of Education which were used from April 2009 through 2010.

Core Theme Objectives and Institutional Level Success Indicators Overview document

All College Success Indicators Overview document - A comprehensive list of all indicators used for program review at the unit, reporting unit, and institutional level.

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# PROGRAM AMENDMENTS, SUSPENSIONS AND DELETIONS (CTE)

## Annual Amendments

Each year community colleges provide an update of their career and technical education programs to CCWD-EII. Colleges submit amendments through the Oregon Community College Program Submission System (Webforms- www.ccwdwebforms.net). Annual updates are due by the last Friday in April. Program changes indicated include:

- override changes,
- program title changes,
- suspension of programs,
- deletion of programs,
- addition of option to an AAS,
- addition of a certificate of completion to existing AAS degree or larger certificate of completion programs.

Colleges have flexibility to determine the number and type of courses that are changed within a program during an academic year.

Career and technical education programs are dynamic; however changes to programs must be maintained within the state established parameters.

- As a general rule, annual changes should constitute no more than 10% of the approved program. If changes exceed 30% of the approved program, a new program application may be required.
- If changes move the program into a significantly different CIP code, the program title is altered as described below, and/or the program prepares students for different employment opportunities than the existing approved program, the program is considered to be new, and the college must follow the appropriate approval process for new programs.

Community colleges may change the titles of their AAS degree, AAS option, or certificate of completion programs to more clearly express program content with the use of the Program Amendment Form, and when submitting the “Annual Program Review” form.

Title revisions that imply a significant change in program intent may require justification by the college (e.g., title change from Biotechnology to Bio-Science).

Colleges request program changes on the “Community College Program Amendment Form.”

## Suspensions and Deletions

Community colleges may suspend or delete AAS degree, AAS option and certificate of completion programs due to a variety of factors that include but are not limited to:

- Low student enrollment,
- Lack of financial resources,
- Inability to recruit qualified instructors, and
- Changes in the employment opportunities or workforce needs.

Programs are considered suspended or deleted when:

- It is not offered,
- Not in the college catalog,
- Not included on the college website, or
- New students may not enroll in the program

All inactivated AAS degree, AAS options and certificate of completion program must be reported to CCWD-EII as quickly as possible. Colleges should notify CCWD-EII by letter signed by the chief academic officer or president. The letter should include the reason(s) for deleting the program, the effective date and strategies planned to teach out the program. There are unique considerations for contract colleges (see below).

### Teaching out obligations

"Teaching out" the program includes, but may not be limited to:

- Plans for students currently enrolled in the program to complete it in a timely manner,
- Reimbursements,
- Deletion from the college catalogue
- Informing and transition faculty
- Notifying employers, workforce development organizations and other community stakeholder

## Reinstatement

Programs that are suspended by formal notification may be reinstated within three years of the suspension date. Suspended programs are automatically administratively deleted by CCWD-EII after three years.

To reinstate a program within the three year period, the college must submit a letter of request, signed by the chief academic officer or president, to CCWD-EII. An updated curriculum plan for the program must be submitted with the letter of intent to reinstate the program.

## Reapplication

Programs that not reinstated within the three year period and deleted programs, must be submitted as new programs and follow the appropriate program approval process.

## Contract college procedures

If the parent college suspends a shared program, the program continues to be offered at a contract college until the parent college requests that the program be deleted, or for three years it is administratively deleted by the state.

Once a share program is deleted, it may not longer be offered at a contract college unless approved as an independent program.

Contract colleges may suspend or delete shared or independent programs with no effect on the programs or the parent college.

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**Southwestern Oregon Community College**
**Sustainability Strategic Plan**

1/25/2012

| Innovation and Sustainability Goals | Strategies |
|---|---|
| *Reduce energy consumption 15% by 2020* | 2011-2012<br>Motion sensor lights for all classrooms, offices, and restrooms<br>2012-2014<br>Build solar panels to supplement college power<br>2014-2020<br>Replace all windows with energy efficient windows<br><br>Use LED technology to reduce lighting energy<br>Install solar power on south-facing roof of Eden<br>Build solar farm for College needs<br>Remodel server/switch rooms to eliminate need for HVAC<br>Build wind farm for power needs<br>Replace stage lighting with LED lights<br><br>Build earthen buildings when possible in the future<br>Water heaters - wrap heaters, remove and use instant hot water, lower temperature |
| *Implement sustainable and natural landscape by 2020* | 2011-2012<br>Let grass go brown - don't water<br>2012-2014<br>Replace gardens with natural plants<br>2014-2020<br>Rainwater absorbtion using rain gardens<br>Cisterns for water collection<br>Compost or mulch waste from ground keeping including grass clippings<br><br>Remove visual barriers by removing hill between Dellwood and Umpqua Hall and create a living learning lab with natual sustainable landscaping<br>Replace lawns with natural sustainable landscaping |
| *Build a sustainable food system by 2020* | 2011-2012<br>Use frying oil that does not contain trans-fats<br>Offer discounts to customers who use reusable mugs<br>2012-2014<br>Composting of OCCI and Dining Services pre-waste<br>2014-2020 |
| *Contribute to sustainable transportation system* | |

**Southwestern Oregon Community College**
**Sustainability Strategic Plan**

1/25/2012

| | |
|---|---|
| | 2011-2012 |
| | Promote student and staff use of preferable modes of transportation to travel to and from the college |
| | 2012-2014 |
| | Car rentals - ask for hybrid |
| | 2014-2020 |
| | Replace college vehicles with hybrid or electric |
| *Generate zero waste by reducing, recycling, and composting* | |
| | 2011-2012 |
| | Reusable office supply exchange<br>Use document imaging in all departments<br>Paperless Board meetings |
| | 2012-2014 |
| | Minimize printed course catalogs and schedules |
| | 2014-2020 |
| | Install paperless hand dryers in bathrooms<br>Install water bottle filling stations next to water fountains |
| | Replace all toilets with low flow types<br>Banish disposable water bottles on campuses |
| | Discontinue sales and distribution of bottled water<br>Control paper costs by bulk purchase and distribution |
| | College policy to require 30% recycle materials by used campus wide for all products purchased<br>Require college events to be sustainable |
| *Dedicate resources and sustainability principles into all human resource programs* | |
| | 2011-2012 |
| | Create sustainability budget account<br>Include sustainability in College Master Plan |
| | Conduct a regular survey of employee satisfaction |
| | 2012-2014 |
| | Offer professional development in sustainability to staff<br>Address sustainability issues during new employee orientation |
| | 2014-2020 |
| | Coordinate programs in which staff educate and mobilize their peers around sustainability initiatives (e.g. coffee klatch) |
| *Remodel existing structures instead of building new* | |
| | 2011-2012 |
| | 2012-2014 |
| | 2014-2020 |
| | Remodel and add second floors to Sitkum, Randolph and Coaledo instead of building new science and health technology building |

**Southwestern Oregon Community College**
**Sustainability Strategic Plan**

1/25/2012

| Community Engagement Goals | Strategies |
|---|---|
| *Serve as a resource to the community* | 2011-2012<br>Develop partnerships in community to advance sustainability<br>2012-2014<br>Build and provide Community Garden<br>2014-2020<br>Farmer's Market on campus |

**Southwestern Oregon Community College**
**Sustainability Strategic Plan**

1/25/2012

## Learning and Achievement

| Goals | Strategies |
|---|---|
| *Build and sustain a green curriculum by 2015* | 2011-2012<br>2012-2014<br>2014-2020 |
| | Possible Sustainability Programs and Courses:<br>Degree/Certificate for solar wind tech<br>Degree/Certificate for wave technology<br>Degree/Certificate for Smart Grid Technology<br>Under water welding Certificate<br>Classs web-enhanced with syllabi and outlines and go paperless<br>Increase academic courses focused on sustainability |
| | Create degree programs focused on sustainability<br>Curriculum - Sustainability 101<br>Curriculum - What exactly is sustainability?<br>Curriculum - Sustainability for Educators |
| *Engage every student in sustainability projects and initiatives* | 2011-2012 |
| | Support a tobacco free campus |
| | 2012-2014 |
| | Include sustainability in orientation activities |
| | 2014-2020 |
| | Student run on-campus organic garden<br>Bike Co-op<br>Food Cart<br>Core class with 4 hours community service toward sustainability |
| | Students work with city officials to identify projects |

## Access

| Goals | Strategies |
|---|---|
| *Promote alternate modes of transportation by 2012* | 2011-2012 |
| | Covered bike racks (welding could build) |
| | 2012-2014 |
| | Incorporate sustainability initiatives into campus tour |
| | 2014-2020 |
| | Electric carports - solar powered<br>Provide recognition for time students devote to community service<br>Provide community education related to sustainability |

Live Link as of February 1, 2012: http://www.socc.edu/sustain/



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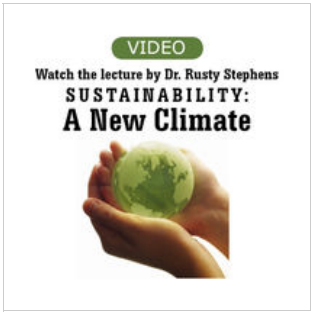
## Sustainability at Southwestern

**Southwestern Oregon Community College is dedicated to creating and supporting sustainability through action and education.**




We believe in the three common attributes of sustainability: Economic, environmental, and social. We also recognize the importance of sustaining our traditions, values, people and knowledge.

We can continue to take steps toward a more sustainable educational district by:

- Reducing use
- Improving efficiencies
- Reusing resources
- Enhancing quality
- Valuing people
- Seeking partnerships
- Recognizing our traditions
- Documenting our knowledge

We are committed to teaching ourselves, our students, and our communities new and improved ways to sustain our college and surrounding communities—by leading by example.

## Sustainability News

Dr. Rusty Stephens to offer lecture on Sustainability
Dr. Rusty Stephens, President of Wilson Community College (WCC) in Wilson, North Carolina will be visiting the Bay Area to share his passion and vision of the role sustainability in the present and the future.

College graduation is going green
Graduation at the Southwestern Oregon Community College is going green. Students graduating this spring will wear environmentally friendly caps and gowns.

College departments getting ready for Earth Day
Departments throughout Southwestern Oregon Community College have assembled activities in celebration of the 40th anniversary of Earth Day on April 22.

**More News...**

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## Southwestern's Teaching & Learning Center (TLC)

Southwestern Oregon Community College's (SOCC) Teaching and Learning Center (TLC) offers facilitation, support and resources for teaching, learning, and technology to faculty and staff. These services are offered through multiple methods including; cohort trainings, a brown bag series, face to face and virtual workshops, interactive webinars, and one on one sessions.

## TLC News and Upcoming Events

**More Upcoming Events at TLC...**

## Announcements

Fall Term begins September 26, 2011.

## Contact Info

**Location:** Tioga 103

**Support:**
**Karen Matson** at 541.888.7345

more information...

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Live Link as of February 1, 2012:
http://www.dol.gov/oasam/regs/statutes/titleix.htm

# Title IX, Education Amendments of 1972

**(Title 20 U.S.C. Sections 1681-1688)**

-- Privacy and Security Statement --
-- DISCLAIMER --

**Section 1681. Sex**

**(a) Prohibition against discrimination; exceptions.** No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, except that:

**(1) Classes of educational institutions subject to prohibition**

in regard to admissions to educational institutions, this section shall apply only to institutions of vocational education, professional education, and graduate higher education, and to public institutions of undergraduate higher education;

**(2) Educational institutions commencing planned change in admissions**

in regard to admissions to educational institutions, this section shall not apply (A) for one year from June 23, 1972, nor for six years after June 23, 1972, in the case of an educational institution which has begun the process of changing from being an institution which admits only students of one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Secretary of Education or (B) for seven years from the date an educational institution begins the process of changing from being an institution which admists only students of one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Secretary of Education, whichever is the later;

**(3) Educational institutions of religious organizations with contrary religious tenets**

this section shall not apply to any educational institution which is controlled by a religious organization if the application of this subsection would not be consistent with the religious tenets of such organization;

**(4) Educational institutions training individuals for military services or merchant marine**

this section shall not apply to an educational institution whose primary purpose is the training of individuals for the military services of the United States, or the merchant marine;

**(5) Public educational institutions with traditional and continuing admissions policy**

in regard to admissions this section shall not apply to any public institution of undergraduate higher education which is an institution that traditionally and continually from its establishment has had a policy of admitting only students of one sex;

**(6) Social fraternities or sororities; voluntary youth service organizations**

this section shall not apply to membership practices --

(A) of a social fraternity or social sorority which is exempt from taxation under section 501(a) of Title 26, the active membership of which consists primarily of students in attendance at an institution of higher education, or

(B) of the Young Men's Christian Association, Young Women's Christian Association; Girl Scouts, Boy Scouts, Camp Fire Girls, and voluntary youth service organizations which are so exempt, the membership of which has traditionally been limited to persons of one sex and principally to persons of less than nineteen years of age;

**(7) Boy or Girl conferences**

this section shall not apply to--

(A) any program or activity of the American Legion undertaken in connection with the organization or operation of any Boys State conference, Boys Nation conference, Girls State conference, or Girls Nation conference; or

(B) any program or activity of any secondary school or educational institution specifically for--

(i) the promotion of any Boys State conference, Boys Nation conference, Girls State conference, or Girls Nation conference; or

(ii) the selection of students to attend any such conference;

**(8) Father-son or mother-daughter activities at educational institutions**

this section shall not preclude father-son or mother-daughter activities at an educational institution, but if such activities are provided for students of one sex, opportunities for reasonably comparable activities shall be provided for students of the other sex; and

**(9) Institutions of higher education scholarship awards in "beauty" pageants**

this section shall not apply with respect to any scholarship or other financial assistance awarded by an institution of higher education to any individual because such individual has received such award in any pageant in which the attainment of such award is based upon a combination of factors related to the personal appearance, poise, and talent of such individual and in which participation is limited to individuals of one sex only, so long as such pageant is in compliance with other nondiscrimination provisions of Federal law.

**(b) Preferential or disparate treatment because of imbalance in participation or receipt of Federal benefits; statistical evidence of imbalance.**

Nothing contained in subsection (a) of this section shall be interpreted to require any educational institution to grant preferential or disparate treatment to the members of one sex on account of an imbalance which may exist with respect to the total number or percentage of persons of that sex participating in or receiving the benefits of any federally supported program or activity, in comparison with the total number or percentage of persons of that sex in any community, State, section, or other area: *Provided*, that this subsection shall not be construed to prevent the consideration in any hearing or proceeding under this chapter of statistical evidence tending to show that such an imbalance exists with respect to the participation in, or receipt of the benefits of, any such program or activity by the members of one sex.

**(c) Educational institution defined.**

For the purposes of this chapter an educational institution means any public or private preschool, elementary, or secondary school, or any institution of vocational, professional, or higher education, except that in the case of an educational institution composed of more than one school, college, or department which are administratively separate units, such term means each such school, college or department.

**Section 1682. Federal administrative enforcement; report to Congressional committees**

Each Federal department and agency which is empowered to extend Federal financial assistance to any education program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 1681 of this title with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken. No such rule, regulation, or order shall become effective unless and until approved by the President. Compliance with any requirement adopted pursuant to this section may be effected (l) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made, and shall be limited in its effect to the particular program, or part thereof, in which such noncompliance has been so found, or (2) by any other means authorized by law: *Provided, however*, that no such action shall be taken until the department or agency concerned has advised the appropriate person or persons of the failure to comply with the requirement and has determined that compliance cannot be secured by voluntary means. In the case of any action terminating, or refusing to grant or continue, assistance because of failure to comply with a requirement imposed pursuant to this section, the head of the Federal department or agency shall file with the committees of the House and Senate having legislative jurisdiction over the program or activity involved a full written report of the circumstances and the grounds for such action. No such action shall become effective until thirty days have elapsed after the filing of such report.

**Section 1683. Judicial Review**

Any department or agency action taken pursuant to section 1682 of this title shall be subject to such judicial review as may otherwise be provided by law for similar action taken by such department or agency on other grounds. In the case of action, not otherwise subject to judicial review, terminating or refusing to grant or to continue financial assistance upon a finding of failure to comply with any requirement imposed pursuant to section 1682 of this title, any person aggrieved (including any State or political subdivision thereof and any agency of either) may obtain judicial review of such action in accordance with chapter 7 of title 5, United States Code, and such action shall not be deemed committed to unreviewable agency discretion within the meaning of section 701 of that title.

**Section 1684. Blindness or visual impairment; prohibition against discrimination**

No person in the United States shall, on the ground of blindness or severely impaired vision, be denied admission in any course of study by a recipient of Federal financial assistance for any education program or activity; but nothing herein shall be construed to require any such institution to provide any special services to such person because of his blindness or visual impairment.

**Section 1685. Authority under other laws unaffected**

Nothing in this chaper shall add to or detract from any existing authority with respect to any program or activity under which Federal financial assistance is extended by way of a contract of insurance or guaranty.

**Section 1686. Interpretation with respect to living facilities**

Notwithstanding anything to the contrary contained in this chapter, nothing contained herein shall be construed to prohibit any educational institution receiving funds under this Act, from maintaining separate living facilities for the different sexes.

**Section 1687. Interpretation of "program or activity"**

For the purposes of this title, the term "program or activity" and "program" mean all of the operations of --

(l)(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or

(B) the entity of such State or local government that distributed such assistance and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;

(2)(A) a college, university, or other postsecondary institution, or a public system of higher education; or

(B) a local educational agency (as defined in section2854(a)(10) of this title, system of vocational education, or other school system;

(3)(A) an entire corporation, partnership, or other private organization, or an entire sole proprietorship --

(i) if assistance is extended to such corporation, partnership, private organization, or sole proprietorship as a whole; or

(ii) which is principally engaged in the business of providing education, health care, housing, social services, or parks and recreation; or

(B) the entire plant or other comparable, geographically separate facility to which Federal financial assistance is extended, in the case of any other corporation, partnership, private organization, or sole proprietorship; or

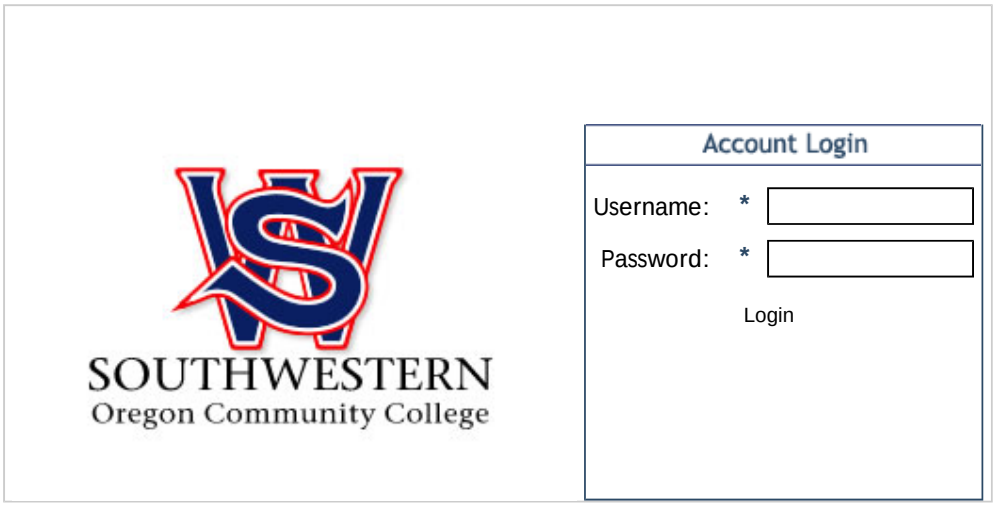
(4) any other entity which is established by two or more of the entities described in paragraph (l), (2) or (3);

any part of which is extended Federal financial assistance, except that such term does not include any operation of an entity which is controlled by a religious organization if the application of section 1681 if this title to such operation would not be consistent with the religious tenets of such organization.

**Section 1688. Neutrality with respect to abortion**

Nothing in this chapter shall be construed to require or prohibit any person, or public or private entity, to provide or pay for any benefit or service, including the use of facilities, related to an abortion. Nothing in this section shall be construed to permit a penalty to be imposed on any person or individual because such person or individual is seeking or has received any benefit or service related to a legal abortion.

Live Link as of February 1, 2012: http://tracdat.socc.edu:8081/tracdat/
To Access the system the username is: SWOCC the password is: SWOCC

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# Transfer of Credit Policies and Articulation Agreements

## DIRECT TRANSFER

Transfer without a degree is an option for Southwestern students. A student may select a major and transfer school, then take only the specific courses required for that major and/or college. Students in certain majors may need to transfer after one year to take advantage of critical major courses offered in the sophomore year. When a student opts for direct transfer, Southwestern courses are evaluated and accepted on a course-by-course basis by the transfer institution.

Direct transfer students must meet the transfer schools' "freshman" or "transfer admission" requirements. Catalogs from transfer institutions contain information about credit hour and grade point average requirements and transfer application procedures.

## SUCCESSFUL TRANSFER

Success in the transfer process is largely the result of careful planning. It is each student's responsibility to learn the program requirements of any prospective transfer school, and to keep up to date on changes in those requirements. Therefore, students should periodically contact the Educational Support Programs and Services (ESPS) Office and/or the transfer institution for updates. Prudent use of available resources and advising can help ensure smooth transition to a four-year institution.

Students can benefit from following these tips for successful transfer:

Plan Ahead: Enroll in HD100: College Success and Survival and/or contact an advisor during your first term at Southwestern to develop an education plan. If you need help with choosing a major or career, enroll in HD140 Career/Education Exploration or HD208 Career/Life Plan. Consider taking HD215 Transfer Success.

Maintain Contact: Establish early contact with admissions representatives and major advisors at Southwestern and transfer institutions. Keep in touch with them in order to keep up to date on major and transfer requirements.

Know the Rules: Pay attention to GPA and transfer credit policies, application deadlines and both general education and major course requirements of transfer institutions.

Confirm Transferability of Courses: Not all 100-200 level courses transfer to all four-year schools. Transfer colleges have the "last say" on transferability.

Utilize Transfer Resources: The Educational Support Programs and Services (ESPS) Office, quarterly Transfer Days and Southwestern faculty advisors are key sources of information and guidance.

Ask for Help: Make sure you have current and complete information; ask for what you need to complete the transfer process successfully.

## TRANSFER HOTLINE

If a student has a problem transferring classes to a college or university, the student should first try to resolve the problem through contact with the transfer institution. Southwestern advisors may be of assistance in such cases. However, if a problem cannot be resolved, the student may call the Transfer Problem Hotline at the Oregon Department of Education for help. The hotline number is 503-378-8609, ext 367.

## ARTICULATION AGREEMENTS

AS Athletic Training – Washington State University, Eastern Washington University

AS Childhood Education and Family Studies – Eastern Oregon University and Portland State University

AAS Childhood Education and Family Studies – Southern Oregon University

AS Criminal Justice – Southern Oregon University

AS Marine Biology – University of Oregon

AS Physical Education – Eastern Oregon University

AA/OT and AS/OT– Oregon University System

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# Access: Unit Strategic Plans - By Core Theme and Year

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| Access | 2011-12 | Advising | 1. Form an academic advising group made up of members from the Faculty Senate and Enrollment Management Student Leadership Team to develop a professional academic advisor training<br>2. Develop a mission statement for academic advising<br>3. Develop an advising webpage/blog with up to date resources for academic advisors<br>4. Conversion of advising records from paper to electronic records<br>5. Academic advisor training at fall in-service on new electronic record keeping for advising<br>6. Work in tandem with Eastern Oregon University and the University Center to stream line transfer advising to the OUS. |
| | | Art | 1. Continue efforts for Art competitions and Skills Day |
| | | ASG Student Leadership | 1. Create Student Survey<br>2. Create and Institute A Curry Campus ASG Position<br>3. Develop a Weekly Email Newsletter/Blog from ASG<br>4. Increased involvement on Faculty Senate Committees/and Institutional Committees |
| | | Bookstore | 1. Implementation of new textbook rental program, which will allow students to rent textbooks in the store and online.<br>2. Research extended hours in bookstore to determine potential benefits to students, staff, and community |
| | | Business Management/Entrepreneurship | 1. Continue to explore dual credit and enhanced options to high schools as well as strengthening alignment<br>2. Review course sequencing and investigate feasibility to align pathway certificates to industry certification levels<br>3. Develop online coursework in rotation to allow for full online program availability;<br>4. Develop online program advising guide |
| | | Childhood Education and Family Studies | 1. Further develop online advising shell for CE & FS students |
| | | CIS | 1. Night classes<br>2. Teach with Angel<br>3. Night classes teach with office hours use camera. Video<br>4. Review course sequencing and investigate feasibility to align pathway certificates to industry certification levels<br>5. Review and enhance alignment with high school programs of study<br>6. Conduct ?Safe technology for families? event to introduce women to opportunities in CIS<br>7. Work with high school programs of study to explore articulation options |
| | | Community Education & Workforce Development | 1. Integrate College Now services into CEWD<br>2. Offering more outreach classes/ increase FTE<br>3. Increase mobile lab trainings |
| | | Criminal Justice | 1. Extend gateway course to high schools via enhanced options<br>2. Participate in high school outreach<br>3. Actively recruit students |
| | | Dining Services | 1. Develop additional externship opportunities |
| | | Disability Services | 1. Conduct a needs assessment for DSS services at the Brookings and Gold Beach campuses to determine |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Disability Services | funding priorities<br>2. Conduct a needs assessment of the Coos Bay campus to determine funding priorities and staffing levels<br>3. Create a campus group made up of stakeholders who responsibility is access on campus. This group would meet monthly to talk about universal design models for curriculum and co-curriculum activities, priority assessment that reflect current funding levels<br>4. Complete a campus wide ADA assessment of all facilities, curricular and co-curricular activities that ensures accessibility and usability of students, staff and community members<br>5. Add a statement on the Course Outline form that is used for the updating or new course creation that indicated whether or not the faculty has determined if course materials are accessible and useable by SWD. |
| | | English | 1. Reviewing placement scores<br>2. Full time faculty<br>3. Developmental education pilot planning writing and reading<br>4. Phone/email communication |
| | | Facilities Services | 1. Enclose front entrance to Stensland Hall |
| | | Family Center and Family Programming | 1. Pursue audio/video equipment to share lab school teaching expenses w/distance students<br>2. Begin development of scholarship funds for low income children |
| | | Financial Aid | 1. Create entire online application process.<br>2. Utilize rule-based computing to evaluate FAFSAs upon retrieval.<br>3. Eliminate barriers that exist in the Satisfactory Academic Progress policy.<br>4. Eliminate several barriers related to verification of student files. |
| | | Fire Science | 1. Improve recruiting efforts through ongoing relationships with the local fire stations;<br>2. Provide continuing education classes;<br>3. Attend high school fairs and information sessions to promote fire science as a career |
| | | Foundation | 1. Expand access through building and distribution of scholarship funds for restricted and unrestricted fields of interest |
| | | Health, Wellness, and Physical Education | 1. Increase presence of Athletic Training and Health/PE in high schools particularly using Women athletes as role models. |
| | | Human Resources | 1. Online Hiring System<br>2. New Recruitment and Screening Manuals |
| | | Instructional Services | 1. Encourage the development of delivery systems that meet the needs of students in various communities. |
| | | Integrated Technology Services (ITS) | 1. Brookings Campus infrastructure for new campus building.<br>2. Implement Labtrac lab attendance software.<br>3. Email Archiving for compliance mandates.<br>4. Jenzabar infrastructure to host the new ERP software.<br>5. Fully implement OneCard |
| | | International Programs | 1. Develop a Unit Plan and Program Proposal |
| | | Manufacturing Technology Program | 1. Offer adequate sections of first year coursework to accommodate two cohorts of entering students.<br>2. Market opportunities to non-traditional students<br>3. Review course sequencing and investigate feasibility to align pathway certificates to industry certification levels |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Mathematics | 1. Work closely with testing center, tutor center<br>2. Develop online Math refresher course, offer evenings also |
| | | Media Services | 1. Implement LabTrac |
| | | Medical Assistant | 1. Continue to improve MA degree, certificates of completion<br>2. Revise phlebotomy program to be more relevant to the needs of the students and to align with industry standards. |
| | | Music | 1. Get more Oregon Music Educators Association (OMEA) events on campus |
| | | Nursing | 1. Applicant selection based on criteria defined by OCNE<br>2. Continue and improve new nursing student orientation to provide a feeling of welcome, safety, and access to faculty, other students, and the support staff. |
| | | Office Occupations | 1. More on-line "live" work in summer |
| | | Oregon Coast Culinary Institute | 1. OCI (Oregon Coast Invitation high school competition) expand, total access, via internet, individual Competetions<br>2. Explore Spring start for Baking and Pastry. |
| | | Perkins | 1. Review and enhance alignment with high school programs of study<br>2. Conduct ?women in welding? and ?Safe technology for families? events to introduce women to opportunities in manufacturing tech and CIS<br>3. Work with high school programs of study to explore articulation options |
| | | Pharmacy Technician | 1. Continue to improve pharmacy technician certificate, , and revise program to be more relevant to the needs of the students and to align with industry standards, as needed. Explore additional community internship opportunities for students.<br>2. Work closely with area high schools to recruit students into allied health career fields, programs, and certificates. Develop vehicles for students to obtain their certificates while still in high school. |
| | | Phlebotomy Technician | 1. Continue to improve pharmacy technician certificate, , and revise program to be more relevant to the needs of the students and to align with industry standards, as needed.<br>2. Explore additional community internship opportunities for students.<br>3. Work closely with area high schools to recruit students into allied health career fields, programs, and certificates.<br>4. Develop vehicles for students to obtain their certificates while still in high school. |
| | | President's Office | 1. Curry Campus Open House scheduled for January 27, 2012<br>2. Decide on Health/Science Capital project<br>3. Continue archival of historical College documents |
| | | Psychology/Social Science | 1. Scheduling problems-mini presentations to high school students<br>2. More access<br>3. Counterbalancing classes |
| | | Recreation Center | 1. Laker One Card more efficient way for access to the Rec. Center<br>2. Get Fit for Finals initiative<br>3. Provide a larger variety of equipment rentals |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Science | 1. Increase interactions with district high school science instructors<br>2. Offer additional classes and labs both face to face and online/hybrid classes<br>3. Offer field trips and additional course offerings/electives for students needing credits<br>4. Offer classes/labs at additional times<br>5. Proctored testing |
| | | Speech | 1. Advising Debate team |
| | | Student First Stop Center | 1. Provide access to multiple academic transactions: Increase electronic transcript requests by 25%; increase communications management by 25%.<br>2. Provide financial services access: increase e-check participation.<br>FAQ on SFSC webpage |
| | | Student Housing | 1.Programming<br>2.Health and safety initiatives<br>3.Student housing occupancy rate<br>4.Student care service<br>5.Housing infrastructure enhancement<br>6.Staff Training<br>7.Student Housing Satisfaction<br>8.College Success Course/freshmen seminar<br>9.Maintain a conducive learning environment<br>10.Campus relationships |
| | | Student Life | 1. Create a summer NSO program with specific tracks for local traditional, local non-traditional, out of state<br>2. Create a plan for a Non-Traditional student program |
| | | Student Support Services - SSS Program | 1. Complete SSS Web Application<br>2. Develop on-line tutorials for advising and FAFSA<br>3. Increase support course participation |
| | | Testing | 1. Math department requested discontinuation of the use of SAT and ACT math scores as placement tests. ESPS staff and advisors took opposite view, concerned that this would pose a barrier to students who don?t live close to a testing center or have time constrictions and may choose to enroll elsewhere where there is less perceived red tape. Math Dept is looking into developing another system which might occur during fall new student orientation.<br>2. Oregon Dept of Agriculture (ODA) testing online.<br>3. Online registration for GED testers at both Coos and Curry testing centers<br>4. Gather information about the conversion from paper to CBT for GED testing and develop a plan for a smooth transition.<br>5. Evaluate GED testing staff to address increased demand for accommodations testing for both Curry and Coos testing centers. |
| | | Tutoring | 1. Open center on Saturdays.<br>2. Offer tutoring in additional disciplines areas - specifically social sciences and economics. |
| | 2012-13 | Advising | 1. Develop an advising curriculum for academic advisors. |
| | | Art | 1. Continue efforts for Art competitions and Skills Day |
| | | ASG Student Leadership | 1. Create a Leadership Program Plan integrating academics and ASG and Student Life |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | ASG Student Leadership | 2. Create a Student Government Leadership class |
| | | Business Management/Entrepreneurship | 1. Enhance online delivery<br>2. Explore market for evening business delivery.<br>3. Launch student activity with both high school and college students |
| | | Community Education & Workforce Development | 1. Offer 1 new class a year in each outlying community<br>2. Fully integrate College Now with additional online classes<br>3. Increase FTE |
| | | Criminal Justice | 1. Establish a competitive SWOCC CJ scholarship program<br>2. Actively recruit students |
| | | Disability Services | 1. A part time assistive technology person to assist faculty/staff and students in the area of assistive technology and instruction<br>2. Introduce assistive technology into academic support areas i.e. tutoring, writing lab, computer lab, library, housing study rooms, and Brookings and Gold Beach campuses. |
| | | EMT/Paramedic | 1. Increase use of IPTV for outreach to rural communities<br>2. Offer continuing education in Trauma/Life Support, PALS and ACLS<br>3. Become a center for first aid, CPR, and other emergency services continuing education for local and regional providers |
| | | English | 1. Reviewing placement scores<br>2. Full time faculty<br>3. Developmental education pilot planning writing and reading<br>4. Phone/email communication |
| | | Financial Aid | 1. Use new portal for student?s financial aid access.<br>2. Continue using automated/rules-based FAFSA import.<br>3. Automate Satisfactory Academic Progress. |
| | | Fire Science | 1. Work closely with Jordan Cove to develop partnerships and potential opportunities for students<br>2. Provide coursework to outlying areas such as Brookings and Coquille via IPTV |
| | | Foundation | 1. Support grant endeavors to provide access to curriculums that provide high probability of job placement in partnership with workforce agencies |
| | | Health, Wellness, and Physical Education | 1. Continue to work to improve and increase relationships with local high schools<br>2. Recruit and retain full-time employees, especially women athletes<br>3. Place all syllabi online |
| | | Human Resources | 1. Begin visits Curry County every 45 to 60 days. |
| | | Instructional Services | 1. Encourage the development of delivery systems that meet the needs of students in various communities. |
| | | Integrated Technology Services (ITS) | 1. Wireless N expansion for main campus.<br>2. Expand VOIP on SOCC campus |
| | | International Programs | 1. Create an International Coordinator Position |
| | | Manufacturing Technology Program | 1. Offer adequate sections of first and second year coursework to accommodate two cohorts of students.<br>2. Continue outreach to market opportunities, including to non-traditional students |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Mathematics | 1. Work closely with testing center, tutor center - improving assessment, placement, and tutoring to improve student access, engagement, and completion |
| | | Music | 1. Continue OMEA events<br>2. Develop new music courses |
| | | Nursing | 1. Retrospective analysis and comparison of student performance in prerequisite courses and nursing courses<br>2. Looking for any areas of weakness to focus improvement efforts on-line |
| | | Oregon Coast Culinary Institute | 1. Table learning, ebooks, ibooks<br>2. OCI (Oregon Coast Invitation high school competition) expand, total access, via internet, individual Competetions |
| | | Perkins | 1. Develop new planned actions based on Perkins reappropriation guidelines |
| | | President's Office | 1. Continue archival of historical College documents<br>2. Advocate for Capital funding during Legislative Session |
| | | Recreation Center | 1. Get Fit for Finals initiative continued<br>2. Provide a larger variety of equipment rentals |
| | | Science | 1. Increase interactions with district high school science instructors |
| | | Speech | 1. Advising Debate team |
| | | Student First Stop Center | 1. Include parents when communicating electronically with students regarding monthly statements. |
| | | Student Housing | 1.Programming<br>2.Health and safety initiatives<br>3.Student housing occupancy rate<br>4.Student care service<br>5.Housing infrastructure enhancement<br>6.Staff Training<br>7.Student Housing Satisfaction<br>8.College Success Course/freshmen seminar<br>9.Maintain a conducive learning environment<br>10.Campus relationships |
| | | Student Life | 1. Institute Non-Traditional Program |
| | | Student Support Services - SSS Program | 1. Update of technology-Computers and data bases<br>2. Secure additional desks and chairs |
| | | Testing | 1. Develop a plan to accommodate students that do not have access to ACT/SAT or COMPASS for placement purposes. |
| | 2013-14 | Advising | 1. Develop an evaluation tool to assess academic advisors? job performance. |
| | | Art | 1. Continue efforts for Art competitions and Skills Day |
| | | Business Management/Entrepreneurship | 1. Offer at least one certificate fully at night. |
| | | Community Education & Workforce | 1. Increase pool of qualified PT community instructors |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Development | 2. Increase FTE |
| | | Financial Aid | 1. Allow for students to complete all paperwork online, creating a paperless workflow. |
| | | Fire Science | 1. Work closely with Jordan Cove to develop partnerships and potential opportunities for students<br>2. Provide coursework to outlying areas such as Brookings and Coquille via IPTV |
| | | Foundation | 1. As we engage more with local businesses we will become more effective at garnering scholarships for specific trainings for incumbent workers and curriculum for students seeking AAOT |
| | | Human Resources | 1. Visit Curry County every 30 days |
| | | Institutional Research | 1. New reporting dashboard online for all reports appropriate for consumer information.<br>2. Conduct SENSE |
| | | Instructional Services | 1. Encourage the development of delivery systems that meet the needs of students in various communities. |
| | | Integrated Technology Services (ITS) | 1. Install network monitoring software.<br>2. Install Data Protection software.<br>3. Install self service password management. |
| | | International Programs | 1. Reinstitute ELI Program<br>2. Create an effective Study Abroad Program |
| | | Music | 1. Recruiting<br>2. Continue OMEA events<br>3. Continue developing new music courses |
| | | Nursing | 1. Retrospective analysis and comparison of student performance in prerequisite courses and nursing courses<br>2. Look for any areas of weakness to focus improvement efforts on- |
| | | Oregon Coast Culinary Institute | 1. OCI (Oregon Coast Invitation high school competition) expansion - total access, via internet, individual Competetions |
| | | President's Office | 1. Continue archival of historical College documents<br>2. Fundraising and/or bond measure for match monies for Health/Science Capital project |
| | | Recreation Center | 1. Get Fit for Finals initiative |
| | | Science | 1. Increase interactions with district high school science instructors |
| | | Speech | 1. Advising Debate team |
| | | Student Housing | 1.Programming<br>2.Health and safety initiatives<br>3.Student housing occupancy rate<br>4.Student care service<br>5.Housing infrastructure enhancement<br>6.Staff Training<br>7.Student Housing Satisfaction<br>8.College Success Course/freshmen seminar<br>9.Maintain a conducive learning environment<br>10.Campus relationships |
| | Future | Advising | 1. Implement a professional academic advisor program that would work with all SWOCC students from |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | Future | Advising | intake to graduation and or transfer.<br>2. 100% of students have an assigned advisor.<br>3. Highest rate of retention and completion in Oregon. |
| | | ASG Student Leadership | 1. Create a student Union Space |
| | | Childhood Education and Family Studies | 1. A full department with the capacity to offer classes in multiple terms during the academic year.<br>2. To be a ?destination? school for Early Childhood Education in the county based on quality standards |
| | | Family Center and Family Programming | 1. Have scholarship funds for children of low income families<br>2. Be and maintain a high quality model site for education for young children and their families. |
| | | Financial Aid | 1. Utilize a completely integrated imaging system for financial aid processing. |
| | | Foundation | 1. Foundation an integral and well known component of Southwestern |
| | | Health, Wellness, and Physical Education | 1. I Phone apps for Angel |
| | | Human Resources | 1. Full Time Recruitment Analyst |
| | | Integrated Technology Services (ITS) | 1. Server replacement plan.<br>2. PC replacement plan.<br>3. Wireless N deployment.<br>4. Core switch replacement.<br>5. 10G network upgrade.<br>6. Edge switch replacement.<br>7. Virtual Desktop available from anywhere.<br>8. Micro cell transmitters for improved cellular coverage.<br>9. Increase SAN capacity. |
| | | International Programs | 1. Sustainable ELI program that will feed into the overall population of International students at Southwestern.<br>2. Develop additional relationships with International Schools<br>3. Develop relationships with International Recruiters |
| | | Music | 1. Provide more performance opportunities for students<br>(per band, etc) |
| | | Oregon Coast Culinary Institute | 1. OCI (Oregon Coast Invitation high school competition) expansion - total access, via internet, individual Competetions |
| | | President's Office | 1. Archive all historical College documents and photos that will be searchable on archive office computer and viewable in archive office by staff and visitors and cross-referenced with local historical museum |
| | | Psychology/Social Science | 1. Interdepartmental communication<br>2. Scheduling problems<br>3. Flexible scheduling (Saturdays)<br>4. Cultural literacy<br>5. International student coordinator |
| | | Recreation Center | 1. Install Computer Work Stations for Students<br>2. Install more Cameras for safety<br>3. Swimming Pool<br>4. Covered Track and Field |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Recreation Center | |
| | | Science | 1. Update labs and classrooms<br>2. Cadaver lab |
| | | Student Life | 1. Create a student Union with a Multicultural Center, Leadership and Student Activities Offices |
| | | Student Support Services - SSS Program | 1. Secure additional space<br>2. Additional Staff<br>3. Math instructor |
| | | Testing | 1. State of the art testing room. Free from distractions. Additional employees during peak hours.<br>2. Assign a Chief Examiner in Brookings GED testing site. |
| | | Distinct Count:46 | Count:115 |

# Community Engagement: Unit Strategic Plans - By Core Theme and Year

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| Community Engagement | 2011-12 | Administrative Services | 1. Explore working with parks department for new bridge on trail |
| | | Advising | 1. Increase advising outreach campus wide.<br>2. Work in tandem with Eastern Oregon University and the University Center to stream line transfer advising to the OUS. |
| | | Art | No new plans - continue efforts of current community engagement activities such as the Visions art competition, Empty Bowls, Celebration of the Arts, and other educational partner endeavors |
| | | ASG Student Leadership | 1. Evaluate involvement in Community<br>2. Research & explore additional opportunities to engage community |
| | | Business Management/Entrepreneurship | 1. Expand advisory committee membership to expand expertise areas of membership.<br>2. Business faculty to expand communications with local businesses.<br>3. Explore entrepreneurship opportunities external to campus.<br>4. Establish student business club; volunteer in community service projects. |
| | | CIS | 1. Room large enough for group work access to lap tops and network<br>2. Expand advisory committee membership to expand expertise areas of membership.<br>3. Research non-traditional scholarship sponsorship by industry and/or foundation |
| | | Community Education & Workforce Development | 1. Partner with RSVP in 2011 Extraordinary Living conference<br>2. Bring back Community Cooking classes<br>3. Partner with our Foundation on community events<br>4. Work more with Curry?s community and workforce development classes |
| | | Counseling | 1. Counselor Liaison relationships with Women?s safety and Resource Center as well as Coos confederated and Coquille tribes |
| | | Criminal Justice | 1. Establish advisory committee and solicit input on industry needs |
| | | Dining Services | 1. Increase Catering by 3%<br>2. Continue Masquerade Ice Ball event<br>3. Develop Chainsaw Oysterfest event |
| | | Disability Services | 1. Complete a campus wide ADA assessment of all facilities, curricular and co-curricular activities that ensures accessibility and usability of students, staff and community members |
| | | Early Childhood Education and Family Studies | 1. Expanding our view of community to reach farther than our local community ?<br>Larger employers: Head Start, Knowledge Universe, Nike |
| | | EMT/Paramedic | 1. Collaborate with Nursing and Fire Science Programs, local hospitals and EMS services to hold a county wide Disaster Drill with multiple traumas using simulation equipment and students. |
| | | Facilities Services | 1. Master Gardener Group actively involed in Grounds appearance<br>2. Lease Property next to campus |
| | | Family Center and Family Programming | 1. Be involved in the development stages of the Early Learning Council<br>2. Apply for position on commission on Children & Families |
| | | Financial Aid | 1. Communicate deadlines to community |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Financial Aid | 2. Host College Goal Oregon.<br>3. Present at district high schools |
| | | Fire Science | 1. Look for other areas to provide continuing education and or collaboration in training with community fire chiefs |
| | | Foundation | 1. New strategies involve friendraising and fundraising activities by engaging with particular sectors: Senior population, outlying municipalities, professional organizations, Longshoreman Union economic leaders<br>2. Continue to bring people to campus through a number of activities as well as plan off -campus activities at community events. |
| | | Health, Wellness, and Physical Education | 1. Hosting events, competitions, camps, clinics, providing a service learning opportunity to foster community service<br>2. Collaboration with high schools, practice teaching, student practical experiences<br>3. Fitness Series Lectures for Community |
| | | Human Resources | 1. Benefit Fair<br>2. Wellness Committee<br>3. Leadership Academy Development |
| | | Institutional Research | 1. Enhance website for to incorporate new success indicators and the new structure of accreditation. |
| | | Integrated Technology Services (ITS) | 1. Disaster Recovery / Community Emergency Response expanded procedures<br>E-911 map of campus phone locations completed. |
| | | International Programs | 1. Develop a Unit Plan and Program Proposal |
| | | Machine Technology Program | 1. Expand advisory committee membership to expand expertise areas of membership<br>2. Have local industry specialists assist in the design and delivery of simulation lab curriculum |
| | | Mathematics | 1. Continue and improve outreach classes to rural communities |
| | | Medical Assistant | 1. Collaborate with Nursing and Fire Science Programs, local hospitals and EMS services to hold a county wide Disaster Drill with multiple traumas; using simulation equipment and students. |
| | | Music | 1. Continue efforts for festivals, concerts, special venues, Fidelity Fridays, community festivals such as the Clambake |
| | | Nursing | 1. Develop and strengthen community partners for clinical placements and learning opportunities for students. Focus on older adult, chronic illness, and acute illness<br>2. Work closely with Nursing Advisory Committee to build partnerships, and promote relationships |
| | | Oregon Coast Culinary Institute | 1. Service Projects |
| | | Perkins | 1. Partner with community members to bring real world examples and expertise into CTE classroom<br>2. Redesign advisory committee membership to expand expertise areas of membership. |
| | | Pharmacy Technician | 1. Collaborate with Nursing and Fire Science Programs, local hospitals and EMS services to hold a county wide Disaster Drill with multiple traumas; using simulation equipment and students. |
| | | Phlebotomy Technician | 1. Collaborate with Nursing and Fire Science Programs, local hospitals and EMS services to hold a county wide Disaster Drill with multiple traumas; using simulation equipment and students. |
| | | President's Office | 1. Hold October 8th Community event in honor of 50th Anniversary |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | President's Office | 2. Engage community to support OCCI Culinary Olympic Team |
| | | Psychology/Social Science | 1. Teaching at Shutter Creek |
| | | Recreation Center | 1. Laker One Card<br>2. Get Fit for Finals initiative<br>3. Create new fitness classes to meet community needs<br>4. Registrations for more community organizations |
| | | RSVP | 1. Grow the Extraordinary Living Conference into a community event.<br>2. Encourage and grow SWOCC & community partnerships through inter generational volunteering. One area for this is food security and insecurity, conduct research with seniors and students. Grant Work Plans & service projects will reflect research results.<br>3. Re-grow the Telephone Reassurance & Friendly Visitor Programs for seniors.<br>4. Grow the Safety Outreach for Seniors (SOS) Program with the Coos Bay Fire Dept. to meet the need of seniors and the community.<br>5. Seek an SWOCC Staff or faculty to serve on the RSVP Advisory Council. |
| | | Small Business Development Center | 1. Advise at least 200 small businesses per contract with OSBDCN<br>2. Show at least 10 new business starts as a result of advising<br>3. Show at least 25 jobs created by counseled businesses<br>4. Show at least 25 jobs retained by counseled businesses<br>5. Provide at least 50 training opportunities for small business owners |
| | | Speech | 1. Judge speech tournaments |
| | | Student First Stop Center | 1. Provide educational assistance: Survey students and staff on satisfaction with SFSC with 3.5 rating or higher.<br>2. FAQ on SFSC webpage |
| | | Student Housing | 1.Programming<br>2.Business partnerships/referrals<br>3.Conference services |
| | | Student Life | 1. SAPB work to bring community members on campus to provide trainings, and interact with students |
| | | Testing | 1. Companies and their employees will not have to wait a week or so for results. This enables ODA testers to retest right away if needed. |
| | 2012-13 | Art | No new plans - continue efforts of current community engagement activities such as the Visions art competition, Empty Bowls, Celebration of the Arts, and other educational partner endeavors |
| | | ASG Student Leadership | 1. Based on previous research and evaluations create a community engagement program |
| | | Business Management/Entrepreneurship | 1. Integrate community service projects into student activities.<br>2. Market student business to community<br>3. Identify rich community-based CWE sites for students and faculty |
| | | CIS | 1. Room large enough for group work access to lap tops and network |
| | | Community Education & Workforce Development | 1. Reinstate the Netweavers group for nonprofit networking<br>2. Survey for business and industry needs<br>3. Partner with SWOCC Foundation with community workshops |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Criminal Justice | 1. Solicit community and/or foundation support for a competitive SWOCC CJ scholarship program |
| | | Dining Services | 1. Create Family Dinner Package |
| | | Financial Aid | 1. Communicate deadlines to community<br>2. Host College Goal Oregon.<br>3. Present at district high schools |
| | | Foundation | 1. We will build on the network of funding partners through engagement with our enlarged board and their networks in the district. We will be specifically working on representation of more rural communities in the Coos and Curry County. |
| | | Health, Wellness, and Physical Education | 1. Increase ASAT/PE club activities in the community |
| | | Human Resources | 1. Benefit Fair<br>2. Wellness Fair |
| | | Instructional Services | 1. Improve communication and involvement with community stakeholders-e.g. school districts, business and industry. |
| | | Integrated Technology Services (ITS) | 1. Deploy new web server and migrate existing web site. |
| | | International Programs | 1. Create an International Coordinator Position<br>2. Send students to Hyejeon College during summer |
| | | Mathematics | 1. Continue and improve outreach classes to rural communities |
| | | Nursing | 1. Develop and strengthen community partners for clinical placements and learning opportunities for students. Focus on older adult, chronic illness, and acute illness<br>2. Work closely with Nursing Advisory Committee to build partnerships, and promote relationships |
| | | Oregon Coast Culinary Institute | 1. Service Projects |
| | | Perkins | 1. Develop new planned actions based on Perkins reappropriation guidelines |
| | | President's Office | 1. Engage community in discussion around need for a Health/Science building |
| | | Psychology/Social Science | 1. Friday?s available<br>2. Coos Bay Seniors |
| | | Recreation Center | 1. Get Fit for Finals initiative |
| | | RSVP | 1. Continue on an upward growth path from 2011-12.<br>2. Add seniors as guest speakers in classrooms where they will discuss their life experiences. |
| | | Science | 1. Continue Geology Lecture Series |
| | | Small Business Development Center | 1. Advise at least 200 small businesses per contract with OSBDCN<br>2. Show at least 10 new business starts as a result of advising<br>3. Show at least 25 jobs created by counseled businesses<br>4. Show at least 25 jobs retained by counseled businesses<br>5. Provide at least 50 training opportunities for small business owners |
| | | Speech | 1. Judge speech tournaments |
| | | Student Housing | 1.Programming |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Student Housing | 2.Business partnerships/referrals<br>3.Conference services |
| | | Student Life | 1. Utilize Multicultural Program to provide training and expertise to community members |
| | 2013-14 | Art | No new plans - continue efforts of current community engagement activities such as the Visions art competition, Empty Bowls, Celebration of the Arts, and other educational partner endeavors |
| | | Business Management/Entrepreneurship | 1. Launch student ambassador program to participate in local business organizations and work with high schools |
| | | CIS | 1. Room large enough for group work access to lap tops and network |
| | | Financial Aid | 1. Communicate deadlines to community<br>2. Host College Goal Oregon.<br>3. Present at district high schools |
| | | Foundation | 1. Foundation Board members will be continuing to thank donors and engage with new people in their network.<br>2. As board members retire from their volunteer positions, the Foundation will be very strategic about who will continue the legacy of success through excellent succession planning. |
| | | Health, Wellness, and Physical Education | 1. Place PE assistants in the schools; provide tuition waivers |
| | | Human Resources | 1. Benefit Fair<br>2. Wellness Fair |
| | | Institutional Research | 1. New reporting dashboard online for all reports appropriate for community and consumer information. |
| | | Integrated Technology Services (ITS) | 1. Add .5 FTE Web Assistant.<br>2. Deploy redesigned web site. |
| | | International Programs | 1. Reinstitute ELI Program<br>2. Cooperative agreement between Hyejeon and Chang Zhou<br>3. Create an effective Study Abroad Program |
| | | Oregon Coast Culinary Institute | 1. Community projects<br>2. Taste of the Northwest<br>3. Service projects |
| | | President's Office | 1. Ask voters and donors for support of Health/Science Capital project |
| | | Psychology/Social Science | 1. Mini-presentations to HS students |
| | | Recreation Center | 1. Get Fit for Finals initiative |
| | | RSVP | 1. Will have made events a stable part of the community. These include: The Extraordinary Living Conference, The Mutt Strut, 911 Day of Service and Remembrance, Caser Chavez Day.<br>2. Seek new areas for community involvement: MLK Day.<br>3. Close gaps by engaging inter generational & multi cultural volunteers that will enhance Coos County and the future. |
| | | Small Business Development Center | 1. Advise at least 200 small businesses per contract with OSBDCN<br>2. Show at least 10 new business starts as a result of advising<br>3. Show at least 25 jobs created by counseled businesses<br>4. Show at least 25 jobs retained by counseled businesses<br>5. Provide at least 50 training opportunities for small business owners |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Small Business Development Center | |
| | | Speech | 1. Judge speech tournaments |
| | | Student Housing | 1.Programming<br>2.Business partnerships/referrals<br>3.Conference services |
| | Future | Criminal Justice | 1. Facilities for housing all aspects of ROTA (Reserve Office Training Academy) and ORPAT (Oregon Physical Abilities Training) for student and community use;<br>2. A regional center that serves local agencies as well as a vibrant CJ program. |
| | | Dining Services | 1. Hold ice competition on campus |
| | | Family Center and Family Programming | 1. The Family Center as a model training & education center for young children, parenting adults, adult students, and early childhood professionals based on NAEYC (National Association for the Education of Young Children) standards. |
| | | Financial Aid | 1. Offer financial literacy workshops to community |
| | | Foundation | 1. Board membership will be a valued and coveted position among community leaders. |
| | | Health, Wellness, and Physical Education | 1. Bod Pod<br>2. Swimming Pool<br>3. Physical therapy assistant program |
| | | Integrated Technology Services (ITS) | 1. Create SWOCC Apps for smartphones.<br>2. Install and implement Online bookstore merchandise purchasing capability.<br>3. Website optimized for smartphones and tablets. |
| | | International Programs | 1. Sustainable ELI program that will feed into the overall population of International students at Southwestern.<br>2. Develop additional relationships with International Schools<br>3. Develop relationships with International Recruiters |
| | | Music | 1. Develop Performance Series (maybe in community) |
| | | Nursing | 1. Increase faculty, fully equipped lab, with trauma bays, simulation, and a comprehensive Public Safety Program. |
| | | Oregon Coast Culinary Institute | 1. Regional Service Projects |
| | | President's Office | 1. Pass bond to finance next building |
| | | Psychology/Social Science | 1. RSVP speakers<br>2. NAMI (National Alliance on Mental Illness) speakers |
| | | Recreation Center | 1. Develop opportunities for home schooled, primary, secondary education, and retirement homes. |
| | | RSVP | 1. Grow RSVP into a financially stable non profit.<br>2. Recruitment of Baby Boomers into the RSVP Program.<br>3. Grow the Extraordinary Living Conference to an annual attendance of at least 300 from the South Coast and neighboring communities. |
| | | Science | 1. Science building to include museum, show case |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Small Business Development Center | 1. Assume management of The Business Center incubator as a profitable enterprise center for SOCC<br>2. Create a youth entrepreneurship summer camp to encourage 12-18 year olds to consider business ownership as a career option<br>3. Assist South Coast Inventors to create a pipeline of innovative ideas into business creation through increased grant funding and establishment of an incubator site for inventors<br>4. Establish a long term funding mechanism for small businesses that do not meet the loan criteria of commercial financial institutions so innovative ideas can be commercialized<br>5. Increase participation in Opportunity Knocks to facilitate the establishment of 2 additional groups of business owners that provide peer to peer mentoring<br>Continually strengthen the resource base for small businesses so they can better compete in the global market place<br>6. Build the New Business Challenge grant sponsorships from current levels of approximately $11,000 per year to $30,000 per year |
| | | Student Life | 1. Create a student Union with a Multicultural Center, Leadership and Student Activities Offices |
| | | Distinct Count:44 | Count:105 |

# Innovation and Sustainability: Unit Strategic Plans - By Core Theme and Year

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| Innovation & Sustainability | 2011-12 | Administrative Services | 1. Develop Safety just-in-time training program for 5 processes<br>2. Develop EMT Policies and Procedures: timely warning, emergency notification<br>3. Organize Energy Audit<br>4. Coordinate Admin policies & procedures inclusion into new Board policies<br>5. Participate in Composting Project Pre-consumer food waste: seek funding, analyze financial impact, determine next step<br>6. Coordinate Facilities Master Plan with Instructional Master Plan<br>7. Revamp internal budgeting process with workshops |
| | | Advising | 1. Revise the advising structure to include more professional advisors.<br>2. Work in tandem with Eastern Oregon University and the University Center to stream line transfer advising to the OUS. |
| | | Art | 1. Research and develop digital media curriculum in conjunction with journalism and CIS departments |
| | | ASG Student Leadership | 1. Create an evaluation process for ASG<br>2. Create rework, ASG forms, Policies and Procedures<br>3. Create/Institute ASG position at Curry Campus |
| | | Bookstore | 1. Implementation of new inventory system to aid in effectiveness and efficiency.<br>2. Continued expansion of the C-Store department in the bookstore.<br>3. Full functioning online bookstore.<br>4. New partnership with Industrial Source to provide students with welding kits that can be purchased through the bookstore using financial aid. |
| | | Business Management/Entrepreneurship | 1. Pilot threaded project throughout AAS business curriculum<br>2. Explore entrepreneurship opportunities external to campus.<br>3. Work with Manufacturing Tech students to develop business plan.<br>4. Launch multidisciplinary capstone project as technical skills assessment<br>5. Review certificates to align with employment opportunities;<br>6. Explore opportunities to expand program option such as hospitality and/or business enhancement and/or sustainable practices certificates |
| | | Business Services | 1. Implementation of new financial software for improved management and reporting<br>2. Revise chart of accounts to include location & function for improved management & reporting<br>3. Document essential processes & procedures by position for continuity |
| | | Campus Security | 1. Create website providing security and related information<br>2. Install laptop computers in vehicles |
| | | CIS | 1. Upgrade software<br>2. Provide grant funding/opportunities<br>3. Launch multidisciplinary capstone project as technical skills assessment<br>4. Review certificates to align with employment opportunities |
| | | Community Education & Workforce Development | 1. Create a sustainability information board<br>2. Hiring process is now online<br>3. Research grants |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Counseling | 1. Restore 3rd full time counseling position lost due to Anne Fauss?s retirement in 2002.<br>2. Restore 12 month contracts to the two remaining counselors<br>3. Two counselors will be trained to be Certified Distance Counselors |
| | | Criminal Justice | 1. Offer campus guest speaker series to expose expertise and commitment to CJ program<br>2. Design ROTA (Reserve Office Training Academy)program offerings in conjunction with local agencies;<br>3. Identify new leadership<br>4. Develop part-time faculty ?team? to continue |
| | | Dining Services | 1. Create Standardize Recipes<br>2. Participate in college-wide recycling/composting project<br>3. Activate student advisory committee with student housing<br>4. Increase size of loading dock |
| | | Disability Services | 1. A full time director of DSS would make the program sustainable<br>Students will have the option of downloading their alternative print text books onto their computers or mobile devices directly from Learning Ally, a major text book clearinghouse for alternative print formatted materials. This will free up staff time and assist students become more independent.<br>2. Conduct a needs assessment of the Coos Bay campus to determine funding priorities and staffing levels<br>3. Create a campus group made up of stakeholders who responsibility is access on campus. This group would meet monthly to talk about universal design models for curriculum and co-curriculum activities, priority assessment that reflect current funding levels<br>4. Add a statement on the Course Outline form that is used for the updating or new course creation that indicated whether or not the faculty has determined if course materials are accessible and useable by SWD. |
| | | Early Childhood Education and Family Studies | 1. Increase enrollment<br>2. Market our program<br>3. We are 1 in 5 programs in the nation that meet the following requirements:<br>a)NAEYC ECADA accreditation<br>b)Online<br>c)Credit for CDA (Child Development Association)<br>d)Articulation agreements w/3 universities for bachelor?s degrees |
| | | EMT/Paramedic | 1. Support faculty to attend the annual Faculty Development Conferences<br>2. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy<br>3. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting<br>4. Remodel Clinical Learning Lab to accommodate increased number of students and to meet criteria for Accreditation Review. |
| | | English | 1. Title III-QM-embedding quality standards in course outlines, setting student learning outcomes, assigning assessment criteria, content delivery, and evaluation.<br>2. Writing 121 revised course outline peer reviewed meets QM standards<br>3. Using Angel to embed material from sources other than textbooks, based on material that is gathered by faculty and students ?from around the world.?<br>4. Review Distance delivery systems<br>5. Fulltime Faculty |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | English | 6. Engage in innovative teaching methodologies for foreign language based on evidence from national data sources, textbooks, journals, conferences |
| | | Facilities Services | 1. Back-up Generator (campus wide)<br>2. Update current vehicles<br>3. Add staffing for Grounds Maintenance<br>4. Hire personnel with Carpentry Skills<br>5. Roof Gardens |
| | | Family Center and Family Programming | 1. Reorganization of preschool model to support required income<br>2. Complete video on quality Early Childhood Education for marketing/fundraising for ongoing scholarship funds<br>3. Develop parent educator certificate of completion to be aligned w/parenting education standards |
| | | Financial Aid | 1. Move nearly all letters to email to reduce paper and postage costs. |
| | | Fire Science | 1. Work with community partners to develop training opportunities through enterprises such as Jordan Cove- for ongoing continuing education opportunities for students and community<br>2. Look for other areas to provide continuing education and or collaboration in training with community fire chiefs |
| | | Foundation | 1. Focus on the development of the branch campus in Curry County |
| | | Human Resources | 1. 85% Direct Deposit Participation<br>2. Online Employee Orientation |
| | | Institutional Research | 1. Develop CCSSE and SENSE interactive reports for tableau server and website reports.<br>2. Develop new common set reports for all units on campus within a new ERP system using dashboard views and portal access.<br>3. As a member of ACT, guide the accreditation process and the submission of the seven-year comprehensive report due in early February to NWCCU.<br>4. Conduct Community and Student Satisfaction and Opinion Survey.<br>5. Implement Tableau Server for department reporting for identified end-users.<br>6. Develop and implement new Success Indicator reports and mission threshold. |
| | | | 1. Develop CCSSE and SENSE interactive reports for tableau server and website reports.<br>2. Develop new common set reports for all units on campus within a new ERP system using dashboard views and portal access.<br>3. As a member of ACT, guide the accreditation process and the submission of the seven-year comprehensive report due in early February to NWCCU.<br>4. Conduct Community and Student Satisfaction and Opinion Survey. |
| | | Instructional Services | 1. Reorganize instructional units so that the various components and functions fit together in a logical, manageable and sustainable manner.<br>2. Work toward the space integration of science, technologies and allied health and the planning and financing of appropriate facilities.<br>3. Explore financing opportunities through grants and industry alliances. |
| | | Integrated Technology Services (ITS) | 1. Implement HVAC energy trust project if approved.<br>2. Implement document imaging.<br>3. Implement cloud storage for disaster recovery. |
| | | Machine Technology Program | 1. Pilot simulation lab to expose students to specialty welding techniques<br>Explore entrepreneurship opportunities. |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Machine Technology Program | 2. Work with Business students to develop business plan.<br>3. Explore materials acquisition options and partnerships for cost savings.<br>4. Develop plan to sustain program for new capacity |
| | | Mail and Print Services | 1. Complete Internal procedures handbook for department: review current; modify/add as needed<br>2. Cross-training for department members<br>3. Upgrade to scanning technology for packages/freight/mail<br>4. Evaluate current folding and envelope equipment |
| | | Mathematics | 1. Include part-time faculty in Math department meetings<br>2. Develop web-enhanced classes<br>3. Write grants to support innovation |
| | | Media Services | 1. Computer Equipment Replacement Plan - upgrade and new installs per plan<br>2. Implement Pcounter for printing in student labs |
| | | Medical Assistant | 1. Support faculty to attend the annual Faculty Development Conferences<br>2. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy.<br>3. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting.<br>4. Remodel Clinical Learning Lab to accommodate increased number of students and to meet criteria for Accreditation Review. |
| | | Music | 1. Write grants for a MIDI (Musical Instrument Digital Interface) studio in Music Department |
| | | Nursing | 1. Hold quarterly Brown Bag sessions with students to allow time for relationship building, communication, problem-solving, and program evaluation<br>2. Support the Nursing Club as a way to promote engagement and sustainability<br>3. Support faculty to attend the annual OCNE Faculty Development Conference<br>4. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy<br>5. Strategic plan to improve NCLEX scores through stronger med/surg content delivery and assessment of learning outcomes<br>6. Strengthen clinical experiential learning and evaluation<br>7. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting |
| | | Office Occupations | 1. More students complete certificates |
| | | Perkins | 1. Pilot faculty mentoring in Manufacturing tech<br>2. Research student entrepreneurship opportunities<br>3. Implement ?nagging? program for students<br>4. Pilot cooperative advising with student support services and first stop;<br>5. Prepare advising guides, conduct group advising, and offer advisor CTE updates |
| | | Pharmacy Technician | 1. Support faculty to attend the annual Faculty Development Conferences<br>2. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy.<br>3. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting;<br>4. Collaborative effort to provide more appropriate CEU and workshop opportunities to members in our |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Pharmacy Technician | community as well as our local partners while enhancing the academic experiences of our students. |
| | | Phlebotomy Technician | 1. Support faculty to attend the annual Faculty Development Conferences<br>2. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy.<br>3. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting<br>4. Collaborative effort to provide more appropriate CEU and workshop opportunities to members in our community as well as our local partners while enhancing the academic experiences of our students. |
| | | President's Office | 1. Seek grant funding to design archival project<br>2. Work on Employee Leadership Development process |
| | | Psychology/Social Science | 1. New Social Science class |
| | | Recreation Center | 1. Laker One card<br>2. Replace and upgrade equipment to stay current<br>3. Replace soap dispensers with Hibicleans for students and athletes |
| | | Science | 1. Field labs in place of regular labs (lower costs and higher engagement through environmental stimulation and real life hand's on approach)<br>2. Totally online Biology 101<br>3. Using technology to enhance the learning experience<br>4. Invite subject area specialists to campus to present lectures; lecturers also spend time in our area, and provides opportunities for engaged discussions with faculty and students around their current research, teaching methodologies, and educational trends they are observing. |
| | | Student First Stop Center | 1. Provide financial services access:  reduce bad debt by 25% from prior year; increase e-check participation from prior year.<br>2. Implement an electronic disbursement onto the CardSmith OneCard with 25% of students enrolled in program.<br>3. Include parents when communicating electronically and by phone with students regarding account balances.<br>4. Update FERPA Release Form to include parent contact information. |
| | | Student Housing | 1.Programming<br>2.Student Housing Occupancy rate<br>3.Customer Care service<br>4.Housing infrastructure enhancement<br>5.Health and safety initiatives<br>6.College Success Course/freshmen seminar<br>7.Conference services |
| | | Student Life | 1. Create a plan for a Non-Traditional student program |
| | | Student Support Services - SSS Program | 1. Implement a peer mentoring program |
| | | Testing | 1. Reading coordinator will be asked to begin analyzing the effect of mandatory reading on matriculation, course achievement and graduation to determine whether it is acting as a barrier or a gateway.  Testing center will look at how many students are choosing to retest, what percent pass on second try with and without having taken a reading course.  We?ll also chart how many utilize Adult Basic Ed at Newmark Center and how many simply disappear.<br>2. Testing fees for online exams are substantially higher than paper and pencil exams. |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Testing | 3. Evaluate the sustainability of the current GED testing program<br>4. Gather information about the conversion from paper to CBT for GED testing and develop a plan for a smooth transition.<br>5. Evaluate GED testing staff to address increased demand for accommodations testing for both Curry and Coos testing centers. |
| | 2012-13 | Administrative Services | 1. Provide Safety just-in-time training program for 6 processes<br>2. Participate in new employee orientation development for each group: classified, management, faculty<br>3. Full facilities maintenance study for staffing and workflow |
| | | Advising | 1. Develop an advising curriculum for academic advisors. |
| | | Art | 1. add a full-time, tenure track instructor in Digital Media and Design.<br>2. Research and develop expanded 2-dimensional art curriculum in anticipation of new faculty hiring |
| | | ASG Student Leadership | 1. Create a Student Government Leadership class |
| | | Bookstore | 1. Request relocation and expansion of the bookstore<br>2. Add seating/gathering area for students, staff, and community<br>3. Add additional services for students (i.e. Laker1one Card deposits, student shipping, additional dorm items) |
| | | Business Management/Entrepreneurship | 1. Launch student business.<br>2. Continue to explore opportunities to expand program<br>3. Launch at least one new pathway certificate |
| | | Business Services | 1. Review, eliminate, revise processes & procedures for maximum efficiency & effectiveness<br>2. Additional training on new software to gain maximum benefit & efficiency |
| | | Campus Security | 1. Exploration of funding resources available through grants, etc.<br>2. Evaluate security camera systems that are wireless transmission that can be viewed in security vehicles and make recommendation |
| | | CIS | 1. Upgrade software<br>2. Provide grant funding/opportunities |
| | | Community Education & Workforce Development | 1. Research grants<br>2. Increase contracted trainings |
| | | Counseling | 1. Restore 3rd full time counseling position lost due to Anne Fauss?s retirement in 2002.<br>2. Restore 12 month contracts to the two remaining counselors |
| | | Criminal Justice | 1. Establish partnership with local agencies and integrate local expertise into coursework and field trips<br>2. Research development of coursework to support contemporary public safety coursework such as GIS, Emergency Preparedness Plan development, and interagency coordination |
| | | Dining Services | 1. Create BBQ pit/smoker<br>2. Purchase new hot line<br>3. Conduct three-year in depth analysis |
| | | EMT/Paramedic | 1. Write own Introduction to EMS textbook using McGraw Hill resources |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | English | 1. Title III-QM-embedding quality standards in course outlines, setting student learning outcomes, assigning assessment criteria, content delivery, and evaluation.<br>2. Writing 121 revised course outline peer reviewed meets QM standards<br>3. Using Angel to embed material from sources other than textbooks, based on material that is gathered by faculty and students ?from around the world.?<br>4. Review Distance delivery systems<br>5. Fulltime Faculty<br>6. Engage in innovative teaching methodologies for foreign language based on evidence from national data sources, textbooks, journals, conferences |
| | | Facilities Services | 1. Revamp Emergency Management Team<br>2. Composting<br>3. Update T12 ballasts to T8 for energy efficient<br>4. Motion Sensor lighting in classrooms<br>5. Wireless Electronic Lock System<br>6. Rental Cars should be hybrid's only<br>7. Update insulation in all buildings<br>8. Car Pool |
| | | Financial Aid | 1. Move all communications to email using new SIS to eliminate paper and postage costs completely. |
| | | Fire Science | enterprises such as Jordan Cove- for ongoing continuing education opportunities for students and community<br>2. Look for other areas to provide continuing education and or collaboration in training with community fire chiefs |
| | | Foundation | 1. Our system of measuring the effectiveness of our strategies and activities will continue to inform the Foundation about where to apply our resources.<br>2 Implement Jenzabar which will make our tracking of strategies more efficient. |
| | | Human Resources | 1. 95% Direct Deposit Participation<br>2. Portal Time cards with Jenzabar |
| | | Institutional Research | 1. Review new ERP dashboard and portal reports for all units - develop new reports for units as needed to meet reporting and program data for the program review process.<br>2. Implement new dashboard for reporting and tracking of success indicators for each unit on campus.<br>3. Assess the program review and assessment process as one component of NWCCU standards 1 and 4.<br>4. As a member of the ACT, guide the review and development of the standard 1 report due in 2012-13.<br>5. Conduct SENSE |
| | | Instructional Services | 1. Work toward the space integration of science, technologies and allied health and the planning and financing of appropriate facilities. |
| | | Integrated Technology Services (ITS) | 1. Deploy pilot Virtual Desktop Integration.<br>2. Install System Center management software. |
| | | International Programs | 1. Create an International Coordinator Position |
| | | Machine Technology Program | 1. Convert adjunct faculty position to tenure-track. |
| | | Mail and Print Services | 1. Consider distributive copy stations on campus vs. one location<br>2. Study yearly workflow for staffing and technology recommendations<br>3. Change processes to Jenzabar and Document Imaging software |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Mathematics | 1. Include part-time faculty in Math department meetings<br>2. Develop web-enhanced classes<br>3. Write grants to support innovation |
| | | Media Services | 1. Computer Equipment Replacement Plan - upgrade and new installs per plan |
| | | Music | 1. Implementation of recording certificate |
| | | Nursing | 1. Hold quarterly Brown Bag sessions with students to allow time for relationship building, communication, problem-solving, and program evaluation<br>2. Support the Nursing Club as a way to promote engagement and sustainability<br>3. Support faculty to attend the annual OCNE Faculty Development Conference<br>4. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy<br>5. Strategic plan to improve NCLEX scores through stronger med/surg content delivery and assessment of learning outcomes<br>6. Strengthen clinical experiential learning and evaluation<br>7. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting |
| | | Office Occupations | 1. Hire full-time faculty |
| | | Perkins | 1. Develop new planned actions based on Perkins reappropriation guidelines |
| | | President's Office | 1. Start Leadership Program<br>2. Have at least one paperless Board meeting |
| | | Psychology/Social Science | 1. Film therapy classes<br>2. Intro to Helping Professions |
| | | Recreation Center | 1. Replace equipment and upgrade equipment to stay current |
| | | Science | 1. Increase offerings in Marine Biology<br>2. Initiate Natural Resources Degree Program |
| | | Student First Stop Center | 1. Provide financial services access:  reduce bad debt by 25% from prior year; increase e-check participation from prior year.<br>2. Include parents when communicating electronically with students regarding monthly statements. |
| | | Student Housing | 1.Programming<br>2.Student Housing Occupancy rate<br>3.Customer Care service<br>4.Housing infrastructure enhancement<br>5.Health and safety initiatives<br>6.College Success Course/freshmen seminar<br>7.Conference services |
| | | Student Life | 1. Place Clubs with Student Life rather than in ASG<br>2. Create Class/Training for Clubs |
| | | Testing | 1. GED testing charges will change from per test to per sitting, putting at disadvantage students who need to space them out over several days or weeks or have test anxiety.  We're checking with the state to verify this potential barrier.  If these changes are verified, we?ll begin to track GED retests, passage rates for |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Testing | students taking multiple tests in one sitting versus spacing them out. |
| | 2013-14 | Administrative Services | 1. Provide Safety just-in-time training program for 6 processes<br>2. Renew Newmark Center leases and seek new tenants |
| | | Advising | 1. Develop an evaluation tool to assess academic advisors? job performance. |
| | | Art | 1. renew the 2-dimensional art instructor position |
| | | Bookstore | 1. Add deli area with cold case in bookstore |
| | | Business Management/Entrepreneurship | 1. Launch at least one new pathway certificate<br>2. Explore connecting capstone project to expansion of student business |
| | | Business Services | 1. Improve budgeting process to safeguard essential services and maximize benefit from scarce resources |
| | | Campus Security | 1. Install and train on wireless camera security system |
| | | Community Education & Workforce Development | 1. Research grants |
| | | Counseling | 1. Restore 3rd full time counseling position lost due to Anne Fauss?s retirement in 2002.<br>2. Restore 12 month contracts to the two remaining counselors |
| | | Dining Services | 1. Replace baking oven<br>2. Remodel Kitchen add gas range |
| | | Facilities Services | 1. Pump lake for irrigation purpases<br>2. Student Research on Campus Sustainability |
| | | Financial Aid | 1. Allow for students to complete all paperwork online, creating a paperless workflow. |
| | | Foundation | 1. Focus on encouraging current donors to create endowment funds. |
| | | Institutional Research | 1. Enhance and improve data warehouse for improved reporting in conjunction with the new dashboard.<br>2. Conduct Graduate Follow-up Survey<br>3. Conduct Employer Survey<br>4. Conduct SENSE |
| | | Integrated Technology Services (ITS) | 1. Add 1 FTE PC Tech.<br>2. Implement Virtual Desktops in student labs. |
| | | International Programs | 1. Reinstitute ELI Program<br>2. Create an effective Study Abroad Program |
| | | Mail and Print Services | 1. Analyze College direct marketing requirements, necessary technology, and protocols<br>2. Bulk Mailing process reviewed and revamped as necessary for USPO compliance |
| | | Media Services | 1. Computer Equipment Replacement Plan - upgrade and new installs per plan<br>2. Smart Classroom Controller |
| | | Medical Assistant | 1. Develop extended program in Coquille, Powers, Brookings using same IPTV technology that is used in Brookings and Coquille for Nursing Program |
| | | Music | 1. Continue purchase of pianos |
| | | Nursing | 1. Hold quarterly Brown Bag sessions with students to allow time for relationship building, communication, problem-solving, and program evaluation<br>2. Support the Nursing Club as a way to promote engagement and sustainability |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Nursing | 3. Support faculty to attend the annual OCNE Faculty Development Conference<br>4. Support faculty to attend seminars, in-services, and other ways to maintain clinical currency and content relevancy<br>5. Strategic plan to improve NCLEX scores through stronger med/surg content delivery and assessment of learning outcomes<br>6. Strengthen clinical experiential learning and evaluation<br>7. Work closely with part-time clinical faculty to mentor and ensure that the overall course and student learning outcomes are being met in the clinical setting |
| | | Oregon Coast Culinary Institute | 1. Feeder school with CIA ?Graystone partnership (Culinary Institute of America) |
| | | Pharmacy Technician | 1. Develop extended program in Coquille, Powers, Brookings using same IPTV technology that is used in Brookings and Coquille for Nursing Program |
| | | Phlebotomy Technician | 1. Develop extended program in Coquille, Powers, Brookings using same IPTV technology that is used in Brookings and Coquille for Nursing Program |
| | | President's Office | 1. Increase number of paperless Board meetings to two or more |
| | | Recreation Center | 1. Replace equipment and upgrade equipment to stay current |
| | | Student First Stop Center | 1. Provide financial services access: reduce bad debt by 25% from prior year;<br>2. Increase e-check participation from prior year. |
| | | Student Housing | 1.Programming<br>2.Student Housing Occupancy rate<br>3.Customer Care service<br>4.Housing infrastructure enhancement<br>5.Health and safety initiatives<br>6.College Success Course/freshmen seminar<br>7.Conference services |
| | | Student Support Services - SSS Program | 1. Write for the SSS grant |
| | Future | Advising | 1. Highest rate of retention and completion in Oregon. |
| | | Art | 1. Metal art program offered in conjunction with Manufacturing Tech department. |
| | | ASG Student Leadership | 1. Create a sustainable budget that is separate from General fund w/ a contingency fund-based on student activity fees. |
| | | Bookstore | 1. Relocation and expansion of the bookstore<br>2. Coffee area with seating for customers<br>3. Deli area with cold cases<br>4. Additional staffing |
| | | Business Services | 1. Training for grant & program managers to initiate payroll & transactions correctly to minimize corrections & reworking |
| | | Campus Security | 1. Issue student and staff parking permits at registration, creating a database of vehicle identification that would work with a hand-scanner |
| | | Counseling | 1. Restore 3rd full time counseling position lost due to Anne Fauss?s retirement in 2002.<br>2. Restore 12 month contracts to the two remaining counselors<br>3. Restore Career Center<br>4. Expanded mental health counseling center |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Counseling | 5. Counselors working with conduct staff as part of the Behavioral Intervention Team<br>6. Professional advising core, transfer center leveraging funds and staff with OUS University Center, , athletic advisor |
| | | Early Childhood Education and Family Studies | 1. Develop our program and potential faculty members so we are prepared for growth opportunities whenever they present themselves.<br>2. Have "slick" recruitment materials to use for recruitment nationally to Head Start and other larger employer groups. |
| | | Facilities Services | 1. Install Solar Panels<br>2. Solar Panel/Electric Carport for Golf Carts or<br>3. Use Biofuel to run Golf Carts |
| | | Family Center and Family Programming | 1. Upgrade indoor and outdoor play yard equipment & environment to a model high quality environment for young children. |
| | | Financial Aid | 1. Utilize a completely integrated imaging system for financial aid processing. |
| | | Foundation | 1. The Foundation will have assets in excess of $15 million by 2015 |
| | | Health, Wellness, and Physical Education | 1. I Phones/I Pads connected to classes for grading/assignments |
| | | History and Political Science | 1. Field trips/Historical<br>2. Week-end classes |
| | | Integrated Technology Services (ITS) | 1. Expand tech work area.<br>2. Install power management for pc?s and servers.<br>3. Hot failover server site for business continuity.<br>4. Install surveillance system for the entire campus.<br>5. Install display screens in every building for the campus notification system.<br>6. Deploy thin client desktops. |
| | | Machine Technology Program | 1. Develop metal art program offered in conjunction with Manufacturing Tech department. |
| | | Mail and Print Services | 1. Evaluate all equipment, and data management systems, and software programs for upgrades and compatibility to meet USPS, UPS, FedEx, and other vendor?s compliance.<br>2. Look at the equipment and the capabilities needs to do the College?s marketing and recruitment materials including sort and handle bulk mailings along with ability to produce letterhead, envelopes and business cards, etc.<br>3. Locking mailboxes for the staff and students in a centralized location to safeguard USPS standards.<br>4. Electrical upgrades to handle the needs of equipment that will safeguard against malfunctions of equipment. |
| | | Media Services | 1. Update Computer Equipment Replacement Plan - classrooms and labs |
| | | Music | 1. Put together a 10 station MIDI studio |
| | | Nursing | 1. Health sciences building |
| | | Office Occupations | 1. More AOP (Administrative Office Professional) students and CWE placements in community |
| | | Psychology/Social Science | 1. Research institution<br>2. Learning communities<br>3. Faculty release for innovation<br>4. League for Innovation Conferences |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Recreation Center | 1. Hire a full time Recreation Center Employee |
| | | Science | 1. Increase budgets for materials and supplies |
| | | Student First Stop Center | 1. Create functional work stations for SFSC Reps.<br>2. Reconfigure waiting room so functional for students such as build bar/tall tables for students to complete their forms.<br>3. Running TV videos in lobby on how to perform processes on portal so that students can learn how to self-serve. |
| | | Student Life | 1. Create a student Union with a Multicultural Center, Leadership and Student Activities Offices |
| | | Student Support Services - SSS Program | Full/part time SSS Scholarship coordinator<br>1. Career Center staffed full time<br>2. Student Health Center<br>2. Student Child Care CO-OP |
| | | Testing | 1. Survey everyone who requests to take a test for whether evening or week end administration would be beneficial, and then track whether those who said yes were still able to take their tests during regular business hours to determine whether a barrier exists. In the past, week end and evening testing was available but was under-utilizined and discontinued. |
| | | Distinct Count:50 | Count:144 |

# Learning and Achievement: Unit Strategic Plans - By Core Theme and Year

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| Learning & Achievement | 2011-12 | Administrative Services | 1. Explore OUS Internship Opportunities: explore with OSU and U of O |
| | | Advising | 1. Mandatory HD 100 for housing students.<br>2. Develop and implement a 1 credit ?Advising Hour? class for all new degree seeking students prior to assigning an advisor.<br>3. Increase use of e-advising tools.<br>4. Develop and implement Skills Boot Camp for incoming freshman who test into remedial classes. |
| | | ASG Student Leadership | 1. Assess ASG based on CAS standards<br>2. Assess Leadership class based on CAS Standards<br>3. Work with Faculty on student evaluations of faculty |
| | | Business Management/Entrepreneurship | 1. Continue to update course outlines for alignment with industry standards;<br>2. Develop plan for phasing in contemporary topics and courses<br>3. Integrate sustainable business practices into curriculum; pilot coursework<br>4. Pilot program to offer supplemental instruction in gateway courses for students needing support<br>5. Integrate contextual literacy and math skill-building into curriculum<br>6. Develop a business ?minor? advising guide/certificate for AAOT students |
| | | CIS | 1. Access to room where all the business charts are available so each person has a lap top dedicated to a project so every student leaving school has an opportunity at home and school to learn for life long learning<br>2. Continue to update course outlines for alignment with industry standards; develop plan for phasing in contemporary topics and courses<br>3. Integrate sustainable computing practices into curriculum<br>4. Pilot program to offer supplemental instruction in gateway courses for students needing support<br>5. Integrate contextual literacy and math skill-building into curriculum |
| | | Community Education & Workforce Development | 1. Transcript our WKPL 9033 classes<br>2. Increase contracted trainings |
| | | Counseling | 1. Mandatory HD 100 for all non-culinary housing students. |
| | | Criminal Justice | 1. Offer CJ coursework for AS and ASOT students<br>2. Design AAS and/or pathway certificates to address industry needs<br>3. Review ROTA (Reserve Office Training Academy) program |
| | | Dining Services | 1, Add ice carving to Externship<br>2. Add project management instruction for student club events |
| | | Disability Services | 1. Add a statement on the Course Outline form that is used for the updating or new course creation that indicated whether or not the faculty has determined if course materials are accessible and useable by SWD. |
| | | Early Childhood Education and Family Studies | 1. 1st report on NAEYC ECADA accreditation<br>2. Upgrade to new standards<br>3. Hire replacement full time faculty member |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Early Childhood Education and Family Studies | 4. Develop additional articulation agreement with OSU<br>5C Continue with assessment; improvement & reporting required for NAEYC (National Association for the Education of Young Children) and ECADA (Early Childhood Associate Degree Accreditation) accreditations |
| | | EMT/Paramedic | 1. Continual revision and development of relevant curriculum consistent with Accreditation Standards.<br>2. Regular updates of the Course Syllabi to reflect changes in practice, evidence-based care, and clinical guidelines.<br>3. Continual updating and improving clinical learning lab to reflect current practice and evidence-based guidelines.<br>4. Regularly review and update resources, texts, online resources, and lab supplies.<br>5. Mid-term and Final student evaluations and final reviews-provides for opportunities to engage in program evaluation as well as student evaluation. |
| | | English | 1. Recruit and retain Fulltime Faculty<br>2. Engage faculty who have retired to teach part-time to maintain continuity<br>3. Align course outlines with national standards, making material relevant to students and high quality.<br>4. Embedding assessments and outcomes related to attitudes about writing and learning, making them measurable, and providing assessments and evaluation criteria.<br>5. See need to research and develop method to track student body trends relate to success and completion in writing. |
| | | Facilities Services | 1. Personnel Training for Maintenance Department<br>2. Maintaining Buildings/Grounds for a clean learning environment |
| | | Family Center and Family Programming | 1. Align children/family programming with standards outlined by Early Learning Council<br>2. Initiate plans to develop student/child learning outcomes |
| | | Financial Aid | 1. Offer Financial Aid workshops regarding several Financial Aid programs, specifically Federal Work-study and Student loans. |
| | | Fire Science | 1. Continue to work on developing the model curriculum provided by the NFSCC (National Fire Science Curriculum Committee) |
| | | Foundation | 1. The Foundation's logic model, our budget, workplan and financial reports are designed to better inform the Foundation about which activities achieve best results.<br>2. The Foundation will engage in formal and informal surveys to find out the number of people who are aware of the services and role of the Foundation. |
| | | Health, Wellness, and Physical Education | 1. Integrating more and better technology in the classrooms-ex., videos on line on ?How to use equipment.?<br>2. Hand?s on PE 282/Athletic Training, Interdisciplinary<br>3. Health/Wellness focus on current issues, engaging students in positive choices, fitness gram for evidence of change and improvement<br>4. Accelerated programs strength/conditioning |
| | | Human Resources | 1. Conduct Quarterly Manager Trainings<br>2. Bi Annual Staff Trainings |
| | | Institutional Research | 1. Finalize program review common data set reports for instruction.<br>2. Condcut CAAP or determine alternative method to measure general student learning outcomes. |
| | | Instructional Services | 1. Survey staffing needs and prioritize the hiring of faculty and staff to meet student needs.<br>2. Assess testing and advising in order to facilitate the success of students in appropriate courses and |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Instructional Services | programs.<br>3. Improve quality control of academic offerings through effective course and program evaluation and faculty evaluation. |
| | | Integrated Technology Services (ITS) | 1. Replace Colleague with Jenzabar and integrate LMS. |
| | | International Programs | 1. Develop a Unit Plan and Program Proposal |
| | | Manufacturing Technology Program | 1. Update course outlines for alignment with industry standards<br>2. Pilot program to offer supplemental instruction and open lab opportunities for students needing support |
| | | Mathematics | 1. Promote student engagement through offering more interactive learning environments<br>2. Focus on linear process of learning mathematics competencies; working together, the Math department has developed a linear sequence of concepts to be taught in seceding courses<br>3. Mastery of key concepts leads to success<br>4. Updating course materials regularly |
| | | Media Services | 1. Office 2010 rollout for labs and classrooms |
| | | Medical Assistant | 1. Continual revision and development of relevant curriculum consistent with Accreditation Standards.<br>2. Regular updates of the Course Syllabi to reflect changes in practice, evidence-based care, and clinical guidelines.<br>3. Continual updating and improving clinical learning lab to reflect current practice and evidence-based guidelines.<br>4. Regularly review and update resources, texts, online resources, and lab supplies.<br>5. Mid-term and Final student evaluations and final reviews-provides for opportunities to engage in program evaluation as well as student evaluation.<br>6.Conduct thorough review of curriculum and compare to accreditation standards for future application for accreditation. |
| | | Music | 1. Develop new courses in music recording techniques and introduction to MIDI (Musical Instrument Digital Interface) |
| | | Nursing | 1. Continual revision and development of relevant curriculum consistent with OCNE and based on the Institute of Medicine Report<br>2. Regular updates of the Course Syllabi to reflect changes in practice, evidence-based care, and clinical guidelines<br>3. Continual updating and improving clinical learning lab to reflect current practice and evidence-based guidelines<br>4. Regularly review and update resources, texts, online resources, and lab supplies<br>5. Mid-term and Final student evaluations and final reviews-provides for opportunities to engage in program evaluation as well as student evaluation<br>6. Use of OCNE mega-cases and other learning activities designed to meet course and program objectives. |
| | | Office Occupations | 1. Work up advisory committee to gel more students in AOP (Administrative Office Professional) degrees/certificates |
| | | Oregon Coast Culinary Institute | 1. Online for all ACE programs (Approved Certification Evaluator)<br>2. Team USA culinary Olympics<br>3. Continue to move curriculum into a relevant format |
| | | | 1. Vermiculture and expansion of green initiatives. Recycle, composting. Etc. |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Perkins | 1. Review and modify courses and course outlines to support industry alignment<br>2. Enhance naturally occurring academics in CTE courses with assistance of writing and Math mentors<br>3. Pilot supplemental instruction for gateway CTE courses |
| | | Pharmacy Technician | 1. Continual revision and development of relevant curriculum consistent with Industry Standards.<br>2. Regular updates of the Course Syllabi to reflect changes in practice, evidence-based care, and clinical guidelines.<br>3. Continual updating and improving clinical learning lab to reflect current practice and evidence-based guidelines.<br>4. Regularly review and update resources, texts, online resources, and lab supplies.<br>5. Mid-term and Final student evaluations and final reviews-provides for opportunities to engage in program evaluation as well as student evaluation.<br>6. Conduct thorough review of curriculum and compare to accreditation standards for future application for accreditation. |
| | | Phlebotomy Technician | 1. Continual revision and development of relevant curriculum consistent with Industry Standards.<br>2. Regular updates of the Course Syllabi to reflect changes in practice, evidence-based care, and clinical guidelines.<br>3. Continual updating and improving clinical learning lab to reflect current practice and evidence-based guidelines.<br>4. Regularly review and update resources, texts, online resources, and lab supplies.<br>5. Mid-term and Final student evaluations and final reviews-provides for opportunities to engage in program evaluation as well as student evaluation.<br>6. Conduct thorough review of curriculum and compare to accreditation standards for future application for accreditation. |
| | | President's Office | 1. Honor 50th Class of Nursing<br>2. Support OCCI Culinary Olympic Team |
| | | Psychology/Social Science | 1. Professional development |
| | | Recreation Center | 1. Continue training for rock climbing wall and 1st Aid CPR<br>2. Provide staff development in various areas<br>3. Partnering with housing and ASG to provide learning opportunities for students |
| | | Science | 1. Increased hand's on participatory approach to learning and outcome demonstration<br>2. Modeling learning for students; "ticket to test" , & daily assignment in Chemistry<br>3. Questions and pre-emptive early first test as indicator of success; based on this first test score as diagnostic tool, developing and implementing interventions in the form of assignments designed to help students gain more practice and insights into topics with which they are having difficulty<br>4. Invite subject area specialists to campus to present lectures - the lecture is recorded and archived for future viewing.<br>5. Use of study skills, flash cards to improve learning<br>6. Think Pair Share assignment in Geology;<br>7. Teaching/learning pedagogy based on current knowledge of best practices college level science<br>8. Maintaining active membership in the Pacific Northwest section of the National Association of Geoscience Teachers (NAGT). |
| | | Speech | 1. Pre-requisites for student success |
| | | Student First Stop Center | 1. Provide access to multiple academic transactions: increase communications management by 25%. |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Student First Stop Center | 2. Printing at SFSC kiosk with OneCard. |
| | | Student Housing | 1.Programming<br>2.Customer care service<br>3.Health and safety initiatives<br>4.Maintain a conducive learning environment<br>5.College success course/freshmen seminar<br>6.Campus partnerships |
| | | Student Life | 1. Create a Multicultural Awareness Committee<br>2. Evaluate NSO based on CAS Standards |
| | | Testing | 1. ODA testers are able to test CBT basis five days a week. Results are printed immediately. Previously had to make an appointment.<br>2. Advising staff to attend GED orientations to discuss students transitioning to college. |
| | | Tutoring | 1. Open center on Saturdays.<br>2. Offer tutoring in additional disciplines areas - specifically social sciences and economics. |
| | 2012-13 | Art | 1. Offer digital media and design |
| | | ASG Student Leadership | 1. Create a Leadership Program Plan integrating academics and ASG and Student Life<br>2. Create a Student Government Leadership class |
| | | Business Management/Entrepreneurship | 1. Launch sustainable business practices courses;<br>2. Review transferability of courses;<br>3. Explore pathways to 4-yr institutions from AAS |
| | | CIS | 1. Access to room where all the business charts are available so each person has a lap top dedicated to a project so every student leaving school has an opportunity at home and school to learn for life long learning |
| | | Community Education & Workforce Development | 1. Develop more community credit classes<br>2. Improve BITS survey process |
| | | Counseling | 1. Determine appropriateness of mandatory HD classes for which populations (including athletes, students testing into two or more developmental classes) |
| | | Criminal Justice | 1. Reinstitute AAS and certificates supporting CJ employment opportunities<br>2. Hire full time faculty for program coordination and mentorship |
| | | Dining Services | 1. Add student portfolios to externship<br>2. Develop Sous Chef externship program |
| | | English | 1. Recruit and retain Fulltime Faculty<br>2. Engage faculty who have retired to teach part-time to maintain continuity<br>3. Align course outlines with national standards, making material relevant to students and high quality.<br>4. Embedding assessments and outcomes related to attitudes about writing and learning, making them measurable, and providing assessments and evaluation criteria.<br>5. See need to research and develop method to track student body trends relate to success and completion in writing. |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Facilities Services | 1. Update Technology & Buildings for active learning |
| | | Financial Aid | 1. Offer Financial Aid workshops regarding several Financial Aid programs, specifically Federal Work-study and Student loans. |
| | | Fire Science | 1. Continue to work on developing the model curriculum provided by the NFSCC (National Fire Science Curriculum Committee) |
| | | Foundation | 1. Our system of measuring the effectiveness of our strategies and activities will continue to inform the Foundation about where to apply our resources.<br>2 Implement Jenzabar which will make our tracking of strategies more efficient. |
| | | Health, Wellness, and Physical Education | 1. Revise Student Learning Outcomes (SLO) to be more learner centered<br>2. Revise assessments to reflect SLO?s<br>3. Personal Training Certificate to prepare students to sit for Board Examination |
| | | Human Resources | 1. Conduct Quarterly Manager Trainings<br>2. Bi Annual Staff Trainings |
| | | Institutional Research | 1. Enhance common data set with new requirements for instruction.<br>2. Migrate reports to Jenzabar reporting system. |
| | | Instructional Services | 1. Assess testing and advising in order to facilitate the success of students in appropriate courses and programs. |
| | | Integrated Technology Services (ITS) | 1. Impelement JICS portal. |
| | | International Programs | 1. Create an International Coordinator Position<br>2. Send students to Hyejeon College during summer |
| | | Manufacturing Technology Program | 1. Explore opportunities to expand program options ? machining and fabrication |
| | | Mathematics | 1. Continue above-re-designing developmental education<br>2. Interactive Math labs, mini-lectures<br>3. Computer support<br>4. Online homework<br>5. Department finals for consistency |
| | | Music | 1. Develop new courses in music advanced MIDI & music in media |
| | | Nursing | 1. Strengthen and improve use of HESI exit exam.<br>2. Test analysis as process for course evaluation; proficiency in cognitive and psychomotor skill evaluation<br>3. Attainment of OCNE competencies<br>4. Focus on older adult learning experiences in clinical settings<br>5. Strengthen course content around older adult to meet changing demographic needs of our aging population<br>6. Implement Kaplan Integrative Package for student success |
| | | Oregon Coast Culinary Institute | 1. ACE (Approved Certification Evaluator)outcome based rubrics, capstone<br>2. Expand Marshfield high school classes from only 5 serv safe to more culinary powered classes. |
| | | Perkins | 1. Develop new planned actions based on Perkins reappropriation guidelines |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Psychology/Social Science | 1. Human services back<br>2. Partner with university cohorts |
| | | Recreation Center | 1. Partnering with housing and ASG to provide learning opportunities for students |
| | | Science | 1. Email communication with students more regularly<br>2. Use interactive assignments more regularly |
| | | Speech | 1. Pre-requisites for student success |
| | | Student Housing | 1.Programming<br>2.Customer care service<br>3.Health and safety initiatives<br>4.Maintain a conducive learning environment<br>5.College success course/freshmen seminar<br>6.Campus partnerships |
| | | Student Life | 1. Create a multicultural program |
| | 2013-14 | Art | 1. Offer expanded 2-dimensional art coursework |
| | | Business Management/Entrepreneurship | 1. Continue to update course outlines for alignment with industry standards;<br>2. Develop plan for phasing in contemporary topics and courses |
| | | Campus Security | 1. Create internship with the CJ department |
| | | Community Education & Workforce Development | 1. Continue to expand and improve College Now |
| | | Counseling | 1. Develop reinstatement class for academically and financial aid ineligible students |
| | | Dining Services | 1. Develop Ice Carving workshops with OCCI |
| | | Financial Aid | 1. Offer Financial Aid workshops regarding several Financial Aid programs, specifically Federal Work-study and Student loans. |
| | | Fire Science | 1. Continue to work on developing the model curriculum provided by the NFSCC (National Fire Science Curriculum Committee) |
| | | Foundation | 1. Using the "hedgehog principle" we will continue our focus on what is working and adapt to new strategies through grassroot communications as well as bridging to other professionals in the CRD network. |
| | | Health, Wellness, and Physical Education | 1. Expand PE courses in Recreation Center<br>2. Personal Training Certificate to prepare students to sit for Board Examination<br>3. Develop more outdoor classes/week-end classes<br>4. Outdoor Recreation Program: hiking, compass competency, archery, survival<br>Outdoor Recreation Program (SOU) |
| | | Human Resources | 1. Conduct Quarterly Manager Trainings<br>2. Bi Annual Staff Trainings |
| | | Integrated Technology Services (ITS) | 1. Develop JICS portlet integration to services. |
| | | International Programs | 1. Reinstitute ELI Program<br>2. Create an effective Study Abroad Program |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | Media Services | 1. Install a MAC Lab<br>2. Mobile 30-laptop cart |
| | | Music | 1. Develop new courses in music advanced MIDI & music in media |
| | | Nursing | 1. Strengthen and improve use of HESI exit exam.<br>2. Test analysis as process for course evaluation; proficiency in cognitive and psychomotor skill evaluation<br>3. Attainment of OCNE competencies<br>4. Focus on older adult learning experiences in clinical settings<br>5. Strengthen course content around older adult to meet changing demographic needs of our aging population<br>6. Implement Kaplan Integrative Package for student success |
| | | Oregon Coast Culinary Institute | 1. ACE (Approved Certification Evaluator) Culinology<br>2. Hotel-Restaurant program |
| | | Recreation Center | 1. Provide staff development in various areas |
| | | Speech | 1. Pre-requisites for student success |
| | | Student Housing | 1.Programming<br>2.Customer care service<br>3.Health and safety initiatives<br>4.Maintain a conducive learning environment<br>5.College success course/freshmen seminar<br>6.Campus partnerships |
| | Future | ASG Student Leadership | 1. Create a Student Leadership Institute with a degree/certificate in Leadership |
| | | Business Management/Entrepreneurship | 1. Design and launch a hospitality jointly with OCCI and/or ecopreneurship program |
| | | Counseling | 1. As recommended in 2011 Advising Audit, require all new students to take HD 100.<br>2. Require all failing math students to take HD 199 or HD 0529<br>3. Expanded and articulated HD department |
| | | Criminal Justice | 1. Work with University Center to attract an online Bachelors of CJ opportunity for students. |
| | | Early Childhood Education and Family Studies | 1. Maintain NAEYC ECADA Accreditation<br>2. Maintain excellence in programming<br>3. Graduate well prepared teacher of young children<br>4. Have all courses meet quality matters standards |
| | | Family Center and Family Programming | 1. Publish ongoing child learning outcomes in relation to enrollment in Family Center<br>2. NAEYC (National Association for the Education of Young) accredited preschool classrooms. |
| | | Financial Aid | 1. Teach as part of an HD 100 or other Human Development course for financial literacy and financial aid. |
| | | Foundation | 1. The Foundation will be a more frequent recipient of gifts for recognizing and honoring people and for memorials. |
| | | Health, Wellness, and Physical Education | 1. Bod-Pod<br>2. Develop courses to be more specific to AT/PE |
| | | Integrated Technology Services | 1. Virtual applications available from anywhere. |

| Core Theme | Plan Year | Unit Name | Planned Accomplishments |
|---|---|---|---|
| | | (ITS) | 1. Virtual applications available from anywhere. |
| | | Machine Technology Program | 1. Find grant funding to support development of fabrication program options |
| | | Music | 1. Hire another full-time tenure track music faculty member |
| | | Nursing | 1. Upgrading all skills lab equipment especially simulation equipment |
| | | Oregon Coast Culinary Institute | 1. Off-campus restaurant, student run restaurant, retail bakery, and site identified negotiations on community culinology. |
| | | Psychology/Social Science | 1. Cross curriculum classes<br>2. Learning communities (team teaching) |
| | | Recreation Center | 1. Install Computer Work Stations for Students. |
| | | Science | 1. Fund development dollars for meetings to stay current $500 + per year-separate from faculty development funds general account<br>2. Use cell phone blocking technology in classes |
| | | Student Life | 1. Create a student Union with a Multicultural Center, Leadership and Student Activities Offices |
| | | Distinct Count:48 | Count:115 |

# Unit Outcomes

| Unit | Outcome |
|---|---|
| AH-1 Year Cert Phlebotomy | Be able to draw blood from a patient using a variety of skin puncture procedures. |
| | Will be able to function as a professional in a medical office environment |
| | Will have a basic understanding of the physiology of blood and the vascular network of the human body. |
| AH-1 Yr Cert Medical Clerical | Demonstrate general knowledge of medical terminology, anatomy and physiology, and medical law and ethics |
| | Demonstrate proficiency in medical office administrative practices |
| | Demonstrate proficiency in word processing |
| AH-1 Yr Cert Pharmacy Technician | Ability to acquire the national pharmacy technician certification and licensure as required by state of Oregon Regulations |
| | Ability to perform the duties of a pharmacy technician per Oregon Administrative rules 855-41-205. |
| | Assist the pharmacist in the preparation and dispensing of medications. |
| | Communicate and work effectively with patients, coworkers and other members of the health care team. |
| | Demonstrate a broad background of skills and resources appropriate to the many venues of modern pharmacy such as hospitals, retail, specialty compounding, nursing home, assisted living, adult foster care and hospice care. |
| | Demonstrate ability to adhere to principles of patient confidentiality within the health care and community environment as defined by HIPPA. |
| | Demonstrate knowledge and understanding of the legal and ethical standards of the practice of pharmacy. |
| | Demonstrate proficiency in pharmacy calculations, computer skills, record keeping and billing in adherence to applicable industry regulations. |
| | Function as a professional in a pharmacy environment--hospital or retail setting |
| AH-1 Yr Cert Rural Health Aide | Communicate effectively as a professional in the medical field |
| | Follow treatment plans prescribed by physicians, nurses and other health professionals |
| | Read, file and transcribe basic medical charts. |
| | Transcribe physicians' orders. |
| | Understand basic anatomy and functions of the human body |
| | Will be able to function as a professional in rural health care environments. |
| | Will know how to assemble charts, and perform medical clerical/medical records tasks. |
| AH-AAS Medical Assistant | Demonstrate comprehensive knowledge of clinical practice |
| | Demonstrate general knowledge of medical terminology, anatomy and physiology, and medical law and ethics |
| | Demonstrate proficiency in medical office administrative practices |
| | Program Review Assessment Overview and Summary |
| AH-Less than 1 Yr Cert Medical Aide | Demonstrate general knowledge of medical terminology, anatomy and physiology |
| | Demonstrate mastery of business computer software |
| AS-Administrative Supervision | Ensure compliance with legal requirements. |
| | Maintain and increase financial stability of Southwestern. |
| | Maintain and provide a safe work environment for staff, students, and community members on campus. |
| | Maintain college policies and procedures to assist students, community and staff. |

| Unit | Outcome |
|---|---|
| AS-Bookstore | Build strong relationships with students, faculty, and staff |
| | Provide all course materials and related resources to promote student success |
| | Provide students with multiple options for purchasing necessary course textbooks and materials. |
| AS-Business Services | Facilitate the independent retrieval and use of financial information by all staff to monitor budgets & expenditures to efficiently use college resources. |
| | Produce timely reports and information to accurately communicate the fiscal status of the institution. |
| AS-Campus Safety | Students & staff will be in a safe and healthy environment. |
| AS-Events | Coordinate quality facility usage for the community, college, workforce and cultural events. |
| | Provide opportunities to support community events through college and community sponsored in kind services. |
| AS-Human Resources | Provide a quality Human Resources hiring/orientation process<br>Implemented online hiring system. Streamlined new hire paperwork process. Currently developing new recruitment and screening manual. Currently researching use of online new employee orientaiton tool with Safe Schools. |
| | Provide a quality internal environment<br>modified and included in the stragetic plan as it relates to core themes |
| | Quality Human Resources/Payroll services and practices<br>Reviewed all job description of HR staff. Realigned tasks to improve processes and overal efficiency of department. |
| AS-Mail and Print Services | Promote the use of cost effective services through electronic announcements and efficient use of paper as well as the efficient use of postal mailing options . |
| | Provide on-line submission of work-orders for duplicating, ordering business cards, name tags, supplies, etc. |
| | Support faculty and staff in their duplicating needs for materials and tests in a timely, confidential manner including all mail services needs. |
| AS-Student Housing | Provide a safe living environment. |
| | Provide exceptional learning environment for campus students. |
| | Provide exceptional living environment for campus students. |
| BDC-Business Development Center | Assist small business in the college district to be more successful through one on one business advising services and business specific workshops and classes |
| | Outreach to the business community enhancing a strong economic climate in the college district |
| | Provide meaningful business advising services and workshops that result in a stronger local economy |
| BDC-RSVP | Continue to provide RSVP volunteer sites and volunteer participation through through exploration of new opportunities and community needs. |
| | Provide seniors 55 years of age or older volunteer opportunities to meet the needs of community non-profits and public entities through volunteer service. |
| BUS-1 Yr Cert Accounting | Demonstrate computer skills: word processing, electronic spreadsheet, database management, general accounting applications, presentation software and Internet research techniques. |
| | Demonstrate effective communication skills including both verbal and written. |
| | Demonstrate the ability to organize/analyze/interpret and present financial data utilizing the recognized conceptual framework, assumptions, principles and constraints in accounting enabling a firm to use budgeting, activity based costing and strategic cost management in the effective allocation of resources and the attainment of organizational goals. |
| | Manage their own career prospects including internships and work experience. |
| BUS-1 Yr Cert Bookkeeping Clerical | Demonstrate effective communication skills including both verbal and written. |

| Unit | Outcome |
|---|---|
| | Demonstrate the ability to organize/analyze/interpret and present financial data utilizing the recognized conceptual framework, assumptions, principles and constraints in accounting enabling a firm to use budgeting, activity based costing and strategic cost management in the effective allocation of resources and the attainment of organizational goals. |
| | Manage their own career prospects including internships and work experience. |
| BUS-1 Yr Cert Juvenile Corrections | Ability to describe the philosophical, socio-legal, and scientific foundations for adolescent-specific correctional rehabilitative strategies. |
| | Demonstrate a functional understanding of the juvenile justice system, and differentiate between adolescent and adult correctional clients. |
| | Students completing the program are able to recognize and employ appropriate treatment methods for combating delinquency. |
| | Students completing the program can analyze delinquency through the application of interdisciplinary theories. |
| BUS-1 Yr Cert Office Occupations | Apply human relations, organizational development, and critical thinking skills to solve problems in an office setting |
| | Demonstrate knowledge of office systems and procedures |
| | Demonstrate proficiency with business computer software |
| BUS-AAS Accounting | Apply critical thinking skills to draw improve business decision making |
| | Demonstrate computer skills: word processing, electronic spreadsheet, database management, general accounting applications, presentation software and Internet research techniques. |
| | Demonstrate effective communication skills including both verbal and written. |
| | Demonstrate the ability to organize/analyze/interpret and present financial data utilizing the recognized conceptual framework, assumptions, principles and constraints in accounting enabling a firm to use budgeting, activity based costing and strategic cost management in the effective allocation of resources and the attainment of organizational goals. |
| | Demonstrate the ability to organize/analyze/interpret and present financial data. |
| | Manage their own career prospects including internships and work experience. |
| | Recognize the multi-cultural global environment and practice the role of professionalism and ethics in the field of business. |
| BUS-AAS Gerontology | Apply entry-level knowledge and skills in basic human services interventions |
| | Demonstrate competence in reading, writing, and critical thinking to support professional performance in the field |
| | Demonstrate computer skills: word processing, spreadsheet, database management, presentation software, use of email, and internet research techniques to meet entry level employment standards in the field |
| | Illustrate knowledge of theories of aging as they apply to working with elders in human service agencies appropriate for an entry-level professional in the field. |
| BUS-AAS Human Services | Apply knowledge and skills in human services interventions |
| | Demonstrate competence in reading, writing, and critical thinking to support professional performance in the field |
| | Demonstrate computer skills: word processing, spreadsheet, database management, presentation software, use of email, and internet research techniques to meet entry level employment standards in the field |
| BUS-AAS Marketing | Apply critical thinking skills to draw improve business decision making. |
| | Demonstrate computer skills: word processing, electronic spreadsheet, database management, general accounting applications, presentation software and Internet research techniques. |
| | Demonstrate effective communication skills including both verbal and written. |
| | Describe the marketing methods including the analysis and inter-relationship of the marketing mix: product, price, place and |

| Unit | Outcome |
|---|---|
| | promotion and be able to develop/implement a marketing plan to achieve the goals of a business. |
| | Manage their own career prospects including internships and work experience. |
| | Operate as a team member and/or leader using effective communication strategies. |
| | Recognize the multi-cultural global environment and practice the role of professionalism and ethics in the field of business. |
| BUS-AAS Office Management | Apply human relations, organizational development, and critical thinking skills to solve problems in an office setting |
| | Demonstrate comprehensive knowledge of office systems and procedures |
| | Demonstrate mastery of business computer software |
| | Demonstrate proficiency in describing and indentifying fundamental concepts of office management |
| BUS-AAS Small Business Entrepreneurship | Analyze financial statements, recognize potential problem areas, and suggest appropriate actions to alleviate or eliminate problems. |
| | Demonstrate effective communication skills including both verbal and written. |
| | Demonstrate proficiency in microcomputer applications within the management and operating needs of the small business environment. |
| | Operate as a team member and/or leader using effective communication strategies. |
| BUS-AAS Substance Abuse | Apply entry-level knowledge and skills in basic human services interventions |
| | Demonstrate competence in reading, writing, and critical thinking to support professional performance in the field |
| | Demonstrate computer skills: word processing, spreadsheet, database management, presentation software, use of email, and internet research techniques to meet entry level employment standards in the field |
| | Illustrate knowledge of addictions theory and evidenced-based practice t appropriate for an entry-level professional in the field of substance abuse treatment |
| BUS-ASOT Business | Demonstrate computer skills: word processing, electronic spreadsheet, database management, general accounting applications, presentation software and Internet research techniques. |
| | Demonstrate proficiencies in reading, writing, listening, presentation and analytical skills. |
| | Operate as a team member and/or leader using effective communication strategies. |
| | Recognize the multi-cultural global environment and practice the role of professionalism and ethics in the field of business. |
| | Understand the role of accounting and how its functions/practices impact the organization. |
| | Use research skills to access information and utilize critical thinking skills to draw conclusions and/or form ideas/opinions. |
| BUS-Less than 1 Yr Cert Basic Technical Skills in Human Services | Demonstrate basic competence in developing and preparing case management documents for the entry level human services worker. |
| | Demonstrate use of basic computer skills: word processing, spreadsheet, database management, and use of email and internet to meet entry -level employment standards in the field |
| | Describe and apply basic interviewing techniques used in entry-level human service work. |
| | Describe the next step in the career pathway for their chosen field. |
| BUS-Less than 1 Yr Cert Core Concepts in Human Services | Describe introductory knowledge, theory, and skills of the human services profession including human services delivery systems, principles of case management, ethical standards and populations served. |
| | Describe the next step in the career pathway for their chosen field. |
| | Explain how their own life experiences, values and cultural perspectives relate to working with clients. |

| Unit | Outcome |
|---|---|
| | Identify theories of human development and their role in understanding and assessing the needs of self and others. |
| BUS-Less than 1 Yr Cert Marketing | Demonstrate effective communication skills including both verbal and written. |
| | Describe the marketing methods including the analysis and inter-relationship of the marketing mix: product, price, place and promotion and be able to develop/implement a marketing plan to achieve the goals of a business. |
| BUS-Less than 1 Yr Cert Medical Transcription | Demonstrate professional-level keyboarding skill |
| | Demonstrate proficiency in interpreting dictation, transcribing, and proofreading medical records |
| | Demonstrate proficiency in word processing |
| BUS-Less than 1 Yr Cert Retail Management | Demonstrate computer skills: word processing, electronic spreadsheet, database management, general accounting applications, presentation software and Internet research techniques. |
| | Demonstrate effective communication skills including both verbal and written. |
| | Describe the marketing methods including the analysis and inter-relationship of the marketing mix: product, price, place and promotion. |
| | Operate as a team member and/or leader using effective communication strategies. |
| BUS-Less than 1 Yr Cert Supervision | Demonstrate effective communication skills including both verbal and written. |
| | Understand the role of a leader |
| CC-Curry County | Improve and encourage collaboration between students, staff and faculty with their peers on Coos Campus |
| | Improve and maintain safe, welcoming college facilities and strong community partnerships for access to off-site facilities for academic and community education classes |
| | Improve outreach and connections to Curry County Communities |
| | Provide quality curriculum and student services that will engage students in learning. |
| CIS-1 Yr Cert Welding and Fabrication | Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace. |
| | Perform basic layout and fabrication skills to produce welded metal parts and projects. |
| | Read and Interpret blueprints and American Welding Society standard welding symbols. |
| | Set up and operate manual and semi-automatic welding and cutting equipment used in the metal fabrication industry. |
| CIS-AAS Manufacturing Technology: Welding and Fabrication | Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace. |
| | Perform basic layout and fabrication skills to produce welded metal parts and projects. |
| | Read and Interpret blueprints and American Welding Society standard welding symbols |
| | Set up and operate manual and semi-automatic welding and cutting equipment used in the metal fabrication industry. |
| CIS-Less than 1 Yr Cert Career Pathway Software Support | Demonstrate skills in the use of common business application software |
| CIS-Less than 1 Yr Cert Career Pathway Technical Support | Implement hardware and software systems at a level consistent with the A+ certification |
| CIS-Less than 1 Yr Cert Welding Assistant | Assist with set up and operation of manual and semi-automatic welding and cutting equipment used in the metal fabrication industry. |
| | Perform rudimentary layout and fabrication skills to help produce welded metal parts. |
| | Read and interpret simple blueprints and some American Welding Society standard welding symbols. |
| DISC-Arts and Letters | Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and |

| Unit | Outcome |
|---|---|
| DISC-Arts and Letters | global issues. 'Arts and Letters' refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design. |
| | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life. |
| DISC-Computer Science, Math, Science | Apply scientific and technical modes of inquiry individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner. |
| | Assess the strengths and weaknesses of scientifici studies and critically examine the influence of scientific and technical knowledge on human society and the environment. |
| | Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models and further question confidently and creatively. |
| DISC-Cultural Literacy | Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of differenced. |
| | Understand and respect the difference between intercultural/global groups of people. |
| | Understand the potential resources and conflicts arising from human differences. |
| DISC-Social Science | Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior. |
| | Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live. |
| ECE-1 Yr Cert Childhood Education and Family Studies | Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. |
| | Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight. |
| | Demonstrate an understanding of professionalism and advocacy, applying ethics to situations they encounter. |
| | Understand and participate in culturally relevant curriculum by observing, documenting, and assessing individual and group needs and skills. |
| | Understand and practice within an early childhood classroom including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. |
| | Understand how to design and practice within culturally relevant learning environments and curriculum that supports each child's individual skills, interests, and learning in content areas. |
| | Understand the importance of building partnerships with families and ways to share information, resources, and referrals. |
| ECE-1 Yr Cert Para Educator/Education Assistant | Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations. |
| | Demonstrate attitudes and behaviors that are appropriate in meeting the needs of diverse populations. |
| ECE-AAS Childhood Education and Family Studies | Be prepared for transfer to pursue articulated transfer to Bachelor degree program. |
| | Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. |
| | Demonstrate an understanding of child development, including awareness of a multi-cultural perspective, from birth to age eight. |
| | Demonstrate an understanding of professionalism and advocacy, applying ethics to situations they encounter |
| | Design and implement culturally relevant curriculum by observing, documenting, and assessing individual and group needs and skills. |
| | Devise ways to build partnerships with families and ways to share information, resources, and referrals. |
| | Devise ways, including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. |

| Unit | Outcome |
|---|---|
| | Prepare and establish culturally relevant learning environments and curriculum that supports each child's individual skills, interests, and learning in content areas. |
| ECE-Less than 1 Yr Childhood Education and Family Studies 15 credits | Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. |
| | Have a beginning understanding of child development from a multi-cultural perspective from birth to age eight. |
| | Have a beginning understanding of how to design and practice within culturally relevant learning environments and curriculum that supports each child's individual skills, interests, and learning in content areas. |
| | Have a beginning understanding of participating in culturally relevant curriculum by observing, documenting, and assessing individual and group needs and skills. |
| | Have a beginning understanding of professionalism and advocacy, applying ethics to situations they encounter. |
| | Have a beginning understanding of the importance of building partnerships with families and ways to share information, resources, and referrals. |
| | Have a beginning understanding of, and ability to, practice within an early childhood classroom including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. |
| ECE-Less than 1 Yr Childhood Education and Family Studies 30 credits | Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. |
| | Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight. |
| | Demonstrate an understanding of professionalism and advocacy, applying ethics to situations they encounter. |
| | Have a beginning understanding of, and ability to, practice within an early childhood classroom including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. |
| | Understand and participate in culturally relevant curriculum by observing, documenting, and assessing individual and group needs and skills. |
| | Understand how to design and practice within culturally relevant learning environments and curriculum that supports each child's individual skills, interests, and learning in content areas. |
| | Understand the importance of building partnerships with families and ways to share information, resources, and referrals. |
| EM- Associated Student Government | Ensure student fees are appropriately utilized. |
| | Increase student involvement and awareness of resources available to students |
| | Provide intentional programming around student development and student leadership theories. |
| EM-Admissions/Recruiting | Insure access to services to support completion of the enrollment process |
| | Provide access to college information for prospective students. |
| | Support services for students as they transition into student life |
| EM-Financial Aid | Ensure policies and procedures provide access to financial assistance |
| | Provide excellent services to students applying for and receiving financial assistance |
| | Support student access to all financial aid assistance and information |
| EM-Student First Stop | Provide  students access to financial services |
| | Provide a variety educational assistance in a one stop atmosphere |
| | Provide multiple avenues for students to enroll in classes and complete other academic transactions |
| EMS-1 Yr Cert Fire Science | Demonstrate decision-making skills during simulated emergency scenarios. |

| Unit | Outcome |
|---|---|
| Technology: Level 2 | Demonstrate decision-making skills during simulated emergency scenarios. |
| | Demonstrate safe and effective operation of given fire suppression tools and applicances in given training scenarios. |
| EMS-AAS Emergency Medical Technican: Paramedic | Assess patients and apply treatment protocols in simulated emergency medical situations. |
| | Demonstrate decision-making skills during simulated emergency scenarios |
| | Perform all basic and advance support skills in a safe and timely manner |
| EMS-AAS Fire Science Technology | Demonstrate decision-making skills during simulated emergency scenarios |
| | Demonstrate safe and effective operation of given fire suppression tools and appliances in given training scenarios. |
| EMS-Less than 1 Yr Cert Fire Science Technology: Level 1 | Demonstrate decision-making skills during simulated emergency scenarios |
| | Demonstrate safe and effective operation of given fire suppression tools and appliances in given training scenarios. |
| | Develop comprehensive resource list (equipment, facilities, staffing) for strategic planning to increasing capability of fire science program |
| ESPS-Advising and Orientation | New students will... Support students through orientation and advising services focusing on available resources that assist student success and achievement. |
| | SOCC advisors will be able to... Provide advising leadership and support services to academic advisors through access to quality advising resources that will improve retention, transferability and goal achievement. |
| ESPS-Cooperative Work Experience and Career | Provide real life opportunities that augment classroom experience for all students including Service Learning Opportunities. |
| | Support students transitioning from college to the workplace through increased opportunities and access to services. |
| ESPS-Counseling and Testing | Students will be able to identify and access counseling services which support them in achieving academic goals by improving emotional/physical well being through a variety of delivery modes. |
| | Students will receive high quality assessment services supporting initial enrollment, career exploration and on-going program needs in an environment that is secure, supervised, and professional. |
| ESPS-Disability Services | Provide access to assistive technology at SWOCC on both Coos Bay and Curry Campuses |
| | Provide support to students with disabilities through initiatives designed to support student achievement and retention. |
| | Support access initiatives for quality learning opportunity for students with disabilities. |
| ESPS-Student Support Services SSS TRIO | Provide access to education for students who are low-income, first-generation and/or with disabilities. |
| | Support at risk students i.e. low income, first generation and students with disabilities through services that promote persistance, retention, degree and/or certificate completion and university transfer based on federal program reporting. |
| FOUND-Health, Wellness, and Physical Education | Compile, review and analyze program data to support planning, assessment, and budgeting. |
| | Create an effective physical conditioning program |
| | Demonstrate an understanding of muscualar strength/endurance, flexibility, cardio-respiratory endurance, and body composition. |
| | Demonstrate the principles of physical education and its role in keeping people healthy and fit. |
| | Students will be able to apply learned knowledge and skills to enhance the quality of their lives. |
| FOUND-Information Literacy | Access relevant informaton effectively and efficiently. |

| Unit | Outcome |
|---|---|
| | Choose appropriate resources to search for relevant information |
| | Cite research in an appropriate documentation style |
| | Determine the nature and extent of the information needed to address the problem. |
| | Evaluate information and its source critically. |
| | Implement a variety of search strategies to find information effectively and efficiently |
| | Understand many of the economic, legal, and social issues surrounding the use of information. |
| FOUND-Mathematics | Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. |
| | Use mathematics to solve problems |
| FOUND-Oral Communication | Engage in ethical communication processes that allow people to accomplish goals. |
| | Build and manage relationships. |
| | Respond to the needs of diverse audiences and contexts |
| FOUND-Writing | Demonstrate appropriate reasoning in response to complex issues. |
| | Locate, evaluate, and ethically utilize information to communicate effectively. |
| | Read actively, think critically, and write purposefully and capably for academic, and, in some cases, professional audiences. |
| | Use reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression. |
| IA-Career Pathways | Collaborate with Transitional Education to design and implement systems to support student transitions from ABS to Credit postsecondary as stated in the Career Pathways Grant 2009-11 contract. |
| | Ensure multiple pathways for students to achieve their goals. |
| IA-E-Learning | Faculty, students, and staff are satisfied with elearning opportunities and the technology needed to support the elearning activities. |
| | Provide opportunities for faculty and students to utilize technology to enhance teaching and learning. |
| | Provide the opportunity for students to enroll in classes from anywhere at anytime. |
| IA-Family Center | Continually have faculty participate in researching, innovating, and implementing exceptional educational programs and experiences. |
| | Maintain annual State of Oregon certification |
| | Maintain NAEYC Accreditation |
| IA-Instructional Supervision | Explore the various skills and tasks required of instructional leaders and support staff. |
| | Gain an understanding of the role that instructional leaders and support staff play in instructional accountability and improvement |
| | Gain an understanding of traditional community college culture |
| | Implement the mission of the college |
| | Utilize a systems-approach to improvement of processes and practices within the Office of Instruction. |
| IA-Library | Ensure periodical holdings are appropriate in level of currency, depth, and breadth to support instructional programs. |
| | Provide resources that support all institutional programs and services |
| IA-Teaching & Learning Center | Develop and nurture a social learning environment at SOCC |
| | Improve Teaching and Learning through Comprehensive Faculty Development |
| | Provide numerous and varied faculty and staff professional development opportunities throughout the year |
| IA-Transitional Education | Provide cohesiveness across services and programs within our program and across campus, for students, faculty and staff. |

| Unit | Outcome |
|---|---|
| | Provide students quality service. |
| | Provide transitional programs and service for students to transition to the college and to the workplace. |
| IA-Tutoring | Provide Access to Tutoring Services |
| | Students utilizing the Tutoring Lab will receive quality services. |
| | Students will receive prompt and professional services. |
| ITS-Integrated Technology | Provide current and reliable technology to allow Faculty and Staff to better serve Students. |
| | Provide reliable access to services for Students, Faculty and Staff. |
| ITS-Lab and Classroom Technology | Provide quality Instructional Computing Labs. |
| | Using software and other green technology implement sustainability and green initiatives. |
| ITS-Media Services | Provide reliable access to services for Students, Faculty and Staff. |
| NRS-AAS Nursing | Act personally and professionally based on a set of shared core nursing values |
| | Collaborate as part of a health care team |
| | Communicate effectively |
| | Demonstrate leadership in nursing and health care |
| | Develop insight through reflection, self-analysis, and self-care |
| | Engage in ongoing intentional learning |
| | Locates, evaluates and uses the best available evidence in making practice decisions |
| | Makes sound clinical judgments |
| | Practice within, utilizes, and contributes to the broader health care system |
| | Practices relationship-centered care |
| OCCI-AAS Culinary Arts Management Training | An appreciation for the importance of sanitation and knowledge put to use in the operation of a professional kitchen. |
| | Become familiar with regional and International cuisine. Develop an appreciation for native products, herbs and foods. |
| | Comprehend the differences between moist heat and dry heat cooking methods, and dry heat methods using fat and when to best utilize them based on food composition, quality, and structure among the different cuts of meats, poultry, fish, and various other foods |
| | Demonstrate supervisory skills and abilities utilizing critical thinking skills. |
| | Describe and apply the principles of nutrition to maximize nutrient retention in food preparation. |
| | Prepare a variety of pastry products to include breads, rolled in doughs, pies, pastries, meringues and fruit desserts, Éclair paste (choux paste), creams, custards, puddings, frozen desserts and sauces and cookies |
| | Understand basic principles of baking through formulas and measurement, mixing and gluten development and the baking process. |
| | Understand professional kitchen tools and equipment and gain an understanding of safe and effective kitchen equipment use and maintenance. Safely demonstrate knife skills, knife sharpening techniques, handling a steel, and cutting techniques. |
| | Understand the basic principles of cold food preparation and presentation. |
| | Utilize concept of menu planning, cost control, purchasing, receiving , quality standards, profit and staffing costs. |
| OCCI-AAS Culinary: Baking and | An appreciation for the importance of sanitation and knowledge put to use in the operation of a professional bakery or kitchen. |
| | Demonstrate supervisory skills and abilities utilizing critical thinking skills. |
| | Describe and apply the principles of nutrition to maximize nutrient retention in baking preparation. |

| Unit | Outcome |
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| | Identify, select and demonstrate the use of various chocolates and sugar and the common uses for the decoration processes. |
| | List and explain the application of mixes and other convenience products pertaining to the baking process. |
| | Prepare a variety of cakes, fillings and icings to include chemical and mechanical leavening techniques. |
| | Prepare a variety of egg and dairy based products to include meringue, sponge, soufflés, mousses , custards, and creams. |
| | Prepare a variety of fried baked goods to include fritters and doughnuts. |
| | Prepare a variety of pastry products to include pies, tarts, pate a choux, crepes, puff pastry, and fillo dough. |
| | Prepare yeast raised products to include breads, yeast leavened pastries to include laminated doughs, breakfast pastries and leavened cakes. |
| | Utilize concept of cost control, purchasing, receiving , quality standards, profit and staffing costs. |
| PRES -Presidential Supervision | Develop community partnerships in response to emerging economic/workforce needs. |
| | Ensure open communication at Board meetings, in the community and campus-wide. |
| | Measures of institutional effectiveness across all areas supporting the strategic plan of the institution. |
| PRES-Athletics | Provide quality athletic programs for students. |
| | Support student athletes in achievement of academic goals. |
| PRES-College Advancement | Continuing to develop the people and resources for grant writing and management to further our grant opportunities. |
| | Sending consistent messages to the campus and community through verbal, written and online methods. |
| PRES-Foundation | Through increased fundraising, create additional opportunities for students, staff, and faculty. |
| PRES-Institutional Research | Produce quality written, visual and web-based reports and information communicating the effectiveness of the institution |
| | Provide access and support for staff to participate in, develop and deploy quality surveys to support institutional effectiveness, program, unit and student learning outcomes assessment. |
| | Respond to state, federal and institutional requests for data in a timely manner providing accurate, reliable and valid information. |
| PRES-Recreation Center | Provide access to quality services at the Recreation Center |
| | Support student development opportunties through recreation center activities and operations |
| RI-Communication | Build and manage personal and comunity relationships. |
| | Engage in ethical communication processes that allow people to accomplish goals. |
| | Respond to the needs of diverse audiences and contexts. |
| RI-Computation | Analyze and evaluate real-world problems in a logical manner |
| | Model, analyze, and solve real-world problems in a mathematical context. |
| | Utilize technology for analyzing and evaluating real-world problems. |
| RI-Human Relations | Demonstrate computer skills: word processing, presentation software and Internet research techniques. |
| | Demonstrate proficiencies in reading, writing, listening, presentation and analytical skills. |
| | Operate as a team member and/or leader using effective communication strategies. |
| | Recognize and respect diversity as a vital component of effective human relation skills. |
| | Understand the importance of goal setting, planning, and the impact of a positive mental outlook in both ones personal and professional life. |
| | Use research skills to access information and utilize critical thinking skills to draw conclusions and/or form ideas/opinions. |
| SS-Talent Search/UB/Gear Up | Assure high school seniors (and their equivalents in alternative education programs) will graduate from secondary school or receive a certificate of high school equivalency. |

| Unit | Outcome |
|---|---|
| | Assure High School seniors are completing and submitting College Applications. |
| | Assure high school students complete financial assistance applications |
| | Assure non-senior secondary school participants are promoted to the next grade level. |
| | Assure that high school seniors will enroll in a program of postsecondary education during the fall term following graduation. |
| TE-Skills Center | Provide access to services for students, concentrating on retraining with both employed and unemployed individuals. |
| WCD-Community Education | Continue to expand community education class offerings through exploration of new learning opportunities and community needs. |
| | Provide courses that are relevant to community education needs promoting life long learning. |
| | Support internal and external requests to provide community education courses. |
| WCD-Workforce Development | Provide training and educational opportunities. |
| | Support business and industry through customized training and professional development. |

# SOUTHWESTERN OREGON COMMUNITY COLLEGE

## New Faces of Welding

## Hands-on Activities for High School Girls

## February 10, 2012

**Students:** Any high school girl interested in nontraditional careers such as welding or engineering is welcome to attend. There is a limit of 48 students for the college district so please sign up early. Posters for the event are being distributed to counselors at the high schools. On that poster girls are asked to contact the school counselor if they are interested.

**Schedule:** The New Faces of Welding event for high school girls will be on the SWOCC Coos Bay campus behind Fairview from 9:00 a.m. to 1:30 p.m. Snacks and lunch will be provided.

**Transportation:** Transportation for students and chaperones will be provided upon request. Contact Chris Amaral, chris.amaral@socc.edu, 541-888-1507.

**Chaperones:** Southwestern hopes the chaperone will be a person who, after participating in the New Faces of Welding, will continue to be an advocate who encourages young women to consider non-traditional careers like welding. Please consider sending the person most likely to carry this forward with students at your school. Funds are available for substitutes for chaperones, preferably a woman but not required.

**Event:** Girls and chaperones will get the opportunity to weld a project; spend time in the mobile welding lab and talk with women and men mentors such as an underwater welder, a welder in the Coast Guard, artists who use welding for sculptures and an engineer. The event will be held on the Coos Bay Campus behind Fairview Hall.

**Prizes:** The girls will be eligible to win door prizes, such as a tuition waiver for one welding course, and other prizes.

**Registration:** E-mail or phone Chris Amaral, chris.amaral@socc.edu , 541-888-1507, with the following information by February 1, 2012. There is a capacity of 48 students for the event so please sign up early.

- Name of high school
- High school contact for this event
- Number of girls
- Student transportation plan or request
- Name and contact information the of chaperone
- Amount of substitute cost for chaperone

Creative Waste Consulting
P.O. Box 1408
North Bend, OR. 97459
www.creative-waste.com

June 4, 2009

Ms. Linda Kridelbaugh
VP of Administrative Services
Southwestern Oregon Community College
1988 Newmark Avenue
Coos Bay, Oregon 97420

Dear Linda:

The purpose of this letter is to summarize the economic impact of our recommendations for waste collection and disposal, and to gain a consensus on these changes prior to implementation. These recommendations are the result of several weeks of study, analysis and interviews of your current solid waste operations. I have summarized our recommendations and the targeted savings below.

The service requirements at a college are based primarily on an academic year with some reduction of services during the summer. These recommendations are based on current costs and services projected over a 10 month period. A separate summer recommendation is also included.

**Current Solid Waste Equipment in use (Not including recycling containers)**

| Container | Location | Service |
|---|---|---|
| 10 cu. yd. | Student Housing near Yaquina | Picked up 2 times /week (Mon. & Fri.) |
| 10 cu. yd. | Student Housing near Trinidad Head | Picked up 2 times / week (Mon. & Fri.) |
| 5 cu.yd. | Student Housing near Trinidad Head | Picked up 2 times / week (Mon. & Fri.) |
| 6 cu.yd. | Culinary Institute | Picked up 1 time/week (Friday) |
| 3 cu. yd. | Hull | Picked up 1 time/week (Weds.) |

| Compactor | | |
|---|---|---|
| 17 cu. yd. | B-3 Maintenance | On-call |
| 20 cu. yd. | Empire | On-call |
| 20 cu. yd. | Newmark | On-call |



Ph. 541-294-2528 Fax 866-827-5278 E-mail mike@creative-waste.com

**Recommendation: September - May**

**Container Recommendations**

1. Reduce the service of your current 10 cubic yard container located near Yaquina building in Student Housing from 2 times per week ( Monday and Friday) pickup to once per week (Wednesday).

2. Eliminate the service of your current 10 cubic yard container located near Trinidad Head.

3. Reduce the service of your current 5 cubic yard container located near Trinidad Head from 2 times per week (Monday and Friday) pickup to once per week (Monday).

**Compactor recommendations**

1. The cost of the last 12 months of the B-3 Maintenance compactor was $ $7,206.61 with maintenance. The compactor handled 281 cubic yards of waste. A 6 yd. container with 1 X per week pick up will handle a volume of 312 cubic yards of waste annually. The cost would be $ 7,156.68 per year. There is minimal savings at this point but the potential for additional maintenance would increase the cost per yard over time.

2. The other compactors can remain as is and be evaluated on an on-going basis to determine if efforts at recycling will reduce the number of yards collected.

**Savings**

| Service | Current Cost based on current usage (10 months) | Projected Cost | Savings |
|---|---|---|---|
| 10 cubic yard container picked up 2 times per week | $ 19,949.60 | $ 9,885.70 | $10,063.90 |
| 10 cubic yard container picked up 2 times per week | $19,949.60 | - | $19,949.60 |
| 5 cubic yard container picked up 2 times per week | $10,138.80 | $4,980.30 | $5,158.50 |
| **Total** | **$50,038.00** | **$14,866.00** | **$35,172.00** |

**Recommendations: June-August**

**Student Housing**

**June**

1. Recommend the use of non-profit organizations to collect usable items from students as they clear from the student housing each June. This year South Coast Hospice has agreed to receive the merchandise and is providing a truck each day from June 6th – June 13th. The total cost in 2008 for June was $4,389.48. By using South Coast Hospice expected savings to be generated would be in excess of $892.00.

2. Recommend the use of a 5 cu. yd. container on call during the period of June 6th to June 30th. This will be carefully monitored to use as a base for next year.

July No changes recommended at this time.
August No changes recommended at this time.

**Additional Recommendations**

**Recycling**

The opportunity to engage students and faculty in recycling efforts is important to generate additional income. Observations at the waste containers during the audit phase indicated about 25-30% of the trash were recyclable. This included paper products, plastics, cardboard and other waste. In addition, there was also food waste which could eventually be composted and not sent to the landfill.

The savings that will be generated can be significant but the key is education and opportunity. This would be the initial recommendation:

a) During the summer, develop plans for a student initiative/club which will focus on a sustainable campus. A successful organization that can be used as a model would be the Student Sustainability Initiative at Oregon State University would be a start. Their website is http://recycle.oregonstate.edu/ssi/.

b) During the summer, identify locations for additional recycling containers throughout campus to provide more opportunities for the students to use.

c) At the beginning of the fall term, promote recycling and college sustainability through initial student orientation and media.

d) Awareness is the key to success in this effort. While habits are hard to break it is easier to initiate changes (especially with new students) at the beginning before habits are formed.

## Composting

Composting can generate additional savings for the college. It is probably the best opportunity to enhance your image as a forward thinking "green" institution. There is not any large scale composting facility located in the immediate area. In many conversations with the Oregon Department of Environmental Quality, there is a strong desire to support institutional composting.

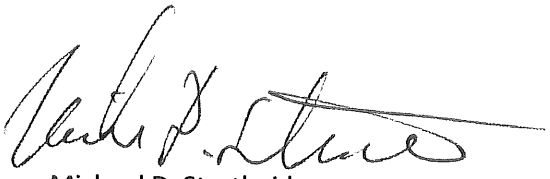
**Recommendations:**

a) A feasibility study should be completed before any major investments are made in composting. These studies vary widely in cost and content, but we have been quoted between $5,000 - $8,000. The purpose of which will be to identify the detailed plan with cost estimates, pro forma results and savings, appropriate equipment utilization , staffing needed and potential partners.

b) The funding for a study could come from grants. The Oregon Department of Environmental Quality (DEQ) awards grants each year to local governments for recycling and solid waste prevention or reduction projects. The grants must go to local governments, but local governments may contract with community groups, private individuals, non-profit organizations, schools, businesses, or chambers of commerce to implement grant-funded projects. It is our recommendation that a feasibility grant be applied for which will engage a firm to study the opportunities and costs associated with establishing a composting operation at the college. This study will also address any partnerships which will enhance the project. The solid waste grant round opens around the first week of June and closes the last week of August/first week of September, each year. Approval letters are mailed late November, and funds are usually available in April of the following year (April 2010, for the 2009 grant round).

Thank you for the opportunity to work with you and the fine staff at Southwestern Oregon Community College. We are prepared to implement the changes as soon as they are approved.

Sincerely



Michael D. Strotheide
CEO

# Southwestern Oregon Community College
## Savings Report

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Client:** | **Southwestern Oregon Community College** | | | | **Reporting Period :** | | **Oct-09** | | | |
| **Invoice Date** | **11-Nov-09** | | | | | | | | | |
| **Invoice Number:** | **100902** | | | | | | | | | |
| **Baseline -Established in October of 2008** | | | | | | | | | | |
| **Location** | **Old Service** | **Old Costs** | **New Service** | | **Current Cost** | **Savings Identified** | | **CWC Fees** | **Client Savings** | |
| **Student Housing** | 1- 10 yd. 2 x week | | 1 - 6 yd. 1 x week | | | | | | | |
| | 1-10 yd. 2 x week | | 1 -10 yd. 1 x week | | | | | | | |
| | 1 - 5 yd. 2 x week | | 1- 8 yd. 1 x week | | | | | | | |
| | Extra Pick ups ( 1) | | 1 - 5 yd. 1 x week. (prorated) | | | | | | | |
| | Trip fees | $ 5,495.37 | Trip Fees | | $2,277.68 | $ 3,217.69 | | $ 965.30 | $ 2,252.39 | |
| **Culinary Institute** | 2- 6 yd. 1 x week | $ 1,458.68 | 1 -6 yd. 1 x week | | $ 596.14 | $ 862.54 | | *1 | $ 862.54 | |
| **Hull** | 1 3 Yd. 1 x week | | | | | | | | | |
| | Extra Pick up ( 1) | $ 301.82 | (no change) | | $ 301.82 | | | | | |
| **B- 3 Maintenance** | | | | | *Yearly Cost to date* | | | | | |
| **Compactor** | 17 yd. compactor | $ 7,313.55 | 1-6 yd. 1 x week | | $ 2,456.82 | #2 | | | | |
| | (on-Call) | | | | | | | | | |
| **SWOCC Kitchen** | 20 Yd. Compactor | $ 11,828.23 | 1 - 6yd.1 x week | | $ 1,194.61 | | | | | |
| **(Perfroming Arts)** | (on-call) | | | | | #2 | | | | |
| **Newmark Center** | 20 Yd. Compactor | | | | | | | | | |
| | (on-call) | $ 3,512.58 | | | $ 1,319.24 | #2 | | | | |
| # 1. Changes made to container equipment occurred prior to contract with CWC. | | | | | | | | | | |
| #2 Costs reflect annual charges to be compared in September 2010. ( 12 months of activitiy under management) | | | | | | | | | | |

Creative Waste Consulting

November 11, 2009

# Report on Status – Waste Cost Reduction

**Summary:**

The changes made and implemented during the month of October have stabilized the waste disposal functions by providing a better match of equipment and volume. The college is still showing some real savings and any efforts to recycle have not yet begun.

**Student Housing**

The month of October saw a 41 % decrease from the same period last year. This has resulted in a net savings of $2,252.39. The equipment at Student housing was changed to an 8 yd. container vs. a 6 yd. container. The recycling program initiated at Student Housing is beginning to show some activity and the recycling containers are noticeably being used.

**Culinary Institute**

Compared to the same period last year, the culinary institute is showing a 40% decrease from last year. The savings for the month is $862.54.

**Hull**

There has been no change for this location. The equipment being used fits the volume needed.

**Compactors**

The compactor located at Newmark has been repaired and is servicing the location as before. The temporary use of a 6 yd. container is no longer needed. The compactor at the maintenance area is now operational and should be sufficient.

# Southwestern Oregon Community College's Mobile Welding Training Lab Business Plan

November 2011

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# Executive Summary/ Introduction

The purpose of this business plan is to assist organizations considering financially supporting Southwestern Oregon Community College's Mobile Welding Training Lab. This unique training platform has the ability to deliver customized welding industry training and certification opportunities wherever it is needed. Welding has been identified by state agencies as a high demand/ high wage job with increasing numbers of jobs coming open as the workforce approaches retirement age. The mobile lab also is delivering state of the art support to high school programs along with career awareness at a time when secondary schools budgets are threadbare. The mobile lab was created as a portion of a nearly 2 million dollar Dept of Labor-Employment Training Administration grant. The continued endeavors of this training vehicle are entirely dependent on money outside the college's general fund. Some funds will be generated by the service for fee portion of the customized industry trainings. As with any business start up some capitalization is required to market the training, pay salaries of the trainer, provide materials for the trainings and fuel, registration, insurance, etc for the vehicles. The delivery of program support and career awareness to high schools would best be supported by funds external to the high schools. Some Carl Perkins Foundation grant funds may be assigned by schools to offset direct costs to the schools. This is the perfect opportunity for workforce development funds to reach out and work where the rubber meets the road. The funds needed for the fiscal year July 1, 2012 through July 1, 2013 are $100,000.

# Mission, Vision, Values, and Objectives

The mission, vision, values, and objectives of SWOCC's Mobile Welding Training Lab are as follows:

## Mission

Raise the skills of individuals entering, or already an incumbent worker in the welding industry. Provide welders with developed skill sets the opportunity to earn American Welding Society certifications through the administration of tests administered by a Certified Welding Inspector.

## Vision

Provide opportunities to incumbent workers for onsite training and/or to attempt AWS certifications as needed, support high school career technical welding programs via a high tech mobile training platform.

## Values

By delivering training and certification opportunities aligned with the American Welding Society's national standards, customized industry trainings hold real value and are embraced by businesses.

The mobile welding lab will effectively support quality instruction to high school career tech programs that are struggling given limitations on equipment, budgets, and staff.

## Objectives

1) Raise career awareness for various aspects of the welding industry and the various aspects of the industry by participating in job fairs, open houses, and other community events.
2) Support high school career technical welding programs especially those within SWOCC's district by delivering onsite school trainings to high school students as directed by the resident faculty.
3) Deliver at the manufacturer or job site, customized industry trainings and certification opportunities.

## Goals

The goals of the mobile welding lab are to support high school programs and deliver customized trainings to industry. While industry would expect to pay for training, schools would have to shuffle already reduced funds to pay for the training the lab delivers. Charging industry a small margin on delivered training would help offset the costs for schools. Those career technical programs in schools are one of the personnel resources for the industry workforce. Schools might direct some Carl Perkins grant funds to the mobile lab for the training for those students. The sustainability of the mobile lab will likely be from several revenue streams; industry trainings, Perkins funds, and additional grants.

## History

Southwestern Oregon Community College received a $1,998,518 grant {Community Based Job Training Grant} from the US Department of Labor Employment Training Administration in February 2009. A portion of the grant was used to create for SWOCC a mobile welding training center. The mobile welding lab has a forward classroom section that accommodates 8 students. Students there can work independently on laptops using Amatrol virtual training systems, receive traditional lecture type instruction, watch Hobart Welding Institute DVDs via a wall mounted smart board or take advantage of a Lincoln VRTEX Virtual Reality Welding Motion

Simulator. The rear portion of the training lab has four welding booths equipped with multi-process welders capable of being in used in almost any arc welding configuration. Each welding booth has overhead smoke collection, lighting, and a snorkel for directed smoke collection. The gooseneck portion of the trailer has a 50 kilowatt diesel generator that allows the lab to operate on a standalone basis eliminating the need to connect to shore power. As part of the package the lab is towed site to site by a 1 ton pick-up truck with the truck and trailer combination under the weight limit that would require a commercial driver's license.

The mobile training lab is the creation of Southwestern's Welding Training Coordinator and the Community Based Job Training {CBJT} Grant Director. Following the end of the grant there is still need for a Training Coordinator working in collaboration with welding faculty. The organization and administration of the mobile lab activities should be run through the Work Force Department.

## Market

Welding was identified in Oregon as a high wage high demand job. According to the American Welding Society in 2006 there were more than 500,000 welders working in the U.S. with an average age of 54. At that time it was estimated 50,000 welders would leave the industry while only 25,000 students would begin their education. The Wall Street Journal stated that "*manufacturers will need as many as 10 million new skilled workers to replace aging boomers who make a large part of manufacturing jobs*." Regionally we can also identify the need for training skilled workers in the welding industry. Some verification comes on a regional level from the October 2011 OLMIS employment outlook.

> 2008 employment is estimated to be much larger than the regional average. Regional employment is expected to decline in this occupation between 2008 and 2018. Total job openings are projected to be much higher than the regional average.
> Despite declining employment, reasonable employment opportunities exist largely due to the need to fill replacement job openings
>
> – Oregon Labor Market Information System

These job openings are from the October 27, 2011 OLMIS web page.

| Job Title | Date Posted | Location | Wage Offered |
|---|---|---|---|
| Metal Fabricator | 10/24/11 | Fruitland | $18.00/hr |
| TIG Pipe Welder | 10/20/11 | Harrisburg | DOE, Neg. |
| Welder/Fabricator | 10/18/11 | Harrisburg | DOE |
| Electronic Assembler/ Solderer | 10/18/11 | Eugene | $8.50/hr to $9.50/hr DOE |
| Welder - Stick, MIG and TIG | 10/17/11 | Portland | $18.85/hr to $19.85/hr DOE |
| TIG Welder (97210) | 10/17/11 | Portland | $18.00/hr to $20.00/hr DOE |
| TIG Welder | 10/13/11 | Lake Oswego | $10.00/hr to $12.00/hr DOE |
| MIG Welder | 10/10/11 | Hillsboro | $18.00/hr to $21.00/hr |
| Aluminum TIG Welders | 10/6/11 | Hillsboro | $17.00/hr to $19.00/hr DOE |
| Welder - Ornamental Iron Fabricator | 9/30/11 | Salem | $14.00/hr to $20.00/hr DOE |
| MIG Welder | 9/23/11 | Tualatin | $17.00/hr to $17.50/hr |
| Welder | 9/22/11 | The Dalles | $12.00/hr |
| MIG Welder | 9/21/11 | Wilsonville | $17.00/hr to $20.00/hr Neg. |
| Fitter / Welder (Rail Dept) | 9/20/11 | Portland | $13.63/hr |
| Welder | 9/13/11 | McMinnville | $15.00/hr to $20.00/hr DOE |
| Welder Helper | 9/13/11 | McMinnville | $12.00/hr to $15.00/hr DOE |
| Welder/ Fabricator | 9/12/11 | Eugene | $13.00/hr to $15.00/hr DOE |
| Welder/Railcar Repair | 9/8/11 | Springfield | $12.00/hr to $14.00/hr DOE |

| | | | |
|---|---|---|---|
| Traveling Journey-Level Combination/ TIG Pipe Welder and Pipefitter | 9/1/11 | Eugene/ Springfield | $20.00/hr to $25.00/hr DOE |
| Welder | 9/1/11 | Hillsboro | $11.00/hr to $15.00/hr DOE |
| Welder | 8/26/11 | Hood River | DOE |
| MIG Welder | 8/25/11 | Wilsonville | $14.00/hr to $15.00/hr DOE |
| MIG Welder | 8/25/11 | Tigard | $15.00/hr to $18.00/hr DOE |
| Welder / Fabricator | 8/24/11 | Tualatin | $15.00/hr to $19.00/hr DOE |
| Welder / Fabricator | 8/22/11 | The Dalles | $12.00/hr to $15.00/hr DOE |

The following jobs come from a web search October 27, 2011

| Job Title | Date Posted | Location | Employer |
|---|---|---|---|
| WELDER - MIG | 10/24/11 | Wilsonville | Aerotek |
| WELDER - MIG | 10/24/11 | Wilsonville | Aerotek |
| TIG Welder | 10/22/11 | Harrisburg | H3O |
| Spray Arc Welder | 10/22/11 | Portland | Labor Ready |
| TIG Welder | 10/22/11 | Portland | Aerotek |
| MIG-WELDER | 10/22/11 | Portland | Aerotek |
| TIG Welder | 10/22/11 | Portland | Aerotek |
| MIG-WELDER | 10/22/11 | Portland | Aerotek |
| Spray Arc Welder | 10/20/11 | Portland | Labor Ready |
| WELDER/FABRICATOR | 10/20/11 | Harrisburg | |
| WELDER - MIG | 10/19/11 | Wilsonville | Aerotek |
| Swing Shift Welder | 10/13/11 | Tualatin | Aerotek |

| | | | |
|---|---|---|---|
| WELDER - MIG | 10/13/11 | Wilsonville | Aerotek |
| Fabricator | 10/13/11 | Portland | Aerotek |
| WELDER/FABRICATOR | 10/12/11 | Tualatin | Aerotek |
| WELDER - MIG | 10/9/11 | Wilsonville | Aerotek |
| WELDERS, PRODUCTION | 10/7/11 | Ontario | Intelligent Employment Solutions |
| Welder | 10/6/11 | Tualatin | Aerotek |
| mig Welder | 10/6/11 | Tualatin | Aerotek |
| tig welders | 10/5/11 | Portland | Employment Trends |
| WELDER - MIG | 10/1/11 | Wilsonville | Aerotek |
| Swing Shift Welder | 10/1/11 | Tualatin | Aerotek |
| WELDER/FABRICATOR | 10/1/11 | Tualatin | Aerotek |
| TIG Welder | 9/30/11 | Happy Valley | Aerotek |
| Fabricator | 9/30/11 | Happy Valley | Aerotek |

## **Wages** for Welders, Cutters, Solderers, and Brazers

| Region | ---------- 2011 Wages ---------- | | | | | | |
|---|---|---|---|---|---|---|---|
| | Percentiles (hourly wages) | | | | | Avg Hourly ($/hr) | Avg Annual |
| | 10th | 25th | 50th (median) | 75th | 90th | | |
| Oregon Statewide | $11.81 | $14.03 | **$17.29** | $20.90 | $24.38 | $17.71 | $36,829 |
| Clatsop / Columbia / Tillamook | 13.46 | 15.20 | **17.32** | 20.43 | 24.33 | 18.16 | 37,782 |
| Multnomah / Washington | 11.83 | 14.00 | **18.14** | 21.90 | 25.21 | 18.33 | 38,140 |
| Marion / Polk / Yamhill | 10.48 | 12.26 | **15.20** | 18.61 | 23.32 | 15.96 | 33,198 |
| Benton / Lincoln / Linn | 12.47 | 15.31 | **18.34** | 21.86 | 26.50 | 18.77 | 39,035 |
| Lane | 12.56 | 14.68 | **16.74** | 18.82 | 22.16 | 16.93 | 35,210 |
| Douglas | 12.28 | 14.21 | **17.21** | 20.63 | 22.71 | 17.32 | 36,037 |
| Jackson / Josephine | 10.44 | 13.05 | **17.10** | 19.66 | 23.11 | 16.79 | 34,909 |
| Gilliam / Hood River / Sherman / Wheeler / Wasco | 13.20 | 15.01 | **18.34** | 20.92 | 22.96 | 18.86 | 39,219 |
| Crook / Deschutes / Jefferson | 11.06 | 12.82 | **16.22** | 18.56 | 20.22 | 15.79 | 32,828 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Klamath / Lake | 10.51 | 11.35 | **13.05** | 15.45 | 17.66 | 13.51 | 28,109 |
| Morrow / Umatilla | 12.82 | 14.38 | **16.54** | 19.33 | 24.54 | 17.64 | 36,703 |
| Baker / Union / Wallowa | 12.10 | 14.05 | **16.15** | 18.44 | 20.94 | 16.11 | 33,503 |
| Grant / Harney / Malheur | 10.12 | 11.46 | **13.18** | 15.63 | 19.37 | 13.87 | 28,836 |
| Clackamas | 13.03 | 15.08 | **17.68** | 20.66 | 23.74 | 18.04 | 37,520 |

This table is from the OLMIS website. 10/27/2011

These figures all serve to demonstrate the need for welding workforce training around the state. The unique training platform of the mobile welding training lab can deliver that training.

## Services

High schools within Southwestern Oregon Community College's district continue to have metal shop/welding programs. Identifying this as a high demand career encourages boards of education to continue funding these programs at least for the time being. In some instances the faculty member has subject area expertise in an area other than welding but has stepped in to give their best effort to support the students. The mobile lab can play a big role in supporting the efforts of the instructor and the education of the students. The broad scope of learning tools on the mobile lab including texts, DVDs, virtual training programs, simulators, and multi process welders raise a student's skills quickly. The trainer to student ratio in the lab of 1:4 accelerates learning. The opportunity for high school faculty to have subject area experts come to their classroom with state of the art equipment and support their curriculum has significant impacts. As a collateral benefit the high school instructor who may not be in his primary field of study, can get help from the mobile lab's trainer identifying best practices, most effective techniques and safest practices. Career technical program alignment between community colleges and high schools is required by Carl D. Perkins grants. Southwestern and area high schools both receive these grants. The mobile lab can help high school welding programs are aligned with the curricula of Southwestern, which in turn is aligned with Schools Excelling through National Skills Excellence or SENSE. SENSE is a program of the educational arm of the American Welding Society.

On June 21, 2011 the Oregon Senate passed Bill 253 setting the goal of 40-40-20 by 2025. This means 40% of adult Oregonians will have earned a Bachelor's degree or higher, 40% earned an Associate's degree or other post secondary credential as their highest level of educational attainment, and 20% have earned at least a high school diploma as their highest level of education. By June 2010 30% of Oregonians have earned a Bachelor's degree or higher, 18% have Associate's degrees, 42% have high school diplomas as their highest level of education. 10% of adult Oregonians have not completed high school. The mobile lab can materially affect

these numbers by raising a student's interest in career technical education and by exposing them to the opportunities available if they finish high school and go into the welding trade. Those that become more enthused about welding can enter a two year welding program to advance their skill set and make them more employable.

The national industry standards for welding and welders are described, quantified, and certified by the American Welding Society. The primary ways these AWS standards are documented are through the administration of precise welding skill certifications. There are parameters for each type of welding process, alloy and thickness of metal, joining material used, as well as position of the material when welded. In order for a welder to work on most job sites he or she must pass a certification to cover the processes used on the job and be documented by a Certified Welding Inspector. These inspectors have passed a rigorous examination administered by the American Welding Society. These certifications must be renewed every 6 months. The mobile lab can serve as a mobile trainer and assessor providing onsite trainings and with on board equipment provide destructive testing to complete the certification.

Certifications authenticate an individual's ability to perform a narrowly defined skill with certain welding processes on a given day and are not usually portable from one employer to the next. When Worker A attains a certification to work at Employer (or job site) **X** then goes on to work for Employer (or job site) **Y** that worker must be recertified. This identifies another opportunity for the mobile lab. Instances when a certification may be portable are when the certification was attained at an accredited AWS Accredited Testing Facility. **There is not an AWS Accredited Testing Facility in Oregon**. Welders that wish to gain that portable, nationally standardized certification from an accredited location must travel to Tacoma or Kent Washington or Sacramento California. Southwestern Oregon Community College is pursuing having the mobile welding training lab become an AWS Accredited Testing Facility. The expenses for becoming an AWS Accredited Testing Facility {ATF} are being funded as part of the Community Based Job Training grant. Much of the groundwork for this accreditation is already in place either because of the organization of the college or because of documentation requirements for the administration of the CBJT grant. This adds another opportunity to deliver high value services to industry throughout the region.

By delivering these services to the job site or manufacturing facility the client saves the travel time and additional expenses of sending employees to a testing site. Having the customized training prior to the certification attempt raises the worker's probability of a successful outcome. Another benefit of having the training on site for the manufacturer is if the occasion arises that if the trainee's help is needed in the shop to move a process forward or supplement manpower. The employee is able to leave the lab and return to work temporarily before resuming training.

The potential of the mobile welding training lab is greater than south coast industry can support. Regional welding businesses are SWOCC's primary customers. The mobile aspect of the training lab will allows SWOCC to pursue clients the length of the I-5 corridor from Portland to Ashland and beyond. In addition to construction sites identified via the Daily Journal of Commerce and other sources and manufacturing plants with certified welder requirements as identified through the AWS site and other sources; municipal, county, state, and federal workers will be able to receive trainings and certification opportunities.

## Fees

There are three possible components to fees for the mobile welding training lab. The first is the delivery of the lab to the site. These costs are outlined in Appendix 1 – Mobile Lab OTR costs. The charge would be calculated by point to point mileage determination and multiplying the miles one way by $2.14. For example a client in Corvallis would be charged for 142 miles X $2.14 = $303.88. This cost per mile is comparable to fees for delivery of freight around the state. The second component is the training cost outlined in Attachment 2 - Mobile Training Lab costs per industry training day. The Corvallis client might want 4 employees to get 3 days of training and prep work for a certification attempt on the 4$^{th}$ day. At $1,000.00 per day the business would be charged $4,000.00 for the training. The third component which a business could choose to include depending on the employee's progress and the demands of the job would be a certification attempt on the 4$^{th}$ day. This fee would include the training day fee of $1,000.00 plus $150.00 per certification per employee. The business potentially receives 4 employees with an intensive 24 hours of training, 4 AWS certified employees at a cost of $1225.97 each. These fees are comparable to what other mobile welding labs such as Bismarck State College and Eastern Wyoming College charge.

High school programs would also need to pay some fee for services delivered. It is recognized that high schools are in difficult financial circumstances. Conversations with Tom Thompson at the Oregon Department of Education who sees the great value of the mobile lab told us high schools may cover some of the fees through their Perkins grant funds. With that in mind we have visited many high schools during the grant period of performance to give them first hand, ***free*** experience with the lab. After the end of the grant high schools will have to pay for the mobile lab to come to their school. We propose to charge the same travel costs as industry and a reduced rate for training per day of $500 per day. For example two days spent at Brookings Harbor High School would be charged as follows: 110 miles X $2.14 = $112.14 plus 2 training days @ $500 = $1112.14. Some high schools unfortunately have already indicated this would exhaust their budget.

## Organization and Management

The mobile welding training lab is wholly owned by Southwestern Oregon Community College and will operate under the SWOCC Welding Department with administrative and developmental support from the Workforce Development Department. Scheduling will be arranged through that office along with marketing and invoicing for services delivered. Payables for consumables, fuel, maintenance, insurance etc are handled by the SWOCC business office. Trainer salary, fringe benefits and other personnel issues are managed by SWOCC Office of Human Resources. The trainer plays a key element in the success of the mobile lab. This person should have a strong industry background. Other desirable attributes would be excellent proficiency as a trainer of welding skills and be a current American Welding Society Certified Welding Inspector.

## Financial Management

Southwestern took delivery of the mobile lab in January 2010. The operating expenses of the mobile lab including customized industry trainings to this point have been entirely funded by the Department of Labor – Employment Training Administration CBJT grant. The start-up costs for the first year after the end of the grant period of performance is as follows:

- $3,000.00 Marketing of the mobile lab including flyers, advertising in professional trade journals
- $52,000.00 Annual Trainer Salary & Benefits
- $13,840.00 Mobile Lab costs fuel, insurance, maintenance etc., less trainer
- $110,000.00 Industry training costs including consumables
- TOTAL costs for year one are estimated at $178,840.00

Projections for lab income are based on the expectation of industry support. Initially the customized training portion of the mobile lab's activities may be idle while marketing takes place. During this time it should be used for the career awareness and high school program support portions of its mission. The goal by the last quarter of the year following the end of the CBJT grantl is to have the lab delivering industry trainings 12 out of 20 business days per month. This would leave 4 days per month for travel or material prep by the trainer and 4 days per month for high school program support. Trainings delivered this initial year would mean a projected monthly income from industry trainings by the 12$^{th}$ month of $12,000.00. Visiting two schools per month for two days each would bring an additional $2000.00 per month. These two revenue streams leave approximately a $58,840.00 shortfall if all goals were met.

## External Support

The balance of the revenue shortfall could be met via the support of organizations external to Southwestern Oregon Community College. Groups that lend support to the mobile lab would do so with the knowledge they are supporting real job training for a portion of the job market that will continue to grow. We are requesting funds from groups such as The Oregon Community Foundation ($20,000.00), Oregon Department of Community Colleges and Workforce Development ($20,000.00), and The Southwestern Foundation ($10,000.00). These funds will not be sole support but supplement the funds generated through customized industry training. The goal will be to have the mobile lab work toward being self funded for the industry portion with enough profit margin to augment the high school fees for trainings. This is an endeavor that would be most effective with a major industry partner. We will contact Lincoln Electric Company {over $250,000 of Lincoln Electric equipment has been purchased by Southwestern Oregon Community College with over half of that in the mobile lab} and similar corporate sponsors, along with trade unions and other professional organizations to offer the opportunity to support the mobile lab. This training platform can be a high profile promotional tool as well as training vehicle as it travels the Northwest. Going forward this corporate partner will supplant foundation or public monies so that in addition to the industry training the important high school program support continues.

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11-10-11

Mr. Chris Amaral
Welding & Fabrication Technology
SouthWestern Oregon Community College

Dear Chris,

I wanted to take a moment to thank you and your staff for bringing the Mobile Welding Training Trailer to our company. The fact that our welders in our fabrication department could get the hands on training in the latest welding technology and equipment as well as being shown how to use the equipment we have in the shop to the upmost efficiency without having to leave the facility was invaluable.

We look forward to having you back to hold a refresher class and begin certifing our welders who are not currently card holders.

If I can be of any assistance in recommending this excellent program you have to anyone, please do not hesitate to call me. We look forward to working with you again in the near future.

Best Regards,

Alan H. Shattuck
Managing Partner
WSMS

nqa. ISO 9001 Registered ANAB ACCREDITED

Appendix 1

| | Mobile Lab OTR Costs | | | | | |
|---|---|---|---|---|---|---|
| | MPG | Diesel $/gallon | | $/mile | | |
| Fuel Cost per mile | 8.2 | $4.25 | | 0.518 | | |
| | | | | | | |
| | cost | | | $/mile | | |
| oil change per 5K miles | $80.00 | | | 0.016 | | |
| | | | | | | |
| | $/year | $/month | $/day | | | |
| Straight Depreciation over 10 years | $20,839.00 | $1,736.58 | $57.88 | | | |
| | | $/20 day month | $/8 hr day | | | |
| Annual Insurance | $2,514.67 | | $10.50 | | | |
| | | | | | | |
| | $/year | 12 mo/year | $/hr | $/mile | | |
| Trainer/Driver Cost | $36,500.00 | 20 days per mo. | $19.01 | 0.38 | | |
| | | | | | | |
| | $/set | miles per set | | $/mile | | |
| Tires (12) | $2,400.00 | 25000 | | 0.096 | | |
| | | | | | | |
| | $/year | 45 weeks per year | $/8 hr day | 50 mph | | |
| Maintenance | $800.00 | 17.78 | 3.56 | 0.009 | | |
| | | | | | | |
| | | | | | | |
| | | Total | | 1.019 | per mile | |
| | | | | | | |
| | X2 plus adder for return | | | 2.14 | per mile | |

Appendix 2

## Mobile Training Lab costs per industry training day

| | $/year | $/20 day month | $/8 hr day |
|---|---|---|---|
| **Insurance** | **$2,514.67** | **$209.56** | **$10.48** |
| **Vehicle Depreciation 10 yrs** | **$20,839.00** | **$1,736.58** | **$57.89** |
| **Equipment Depreciation 10 yrs** | **$13,876.34** | **$1,156.36** | **$38.55** |
| **trainer cost** | **$36,500.00** | **$3,041.67** | **$152.08** |
| **diesel for generator** | | **1 gal/hour @ $4.25** | **$34.00** |
| **Consumables** | | | |
| Gas | per cylinder **$45.00** | 1.5 cylinders /week **$67.50** | **$13.50** |
| Steel | 1/4"x6"x20' **$120.00** | 1.5 pieces per day | **$180.00** |
| Wire | $ per roll **$100.00** | 2 rolls per day | **$200.00** |
| | | Total $ per 8 hrs | **$799.77** |
| | | $ per hour | **$99.00** |

Appendix 3

| Annual Lab Cost | Monthly Cost |
|---|---|
| $178,840.00 | $14,903.33 |

# Revenue

| | First Quarter | Second Quarter | Third Quarter | Fourth Quarter |
|---|---|---|---|---|
| Industry Training Revenue | $18,000.00 | $24,000.00 | $24,000.00 | $36,000.00 |
| | Avg 6 days training/mo | Avg 6 days training | Avg 8 days training/mo | Avg 12 days training/mo |
| High School Revenue | $6,000.00 | $6,000.00 | $6,000.00 | $6,000.00 |
| Avg 2 days at 2 HS/mo | | | | |
| Qrtr Totals | $24,000.00 | $24,000.00 | $30,000.00 | $42,000.00 |

| | |
|---|---|
| First Year Estimated Annual Revenue | $120,000.00 |
| Net | -$58,840.00 |

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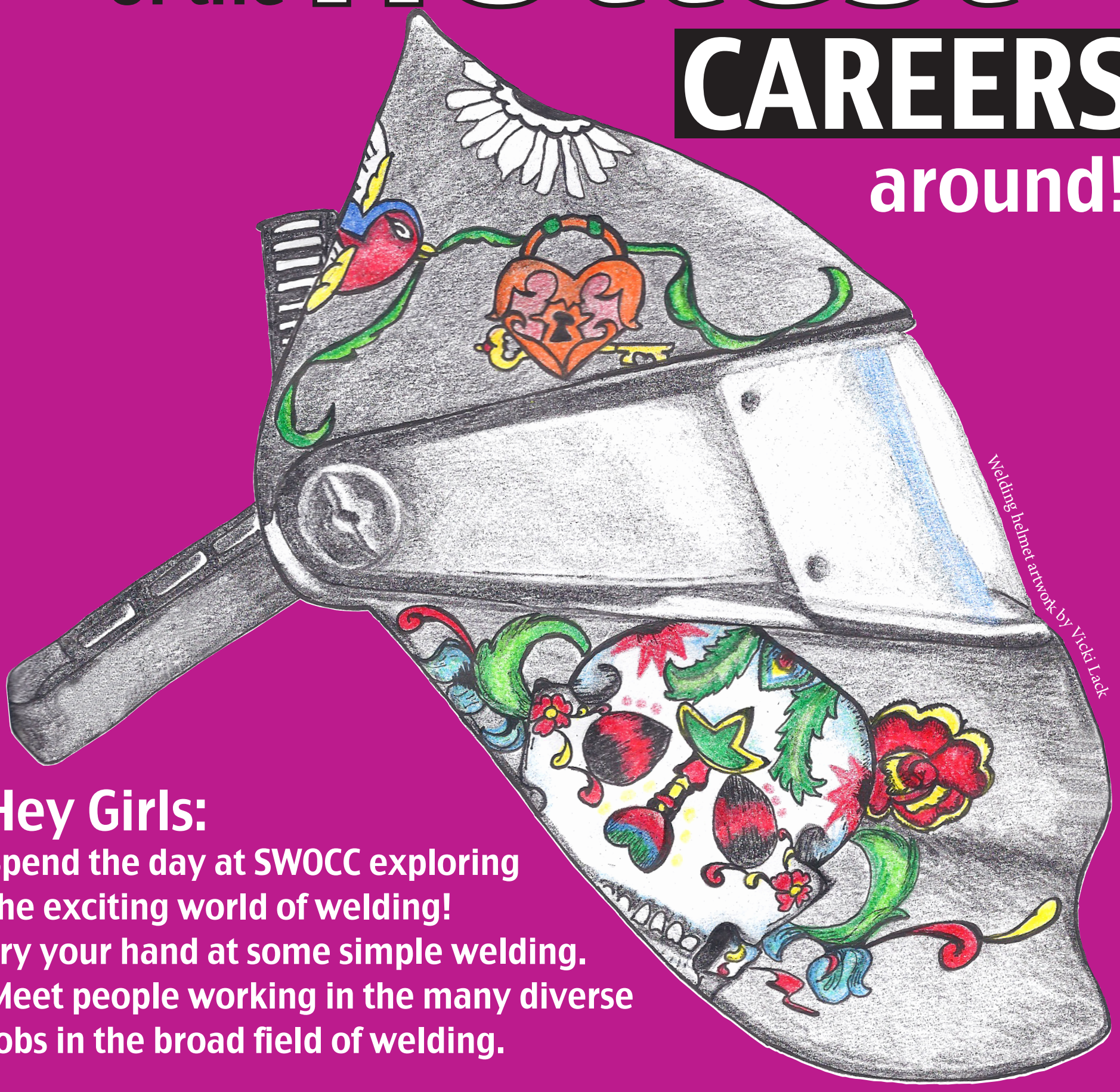

Welding helmet artwork by Vicki Lack

## Hey Girls:

**Spend the day at SWOCC exploring the exciting world of welding!**
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This event is partially funded by Oregon Department of Education Perkins Nontraditional Occupations 2011-2012, Perkins Local Basic Grant 2011-12 and a 100% federally funded DOL-ETA Community Based Job Training grant. Auxiliary aids and services are available upon request to individuals with disabilities.
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**Monday - Friday**
8:00 a.m. - 5:00 p.m.

### Contact Info

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standard-one-year-one-self-study-southwestern-or-comm-college.pdf

# Southwestern Oregon Community College

## Year One Report
## Mission, Core Themes, and Expectations

**Prepared by**
**Accreditation Core Team (ACT)**
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**Submitted to**
**The Northwest Commission on Colleges and Universities**
**March 1, 2011**

**Submitted by**
**Dr. Patty Scott, President**

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## Introduction

Southwestern Oregon Community College is a comprehensive community college that serves as a center of learning, information, and culture for Coos, Curry, and Western Douglas counties. Southwestern Oregon Community College (Southwestern) was formed in May 1961. The original district included Coos and Western Douglas counties with services contracted to Curry County. In 1995, Curry County annexed themselves into the district, doubling and extending to the California border, Southwestern's primary service area. A full range of college services are now offered in Curry County. The Coos campus is located on Empire Lakes in Coos Bay, with Curry County outreach sites in Port Orford, Gold Beach and Brookings. All high schools in the district provide instructional space. The Coos campus facilities include 17 buildings that house classrooms along with administrative, staff, and faculty offices; the Newmark Center for Community Partnerships; apartment-style student housing; and the Oregon Coast Culinary Institute (OCCI); Family Center; and Recreation Center. Groundbreaking for the new Curry campus building occurred July 1, 2010.

The State Department of Community Colleges and Workforce Development (CCWD) has the legal authority for statewide coordination of the approval of community college courses and curricula as granted through Chapter 589, Division 6 of the Oregon Administrative Rules adopted by the State Board of Education under the authority of Chapter 341 of the Oregon Revised Statutes.

The seven member College Board is elected by residents of the College district. The Board sets governance policies to be administered by the President of the College. Through Board of Education policies, administrative functions, the College committee structure, and the organizational reporting structure, the faculty, staff, administrators, and students share in the operation of the College.

Southwestern is led by President Patty Scott and the Executive Team, which includes the Vice-Presidents of Administrative Services and Instruction/Chief Academic Officer; Executive Directors of Enrollment Management, Integrated Technology Services, and Human Resources; and the Athletic Director. This leadership is responsible for creating and sharing a common vision, supporting the goals of the College, and for ensuring a high degree of collaboration between the administrative, student, support staff, and instructional areas of the College (Appendix A: 2010-11 Organizational Chart).

The academic units of the College are organized into five instructional divisions—Transitional Education, Family Center, Small Business Development Center, Workforce Development/Community Education, Transfer and Career Technical Education (CTE)—led by associate deans and directors, with complete oversight by the Chief Academic Officer.

The administrative departments of Southwestern are organized into operational support units and enterprise units. Operational units provide college-wide support for all human, fiscal, technological, and physical resources, which include Integrated Technology Services, Business Services, Human Resources, Print Services, Campus Security, and Facilities Services. The enterprise units are revenue generating and self-supporting and include the Oregon Coast Culinary Institute, Dining Services, Bookstore, Student Housing, and Tenant Services.

Student Support Services are organized and provide college-wide student support through the offices of Enrollment Management and Educational Support Programs and Services (ESPS). Enrollment Management services include Admissions, Student First Stop, Financial Aid, Registration and Records, High School Relations, Student Recruitment, and International Students and Student Life. The ESPS area provides Counseling, Academic Advising, Placement and Testing, Disability and Student Services, and TRIO programs.

## *Institutional Context*

Marking its 50th anniversary in May, Southwestern is one of the 17 comprehensive and publicly funded community colleges in Oregon. The College is committed to providing rural learning community members access to quality learning opportunities and cultural resources along with helping students to meet the education and skills demanded by a twenty-first century regional and global workforce. Over the past 50 years, the College has evolved many diverse programs of study to include two-year associate degrees, certificates, short-term occupational certificates, adult education, adult high school diploma, adult enrichment classes, and summer camps for all ages. The College enrollment has grown from 266 students in 1961 to the present 10,000 students, with more than 3,300 full-time equivalent (FTE) student enrollment. Instructional staff has grown from 15 to more than 64 full-time faculty and 275 part-time instructors. Cultural and athletic events at the College attract 20,000 community members each year.

The present Mission and Core Themes of the College were adapted to address the dynamic population needs and conditions of our rural region and learning community as well as to address shifts in industry and employment, an aging population, and the College's commitment to innovation, sustainability, and resource development. The depressed economy of our region, coupled with the recent economic downturn exacerbated by the unprecedented and multiple state reductions in funding, have impacted every level of institutional operation. Given this current challenging fiscal climate, it is now more important than ever for the College to serve the community, yet funding shortfalls have challenged the College's ability to meet the increase in demand.

Over the past few years, prior leadership overestimated revenues, underestimated expenditures, and overspent budgets. As a result, the College Board had to declare financial exigency in November 2008 and approve a rebalanced 2008-2009 budget. The budget was balanced mid-year by the elimination of 13 percent of our workforce and approval of seven furlough days for the remaining staff along with additional budget saving strategies. In addition, the State, in an attempt to rebalance their biennium budget, reduced our third quarter (January 2009) payment by $200,000. This led to an unanticipated reduction in our ending fund balance.

Since November 2008, the State economy has seen a double-digit rise in the unemployment rate to levels not seen in decades and revenue shortfall of $3.5 billion to $4 billion for the 2009-11 and 2011-13 biennia. As a result, our state revenue, which was 51 percent of our general fund budget in the 1999-2001 biennium, is only 29 percent of our general fund budget in the current 2009-2011 biennium (Appendix B: General Fund Summary Biennium Report).

The College is working toward a return to the fiscal stability that was enjoyed in prior years. Due to fluctuation in cash flow, the College needs $1 million to $2 million in cash reserves to meet operational expenses and prevent the need for borrowing when the fourth quarter payment is delayed. This will require a solid commitment by the employees to rebuild funds and to create the necessary cash flow required to meet operational needs.

## *Preface*

In accordance with the new Northwest Commission on Colleges and Universities (NWCCU) accreditation process, this Year One Report represents an overview and analysis of the College Mission, Core Themes and Objectives, and the means used to assess Mission Fulfillment. The work of preparing the report involved administrators, faculty, and staff from many areas of the College. Since Southwestern is slated for a comprehensive visit under the new standards in spring 2012, college staff has been involved in many discussions about how the accreditation process is changing and what we must do, collectively, to measure and evaluate progress toward meeting the needs of our students and communities.

Through highly collaborative and inclusive processes, Southwestern faculty, staff, and administrators reviewed the Mission Statement and identified Core Themes beginning September 2009, extending through March 2010. The Board of Education accepted and adopted the campus' work and revisions to the Mission Statement in January 2010, and adopted the Core Themes at their April 26, 2010 meeting. Institutional changes at Southwestern since the last five year report to NWCCU include:

- Changes to College Mission Statement;
- Identification of the essential elements of the College Mission as Core Themes;
- Establishment of Objectives for each of the Core Themes;
- Identification of assessable Indicators of Achievement of Core Theme Objectives;
- Development of systematic processes to analyze assessment data to determine level of Mission Fulfillment; and
- Development of systems to support, sustain and/or improve activities to increase Institutional Effectiveness.

The primary significant change influencing institutional operations continues to be the shifting fiscal landscape for colleges and the region. The College is adjusting to devastating state funding cuts made in 2008-09. More than 20 positions were cut and many others remain unfilled. This work did not go away and many staff added extra work to their already full loads. Faculty willingly increased class sizes so that more students could be served. All employees have worked hard to save the College money. We continue to work to streamline our operation and be as efficient as possible despite many key positions remaining unfilled. The College is functioning, but we are extremely lean at this time because of reductions in force and deep cuts in materials and services. During this challenging time to achieve a balanced budget, we made difficult decisions to do the least amount of harm while attempting to keep the core values of our educational system intact.

The College community continues to strategically weather the financial crisis and is planning for economic improvement and better days. As a result, Sustainability and Innovation became a Core Theme and a Sustainability Taskforce was created. This committee looks at ways to reduce waste, conduct energy audits, and work to infuse sustainability measures and policies into all practices and instructional curricula. All staff are looking at college-wide processes and making determinations if there are more efficient ways to perform work and/or serve students. We have been pragmatic in making our decisions; always keeping in mind our Vision and Mission Statements and the College Strategic Goals and Themes, while trying to move Southwestern forward through the tough times.

In addition to the institutional changes made since our 2007 Fifth Year Interim Report, Southwestern hosted a Focused Interim accreditation visit, spring 2009. After the evaluator's visit and written report submission to the NWCCU, the Commission requested a progress report in fall 2010 to address Recommendation 1 of the Focused Interim Evaluator's Report.

## Recommendation 1: Focused Interim Report

> ***The Evaluator recommends that the College demonstrate, through regular and systematic assessment, that students who complete its programs of study have achieved the expected outcomes. In addition, the College must show that assessment activities lead to the improvement of teaching and learning. (Standards 2.B.2 and 2.B.3)***

The College submitted a progress report on the recommendation in October 2010. In a letter dated February 11, 2011, Dr. Sandra Elman notified the College that the Commission accepted the progress report and is satisfied that progress has been made regarding Recommendation 1. Although the Commission finds that Recommendation 1 is now substantially in compliance, there is room for improvement. The Commission requests that Recommendation 1 be addressed in an addendum to the spring 2012 Comprehensive Self-Evaluation Report.

## Chapter One: Mission, Core Themes, and Expectations
## Section I: Southwestern Oregon Community College Mission

1.A.1 *The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

The campus is unified through its demonstrated connection to the Mission. The guidepost for institutional planning, assessment and resource allocation is the Southwestern Oregon Community College Mission Statement. All plans, actions, and resources needed at the College are designed to fulfill the College's Mission. The College Mission Statement and Goals are essentially promises that the College is making to its students and their families, employers, and our communities. The College has revised the Mission Statement three times since 2000. In 2006, a short, concise statement was adopted by the Board of Education, reflecting the comprehensive and inclusive nature of the College. In 2009, in response to anticipated changes to the NWCCU Accreditation Standards, the Board of Education agreed to revisit the 2006 Mission Statement.

At a special work session in September 2009, the Board of Education drafted a new Mission Statement and identified four Core Themes, which manifested the essential elements of the new draft Mission Statement. The draft Mission Statement was vetted and revised within the College community prior to formal adoption. The College Mission Statement was approved by the Board of Education on January 25, 2010.

> ***Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.***

In October 2008, the Chair of the Board of Education stepped the members through a process to identify the College Core Values. A draft of these Core Values was taken to the President's Executive Team for review and revision. During the 2009 winter in-service, the World Café facilitation process was used to vet the draft Core Values with members of the campus community. The President shared the revised Core Values with the Board of Education, but no formal action was taken until their July 10, 2010 Board meeting at which time the following Core Value Statement and Core Values were adopted (Appendix C: Vision-Mission 2010).

> **Through its policies, procedures, and daily operations in the fulfillment of its mission, Southwestern Oregon Community College exemplifies the following 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.

Four Core Themes identified from within the new Mission Statement and adopted by the Board of Education emerged from the Mission revision process. Core Theme Leaders guided the accreditation process for Standard One, and by working with the academic, operational and support areas identified the Core Theme Objectives. The Core Themes, Objectives, and relationship to the institutional Strategic Plan Goals provide the framework from which the College demonstrates Institutional Effectiveness.

**Core Themes and Objectives with Strategic Plan Associated Goals:**

**Access** – Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.

**Core Theme Objectives:**

Access to multiple learning opportunities
Support services for students, staff, and community

**Strategic Plan Association:**

*Goal 1:* Ensure access to diverse learning opportunities.
*Goal 2:* Provide access to support services for students, staff, and the community.

**Learning and Achievement** – Student learning and student achievement are at the core of the College Mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

**Core Theme Objectives:**

Students achieve their academic goals
Curriculum for academic courses and programs is relevant and current
Students achieve course, program and institutional learning outcomes

**Strategic Plan Association:**

*Goal 3:* Maintain and develop quality learning opportunities to encourage student success and achievement.
*Goal 4:* Support student lifelong learning and attainment of goals.

**Innovation and Sustainability** – Innovation and sustainability are interwoven by seizing opportunities for resource development by means of entrepreneurism, grant development, and the College Foundation that support the maintenance of a strong infrastructure of employees, technologies, facilities, resource management, and educational programs through the continual improvement process.

**Core Theme Objectives:**

Long-term sustainability and growth
Strong infrastructure of employees, technologies, and facilities

**Strategic Plan Association:**

*Goal 5:* Create the vision and structure for long-term college sustainability and growth.
*Goal 6:* Support college growth through planning, budgeting, and assessment.
*Goal 7:* Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs.

**Community Engagement** – Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

**Core Theme Objectives:**

Effective collaboration and partnerships with local and district organizations
Community engagement in diverse activities and events

**Strategic Plan Association:**

*Goal 8:* Sustain and build strong community, business, and agency partnerships.
*Goal 9:* Promote and provide opportunities for the community to engage in diverse activities and events.

## *Interpretation of Fulfillment of the Institution's Mission*

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

Southwestern demonstrates achievement of Mission Fulfillment by successfully meeting the Objectives of our Core Themes. To ensure itself and the public that Southwestern is meeting its goals and fulfilling its Mission, the College monitors the Institutional Level Success Indicators for each of the Core Theme Objectives. Core Themes are mapped to individual Institutional Level Success Indicators and reviewed each year for applicability, annual target levels, and with consideration of new or the deletion of an indicator or measure (Appendix D: Institutional Effectiveness All College Success Indicators). All success indicators are assessable and meaningful to the College whether at an institutional level, reporting unit level, or unit level. The Institutional Effectiveness All College Success Indicators were used to identify the Institutional Level Success Indicators used to demonstrate Mission Fulfillment and the effectiveness of the College. Each Core Theme Objective is measured against a baseline figure established in the 2009-10 academic year and then annual targets were set for each success indicator.

The new success indicators were approved by the Accreditation Steering Committee and are currently in the process of being approved by the Planning Council as of February 2011. Southwestern previously reported internal and external indicators supporting the College Mission through Measures of Institutional Effectiveness during the years 1994 through 2006. From January 2007 to November 2008, Southwestern and the State of Oregon individually reviewed core indicators to measure effectiveness. As a result of the 'Measure What You Treasure' report issued by the Oregon Community Colleges and Workforce Development Commissioner Cam Preus along with the alignment of existing College measures with the new state indicators and accreditation requirements, an initial set of measures was proposed for consideration by the Board of Education which were used from April 2009 through 2010.

Southwestern is committed to a practice of evaluating and assessing the effectiveness of the College. The College's Institutional Effectiveness process is an ongoing, institution wide process of planning and assessment for the purpose of continuous improvement and to provide evidence that the College is effectively achieving its Mission (Appendix E: Institutional Effectiveness, Planning, and Assessment Handbook). The planning and assessment processes support institutional effectiveness through the development of a Strategic Plan and associated goals. The Strategic Plan goals 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 goal setting 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 (Appendix F: Institutional Effectiveness Pyramid).

## *Articulation of an Acceptable Threshold or Extent of Mission Fulfillment*

The Institutional Effectiveness All College Success Indicators are maintained by the Institutional Researcher. Assessment of the indicators is documented in academic and administrative unit reviews, enrollment plans, campus master plans, Board of Education presentations and posted on the College website. The President, Vice President of Administrative Services, and Executive Director of Integrated Technical Services reviewed the Institutional Level Success Indicators and proposed to the Planning Council an acceptable threshold of Mission Fulfillment, which was approved on January 26, 2011:

Mission Fulfillment Threshold

*The College will meet established targets for 70% of Institutional Level Success Indicators*.

## Section II: Core Themes

*1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

As discussed in the introduction, Southwestern adopted Core Themes on April 26, 2010, for purposes of the new accreditation standards and provides identifiable and measurable essential elements of our Mission: ***Access, Learning and Achievement, Innovation and Sustainability, and Community Engagement.***

*1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

Core Theme Leaders were identified by the Accreditation Steering Committee and tasked with developing the Core Theme Objectives and associated success indicators. Each Core Theme Leader worked with staff from across campus to identify the Core Theme Objectives and determine Institutional Level Success Indicators. The Objectives were then presented to the Accreditation Steering Committee for approval and then presented to the Strategic Planning Council for final approval. The following Core Theme Objectives were identified as one component providing the framework from which Southwestern will demonstrate Mission Fulfillment:

**Core Themes and Objectives:**

**Access**

- Access to multiple learning opportunities
- Support services for students, staff, and community

**Learning and Achievement**

- Students achieve their academic goals
- Curriculum for academic courses and programs is relevant and current
- Students achieve course, program and institutional learning outcomes

**Innovation and Sustainability**

- Long-term sustainability and growth
- Strong infrastructure of employees, technologies, and facilities

**Community Engagement**

- Effective collaboration and partnerships with local and district organizations
- Community engagement in diverse activities and events

Once the Objectives were finalized, the Core Theme Leaders worked with the Institutional Researcher to develop a set of reliable and valid success indicators. The Institutional Level Success Indicators and measures for each Core Theme Objective are based upon the Institutional Effectiveness All College Success Indicators that incorporate institutional level indicators, reporting unit and unit indicators, and the State of Oregon Key Performance Measures and Student Success Indicators (Appendix D). The Core Theme Leaders, in collaboration with staff across campus, determined the institutional level indicators which, if achieved will indicate successful accomplishment of the Core Theme Objectives. Analysis of whether successful achievement of each Core Theme Objective has been attained contributes to the determination if College Mission Fulfillment has been achieved when 70 percent of all Institutional Level Success Indicators have been achieved.

## *Core Theme 1: Access*

**Theme Definition:** Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.

Southwestern provides access to learning through programs including developmental education, online courses, college/transfer level courses, high school, and community outreach. We support students through successful recruitment, academic advising, financial aid and scholarships, and career planning.

| Objective | Institutional Level Success Indicators (SI) | Why Indicator is Meaningful |
|---|---|---|
| **Access to multiple learning opportunities** | **SI 1: FTE Credit and Non-Credit Report:** Measured by the percent of increase over the prior year by demographic status | FTE is basis for state funding and revenue generation |
| | **SI 2: Student Headcount Credit and Non-Credit Report:** Measured by the percent of increase over the prior year by demographic status | Enrollment trends monitor learning opportunities accessed by students |
| | **SI 3: Course Offerings Credit and Non-Credit Report:** Measured by the percent of increase over the prior year by location and demographic status | Monitors trends of courses accessed by students and the community to meet current and future needs |
| **Support services for students, staff, and community** | **SI 4: Community and Student Satisfaction:** Measured by the average rating level for services on the Community and Student Satisfaction Survey | Student feedback is essential to providing quality services and enhancing and improving services to meet students' needs |
| | **SI 6: Student Engagement Activities:** Measured by<br>A. all SENSE benchmark targets met or exceeded, and<br>B. CCSSE benchmark targets on Support for Learners and Student Effort met or exceeded | Student engagement activities influence academic performance and degree attainment |
| | **SI 14: Structured Work Experience:** Measured by the percent of<br>A. majors participating in work experience by course type, and<br>B. change in participating employers from year to year | Supports the goal of helping students earn quality credentials with real value for the new economy |

## *Core Theme 2: Learning and Achievement*

**Theme Definition:** Student learning and student achievement are at the core of the College Mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

At Southwestern, our faculty practitioners serve our students by providing real world applications, a strong diverse curriculum, and student and institutional support.

| Objective | Institutional Level Success Indicators (SI) | Why Indicator is Meaningful |
|---|---|---|
| **Students achieve their academic goals** | **SI 5: Student Intended Goals Achieved:** Measured by the percent of exiting students indicating self-disclosed goals attained | A better understanding of the variation in retention and graduation by different types of postsecondary students—particularly adult, nontraditional learners—may lead to improved student success and degree attainment |
| | **SI 6: Student Engagement Activities:** Measured by<br>A. all CCSSE benchmark targets met or exceeded, and<br>B. all SENSE benchmark targets met or exceeded | Student engagement activities influence academic performance and degree attainment |
| **Curriculum for academic courses and programs is relevant and current** | **SI 7: Labor Trends:** Measured by the percent of programs meeting high demand labor trends | Accelerated postsecondary degree and credentials programs are an immediate and impactful way to connect high-demand, high-wage jobs with the required postsecondary education to ensure that goal completers have the skills relevant to labor trends in our region<br><br>Our programs will align with Oregon Skill Standards and/or hold separate accreditation from a recognized external organization to ensure exit competencies and meeting industry expectations |
| | **SI 14A: Structured Work Experience:** Measured by<br>A. the percent of majors participating in work experience by course type | Supports the goal of helping students earn quality credentials with real value for the new economy |

| Objective | Institutional Level Success Indicators (SI) | Why Indicator is Meaningful |
|---|---|---|
| **Students achieve course, program and institutional learning outcomes** | **SI 12: Student Achievement:**<br>Measured by the<br>A. percent of passing grades in courses and by course type;<br>B. percent of passing courses after being placed on Early Alert;<br>C. average GPA of program students; and<br>D. average GPA of graduates | Demonstrates student progress toward goals and level of student achievement |
| | **SI 13: Student Outcomes:**<br>Measured by the benchmark target met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes | Demonstrates student progress toward meeting established general education outcomes |

### *Core Theme 3: Innovation and Sustainability*

**Theme Definition:** Innovation and sustainability are interwoven by seizing opportunities for resource development by means of entrepreneurism, grant development, and the College Foundation that support the maintenance of a strong infrastructure of employees, technologies, facilities, resource management, and educational programs through the continual improvement process.

At Southwestern, we are dedicated to sustaining all of our resources: human, fiscal, technological, and physical. We strive to provide effective fiscal management; provide safe learning, living, and working physical environments; provide college-wide operational support to staff and students; provide human resources functions with professional development opportunities; provide innovative and sustainable technology; and lead entrepreneurial endeavors to support financial independence.

| Objective | Institutional Level Success Indicators (SI) | Why Indicator is Meaningful |
|---|---|---|
| **Long-term sustainability and growth** | **SI 15: Fiscal Cash Flow Responsibilities:** Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target | Ensures ending fund balance meets projected short-term liabilities and to meet daily operating costs |
| | **SI 16: Fiscal Responsibilities - All Funds:** Measured by the target met or exceeded for<br>A. ending fund balance,<br>B. current ratio, and<br>C. asset ratio for receivables turnover | Ensures assets and ending fund balances are adequate to meet long-term sustainability and growth<br><br>Monitors outstanding student receivables |
| | **SI 17: Fiscal Enterprise Fund Responsibilities:** Measured by the<br>A. combined ending fund balance target met prior to general fund transfers out, and<br>B. asset ratio for receivables turnover target met or exceeded | Ensures enterprise fund profitability to meet long-term growth<br><br>Monitors outstanding student receivables |
| | **SI 23: Strategic Plan Accomplishments:** Measured by the percent of Strategic Plan annual priorities completed | Monitors the Strategic Plan accomplishments related to the strategic goals to ensure annual priorities are accomplished as planned |
| **Strong infrastructure of employees, technologies, and facilities** | **SI 9: Employee Opinion and Satisfaction:** Measured by the level of employee satisfaction and opinion ratings on the annual survey | Satisfied employees are productive contributors to the College environment |
| | **SI 19: Infrastructure Equipment and Software Maintenance:** Measured by the percent of materials and supplies budgeted and spent on administrative and instructional equipment and software | Ensures that equipment used by students and staff meets industry standards |
| | **SI 20: Infrastructure Maintenance:** Measured by the percent of identified deferred maintenance and safety projects completed | Ensures the safety of within the college environment and the sustainability of the infrastructure |

## *Core Theme 4: Community Engagement*

**Theme Definition:** Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

Southwestern engages our community in activities that enhance personal and academic growth. We work collaboratively to build positive relationships through visioning, program development, communication, and partnerships. Our staff, faculty, and facilities are the leading educational and cultural resources for individuals, businesses, organizations, and government throughout our region.

| Objective | Institutional Level Success Indicators (SI) | Why Indicator is Meaningful |
|---|---|---|
| **Effective collaboration and partnerships with local and district organizations** | **SI 8: Employer Perceptions:** Measured by average rating levels on the Employer Satisfaction and Opinion Survey | Ensures employer satisfaction with student outcomes |
| | **SI 14B: Structured Work Experience:** Measured by the<br>B. percent of change in participating employers from year to year | Supports the goal of helping students earn quality credentials with real value for the new economy |
| | **SI 26: BITS Company Satisfaction:** Measured by the percent of companies ranking training they received through community college Business and Industry Training System (BITS) – KPM 10 | Determines the level of satisfaction of training provided to companies and to meet state standards and requirements |
| **Community engagement in diverse activities and events** | **SI 3: Course Offerings Credit and Non-Credit Report:** Measured by the percent of increase over the prior year by location and demographic status | Monitors trends of courses accessed by students and the community to meet current and future needs |
| | **SI 4: Community and Student Satisfaction:** Measured by the average rating level for services on the Community and Student Satisfaction Survey | Student feedback is essential to providing quality services and enhancing and improving services to meet students' needs |
| | **SI 22: Community Participation and Satisfaction in Activities and Events:** Measured by the<br>A. percent of activities and events compared to prior year, and<br>B. rating level for facilities services | Ensures activities and events are offered and attended<br><br>Determines level of satisfaction for the services provided by the College |

## Conclusion

The Year One Report addresses the requirements of Standard One with an overview of Mission, Core Themes, Core Theme Objectives and Institutional Level Success Indicators associated with each Core Theme. The Core Themes address Access, Learning and Achievement, Innovation and Sustainability, and Community Engagement. Taken together, the themes reflect the aspirations and intent of the Mission of Southwestern Oregon Community College.

The transition from the previous Accreditation Standards to the current standards adopted in 2010 prompted a thorough review of the Mission and many thoughtful discussions to articulate and measure the extent of Mission Fulfillment. The framework presented in Section II (Core Theme, Definition, Objective(s), Institutional Level Success Indicators and the contextual meaning of the indicator) evolved through broad-based participation of groups and individuals from all segments of the campus community.

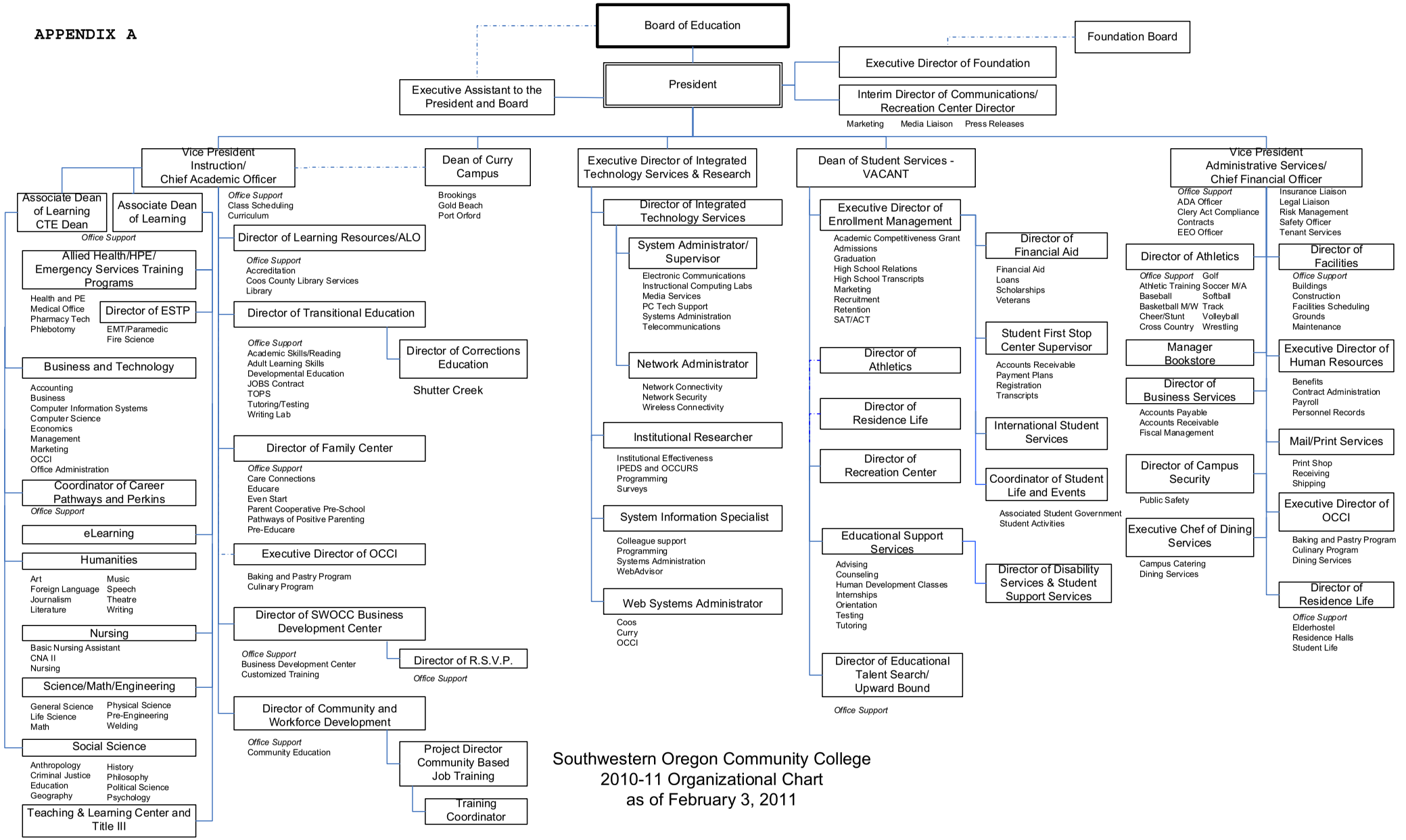
Extensive involvement and discussion helped to narrow a wide range of potential indicators to a more focused set of Institutional Level Success Indicators on which to base an acceptable threshold of Mission Fulfillment. Review and assessment at the operational level will help the College measure effectiveness, allocate resources, and plan for the future. We are building a solid foundation of evidence for our achievements; holding ourselves accountable to our students, our colleagues, and the communities we serve.

Based upon the work presented here for Standard One, the College is positioned to address the requirements of Standards Two through Five.

## *List of Appendices*


Appendix A 2010-11 Organizational Chart
Appendix B General Fund Summary Biennium Report
Appendix C Vision-Mission 2010
Appendix D Institutional Effectiveness All College Success Indicators
Appendix E Institutional Effectiveness, Planning, and Assessment Handbook
Appendix F Institutional Effectiveness Pyramid

**APPENDIX A**




Southwestern Oregon Community College
2010-11 Organizational Chart
as of February 3, 2011

APPENDIX B

## General Fund Summary

| Resources | 1999-2001 Biennium | | 2001-2003 Biennium | | 2003-2005 Biennium | | 2005-2007 Biennium | | 2007-2009 Biennium | | 2009-2011 Biennium | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1999-2000 Actual | 2000-2001 Actual | 2001-2002 Actual | 2002-2003 Actual | 2003-2004 Actual | 2004-2005 Actual | 2005-2006 Actual | 2006-2007 Actual | 2007-2008 Actual | 2008-2009 Actuals | 2009-2010 Actuals | 2010-2011 Adopted | 2010-2011 Adjusted | Change Adopted-Adjusted |
| State Support | 6,444,927 | 6,788,420 | 7,462,469 | 6,192,293 | 6,460,178 | 6,143,150 | 6,733,095 | 7,166,511 | 8,940,321 | 8,620,088 | 7,318,968 | 6,926,159 | 5,260,471 | 1,665,688 |
| Federal Support | 89,080 | 99,609 | 99,837 | 110,571 | 104,657 | 35,076 | 35,474 | 38,795 | 32,580 | 25,925 | 30,317 | 25,500 | 25,500 | 0 |
| Local Support | 3,411,409 | 3,543,722 | 3,566,158 | 3,644,629 | 3,693,280 | 3,845,325 | 4,033,875 | 4,247,849 | 4,436,831 | 4,533,946 | 4,718,020 | 4,810,064 | 4,810,064 | 0 |
| Tuition & Fees (Net of Waivers) | 1,422,611 | 1,387,890 | 1,419,058 | 1,735,729 | 1,874,429 | 2,733,594 | 2,875,404 | 3,486,390 | 3,932,243 | 4,564,363 | 5,351,341 | 5,734,057 | 5,974,557 | (240,500) |
| Other Income | 481,228 | 474,757 | 279,298 | 347,086 | 969,297 | 512,420 | 353,211 | 419,242 | 783,762 | 256,650 | 364,714 | 291,167 | 291,167 | 0 |
| Transfers From Other Funds | 151,540 | 383,156 | 250,000 | 585,000 | 189,108 | 535,092 | 858,400 | 300,000 | 0 | 0 | 530,294 | 559,546 | 709,546 | (150,000) |
| Beginning Fund Balance | 759,310 | 855,100 | 611,943 | 821,551 | 844,333 | 1,459,981 | 1,001,541 | 622,469 | 809,992 | 708,431 | 579,341 | 900,000 | 1,332,153 | (432,153) |
| **Subtotal Resources** | **12,760,105** | **13,532,654** | **13,688,763** | **13,436,859** | **14,135,282** | **15,264,638** | **15,891,000** | **16,281,256** | **18,935,729** | **18,709,403** | **18,892,995** | **19,246,493** | **18,403,458** | **843,035** |
| Allocations of Resources | | | | | | (686,972) | (680,181) | (1,337,254) | (1,822,357) | (2,099,304) | 0 | 0 | 0 | **0** |
| **Subtotal Resources** | **12,760,105** | **13,532,654** | **13,688,763** | **13,436,859** | **14,135,282** | **14,577,666** | **15,210,819** | **14,944,002** | **17,113,372** | **16,610,099** | **18,892,995** | **19,246,493** | **18,403,458** | **843,035** |
| Other Income Line-of-Credit Loan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,900,380 | 3,340,000 | 4,860,000 | 4,860,000 | **0** |
| **Total Resources** | **12,760,105** | **13,532,654** | **13,688,763** | **13,436,859** | **14,135,282** | **14,577,666** | **15,210,819** | **14,944,002** | **17,113,372** | **20,510,479** | **22,232,995** | **24,106,493** | **23,263,458** | **843,035** |
| **CCSF percent of total revenue** | **51%** | **50%** | **55%** | **46%** | **46%** | **40%** | **42%** | **44%** | **47%** | **46%** | **39%** | **36%** | **29%** | |

Allocation of Resources is the sum of Tuition Reallocation.
The 2009-2010 and 2010-2011 budgets use *Transfers To* Other Funds which are recorded as expenditures and not Tuition Reallocation.
2009-2010 and 2010-2011: Other Income: Line-of-Credit and Debt Service on Line-of-Credit: accumulative amount borrowed
2001-2002 Internal Services cost centers were moved out of General Fund
2010-2011 Beginning Fund Balance increased due to PERS withholding overage (College's contribution)

| Expenditures | 1999-2001 Biennium | | 2001-2003 Biennium | | 2003-2005 Biennium | | 2005-2007 Biennium | | 2007-2009 Biennium | | 2009-2011 Biennium | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1999-2000 Actual | 2000-2001 Actual | 2001-2002 Actual* | 2002-2003 Actual | 2003-2004 Actual | 2004-2005 Actual | 2005-2006 Actual | 2006-2007 Actual | 2007-2008 Actual | 2008-2009 Actuals | 2009-2010 Actuals | 2010-2011 Adopted | 2010-2011 Adjusted | Change Adopted-Adjusted |
| Personal Services | 7,022,539 | 7,493,674 | 7,517,681 | 7,374,268 | 6,944,093 | 7,619,139 | 7,896,738 | 8,115,857 | 9,008,370 | 9,181,836 | 9,059,594 | 9,215,635 | 9,132,635 | 83,000 |
| Personal Benefits | 2,021,730 | 2,188,278 | 2,215,008 | 2,187,875 | 2,242,585 | 2,250,536 | 2,687,101 | 2,808,323 | 3,416,820 | 3,383,182 | 3,018,822 | 3,579,488 | 3,546,488 | 33,000 |
| Material and Services | 2,271,944 | 2,234,311 | 2,403,907 | 2,317,969 | 2,151,531 | 2,443,043 | 2,806,941 | 3,076,399 | 3,483,460 | 3,204,115 | 2,906,899 | 3,617,457 | 3,291,886 | 325,571 |
| Material/Services for Resale | 125,866 | 111,086 | 115,836 | 108,290 | 100,530 | 128,299 | 107,621 | 80,842 | 134,682 | 148,490 | 138,310 | 212,601 | 212,601 | 0 |
| Other Expenses (Net of Waivers) | 19,055 | 19,003 | 27,726 | 21,252 | 296,505 | 168,554 | 28,189 | 12,104 | 342,581 | 21,125 | 46,416 | 15,500 | 15,500 | 0 |
| Repairs | 50,050 | 58,013 | 34,724 | 18,892 | 28,919 | 22,912 | 37,623 | 19,187 | 13,008 | 6,791 | 14,338 | 48,371 | 48,371 | 0 |
| Equipment | 24,374 | 19,933 | 41,042 | 25,099 | 20,918 | 105,919 | 52,128 | 21,300 | 6,018 | 53,467 | 0 | 75,000 | 75,000 | 0 |
| Site/Facilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15,893 | 0 | 0 | 0 | 0 |
| Transfers to Other Funds | 369,447 | 796,413 | 511,288 | 538,881 | 890,220 | 837,723 | 972,009 | 0 | 0 | 0 | 2,359,293 | 1,632,441 | 1,432,441 | 200,000 |
| Contingency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| **Subtotal Expenditures** | **11,905,005** | **12,920,711** | **12,867,212** | **12,592,526** | **12,675,301** | **13,576,125** | **14,588,350** | **14,134,012** | **16,404,939** | **16,014,899** | **17,543,672** | **18,396,493** | **17,754,922** | 641,571 |
| Debt Service on Line-of-Credit | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,516,239 | 3,357,170 | 4,910,000 | 4,910,000 | 0 |
| **Total Expenditures** | **11,905,005** | **12,920,711** | **12,867,212** | **12,592,526** | **12,675,301** | **13,576,125** | **14,588,350** | **14,134,012** | **16,404,939** | **18,531,138** | **20,900,842** | **23,306,493** | **22,664,922** | 641,571 |
| **Ending Fund Balance** | **855,100** | **611,943** | **821,551** | **844,333** | **1,459,981** | **1,001,541** | **622,469** | **809,992** | **708,433** | **1,979,341** | **1,332,153** | **800,000** | **598,536** | |
| **Line-of-Credit Amount** | | | | | | | | | | **1,400,000** | | | | |
| **Actual Ending Fund Balance** | | | | | | | | | | **579,341** | | | | |

# SOUTHWESTERN
# Oregon Community College

APPENDIX C

## VISION STATEMENT

Southwestern leads and inspires lifelong learning.

## MISSION STATEMENT

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

## 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.

## CORE THEMES with ASSOCIATED STRATEGIC PLAN GOALS

***Access*** – Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.

1. Ensure access to diverse learning opportunities.
2. Provide access to support services for students, staff, and the community.

***Learning and Achievement*** – Student learning and student achievement are at the core of the College mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

3. Maintain and develop quality learning opportunities to encourage student success and achievement.
4. Support student lifelong learning and attainment of goals.

***Innovation and Sustainability*** – Innovation and sustainability are interwoven by seizing opportunities for resource development by means of entrepreneurism, grant development, and the College Foundation that support the maintenance of a strong infrastructure of employees, technologies, facilities, resource management, and educational programs through the continual improvement process.

5. Create the vision and structure for long-term college sustainability and growth.
6. Support college growth through planning, budgeting, and assessment.
7. Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs.

***Community Engagement*** – Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

8. Sustain and build strong community, business, and agency partnerships.
9. Promote and provide opportunities for the community to engage in diverse activities and events.

**Approved April 2010 • Effective July 1, 2010**

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

APPENDIX D

## Southwestern Oregon Community College

## Institutional Effectiveness
## All College Success Indicators

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Assessable | Meaningful | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | **FTE Credit and Non-Credit Report**<br>Percentage increase over prior year by demographic status<br>Total FTE<br>Reimbursable FTE<br>Full Time FTE<br>Part Time FTE<br>Program Area FTE | Access | I<br>RU<br>U | Goal 1 | Track FTE by term | FTE is basis for State funding and revenue generation | Increase by<br>3327<br>3254<br>1972<br>765<br>By Program | 3%<br>3427<br>3352<br>2031<br>788<br>3% | 3%<br>3530<br>3452<br>2092<br>812<br>3% | 3%<br>3636<br>3556<br>2155<br>836<br>3% |
| 2 | **Enrollment Credit and Non-Credit Report**<br>Percentage increase over prior year by demographic status<br>Total enrollment<br>Full-time enrollment status<br>Part-time enrollment status<br>Program Area | Access | I<br>RU<br>U | Goal 1 | Track enrollment by term | Enrollment trends monitor learning opportunities accessed by students | Increase by<br>9737<br>1707<br>3085<br>By Program | 3%<br>10,029<br>1758<br>3176<br>3% | 3%<br>10,329<br>1811<br>3273<br>3% | 3%<br>10,640<br>1865<br>3371<br>3% |
| 3 | **Course Credit and Non-Credit Report**<br>Percentage increase over prior year by location and demographic status<br>All FTE<br>Reimbursable FTE<br>Full-time enrollment status<br>Part-time enrollment status<br>Program Area<br>Courses offered<br>Billing Credits enrolled | Access<br>Community Engagement | I<br>RU<br>U | Goal 1<br>Goal 9 | Track course offerings by term | Monitor trends of courses accessed by students and the community to meet current and future needs | Increase by<br>3327<br>3254<br>Trends<br>Trends<br>By Program<br>Trends<br>61,000 | 3%<br>3427<br>3352<br>Trends<br>Trends<br>3%<br>Trends<br>62,000 | 3%<br>3530<br>3452<br>Trends<br>Trends<br>3%<br>Trends<br>63,000 | 3%<br>3636<br>3556<br>Trends<br>Trends<br>3%<br>Trends<br>64,000 |

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| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Assessable | Meaningful | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|---|---|
| 4 | **Community and Student Satisfaction:** Average rating level for services | Access<br><br>Community Engagement: | I<br><br>RU | Goal 4<br><br>Goal 4<br><br>Goal 9 | Community and Student Satisfaction and Opinion Survey every three years | Student feedback is essential to providing quality services and enhancing and improving services to meet students' needs | New Survey in 2011 | Every 3 Years | Establish Baseline from Results | Every 3 Years |
| 5 | **Student Intended Goals Achieved** Upon exiting, percentage of students attaining self-disclosed goal. | Learning & Achievement | I | Goal 4 | Exit survey is administered for all students leaving the College | A better understanding of the variation in retention and graduation by different types of postsecondary students—particularly adult, nontraditional learners—may lead to improved student success and degree attainment | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set |
| 6 | **Student Engagement**<br>**A.** CCSSE – Targets met or exceeded for all Benchmarks:<br>Active & Collaborative Learning<br>Student Effort<br>Academic Challenge<br>Faculty Student Interaction<br>Support for Learners<br><br>**B.** SENSE – Targets met or exceeded for all Benchmarks:<br>Early Connections<br>High Expectations & Aspirations<br>Clear Academic Plan & Pathway<br>Effective Track to Learning<br>Engaged Learning<br>Academic & Social Support Network | Access<br><br>Learning & Achievement | I | Goal 2<br><br>and<br><br>Goal 4 | SENSE and CCSSE National Survey administered very three years. CCSSE results indicate levels using benchmark scores. | Student engagement activities influence academic performance and degree attainment | Baseline 2008<br><br>50.8<br>48.9<br>51.0<br>51.8<br>49.7<br><br>Baseline 2010<br><br>52.9<br>43.0<br>51.6<br>44.1<br>53.8<br>43.8 | <br><br>52.8<br>50.9<br>53.0<br>53.8<br>51.7<br><br>Every 3 Years | <br><br>Every 3 Years<br><br><br><br><br><br>Every 3 Years | <br><br>Every 3 Years<br><br><br><br><br><br><br>53.0<br>50.0<br>51.9<br>50.0<br>54.0<br>45.8 |

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| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Assessable | Meaningful | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|---|---|
| 7 | **Labor Trends**<br>Percentage of programs meeting high demand labor trends | Learning Achievement | I<br>RU<br>U | Goal 3 | State provided reports | Accelerated postsecondary degree and credentials programs are an immediate and impactful way to connect high-demand, high-wage jobs with the required postsecondary education to ensure that goal completers have the skills relevant to labor trends in our region<br>Our programs will align with Oregon Skill Standards and/or hold separate accreditation from a recognized external organization to ensure exit competencies and meeting industry expectations | 80% State<br>90% Local | 80% State<br>90% Local | 80% State<br>90% Local | 80% State<br>90% Local |
| 8 | **Employer Perceptions**<br>Average ratings on the Employer Satisfaction and Opinion Survey | Community Engagement | I | Goal 8 | Survey conducted every three years | Ensures employer satisfaction with student outcomes | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set |
| 9 | **Employee Satisfaction and Opinion**<br>Level of employee satisfaction and opinion ratings on the annual survey | Innovation and Sustainability | I | Goal 7 | Opinion and satisfaction survey. | Satisfied employees are productive contributors to the college environment. | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set |
| 10 | **Employee Development**<br>Percent of employee participation in staff and professional development | Innovation and Sustainability | RU | Goal 7 | Participation reports | Development of employees supports lifelong learning and job satisfaction | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set |

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| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Assessable | Meaningful | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|---|---|
| 11 | **Graduation and Transfer Rates**<br>**A.** Graduation rates as reported to IPEDS<br>**B.** Transfer Out rates as reported to IPEDS<br>**C.** Number of graduates per year | Learning & Achievement | RU<br>U | Goal 4 | Institutional research data; Graduation reports | Demonstrates student progress towards goals and student completions | 19%<br>38%<br>275 | 20%<br>40%<br>283 | 22%<br>42%<br>291 | 25%<br>45%<br>300 |
| 12 | **Student Achievement**<br>**A.** Percent of passing grades in courses and by course type<br>**B.** Percent of students passing courses after being placed on early alert<br>**C.** Average GPA of program students<br>**D.** Average GPA of graduates | Learning & Achievement | I<br>RU<br>U | Goal 4 | Institutional research data | Demonstrates student progress toward goals and level of student achievement | 78.18%<br>LDC 76.93%<br>OcPr 89.72%<br>OcSu 93.60%<br>Dev 60.22%<br>75%<br>2.475<br>3.242 | 78.38%<br>77.13%<br>89.92%<br>93.80%<br>60.42%<br>76%<br>2.575<br>3.250 | 78.58%<br>77.33%<br>90.12%<br>94.00%<br>60.62%<br>77%<br>2.675<br>3.250 | 78.78%<br>77.53%<br>90.32%<br>94.20%<br>60.82%<br>78%<br>2.775<br>3.250 |
| 13 | **Student Outcomes**<br>Benchmark targets met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes | Learning & Achievement | I<br>RU<br>U | Goal 4 | National Survey | Demonstrates student progress toward meeting established general education outcomes | 2007 Baseline<br>CT 59.5<br>Math 56.0<br>WR 61.7 | Every 3 Years | CT 62.0<br>Math 60.0<br>WR 62.0 | Every 3 Years |
| 14 | **Structured Work Experience**<br>Participation Rates<br>**A.** Percent of students participating in work experience by course type<br>**B.** Percent of change in participating employers from year to year | Access<br>Learning & Achievement<br>Community Engagement | I<br>RU<br>U | Goal 2<br>Goal 4<br>Goal 8 | Track student data and business participants by term<br>Track student data and business participants by term | Supports the goal of helping students earn quality credentials with real value for the new economy | Set Baseline in 2010 | Baseline Data Results | 3% Increase | 3% increase |
| 15 | **Fiscal Cash Flow Responsibilities:**<br>Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | Daily and monthly cash flow reports provided. | Ensures ending fund balance meets projected short term liabilities and to meet daily operating costs | $800,000 | $900,000 | $1,000,000 | $1,100,000 |

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| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Assessable | Meaningful | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|---|---|
| 16 | **Fiscal Responsibilities – All Funds:**<br>Target met or exceeded for -<br>**A.** Positive ending fund balance<br>**B.** Current ratio - assets to liabilities<br>**C.** Asset ratio – receivables turnover | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | Monthly and yearly statements produced. | Ensures assets and ending fund balances are adequate to meet long-term sustainability and growth.<br>To monitor outstanding student receivables | $800,000<br>3.8:1<br>3:1 | $900,000<br>2:1<br>3:1 | $1,000,000<br>2:1<br>3:1 | $1,100,000<br>2:1<br>3:1 |
| 17 | **Fiscal Enterprise Fund Responsibilities:**<br>**A.** Combined ending fund balance target met prior to general fund transfers<br>**B.** Asset ratio – receivables turnover target met or exceeded | Innovation & Sustainability | I<br>RU | Goal 5<br>Goal 6<br>Goal 7 | Monthly and yearly statements produced. | Ensures enterprise fund profitability to meet long-term growth<br>To monitor outstanding student receivables | $140,000<br>4:1 | $100,000<br>3.5:1 | $150,000<br>3:1 | $200,000<br>3:1 |
| 18 | **Fiscal Responsibility: Statement of Budget and Actual Revenues and Expenditures – General Fund**<br>Actuals do not exceed budget | Innovation & Sustainability | RU<br>U | Goal 5<br>Goal 6<br>Goal 7 | Monthly and yearly statements produced | Ensures expenditures do not exceed revenues and monitor budget | Monitor Actuals | YTD Actuals ≤ 95% budgeted | YTD Actuals ≤ 95% budgeted | YTD Actuals ≤ 95% budgeted |
| 19 | **Infrastructure Equipment and Software Maintenance:**<br>Percentage of materials and supplies budgeted and spent on administrative and instructional equipment and software. | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | FRx reporting percentage of budgeted funds spent. | Ensures that equipment used by students and staff meets industry standards | Set Baseline in 2010 | Baseline Data Results | % to maintain based on baseline data results | % to maintain based on baseline data results |
| 20 | **Infrastructure Equipment and Software Maintenance:**<br>Percentage of identified deferred maintenance and safety projects completed | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | FRx reporting percentage of budgeted funds spent. | Ensures the safety of within the college environment and the sustainability of the infrastructure | Set Baseline in 2010 | Baseline Data Results | % to maintain based on baseline data results | % to maintain based on baseline data results |
| 21 | **OPEN** | | | | | | | | | |
| 22 | **Community Participation and Satisfaction in Activities and Events**<br>**A**. Percentage of Activities and Events compared to prior year<br>**B.** Rating level for facilities services | Community Engagement | I<br>RU<br>U | Goal 9 | Surveys conducted yearly<br>Activity and Event Participation tracked yearly | Ensure activities and events are offered and attended<br>Determine level of satisfaction for the services provided by the College | Reservations: Contracted: 69 All: 3577<br>Set Baseline in 2010 | Reservations: Contracted:71 All: 3682<br>Baseline Data Results | Reservations: Contracted:73 All: 3787<br>% to maintain baseline | Reservations: Contracted: 75 All: 3892<br>% to maintain baseline |

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| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Assessable | Meaningful | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|---|---|
| 23 | **Strategic Plan Accomplishments**<br>Percentage of strategic plan annual priorities completed | Innovation & Sustainability | I | Goal 5<br>Goal 9 | TracDat reports supply information on completed accomplishments | Monitor the strategic plan accomplishments related to the strategic goals to ensure annual priorities are accomplished as planned | 85% | 85% | 85% | 85% |
| 24 | **Annual Report to the Community**<br>Percentage of goal priorities achieved | All | RU | All Goals | Count the number of priorities achieved | Demonstrate to the community, the staff, and the students achievement of goals on a yearly basis | 90% | 91% | 92% | 93% |
| 25 State | **State Student Success Indicators (SSI) High school students enrolling directly into college (SSI 1)**<br>Track number of Oregon high school graduates who enroll in a community college the following fall term | Access | U | Goal 1<br>Goal 4 | State measured | Meet state standards and requirements | 48.23% SW<br>38.39 – CC's | 48.5% | 49.0% | 49.5% |
| 25 State | **Postsecondary level of math, reading and writing (SSI 2)**<br>Measure skills necessary to enter LDC credit courses and CTE program areas | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | State measured | Meet state standards and requirements | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **Credits earned toward an Associate of Arts Degree (SSI 3)**<br>Measure progress in LDC program areas at milestone points | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | 43.2% - SW<br>44.3% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **Credits earned toward a CTE certificate or degree (SSI 4)**<br>Measure progress in CTE program areas at milestone points | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | 44.5% - SW<br>41.2% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **Term to term persistence (SSI 5)**<br>Measure whether student continues from term to term | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **Fall to fall retention (SSI 6)**<br>Measure whether student returns one year to the next<br>Full Time – per IPEDS<br>Part Time – per IPEDS | Learning & Achievement | RU<br>U | Goal 4 | State measured | Meet state standards and requirements | Baseline Set by State March 1<br>55%<br>29% | Set by State March 1 | Set by State March 1 | Set by State March 1 |

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| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Assessable | Meaningful | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|---|---|
| 25 State | **GED to next level (SSI 7)** Measure the movement from GED completion to the next level of learning | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | State measured | Meet state standards and requirements | 15.85% - SW<br>19.7% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **GED fall to fall persistence (SSI 8)** Measure the movement of GED completers who persist at the next level of training | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **ESL/ESOL noncredit to next level (SSI 9)** Measure how a student transitions from ESL/ESOL to credit classes | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | State measured | Meet state standards and requirements | 14.8% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 26 State | **State Key Performance Measures (KPM) SUCCESSFUL GED APPLICANTS (KPM 1)** Percentage of GED certificate applicants successful | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | 79% | 79% | 80% | 80% * |
| 26 State | **COMPLETION OF BASIC SKILLS/ESL (KPM 7)** Percentage of students enrolled in a basic skills or ESL program who complete successfully | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | 50.9% | 63.7% | 63.7% | 63.7% * |
| 26 State | **NURSING COMPLETION (KPM 8)** Percentage of students who successfully complete a nursing program | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | 73.7% | 73.7% | 73.7% | 73.7% * |
| 26 State | **BITS COMPANY SATISFACTION (KPM 10)** Percentage of companies ranking training they received through community college Business and Industry Training System (BITS) | Community Engagement | I | Goal 8 | State measured | Determines the level of satisfaction of training provided to companies and to meet state standards and requirements | 95% | 95% | 95% | 95% * |
| 26 State | **LICENSING/CERTIFICATION RATES (KPM 11)** Oregon community college students' pass rate for national licensing tests compared to national pass rates | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | 93% | 93% | 93% | 93% * |

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| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | Assessable | Meaningful | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|---|---|
| 26 State | **CAREER TECHNICAL EDUCATION DEGREE/CERTIFICATE COMPLETION (KPM 12)** Number of Career Technical Education (CTE) degrees and certificates awarded | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | 3% Increase 150 | 155 | 160 | 165 |
| 26 State | **ASSOCIATE DEGREE COMPLETION (KPM 13)** Percentage of students in Associates degree programs who obtain an Associates degree | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | 31.6% | 31.6% | 31.6% | 31.6% * |
| 26 State | **STUDENT TRANSFERS TO OUS (KPM 14)** Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | State measured | Meet state standards and requirements | 15.2% | 15.2% | 15.2% | 15.2% * |
| 26 State | **PROGRESS OF TRANSFER STUDENTS (KPM 15)** Percentage of community college transfer students who demonstrate progress by returning for the second year | Learning & Achievement | RU | Goal 4 | State measured | Meet state standards and requirements | 80% | 80% | 80% | 80% * |
| 26 State | **TUITION/FEES (KPM 16)** Oregon's rank for college tuition and fees among all western states | Access | RU<br>U | Goal 1 | State measured | Meet state standards and requirements | TBD | TBD | TBD | TBD |
| 26 State | **HIGH SCHOOL PARTICIPATION (KPM 17)** Number of high school students enrolled in community college credit programs | Access | RU<br>U | Goal 1 | State measured | Meet state standards and requirements | 3% Increase<br>667 | 688 | 708 | 729 |
| 26 State | **MINORITY ENROLLMENT (KPM 18)** Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the total population, by racial/ethnic group. | Not Tracked at this time at state level Access | RU<br>U | Goal 4 | State measured | Meet state standards and requirements | TBA | TBA | TBA | TBA |
| 27 | State Future Student Success Indicators | | | | | | | | | |

- **Area/Level – Indicator tracked at identified levels/areas within the college: I = Institutional Level Success Indicator RU = Reporting Unit Success Indicator U = Unit Success Indicator**
- **SW = Southwestern Figure; CC's = Oregon Community College Aggregate Figure**
- **2012 Target – state has not yet determined target level**

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APPENDIX E

# Southwestern Oregon Community College

# Institutional Effectiveness, Planning and Assessment Handbook

**Developed by the Institutional Effectiveness and Assessment Taskforce**
**June 2010**

The charge of the taskforce was to develop the processes and guidelines designed to demonstrate the effectiveness of programs and services at Southwestern Oregon Community College as determined on October 20, 2009

**Purpose:** The purpose of the taskforce is to:

1. Develop the processes designed to demonstrate the effectiveness of programs and services;
2. Develop the guidelines and framework for assessment of programs and services;
3. Propose institutional standards of achievement for programs and services;
4. Serve as a resource for faculty and staff in determining assessment methods and tools;
5. Propose how general student learning outcomes are assessed and how the use of those results will be used across programs and disciplines to improve the overall student learning experience;
6. Enhance communication and encourage the sharing of information, ideas, and solutions among committee members and departments at Southwestern to promote innovation, continuous improvement, assessment activities and research;
7. Collaborate with the Administration of Southwestern and the Faculty Senate Assessment, Planning & Budget Committee to establish and maintain effective communication channels among the team and staff at Southwestern as one component of Accreditation;
8. Contribute to the improvement of processes to provide faculty and staff with the resources necessary to support teaching and learning.

**Activities**: The team will pursue its purposes by undertaking appropriate activities chosen by the membership and recommended by the Administration. Activities specifically included are:

1. Regular meetings for the sharing of information among team members in order to find solutions, establish procedures, and maintain quality activities associated with assessment, research, continuous improvement, innovation and institutional effectiveness.
2. Create and use sub-committees to carry out specific implementations and special projects as needed by the team.
3. Establish and maintain shared resources for mutual support among faculty and staff at Southwestern.
4. Identify emerging trends and establish best practices in the areas of assessment, research, continuous improvement, and innovation.
5. Create an Institutional Effectiveness and Assessment Draft Handbook recommending the processes and guidelines to the Planning Council.

Taskforce met from October 23, 2009 to June 7, 2010.

Oversight committee will meet the first Tuesday of every month beginning November 1, 2010.

**Institutional Effectiveness and Assessment Taskforce**

Robin Bunnell, Administration Co-Chair
Joy Parker, Faculty Co-Chair
James Fritz, Faculty
Kim Hyatt, Administration
Linda Kridelbaugh, Administration
Val Martinez, Administration
Makayla Pedey, Classified Staff
Pat Parker, Faculty
Lori Teribery, Classified Staff
Karen Whitson, Classified Staff

## Introduction

Increasing demands for accountability has been one of the defining characteristics of postsecondary education in the 1990s. Whether at the federal level (Student Right-to-Know Act), state level (Oregon State Board of Education "Measure What You Treasure" for the community colleges), or locally (planning and budgeting, accreditation), assessing institutional effectiveness and educational offerings is an ongoing challenge.

This document serves as Southwestern Oregon Community College's (Southwestern) continuing efforts in this area. The Institutional Effectiveness and Assessment Task Force, co-chaired by Institutional Researcher, Robin Bunnell, and Southwestern Writing Instructor, Joy Parker, developed the guidelines through a year-long process which included faculty, classified staff, and management members. The taskforce became the Institutional Effectiveness and Assessment Oversight Committee at the beginning of the academic year 2010-11.

It is intended that this document serve as The Southwestern Institutional Effectiveness, Planning and Assessment Handbook.

**The Handbook is divided into the following sections:**


1. Introduction: History, Purpose and Overview
2. Institutional Effectiveness: Planning, Assessment, and Budgeting
3. Planning
4. Assessment
5. Budgeting
6. Appendices


*Sections of the handbook are electronically linked and keywords are linked to the glossary to easily jump to definitions and sections within the handbook. The links appear as a different color and are underlined.*

## Section I:

## Introduction: History, Purpose and Overview

### History

Now, more than at any other time in the history of community colleges exists a need for accountability. In order to meet and exceed calls for local, regional, state and national accountability fully developed institutional planning and effectiveness processes are required. Inextricable ties between planning, effectiveness, and resource allocation guide College leaders through good times and times of financial difficulty. Strong planning process and demonstration of institutional effectiveness contribute to an institution's ability to maintain public trust, compliance with regional accreditation standards, and its own definition of mission fulfillment. Southwestern has taken the steps necessary to develop planning and effectiveness processes which build a culture of evidence and the confidence necessary to fulfill its mission.

Southwestern is accredited by the Northwest Commission on Colleges and Universities (NWCCU), nationally recognized by the U.S. Department of Education and the Council for Higher Education (CHEA) as a regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. The NWCCU website states:

> "Regional accreditation is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public (http://www.nwccu.org/ Accreditation Overview). "Regional accreditation of postsecondary institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and institutional improvement. It recognizes higher education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public. Accreditation or preaccreditation by a postsecondary regional accrediting agency qualifies institutions and enrolled students for access to federal funds to support teaching, research, and student financial aid" (http://www.nwccu.org/).

The accreditation process occurs on a seven year cycle with visits in years 3, 5 and 7. The benefits of accreditation include:

- Financial Aid Opportunities – Federal (and often state) financial aid is only available to students who enroll at a college, university, or other institution of higher learning that has been accredited by the appropriate regional or special accrediting body.

- Workplace Success – Some employers prefer or require degrees/training from accredited institutions.

- Transfer of credit to other accredited institutions - student transfer between accredited colleges and universities throughout the nation is possible because of the reciprocal agreements between the six regional accrediting agencies.

- Quality Assurance - Regional accreditation assures the public, including parents, students and the business community, that the institution adheres to standards that are based on peer evaluation, regular self-evaluation and reports, and assessment of institutional effectiveness.

Southwestern also has received specialized accreditation or program approval recognition for Culinary Arts and Baking and Pastry- ACF, Early Childhood Education Program and Degree, EMT Basic, Intermediate and Paramedic, Nursing Program, and the Transitional Education program.

Southwestern has developed a vision, a clearly defined mission, core themes, and core values that are intended to guide the college through the planning, assessment, and budgeting processes. All efforts to assess our effectiveness must be based on these founding principles.

## ***Vision***

Southwestern Leads and Inspires Lifelong Learning

## ***Mission***

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

## ***Core Values***

The core values of an organization are those values we hold which form the foundation on which we perform work and conduct ourselves. In an ever-changing world, core values are constant. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do. At the Board of Education meeting on July10, 2010 retreat, members adopted the following core value statement and core values:

> **Through its policies, procedures, and daily operations in the fulfillment of its mission, Southwestern Oregon Community College exemplifies the following 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.

## ***Core Themes***

According to NWCCU, the accrediting body for community colleges:

> A *core theme* is a *manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.* Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice.
> (http://www.nwccu.org/Standards%20Review/Pages/RevisedStandards.htm)

It is expected by NWCCU that Southwestern:

> identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission. . . . establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes. (NWCCU, *Standard 1.b.1, 1.b.2,* 2010)

Southwestern developed the institutional core themes in response to the new accreditation standards adopted by NWCCU in January 2010. The core themes were identified during the academic year 2009-10 through a collaborative process that included faculty, staff and management. Four core themes (Appendix A) emerged from the appreciative inquiry process which began during the fall 2009 in-service sessions and during the resulting follow-up sessions (1.b.1).

**1) Access**
Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.

**2) Learning and Achievement**
Student learning and student achievement are at the core of the College mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

**3) Innovation and Sustainability**
Innovation and sustainability are interwoven by seizing opportunities for resource development by means of entrepreneurism, grant development, and the College Foundation that support the maintenance of a strong infrastructure of employees, technologies, facilities, resource management, and educational programs through the continual improvement process.

**4) Community Engagement**
Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

Core Theme Leaders were identified by the Accreditation Steering Committee and tasked with developing the Core Theme Objectives and associated success indicators. Each Core Theme Leader worked with staff from across campus to identify the Core Theme Objectives and determine Institutional Level Success Indicators. The Objectives were then presented to the Accreditation Steering Committee for approval and then presented to the Strategic Planning Council for final approval. The following Core Theme Objectives were identified as one component providing the framework from which Southwestern will demonstrate Mission Fulfillment (1.b.2):

**Access**

- Access to multiple learning opportunities
- Support services for students, staff, and community

**Learning and Achievement**

- Students achieve their academic goals
- Curriculum for academic courses and programs is relevant and current
- Students achieve course, program and institutional learning outcomes

**Innovation and Sustainability**

- Long-term sustainability and growth
- Strong infrastructure of employees, technologies, and facilities

**Community Engagement**

- Effective collaboration and partnerships with local and district organizations
- Community engagement in diverse activities and events

**Purpose of Institutional Effectiveness and Related Processes**

Southwestern is committed to a practice of evaluating and assessing the effectiveness of the College. The College's Institutional Effectiveness process is an ongoing, institution wide process of planning and assessment for the purpose of continuous improvement and to provide evidence that the College is effectively achieving its Mission. The planning and assessment processes support institutional effectiveness through the development of a Strategic Plan and associated goals. The Strategic Plan goals 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 goal setting 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 (Figure 1).

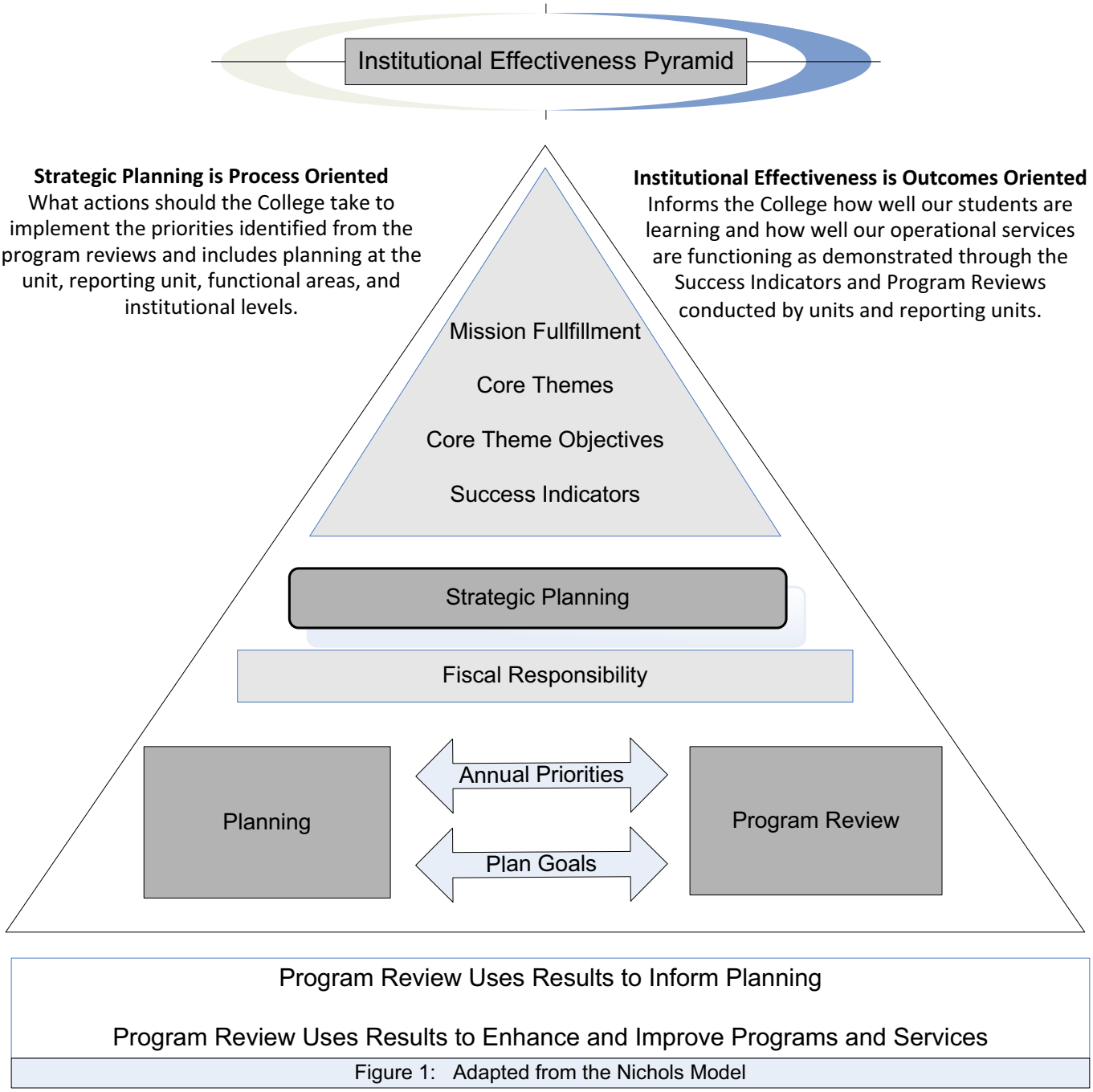



Figure 1: Adapted from the Nichols Model

Institutional effectiveness is embedded into the processes and work performed by all faculty and staff to:

- Facilitate student success and learning;
- Serve as a catalyst for positive change;
- Improve the quality of teaching and learning;
- Improve the quality of student support services and operational services;
- Ensure that students are receiving effective instruction and achieving the standards set by programs, disciplines and course offerings;
- Improve programs, disciplines and course offerings, including assessment of needs related to staff, curriculum, equipment, facilities and other resources;
- Inform administrative, board and other appropriate bodies' decisions with regard to the initiation, continuation, enhancement and/or elimination of programs, disciplines and course offerings;
- Respond to external accountability demands, including accreditation;
- Use data for decision making and allocation of resources; and
- Support the ongoing commitment to a culture of continuous improvement through appropriate planning and budgeting that are derived from the assessment processes

**For Whom is this Handbook Intended?**

This handbook is a guide to the different processes of planning and assessment with reference to budgeting. The handbook is designed to help new staff become familiar with the processes and to guide all staff as they complete the assessment processes as part of their unit. It is intended that staff will be able to refer to this handbook for common terms and definitions. Included in the handbook are the basic steps for end-users responsible for entering information into the ***TracDat*** system, software designed to meet the planning and assessment needs of Southwestern. TracDat electronically captures and stores all assessment-related processes and documents rather than having end-users create hardcopy documents or store supporting documentation on their own computers. The system provides uniform reporting across all departments and/or units. Each department and/or unit is responsible for entering and maintaining all information within the TracDat system (check with the associate dean/supervisor of the department/unit to confirm the end-user responsible for maintaining information in the system):

***Unit Level – Instructional Associate Dean/Faculty and Administrative Supervisors/Directors/Leaders***

- ***Outcomes***
- ***Means of Assessments***
- ***Results***
- ***Use of Results***
- Documentation as evidence of results
- ***Program Review*** Year Reports
- ***Annual Plan Priorities***
- Annual Report of Accomplishments.

***Reporting Unit Level – Instructional Associate Dean and Administrative Leaders***

- ***Goals*** – Reporting Unit
- Results – Reporting Unit Overview
- Annual Reports – Reporting Unit Overview

***Strategic Plan Level - President, Vice President and Executive Leaders***

- ***Annual Priorities***
- ***Status Updates***

**Administrative Level – Assessment *Team***

- Vision
- Mission
- Core Values
- Core Themes
- Strategic Plan Goals
- Yearly Plan Development
- Administrative Maintenance

**What Topics are Covered?**

***Institutional Effectiveness* and Demonstrating Achievement of Mission Fulfillment**

Institutional effectiveness is meant to illustrate whether the college is meeting its mission and core theme objectives as well as achieving established goals as demonstrated by a comprehensive, integrated, participatory planning and assessment (program review) process which focuses on improvement in all aspects of college operations and educational outcomes. Institutional effectiveness is outcomes oriented and informs the College how well our students are learning and how well our operational services are functioning as demonstrated through Mission Fulfillment based on the Institutional Level Success Indicators and through Program Reviews conducted by units and reporting units. (Illustrated in *Figure 1)*

*Standard Four: Effectiveness and Improvement* of the NWCCU standards outlines the expectations related to Institutional Effectiveness:

> The institution collects data related to clearly-defined indicators of achievement, analyzes those data, and forms evidence-based judgments of achievements of core theme objectives. It regularly and systematically applies clearly-defined evaluation procedures to appraise the relationship of institutional planning, resources, capacity, and practices to the objectives of its core themes; and assesses the extent to which it accomplishes those objectives and achieves the goals or intended outcomes of its programs and services. It uses assessment results to effect improvement and disseminates its findings to its constituencies. (NWCCU, *Standard Four*, 2010).

***Planning***

Management leads the institution from where it is now to where it would like to be in the future. The planning process is conducted in collaboration amongst the management, faculty and classified staff to formulate a plan that is designed to achieve institutional goals with the available resources. The planning process (1) identifies the goals to be achieved at the institutional level based upon information gathered at the unit level; (2) identifies annual priorities to achieve the goals at the institutional and the unit level; (3) includes decisions on allocating resources to pursue the goals and priorities, including capital and people; and (4) implements, directs, and monitors all the steps in their proper sequence. (Appendix B). Strategic planning is process oriented and answers the question: What actions should the College take to implement the priorities identified from the program reviews based on planning at the unit, reporting unit, functional areas, and institutional levels?

***Assessment* (Program Review)**

Assessment is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes through the Program Review process which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses,

programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional goals, core themes and mission. Southwestern conducts program reviews of all programs and services on a triennial basis and uses the results of the assessments to enhance and improve current programs and services.

### ***Budgeting***

We establish a budget document of the planned level of expenditures based on projected revenues. The budgeting process is conducted in collaboration among management, faculty, and classified staff to formulate a detailed budget for all funds at the unit level.

### *TracDat*

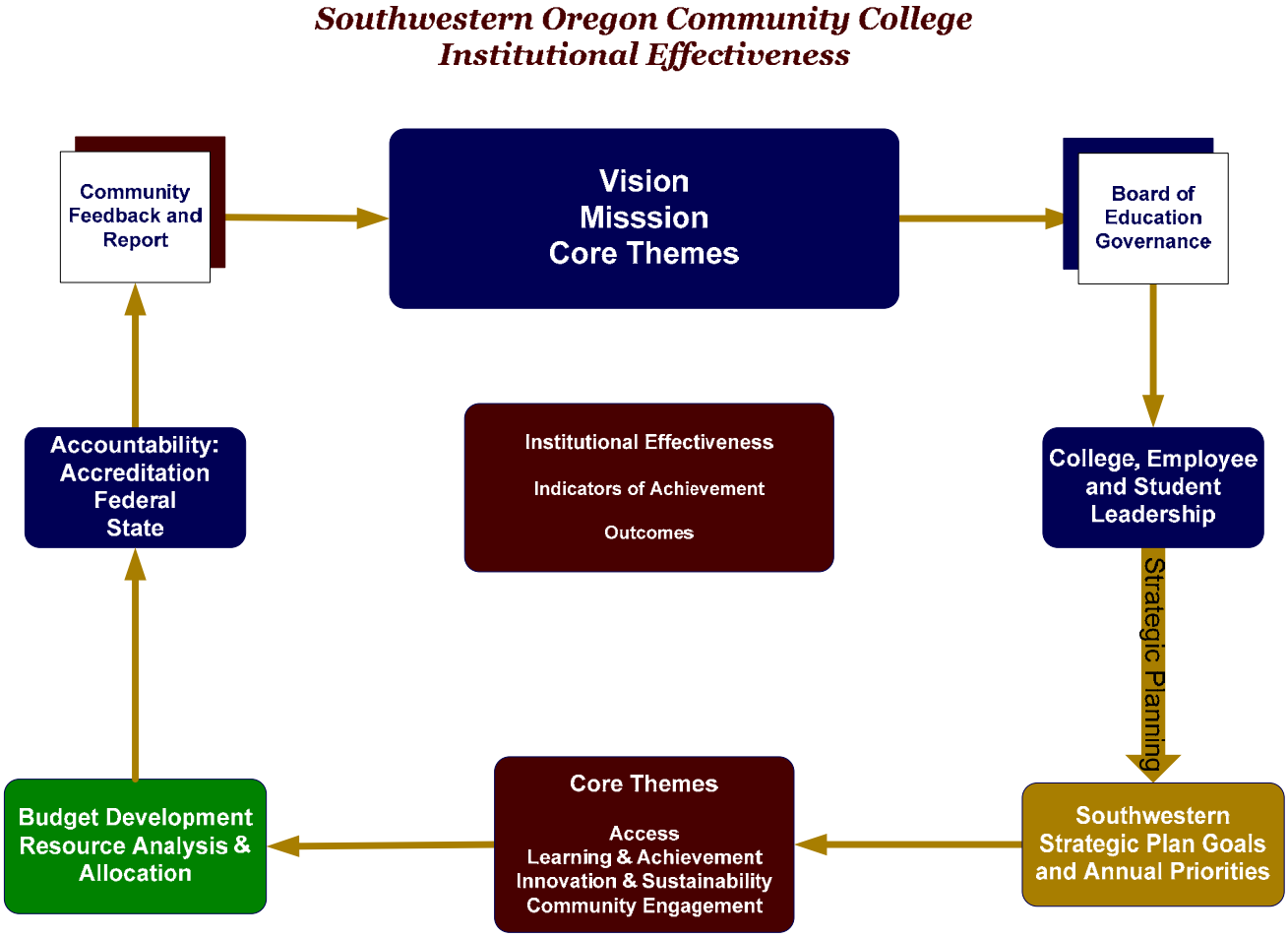
TracDat is a management software system designed to provide a repository for all assessment and planning documents as well as documenting the process. It is used to manage and document the following institutional effectiveness activities at Southwestern.

- Document ***Student Learning Outcomes*** ***(SLO)*** and results
- Document ***Administrative and Educational Support Unit Outcomes*** ***(AESO)*** and results
- Document ***General Education Outcomes*** ***(GEO)*** and results
- Document ***Degree*** and ***Certificate*** Outcomes and results
- Manage ***department and/or unit*** annual priorities and status updates
- Manage the institutional strategic plan goals and annual priorities including status updates
- Link reporting unit goals and SLO/AESO/GEO activities to the College goals
- Access reports
- Document ***Program Review*** and use of results for all ***planned*** improvements
- Provide departments and/or units an opportunity to request needed funds during the budget process

## Section II
## Institutional Effectiveness: Planning, Assessment, and Budgeting

As an accredited institution, Southwestern is committed to implementing a planning, assessment and effectiveness process which uses available resources and produces clear evidence of student learning and excellent learner support. The institution will guide and support staff in the systematic documentation of student learning and learner support. Southwestern also disseminates such documentation to both the college community and the community at large. The following diagram is meant to illustrate the flow of work and interactions of information from the Board of Education, through the institution and out to and back from the community. A detailed integrated view of the model is illustrated in Appendix C.

### Institutional Effectiveness Model - Board and Community Diagram




### Characteristics of Institutional Effectiveness

- Collaborative (with participation and support from the board, administration, faculty, support staff, students and community)
- Ongoing (a dynamic process that is expected to evolve over time – continuous improvement)
- Impartial
- Efficient
- Data driven
- Meaningful (the value of the process is evident to the campus community)
- Accountable (those involved will hold each other accountable for following the process, making decisions and following through)

- Communicated (assessment results will be shared before any decisions, and outcomes will be communicated to stakeholders)

The College's institutional effectiveness process is an on-going, institution wide process of planning and program review assessment for the purpose of continuous improvement and to provide evidence that the College is effectively achieving its mission. The institutional effectiveness process occurs at every level of the College and provides the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities leading to fulfillment of the College mission.

Southwestern demonstrates achievement of Mission Fulfillment by successfully meeting the Objectives of our Core Themes. To ensure itself and the public that Southwestern is meeting its goals and fulfilling its Mission, the College monitors the Institutional Level Success Indicators for each of the Core Theme Objectives. Core Themes are mapped to individual Institutional Level Success Indicators and reviewed each year for applicability, annual target levels, and with consideration of new or the deletion of an indicator or measure (Appendix D: Institutional Effectiveness All College Success Indicators). All success indicators are assessable and meaningful to the College whether at an institutional level, reporting unit level, or unit level. The Institutional Effectiveness All College Success Indicators were used to identify the Institutional Level Success Indicators used to demonstrate Mission Fulfillment and the effectiveness of the College. Each Core Theme Objective is measured against a baseline figure established in the 2009-10 academic year and then annual targets were set for each success indicator from which the overall threshold for mission fulfillment is derived.

Mission Fulfillment Threshold

*The College will meet established targets for 70% of Institutional Level Success Indicators*.

## Success Indicators - Demonstrating Achievement

Success indicators were identified by staff and approved by the Planning Council to illustrate achievement of the mission at the institutional level and are reported to the Board of Education. Southwestern is committed to a practice of evaluating and assessing the effectiveness of the College. Accreditation and State standards also require the College to have in place practices to evaluate and assess the effectiveness of all programs and the administrative operations. Success Indicators are one way the College demonstrates to the Accreditation agency, the State, the Board, the students, the Community and the staff institutional effectiveness.

Southwestern previously reported internal and external indicators supporting the College Mission through Measures of Institutional Effectiveness during the years 1994 through 2006. From January 2007 to November 2008, Southwestern and the State of Oregon individually reviewed core indicators to measure effectiveness. As a result of the 'Measure What You Treasure' report issued by the Oregon Community Colleges and Workforce Development Commissioner Cam Preus along with the alignment of existing College measures with the new state indicators and accreditation requirements, an initial set of measures was proposed for consideration by the Board of Education which were used from April 2009 through 2010.

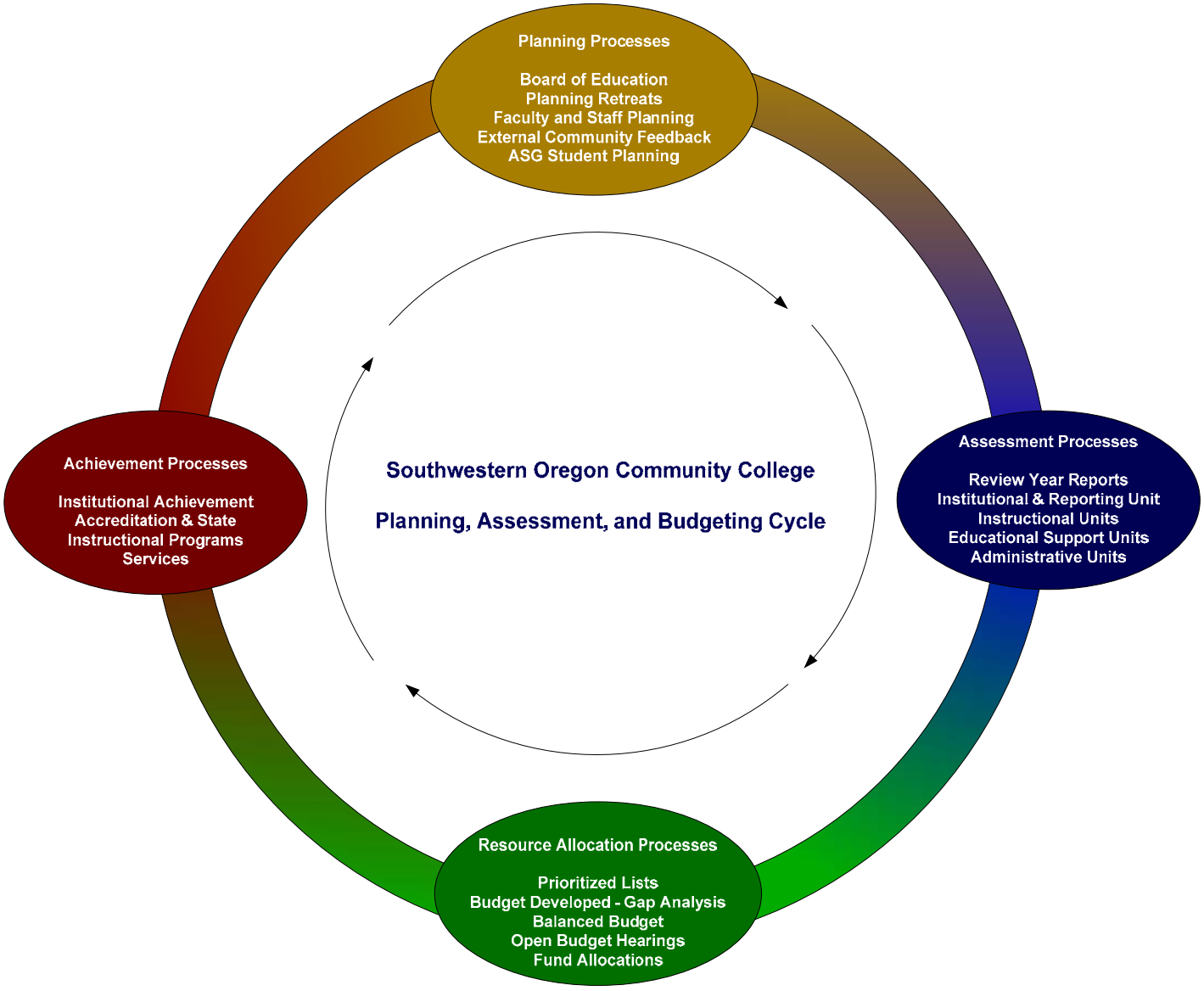
### TracDat Software Structure

The Nichols model (Appendix F) was adopted and initial templates developed for use by faculty and staff to complete the development of outcomes, means of assessment and criteria for success by all instructional and administrative/educational support units and the information was then entered into the TracDat software providing ease of tracking, centralization of data, and templates for reporting results and use of results. All future entries will be made directly into the software system. These will be easily completed through assignments that allow staff to respond to an email link and directly add data to templates which automatically update the data system. TracDat quick-entry steps are included in each section of the handbook. Further instructions and templates are located in Appendix E.

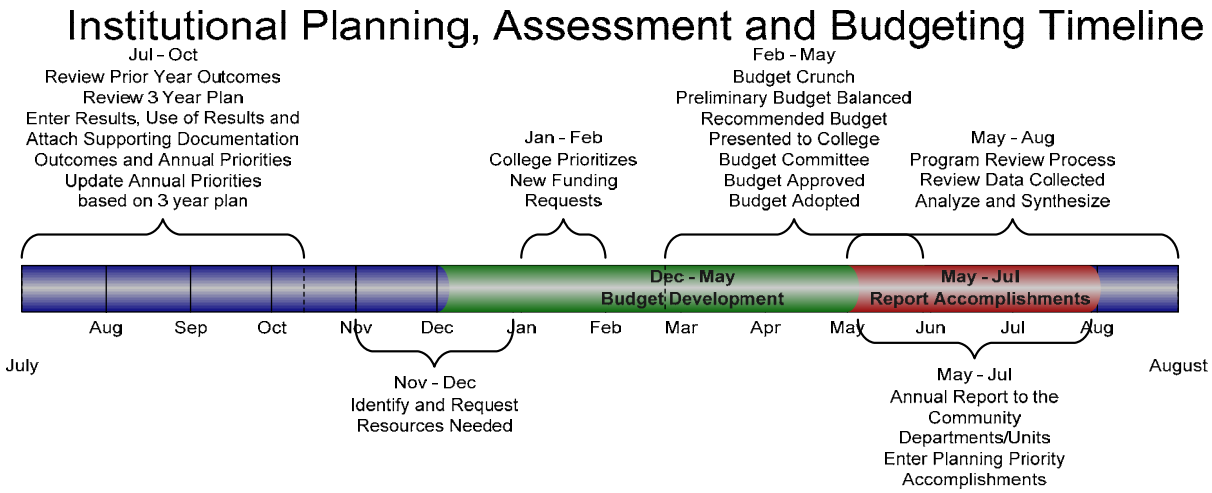
**Planning, Assessment and Budgeting**

Planning, assessment and budgeting are all processes that are interrelated and occur on a cyclical basis. Planning processes allow the college to create a roadmap to guide the staff to fulfill the mission and meet the strategic plan goals. College goals allow the campus to focus on critical issues. Articulated by the President's Planning Council, they guide institutional planning and assessment processes. The assessment processes, including the reporting of achievements, allow the college to determine the effectiveness of the operations and student learning outcomes then communicate these to the public. The assessment results are used to plan for the future and to request budget funds. Since use of assessment results inform planning processes, annual institutional priorities are derived from program reviews, further defining the way in which the goals are met. Goals at the administrative-support and instructional levels connect to one or more of the strategic plan goals and are associated with Core Themes. All of the budget processes are designed to ensure that the appropriate level of projected expenditures and revenues are planned for the next academic year and that prioritized budget requests from the planning and assessment processes have been included.

**Planning, Assessment and Budgeting Processes Cycle**



**Planning, Assessment and Budgeting Timeline**



**Section III**
**Planning Processes**

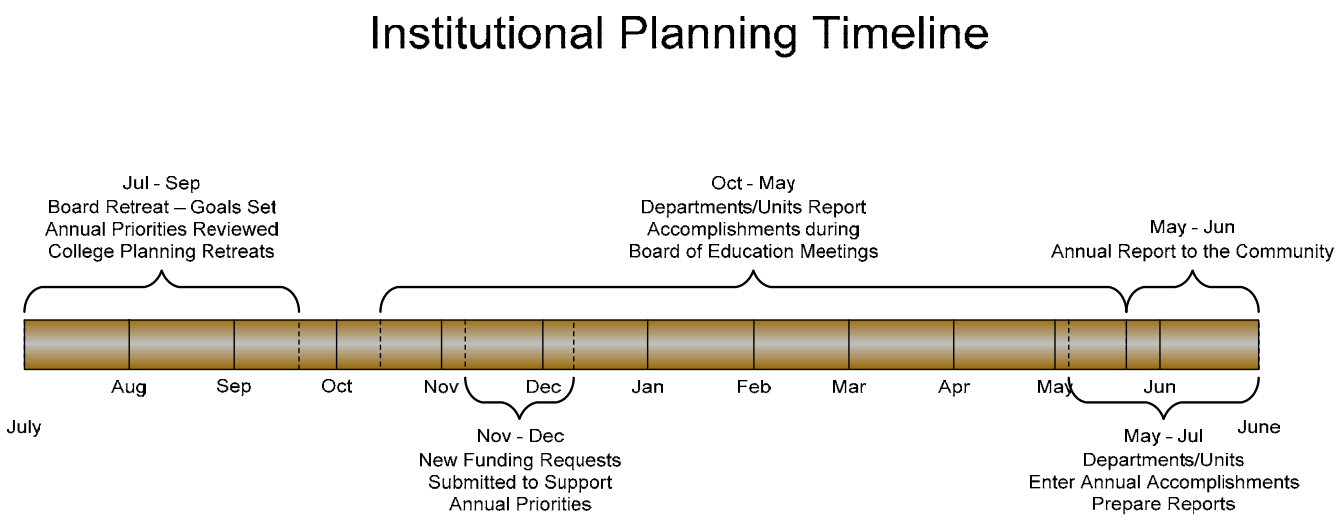
## ***Planning***

Planning is the collaborative process by which the college develops long-term ***strategic plan goals*** and ***annual priorities***. The strategic plan goals are designed to serve the college for at least a seven-year period which coincides with the accreditation review cycle.

Other planning processes include the Master Facility Plan, the Technology Plan, the Academic Plan, and the Emergency Preparedness plan. Each of the plans is developed through a similar process and is led by a campus representative appointed by the Executive Team.

### *Planning Steps and Timeline*

Planning begins with the annual Board of Education Retreat held in July of each year. The Board of Education meets to identify annual Board Goals and to review the Southwestern ***Strategic Plan***. The Board Goals and comments on the strategic plan are communicated to the campus during the September Board of Education meeting. Unit and/or department planning along with reporting unit planning occur during fall term for the next year. This process allows for the emergence of annual plan priorities from all units and/or departments as a result of the various meetings held during the term. Annual priorities are identified from annual planning meetings and from the assessment process (reporting of results and use of results). Requests for budget funds or reallocation of resources are tied to the annual priorities previously identified in the planning and assessment processes. The budget process directs the allocation of funds as prioritized in order to support and implement continuous improvement efforts and fulfill the mission of the College.




- During the fall term, the institution reviews the Board of Education goals and holds meetings to identify both unit and department goals and to set annual priorities for the next year with a rolling three-year annual priority list.
- The compilation of all of the goals goes into a document that identifies the main goals of the current strategic plan (updated at least every 7 years).
- Each year, every department identifies its annual priorities to align with the strategic plan goals.

- Quarterly, or even more frequently, these priorities are entered into the TracDat system along with ongoing status updates.
- Each quarter, reporting units enter a status update for priorities derived from their unit reports. These reports are used by the Executive Team for quarterly Board of Education Updates to the Strategic Plan.
- Each unit and/or department submits an annual report to the reporting unit.
- Each reporting unit synthesizes all of its achievements and produces a reporting-unit annual-priorities status-update report.
- This report is then used to create the ***Annual Report to the Community***.

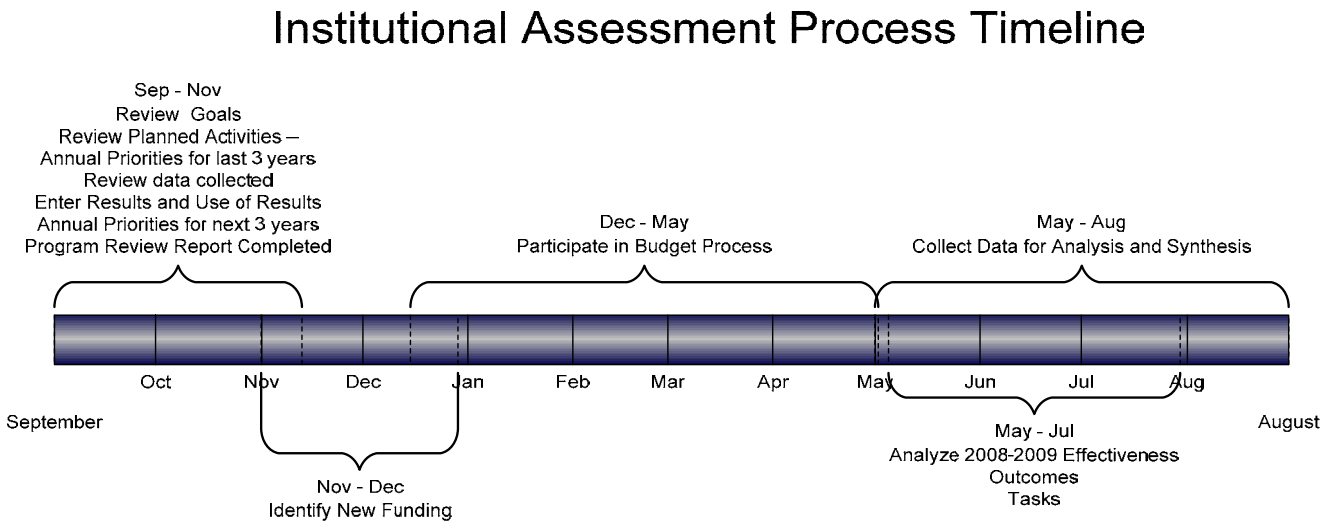
| ***TracDat Quick Entry Steps – Units and Reporting Units*** | |
|---|---|
| ***1)*** | *Unit tab - enter annual priorities by clicking on the yellow "add" tab at the bottom of the screen* |
| ***2)*** | *Outcomes & Assessment tab – confirm that the annual strategic plan outcome is active* |
| ***3)*** | *Means of Assessment link – add new annual report each year; copy prior year then edit and change dates* |
| ***4)*** | *Results tab – enter ongoing results throughout the year and at least once a quarter*<br>*Submit quarterly reports to reporting unit* |
| ***5)*** | *Reports tab – create an ongoing report of results using the Southwestern Strategic Plan - Update 2010-11; or create a quarterly report of results using the Southwestern Strategic Plan Quarterly Update Fall (choose appropriate quarterly report); save a copy of the report and upload into the document repository* |
| ***6)*** | *Reporting Units Only: Use Step 4 and 5* |
| ***7)*** | *Reporting Units Only: Submit report to Executive Team representative October 1, January 1, April 1, June 15* |

All TracDat quick steps are described in further detail including visual images of the software screens in Appendix E.

**Section IV**
**Assessment Processes**

***Assessment***

Assessment is a means of evaluation and analysis designed to demonstrate how well the College and units/departments have met the outcomes identified for student learning and administrative/educational support services. All units/departments are expected to conduct a comprehensive program review once every three years beginning with the academic year 2010-11. Unit/department reports are submitted to the reporting unit staff by November 15th following the review year. Example: 2010-11 Program Review Report is submitted by November 15, 2011.




For assessment to be truly effective, it must be meaningful, reflective, and self-regulated. The purpose of assessment is to use the results, positive or negative, to stimulate meaningful dialogue about how instruction and services can be modified to engage students in the learning process and to sustain institutional effectiveness. Institutional effectiveness reflects how well the college is meeting its mission and goals.

***Assessment Plan***

An assessment plan is the combination of ***outcomes***, ***means of assessment*** and ***criteria for success*** that have been identified for every unit/department on campus.

*Assessment Plan Evaluation Requirements*

Every unit/department is required to evaluate how well the outcomes have been met on an annual basis. Results are entered on an annual basis. A Program Review is conducted at least every three years and a comprehensive report of program/operational effectiveness is produced. Units/departments are expected to hold an annual meeting to discuss the active outcomes (the information to be discussed at the meeting is to be distributed for review by all members of the unit at least one week prior to the meeting in order to facilitate quality discussions at the meeting). It is desirable to have the outcomes be reviewed on an annual basis and any new outcomes be added to the TracDat system. At the same time, users should inactivate any outcomes in TracDat that are no longer applicable. Before deactivating any outcomes, the user must be sure results and use of results for those outcomes have been reported in a comprehensive review year report. In this way, the history of institutional decisions will be preserved.

*What is Program Review?*

Program review has four parts:

1) A comprehensive review of the unit outcomes;
2) The synthesis and analysis of the results of each outcome;
3) Review of the internal and external trends that impact the unit; and
4) The use of results for each outcome.

The use of results is the planned improvements, changes, and any other modifications to programs and/or services. The comprehensive review includes quantitative and qualitative data as well as a review of operational policies and procedures. (Eight Steps, Appendix H and Appendix I)

Program review occurs every three years and the end product is a report compilation of three years' of data, which illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students) based on the synthesis and analysis of data showing internal and external trends.

*What are Outcomes?*

They are culminating activities, products, or performances that can be measured.

*What are Administrative or Educational Support Outcomes (AESO)?*

They are outcomes related to administrative or educational support services provided to students or potential students. ***Answers the question: "What will the students GAIN or EXPECT from the experience/service provided?"***

Administrative outcomes are a means of evaluating the services provided by administrative units. They are created and assessed by the staff and managers of the unit. They inform planning and lead to goals of improved support services. They are expressed as statements of what clients experience, receive or understand as a result of a given service. All outcomes should be tied to reporting unit goals.

Educational Support outcomes are a means of evaluating the services provided by educational support units. They are created and assessed by the staff and managers of the unit. They inform planning and lead to goals of improved support services. They are expressed as statements of what clients experience, receive or understand as a result of a given service. All outcomes should be tied to reporting unit goals.

*What are Student Learning Outcomes (SLO)?*

Student learning outcomes are related to the instruction provided to students at the course or program level. ***Answers the question, "What will the student be able to DO with what is learned in a course and/or program?***

Student learning outcomes are a means of evaluating student learning. They are created and assessed by the faculty, department, or academic program. They inform planning and lead to goals of improved learning. SLOs are expressed in statements of what students will be able to think, know, do, or feel because of a given educational experience. SLOs should be tied to reporting unit goals.

*What are General Education Student Learning Outcomes (GESLO)?*

General education student learning outcomes are the knowledge, skill, attitudes and abilities every student should possess after graduating with a certificate or degree from Southwestern Oregon Community College. Students will be able to demonstrate achievement of these outcomes as well as the specific curriculum outcomes for their academic or technical area of study. ***Answers the question, "What will the student be able to DO with what is learned in a program?***

*What are Program Outcomes?*

Program outcomes are all identified Student Learning Outcomes specific to the program, a culminating activity, product, or performance that can be measured. ***Answers the question, "What will the student be able to DO with what is learned in the program?***

*How do I develop an outcome?*

An outcome is a result of an action – use verbs. Examples: Refer to Appendix F and Appendix G (Nichols model examples and Bloom's Taxonomy).

Getting started is the hardest part; remember that you have been doing a portion of this all along. The Eight-Step Process outlined below provides a clear and tangible way to articulate your efforts. The intention of the process is to provide a step-by-step layout of how to develop SLOs and AESOs, how to assess them, what to do with the data, and how to use the findings. It also explains how to document your efforts with the model that is used by the campus. By establishing and maintaining a documentation process, it is easier for you and your department/unit to see what work has been done, how it went, and what actions need to be taken to meet the goals and needs of your department.

Developing and assessing SLOs and AESOs is a process, and the following steps are intended to serve as a set of guidelines. It is imperative to look at the culture within your department/unit or program to determine how this process will best be implemented.

| STEP | DESCRIPTION |
|---|---|
| 1. **Preliminary Discussion** | Schedule a faculty/staff meeting to brainstorm ideas for outcomes. |
| 2. **SLO/AESO Statements – see Appendix H**<br>**General Education Outcomes - see Appendix I**<br>**Bloom's Taxonomy – see Appendix G** | a) Develop a list of measurable SLO/AESO<br>b) Enter into TracDat – Refer to Appendix E |
| 3. **Assessment Plan – see Appendix E** | a) Develop an assessment plan for each SLO/AESO<br>b) Enter means of assessment and criteria for success into TracDat – Refer to Appendix E |
| 4. **Data Collection – see Appendix E**<br>**Sample Means of Assessment Listing** | Assess student learning or client experiences using identified means of assessment and collecting the results of the assessments<br>Refer to Appendix E |
| 5. **Data Analysis and Summary – see Appendix J** | a) Aggregate and analyze the data.<br>b) Enter the results into TracDat- Refer to Appendix E |
| 6. **Closing the Loop – see Appendix J** | a) Determine ways to use the data and make applicable revisions to the curriculum, services, departmental processes, and the outcomes.<br>b) Enter the Use of Results into TracDat - Refer to Appendix E<br>c) Print Program Review Report from TracDat – Refer to Appendix E |

| | |
|---|---|
| 7. **Documentation – see Appendix J** | a) Attach data and other documentation to support the decisions and changes made.<br>b) Attach supporting documentation to the results in TracDat - Refer to Appendix E |
| 8. **Continuous Cycle – see Appendix J** | Repeat the process while continuing to incorporate your SLO/AESO process into your Electronic Planning for Institutional Effectiveness |

*How do I Assess Outcomes?*

Once the assessment plan has been completed and data collected (Steps 1 – 4 listed above) it is time to start assessing the outcomes. By following the guidelines for Steps 5 through 8 listed below and in Appendix J, the assessment process is completed and the continual improvement cycle begins. Program review and assessment is an ongoing process cycling through Steps 1 – 8 at least once every three years.

Step 5: Data Analysis - Aggregate and analyze the data.

After the assessment has been conducted, analyze and summarize the data. Refer to your assessment plan and examine the actual student performance or client behavior as you think about what you had expected to happen. How do they compare? Enter the results in TracDat–you may use the template located in Appendix E as a guide or to record initial information.

Step 6: Closing the Loop - Determine ways to use the data to make applicable revisions to the curriculum, departmental services and processes, and the outcomes. The planned activities are listed as the annual priorities for the unit for the associated years – the items that will be done or plan to do.

Schedule and conduct another meeting with your faculty/staff to discuss the assessment results and the data summary. This step is the most vital since this is the time when you and your team can examine the findings, see areas for growth or opportunity, and brainstorm ideas and methods to address those areas. The purpose of this meeting is to stimulate meaningful dialogue and initiate change.

Enter the information within TracDat—you may use the template located in Appendix E as a guide or to record initial information. Report specific use of results: what will be done next year or in the next three years as a result of the synthesis and analysis, what improvements will be made, what changes are expected to be implemented. Enter planned activities in TracDat as the annual priority for the associated year. Explain briefly how analysis of the data led to the changes.

Are new resources needed? If so, enter a request for budget funds within TracDat, identifying the account number and the amount needed. You may want to use the template located in Appendix E to list all resources needed. Resources requested by department/unit faculty and staff are the foundation of plan implementations, which lead toward the achievement of identified annual priorities and changes to the curriculum or services. Resources may include budget, facilities, staffing, research support, training, and marketing.

Step 7: Documentation – Always attach documentation within the TracDat system as evidence to support the analysis of the data. Attach meeting minutes, aggregate scores, and other examples that support the results and provide evidence. (Appendix E)

Step 8: Continuous Cycle - Repeat the process continuously at least once every three years, *focusing on various* SLOs/AESOs. It is recommended Steps 5 – 8 be repeated on a yearly basis to capture data and enter yearly results.

The process of self-reflection and assessment must remain a continuous process in order to bring about meaningful change. Assessment enables each department to evaluate its current and future goals, its current and future needs, and its current strategies to serve its students and clients. Continuous improvement builds on existing efforts to improve student performance and optimize student/client experiences. Thus, it is imperative to continue analytical discussions and to revise assessment efforts as necessary in order to ensure that student and client needs are being met.

## Section V
## Budgeting Processes

### *Budgeting*

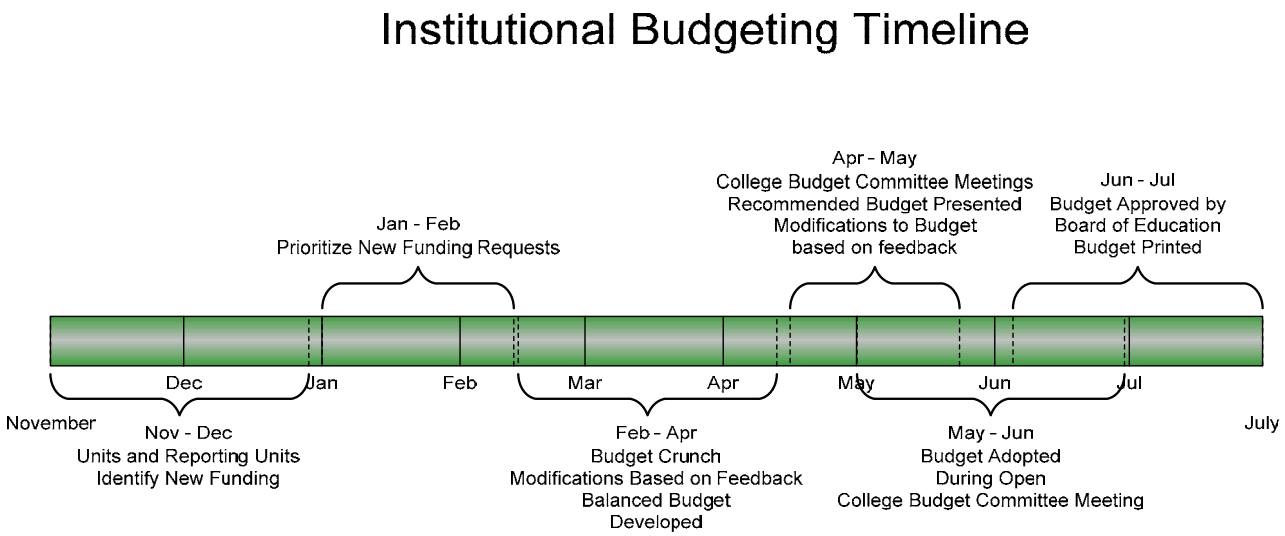
Budgeting is the collaborative process by which the college establishes a planned level of projected revenues and expenditures at the unit level for all funds.

### *Budgeting Steps and Timeline*

The process for developing the college budget can be grouped into the following four areas: (a) prepare the recommended budget, (b) approve the budget, (c) citizen involvement and public exposure, and (d) adopt the budget. Staff members request funds to be included in the budget as a result of the assessment and planning processes conducted by all departments/unit. Each department and/or unit submits a prioritized list to the reporting unit staff responsible for budget preparation.

Budget preparation begins with revenue forecasting and determining known expenditures and obligations. The next step is to review the unit level requests for funds and then prioritize the lists by reporting unit level (Vice President, Executive Director, Director, Dean, Associate Dean). The lists are then submitted to the Executive Team for review and inclusion in the initial crunch (comparison of projected revenues to requested expenditures) of the budget. Campus meetings are held for input and to consider other requests not submitted on the prioritized lists.

The goal is to prepare the budget while adhering to the strategic plan under the constraint of the financial situation. The Faculty Senate Assessment, Planning, and Budgeting Committee participate in discussions held in the Internal Budget Advisory Committee (IBAC). The proposed budget crunching continues until the budget is balanced (revenues equal expenditures); this budget becomes the Recommended Budget to be submitted to the College Budget Committee (composed of seven college district citizens and seven Board members). The Recommended Budget is presented in a public meeting and undergoes a full review by the Committee with public comment available. Modifications may be made to the budget based on feedback received during the public meeting(s). It is at this time that the Board of Education adopts the approved budget during a Board of Education meeting and the Adopted Budget becomes the Approved Budget for the fiscal year.



- During late fall term, based on the assessment and planning processes, the institution reviews all requests for funds that were entered in the TracDat system.
- Requests are prioritized by each department/unit and submitted to reporting unit staff.
- Reporting unit staff members hold meetings with all associated departments/units and finalize budget priorities. The budget priorities are submitted to the appropriate Executive Team member.
- Initial crunch of the budget occurs – projected revenues and expenditures are put in system for gap analysis.
- Meetings held on campus until the gap is closed; then the recommended budget book is assembled.
- The Recommended Budget is presented to the College Budget Committee for approval.
- The next step is to present the Approved Budget to the Board of Education for adoption.

| ***TracDat Quick Entry Steps – Requesting Funds for the Budget Cycle*** | |
|---|---|
| ***1)*** | *Results tab – Enter request for funds after entering the results for an outcome and then clicking on the add use of results link; this request is for the next budget cycle*<br>• *Enter the account number*<br>• *Enter the dollar amount requested (no dollar sign and no decimals)* |
| ***2)*** | *Use of Results associated with the Results tab entry for annual priorities – request funds for next cycle* |
| ***3)*** | *Use of Results associated with the Results tab entry for review year reports – request funds for next cycle* |
| ***4)*** | *Print report for annual priorities: Budget funds request to prioritize budget requests within the unit and submit to reporting unit staff* |
| ***5)*** | *Print report for review year: Budget funds request to prioritize budget requests within the unit and submit to reporting unit staff* |
| ***6)*** | *Budget requests may occur at other times of the year and outside of the planning and assessment process; contact supervisor for the process to request funds* |
| ***7)*** | *Print and save all reports to the document repository as evidence of requests* |

**Appendix A**
**Core Themes and Strategic Plan Goals**
**2009-10**

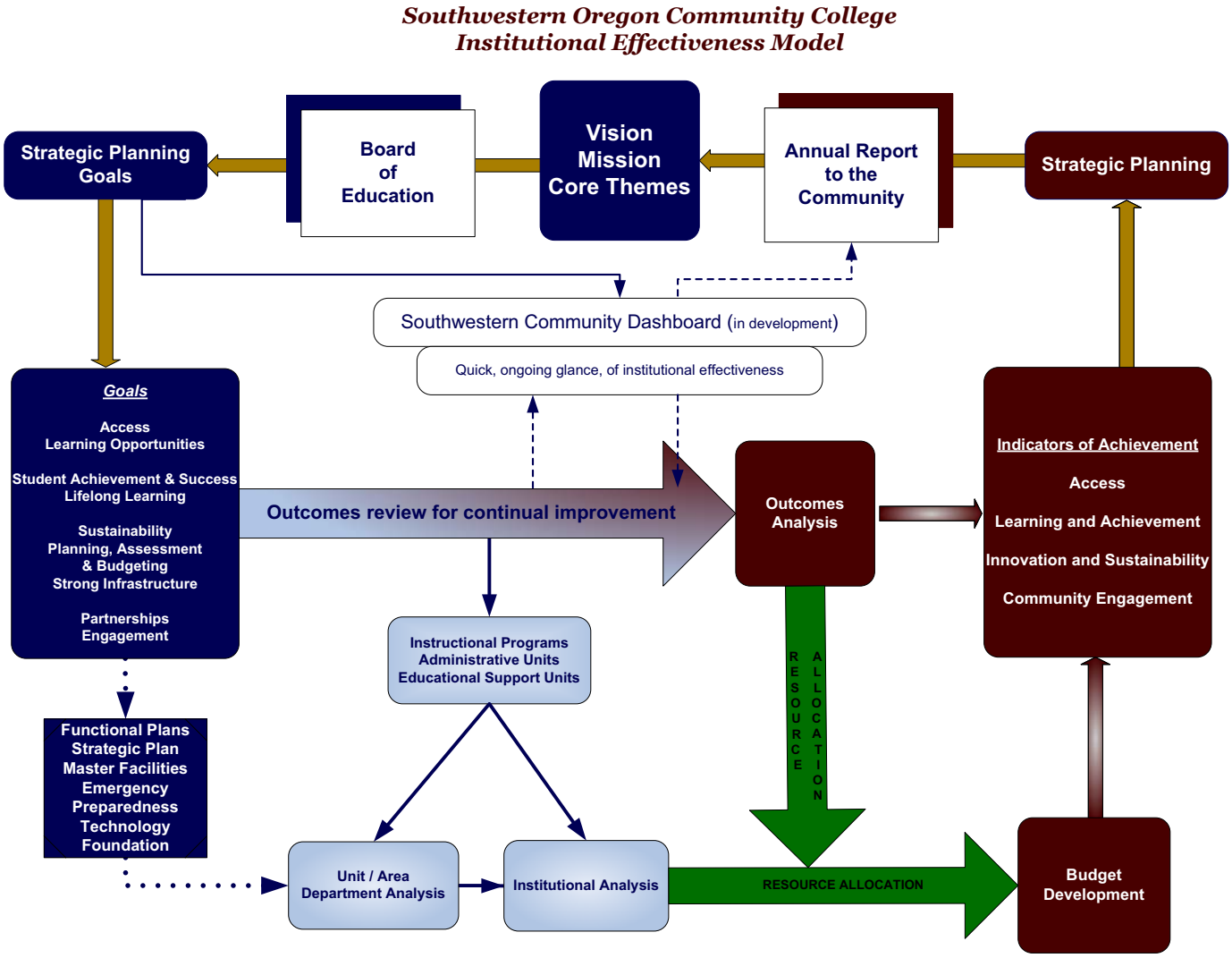
| Core Themes | Strategic Plan Goals |
|---|---|
| **Access**<br>Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods. | **1**<br>Ensure access to diverse learning opportunities. |
| | **2**<br>Provide access to support services for students, staff, and the community. |
| **Learning and Achievement**<br>Student learning and student achievement are at the core of the College mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer. | **3**<br>Maintain and develop quality learning opportunities to encourage student success and achievement. |
| | **4**<br>Support student lifelong learning and attainment of goals. |
| **Innovation and Sustainability**<br>Innovation and sustainability are interwoven by seizing opportunities for resource development by means of entrepreneurism, grant development, and the College Foundation that support the maintenance of a strong infrastructure of employees, technologies, facilities, resource management, and educational programs through the continual improvement process. | **5**<br>Create the vision and structure for long-term college sustainability and growth. |
| | **6**<br>Support college growth through planning, budgeting, and assessment. |
| | **7**<br>Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs. |
| **Community Engagement**<br>Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events. | **8**<br>Sustain and build strong community, business, and agency partnerships. |
| | **9**<br>Promote and provide opportunities for the community to engage in diverse activities and events. |

## Appendix B

## Planning, Assessment and Budgeting Cycle with Steps

# Appendix C

## Integrated Institutional Effectiveness and Assessment Model



**Appendix D**

**Southwestern Oregon Community College**

**Institutional Effectiveness**
**All College Success Indicators**

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|
| 1 | **FTE Credit and Non-Credit Report**<br>Percentage increase over prior year by demographic status<br>Total FTE<br>Reimbursable FTE<br>Full Time FTE<br>Part Time FTE<br>Program Area FTE | Access | I<br>RU<br>U | Goal 1 | Increase by<br>3327<br>3254<br>1972<br>765<br>By Program | 3%<br>3427<br>3352<br>2031<br>788<br>3% | 3%<br>3530<br>3452<br>2092<br>812<br>3% | 3%<br>3636<br>3556<br>2155<br>836<br>3% |
| 2 | **Enrollment Credit and Non-Credit Report**<br>Percentage increase over prior year by demographic status<br>Total enrollment<br>Full-time enrollment status<br>Part-time enrollment status<br>Program Area | Access | I<br>RU<br>U | Goal 1 | Increase by<br>9737<br>1707<br>3085<br>By Program | 3%<br>10,029<br>1758<br>3176<br>3% | 3%<br>10,329<br>1811<br>3273<br>3% | 3%<br>10,640<br>1865<br>3371<br>3% |
| 3 | **Course Credit and Non-Credit Report**<br>Percentage increase over prior year by location and demographic status<br>All FTE<br>Reimbursable FTE<br>Full-time enrollment status<br>Part-time enrollment status<br>Program Area<br>Courses offered<br>Billing Credits enrolled | Access<br>Community Engagement | I<br>RU<br>U | Goal 1<br>Goal 9 | Increase by<br>3327<br>3254<br>Trends<br>Trends<br>By Program<br>Trends<br>61,000 | 3%<br>3427<br>3352<br>Trends<br>Trends<br>3%<br>Trends<br>62,000 | 3%<br>3530<br>3452<br>Trends<br>Trends<br>3%<br>Trends<br>63,000 | 3%<br>3636<br>3556<br>Trends<br>Trends<br>3%<br>Trends<br>64,000 |
| 4 | **Community and Student Satisfaction:**<br>Average rating level for services | Access<br>Community Engagement: | I<br>RU | Goal 4<br>Goal 4<br>Goal 9 | New Survey in 2011 | Every 3 Years | Establish Baseline from Results | Every 3 Years |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|
| 5 | **Student Intended Goals Achieved**<br>Upon exiting, percentage of students attaining self-disclosed goal. | Learning & Achievement | I | Goal 4 | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set |
| 6 | **Student Engagement**<br>**A.** CCSSE – Targets met or exceeded for all Benchmarks:<br>Active & Collaborative Learning<br>Student Effort<br>Academic Challenge<br>Faculty Student Interaction<br>Support for Learners<br><br>**B.** SENSE – Targets met or exceeded for all Benchmarks:<br>Early Connections<br>High Expectations & Aspirations<br>Clear Academic Plan & Pathway<br>Effective Track to Learning<br>Engaged Learning<br>Academic & Social Support Network | Access<br><br>Learning & Achievement | I | Goal 2<br><br>and<br><br>Goal 4 | Baseline 2008<br><br>50.8<br>48.9<br>51.0<br>51.8<br>49.7<br><br>Baseline 2010<br><br>52.9<br>43.0<br>51.6<br>44.1<br>53.8<br>43.8 | <br><br>52.8<br>50.9<br>53.0<br>53.8<br>51.7<br><br>Every 3 Years | Every 3 Years<br><br>Every 3 Years | Every 3 Years<br><br>53.0<br>50.0<br>51.9<br>50.0<br>54.0<br>45.8 |
| 7 | **Labor Trends**<br>Percentage of programs meeting high demand labor trends | Learning Achievement | I<br><br>RU<br><br>U | Goal 3 | 80% State<br>90% Local | 80% State<br>90% Local | 80% State<br>90% Local | 80% State<br>90% Local |
| 8 | **Employer Perceptions**<br>Average ratings on the Employer Satisfaction and Opinion Survey | Community Engagement | I | Goal 8 | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set |
| 9 | **Employee Satisfaction and Opinion**<br>Level of employee satisfaction and opinion ratings on the annual survey | Innovation and Sustainability | I | Goal 7 | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set |
| 10 | **Employee Development**<br>Percent of employee participation in staff and professional development | Innovation and Sustainability | RU | Goal 7 | Set Baseline in 2010 | Baseline Data Results | To Be Set | To Be Set |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|
| 11 | **Graduation and Transfer Rates**<br>**A.** Graduation rates as reported to IPEDS<br>**B.** Transfer Out rates as reported to IPEDS<br>**C.** Number of graduates per year | Learning & Achievement | RU<br>U | Goal 4 | 19%<br>38%<br>275 | 20%<br>40%<br>283 | 22%<br>42%<br>291 | 25%<br>45%<br>300 |
| 12 | **Student Achievement**<br>**A.** Percent of passing grades in courses and by course type<br>**B.** Percent of students passing courses after being placed on early alert<br>**C.** Average GPA of program students<br>**D.** Average GPA of graduates | Learning & Achievement | I<br>RU<br>U | Goal 4 | 78.18%<br>LDC 76.93%<br>OcPr 89.72%<br>OcSu 93.60%<br>Dev 60.22%<br>75%<br>2.475<br>3.242 | 78.38%<br>77.13%<br>89.92%<br>93.80%<br>60.42%<br>76%<br>2.575<br>3.250 | 78.58%<br>77.33%<br>90.12%<br>94.00%<br>60.62%<br>77%<br>2.675<br>3.250 | 78.78%<br>77.53%<br>90.32%<br>94.20%<br>60.82%<br>78%<br>2.775<br>3.250 |
| 13 | **Student Outcomes**<br>Benchmark targets met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes | Learning & Achievement | I<br>RU<br>U | Goal 4 | 2007 Baseline<br>CT 59.5<br>Math 56.0<br>WR 61.7 | Every 3 Years | CT 62.0<br>Math 60.0<br>WR 62.0 | Every 3 Years |
| 14 | **Structured Work Experience**<br>Participation Rates<br>**A.** Percent of students participating in work experience by course type<br>**B.** Percent of change in participating employers from year to year | Access<br>Learning & Achievement<br>Community Engagement | I<br>RU<br>U | Goal 2<br>Goal 4<br>Goal 8 | Set Baseline in 2010 | Baseline Data Results | 3% Increase | 3% increase |
| 15 | **Fiscal Cash Flow Responsibilities:**<br>Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | $800,000 | $900,000 | $1,000,000 | $1,100,000 |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|
| 16 | **Fiscal Responsibilities – All Funds:**<br>Target met or exceeded for -<br>**A.** Positive ending fund balance<br>**B.** Current ratio - assets to liabilities<br>**C.** Asset ratio – receivables turnover | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | $800,000<br>3.8:1<br>3:1 | $900,000<br>2:1<br>3:1 | $1,000,000<br>2:1<br>3:1 | $1,100,000<br>2:1<br>3:1 |
| 17 | **Fiscal Enterprise Fund Responsibilities:**<br>**A.** Combined ending fund balance target met prior to general fund transfers<br>**B.** Asset ratio – receivables turnover target met or exceeded | Innovation & Sustainability | I<br>RU | Goal 5<br>Goal 6<br>Goal 7 | $140,000<br>4:1 | $100,000<br>3.5:1 | $150,000<br>3:1 | $200,000<br>3:1 |
| 18 | **Fiscal Responsibility: Statement of Budget and Actual Revenues and Expenditures – General Fund**<br>Actuals do not exceed budget | Innovation & Sustainability | RU<br>U | Goal 5<br>Goal 6<br>Goal 7 | Monitor Actuals | YTD Actuals ≤ 95% budgeted | YTD Actuals ≤ 95% budgeted | YTD Actuals ≤ 95% budgeted |
| 19 | **Infrastructure Equipment and Software Maintenance:**<br>Percentage of materials and supplies budgeted and spent on administrative and instructional equipment and software. | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | Set Baseline in 2010 | Baseline Data Results | % to maintain based on baseline data results | % to maintain based on baseline data results |
| 20 | **Infrastructure Equipment and Software Maintenance:**<br>Percentage of identified deferred maintenance and safety projects completed | Innovation & Sustainability | I | Goal 5<br>Goal 6<br>Goal 7 | Set Baseline in 2010 | Baseline Data Results | % to maintain based on baseline data results | % to maintain based on baseline data results |
| 21 | **OPEN** | | | | | | | |
| 22 | **Community Participation and Satisfaction in Activities and Events**<br>**A**. Percentage of Activities and Events compared to prior year<br>**B.** Rating level for facilities services | Community Engagement | I<br>RU<br>U | Goal 9 | Reservations: Contracted: 69 All: 3577<br>Set Baseline in 2010 | Reservations: Contracted:71 All: 3682<br>Baseline Data Results | Reservations: Contracted:73 All: 3787<br>% to maintain baseline | Reservations: Contracted: 75 All: 3892<br>% to maintain baseline |
| 23 | **Strategic Plan Accomplishments**<br>Percentage of strategic plan annual priorities completed | Innovation & Sustainability | I | Goal 5<br>Goal 9 | 85% | 85% | 85% | 85% |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|
| 24 | **Annual Report to the Community**<br>Percentage of goal priorities achieved | All | RU | All Goals | 90% | 91% | 92% | 93% |
| 25 State | **State Student Success Indicators (SSI)**<br>**High school students enrolling directly into college (SSI 1)**<br>Track number of Oregon high school graduates who enroll in a community college the following fall term | Access | U | Goal 1<br>Goal 4 | 48.23% SW<br>38.39 – CC's | 48.5% | 49.0% | 49.5% |
| 25 State | **Postsecondary level of math, reading and writing (SSI 2)**<br>Measure skills necessary to enter LDC credit courses and CTE program areas | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **Credits earned toward an Associate of Arts Degree (SSI 3)**<br>Measure progress in LDC program areas at milestone points | Learning & Achievement | RU | Goal 4 | 43.2% - SW<br>44.3% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **Credits earned toward a CTE certificate or degree (SSI 4)**<br>Measure progress in CTE program areas at milestone points | Learning & Achievement | RU | Goal 4 | 44.5% - SW<br>41.2% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **Term to term persistence (SSI 5)**<br>Measure whether student continues from term to term | Learning & Achievement | RU | Goal 4 | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **Fall to fall retention (SSI 6)**<br>Measure whether student returns one year to the next<br>Full Time – per IPEDS<br>Part Time – per IPEDS | Learning & Achievement | RU<br>U | Goal 4 | Baseline Set by State March 1<br>55%<br>29% | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **GED to next level (SSI 7)**<br>Measure the movement from GED completion to the next level of learning | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | 15.85% - SW<br>19.7% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **GED fall to fall persistence (SSI 8)**<br>Measure the movement of GED completers who persist at the next level of training | Learning & Achievement | RU | Goal 4 | Baseline Set by State March 1 | Set by State March 1 | Set by State March 1 | Set by State March 1 |
| 25 State | **ESL/ESOL noncredit to next level (SSI 9)**<br>Measure how a student transitions from ESL/ESOL to credit classes | Access<br>Learning & Achievement | RU | Goal 1<br>Goal 4 | 14.8% - CC's | Set by State March 1 | Set by State March 1 | Set by State March 1 |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|
| 26 State | **State Key Performance Measures (KPM) SUCCESSFUL GED APPLICANTS (KPM 1)** Percentage of GED certificate applicants successful | Learning & Achievement | RU | Goal 4 | 79% | 79% | 80% | 80% * |
| 26 State | **COMPLETION OF BASIC SKILLS/ESL (KPM 7)** Percentage of students enrolled in a basic skills or ESL program who complete successfully | Learning & Achievement | RU | Goal 4 | 50.9% | 63.7% | 63.7% | 63.7% * |
| 26 State | **NURSING COMPLETION (KPM 8)** Percentage of students who successfully complete a nursing program | Learning & Achievement | RU | Goal 4 | 73.7% | 73.7% | 73.7% | 73.7% * |
| 26 State | **BITS COMPANY SATISFACTION (KPM 10)** Percentage of companies ranking training they received through community college Business and Industry Training System (BITS) | Community Engagement | I | Goal 8 | 95% | 95% | 95% | 95% * |
| 26 State | **LICENSING/CERTIFICATION RATES (KPM 11)** Oregon community college students' pass rate for national licensing tests compared to national pass rates | Learning & Achievement | RU | Goal 4 | 93% | 93% | 93% | 93% * |
| 26 State | **CAREER TECHNICAL EDUCATION DEGREE/CERTIFICATE COMPLETION (KPM 12)** Number of Career Technical Education (CTE) degrees and certificates awarded | Learning & Achievement | RU | Goal 4 | 3% Increase 150 | 155 | 160 | 165 |
| 26 State | **ASSOCIATE DEGREE COMPLETION (KPM 13)** Percentage of students in Associates degree programs who obtain an Associates degree | Learning & Achievement | RU | Goal 4 | 31.6% | 31.6% | 31.6% | 31.6% * |
| 26 State | **STUDENT TRANSFERS TO OUS (KPM 14)** Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year | Access<br><br>Learning & Achievement | RU | Goal 1<br><br>Goal 4 | 15.2% | 15.2% | 15.2% | 15.2% * |

| SI # | Success Indicator | Core Theme | Level Area | Strategic Plan Goal | 2009 Baseline | 2010 Target | 2011 Target | 2012 Target |
|---|---|---|---|---|---|---|---|---|
| **26 State** | **PROGRESS OF TRANSFER STUDENTS (KPM 15)** Percentage of community college transfer students who demonstrate progress by returning for the second year | Learning & Achievement | RU | Goal 4 | 80% | 80% | 80% | 80% * |
| **26 State** | **TUITION/FEES (KPM 16)** Oregon's rank for college tuition and fees among all western states | Access | RU<br>U | Goal 1 | TBD | TBD | TBD | TBD |
| **26 State** | **HIGH SCHOOL PARTICIPATION (KPM 17)** Number of high school students enrolled in community college credit programs | Access | RU<br>U | Goal 1 | 3% Increase<br>667 | 688 | 708 | 729 |
| **26 State** | **MINORITY ENROLLMENT (KPM 18)** Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the total population, by racial/ethnic group. | Not Tracked at this time at state level Access | RU<br>U | Goal 4 | TBA | TBA | TBA | TBA |
| **27** | State Future Student Success Indicators | | | | | | | |

- **Area/Level – Indicator tracked at identified levels/areas within the college: I = Institutional Level Success Indicator RU = Reporting Unit Success Indicator U = Unit Success Indicator**
- **SW = Southwestern Figure; CC's = Oregon Community College Aggregate Figure**
- **2012 Target – state has not yet determined target level**

## Appendix E

### TracDat Software and Data Entry Steps
### Templates and Resources to Assist in Developing Outcomes and Means of Assessment

***TracDat Web Link – full documentation available within the system***

http://tracdat.socc.edu:8081/tradat

***TracDat Login and Password***

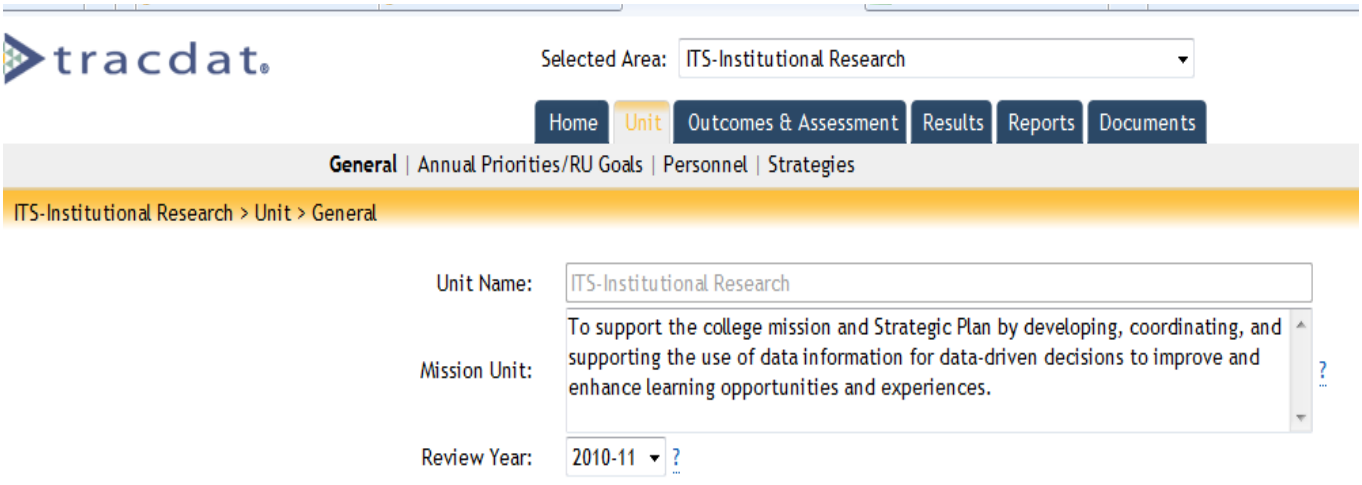
- The user name is assigned by the Institutional Research Office – ext. 7339.
- Username is generally the same as your Colleague username
- The password is initially set as the username plus the numeral "1": username1

| ***TracDat Quick Entry Steps – TracDat Web Link and Login*** | |
|---|---|
| ***1)*** | *Using a web browser, go to http://tracdat.socc.edu:8081/tracdat/* |
| ***2)*** | *Enter your username – generally the same as your Colleague username* |
| ***3)*** | *Enter your password – initially set as your username1* |
| ***4)*** | *Click Login* |
| ***5)*** | *To logout click on "Logout" located in the upper right-hand side of all screens* |

***TracDat Help Icons***

Help icons are located on each screen in the orange strip near the top on the right-hand side and are denoted by a , providing help information for the screen. Click on the icon to activate the help screen.

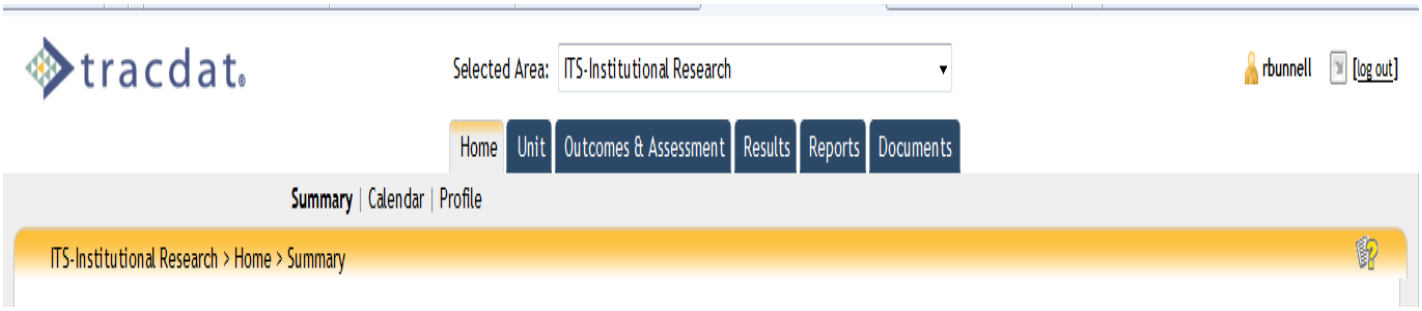
Help icons are also located next to each textbox and are denoted by a providing help information for the associated textbox. Click on the icon to activate the help screen.



## *Home Tab and Links*

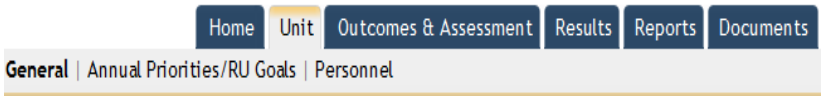
The Home tab is a dashboard view of a Unit. It shows a snapshot of the unit's assessment plan, assessment information, priorities and assignments. Clicking on a number (often purple), will either take you to another area with more specific information or pop-up a descriptive window.

Be sure you have selected the unit from the drop down menu next to the "Selected Area"




- **Summary Link**- Displays an overview of the outcomes and results for a particular assessment unit.
- **Calendar Link**- Provides a calendar to enter data.
- **Profile Link** – Provides a summary of user account information as it is known in TracDat.
    - This is where the ***password may be changed by the user***.
    - Follow instructions using the help icons

## *Unit Tab and Links*

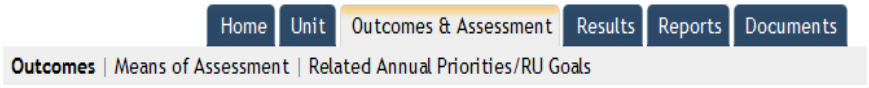



- **General** – Displays the College Mission statement.
    - Displays the Unit Name
- **Mission** – Unit: This is where the mission of the unit is displayed on the screen
- **Review Year**: The next triennial review year for the unit is displayed on the screen
- **Annual Priorities/RU Goals**
    - All annual priorities for the unit/department are displayed on this screen
    - New priorities are added from this screen based on annual unit/department meetings
    - Each of these priorities can be tied back to a college goal and a Reporting Unit goal.
- **Personnel**
    - This screen lists the staff who have access to view and/or are able to edit a department/unit's information
    - Administrator of the unit may add or delete staff

| *TracDat Quick Entry Steps – Mission * Review Year * Annual Priorities* | |
|---|---|
| ***1)*** | *Add the Unit Mission in the textbox* |
| ***2)*** | *Select the review year (triennial cycle) that is scheduled for the unit; update after comprehensive review is completed and the review year report is produced and sent to the reporting unit staff* |

| | |
|---|---|
| | |
| ***3)*** | *Add annual plan priorities after planning meetings and based on assessment*<br>*Click on the yellow tab at the bottom of the screen to "add new annual priorities/RU goals"* |
| ***4)*** | *Select the Goal Type in the dropdown box of "Annual Strategic Plan Summary Report"* |
| ***5)*** | *Add priority in the textbox: short one line item that is planned to be completed in the next academic year* |
| ***6)*** | *Select the year associated with the priority in the dropdown box for Annual Priority Year* |
| ***7)*** | *Click on the Save Changes yellow tab near the bottom of the screen* |

***Outcomes and Assessment Tab and Links***




The Outcomes and Assessment Tab is where General Student Learning Outcomes, Administrative and Educational Support Outcomes are entered. This is also where Degree and Certificate Outcomes are entered as well as outcomes for related instruction, discipline areas, and foundational instruction. The outcomes are identified by each unit/department through staff meetings - Step 1 of developing and assessing outcomes. Formalizing the outcome and entering into TracDat is Step 2 of developing and assessing outcomes. The assessment plan is the combination of outcomes, means of assessment, and criteria for success.

***Adding a New Outcome: Click on the link***

Use this screen to add a new outcome as well as annual plan reports and review year reports.

Designing SLOs for programs and AESO for units requires the participation of all departmental faculty and/or staff. Ideally, the design begins with a series of conversations, usually in small groups.

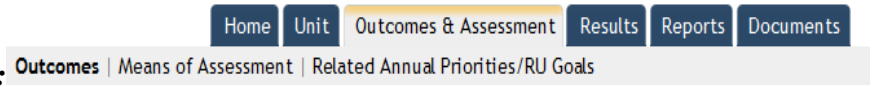
Faculty refers to the learning goals for students and identifies knowledge and performance values in the discipline as a way to begin the process. These conversations should consider both affective and cognitive learning domains.

| ***TracDat Quick Entry Steps – Adding a New Outcome (Step 2)*** | |
|---|---|
| ***6)*** | *Click on yellow tab at bottom of the screen* |
| ***7)*** | *Outcome Name: Type in an abbreviated name to identify the outcome* |
| ***8)*** | *Outcome: Type in the full outcome description* |
| ***9)*** | *Outcome Types: Select the type of outcome – learning for instructional / operational for other units* |
| ***10)*** | *Outcome Status: Select the status of the outcome – currently being assessed for all new outcomes* |
| ***11)*** | *Start Date: Type date outcome became effective* |
| ***12)*** | *End Date: Leave blank and only change once the outcome has been completed or becomes inactive* |
| ***13)*** | *Always click the yellow Save Changes button when done* |

***Note: For annual priorities the outcome is the annual strategic plan summary. This has already been added to the list of outcomes for each unit.***

***Outcome Template***

| *Outcomes* | *Means of Assessment Criteria for Success* | *Results Synthesis and Analysis* | *Use of Results* |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |




***Adding a New Means of Assessment: Click on the link***

Step 3 of developing and assessing outcomes: You may add as many different Assessment Methods as you wish.

The Means of Assessment is the method of determining whether the learning or performance outcome has been achieved. It is the systematic collection of data and information focused on student learning, and other unit outcomes. The assessment of student learning outcomes is integral to the SLO process. It is a department-controlled task. Step 4 of the process is to administer the identified assessments.

The Means of Assessment should meet the following criteria:

- identify specific means of assessment (survey, test, etc.) for the outcome
- indicate consideration of previous data, if available
- establish minimum score for success at achieving outcome
- give number (%, fraction, actual number) of students or clients who are expected to meet the minimum score
- establish the minimum sub-score in given area(s) of interest (optional)
- specify when actual assessment occurs and by whom it is administered
- identify evaluator(s)
- specify evaluation process

Criteria for Success guidelines:

- establishes minimum expected score for success at achieving outcome
- quantifies (%, fraction or actual) number of students who are expected to meet the minimum score
- indicates consideration of alternate data (previous SLO assessment effort(s), external reports), if available (optional)
- establish the minimum score for any subcategories within the outcome, if applicable

| *TracDat Quick Entry Steps – Adding a Means of Assessment (Step 3)* | |
|---|---|
| ***1)*** | *Click on yellow tab at bottom of the screen to add a new assessment method* |
| ***2)*** | *Assessment Method Category: Select the assessment tool from the drop down menu (not used for the annual strategic plan)* |
| ***3)*** | *Assessment Method: Type in-detail the method of the assessment (standard wording used for the annual strategic plan)* |
| ***4)*** | *Criterion: Type in the criteria for success (not used for the annual strategic plan)* |
| ***5)*** | *Timeline: Indicate yearly or other timeframe to be used (not used for the annual strategic plan)* |
| ***6)*** | *Active: Make sure this box is checked for all active means of assessments* |
| ***7)*** | *Always click the yellow Save Changes button when done* |

***Note: For annual priorities the means of assessment is the yearly strategic plan. The first year has already been added to the list of outcomes for each unit. In future years, copy the means of assessment and change the year.***

**Sample Means of Assessment and Criteria for Success**

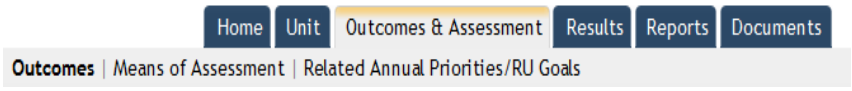
**How do we measure outcomes? Tools and/or instruments are used as a means of assessment (assessment methods vary) and criteria for success.** Several tools are available for measuring outcomes. The most common are provided in the list below, for more ideas please contact Institutional Research.

| Student Learning – Direct Assessment Methods | Student Learning – Indirect Assessment Methods | Services – Assessment Methods |
|---|---|---|
| • Locally developed tests or standardized Tests | • Exit interviews of students | • Student self-evaluations |
| • Faculty-created rubrics | • Student, employer and alumni surveys | • Point-of-service surveys |
| • Essays | • Graduation and transfer rates | • Focus Groups |
| • Blind-scored projects | • Job placement data | • Graduation Surveys |
| • Professional exams | • Satisfaction surveys | • ACT or CCSSE |
| • Capstone experience or course | • Observing and recording students' Behaviors | • Counting the volume/degree of service, direct method |
| • Juried review of projects, exhibitions and Performances | • Self-report measures assessing students' perceptions of what they've learned | • Observations (number of participants, number of inquiries, reaction of participants, etc.) |
| • Portfolio assessment | • CCSSE or CAAP | • Satisfaction surveys – attitudinal Assessment |
| • Certification & placement exams. | • Research projects | • External Validation – Audits, Inspections, etc. |
| This list displays a sample of methods, instruments and tools available to faculty and staff and is meant to stimulate ideas for other methods | | |

| Example Means of Assessment and Criteria for Success |
|---|
| **Customer Satisfaction:** Customer satisfaction is equal to or higher than the previous year. |

| |
|---|
| **Quality:** Work is completed with a percentage of errors, numbers or dollars better than or equal to the previous year |
| **Quantity:** The percentage of requests fulfilled or numbers served is equal to or better than the previous year |
| **Efficiency:** Average time for a response |
| **Music**: 75% of students will perform all of the selected 6 (of the 12) major scales correctly in a maximum of two attempts. The scales will be evaluated by at least two full-time faculty using a checklist as a pass or fail. The performance will be assessed at the end of the spring and fall 2006 semesters in the normal performance evaluation process for the classes. |
| **ESL**: By the end of fall 2006, 60% of Level 5 ESL students reporting orally will receive a passing score of 12 or higher (out of 18) on an ESL department oral<br>rubric for Level 5 as measured by their classroom instructors. |
| **Speech**: 70% of the students completing Speech 1A will have an average of 2 on a three-point scale rubric evaluating eye contact, organization, body control, and volume. The rubric will be used on speech delivery for a speech given in the last fourth of the semester in spring '07. The speech will be judged by designated faculty and the data will be evaluated by the dept. SLO committee. |
| **Fire Technology**: The Fire Technology Program will administer and evaluate the standardized State Fire Marshall Firefighter I certification during the 15th week of the spring and fall semesters. Evaluations will be based upon standards set by The Office of the State Fire Marshall and The California Fire Service Training and Education System. |
| **Information Technology**: System Availability and Uptime – the student information system will be available 99% of the time during normal business<br>hours (7:30 – 4:30 Monday – Friday) as measured in academic year 2005-06 by the system administrators collecting system availability statistics. Evaluation will occur at the end of the academic year, June 30, 2006. |
| **Learning Assistance Center**: 75% of students will complete the entire survey on preferences for the Skills Lab environment. 70% of the student will mark 'a'<br>on Question 1 to show the satisfaction with the current space. 40% will mark 'a' on Question 2 to show satisfaction with the conditions. The four question survey will be administered by the front counter personnel on the sixth week of spring 2007 semester as they check into lab. Skills Lab personnel will tabulate and average the responses. |
| Increase enrollment of non-traditional and part-time students by 3% |
| Increase Career Pathway enrollments by 3% |
| Increase retention of students by 3% |
| Adopt one new program |
| Improve student ratings of instructors by 5% |
| Improve student satisfaction of services by 10% |
| Increase in-service activities for all employee groups |
| Increase student academic achievement in "X" course by 5% |

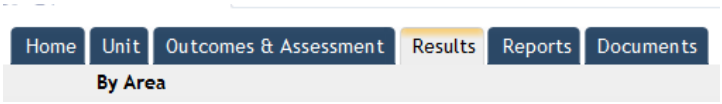
***Relating Annual Priorities and RU Goals: Click on the link***




Use this screen to relate an SLO/AESO/Annual Plan Reports to those Goals and/or Annual Priorities which it supports. The Goals of all appropriate Units are shown. To select a Goal, click the box to the left of the Goal.

| *TracDat Quick Entry Steps – Relating Annual Priorities and RU Goals* | |
|---|---|
| ***1)*** | *Notice the dropdown textbox at the top of the screen; this is the outcome that is currently being viewed* |
| ***2)*** | *Select all appropriate related annual priorities and/or reporting unit goals or other goals as displayed by checking the box next to the corresponding statement* |
| ***3)*** | Use the scroll bar to move down the screen and see additional goals or priorities. |
| ***4)*** | *Save changes* |
| ***5)*** | *Go back to the dropdown textbox and select the next outcome to be viewed* |
| ***6)*** | *Repeat steps 2 and 3 as necessary for all outcomes* |

## Results Tab and Use of Results




After collecting the data from the assessments, Step 4 of the process, enter the results into the TracDat system using the Add a Result feature. This will display a screen that includes textboxes for synthesis and analysis of the data and fulfills Step 5 of assessing the outcomes.

Results = a succinct statement that states what criteria level was achieved; this is not a paragraph or even a few sentences as this is designed to illustrate the level achieved.

Example: Criteria = 95% of students will achieve an average score of 70% on XYZ
Results = 100% of student achieved an average score of 80% on XYZ

Synthesis and Analysis is the area to enter the details associated with the results.

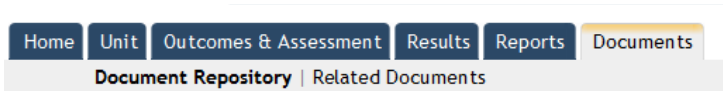
**Relate Documents** - Departments and units should support the conditions above with quantifiable data, conduct appropriate analyses, and make supportable conclusions. Data may be available from IR, check to confirm common data set information that is available for your department. You may also report on your own internally-generated data like the results from previous assessment efforts, budget reports, or advisory council minutes.

| ***TracDat Quick Entry Steps – Results Tab (Step 5)*** | |
|---|---|
| ***1)*** | *Select the area for unit results (or the annual strategic plan year for status updates) (or select the courses to enter for course results located under the selection area tab)* |
| ***2)*** | *Click on Add a Result yellow tab near the bottom of the screen* |
| ***3)*** | *When the new screen appears, click on **select** for which SLO/AUO/SA the Summary of Data applies to.* |
| ***4)*** | *Select the Assessment Method that appears in the internal screen* |
| ***5)*** | *Summary of Data: Type in the summary of data from the assessment* |
| ***6)*** | *Summary of Data Date: Type in the date the summary was entered.* |
| ***7)*** | *Summary of Data Type: If the data met or exceeded the criterion select Criterion Met; if the **data did not meet the criterion select Criterion Not Met.*** |
| ***8)*** | *Summary of Data Status: If this summary of data is complete select Closed; if it is not complete select Open from the drop down menu.* |
| ***9)*** | *Summary of Data Status Update Date: If an update is done this date will automatically default.* |
| ***10)*** | *Notes: Type in any anecdotal information or leave blank.* |
| ***11)*** | *Attach supporting documentation – this is the evidence of the assessments and supports the analysis* |
| ***12)*** | *Always click the Save Changes button when you are done.* |

If there are documents related to an AESO/SLO/Annual Priority(i.e. test examples, Excel files with data results, meeting minutes)—they can be uploaded to TracDat and associated with a particular outcome via the results and use of results screens. Documents may also be uploaded directly to the system using the Documents tab and then selected from the results and use of results screen.

Relating a document on the results or use of results screen:
Adding documents directly to the repository:

## Documents Tab




Use this screen to create document folders to store department/unit documents that are used in the assessment and planning processes. Reports provided by IT to support programs internal conditions are in the "Reports for <current year> folder.

| *TracDat Quick Entry Steps – Documents Tab* | |
|---|---|
| ***1)*** | Click on the Add Documents link |
| ***2)*** | Browse – adds a new document not already in document repository; |
| ***3)*** | Name the document in a way that identifies the information and links to the outcome |
| ***4)*** | Always click the Save Changes button when you are done. |

Results, Synthesis and Analysis (including internal and external trends) Template

| *Outcomes* | *Means of Assessment Criteria for Success* | *Results Synthesis and Analysis* | *Use of Results* |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

## Use of Results Link within the Results Entry Screen

The Use of Results is the process of closing the loop, Step 7. Determine ways to use the data and make applicable revisions to the curriculum, departmental processes and the outcomes. Departments and units should support their efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions. You may report on your own internally-generated data or request data from the Institutional Researcher ext. 7339.

Enter the information within TracDat – you may use the template located below as a guide or to record initial information. Report specific use of results, what will be done next year or in the next three years as a result of the synthesis and analysis. What improvements will be made? What changes are expected to be implemented? Explain how analysis of the data led to the changes.

NOTE: The Use of Results link will only appear after the Results have been saved by clicking the yellow Save Changes button.

| ***TracDat Quick Entry Steps – Use of Results Link (Step 7)*** | |
|---|---|
| ***5)*** | *After saving the results information the link for the Use of Results will be accessible; mini-tab on bottom left-hand side of the screen with the link located on the right-hand side of the screen* |
| ***6)*** | *Be sure the Use of Results mini-tab has been selected (the other option is for documentation)* |
| ***7)*** | *Click on the Add Use of Results link* |
| ***8)*** | *Type in the Use of Results.* |
| ***9)*** | *Request Budget Funds if needed – enter the account number* |
| ***10)*** | *Enter the amount of budget funds requested – no dollar sign, no commas or decimals* |
| ***11)*** | *Review Year Report requires the entry of internal and external trends over the last three years* |
| ***12)*** | *Annual Plan report requires the accomplishments to be listed* |
| ***13)*** | *Attach supporting documentation – any other documentation not previously related to results* |
| ***14)*** | *Always click the Save Changes button when you are done.* |

**Use of Results Template**

| ***Outcomes*** | ***Means of Assessment Criteria for Success*** | ***Results Synthesis and Analysis*** | ***Use of Results*** |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

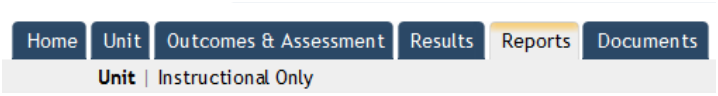
**Use of Results Screen – Resources Needed**

To facilitate completion of the "Use of Results – Resources Needed" section within TracDat, you may want to use the template to list all resources needed. Resources requested by department/unit faculty and staff are the

foundation of plan implementation toward the achievement of identified goals. Resources may include budget, facilities, staffing, research support, training, and marketing.

| Outcome | Resources Needed Y or N | List Resources Needed – Include budgetary item amounts as well as other resource types |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**Reports Tab**




This screen displays a list of all the available reports defined for the department/unit. Program level reports are displayed on the Assessment Unit screen. Note the two different screen choices:

a. **Unit** – runs reports at the Assessment Unit level –data entered on the Outcomes and Assessment tab.
b. **Course** – runs reports at the Course level –data entered on the Course Assessment Plan tab.

| ***TracDat Quick Entry Steps – Use of Results Link (Step 7)*** | |
|---|---|
| ***1)*** | *Click run to being generating a report* |
| ***2)*** | *Select the parameters to filter data for the report – this narrows down the type of information returned in the report* |
| ***3)*** | *Click the Execute Report button to generate the report (if no parameters are defined within the report the report will run automatically).* |
| ***4)*** | *The report opens in a new window.* |
| ***5)*** | *Once the report has been viewed and the data confirmed, always generate a report and save the document repository. The report is easily retrievable for the future and includes the information within the system corresponding to the date of the report.* |

**Appendix F**

**Nichols Model**

1. Addressing the Mission and Reporting Unit Goals
2. Determining Outcomes
3. Identifying Means of Assessment and Criteria for Success
4. Summarizing of Data Collected
5. Using Results

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| ***Mission and Reporting Unit Goals*** | ***Outcomes*** | ***Means of Assessment Criteria for Success*** | ***Results Synthesis and Analysis*** | ***Use of Results*** |
| The mission and applicable reporting unit goal(s) of the program, department or administrative unit. | What will the student think, feel, know or be able to do as a result of a given educational experience or from the use of services? | What tools will be used to establish and measure success?<br><br>What are the criteria for success? | Summarize the findings.<br><br>How close were the results to the criteria for success? | What does the data tell us about our process?<br><br>What, if anything, do we need to do to our course, program or department to improve?<br><br>What resources are necessary? |

**Appendix G**

**Bloom's Taxonomy**

**List of Websites and Verbs by Domain**

Clemson University

http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf

http://nerds.unl.edu/pages/preser/sec/articles/blooms.html

**Verb Wheel** - CalState Technology Enhancement Program

http://cstep.csumb.edu/Obj_tutorial/bloomwheel.html

**New Verbage**

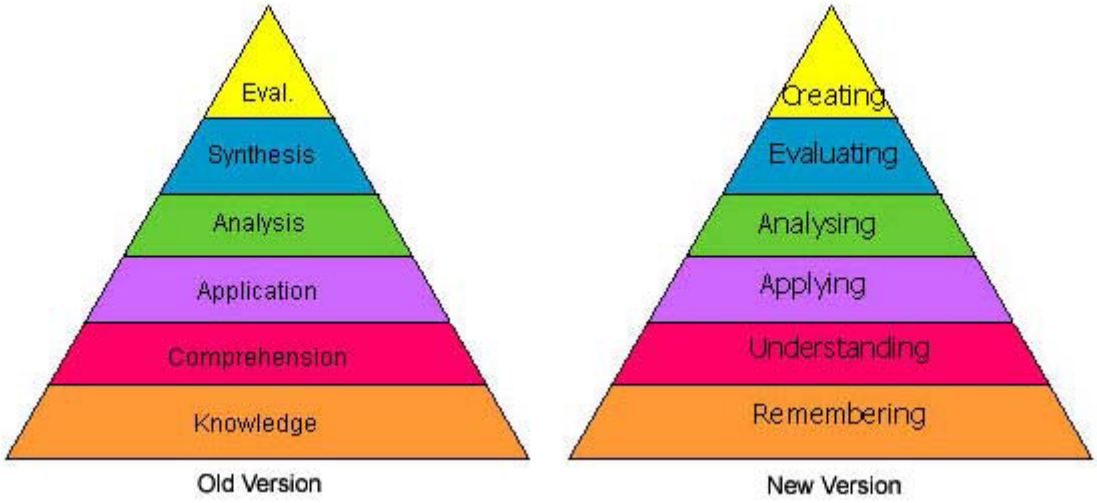
Old Dominion University

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

University of Georgia

http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy

**Domains**



## Bloom's Cognitive Domain

The following verbs are useful in discussing the six levels of Bloom's Cognitive Domain.

### *KNOWLEDGE*

discuss
define
memorize
repeat
record
list
recall
name
relate

### *ANALYSIS*

distinguish
analyze
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize

### *EVALUATION*

judge
appraise
evaluate
rate
compare
value
revise
score
select
choose

### *COMPREHENSION*

discuss
restate
describe
recognize
explain
express
identify
locate
report
review
tell

### *DIAGRAM*

inspect
debate
inventory
question
relate
solve
examine

### *ASSESS*

estimate
measure
inspect

### *APPLICATION*

translate
interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
show
sketch

### *SYNTHESIS*

compose
plan
design
formulate
arrange
assemble
collect
construct
create
set up
organize
manage
prepare
propose

## Appendix H

## Developing and Assessing Outcomes

The following are some guiding questions to help in the development of SLOs and AESOs:

Think about a course completer or program graduate. What kind of course/program experience would allow for the greatest student success?

As a result of this course/program:

- What should this student know or understand?
- What will this student be able to do?
- What kind of skills or values will this student possess?

Think about a student or potential student who will receive a certain service. What kind of service experience would allow for the greatest satisfaction?

As a result of this service:

- How should this student act?
- What kind of attitude should this student possess?
- What will the student gain?

When considering the questions above, think about how you will know whether or not your students or clients have performed as you had intended for them to perform. What will the students or clients do to provide evidence that they have successfully met your expectations?

Once the outcomes have been developed, create the assessment plan (means of assessment and criteria for success) and include the following:

- What means of assessment will you employ?
    - Choices include course-embedded assessments, portfolios, surveys, and tests
- How do you expect your students/clients to fare?
    - Establish a minimum score for success and indicate the number (%, fraction, actual number) of students/clients whom you expect to meet the minimum score
- Whom will you assess?
    - Consider the course(s), class section, activity, workshop, term
- How will you collect your evidence?
- When will you collect your evidence?
- Who will be responsible for the administration of the assessment?
- Who will be responsible for the evaluation of the data collected?
- If you have conducted this assessment in the past, do you have any previous data to use as a marker for comparison?
- How would you plan to use the results?

Remember that you don't have to measure everything about every student during every course in every term or about every client for every service! Be selective and measure only those areas in which you are most interested and/or those areas that are most relevant to meeting current or future student/client needs.

## Appendix I

## Identification of Institutional General Student Learning Outcomes

**General Student Learning Outcomes:**

The purpose of the entire general education assessment is to evaluate how our institution and its curriculum are equipping our students with the basic general education skills – and then, as a result of the evaluation, to adjust the curriculum, if necessary, to assure that these outcomes are being adequately addressed. So, the assessment is formative rather than summative.

Several principles underlie the process. First, the general education learning outcomes are the responsibility of the faculty as a whole, not merely the responsibility of isolated departments. Next, the process was designed to be minimally intrusive for faculty. Also, it is important to note that neither names of students nor names of faculty are attached to any of the work when it is evaluated, and as a result, no names are attached to the data as it is analyzed and reported.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES are the knowledge, skill, attitudes, and abilities every student should possess after graduating with a certificate or degree from Southwestern Oregon Community College. Students will be able to demonstrate achievement of these outcomes as well as the specific curriculum outcomes for their academic or technical area of study.

- **Communication:** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, and 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 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.

Approved by SOCC Faculty Senate – January 28, 2005

Modified from the League for Innovation, www.league.org

Academic leaders, in concert with Faculty Senate and Student Services Leaders, determined, in 2007 that the Collegiate Assessment of Academic Proficiency test (CAAP) would become the global assessment tool for the general education student learning outcomes. The assessment is administered every three years (previously done annually through 2009), data is collected from the results of the assessments and the data is compiled in preparation for analysis, synthesis and use of results to improve teaching and learning.

## Appendix J

## Assessment Steps 5 to 8: Evaluation of Assessments and Outcomes

### Step 5: Data Analysis - Aggregate and analyze the data.

After the assessment has been conducted, analyze and summarize the data. Refer to your assessment plan and examine the actual student performance or client behavior with what you had expected. How do they compare?

***Some questions to consider when studying the data:***

- What skills (or portions of skills) did students universally understand?
- What were the most common errors that students made?
- What did the students not grasp at all?
- For which parts of the service did clients express the greatest satisfaction?
- What were some of their recommendations?
- Are there other findings that you did not expect?
- What are you most surprised by?
- Were there any trends, patterns or themes that emerged from the data?

***Some guidelines to keep in mind after documenting the data:***

- Does your summary of the data clearly address the means of assessment and criteria for success stated in the assessment plan?
- Have you reported the actual results for the expected level of success (include %, fraction, actual number, etc.)?
- Have you highlighted any key findings?
- When you have prepared your summary of data, did you enter it into TracDat. (Appendix E)
- Did you attach any relevant documents such as spreadsheets or findings. (Appendix E)

### Examples: Data Analysis and Summary

**Welding**: From fall 2006 and spring 2007:
These following scores reflect the percentage of students passing each subcategory of the practical exam:

| | |
|---|---|
| Welder Selection | 100% |
| Welder Set up | 90% |
| Metal Preparation | 100% |
| Rod Selection | 82% |
| Speed of Travel | 50% |
| Rod Angle | 50% |

Conclusion: Students require additional instruction in learning rod selection, and the manipulative skills of rod angle and speed of travel to meet the department's outcomes.

### Step 6: Closing the Loop

**Determine ways to use the data and make applicable revisions to the curriculum, departmental processes, and the outcomes.**

Schedule and conduct another meeting with your faculty/staff to discuss the assessment results and the data summary. This step is the most vital since this is the time when you and your team can examine the findings,

see areas for growth or opportunity, and brainstorm ideas and methods to address those areas. The purpose of this meeting is to stimulate meaningful discussion and initiate change.

***Guiding questions could include the following:***

- Were you satisfied with the student performance or client response?
- Are changes or improvements necessary?
- Based on the data analysis and summary, how would you modify the teaching/service to better address the student/client needs?
- SLOs: What should be done to improve student learning?
- What elements of the teaching and learning process should be added, deleted or modified to increase student success?
- AESOs: What do you need in order to improve student/client experiences?

***Evaluate the assessment plan***.

- What did you think of this SLO/AESO?
- Does it need to be revised?
- Does the criteria for success need to be changed?
- Should this outcome be assessed again?

***Once adequate discussion has taken place, determine the plan of action and make necessary revisions or changes.***

**Examples: Closing the Loop**

**Welding**: As a result of the low scores in the two subcategories involving manipulative skills, the Welding department began a peer tutoring program to assist welders with their manipulative skills. As a result of the low scores in subcategory 4, direct instruction on welding rod selection has increased by 3 hours in both WELD 40 and WELD 51.

**Step 7: Documentation –**

***When documenting your use of results, consider the following:***

- Does your plan for change align with the findings from the assessment effort?
- What improvements, enhancements, changes does your unit/office/department plan to make as a result of the findings?
- Who will be responsible for making the change?
- When will the change take place?

**Step 8: Continuous Cycle - Repeat the process continuously focusing on various SLOs/AUOs.**

The process of self-reflection and assessment must remain a continuous process in order to bring about meaningful change. Assessment enables each department to evaluate its current and future goals and then plan strategies to serve its students and clients. Continuous improvement builds on existing efforts to improve student performance and optimize student/client experiences. Thus, it is imperative to continue campus-wide and unit level discussions and revise assessment efforts as necessary to ensure that student and client needs are being met.

## Appendix K

## Institutional Effectiveness Glossary of Terms and Definitions

The following **terms** and **definitions** are used within the Southwestern Institutional Effectiveness Planning and Assessment Handbook:

**Accreditation:** The process by which a private, non-governmental body evaluates an educational institution or program of study and formally recognizes it as having met certain predetermined criteria or standards. The process involves initial and periodic self-study and evaluation by peers. Accreditation implies stimulation toward quality improvement beyond the minimum standards specified by the accrediting body. The essential purpose of the accreditation process is to provide a professional judgment as to the quality of the educational institution or program offered and to encourage continual improvement thereof. (www.nwccu.org)

Southwestern is regionally accredited by Northwest Commission on Colleges and Universities (NWCCU). Program and special accreditation agencies also exist (Culinary, Early Childhood Education, EMT to name a few).

**Analysis of Results:**

**Annual Priority:** The priorities identified by all of the college faculty and staff through the planning process. The things we plan to do; what faculty and staff expect to implement, complete, or achieve in a given year.

**Assessment:** The process for gathering evidence of student learning, discovering the degree to which courses, programs and administrative and educational support services accomplish intended outcomes, and probing the achievement of institutional goals and mission.

***Assessment Method:*** Essentially two types of assessment – 1) **Direct methods** of assessment require students to produce work so that reviewers can assess how well students meet expectations and 2) **Indirect methods** of assessment provide opportunities for students to reflect on their learning experiences and inform the reviewers their perceptions of their learning experience (Palomba & Banta, 1999).

***Embedded Assessment:*** Refers to assessment that is included as part of the regular instruction or service. For example, specific questions can be embedded in numerous classes via quizzes, tests, and homework to provide summative and formative evaluation of departmental, program, or institutional outcomes. Embedded assessment is more easily obtained as it uses current assignments/tests for the assessment purposes and does not require much additional or extra work from the instructor.

***Formative Assessment:*** Observations which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning. This type of assessment is descriptive, focusing on the process.

***Performance based Assessment:*** Applies with items or tasks that require students to apply knowledge, skills, and abilities in real world situations. Similar to direct assessment, performance based assessment illustrates skills of students through direct measurements of their behaviors on an instrument or assignment. Performance based assessment might be a part of a formative assessment process, as an instructor might elect to grade a student's performance to determine a student's improvement in a skill (the purpose of formative assessment). An instructor might also use a performance based assessment as one aspect of the student's skill set in a cumulative assessment of grades, performance, etc. (summative assessment). Performance based assessment is an example of authentic assessment because instead of using a standardized test to measure a skill, the student is required to illustrate his/her knowledge. Finally, performance based assessment is contrasted to indirect assessment because indirect assessments ask students to reflect upon the learning process rather than to demonstrate).

***Summative Assessment:*** Evaluation at the conclusion of a unit of instruction, used to determine or judge student skills and knowledge or the effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year's study

**Assessment Plan:** An assessment plan is the combination of ***outcomes***, ***means of assessment*** and ***criteria for success*** that have been identified for every unit/department on campus.

**Budgeting**: The process of developing a planned level of projected revenues and expenditures

**CAAP:** Collegiate Assessment of Academic Performance (CAAP). A nationally normed, standardized, academic test designed to measure general-education foundational skills that are typically attained in the first two years of college. The CAAP test scores provide one way to estimate the level of educational development.

**CCSSE:** Community College Survey of Student Engagement – a national survey administered every three years

**Certificates:** one-year certificates approved by the State

**Cohort:** A group whose progress is measured at different points in time. Refers to a specialized group of students who share a common element or characteristic. Examples include first-time freshman, student who begin the same program of study at the same time. Cohorts are often tracked over long periods of time (e.g., via longitudinal studies).

**Completers:** Students completing a course, credential, certificate or graduate from the college

**Completion Rate:** The proportion of students (cohort) who enrolled in and subsequently completed a course, degree, certificate, or a short-term program.

**Core Theme:** Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice. *As defined by NWCCU, a core theme* is a *manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.*

**Core Values:** The values we hold which form the foundation on which we perform work and conduct ourselves. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do.

**Course Completion Rate:** The percentage of students earning passing grades of A, B, C, D, S, and R issued to students that were enrolled within a course at the end of the refund period.

**Credential:** an educational goal below the level of the one-year certificate level (short-term certificate)

**Criteria for Success:** Criterion established to act as evidence of whether an outcome is achieved. ***Answers the question: "What is the target expectation level?"***

**Degree Program:** two-year degree programs approved by the State

***Transfer Degree Programs:*** AAOT, AS and ASOT two-year degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Applied Associate of Science (A.A.S.). A lower division undergraduate degree normally representing about two years (60 semester or 90 quarter units) of college study or its equivalent in depth and quality of learning experience. The A.A. degree implies more liberal education orientation, the A.S. degree implies an applied education orientation, and the A.A.S. implies even more emphasis on an applied educational orientation.

**Discipline:** a branch of learning or scholarly instruction. (Oxford English Dictionary) i.e. geology, biology, chemistry, physics and etc.

**Division:** Specialized unit within the College. i.e. Allied Health, Math, Science, Health and Physical Education, or Student Support Services

**Fill-Rate:** Percentage of students enrolled (course, program, etc) at the end of the refund period

**Formative Assessment:** ***See Assessment***

**Foundational Requirements:** An essential collegiate-level component of associate and baccalaureate degree programs designed to foster effective independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge. (NWCCU) Required for completion of the Associate of Arts Oregon Transfer Degree.

**FTE:** Full-time equivalent – the enrollment of a student based on 510 clock hours equals 1 FTE;

***Reimbursable FTE*** – courses approved for state funding reimbursement and students who qualify for state funding reimbursement (instate students and border state students, second term out of state students).

***Non-reimbursable FTE***- course is not approved for state funding reimbursement or the student clock hours do not qualify for state funding reimbursement (foreign students, students outside of the state other than border states in their first term of enrollment).

**Goal:** A result that the College is attempting to achieve. A desired organizational end-point, achieved through some sort of development. ***Answers the question: "Where do we want to go?"***

***Reporting Unit Goal*:** A reporting unit goal that has been developed in collaboration with members of the reporting unit and which also aligns with one or more of the institutional strategic goals. Approved by the Reporting Unit Administrator/Supervisor.

***Strategic Plan Goal***: A goal that is developed by members of the College and the community then used for Strategic Planning

**Graduation Rate:** The proportion of students who enrolled in and subsequently completed a degree or certificate program compared to the original number of students (cohort) that enrolled at the end of the refund period.

**Headcount:** Numerical number of students enrolled in courses at Southwestern

***Duplicated Headcount or Student Enrollment:*** The total number of students enrolled in all courses at Southwestern wherein the count is duplicated for students enrolled in more than one course.

***Unduplicated Headcount or Unduplicated Enrollment:*** The total number of students enrolled in a single course or who have attended Southwestern having been counted only one time in the total figure.

**HelpBox:** Online system used to request Integrated Technology Services (ITS) support; requires a login and is available on the intranet. All ITS requests for assistance need to be logged

**Indicator:** The particular characteristic, dimension, or element you will be measuring to monitor in outcomes attainment. An indicator is a regularly produced measure that described a specified condition or result that the college can gather information on, examine and report on, and use regularly and systematically as a tool for planning, assessment and decision making.

***Success Indicator***: The indicators identified by the institution to illustrate achievement of the mission.

**Institutional Effectiveness:** The process of articulating the mission of the college, setting goals, defining how the college and community will know when these goals are being met and using the data from assessment in an on-going cycle of planning and evaluation. (National Alliance of Community and Technical Colleges). It is the ability of the College to match its performance to the purposes established in its mission and vision statements (see Ewell, 1992) and to the needs and expectations of its stakeholders (see Alfred, 2005)

**Licensure and Certification Pass Rates:** Proportion of students who obtain licensure or certification in a career or technical program offering such option as compared to the original enrolled students (cohort) at the end of the refund period.

**Means of Assessment or Measure:** Method (direct or indirect – a tool) used to measure whether a desired outcome has been achieved.

**Method**: ***See Assessment – Assessment Method***

**Mission:** Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

**Mission Fulfillment:** Southwestern demonstrates achievement of mission fulfillment by successfully meeting the objectives of our core themes. ***Objective*** performance is measured by setting annual target ***benchmarks*** for each core theme ***indicator of success***. Core themes are mapped to individual indicators of success and reviewed each year for applicability, annual target benchmarks, and consideration of new or deletion of a measure.

**NWCCU:** Northwest Commission on Colleges and Universities

**Objective**: Describes the accomplishment of the indicator of achievement or planned priorities. Ex: Produce 4 quarterly reports and 2 annual reports.

**Outcome:**

***Expected Learning Outcomes:*** "Learning Outcomes are statements of the knowledge, skills, and abilities the individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, program, degree)." (League for Innovation, 2001 at: http://www.league.org/league/projects/lcp/lcp3/Learning_Outcomes.htm) based on the work of Barr, McCabe, and Sifferlen

***Administrative or Educational Unit Outcome*:** A culminating activity, product, or performance that can be measured. The results or evidence of students' experiences associated with the services provided by an administrative or educational unit. ***Answers the question: "What will the students GAIN or EXPECT from the experience/service provided?"***

***Program Outcomes***: All identified Student Learning Outcomes specific to the program, a culminating activity, product, or performance that can be measured. ***Answers the question, "What will the student be able to DO with what is learned in the program?***

***Student Learning Outcome*:** A culminating activity, product, or performance that can be measured. The results or evidence of students' learning experiences ***Answers the question, "What will the student be able to DO with what is learned in a course and/or program?***

**Performance after Transfer:** The cumulative GPA achieved by students who originally enrolled at Southwestern during a specified year (cohort) who then transfer to an Oregon public four-year university compared to other students at the same university.

**Persistence:** a measure of the students who enroll for the first time at the beginning of one academic year and who are still enrolled at the beginning of the following year in at least one credit, but who have not yet graduated or completed a degree or certificate.

**Placement Rates:** The proportion of entering students who then obtain employment in a field directly related to that skill within one year of last attendance compared to the original number of enrolled students (cohort) at the end of the refund period.

**Planning:** The process by which the mission and goals of an institution are determined and the means to achieve them are specified. Institutional planning incorporates the institution's statement of purpose and comprehensive self-study with plans that take into account the possible need for modification of goals, clientele served, programs offered, educational methods employed, and modes of support utilized

**Program:** Instructional programs encompass all educational offerings including credentials, certificates (pathways, short-term and one-year) and two-year degrees with a breakdown by course of study and/or discipline. A systemic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements for a degree or a credential. May refer to the total educational offering of an institution.

**Program Review**: Program review occurs every three years and the end product is a report compilation of three years' of data, which illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students) based on the synthesis and analysis of data showing internal and external trends.
Program review consists of four parts:

1) A comprehensive review of the unit outcomes;
2) The synthesis and analysis of the results of each outcome;
3) Review of the internal and external trends that impact the unit; and
4) The use of results for each outcome.

**Related Instruction:** A recognizable body of instruction in program-related areas of communication, computation, and human relations for applied or specialized associate degree or certificate programs of 30 semester credits or 45 quarter credits in length.

**Reporting Unit:** Management level reporting areas such as the President, Office of Instruction, Administrative Services, and the like.

**Reporting Unit Goal: *See Goal***

**Results:** The culminating information related to a measure associated with an outcome or for yearly reporting. i.e. Data derived from measuring an outcome or objective.

**Retention –** Student cohort enrollment measured one year later

**SENSE:** Survey of Entering Student Engagement, a national survey

**Statistic of Interest:** Results in a statistical figure based on the defined criteria. ***Example: The proportion of students who enrolled in and subsequently completed a degree or certificate program.***

**Strategic Plan:** The plans of the college associated with the strategic goals, including the annual priorities.

**Strategic Plan Goal: *See Goal***

**Status Updates:** The update of accomplishment associated with the annual priorities to reflect what has been implemented, completed, or achieved during a given year.

**Student Goal Attainment:** A measure of students whose initial goals upon entering the college were met upon exit from the college.

**Student Learning Outcome:** *See Outcome*

**Student Satisfaction Rate:** The proportion of graduates whose college experience met or exceeded the expectations they held upon initial enrollment.

**Success Indicator:** *See Indicator*

**Summative Assessment: *See Assessment.***

**Target:** Target level identified for achievement/success - percentages and figures established for identified performance indicators. Includes: student performance standards - the level(s) of student competence in a content area; an actual measurement of group performance against an established standard at defined points along the path toward reaching the standard. Subsequent measurements of group performance use the target levels to measure progress toward achievement.

**Transfer Degree Programs: *See Degree Program***

**Transfer Rates:** Proportion of an entering degree-enrolled, student cohort that enrolls in another college ***within one year of leaving the college***.

> ***Transfer-out-Rate*:** percentage of students previously enrolled at Southwestern who transfer to another college who were pursuing a credential, certificate or degree program
>
> ***Transfer-out-Transfer Degree Rate*:** percentage of students **previously** enrolled at Southwestern ***in transfer degree programs*** who transfer to another college (AAOT, AS and ASOT)

**Unit:** generally defined as an academic, administrative or educational support area that has a budget unit associated with the area and that reports to a mid-management or upper-management level.

**Use of Results:** The planned improvements, enhancements or new items identified from the results, synthesis and analysis of the assessment process.

**Vision:** Southwestern's vision statement:  Southwestern Leads and Inspires Lifelong Learning

## References

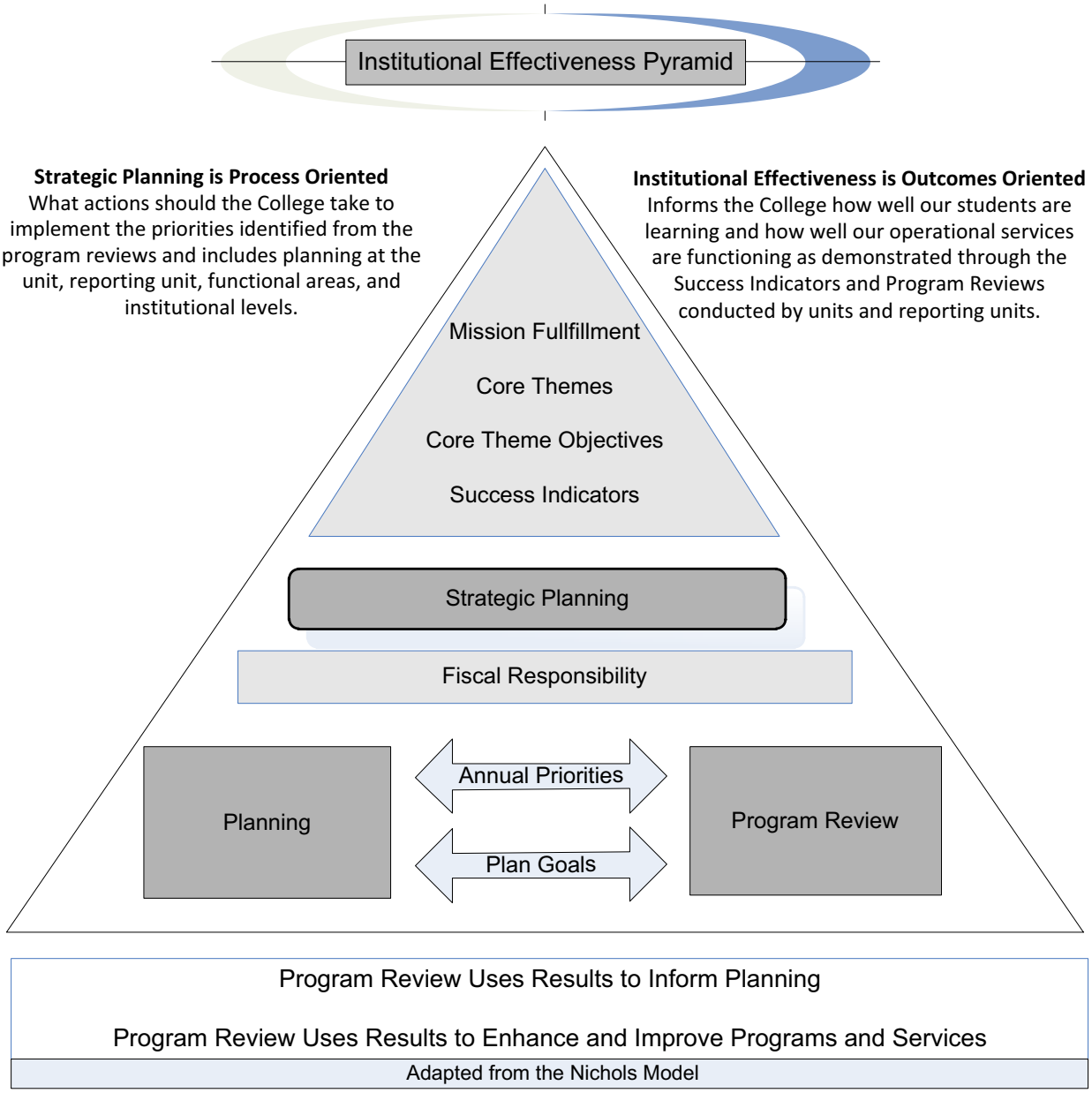
Definition Resources (2010).

Definitions and language adapted from the Mt. San Antonio College Assessment Handbook, with permission, 2010

Retrieved from http://ww2.gsu.edu/-wwwotc (indicator and objective)

Retrieved from http://assessment.tamu.edu/asmt/methods.htm

**APPENDIX F**


Institutional Effectiveness Pyramid
Strategic Planning is Process Oriented
What actions should the College take to implement the priorities identified from the program reviews and includes planning at the unit, reporting unit, functional areas, and institutional levels.
Institutional Effectiveness is Outcomes Oriented
Informs the College how well our students are learning and how well our operational services are functioning as demonstrated through the Success Indicators and Program Reviews conducted by units and reporting units.
Mission Fullfillment
Core Themes
Core Theme Objectives
Success Indicators
Strategic Planning
Fiscal Responsibility
Planning
Annual Priorities
Plan Goals
Program Review
Program Review Uses Results to Inform Planning
Program Review Uses Results to Enhance and Improve Programs and Services
Adapted from the Nichols Model