



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Prepared for

NORTHWEST COMMISSION OF COLLEGES AND UNIVERSITIES

**FIFTH YEAR REGULAR INTERIM REPORT
FOR REAFFIRMATION OF ACCREDITATION**

April 26-27, 2007

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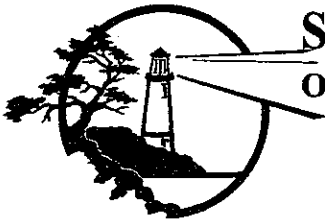
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SOUTHWESTERN

Oregon Community College

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March 23, 2007

Executive Director Sandra Elman
Northwest Association of Colleges and Universities
8060 165th Avenue NE, Suite 100
Redmond, WA 98502-3981

Dear Dr. Elman:

The enclosed *Southwestern Oregon Community College Regular Interim Report* responds to the Northwest Commission on Colleges and Universities (NWCCU) request for response to Parts A and B of the Regular Interim Report Outline. This report outlines in Part A the actions taken regarding recommendations from the full-scale evaluation committee report received in 2002 and in Part B questions related to institutional changes that have occurred since the last full-scale evaluation.

Please find six (6) printed copies, and one (1) Adobe Acrobat formatted electronic copy, of the Accreditation Regular Interim Report from Southwestern Oregon Community College (Southwestern). Per the request of the Commission, a copy of the 2006-07 Southwestern Catalog is also enclosed.

We look forward to your review scheduled for April 26 and 27, 2007 and Commission response to Southwestern Oregon Community College growth since our last visit.

Sincerely,

Judith M.L. Hansen, Ph.D.
President

Enclosures: 6 printed copies
 1 electronic copy on CD-ROM (Adobe Acrobat format)

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Part A

Part A – Response to April 2002 General Recommendations

Recommendation One:

The college has yet to complete and implement the 1992 recommendation to establish an institutional planning and assessment model, therefore it is recommended:

- 1. That the college completes, implements, and sustains an institutional effectiveness planning and assessment model, produced in collaboration with all campus constituencies (1B.1, 1.B.3).**
 - a. That the plan, which must be reflective of the college’s mission and goals, includes institutional outcomes, and program level educational learning outcomes, with appropriate measures (1.A.5, 1.B.2,2.A.4, 2.B.1, Policy 2.2, 3.B.6, 5.E.3).**
 - b. That the plan provides for utilization of the outcomes measures to assess institutional and program effectiveness on a systematic, regular basis (1.B.2, 1.B.4).**
 - c. That the institution and programs demonstrate the use of these data to judge achievement of goals, guide resource allocation, and, where necessary, to effect modifications (1.B.4, 1.B.5, 1.B.6, 1.B.7, 1.B.8, 1.B.9).**

Introduction

Since the Commission’s visit in 2004, the college has completed full implementation of cyclical planning and assessment processes that allow for effective allocation of resources, measuring progress toward goals, and making changes for improvement. The Commission accepted Southwestern’s May 2006 interim report which fully addressed recommendation 1.

Southwestern continues addressing this recommendation through a comprehensive, integrated institutional planning and assessment model. The processes Southwestern employs connect continual institutional planning of the College’s rolling three-year Strategic Plan, integrated assessment of identified key performance indicators, resource allocation based on the College’s Strategic Plan, intentional implementation of the Strategic Plan’s goals and strategies, and ongoing evaluation to effect continual improvement of the College’s measures of institutional effectiveness. The completion of full implementation of Southwestern’s cyclical planning and assessment processes has at its core a rolling three-year Strategic Plan.

Strategic Plan

What began in Fall 2005 with 36 visioning sessions on campus and throughout the community to determine the local climate through a modified SWOT analysis was followed up with the appointment of a community commission in Winter 2006. The commission finished its work in Spring 2006 with a report which formed the core of Southwestern’s 2006-2009 Strategic Plan. This initial plan consisted of six goals, a minimum of two strategies per year for each goal, and identified measures for each strategy. Also adopted at the completion of this initial process was a new College Vision: *Southwestern leads and inspires lifelong learning*.

Throughout the 2006-07 academic year progress made on implementing the plan’s six goals and multiple strategies has been reported monthly to the Southwestern Board of Education. Simultaneously, the College’s 2007-2010 Strategic Plan has been revised for a new cycle; the Plan now limits each of the six goals to no more than two strategies and only one measure, with the budgetary impact of each strategy now included in the Plan. The 2007-2010 Strategic Plan is now drafted (see Exhibit A.1) and its review for adoption by the Board of Education is underway.

Effective planning is only one linchpin to a successful structure for institutional effectiveness. A cohesive institutional effectiveness model was needed. As the initial three-year Strategic Plan was being developed and adopted in 2005-06, a comprehensive measurement model also took shape.

Institutional Effectiveness Model

The multiple elements involved in a comprehensive measuring of institutional effectiveness require orchestration. Over the years, these activities on campus have evolved into cyclical processes. This led to the development in 2005-06 of the College's Institutional Effectiveness Model. The model, illustrated in Southwestern's May 2006 report to the Commission, has been updated as a result of feedback and evaluation of the model during the current 2006-07 planning process. The revised model incorporates within the cyclical planning and assessment process (see Exhibit A.2) the Board of Education's annual visioning process and the College's annual report to the community, rather than their original ancillary position outside the model.

Over the last year, several enhancements have been made to the institutional committee structure in an effort to integrate all elements of the Institutional Effectiveness Model cycle. The following list represents new committees, teams or other groups that have been formed or significantly modified. A visual depiction of the interrelatedness of these efforts has been drafted (see Exhibit A.3) to reinforce the complementary and collaborative nature of a comprehensive Institutional Effectiveness Model.

- President Hansen formed the *Vision Group* in 2006, replacing a former Marketing and Managers group that had grown unwieldy and ineffective. This group meets bi-monthly to provide oversight for procedural and process issues in support of the Board of Education's policy based governance structure. Members of the group represent major functional areas of the College, including instruction and student services, administrative services, and integrated technology services. By focusing the work of the *Vision Group* and being intentionally inclusive of a full range of campus leadership personnel, this team regularly assesses the College's progress toward continual improvement of institutional effectiveness, and refines college-wide efforts to implement the College's Strategic Plan.
- At the same time as the *Vision Group* was formed, three other committees were established to address institutional effectiveness surrounding a comprehensive view of the College's enrollment management efforts. These three committees were the *Enrollment Development Committee*, the *Enrollment Management Committee*, and the *Student Marketing Committee*. Southwestern envisions the results of these three committees will provide a comprehensive approach to enrollment management, supporting students at every step along their educational pathway from the moment they express initial interest in an education at Southwestern forward through a lifetime of learning opportunities.
- The *Enrollment Development Committee* was established to provide research, identify and project the potential enrollment growth for new, existing, and under-enrolled programs. The ongoing assessment of institutional effectiveness this committee provides helps Southwestern remain flexible and responsive to rapidly changing workforce and educational preparedness skills for Southwestern's students and community stakeholders.
- The *Enrollment Management Committee* focuses on internal marketing and enrollment issues such as admissions marketing, retention analysis and institutional response, pricing and financial aid leveraging, scholarships, student information systems, effective enrollment research, and the maintaining of accurate student records. The assessments this committee makes keeps the College centered on its vision, mission, and values.
- The *Student Marketing Committee* develops a comprehensive student recruitment plan, and regularly reviews program areas that could benefit from targeted marketing. These efforts support institutional effectiveness by meeting the needs of the district we serve and the students we educate.
- In the summer of 2005, the new Dean of Instruction formed the *Instructional Leadership Team* (ILT). The purpose of ILT was to develop, implement, and assess divisional strategic plans in conjunction with the College's Strategic Plan being formulated.

- Following reorganization in early 2006, the Dean of Instruction became the Vice President of Instruction and Student Services. Utilizing the same model established with instruction, the Vice President created the *Student Services Leadership Team (SSLT)*. The function of the SSLT was identical to ILT.
- The *Integrated Technology Governance Council (ITG)* was resurrected from the defunct Institute Wide Technology Committee (IWTC) in Fall 2006. The purpose of ITG is to develop, prioritize, review, and evaluate the Integrated Technology Services' strategic plan in accordance with the College's vision, mission, core values, and Strategic Plan. The ongoing assessment of the integration of a divisional strategic plans and Southwestern's Strategic Plan – as evidenced by ILT, SSLT, and ITG, – is essential to the continual assessment, planning, and improvement of the Institutional Effectiveness Model.
- In winter 2007, the college formed and established *Southwestern's Team for Research, Innovation, Validity and Effectiveness (STRIVE)* team. STRIVE is charged with supporting continuous improvement in the areas of institutional research and assessment. This team will be involved in the development of the Southwestern Community dashboard indicators, linking the indicators to the strategic plan goals and measures, and develop measures to assess the process.
- Prior to 2006, the *Budget and Planning Committee* was only a subcommittee of the Faculty Senate; furthermore, it served only a peripheral function in the budgeting process at Southwestern. With the budget and planning cycle fully incorporated in the Institutional Effectiveness Model, this committee now has expanded representation of staff. Current representation includes faculty, classified staff, administrative staff and Board Members. This committee leads a campus-wide annual assessment of the Strategic Plan, actively participates in the budgeting process, and regularly communicates to all campus constituents. Regular communication is required to ensure the staff is kept informed about Strategic Plan revisions, fiscal proposals, gap analysis recommendations, and decisions made throughout the planning and budgetary process. Since the Strategic Plan now includes budgetary needs to accomplish the College's goals and strategies, the entire budget process is integrated in the complete cycle of planning, resource allocation, implementation, and assessment that comprises the Institutional Effectiveness Model.

Planning and Assessment Cycle

The Planning and Assessment Cycle is a critical component of the Institutional Effectiveness Model. The cycle includes goal setting, assessment, resource allocation, and implementation and evaluation as the four processes of planning and assessment (see Exhibit A.4). The College's early work in measuring institutional effectiveness guided the development and refining of the processes to the current Planning and Assessment Cycle as well as the development of new tools for assessment and communication of processes.

The cyclical completion of the cycle allowed the college to assess its effectiveness and enhance the process to meet changing instructional and administrative needs. One result of completing the cycle for administrative services has been the decision to place the administrative units on a rotating triennial cycle, the same as the instructional units. This decision was supported by evidence collected during an evaluation of the process clearly indicating the need to assess areas based on functional similarities. As a result a new assessment schedule (see Exhibit A.5) was created to illustrate the implementation of these process improvements.

The assessment summary form was redesigned in order to link each college unit to the College Strategic Plan and includes a column for budget and resources impact. The STRIVE team reviewed and affirmed the use of the form for continued piloting during 2006-07 with one recommendation for change:

objectives renamed to strategies for consistency with the strategic plan. The new form provides staff with the freedom to utilize appropriate assessment tools within each unit.

Academic areas have multiple methods and tools available that have been developed specifically for their areas (e.g. Computer Information Systems, Early Childhood Education, Nursing, Psychology, etc.). The ability to utilize content area specific assessment tools has broadened the range of tools utilized for assessing learning and learning outcomes, providing for a more comprehensive assessment analysis. One significant improvement to the College's assessment process has been a revision of the Assessment Summary Form during 2006-07. This new form (see Exhibit A.6) replaces two formerly used forms, thus simplifying the process, and clarifying for faculty and staff completing assessments the interrelationships between both quantitative and qualitative measures. As a result, assessments are being completed quickly, with more complete data, and demonstrating a use of more complex critical thought.

With each revision of the College's forms and processes, campus awareness has increased with respect to how measurable outcomes provide a more complete and true assessment model of effectiveness. Where previously it was acceptable to have outcomes loosely stating how a unit would determine success of a goal, the new assessment summary form now requires an outcome statement that is clearly linked to a measure that in turn is linked to the College's Strategic Plan and its goals, strategies, and measures.

The Strategic Plan has been a useful tool leading to refinements in the instructional arena as well. After the first round of assessment based on a three-year cycle, findings from those assessments and practical analysis of the exponential changes occurring in society's information age indicated that a three-year cycle for instructional programs was less responsive than desired to changing student needs, workforce fluctuations, and emerging economic demands. The college determined a more sensitive, data-driven mechanism was needed to trigger program performance analysis outside of the established triennial rotation.

A set of thresholds for instructional programs was developed during 2005-06 that will allow for quarterly reviews of programs to alert the college to emerging areas of concern. In 2006-07, Southwestern piloted the thresholds analysis which consists of quantitative criteria for analyzing all programs utilizing two measures, 1) a quarterly analysis and 2) annual analysis report. The threshold analysis is a proactive approach to monitoring programs and provides data in a timely manner to support early intervention for identified programs that dip below the minimal thresholds for performance levels.

Instructional programs that do not meet the established set of threshold measures will undergo an immediate assessment to determine whether the program requires a more in-depth review of its effectiveness. Outmoded curriculum and programs are thus revealed through objective measures every three months, rather than every three years.

Assessment and analysis of programs are two related processes; the development of programmatic thresholds supports staff initiating discussions and implementing new changes to improve organizational performance; thus increasing program quality. In developing this revised program performance analysis process, three levels of performance indicators were established to monitor the effectiveness of the programs:

- Level 1 – Quarterly and annual threshold analysis reports assist faculty and staff to evaluate the performance of programs utilizing identified performance indicators based on an established timeline.
- Level 2 – Programs falling below any Level 1 threshold at the end of an academic year will be analyzed utilizing additional performance indicators based on a set timeline. Level 2 indicators take a closer look at student success factors.

- Level 3 – Programs that have been previously identified for review at Level 2 and again fall below Level 1 and/or 2 thresholds will be analyzed utilizing more in-depth performance indicators based on an established timeline. Level 3 indicators are designed to take a comprehensive look at the entire program.

To assist in campus personnel understanding of the process, a flowchart was created (see Exhibit A.7) to illustrate these three levels and how a program would progress through them over time. The creation of these progressive levels of review enables Southwestern to continuously assess and analyze academic program viability. Ultimately, programs that have progressively move through all three levels of criteria, and fall below the thresholds of Level 1, 2 and 3, may be recommended for review using the Program Viability Process. This process is in the early stages of development since data are still being collected through program pilots. However, with the implementation of these quarterly and annual analyses, all programs can now be evaluated utilizing three levels of analysis criteria as part of a longitudinal triennial assessment beginning with the academic year 2007-08. The focus on data trends will result in making a three-year cycle of program performance analysis more relevant.

Recommendation Two:

That the college replaces the 1993 master plan for campus physical development with a new master plan, consistent with the mission and the long range educational plan of the institution that the master plan is updated periodically (8.C.1).

The college updated the Master Facilities Plan, as outlined in the April 2004 response report. Planning efforts began in the summer of 2003 when administrative staff and the architect met to discuss the planning process. The architect's scope of work involved translating the college's educational and entrepreneurial plans into space needs assessments, proposing construction alternatives, identifying building sites, and developing project cost estimates.

The college conducted a Capital Facilities Needs Assessment exercise with staff during fall 2003 in-service. College staff were provided information on the college's current status, Board of Education goals, and strategic directions for the future. Administrative, instructional, and support staff provided input on space needs on campus, maintenance and repair concerns, and perceived inadequacies at both the Coos Bay campus and the Curry campus in Brookings. Projects were divided into four categories:

1. Site-work Improvements,
2. Building Construction/Remodel Projects,
3. Major Maintenance/Repair Projects, and
4. ADA Compliance Projects.

Administrative staff and the architect reviewed project cost estimates. The Master Facilities Plan was completed in April 2004.

Since the last visit from NWCCU, key administrative positions have been replaced, including the president and the vice president of instruction and student services. New leadership led to a new Strategic Plan which includes as one of its six goals:

- *Adequate physical and fiscal resources allocated through continuous improvement and aggressive pursuit of traditional and on-traditional resources to meet the needs of our present and future stakeholders.*

A strategy within this goal addresses the master facilities planning process. Providing adequate physical resources meets several of Southwestern's core values: quality, access and opportunity, and teaching and learning. With new leadership and the completion of a new three-year rolling Strategic Plan, work began in Fall 2006 to update the College's master facilities plan, now identified on campus as a Master Campus Plan.

The completion of a Master Campus Plan requires more diverse skill sets than a facilities plan; therefore, an RFP was released by Southwestern in Fall 2006 to find an architectural firm capable of meeting the more comprehensive needs of a Master Campus Plan. Four firms replied with three being interviewed by a committee of campus personnel who recommended two of the firms for interviews with Southwestern's Board of Education. At the February 2007 Board of Education meeting, the local architectural firm of Clay/Crow was approved by the Board to implement the Master Campus Plan process.

The process for the Master Campus Plan is already underway, and is being modeled after the successful visioning and strategic planning process implemented by President Hansen in the 2005-06 academic year. A series of community and campus focus groups are planned to solicit information and elicit feedback as the process unfolds. Inclusion of the entire college service district is critical for successfully developing a new Master Campus Plan.

Additional key elements of the plan's development will be the design and development of a new Curry County campus, starting with a groundbreaking ceremony May 12, 2007; assessment of current facility usage on all existing campus sites, including interior redesign, technology expandability, and capacity growth planning; collection of quantitative and qualitative data on the levels of new and future development of all campus sites, facilities, grounds, and potential new acquisition; assessment and analysis of growth through a variety of stakeholder partnerships, including the Bay Area Hospital, Oregon Coast Community Action Agency, and Coos Bay and North Bend Fire Districts; and the appropriate usage of "Green" technology in facility renovation as well as new construction. This process is scheduled for completion in December 2007.

Ongoing assessment and evaluation of the Master Campus Plan will mirror the current process Southwestern uses for the College's Strategic Plan. The Master Campus Plan will regularly undergo review, refinement, and revision as part of the continual improvement planning and assessment process. Where once these plans were disjointed and disconnected, new leadership is requiring that planning be done comprehensively with plans integrated with one another, contextually with the rapid changes of workforce and community needs, and collaboratively with community partners and stakeholders; all part of Southwestern's Institutional Effectiveness Model.

Recommendation Three:

That once the institutional effectiveness plan is implemented that the college reviews its institutional effectiveness efforts, its evaluation processes and its planning activities to document their effectiveness (1.B.8).

Over the last five years, the attitude toward, understanding of, and commitment to institutional effectiveness as a process for continual improvement has increased at the college. These positive developments have resulted from institutional in-services, ongoing campus conversations, policies and procedures implementation, and the arrival of new college leadership. Generally, College personnel recognize that the 'relaxed' processes of the past no longer meet the needs and standards of the current national requirements for continual improvement. The new process has begun to be integrated into the language and practices of the college with compliance increasing with each activity. The process continues to evolve and undergo its own assessment and continual improvement. The administration is committed to escalating this effort and increasing the effectiveness of the process from setting priorities to allocating funds for the activities.

In spring 2004 and again in spring 2006, Southwestern participated in the Community College Survey of Student Engagement (CCSSE) through the League for Innovation in the Community College. The 2004

Institutional Report established baseline measures which the college used as benchmarks to subsequently measure the degree to which institutional effectiveness improves in five areas assessed by CCSSE:

1. active and collaborative learning
2. student effort
3. academic challenge
4. student-faculty interaction
5. support for learners

Initial reaction on campus to the 2004 data was negative. All five of the areas assessed by the survey showed Southwestern was performing under the 2004 cohort score of 50, as well as the mean score for similarly sized community colleges. The data clearly showed there was a lot of work to be done. The College identified three of the five areas to focus efforts for improvements: active and collaborative learning, academic challenge, and student and faculty interaction.

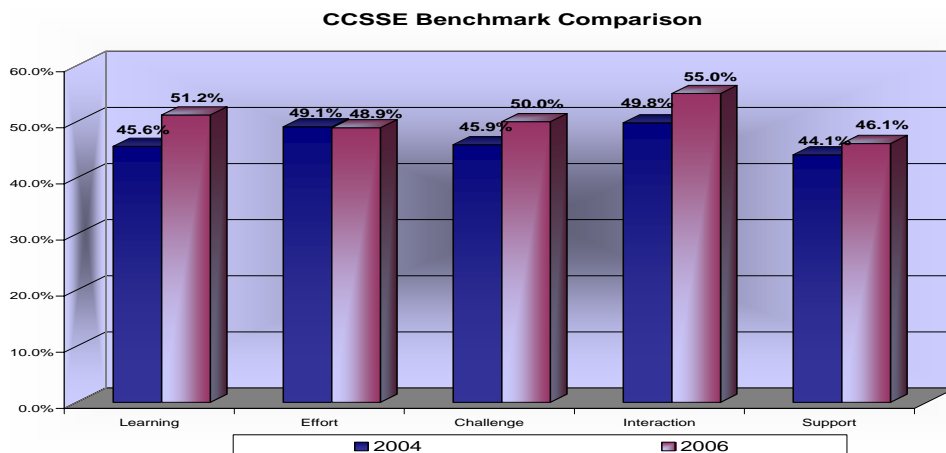
Southwestern began to identify and prioritize immediate needs based on these results. For example, the three areas identified in the CCSSE 2004 report for improvement were used to redefine funding priorities and dispersal by Southwestern's Staff Development Committee. The committee adopted the three components from the CCSSE report as the criteria for funding faculty professional development requests.

In Winter 2007, the faculty voted to amend its constitution and change the Staff Development Committee to the Faculty Development Committee in recognition that this group only dealt with faculty as a subcommittee of the Faculty Senate. Furthermore, the faculty's vote helped support the need for other campus staff to receive ongoing development opportunities separate from, but equal to, the efforts of this group. These changes came as a result of the CCSSE data in 2004.

Once the 2006 CCSSE results arrived on campus in Fall 2006, comparisons were finally possible with the benchmark 2004 data to measure any significant change resulting from these increased and targeted improvement efforts. Overall the results were very positive and encouraging. The active and collaborative learning measure rose from 45.6 to 51.2, meeting the average for similar small colleges like Southwestern and exceeding the standard for the 2006 cohort of community colleges participating in CCSSE.

The second initiative focused on academic challenge. The level of this benchmark rose from 45.9 to 50, nearly meeting the benchmark for small colleges (50.4) and matches the 2006 cohort standard of 50.

The third initiative, student-faculty interaction, rose from 49.8 to 55, exceeding both the small college and 2006 cohort levels. One college goal is to retain increased interaction and active, collaborative learning while improving effort and support for learners, especially part-time students.



Southwestern's Team for Research, Innovation, Validity & Effectiveness – STRIVE. The STRIVE team consists of faculty, classified, and administrative staff represented by two members from each classification group and the Institutional Researcher Robin Bunnell. The Institutional Researcher provides reporting and decision making data and information to internal constituents in support of efforts to improve the quality and functioning of the programs and services of the college. Being a one person office, the STRIVE team was formed to assist in determining the type of data that would be most helpful in various decision making processes. Team members serve a two-year term with three members rotating off each year to offer consistency. In addition, two members serve on a subcommittee for the institutional review process for the protection of human subjects. Institutional Researcher Bunnell also serves on the Enrollment Development Committee; her active participation assists the committee in making data informed decisions and appropriate assessment analyses. STRIVE enables Southwestern to incorporate data into daily operations, and documents measurements within the College's Institutional Effectiveness Model.

Southwestern received a Title III grant, *Strengthening Institutions*, which is focused on improving student success through faculty development, instructional innovation, enhanced student services, and comprehensive instructional assessment. As a result, the implementation of a Teaching and Learning Center (TLC) is currently in process. The college dedicated a smart technology classroom staffed with one full-time instructional technology support technician to the Center. Plans include hiring a full-time coordinator for fall 2007. The TLC has already offered a number of face-to-face courses in hybrid and online course development, as well as how to effectively use instructional technology for the creation of innovative teaching and learning environments, including WebCT (as a stand alone online learning environment and for hybrid support to regular face-to-face courses), SoftChalk (an interactive course material development software), and Tegrity (a course content capture and review system). The TLC has already offered a number of training opportunities and plans to expand those over the duration of the five year grant. The founding value of the TLC will be in drawing the campus community into the sharing of best practices and new innovations geared to improving the effectiveness of daily campus operations for faculty, administration, and staff. Another important feature of the Title III grant is the annual assessment of the grant's effectiveness in improving student success, a key indicator of institutional effectiveness.

Since the arrival of new campus leadership in Fall 2005, staff are regularly updated on and participate in Fall and Winter In-service activities highlighting innovative ideas and initiatives; sharing materials, successes, challenges and failures; and linking with groups outside of education for mutual exchange of ideas and practices. At the most recent campus in-services, President Hansen first highlighted activities from the CQIN Summer Institute held in Chicago in August 2006. She then shared the concept of the deep dive, an innovative and creative product/service development process from IDEO. The Curry Campus outdoor interactive campus prototype was displayed and discussed during Winter In-service, leading to increased awareness of the concept and a willingness of staff to pilot the process for other initiatives undertaken across the campus.

Vice President of Instruction and Student Services Stephen Schoonmaker presented a Fall In-service session on institutional effectiveness and the motivational book, *Who Moved My Cheese*. During Winter In-service, Vice President Schoonmaker presented a session entitled "Measuring Up and Breaking Through – Are We There Yet?" The session focused on methods of measuring the college mission and goals, determining what to measure, assessing effectiveness, and linking these measures to budget development and resource allocation, program performance analysis and accreditation standards. He also reviewed the CCSSE 2006 report results and a comparison with the 2004 benchmarks, along with the first year timeline for Title III.

Title III served as a catalyst for administering the CCSSE in Winter 2007 for a new set of benchmarks prior to implementation of the strengthening institution efforts. Vice President Schoonmaker and Institutional Researcher Bunnell, prior to the formation of the STRIVE team, analyzed the College's ongoing assessment efforts. Assessment schedules were modified so that all areas went to a triennial cycle. Instructional and administrative units were regrouped based on the College's reorganization in February 2006 into functional areas that will complete the assessment process on a staggered cycle to allow time for considered review of several programs each year. These modifications provide all staff the opportunity to develop, implement, and assess strategies in a three-year cycle consistent with Southwestern's Strategic Plan.

The college has become a member of CQIN, a consortium of colleges, universities, non-profit and corporate organizations focused on performance excellence in higher education. The college has dedicated resources to this effort, sending a team to the national conference in August 2006. One outcome of the conference was a workshop presented to Southwestern leaders in Fall 2006 by a consultant from Datatel (A CQIN corporate member) on ways to incorporate Continuous Quality Improvement in the campus culture. Institutional Researcher Bunnell, who attended the national conference, continued her participation as one of two college representatives attending a workshop in February 2007 for innovation curriculum development. This is a group of 16 institutions, funded by a Workforce Innovation in Regional Economic Development (WIRED) grant from the Department of Labor, to develop a curriculum on innovation competencies. These CQIN initiatives are designed to infuse the campus culture with continuous quality improvement efforts that support Southwestern's ongoing reviews of institutional effectiveness, evaluation processes and planning and assessment activities.

Recommendation Four:

That the college use information from its planning and evaluation process to communicate evidence of institutional effectiveness to the public (1.B.9).

Recent leadership changes and the hiring of a Director of Communication, a new position for Southwestern, has resulted in information being disseminated to the public in a timely manner. The college works with local media, including newspapers, radio and television to promote college events and activities, and to inform the community of the strides the college is making in meeting its mission and goals. The Annual Report to the Community is now fully incorporated into the Institutional Effectiveness Model rather than being situated outside the planning and assessment cycle as it was in the original design, further enhancing the cohesiveness of the process.

Southwestern distributed annual reports to the community in 2003 and 2006; under new leadership, the current intent is to publish the report to the community yearly – highlighting accomplishments, statistics and major events over the previous year to communicate institutional effectiveness to the public. The college mailed out thousands of reports to Coos and Curry County community members and can be viewed at the college website. http://www.socc.edu/community/socc_annual_report.pdf.

In 2006 the College celebrated its 45th anniversary with a special publication appearing in *The World* newspaper, which has a circulation area comprising most of the College's service district. Several hundred copies of the insert were distributed to Southwestern's Curry County campus in Brookings, which is just outside *The World's* circulation area, for distribution in Curry County. Southwestern is planning to distribute similar future publications in the Brookings paper, *The Curry Coastal Pilot*. The purpose for these efforts is to help put the community back in Southwestern Oregon Community College by sharing the College's history, planning efforts, recent ventures, and an annual report assessing the College's progress on implementing our vision, mission, values, goals, and strategies.

Institutional Researcher Bunnell has created a data repository web page on the college web site that offers faculty, staff, students, and community members' access to the annual report, current enrollment data, and assessment forms. Links are provided to the Integrated Postsecondary Education Data System (IPEDS) and to the Continuous Quality Improvement Network (CQIN). Data from a number of surveys administered on campus is available online for review, including a graduation survey, CCSSE and the ACT Student Opinion Survey. <http://www.socc.edu/research/>

Future Plans

Under the leadership of President Hansen and Vice President Schoonmaker, the college is clearly on a path of institutionalizing the process of continual improvement as evidenced by the Institutional Effectiveness Model. This model is rooted in the Planning and Assessment Cycle which incorporates the goal setting, assessment, budget resource allocation, and implementation and evaluation processes into a fluid continuous cycle.

Linking funding for professional development and instructional delivery enhancement requests from faculty to the CCSSE results helps remind faculty of the connections between training and life-long learning for employees, resource allocation based on established college priorities, continual improvement based on assessment, and overall institutional effectiveness.

Through the Title III grant, *Strengthening Institutions*, the CCSSE will be administered every two years after this year's 2007 recalibration of baseline data to gauge gains based on retention efforts and instructional improvements. The *Strengthening Institutions* grant and its focus on improving student success through faculty development, instructional innovation, enhanced student services, and comprehensive instructional assessment should prove to be another integral element to the College's comprehensive planning and assessment efforts as outlined in the Institutional Effectiveness Model.

Staff are scheduled to attend upcoming trainings provided by CQIN to create learning modules around innovation skills. As a CQIN member, Southwestern is involved in the network's *Featured Practices, Best Practices in Developmental Education and the Pacesetter program, and Key Performance Indicator (KPI) Study*. The KPI study offers research about common KPIs among member institutions. Southwestern's participation in this program will yield a dashboard of KPIs that represent campus tailored measures assessing institutional effectiveness based on national normative indicators which will provide the college vital comparative information. The resulting dashboard is designed to easily see how well things are going and where improvement is needed. The college plans to use this dashboard as a way to measure and communicate key performance indicators to internal and external constituencies.

Much has happened at Southwestern over the past five years. Since August 2002, Southwestern has taken to heart the recommendations made by NWCCU; as a result, the college now strives to continuously improve the quality of instruction, student services, administrative support, and integrated technology services for all students, staff, faculty, administrators, and community stakeholders. The cycle of planning, assessing, monitoring, and communicating institutional effectiveness was completed after NWCCU's visit to campus in 2004. Southwestern now has in place a comprehensive Institutional Effectiveness Model that encapsulates all elements in the annual cycle of planning and assessments processes of the college. While the college has come far in the past five years, there is still a long way to go. This is the way of systemic change – the acculturation of continuous quality improvement represents a paradigm shift for Southwestern; the shift is underway with new leadership and an accelerating pace of innovation that requires quick adaptation. As one of the maxims in *Who Moved My Cheese* proclaim: “the faster you let go of old cheese, the sooner you can enjoy new cheese.” There is new cheese at Southwestern; and it tastes good indeed.

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Part B

Part B – Institutional Changes

Questions related to other institutional changes. Please consider but do not limit yourself to the following questions. Disregard any questions that are inappropriate for your institution. If the answer to a question has been covered under Part A or if there is an overlap in responses to questions under Part B, please organize the report so that information is not repeated. Institutions granting only the Associate degree are to address all questions except the starred (*) items.

Standard One – Institutional Mission and Goals, Planning and Effectiveness

What changes, if any, have been made in the mission and goals of the institution since the last full scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?

MISSION AND GOALS

Much of the College's past, present and future efforts surrounding mission and goals was detailed in Part A. The 2006-2009 Southwestern Oregon Community College Strategic Plan was approved by the Board of Education in June 2006. College personnel use the Plan's six goals and multiple strategies as guiding principles in the development of divisional and departmental strategies and measurements to provide direction and leadership in the functional areas (instruction, enrollment, personnel, finances and facilities) of the College. Forms used for ongoing assessment were redesigned to include appropriate links to the Strategic Plan as well as adding space for the identification of budgetary impact and responsible staff for continuous improvement.

Paralleling the college's continuous improvement efforts, the Southwestern Oregon Community College Foundation initiated a strategic planning process in January 2005. A skilled facilitator worked with the Foundation Board to develop a vision statement, mission statement, Board member job description, short and long range goals, annual objectives, and an action plan to achieve the objectives. As with the College's Strategic Plan, the Foundation has annually reviewed its own plan, and recently revamped the Foundation's bylaws to reflect important changes and improvements resulting from progress made through the strategic planning process.

What existing plans for the future have been achieved and what new plans have been formulated?

The following is a list of achievements taken from Southwestern's Strategic Plan related to each of the plan's six major goals. For each goal, several areas for achievement were targeted. The items listed are in response to the particular goals and areas contained within the strategic planning document. Additional information about these areas is contained elsewhere in this interim report.

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

- College Budget Committee was expanded to include all employee groups, including classified, faculty and administrative representation.
- Interaction with state/national leadership groups by Board members and staff representatives increased significantly in 2005-06 academic year.
- Community visioning process used for budget and master planning process.
- Procedures Task Force implemented to review institution-wide procedures.
- Annual evaluation of the President and review of Board policies.

- Established Vision Group to oversee implementation and monitoring of Southwestern's Strategic Plan.
- VISTA Volunteer to expand service learning opportunities for students.

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

- Development of a comprehensive student marketing plan.
- Enrollment Management Committee and Enrollment Development Committees established to develop and monitor new programs and manage enrollment.
- Title III Grant awarded for 2006-2011 – *Improving Student Success through Faculty Development, Instructional Innovation, Enhanced Student Services and Comprehensive Institutional Assessment* to assist in the development of the Teaching Learning Center.
- The implementation of Career Pathways has provided additional impetus to examine and improve internal processes for nontraditional students entering the college. It also provides an increase in education opportunities for high school students and adults who are not prepared to immediately commit to two years of education before they can go to work in their field of interest (<http://www.socc.edu/pathways/index.html>).
- Faculty have developed and implemented hybrid courses using WebCT/Blackboard to access information at asynchronous times and from off campus.

Goal 3: *Premier opportunities planned for a broad range of educational programs and experiences.*

- Developed *Degree and Certificate Program Review* process.
- Developed and populated database for course outlines and continual improvement proposals – paperless process. Available at <http://www.socc.edu>.
- Implemented philosophy of pathways as a way for students to earn short term certificates as they work towards an associate degree.
- Developed and adopted 33 career pathway certificates.
- Developed new course outlines that include course and degree competencies.
- Completed triennial assessment cycle of all programs.
- Educational software, Tegrity, training during Winter 2007 In-service.
- Tegrity software available for classroom instruction during winter term.

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

- Student Recreation Center completed fall 2006.
- Contracted for development of a new Master Campus Plan.
- Reviewed facilities for ADA compliance.
- Opened new housing units, bringing the total of housing students on campus to 400.
- Renewed leases for the Newmark Center partnership that included additional space for two of the partners, Department of Human Services (DHS) and Oregon Coast Community Action (ORCCA).
- Utilized space in Umpqua Hall differently to meet the needs of local ORCCA partnership.
- Funding match for Curry County campus construction met by the college and approved by the Oregon Department of Community College and Workforce Development (CCWD).
- Continued lease with partner, Southwestern Oregon University Center.
- Relocated alliance with Coos County Library Services (CCLS).

Goal 5: *Employees inspired and empowered to explore professional and personal growth and share their knowledge and experience to enhance our students' success and facilitate community enrichment.*

- Increased In-service activities for Fall 2006 and Winter 2007.

- Modified processes of the staff development committee to disseminate funds for professional development to faculty.
- Established a teaching and learning center in a smart technology classroom staffed with one full-time instructional technology support technician with plans to hire a full-time coordinator.
- Developing online staff training for WebCT, SoftChalk, and Tegrity through the Teaching and Learning Center.
- Enhanced the New Faculty Institute to include all staff, previously was a new faculty orientation and is now titled the New Employee Institute.

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.*

- SB 300, Expanded Options program, was enacted by the Oregon legislature in 2005, promotes additional accelerated learning opportunities. When a student is accepted and enrolled at an eligible post-secondary institution through the Expanded Options Program, his or her resident school district will pay tuition and other associated costs. Southwestern has agreements with the ten local area school districts within the college's Educational Service District (ESD).
- Eight Oregon universities have articulated course-by-course agreements with Southwestern; 12 colleges/universities have articulated program articulation agreements for specific programs of study.
- The implementation of Career Pathways has provided additional impetus to examine and improve internal processes for nontraditional students entering the college. It also provides an increase in educational opportunities for high school students and adults who are not prepared to immediately commit to two years of education before they can go to work in their field of interest. Available at <http://www.socc.edu/pathways/index.html>.
- Nursing department joined the statewide consortium and adopted the new curriculum developed by the consortium and Oregon Consortium of Nursing Educators (OCNE).
- In-person Video (IPV) communications, purchased through grant funding, links both Curry and Coos campuses.
- IPV communications links the nursing department to partners Peace Health Harbor, in Florence, for the distance delivery of registered nursing (RN) education.
- Planning grant received from the US Department of Commerce Public Tele-communications Facilities Grant, designed to expand distance learning network at nine sites along the Oregon rural south coast.
- Maintained partnership with Southwestern Oregon University Center, the only bachelor, master, and doctoral degree granting institution in the local area.

FUTURE PLANS

The Strategic Plan has led to increased awareness of institutional goals as well as shaping the direction of program and administrative plans through a collaborative process confirming that the campus community is all working towards the same goals. President Hansen, Vice Presidents Meyer and Schoonmaker, and the Board of Education continue to strengthen their leadership roles at Southwestern and in the community by representing the college at various board meetings of other institutions and agencies, attending functions, and presenting to a variety of organizations (business, civic, and service) in the community. The Strategic Plan for 2007-2010 is drafted and under Board of Education review at the writing of this report; and was referenced extensively in Part A of this interim report.

The pace of change continues to accelerate at Southwestern; many new ventures are just appearing on the horizon that directly impacts the College's ability to achieve its mission and goals. Highlights of these endeavors include:

- After more than ten years of negotiating, the College received in early 2007 a final agreement for 10 acres in Curry County that will be the location for construction of a new Curry County campus. Funding raised through local support of the campus will be matched by state capital funds.
- Initial conversations are underway for the addition of a Health and Sciences Technology facility on the Coos County campus. Funds are beginning to be raised.
- Economic Development forecasts for the local community predict as many as 2,000 new jobs within the next five years, requiring a trained workforce that presently does not exist. New curriculum and programs need to be developed and implemented in time to support new industry partnerships.
- Partnership with local fire departments leading to new facilities to house the College's Public Safety programs (Criminal Justice, EMT, Fire Science, and Marine Fire Science) in a shared fire station space.
- Flexible Learning Space design will become integral part of new Campus Master Plan, taking advantage of the College's commitment to instructional technology (SoftChalk, Tegrity, WebCT, and Presidium 24/7 Technical Support for faculty, staff, and students).
- Title III grant not only creates a Teaching and Learning Center to serve as a magnet for faculty and staff resource sharing and continual professional enhancement, but also will enable the introduction of first year student experiences, increased support for developmental education, and provision of both digital teaching and learning technologies, and virtual student support services through e-advising.

Succinctly describe the institution's current status in meeting the requirements of Standard 1.B Planning and Effectiveness.

Southwestern is committed to continuous quality improvement and the links to innovation, improvement, assessment, and planning as evidenced by the changes in planning and institutional effectiveness and membership in CQIN. The Institutional Effectiveness Model illustrated in the October 2006 report has been refined to illustrate the importance of the strategic plan as the beginning and ending activities of the model. The Strategic Plan is now the cornerstone of the model and provides the framework for all operational areas of the institution. The assessment process links to the strategic plan through the established goals and scheduled assessment. Assessment forms were updated in 2006 to include the institutional goals and allow each operational domain to map goals and objectives to the institutional strategic plan. A full description of planning and effectiveness efforts and Southwestern and the new model was illustrated in Part A of this interim report.

The new expanded Budget & Planning Committee, described in detail in Part A of this interim report, meets several times from November to May, overseeing matters of strategic planning assessment, fiscal procedures, budget allocation recommendations, and ensuring frequent and inclusive communication of the processes, recommendations, and outcomes to and from the various campus constituencies. These new developments have heightened campus morale and encouraged more active participation in the resource allocation element of the College's comprehensive mission and goal planning and assessment.

All functional areas of the college are on a triennial assessment, an enhancement implemented in 2006. The revamped assessment schedule allows all areas of the college to be reviewed regularly, thus creating a more cohesive process; and these revisions have helped maximize the assessment process for functional areas already performing external reviews (e.g., the Fall 2006 nursing licensing site visit, the allied health program audit in Winter 2007, etc.), and assuring an even distribution of assessments each year amongst the divisions.

What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?

Southwestern has an image of itself defined by high expectations, bold aspirations, and entrepreneurial innovations. This emerging brand for the College is found interwoven in the Strategic Plan's vision, mission, values and goals. The Strategic Plan provides the archetype from which all functional areas of the campus develop divisional, departmental, and unit goals, strategies, and measures of accountability. As these plans and assessments emerge the goal is for them to nest within, and be clearly linked to, the College's Strategic Plan. Furthermore, the intention is for each area to incorporate the following six effectiveness indicators in their qualitative and quantitative analysis of their formative and summative evaluations:

1. Enrollment
2. Student & Community Satisfaction
3. Retention
4. Completion
5. Employee Satisfaction
6. Revenue

Assessing these expectations is a work in progress. As the College's Strategic Plan continues to be refined and integrated into the campus culture, expectations at the divisional, departmental, and unit levels are anticipated to rise. While the interconnectedness between organizational level planning and assessment efforts is only recently emerging, its foundation goes back to the College's initial formal assessment methods implemented more than a decade ago. Current assessment at Southwestern has evolved tremendously in the past five years. A thorough discussion and analysis of Southwestern's assessment efforts regarding achievement of these expectations is discussed in Part A, recommendations 1, 3 and 4, and in Standard Two.

Standard Two – Educational Program and Its Effectiveness

What changes if any have been made in the requirements for graduation and why?

Southwestern offers five degrees to meet the requirements of students, either transferring to another institution or preparing to enter the workforce in their field of study. Additionally, 19 certificates of completion and 17 short term certificates (less than one year) are also offered to provide students with the skills and knowledge in specific fields of studies for entry level work opportunities.

Transfer Degrees		Terminal Degrees	
AAOT	Associate of Arts Oregon Transfer	AAS	Associate of Applied Science
AS	Associate of Science	AGS	Associate of General Studies
ASOT Business	Associate of Science Oregon Transfer in Business		

The intent of the AAOT is to allow students to transfer to any of the Oregon University System (OUS) schools with junior standing, and accepted as having met general education requirements for a bachelor degree. By earning the AAOT, students are able to transfer their community college courses as a block. The AAOT is regulated by the Oregon Department of Community Colleges and Workforce Development (CCWD) which mandates the minimum requirements for a degree. With only the minimum requirements set by CCWD, colleges are able to design the remaining credits required for degree completion based on institutional academic expectations. Prior to 2004, Southwestern required an additional 9 credits (3 credits of Health and Wellness, 3 credits in Social Science distribution, 3 credits in Math & Science distribution area) and required sequences in each distribution area.

During the 2003-04 academic year the Academic Affairs Committee, a subcommittee of the Faculty Senate, researched and reviewed data relevant to the AAOT requirements including graduation rates, transfer rates, OUS system degree requirements and course areas remaining to be completed by students who not yet completed their degree and had left the college. The impact upon students was evident: students transferred without completing the degree or students completed the degree earning extra credit that transferred as electives or were not required for their new degree goal.

Based upon this evaluation, the General Faculty voted in 2004 to adopt the state program minimum requirements. Furthermore, the Academic Affairs Committee met in 2005 to discuss a cultural diversity requirement for all 2-year degrees offered by Southwestern. The committee first developed criteria to identify current and future course offerings as meeting the cultural diversity requirement. Based on the established criteria, Academic Affairs Committee members developed a list of current courses and forwarded them to the Faculty Senate for approval and inclusion as cultural diversity courses. Now that current courses have been identified and approved, the Academic Affairs Committee members help inform faculty of the new requirement and the criteria for adopting courses to meet this required element for all of Southwestern’s 2-year degrees. When new courses are proposed to meet the cultural diversity requirement, the courses are evaluated using the established criteria.

With these changes, more students are expected to complete the AAOT degree; and, if transferring to an OUS program, the students would possess coursework more closely matching the program’s requirements. Art faculty member James Fritz, a member of the College’s Retention Task Force, analyzed graduation numbers after the AAOT changes went into effect resulting in a 45% increase in the number of students graduating in 2006 as compared to the prior eight year average of 72 students. For reporting purposes, students are allowed three years to complete an associate’s degree. The AAOT degree is scheduled for assessment review in the academic year 2008-09, at which time, the College will be able to

consider several years of data to determine if there is any discernable trend attributable to the changes made to the AAOT.

The ASOT in Business was developed statewide through collaborations between the universities and community colleges as a result of the difficulties students were having transitioning from community colleges to the OUS system. The degree is intended to prepare students for transfer into a baccalaureate business program and is articulated to each of the OUS public universities. Students who receive this degree are considered to have met all lower-division general education requirements of that institution's baccalaureate degree programs. Students transferring with this degree will have junior standing for registration purposes. Southwestern adopted the degree in 2004. The previous AS with an emphasis in Business was inactivated when the new ASOT was approved.

In 2006, Vice President Schoonmaker met with Southwestern's Instructional Council and learned of concerns with AS degree requirements. As a result, faculty and staff met as a subcommittee of the Instructional Council to address revisions to the AS degree. Data was collected and reviewed with respect to articulation agreements and OUS requirements. The subcommittee recommended the degree be modified to remove the sequence requirement and to change the mathematics requirements from Math 111 or higher to Math 105 or higher; this is the appropriate mathematics for discipline areas such as Early Childhood Education. The subcommittee forwarded their recommendation to the Academic Affairs Committee of Faculty Senate, which in turn approved the recommendations and forwarded the proposal to Faculty Senate in order to take the AS degree revisions to the General Faculty for a vote. After Faculty Senate approval of the recommendation, the proposed changes were submitted to the General Faculty. The General Faculty voted in spring 2006 to modify the AS degree requirements as recommended and to incorporate the general education changes made to the AAOT, thus allowing the degree to be more easily articulated with transfer institutions.

The AAS degree is under review at the current time and a proposal is expected to be sent to the General Faculty in the spring of 2007. Specific areas under review include the writing requirement, the health/PE requirement, and distribution course lists.

In 2002, advisors and counseling staff identified a substantial number of students that were failing to complete a degree at Southwestern as the AAOT and AS degrees were narrower in scope and required specific course completion above and beyond the general education core. Students expressed their desire to have Southwestern offer a customized degree program for out-of-state transferability and to meet specific career requirements. The AGS degree was developed by the Academic Affairs Committee, and adopted by the General Faculty in 2003. The AGS is tailored to the student's needs and interests while maintaining high general education standards. The degree is intended to provide individual students flexibility in using a variety of coursework, academic or collegiate-level professional technical courses, to meet the associate degree requirements.

All certificates of completion and less-than-one-year certificates comply with the state requirements as stated in the Oregon Community College Handbook. The College does not have additional requirements for these certificates.

In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates? Report only those certificate programs that total 45 or more quarter credit hours or 30 or more semester credit hours.

New programs, certificate or degrees at Southwestern since 2002 include:

Description	Degree Cert Type	State Status (A) Active (I) Inactive	Effective Year
New Degrees and Certificates			
Legal Secretary	CERT	A	2006-07
Office Occupations	CERT	A	2006-07
Web Development and Administration	AAS	A	2006-07
Physical Education	AS	A	2005-06
Turf and Landscape Technology	CERT	A	2005-06
Baking and Pastry	AAS	A	2004-05
Accounting	AAS	A	2004-05
Marketing	AAS	A	2004-05
Office Management	AAS	A	2004-05
Small Business Entrepreneurship	AAS	A	2004-05
Oregon Transfer Module (OTM)	OTM	A	2004-05
Gerontology	AAS	A	2004-05
Human Services	AAS	A	2004-05
Substance Abuse	AAS	A	2004-05
Corrections Officer Administration	AAS	A	2004-05
CJ Law Enforcement Administration	AAS	A	2004-05
Associate of General Studies	AGS	A	2003-04
Associate of Science Oregon Transfer in Business	ASOT/BUS	A	2003-04
Discontinued Degrees and Certificates			
Business Management Accounting Option	AAS	I	2004-05
Business Management Marketing Option	AAS	I	2004-05
Business Management Office Management Option	AAS	I	2004-05
Business Management Small Business Entrepreneurship Option	AAS	I	2004-05
Criminal Justice – Corrections Option	AAS	I	2004-05
Criminal Justice - Law Enforcement Option	AAS	I	2004-05
Fitness Management	AS	I	2004-05
Human Services - Gerontology Option	AAS	I	2004-05
Human Services - Social Services Option	AAS	I	2004-05
Human Services – Substance Abuse Option	AAS	I	2004-05
Web Development and Administration	AAS	I	2004-05
Business Administration Emphasis	AS	I	2003-04
Computer Science	AS	I	2003-04
Fish and Wildlife	AS	I	2003-04
Forestry	AS	I	2003-04
Horticulture	AS	I	2003-04
Natural Resources	AS	I	2003-04
Office Administration/Legal Secretary	CERT	I	2002-03
Degree and Certificates Significantly Changed			
Culinary Arts: Chef Training Certificate	CERT	A	2006-07
Environmental Technology	AAS	A	2006-07
Forest Resources Technology	AAS	A	2006-07
Forestry	CERT	A	2006-07
Manufacturing Technology: Industrial Electronics Option	AAS	A	2006-07
Manufacturing Technology: Manufacturing/Machining Option	AAS	A	2006-07
Manufacturing/Machining	CERT	A	2006-07
Associate of Arts Oregon Transfer	AAOT	A	2004-05
Music	AS	I	2003-04

Southwestern has expanded the certificate and degree programs offerings over the last five years based on a clear assessment of emerging workforce needs, sustainable student demand, and ability to provide a high quality of instruction. Often new programs emerge from the assessment of current program review. By linking the program assessment to the course and outline review schedule, faculty are able to discern which programs to keep, and which programs need development to keep Southwestern's curricular offerings current.

What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?

Southwestern values teaching the concepts required for living effectively in a global society and the potentiality contained in the implications resulting from a flattening world. The various relationships Southwestern has forged over the years along with the diversity of special programs offered helps to prepare culturally competent students. Students gain skills necessary for successful interaction with multiple cultures through the provision of cultural exchanges and multicultural instruction of course content.

The College has a long-standing sister college relationship with Hyejeon College in South Korea. Faculty members have the opportunity to participate in a one-term exchange program with Hyejeon to teach English; to date, four faculty have taken advantage of this cultural exchange experience. Additionally, Southwestern hosts an annual summer English language and cultural program for Hyejeon students in July. During the academic year, Southwestern is home to several South Korean students who choose the college has a safe yet engaging environment to learn about the Pacific Northwest and North American culture.

Southwestern's second longest sister college relationship is with Changzhou Institute of Technology in China. An exchange program Southwestern adopted when a previous agreement with a consortium of Midwest colleges disbanded, the extent of this relationship until recently has been a Southwestern Foundation scholarship program to host one or two Chinese students annually. Things have begun to change.

Southwestern has developed an English Language Institute (ELI) with implementation scheduled for summer 2007. ELI uses a whole language approach to help students improve their conversational, academic, and TOEFL English language skills. Southwestern was approved in February 2007 as a TOEFL and GRE testing site, which helps support the ELI program which will help ELI students prepare for the new TOEFL Internet-Based Test (IBT) administered by the Educational Testing Service. <http://www.socc.edu/eli/index.html>

In Fall 2006, the president traveled to Hyejeon, South Korea and Changzhou Institute of Technology in China to expand the educational opportunities with Southwestern to include exchange chef and interpreter opportunities; announcing the launch of ELI at Southwestern for international students to include South Korean and Chinese students supported by the sister colleges; and Service Learning opportunities in Korea and China for Southwestern students complementing current student scholarship and faculty exchange initiatives. The trip was very successful and the first chef exchange will occur for two weeks this Spring, from April 19 to May 3, 2007.

In March, 2007 President Hansen and Board of Education Chair Marcia Jensen traveled to Brazil to formalize our sister college agreement with our latest international educational partner. During a week-long trip, Southwestern representatives ended up meeting, and forming initial collaborations, with three separate universities: the Universidade Metodista de Piracicaba (UNIMEP), the Unversidade de São Paulo, and the Universidade Metodista de São Paulo (UNIMESP). While educational collaborations in

health sciences, information technology, alternative energy, international business, horticulture, early childhood education, service learning, and student exchanges will be developed in the ensuing months, one immediate result from this visit will be hosting in July 2007 20 Brazilian students who will be attending a four-week session at Southwestern's ELI program.

A number of innovative approaches to learning have occurred at Southwestern in recent years. Southwestern has offered several travel opportunities to students, including cultural trips to Brazil and Trinidad, and an intensive Spanish course to Mexico. In 2006, three Southwestern students took advantage of a two week summer program in San Miguel Mexico through collaboration with Mt Hood Community College. The students enrolled for credit through Southwestern but travel and placement was set up by Mt Hood. As Southwestern continues to develop its international program offerings, collaborations with other local colleges' programs are expected to decline.

Students in the Baking and Pastry program were accompanied by an instructor in summer 2006 for a European trip to Belgium, France and Italy. They were able to study with a world-renowned chocolatier about the various kinds and techniques of chocolate making, worked with master pastry chefs, visited world famous baking and pastry equipment suppliers, learn homemade gelato-making skills from accomplished confectioner ice manufacturers, and gain an understanding of the various European cultures visited during the trip. Students returned with advanced skills from the experience and were better prepared to enter the workforce during the externship component of the program. Based on the tremendous success of the premier European excursion, the trip will be repeated during the summer, 2007 and is being considered for inclusion in the program's curriculum.

To meet the growing needs of students and the enthusiasm of faculty, special programs for academic credit offered through online and hybrid course delivery modalities increased from two courses offered four years ago to more than 90 courses being offered each term. Faculty must attend 12 hours of training, are provided access to individual support and the newly developed online course undergoes a peer review before faculty are allowed to teach online. In addition, the college, through the Teaching and Learning Center, has added two very successful tools used in the development and delivery of courses: SoftChalk (interactive content instructional design tool) and Tegrity (content capture and review student success method). Southwestern is growing a hybrid community of classes which offer some face-to-face time combined with an online component. Students are provided access to online tutorials as well as an online course that teaches them how to be successful in taking online courses. Students have 24/7 technical support and the use of an online writing tutor. The expansion of delivery methods is directly correlated to the rapidly changing learning styles and the flexible and highly interactive preferences of the millennial generation of students on Southwestern's college campus. These efforts help Southwestern faculty retain the academic rigor of course content while improving on their ability to develop effective teaching and learning relationships with these students and preserving the relevancy of the curriculum through the manipulation of content delivery.

Service learning and civic engagement of students are high priorities for Southwestern's new president and vice president of instruction and student services. In Spring 2006, Southwestern approved sabbatical leaves for two writing faculty during the 2006-07 academic year to study Service Learning concepts and their application in college curriculum. In Fall 2006, Southwestern joined Campus Compact, and has become involved in both state and national initiatives (President Hansen is a national officer in Campus Compact) to develop Service Learning and Civic Engagement programs. Through a Campus Compact grant, Southwestern has hired a VISTA volunteer to help incorporate Service Learning experiences in courses, activities, and field experience opportunities for Southwestern students. Local agencies, like ORCCA, have joined Southwestern's effort to establish and expand Service Learning and Civic Engagement on campus and within the local community. While the federal financial aid program requires

students receiving financial aid to participate in some form of Service Learning, Southwestern has begun to take the initiative to much more expansive and inclusive levels within the College's instruction and student services functions.

For the past three years, Southwestern has been a part of the Oregon Pathways Alliance of community colleges. This group sponsored the Pathways to Advancement Academy I and is sponsoring Academy II in April, 2007. The first academy was attended by all 17 Oregon community colleges and by state and workforce partners. Community colleges were asked to submit an action plan for the implementation of Career Pathways on their campuses. Southwestern sent a team of fifteen staff and partners to Academy I. The resulting Career Pathways Team developed a systemic approach to Career Pathways implementation, and is still guiding and adding to the action plan at Southwestern. The team regularly assesses and continuously improves the action plan and will send a team of twelve staff and partners to Academy II in April, 2007.

Pathways at Southwestern consist of:

- A systemic framework with multiple entry and exit points.
- Seamless roadmaps of curricular content and academic supports.
- A network of guides to assist the students' career exploration, preparation, and skill upgrades linked to earned academic credit.
- A series of certificates built upon one another that are fully integrated into an associate degree.
- Learning outcomes and credentials that enable students to enter or re-enter the workforce.

The skills and knowledge gained in each certificate are mapped to identifiable work opportunities. This allows the student to start and stop out at multiple points while pursuing gainful employment and to continue their educational coursework at the next certificate or degree level.

Southwestern is one of 15 colleges nationally participating in the College and Career Transition Initiative (CCTI). The purpose of CCTI is to strengthen the role of the Community College in easing student transitions between secondary and postsecondary education as well as transitions to employment, and to improve academic performance at both secondary and postsecondary levels. One outcome of the initiative is to reduce the need for developmental education for graduating high school students at the college level. Another goal for CCTI is to provide sustainability through aligned curriculum to help students bridge the high risk transition points in their education.

Several staff at Southwestern have proven to be local, state, regional, and even national leaders in the pathways efforts in education reform. The Dean of Workforce Development, Brenda Brecke has been integrally involved in pathways initiatives, especially at the national, state, and local levels. Under her leadership, not only has Pathways developed into a comprehensive approach to attainment of postsecondary education for both traditionally aged students straight out of high school and for non-traditional adult learners returning to education for retooling, but her efforts have resulted in statewide pathway curriculum accepted as a coherent block of skill sets and curriculum for any college offering the pathway and is endorsed by statewide businesses (e.g., retail management pathway). Dean Brecke serves on the State Pathways Advisory Team, which is chaired by the Governor's Workforce Advisor and the CCWD Commissioner.

Assessment and analysis are ever present necessities in initiative such as Pathways. Once again, Southwestern is well represented. Institutional Researcher Bunnell serves as a member of the Statewide Data and Evaluation Subcommittee which works closely with the Pathways group in order to align goals, outcomes, data measures and data collection efforts so as not to duplicate efforts among the group. As a

result of these excellent staff representations at the state, regional, and national levels, Southwestern has become a recognized leader in Pathways.

Working with advisory committees consisting of employers and other stakeholders, the Pathways team created certificates which provide four to ten college courses containing career and technical information for entry level and next step positions in a variety of areas. All of the courses are credit courses that are part of a larger certificate and an associate degree. Certificates were created in Childhood Education and Family Studies, Human Services, Turf and Landscape Technology, Information Technology, Retail Management and Medical Assistant. Certificates which are in the approval process include Fabrication/Welding, Physical Education-Fitness, Criminal Justice and Fire Science.

At Southwestern, the Pathways concept has increased the focus on helping nontraditional students see attainable goals in their education needs in concert with their employment opportunities, thus alleviating some of the barriers in the enrollment and registration process. Under Goal 1 of the Pathways Action Plan, departments across campus and community partners came together to create a document for career counselors and workforce partners. This document is a guide for college staff and community partners who advise and guide potential students into and through the entry process at Southwestern.

What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?

Since the last visit to the Southwestern campus by NWCCU, Southwestern has made progress in clarifying expectations of student achievement and the assessment of student attainment of goals. In 2005, the Faculty Senate adopted five competencies expected from students. These five competencies are embedded and assessed in every course offered at Southwestern. The five essential competencies for all Southwestern degree graduates, with an accompanying definition, are listed below.

I. 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 of information.

II. 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.

III. 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.

IV. 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.

V. Discipline Content

Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Academic program preparation information is clearly stated in the college catalog and in materials distributed to the community. Each professional/technical program develops outcomes based on business and industry standards; these are generally assessed by the program's Advisory Committee on an ongoing basis. New programs at Southwestern are developed through the use of a Develop A Curriculum

(DACUM) process. This process meets with workers in the field to discuss the knowledge, skills, and attitudes necessary to be effective in that field of work. Knowledge, skills and abilities are part of the course outline, maintained by the Office of Instruction and Student Services and are reviewed on a three year cycle. Course competencies are detailed in the syllabus allowing students to readily see which curriculum helps students meet the outcomes.

Southwestern conducts the Community College Survey of Student Engagement (CCSSE) every two years. The data from the survey is analyzed and discussed at the administrative, faculty and classified levels, allowing staff to identify areas for improvement. Functional teams or a task force is created to address issues identified in the survey and to develop strategies that are aligned with the institutional goals that will lead to enhanced student engagement. Discussions are underway at the state level about coordinating on when to conduct the CCSSE in order to reduce the costs for administering the survey as a statewide consortium and to provide a longitudinal ability for statewide research based on data from all 17 community colleges in Oregon.

Southwestern assesses programs on a triennial basis utilizing an assessment document which was updated in 2006. The form links the institutional strategic plan goals to the program and department area goals and provides a mechanism for appropriate qualitative and quantitative assessment for each program. Each program analyzes strengths, weaknesses, opportunities and trends and develops their own plan for the next three years. At any time during the three-year rotation, programs and department areas submit continual improvement proposals based on the goals and strategies identified in the assessment. The proposals are utilized during the planning and budgeting process to prioritize funding requests and ensure projects are aligned with the institutional goals.

The development of a program performance review process is nearly complete. Programs will be monitored on a term-by-term basis and reviewed each year through a Program Performance Analysis. This process is designed to monitor dashboard indicators and assist faculty and staff to identify areas of low performance allowing staff to proactively address internal issues and seek assistance from other departments to appropriately recruit students and assess the program to develop a plan for improvement.

Future Plans

The next steps for the Career Pathways steering committee includes an assessment of the extent to which Career Pathways have been integrated into the campus. The pathways team has created a rubric to assess the institutionalization of the Career Pathways concept which will be used in the revision of the Career Pathways Action Plan.

With the development of the program performance analysis process nearly complete, Southwestern plans to implement the first stage in 2007-08. Once fully implemented, targeted for no later than Fall 2008, programs with emergent problems like enrollment, retention, success, and persistence can receive more rapid intervention to identify root causes and develop strategies to help programs regain positive momentum. Obviously, not all programs survive local workforce changes, state employment trends, national policy impacts, or global innovations. Having an effective program performance analysis process will enable Southwestern to retain the proactive and flexible characteristics upon which community colleges were built.

Data from the 2007 administration of the CCSSE will be collected and compared to current data. Based on the data, areas that need additional support or resources will be determined. A functional team will be created of key stakeholders to define strategies to positively impact the issues identified in the survey. In addition, the faculty are participating in the faculty version of the survey and their responses will be mapped to student responses providing for a crosswalk of perceptions between students and faculty. Further information on the CCSFE is provided in Standard 4.

Grant funding was used to purchase the Class Climate software and is planned for implementation in fall term 2007. This software provides survey capabilities and will be initially used for student evaluations of faculty providing feedback to faculty based on questions related to the five competencies. The new evaluation questions approved by the Student Affairs Committee will be used and an assessment is planned after the new survey has been through one complete annual cycle.

In light of the requirements of Commission Policy 2.2 - Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?

Human knowledge is doubling every 18 months. In these final years of the Information Age, educators are faced with exponential growth of potential course content and continuous obsolescence of outdated curriculum. Therefore, educational program assessment and planning requires ongoing assessment not only to analyze curricular relevancy, but also academic program viability. Vice President Schoonmaker has identified program performance analysis and rapid response mechanisms based on threshold indicators as a top priority during the first two years of his tenure as Vice President of Instruction and Student Services. The review process is drafted and a pilot study is underway with a rollout target date of October 1, 2007. Detailed information regarding educational assessment is fully addressed in Part A – Recommendations 1, 3 and 4.

Keeping to a concise format, what are the institution's expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?

Southwestern reports data to the Oregon Community College Unified Reporting System (OCCURS). The data reported allows Southwestern to benchmark to other Oregon Community Colleges and to easily access comparable data. OCCURS staff worked with institutional researchers to create common data standards, definitions, reporting formats, and general policy for the system's operation. Unit record student data from each of the colleges, along with course, program, financial, and other supporting data, are submitted to the central OCCURS office according to an agreed upon schedule. At the OCCURS office, the data are compiled into aggregate and summary reports, and processed for exchange with the Oregon Shared Information System, the Office of Professional Technical Education's Management Information System (OPTEMIS), and other statewide data systems. OCCURS report aggregate data to IPEDS, Perkins, state legislature. They annually publish the Student Profile document, which compares all Oregon community colleges on several criteria. These criteria include Full Time Equivalency (FTE) generation, comparison of the rate of completion and graduation statewide, and scholarship funding.

Student achievement is interwoven in the program performance analysis piloted in 2006-07. Student persistence and retention are thresholds monitored in the level 1 review while course completion, student program achievement, and graduation and transfer-out rates are analyzed during the level 2 program review. Linking the program performance analysis closely to student achievement weaves student performance into program performance resulting in a holistic approach to assessing educational learning and outcomes.

Educational outcomes are also tracked for specific programs funded through grants. With Carl Perkins the responsibility for reporting program performance rests with the Oregon Community College and Workforce Development (OCCWD) with reports occurring yearly. Southwestern Perkins staff and the institutional researcher created an internal term report in Fall 2006. Term-by-term reports allow staff to focus their attention and funding on low performing programs during the year rather than await final reports from the state. This report tracks the same state performance measures and is used in conjunction with the program performance analysis.

Standard Three – Students

What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.

Student services underwent reporting and structure changes during 2002 and again in 2006. The first phase placed many student service function areas under the leadership authority of the Associate Dean of Enrollment and Student Services, with the Associate Dean reporting directly to the Dean of Administrative Services. This first phase change brought the following areas together: ADA, advising, career services, counseling and testing, financial aid, graduation, high school relations, international students, internships (also called externships and field experiences at Southwestern), registration and records, student support services, transcripts, and veteran's services. Additional student services on campus reported to other leadership positions; athletics to the President, and housing to the Dean of College Advancement.

The second phase occurred in 2006 with the creation of the Vice President of Administrative Services, and the Vice President of Instruction and Student Services positions. Two additional student services leadership positions were created; the Dean of Students, and the Director of Enrollment Management. Both are direct reports to the Vice President of Instruction and Student Services. This moved all student services under the new Vice President of Instruction and Student Services except for athletics and housing, which now reported to the Vice President of Administrative Services. Supervision of the remaining student services were aligned as follows:

- The areas supervised by the Dean of Students include: advising, testing, and counseling; services for students with disabilities; TRIO grant programs, including Upward Bound and Educational Talent Search; international student programs; tutoring; student activities; student conduct; student recreation center; and the human development instructional area.
- The Director of Enrollment Management provides oversight and leadership for the following areas: admissions, recruitment, financial aid, scholarship awarding, registration and records, veteran's affairs, and transcripts.

These changes represent the first two steps of a three-step process to align all student services with one another, with eventual reporting of all student services departments to the Vice President of Instruction and Student Services.

Soon after the second phase reorganization, the Director of Enrollment Management established three new committees to assist in the oversight of a comprehensive enrollment management plan: Enrollment Management, Student Marketing, and Enrollment Development. Committee membership includes staff from instruction and student services. The intent is to provide a process for assessment and communication across campus regarding program prioritization and development, student success and barriers, and institutional marketing. Specific changes that have occurred in these areas in the last five years are outlined below.

ADMISSIONS AND GRADING

Southwestern initially held an agreement with Oregon State University (OSU) for dual admission of students beginning their education at Southwestern and wishing to transfer at a later date to OSU. This program has been expanded to the University of Oregon and Oregon Health Sciences University (OHSU) as well as continuing discussions to add this opportunity at Eastern Oregon University and Southern Oregon University. These opportunities provide increased access for students on the south coast through a joint admission application and one fee.

Also during the past five years, Southwestern implemented a new recruitment initiative, at the request of the Director of Admissions, for students graduating with a 3.75 or higher GPA. Those high school students are eligible for six terms of tuition waivers and in-district high school seniors may apply for admission without submitting the application fee. The fee is charged only if the student subsequently enrolls. Over 100 students have been awarded these scholarships, providing increased opportunities for students to attend Southwestern.

Efforts to reach high school students through new programs have made small changes with large outcomes. Local high school outreach now includes well organized opportunities for students to come to campus for tours, informational sessions, and concluding with early fall registration events. While reasons for implementing this campus invite included meeting the growing demand of local high school students, it has resulted in high percentage of these students attending Southwestern.

In addition to already established dual credit, and 2+2 programs, the state legislature in 2005 passed Senate Bill (SB) 300, also known as Expanded Options. This bill enables high school students to attend Southwestern and begin to earn college credit prior to the completion of their high school diploma. As this bill was working its way through the 2005 legislature, an issue arose about funding this program; some school districts saw this initiative as a way of giving funds traditionally earmarked for K-12 to community colleges. Working collaboratively with all ten College service district high schools, Southwestern brokered agreements resulting in no negative fiscal impacts for high schools or the college when the bill passed.

Southwestern also provides credit recovery programs for students who have fallen behind and need additional credits to graduate. In our Curry County branch campus and satellite sites, Southwestern has contracted with the local area high schools to provide these credit recovery programs.

Over the past few years, Southwestern has seen a steady increase in the percentage of students graduating from the ten high schools located in the College's service district attending Southwestern, an indication the various admission and recruitment efforts have positively impacted enrollment. Due to dwindling demographics of school-aged students in Coos and Curry counties, these increasing percentages have enabled Southwestern to maintain enrollment numbers despite having fewer students to recruit in the service district.

The grading scheme has been updated to reflect a web-based option for faculty to enter incomplete grades. The grade options of IB, IC, ID, IF, and IU are now available for faculty to assign to students. These grades are recognized in the system, calculating an appropriate student GPA, and will be automatically updated when the date has expired within which the student must complete the course. This has eliminated paperwork and reduced staff time with respect to incomplete grade processing and is a prime example of some of the continuous quality improvement efforts being undertaken in student services at Southwestern.

STUDENT NON-ACADEMIC PROGRAMS

Activities/Student Government

As the number of residential students on campus grew with the expansion of campus housing, the need for a comprehensive and effective activities program became even more essential to assist in an intentionally created community amongst Southwestern students. The student life program responded, now offering a minimum of four student events or activities per week. While programming that would appeal to the nontraditional and commuter students attending the college is still limited, the progress in this area has helped improve student engagement in campus life outside the classroom; as a result, there is

an increased sense of belonging for students, and this connection is helping Southwestern attract and retain more students.

The Student Life Coordinator position, which used to report to the Director of Housing, now reports to the Dean of Students. This reporting change has enabled better coordination and cooperation between student activities and other related activities that report to the Dean, especially with the completion of a new Student Recreation Center, track and field, and the rejuvenation of a campus intramural program. These improved connections help provide appropriate levels of support for the student body and the Associated Student Government (ASG). Additionally, the presence of new campus leadership has increased both the desire and need for more student participation in campus discussions about Southwestern's vision, mission, values, and goals. The resulting engagement by students in the direction and priorities of the campus is essential to a healthy educational environment.

The emergence of student leadership on campus has increased over the past five years. Not only is ASG stronger, with more active participation from students in their own governance, but other student clubs and organizations have arisen and provided opportunities for student leadership development. The campus' national honor society, Phi Theta Kappa, has had additional advisors brought on board to increase student opportunities for leadership experiences. The Music Club has more than doubled in size and initiated in 2006-07 the inaugural year of a planned annual community outreach effort they called "Kiddie Konzerts" to help raise funds for additional equipment and supplies needed to strengthen the College's music program. The Theatre Club sent four students in 2006-07 to a regional college theatrical competition for the first time. Both the Culinary, and the Baking and Pastry, Student Clubs have impressed the campus and local community with various fund raising events to help sponsor the Culinary Institute's participation in regional team competitions and to support their culinary training through local, regional, and international trips.

Within the past year, ASG has initiated data collection and board policy review with the Board of Education to transform Southwestern into a smoke-free campus. ASG has also initiated discussion with the Faculty Senate to address what they view as inequitable and inconsistent policies on campus in handling student absences from class for college-sanctioned activities (e.g., athletic competition, musical and theatrical performances, etc.). The ASG President in 2006-07 has responded to community criticism of the College's all-black basketball team with an intelligent and thought-provoking letter to the editor of the local newspaper, *The World*. When students were concerned about student use of new facilities, a letter was sent to the Dean of Students to request procedures be developed to ensure that current students can enjoy these facilities with some level of priority over external community groups.

Talk has begun on campus to develop and implement a more formal student leadership program to help students reflect on how student life experiences on campus help them develop lifelong leadership skills. The goals of such a student leadership program would include several objectives: 1) contextualize the learning students are engaged in outside of the classroom with both previous leadership experiences and concepts being taught in their college courses; 2) reinforce the fundamental hard and soft skills these leadership experiences provide and that students need for success in the Colleges academic programs, as well as in the workplace beyond formal education; and 3) provide students an opportunity to document their leadership skills and experiences through the use of an e-portfolio. By engaging students in their own "deep learning," Southwestern is intentionally creating opportunities for students to have both leadership and educational experiences which will be remembered for, and incorporated in, a lifetime of real world experiences.

Student Recreation Center

In 2002-03, plans to construct a Student Recreation Center were resurrected. Discussions were initiated with ASG about this new facility; part of the conversations involved a proposed increase in student fees to cover the cost of a recreation center's construction. With the support and assistance of ASG in 2003-04, 400 student signatures were gathered in support of a student fee increase to build the center, and track and field. ASG then presented a proposal to levy this increased student fee to the Board of Education in February 2004. The Board of Education passed the proposal in May 2004.

During the summer of 2004, a group of ASG members and the ASG advisor met with the architect to discuss design details about the facility with continued discussions throughout the academic year 2004-05. With the passage of time, building costs increased resulting in changes to the overall project, reducing some of the features desired by students, as well as faculty and staff. Construction on the student recreational center, track, and field began in June 2005. The facilities were completed, and a grand opening for student and community use was held for the student recreation center and the track and field in September 2006. Highlights of the new facilities include a cushioned track to help prevent injuries; an artificial turf soccer field; a state-of-the-art fitness center; racquetball court; game room; aerobic and dance rooms; a second gymnasium area on campus which allows for multiple sport activities, including volleyball and basketball tournaments housed completely on campus; two technology-rich classrooms; and a 40-foot climbing wall. Initial student and community interest and use of the facilities have been promising.

Once construction began, the issue of how to best assess the student fee proposed by ASG and adopted by the Board of Education arose. With new campus leadership, and with few students remaining who had pushed for the construction of these facilities, all assessed fees to students were questioned. Data was collected and ASG was consulted about how to best assess the student recreation center fee. A proposal was made in Spring 2006 to eliminate individual service fees (including the recreation center fee) and replace them with an incidental fee per credit, and a registration fee assessed for each course. This new fee structure was adopted by the Board of Education in June 2006. This new fee structure eliminated hidden fees from a student's pursuit of an education at Southwestern; as a result, students understand the true costs of attending college and can budget appropriately. Student complaints have decreased about feeling "nickel and dimed" for necessary services provided by the college; and student retention, engagement, and satisfaction appears to be on the rise.

Athletics

Southwestern's athletic programs have expanded since the last accreditation visit to include men and women's golf in 2003. With these additions, Southwestern has fifteen intercollegiate athletic teams. Southwestern has the most number of teams of any community college in the state of Oregon and is appropriately represented in the Northwest Athletic Association of Community Colleges (NWAAC) by Athletic Director John Speas and Dean of Students Patty Scott who take an active leadership role within the association. Through their leadership regionally and internally on campus, not only have the number of student athletes on campus grown, but their success "on the field" and in the classroom has also improved.

Coaches are setting expectations high for athletes to be students first. Some coaches impose regular study hall sessions for the student athletes both in-season and off-season. Other coaches closely advise students in course selection that helps them progress towards the student's major of choice. Still others make sure students understand the importance of time management, academic support (e.g., tutoring), and other student success skills.

As mentioned above, the Student Recreation Center is a new facility that has not only helped the wellness of the general student body and members of the campus and local community, these facilities are the new

sites for intercollegiate wrestling, men and women's intercollegiate basketball teams, women's volleyball, and the dance/cheer team for practice and competition (i.e. wrestling matches, and tournaments). Coaches can use the classrooms and the fitness area in the recreation center for training instruction and workout sessions as well.

Due to budget reductions the college faced in the past seven years, assistant coaching positions and the equipment manager position were eliminated. Recently, some assistant coaches have returned, but not under the same employment opportunities and not at the level prior to the budget cuts. In addition, all head coaching positions prior to the budget cuts were full-time faculty positions with coaching and instruction responsibilities. Currently, only the men's soccer coaching position is part-time. Additionally, several other coaches, while full-time employees, are not full-time faculty positions. Still, athletic teams have been successful without assistant coaches, and without full-time employees serving as head coaches. The true benefit of athletics is two-fold: for the student athlete, many get their only opportunity to play at the college level, while they also receive a high quality education; for the general students, faculty, staff, and community, these athletic teams provide an opportunity to celebrate in the best that authentic competition teaches both players and supporters – good sportsmanship and fun in playing the game; self-confidence and humility in victory; and respect and appreciation in defeat.

Housing

During the past five years, the college expanded the number of housing units. The position of Assistant Director of Housing and Conferencing was added once the number of units and total of number of rooms rose to a capacity level appropriate for Southwestern to host conferences. Not only have these summer conferences offered a more effective use of these facilities year 'round, the income generated from this increased summer use helps retire the construction debt in a way that does not place all the burden on the students residing there.

Construction of the additional housing units also offered an opportunity for the college to increase overall campus resident capacity and alleviating fall term overcrowding that was occurring. Phase IV of student housing was completed in the fall of 2005 which added an additional 139 beds and four additional resident assistants. While there is some possible space for additional units, there are no plans – either short or long-term – to add additional housing units on campus. However, Southwestern did purchase in 2005 a local neighborhood facility; currently being used by the local Head Start program; plans for this facility over the next five-plus years have included the thought of providing single parent housing for Southwestern students.

With the number of students in housing reaching a capacity of 400, two resident hall directors were hired fall 2006 to increase student success and learning opportunities for housing students. On campus housing also includes a 24-hour quiet study lounge, classroom and a six computer lab located in the common use facility. One residence hall is dedicated as a wellness theme, with more themes being considered for next year. While wellness activities are planned for that hall, these activities are regularly available to all housing students.

Housing students are offered a meal plan, and these services are outsourced. Recent personnel changes in the campus food services have proved beneficial for the campus residents as well as the faculty and staff who enjoy the meals prepared in the Empire Hall dining facility. While the food preparation area itself is lacking in some basic equipment that, if fixed, could ultimately improve the diversity of food options, student satisfaction (as well as staff and faculty) with the food prepared on campus has improved.

International Student Programs

The tragedy of 9-11 has greatly affected the number of international students seeking education in this area. Tighter visa regulations have made recruiting efforts more challenging. In 2006, the full-time coordinator position left and due to the needs in housing, the full-time position was divided into two half time areas of responsibility: half in housing and half in international student programs. This change created an environment wherein the international student coordinator is available to handle issues that arise and has led to increased interaction between the staff and students. One result has been increased retention of international students.

New efforts by President Hansen to reconnect Southwestern with sister colleges in Brazil, China, and South Korea could help this program regain some of its former stature through more international participation stimulated by renewed interest from our sister colleges in student and faculty exchanges.

Taskforce Initiatives

A retention taskforce was created at the request of the college president in 2004. Faculty out of the Educational Support Programs and Services (ESPS) department and from other discipline areas joined this new endeavor. This committee's findings led to involving students in evening advising activities. This is one of several strategies that led to increased student retention and faculty engagement. The taskforce continued to work on retention of degree-seeking students by multiple efforts, including the education of the campus community about retention; facilitating faculty discussions leading to changes in the advising system; and additional trainings, workshops, and speakers that increase faculty knowledge about effective student engagement. While the Retention Task Force was formally disbanded at the end of Fall 2006, members continue their efforts through other venues, including faculty senate, and a team forming in Spring 2007 by Vice President Schoonmaker to develop processes, assessments, and evaluation mechanisms for faculty advising.

STUDENT SUPPORT SERVICES

Educational Support Services and Programs

College restructuring created the Educational Support Programs and Services (ESPS) department in 2002. A re-organization in 2006 did not substantially change the functional areas of this department. ESPS includes advising, testing, orientation, career services, internships, services for student with disabilities, Student Support Services/TRIO grants, and counseling. Enhanced coordination of these areas has led to increased student success and learning as evidenced by the initiatives listed below.

Revisions to the Early Alert process in 2004 require instructors to enter midterm grades of D, F or IU in WebAdvisor to generate Early Alert letters to students. The letters (with the dean of students' signature) include instructions to the students on how to look at their midterm grades in WebAdvisor, a recommendation that they talk to their instructor and academic advisor to make a plan for their academic success, and a list of various campus resources. These efforts help ensure that students know the current grade in their course and to serve as a reminder that academic resources are available on campus and online, these are factors that often have a positive affect upon student success.

Online tutoring was originally provided for distance learning and online students and is now available for all students. Usage of this service has grown from 7 students in fall 2005 to 68 students the following term, with services remaining stable to date. Access to academic resources is just one key to student success and as the mode of delivery changes for courses, so does the need for providing support resources.

The college developed workshops on the topic of plagiarism and cheating that included in-service presentations to full and part-time faculty, and staff in response to the increasing rate of plagiarism on campus as a well as nationwide. Additional faculty resources were made available to assist with the

plagiarism issue as the college purchased TurnItIn plagiarism software for use by full and part-time faculty.

A major shift in process enabled Southwestern to assign an advisor to new students at the beginning of the term rather than the third week. All new students have an opportunity to meet with their advisor prior to the start of classes fall term. Research shows that initial patterns students adopt in the first week to ten days of their college career are very difficult to change. Therefore, providing advisement from a student's first day on campus has proved to be a significant improvement in the provision of services to students.

Southwestern has adopted new procedures that enable students to utilize ACT/SAT scores for initial course placement. This change eliminates the need for students with these test results to retake the college's ASSET or COMPASS placement tests. Students have indicated that acknowledgement of their previous results helps them see that student support services at Southwestern are interested in them as individuals.

Efforts during 2005-06 resulted in a statewide collaboration on standardizing the use of Advanced Placement (AP) scores for awarding credit for prior learning. Initial differences between colleges and universities around the state were significant; but patient discussion and a groundswell of leadership from many sources, including Southwestern, resulted in final agreement of credits earned for scores received through AP tests.

The need to reduce the amount of remediation high school graduates require before taking college level courses is a national problem and fast becoming an educational policy issue. Southwestern received one of fifteen national grants from CCTI (mentioned earlier in Standard Two). Part of the grant funding was designated for implementation of early placement testing for high school sophomores. High school students learned in 10th grade what level of math, reading, and English are required to take college level classes; and the college, at least theoretically, received better prepared students who require less remediation. The concept has been sound; and the benefits to these students, even those who choose to attend a different college than Southwestern, has such tremendous potential that the college is committed to continue early placement testing in the high schools even after the grant runs out in Fall 2007.

Southwestern is committed to the publication of a year-long schedule. This allows high school students and returning students to plan ahead for their academic career. The year-long schedule is available in August and contains fall, winter and spring term classes. Due to scheduling conflicts and personnel turnover this past year, the year long schedule will not be produced for the 2007-08 academic year; however plans remain to offer a year long schedule in conjunction with providing year-long registration for students. Limits to the current database management system and other competing priorities for database programming have thus far prevented the implementation of year long registration to accompany the year long schedule. Until such time as the college can have both services, the utility of the year long schedule will be limited.

Even though the college has been slowly and steadily growing into a medium-sized community college from its small college origins, some areas of support have not been able to keep with the growing demand. One of these areas is the career center. Positions were lost due to budget cuts. While the center still exists, the responsibilities for these services are shared among staff members. One of the major programs offered by the College annually is a Career Expo. While not new, this event has increased importance due to staffing limits.

The college has one full-time AmeriCorps VISTA (Volunteers in Service to America) volunteer to create and expand the service learning program at the college. The volunteer will work with faculty, students

and community agencies, mostly non-profit agencies, to develop the process for students participating in service learning. Three departments (Biology, Writing, and Speech) have volunteered to pilot test the process during the spring term. The VISTA volunteer has scheduled presentations in these classes to develop the service learning concept, assist students in finding placement in an agency, and to help enhance the experience of service learning.

A new TRIO program for Southwestern, Upward Bound, was funded through federal grant funds and began in the academic year 2003-04. This program provides support for high school level students that are college bound first-generation students coming from primarily low income families. The program has both an academic year plan and a summer component.

Students attending summer academic enhancing classes are housed on campus for six weeks. All graduating high school seniors in Upward Bound are encouraged to attend a summer bridge program. During the summer bridge program the students are offered two college courses on campus along with assistance with the transition from high school to college.

Both the academic year and summer programs offer academic advising, career counseling, college exploration, college admissions assistance, financial aid assistance, study skills, tutoring, cultural activities, leadership training, college campus visits, and individualized plans for collegiate success. The relationship between Southwestern and the local high schools continues to be enhanced by programs such as Upward Bound, providing for increased access and exposure to college programs and services.

Southwestern received a summer Gear Up! grant in Winter 2007 that will provide students with helpful courses in English and Math team taught by high school teachers and college faculty. Not only will the students have two instructors to help them learn the material, the high school and college instructors gain a better sense of the transition points between high school and college in these two subjects. Armed with this information, the instructors will help begin the creation of a local seamless education transition.

Enrollment Management

The Student First-Stop was created to provide students with a one-stop approach to registration, financial aid, and payment options in fall 2002. The First-Stop staff are trained to help students in areas of admission, registration, transcripts, financial aid, billing, and general college information. The combining of services into one area has led to increased access and fewer hassles for students. Separate from the Student First Stop is an OCCI student services representative, dedicated to serving culinary arts students at the Oregon Coast Culinary Institute (OCCI). This representative serves as an advocate for and a clearinghouse of information in admissions, financial aid, enrollment, transfer information, degree audit and graduation information. The Coos campus Student First-Stop hours have been extended from 7:30a.m. - 5:30 p.m., to provide better service to the college's non-traditional students and the community at large. The Curry campus in Brookings also houses a Student First Stop with hours from 8:30- 8:30 M – Th.

Personnel changes were made to include the creation of a full-time Director of Financial Aid position. The Veteran's eligibility clerk position was moved to the financial aid office to provide continuity of services to all students receiving any type of financial assistance. Financial aid personnel were moved into an open office plan to allow for better communication and cross training among staff and to provide better access to students between the hours of 7:30 a.m. to 5:30 p.m.

The Curry campus is now able to provide the same level of services in most areas as the main campus. Staff are able to process receipts, remove holds, override registrations holds, and processes bookstore charges. This is the first time this has been available to the Curry campus and is a result of improved

connectivity and access to the college database which occurred in 2006. This is a significant change that has expedited services to students at the Curry campuses.

In an upgrade of online services to students, WebAdvisor was introduced in the fall of 2002. Features students can use online include: managing their user profile information, account information, financial aid, academic planning, help documents and a student employee profile. Students have access to more information about WebAdvisor features on the college website. Students at the Curry campus have recently gained access to additional bandwidth as a result of an update to the server. This will help them increased their use of WebAdvisor -

<https://lakerlink.socc.edu/WebAdvisor/WebAdvisor?&TYPE=M&PID=CORE-WBMAIN&TOKENIDX=226971354>

Not only do students have access to the Web Advisor features, several services are now available online to provide increased access to students. These services include the admission and graduation (including deadlines to apply, frequently asked questions, rehearsal information) applications, nursing application and information, transcript requests, and enrollment verification using the National Student Clearinghouse. All work-study and student loan seminars are now online and are available at the following website: http://www.socc.edu/serv_resrc/faweb2/stuempprog_files/frame.html#slide0063.html. These online services are more convenient for students and a more efficient use of staff time.

Students indicated to staff the desire to receive information and notifications via e-mail; however, not all students were able to set up their own accounts. In 2005, the college developed a system to provide e-mail access to all students. This provides a way for the college to work with students in many arenas such as financial aid reminders, graduation applications, and course information, using a technology format that is quickly replacing telephone and in-person contact.

Staff continues to review accounts receivable balances and develop appropriate payment arrangements for students. In spring 2006, a new option became available through Tuition Management System (TMS). TMS manages payment plans for Southwestern's students. For a small fee, students work with TMS to arrive at a monthly payment plan that works for the students to fit their financial need and maximizes limited resources.

The college has simplified the financial aid disbursement and refund processes. The refund date was modified Summer 2005 by one week, in conjunction with the refund period change, thus allowing students access to financial assistance earlier in the term. This process was changed to address comments from students regarding finances and will be re-assessed to determine if it had the positive impact that was anticipated.

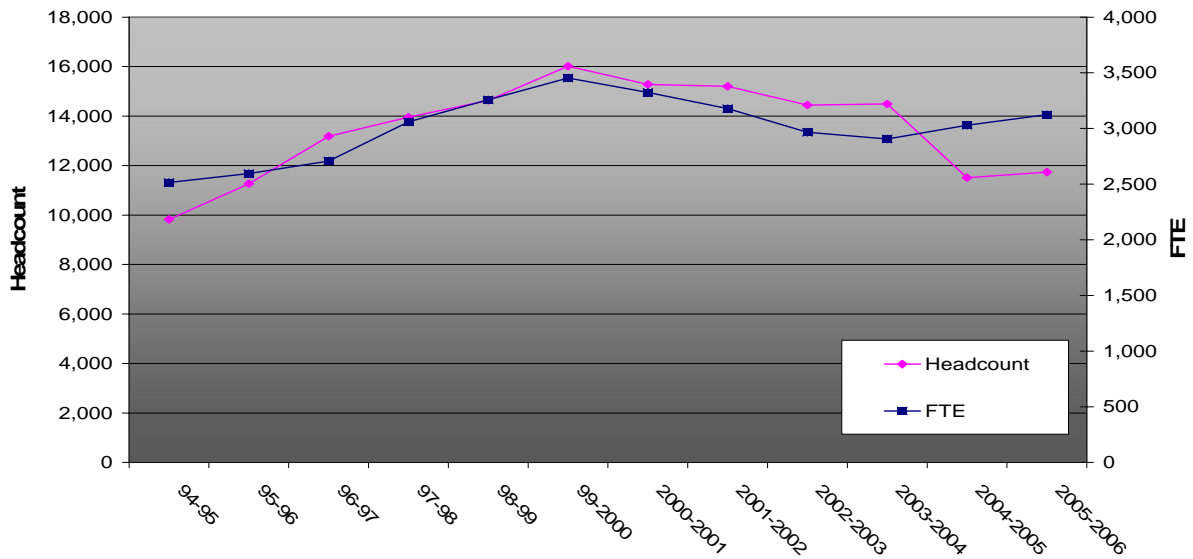
ENROLLMENT FIGURES

The college's headcount and FTE peaked in 1999-2000 at 16,018 students generating 3,450 FTE. Since then, the college's enrollment has declined to about 3,100 FTE for the 2005-06 year. The college's enrollment is not expected to increase significantly over the next decade. This is because the college district is not growing. In fact, the population of the college district has not changed by +/- 1,000 people over the past 20 years. However, the demographics of the population have changed significantly. Persistent economic hardship in the college district has taken a toll on working-age families. There has been a continual out-migration of young families with children, supplanted by retirees living on transfer payments moving into the area.

A comprehensive analysis of enrollment data identified two current trends. The college has been consistently increasing its out-of-district/out-of-state enrollment of traditional-aged students; unfortunately, this has been offset by in-district declines in enrollment of less-than-half-time students.

Second, an analysis of future in-district high school graduates shows a slight upward bump with a subsequent decline to current levels over the next seven years. Based on this data, the college is confident that it will continue to attract the same or greater numbers of recent in-district graduates over the next several years that it has in the past due to the increased recruitment and scholarship endeavors. Looking beyond seven years, though, there will be a steady decline in graduating seniors if the current demographics of the community do not change.

Headcount and FTE



Standard Four – Faculty

What significant changes have been made in policies affecting the faculty?

Several changes of significance to policies, procedures and processes affecting faculty were made in the most recent renegotiation of the faculty 2005-08 Collective Bargaining Agreement (the contract). The most notable change took place in the process of negotiation itself. For the first time in ten years, administration and faculty sat at the table without attorneys present. This reflects the change in college climate and an increase in trust between faculty and administration. The focus of negotiations was to bring back a positive and respectful dialogue between management and faculty through active listening and a shared understanding that the basis of the discussions centered on internal consistency and equitable placement of faculty members. The contract negotiations resulted in several changes to faculty placement, faculty salary equity and internal consistency of assignments. Changes to the contract include:

- tenure tract appointments will be the usual appointment for full-time faculty positions (2.7.A)
- more clearly states when adjunct appointments will be made in lieu of tenure-track appointment (2.10 A)
- how a Visiting or Adjunct faculty appointment can receive consideration from newly opened tenure-track appointments (2.11)
- how faculty in the culinary arts program will be placed on a pay schedule upon employment at Southwestern (10.3E, 10.4B)
- workload credit adjustments based on class size (12.14)
- how the assignment of summer school instruction will be determined (13.3)
- addresses night teaching and early morning courses following night courses (14.4)
- changes to the faculty evaluation process (16)

With the increasing number of online courses, the desire to address online and distance education (DE) in the contract was expressed by the faculty and embraced by management. The language makes it clear that DE assignments up to seven workload credits per academic term will be treated the same as traditional workload credits unless there is a mutual agreement between the faculty member and the Vice President of Instruction & Student Services that supersedes the workload agreement and provides a stipend instead of workload for DE courses taught (12.2 A, B). Several subsections provided more clarity about workload credit for special cases that may arise such as the following: field trips, committee work, nursing clinical planning, coaching for sports teams, program coordination/direction, other institutional duties, and advising (12.4-10). This is one example wherein internal consistency was resolved with the latest contract. Faculty and management look forward to the next round of negotiations, one that is sure to include the same collaborative efforts and open dialogue.

Have the characteristics of the faculty changed? How have faculty salaries and other benefits been improved?

Southwestern has worked diligently to maintain the full-time to part-time faculty ratio and maintain quality education and small class sizes. The number of full-time faculty has risen nearly 9% in five years and has experienced an increase in the number of part time faculty in the last three years, as evidenced below.

Full and Part-Time Faculty Comparison			
Fall Term			
Term	Part-Time	Full-Time	Ratio
Fall 2003	156	61	2.55 : 1
Fall 2006	171	69	2.47: 1

A new salary structure went into place effective with the faculty contract year 2002-03. Article 11 – Compensation was revised significantly as an outcome of negotiation and the recognition by the Employer (Southwestern) of the value and commitment of faculty to the college. Current faculty salaries and the initial salary level for new hires were adjusted based upon a review of comparable salaries including longevity, degree attainment, and content area specialization. The contract was changed to include an automatic 8% increase with the granting of tenure and additional salary increases with each positive three-year performance evaluation. The increase is determined by a comparable salary as mentioned above. Faculty whose salary is at or below the median receives a 6% increase while faculty whose salary is at or above the median receives a 4% increase. The contract also included a three percent cost of living adjustment for 2005-06 and for the 2006-07 contract (11.2 A). Average full-time faculty salaries rose by 14% since the academic year 2001-02.

Full-Time Faculty Salary Comparison			
Year	# Faculty	Salaries	Average Salary
2001-2002	61	\$2,535,444	\$41,564
2006-2007	69	\$3,339,890	\$48,404

Average part-time salaries rose by 11% during the same time period.

Part-Time Faculty Salary Comparison		
Year	# Faculty	Average Salary
2001-2002	156	\$310
2006-2007	171	\$348

Southwestern is committed to providing faculty with opportunities for professional development or enhancement and commits significant resources to do so. The Staff Development Committee administers an annual budget of \$14,000 to subsidize departmental budgets in the area of professional development/enhancement. While it is called the Staff Development Committee, the focus is clearly faculty, as indicated in the Faculty Senate Constitution. At the writing of this report, the faculty are in the process of voting to change the constitution to reflect a new name of Faculty Development Committee. For 2006-07, the committee has expended over \$6,300 on approved activities for 13 faculty to attend nursing, service learning, leadership, and speech conferences. Most requests were fully funded. All are reviewed to ensure the requests are linked to a faculty member’s individualized faculty development plan prepared during the evaluation process. The college allocates funding for professional development/enhancement opportunities during the budget process.

Unit Number	Unit Title	Funds Allocated
53211	Operational Travel	\$134,711
53213	Seminars/Workshops	\$15,500
53214	Staff Development	\$74,741
53216	Program/Staff Development	\$11,750

Additionally, the College Foundation provides \$5000 annually to support faculty projects of excellence and innovation. Faculty are notified of the awards, the Staff Development Committee ranks submissions and submits recommendations to the Foundation.

Vice President Schoonmaker and President Hansen support the concept of faculty sabbaticals. Towards that end, two faculty in Winter 2007 were recommended for partial-year sabbaticals to research Service Learning. These requests were approved by the Board of Education. By enabling faculty to engage in periodic reflection, research, and renewal the College is demonstrating its willingness and commitment to invest – and reinvest – in quality instruction by well trained and developed faculty,

In summer 2005, instructional deans and directors recognized the need for additional and ongoing training for new faculty. This discussion occurred during the annual Instruction and Student Services retreat in August. As a result, the New Faculty Orientation was developed and implemented. The topics vary depending upon the needs of the faculty, technological skills, pedagogical skills and college process and procedures. The title was changed to New Faculty Institute and later to New Employee Institute to reflect a broader range of college employees that attended.

Southwestern established a virtual teaching and learning center in 2005. The intent was to provide faculty with an online resource for research and communication on assessing student learning, communication for learning, copyright fair use, instructional design and multimedia in instruction. While the intent was admirable, it was not utilized effectively by faculty. Recent funding from a Title III grant has allowed for the development of a Teaching and Learning Center, housed in Tioga Hall. It is anticipated that the combination of both a facility and virtual resources will generate interest in professional development/enhancement in teaching and learning. <http://www.virtualltc.org/socc/>

Service activities of faculty include a broad array of contributions to the public and to the functioning of the college, of professional societies and organizations, and a number of other outside agencies and organizations. College employees serve over 1200 hours monthly in local community events and activities that include K-12 involvement, religious affiliation, student clubs, and service clubs.

How does the institution conduct a substantive performance evaluation of all faculty? See Standard Four - Faculty and Commission Policy 4.1 - Faculty Evaluation.

The faculty review process has not changed significantly in the last five years. In the spring of 2006, the Vice President of Instruction and Student Services, the faculty senate chair, and a member of the faculty union attended an international conference on developing a comprehensive faculty evaluation system. Knowledge gained at this conference convinced those in attendance that the faculty review process at Southwestern needed to be thoroughly examined and redesigned.

As a result of the positive results gleaned from this conference and the eight step process outlined during the sessions, an assessment of the faculty evaluation process was initiated in spring 2006. Information about the comprehensive faculty evaluation system was shared with faculty at a general faculty meeting in spring 2006. Resources from the conference were put on reserve at the Southwestern library for faculty reference over the summer 2006. Step one of the adopted process (identification of the roles and tasks of faculty at Southwestern) was completed during Fall 2006 in-service.

Due to the reorganization in February 2006, the faculty senate chair moved from a faculty position to an administrative position; thus making the three member team a majority of non-faculty. Therefore, a new committee is currently being assembled by the one remaining faculty member and the initial discussions of step two are underway. The goal is to have the revised, comprehensive faculty evaluation system in place by fall 2008. A redesign of the faculty evaluation system will clarify the diverse faculty roles found at Southwestern, honor the differences that exist within the faculty positions, construct measures that assess faculty work equitably using valid and reliable surveys, and settle on a process that adds value to the faculty evaluation system by making each evaluative element meaningful and statistically significant in its contribution to the comprehensive faculty evaluation system.

While the faculty evaluation process is currently under review, the process for Managers, Administrators, Supervisors, Specialists and Confidential (MASSC) employees has been revised. The evaluation timeline was moved from June of the academic year to March, allowing staff to work on any issues that may need development. The process asks that staff complete a self evaluation, a review of the current year's goals,

and development of the following year's goals. This change will help align the evaluation process with ongoing strategic planning.

To evaluate faculty advising, a student evaluation was developed and piloted. The process was cumbersome and abandoned after two quarters. This will be revisited as part of the review of the faculty evaluation process in 2007-08. To streamline the process of student ratings of faculty, the college purchased *eListen* to automate the process of collating and compiling data regarding student to faculty interactions. *eListen* was piloted and implemented for distance education courses; however, the software was never fully implemented for face-to-face courses due to the computer access requirement. In fall 2005, the Student Affairs Committee revised the current student evaluation questions. Budget constraints and lack of appropriate technology delayed implementation of the project, however, with the purchase of Campus Climate the new questions will be in use for 2007-08.

Southwestern faculty will be participating for the first time in the Community College Faculty Survey of Student Engagement (CCFSSE) in spring 2007. This survey elicits information from faculty about their teaching practices, the ways they spend their professional time, both in and out of class, and their perceptions regarding students' educational experiences. Two reports are produced by the survey administrators for use in identifying faculty perceptions as they relate to the student survey answers from the CCSSE survey administered just prior to the faculty survey. These reports allow staff to engage in discussions about the results, identify where gaps may exist, and solicit faculty recommendations for change in areas identified for improvement. In addition, faculty will be able to review and make decisions for improvement based on benchmark data for the three areas identified in the CCSSE: active and collaborative learning, academic challenge and student-faculty interaction. In discussions, faculty expressed they want an opportunity to provide feedback related to the educational experience of students and compare their responses to those of their students. These reports will be available at the same time as the student responses, fall 2007.

A survey of past hiring practice showed slightly different approaches throughout the various departments of the college. The survey assisted instructional directors responsible for hiring part-time faculty to evaluate the current practices. A common process was developed and was implemented winter term 2007. Instructional directors are responsible to follow and maintain the process. One goal of this process is to develop a workflow, using the management information system that will allow tracking of part-time faculty hiring procedure. A second goal is to create an electronic pool of potential instructors for part-time employment.

To better serve faculty and staff, the human resources office has automated much of the information that was once disseminated in print form. Items include benefits, retirement information, insurance forms and web links, current bargaining agreements as well as forms such as leave forms. Links to frequently used resources (insurance, retirement) have been provided. Access is available through the faculty and staff webpage on the college web site – www.socc.edu. Access is available but limited from off-campus sites.

The college will continue to review the evaluations for faculty in a timely manner, creating an opportunity to align faculty goals with the ongoing strategic planning and the college mission. Review of the current evaluation form in use and assessment of what needs to be changed is planned for implementation next academic year. Faculty resources, professional development opportunities and human resources support continue to be a high priority for faculty and management. As the Teaching and Learning Center evolves in the next few years, these issues will continue to be addressed and enhanced through collaborative efforts.

Standard Five – Library and Information Resources

How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

In February, 2006 an organizational restructuring was announced that realigned Library and Information Resources at Southwestern. Enacted in July, 2006 the Library, Media Services, Distance and Community Education, and the Instructional Computer Labs departments formed a new division called Learning Resources and Development. All units report to the Instructional Director of Learning Resources and Development. Many opportunities have arisen for quality improvements for learning resources since the reorganization, including cross training media services and computer lab staff to help provide adequate coverage of open lab hours and media needs for academic and community events during non-peak hours while continuing to provide high quality services to students and faculty.

Integrated Technology Services (ITS) provides network connectivity to the campus, and offers technological support, but is not involved in the day to day library or learning resources operations nor has any direct input into the growth of instruction, including developments in computer science and health technologies. While ITS is a separate administrative unit reporting to the president, both library and learning resources at Southwestern work collaboratively with ITS to ensure a stable and seamless delivery of services for students, staff, and community members.

LIBRARY

A new Library Director was hired in March 2004, bringing new energy and direction to library services. The library has 6.5 FTE staff including 3 librarians (library director and two library faculty, including a newly hired public services and electronic resources librarian starting April, 2007) with ALA accredited degrees; 3 classified staff, and one part-time librarian. The library has reduced weekend and evening hours due to budget constraints in personnel. The library's budget for materials and services has increased slightly over the past three years.

Library staff provide general library tours and face-to-face, point of use instruction. The college offers a one-credit information literacy course online during fall, winter and spring terms. Course-related library instruction is offered at a faculty member's request. These sessions are generally booked into computer labs on another floor and/or are provided online.

Although materials costs outpaced budget increases, the library staff has been able to improve the quality of the book collection by systematic review and replacement of aging materials. Materials related to horticulture, baking and pastry, and culinary arts programs have been expanded in the past two years. Documentation regarding the print collection is available for review.

The library participates in the statewide cooperative purchase of a core set of EBSCOHost databases to provide access to electronic full-text serials. Outside that contract the library pays for subscriptions to CINAHL and PsycARTICLES. CINAHL is a recent addition to the EBSCOHost database to support changes in the nursing curriculum. The Curry campus has partnered with local libraries for student access and has online access to the Coos campus stacks. The Curry staff fax an interlibrary loan to the Coos campus library and the book is received by mail within three days, if it is in stock.

The total number of electronic full-text titles available through database subscription is over 17,000. Individual titles can be found through the EBSCOHost A-Z Index on the library homepage. <http://atoz.ebsco.com/home.asp?Id=swocc> Southwestern purchased access to the NAXOS Online Music

Library to support the Music program providing access for ten simultaneous users and, currently, that is meeting the demand.

A small collection of non-print media (CDs, DVDs, and VHS) is available and the library has assumed the responsibility for managing the acquisition, cataloging, and circulation of instructional media requested by faculty. The budget for instructional media is small but funds can be drawn from other acquisitions categories as needed.

The third floor of the library now shares space with one of its community partners, the Coos Cooperative Library Service (CCLS). While CCLS used to have its own space on the first floor of the building where the library is housed, the collocating of these two library centers on one floor has strengthened the presence of learning resources there. As these two units, both staffed by employees of the College, learn to coexist there is hope that the potential for sharing human resources can be explored in order to continue the improvement of services to faculty, staff, students, and the community.

The use of adjoining space by these two community partners should ultimately present opportunities for collaboration and efficiency in the utilization of the physical space; however, the current arrangements limit previous flexibility for library instruction. In terms of functionality, the library will need to recover space for shelving back issues of periodicals, small group study space, and an expanded instructional area. During the Master Campus Plan process that has just gotten underway in Spring 2007, the functional use of existing library space will be an important issue for the architects to address. Some initial concepts for an interior redesign of existing space could increase library functionality and decrease demands on staff required to cover two distinct spaces separated on two floors while allowing for the continued collocating of CCLS with the Southwestern Library. This issue is also addressed under Standard Eight.

MEDIA SERVICES

Media Services provides support services for the integration of technologies into instructional delivery and design, including basic support such as equipment setup, audio and video services, multimedia equipment and services to the campus and campus community. The media services department supports the college mission by providing training to instructors, students and staff in the use and implementation of multimedia equipment in the classroom. Utilization of the worldwide web to deliver training has increased on the campus and media services provide and setup webinars (web audio conferencing), telephone conferences and satellite feeds, and sound systems for campus staff, as well as, scheduling these events for a wide variety of community agencies and businesses.

The department staff has grown from 1.5 to 3.0 FTE in fall 2006. This was done by moving one half-time classified position into full-time and moving the technician from the Performing Arts Center to media services. These moves will help to ensure on-time setups, better communication with the college staff and community and to plan strategically.

Media Services has installed multimedia capabilities to 58% of Southwestern's classrooms, an additional 24 classrooms have been upgraded over the last five years. The Title III grant will provide resources for additional smart classrooms, these are multimedia rooms equipped with a smartboard. The grant has provided financial resources to staff and provided equipment for a Teaching and Learning Center located across from the Media Services office. This location will offer the collaboration of both areas in teaching and learning technologies.

The first nursing simulation room was installed a little over four ago and was followed by SimMan training for nurse educators. Since that time the college has acquired a second SimMan, a Birthing Mother in 2004, and SimBaby in August 2006. The media services department provides technical support and

training to the nursing department simulation labs for the medical simulation labs. Technical support is provided for a wide range of simulation equipment including cameras, monitors, DVD/VHS capturing, microphones, patient monitors, simulation manikins, compressors, and computer software and update support.

Partnering with four-year schools and universities through video conferencing offerings, the media services provide distance education to the community. Media Services has video conferencing contracts with the Southwestern Oregon University Center and with the Department of Corrections for the security manager, program manager and chaplain staff. Numerous agencies and local businesses utilize Southwestern's video conferencing facilities to provide professional development to their staff in a more cost effective manner, than driving to Eugene, Salem, or Portland.

INSTRUCTIONAL COMPUTER LABS

The college has 11 labs housing a total of 114 computers and 16 electronic classrooms with a total of 245 computers. Fifty-six new computers were replaced in the labs/electronic classrooms in 2006. The Curry campus also houses two labs with 36 computers for student use. All campus computers are on a regular replacement schedule.

Given the rapidly changing technology environment, it is a high priority to provide resources for staff to attend ongoing training in software and technology in order to accurately provide assistance and support to students. The support specialist for WebCT has provided training for staff in the instructional computer labs on the use of WebCT and password issues impacting students who are attempting to gain access to the system. As the number of distance learning students grows, continued training and upgraded skills will be required in order to keep pace with technology changes.

INTEGRATED TECHNOLOGY SERVICES (ITS)

Since the last major review, the Information Technology department was renamed to Integrated Technology Services (ITS) more accurately reflecting the wide array of services provided to faculty, staff and students. The organizational structure in the ITS department has changed in the last two years, to accommodate changing technologies, loss of qualified staff, the college mission and expanding college needs. The System Administrator position was split into two positions, System Administrator and Network Administrator to alleviate workload and every increasing systems and responsibilities. An Application Analyst and Training Specialist position was created for application support of Colleague as well as all application training.

The current infrastructure was upgraded to provide gigabit connections to all buildings and student housing. Four core switches were upgraded to provide increased bandwidth to students, faculty and staff. Servers were upgraded to rack mount units with redundant components to insure maximum uptime and security. All servers run the latest Microsoft 2003 R2 operating system. A wireless network is being installed to allow increased access for students anywhere on campus. Curry campus's also have wireless accessibility. All student access lab computers are running Microsoft XP operating system.

The ITS department also supports client servers for student labs, serving over 478 student access computers in 26 major labs. The recent addition of direct connectivity to Gold Beach and Brookings sites allows remote support for their staff and lab computers as well as on-site support, as needed. Other improvements for students, faculty and staff include expanding and upgrading the network infrastructure, working with the ISP to install a redundant loop internet connection, and installing a generator/three-phase UPS for the server and switch room. All student, faculty, and staff computers have antivirus installed and maintained by ITS.

ITS worked with student services staff to test and implement a web-based registration system in 2001. Originally completed to provide access for a growing number of distance learning students, it has benefited face-to-face students as well. The implementation of a web-based help desk system has added structure, accountability and improved feedback from faculty and staff.

The department's effort to provide email accounts to currently enrolled students was successful. Currently, there are over 8700 student email accounts. This allows important information to be sent to students in a format they are comfortable with and expect to receive. It also allows faculty to interact with students more easily. Also, applicants get email for communications purposes. Student email accounts are deleted after two years of non-usage. As long as the account is in use, the college will support and maintain the email.

This department provides technology training for all college staff and faculty. Staff are provided with beginning to advanced training and documentation on Colleague's Unidata application database use and queries by ITS. A dedicated trainer also provides instruction on: email, colleague financial inquiries, colleague human resources inquiries, colleague system inquiry tools, using and creating rules, communication management, and all the web based functions provided by WebAdvisor. In addition, ITS provided secure e-commerce services for web based transactions. This provides the ability to pay for registration online with a credit card.

The webmaster at Southwestern has developed core college websites (e.g., admissions, registration, financial aid, graduation, orientation, academic advising, distance learning) to promote and consistently reflect the mission, vision, and values of the institution. The webmaster provides a centralized source of independent advice on web projects undertaken by various college departments.

Five new servers were acquired to serve Gold Beach and Brookings student labs, faculty and staff. ITS staff installed and configured the computer and network hardware. All Curry hardware can be configured and maintained remotely from the main campus. Every effort is made to provide the same level of service as the Coos Bay campus receives. A new MPLS DSL link provides direct connectivity access to Curry remote sites. This allows Brookings and Gold Beach to be in our network. Curry staff can now use Datatel directly, as opposed to the previous solution, and gain access to the college's server folders. Students are provided with additional bandwidth.

The department has installed VPN access, a secure remote network, allowing college staff the ability to work remotely while physically away from the campus. Staff are now able to work while they travel and access the server system from anywhere in the world. With the recent installation of the upgraded Exchange messaging and calendaring system, staff are now able to share calendar information, improving scheduling and productivity. ITS implemented a web-based help desk for users called HelpBox which is a database of solutions that assist faculty and staff in reporting and troubleshooting hardware, software and email problems and concerns.

The recently awarded Title III grant enables ITS to strengthen the institutions' technology infrastructure to significantly improve the teaching and learning environment on campus. Since October, 2006, through the use of Title III grant funds, ITS has purchased and installed a server for the instructional support program Tegrity (a content capture and retrieval application); assisted in the installation, debugging, and participation in the initial technical support training for Tegrity; purchased and installed through a student service learning project a complete wireless network for the main campus, and purchased and help locate on a campus server a new e-Advising program that will greatly improve the College's efforts to support student learning and success.

Standard Six – Governance and Administration

Explain significant changes in the governing board, leadership, and management of the institution. See Standard 6.B – Governing Board and Standard 6.C - Leadership and Management.

Dr. Judith Hansen joined Southwestern Oregon Community College July 1, 2005. During her first year she initiated a Strategic Planning Process, flattened Organizational Structure and aligned College Procedures consistent with Board Policies. Together with the locally-elected Board of Education members, Dr. Hansen *reviewed the Board of Education Policy Governance* model policies, as required by the Policies adopted in 1995 and recommended edits and procedures in line with governance need. A college Procedures Task Force was formed with representatives from all employee groups resulting in the separation of all-college procedures from office procedures. The Board of Education again reviewed Board Policies from 1996-97, assuring that the Policy requirement for review was included in the first Strategic Plan.

District-wide Strategic Plan processes began in 2005 with over forty focus groups throughout the College District on- and off-campus; identifying Dreams, Barriers, Strengths and Future for Southwestern; lead by Dr. Judith Hansen. Following synthesis of the focus group suggestions into 45 pages of suggestions, a Community Commission of fifteen volunteer leaders and college representatives met to recommend direction to the Board of Education. The Board of Education directed the College to use the Community Commission recommendations in development of a Strategic Plan. A rolling three-year Strategic Plan was developed by an all-college team including Board of Education members and adopted by the Board of Education. The all-college Expanded Faculty Budget and Planning Committee has completed a second year of Strategic Plan development and submitted a draft Plan to the Board at the March 2007 (see Exhibit A.) meeting, with the intent for the Board to adopt the 2007-2010 Plan at the April 23, 2007 Board Meeting. The new Plan includes budget recommendations, tying Strategic Planning to the Budget process.

A flatter organizational structure to complement participatory planning was announced effective February 6, 2006. Instructional leadership, absent for two years before the arrival of Dr. Stephen Schoonmaker, and Administrative Services leadership positions were restructured. President Hansen appointed Dr. Stephen Schoonmaker and Dr. Sheldon Meyer to the positions of Vice President of Instruction and Student Services and Vice President of Administrative Services respectively. Elimination of all Associate Dean positions allowed Instructional Directors to work directly with Vice President Schoonmaker. Instructional Directors and three Deans sit with Dr. Schoonmaker on the Instructional Council for effective teaching and learning leadership. The Dean of College Advancement position was eliminated and restructured with portions of the position responsibility reporting to the President and each Vice President. This flatter organizational structure has provided responsive collaboration as Southwestern grows with the surrounding area and development of the community economy.

Collaborative leadership groups that enhance the flatter organizational structure include the President's Cabinet that now includes Information Services leadership; Vision Group that represents all college units and leads Strategic Planning; and Faculty Senate which has expanded focus to include the Expanded Faculty Budget and Planning Committee that directs college-wide budget development and planning processes.

The Board of Education, President's Cabinet, Vision Group and Expanded Faculty Budget and Planning Committee members have become integral participants in development of the Strategic Plan, new Vision Statement, new Core Values and consideration of a new Mission Statement. New Vision Statement and Core Values adopted during 2005-2006 guided new Strategic Planning. The 2007 Strategic Planning process includes review of the existing Mission Statement. To develop a new Mission Statement; the

Board of Education and Strategic Planning groups developed key phrases, and key phrases were developed into a draft statement, and the wording was sent to all college employees on e-mail for comment and suggestions. The comments and suggestions will be used to adopt a *new Mission Statement at the Board Retreat in June, 2007.*

The Southwestern *Institutional Effectiveness Model* outlines the truly collaborative processes that guide college leadership through district-wide input, participatory decision-making, effective information feedback and repeated processes for effective program and process development. A new year of district-wide input will be provided by a district-wide Master Planning Process announced by the Board of Education at the February Board meeting, launched at a March Master Planning Steering Committee meeting, and begin with focus groups in Curry County Spring, 2007.

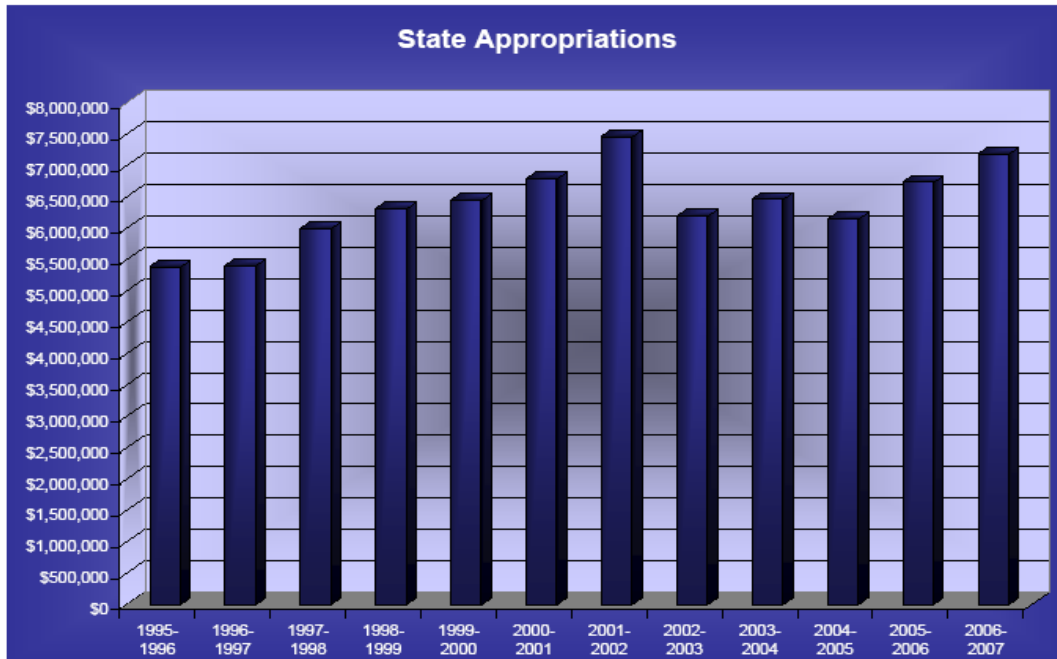
Standard Seven – Finance

What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

Emphasis has been placed on the pursuit of adequate fiscal resources and their development as outlined in goal four of the Strategic Plan (see Exhibit A.1). A number of strategies are detailed in the strategic plan including increased FTE, special projects, enterprise profitability, and increased state allocations. The table indicates budget data for the last five years.

State Appropriated Annual Budgets 2002-2006					
Category	2002	2003	2004	2005	2006
Salaries & Benefits	\$15,429,548	\$15,569,868	\$15,184,781	\$16,084,479	\$17,473,507
Operating Expenses	\$13,322,151	\$13,433,429	(1) \$15,639,344	\$15,391,967	\$15,154,284
Capital Outlay	\$13,487,290	\$13,478,970	(2) \$14,204,861	\$17,320,504	\$17,410,490
Total Operating Budget	\$42,238,989	\$42,482,267	\$45,028,986	\$48,796,950	\$50,038,281
Transfers & Contingency	\$1,585,428	\$1,348,841	\$1,829,005	\$2,083,557	\$3,531,604
Debt Service	\$1,618,387	\$1,644,487	\$1,651,258	\$2,861,171	\$3,345,067
Ending Fund Balance	\$443,230	\$1,280,693	\$732,154	\$967,000	\$250,000
Grand Total Budget	\$45,886,034	\$46,756,288	\$49,241,403	\$54,708,678	\$57,164,952
% increase (decrease)	6.82%	1.90%	5.32%	11.10%	4.49%
(1) Less \$12,455,553 for PERS UAL expense which was basically a "cash in - cash out" transaction					
(2) Less \$8,693,332 for FY04 refinancing, which was basically a "cash in - cash out" transaction					
(3) Less \$7,000,000 for a new Health, Sciences, & Technology building, which is just "capacity"					
The footnotes above indicate one-time funds, i.e., increase from state revenue. The college has partnered with Bay Area Hospital in raising funds for a Health, Sciences, and Technology building. The \$7 million reflects a placeholder for those funds, should they materialize during this academic year. The significant increase in 2005 reflects money borrowed for Phase IV of student housing.					

Southwestern has experienced increased state appropriations, yet funding has not returned to the same level as in 2001-02. The lack of state support has required Southwestern to find innovative means to raise revenue funds to cover rising expenditures.

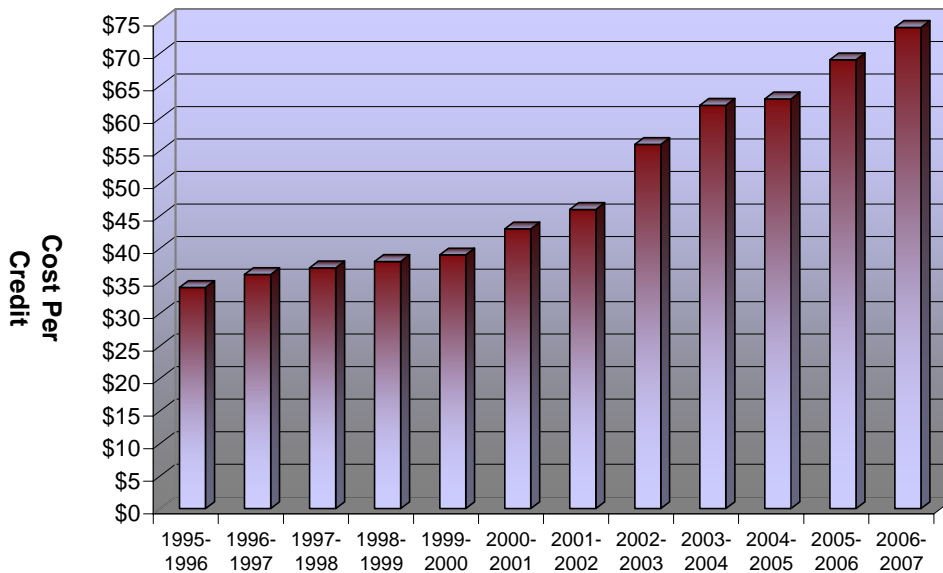


The grant office created a feasibility rubric which aligns potential grant applications to the college mission and goals, identifying increased funding as well as need for institutional funds to support. Grant funds continue to support the institution through the purchase of new equipment, services that enhance and strengthen the delivery of distance education, expand educational services into training for individuals as well as businesses, support educational programs, and student support services including outreach to area middle and high school students. In the last four years over \$32.6 million in revenues has been realized through grants and special contracts, surpassing the state allocation of just more than \$25.5 million.

Oregon Coast Culinary Institute (OCCI) operates as an enterprise fund contributing to the general fund in support of other academic programs within the culinary programs. OCCI is currently in its fifth year of operation, the second in the new, on-campus facility.

Administrative Procedure 9.028 (A) *Fee Schedule* was revised Spring 2006 to provide for a more comprehensive and understandable fee structure. Reflective of these changes were a \$22 per course registration fee and a \$12 per credit incidental fee. This allows for the elimination of most of the current fee charges such as the information tech/public safety fee, class/lab fees, distance learning fees, student recreation center fees, activity fees, graduation application fees and transcript request fees. Courses that are offered as self-support and that carry a fee for course delivery and materials will remain with those fees intact. These changes provided improved service and communication to students through an easier method of calculating the cost of tuition and fees. Below is a ten year history of student fees.

Tuition & Fees



Four significant changes have occurred in the financial processes at Southwestern:

- physical and fiscal resources added to the strategic plan;
- expansion of the budget and planning committee;
- a modified zero-based budgeting process implemented; and
- electronic budget entry implemented.

Beginning with the budget year 2005-06, the participation of the faculty Budget and Planning Committee was expanded; they contributed throughout the budget preparation and adoption process. Beginning with the 2007-08 budget year, membership of this committee was expanded to include input from the three employee groups (Faculty, MASSC and Classified) represented on campus. This change was made as a result of not previously having input from all campus employee constituencies.

Departments are now able to complete their annual budget requests electronically. This modification was made to reflect the change from a rollover budget to a budget that reflects actual anticipated fund allocations. In 2006-07, managers prepared zero-based budgets and entered data into the financial management information system. Previously, hard copy worksheets were mailed to departments and instructional directors for manual completion. In addition to eliminating voluminous amounts of paper, the new process allows departments to make budget adjustments that automatically calculate revenue and expense totals.

Plans for the Future

Southwestern continues to ensure adequate fiscal resource carryovers are provided for in the budget and will be increasing the carryover amount to fully meet the first month's payroll and expenditures. A review of the new fee structure is planned for 2007-08, with an emphasis on reducing fees wherever feasible.

With the recent change of duties, a new Dean of Resource Development and Grant Management position was created. The creation of this position will focus grant efforts on strategies and activities identified within the strategic plan. By targeting grant efforts aligned with the institutional goals, Southwestern will continue to maximize resources and the use of external funds to enhance our programs and services to better serve the needs of the community.

Standard Eight – Physical Facilities

What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

Goal four of the College's 2006-2009 Strategic Plan is dedicated to providing adequate physical and fiscal resources allocated through continuous improvement process. A global approach to updating the Master Facilities Plan is currently underway and was fully explained in Part A Recommendation 2. The campus continues to be updated to meet the needs of students and staff through ongoing renovations and new buildings:

Campus Additions and Renovations		
Building or Location	N = New R = Remodeled D = Demolished U = Upgraded	Year
Curry Campus site acquired	N	2007 Winter
Apprenticeship building – between Umpqua & PL 1	D	2007 Winter
Sidewalk from Parking Lot 1 to Newmark Avenue	N	2007 Winter
Student Recreation Center	N	2006 September
Tioga Fifth Floor remodeling	R	2006 Summer
Tioga First Floor tiling and asbestos abatement/sealant	U	2006 Summer
Building to house gases (acetylene, air, argon) used to operate the atomic absorption spectrophotometer	N	2006 Summer
Eden Hall roof repair	R	2006 Summer
Coaledo Hall asbestos abatement/sealant	R	2006 Summer
Athletic track	N	2006 Summer
Soccer field	N	2006 Spring
Student Housing – sidewalk leveling and bridge	U	2006 Spring
Coaledo Hall installation of new floor tiles	R	2006 Winter
Purchased existing Neighborhood Facility Building	N	2005 Fall
Student Housing – Phase IV New Construction: 4 buildings	N	2005 December
Oregon Coast Culinary Institute (OCCI) – New Construction	N	2005 September
Empire Lakes Floating Dock and storage for canoes, kayaks	N	2005 Summer
Resurface tennis courts	U	2005 Summer
Evacu-tracs located on 3 rd , 4 th , & 5 th floors of Tioga, 2 nd floor of Prosper, 2 nd floor of Newmark Center	Equipment	2005 Spring
Athletic Field House – electric and exhaust	U	2004 Summer
Lighting – Parking Lots 1, 2 and 3	U	2003 Fall

To comply with the 2001 ADA audit, railings were installed in fall 2006 leading from parking lot 1 to core campus areas and from the parking area behind the Hales Center to Empire Hall. To ensure the safety and security of Southwestern's students, the walkway leading from parking lot 1 to the Student Recreation Center was expanded and additional lighting installed in December 2006; sidewalks with more than one-half inch projection were changed for a smoother surface for students with mobility issues; bathrooms on the second floor of Tioga Hall were made compliant with ADA regulations. Signage for classrooms and the Hales Performing Arts Center were updated to include Braille. All automatic doors on

campus were reset to comply with ADA requirements. The Vice President of Administrative Services maintains an ADA compliance project list which is incorporated into the three-year facilities maintenance plan and remodeling projects list with over five projects completed since 2002. ADA compliance projects are one area of focus for the new master campus plan.

Ever mindful of the rising costs of electricity, the college is incorporating various natural gas components into new facilities. OCCI utilizes gas for all of their stoves in all of the kitchens and is heated with natural gas, while the new residence halls and the Student Recreation Center use gas for heating water. The hot water heater in Prosper Hall is being looked at for conversion to a gas heated operation as it will need to be replaced within the next couple of years. This conversion is seen to be cost effective.

A change in the reporting structure and location of key personnel led to the remodeling of the Office of Instruction, Coos Cooperative Library Service, (CCLS), Office of Recruiting, Dellwood Hall; and office of the Executive Assistant to the President and Board during summer and fall 2006. The CCLS department was moved to the third floor of Tioga Hall so that all library holdings are now located on the second and third floors of the building. Offices in Dellwood Hall were moved to consolidate like-services for students in the front of the building allowing for increased access for students.

As the facility needs and demands of the students, community and staff change, the master campus plan provides for a comprehensive planning process which is integrated into the institutional strategic plan. Endeavors currently on the horizon were outlined in Part A recommendation 3 and in Standard 1 – Future Plans.

Standard Nine – Institutional Integrity

How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?

Southwestern Oregon Community College, including board members, administrators, faculty and staff, advocates high ethical standards in the management and operations and in transactions with students, the public, organizations, and external agencies. Southwestern regularly evaluates and revises as necessary its policies, procedures, and publications to ensure continuing integrity throughout the institution.

In an effort to integrate communications strategies and tactics and to improve the quality and consistency of external communications to its constituencies, the Office of College Advancement transitioned to the Communications/College Relations office. As a result of this change, the flow of information between the college and the media has increased significantly. In addition, the office has created tools to increase the amount and quality of information presented to the media.

The Southwestern Foundation works with the Communications/College Relations office to ensure the integrity of all donor publications, including annual reports to the community. All admissions materials are routed through a central source that checks for clarity, grammar, and coherence between the printed program and the actual program. Admissions materials are updated regularly to ensure accuracy.

The college website indicates the various uses of the site: to promote the college and as an educational tool. World Wide Web activities and products must be consistent with the college's academic ethics and aesthetics procedures and regulations including Equal Employment Opportunities, Harassment, Copyright Computer Software Copyright Protection, and Integrated Technology Services. All electronic communications on college equipment, including telephone, computing or networking systems, as well as any electronic communication addresses, mailboxes, voice mailboxes, or accounts assigned by the college are the property of the college and are subject to public records laws. Electronic communications users are required to use the systems in an ethical and responsible manner and comply with all state and federal laws and college procedures and regulations.

STUDENTS

Policies and procedures regarding student rights, student conduct, and the student grievance process are detailed in the student handbook, available on the college web site. To ensure the integrity of academic records and fairness in the evaluation of student performance, students have the right to grieve the conduct of an employee, a failure to follow college procedure, differential treatment, or other inequities of the instructional process. The college complies with the Family Educational Rights and Privacy Act (FERPA) guaranteeing the confidentiality of student records and information. The Higher Education Act details the reporting of information about campus security processes and crime statistics, graduation rates, academic programs, accreditation and licensure, availability of financial assistance and participation in athletic programs. This information is published annually in the student handbook and is made available in electronic and print formats. http://www.socc.edu/student_life/handbook/page20.html#report

The primary document on the rights and responsibilities of students is the Code of Student Conduct. The Code is addressed at New Student Orientation and is available to students through the college web site. Procedures are designed to protect these freedoms and the fundamental rights of others. Disciplinary proceedings regarding student conduct play a role substantially secondary to example, counseling, guidance, and admonition. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards will be observed to protect the student from the unfair imposition of serious penalties. The administration of discipline shall guarantee procedural fairness to an accused student.

The faculty, in the classroom and in conference, will encourage free discussion, inquiry, and expression. Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Efforts to treat students in a consistently fair and equitable manner are also manifested in various specific processes, including appeals of reinstatement, petitions for changes in program requirements or substitutions. This process has improved the consistency of decisions. In the area of research integrity, the formation of a process to ensure the ethical and responsible treatment of human subjects was undertaken in 2006. Southwestern processes and federal policies require that each project involving studies with human subjects that meets specific criteria be reviewed to consider:

1. The rights and welfare of the subjects involved,
2. The appropriateness of methods used to secure informed consent, and
3. The balance of risks and potential benefits of the investigation.

FACULTY

Faculty and college administration are committed to the ideals listed below. These items are outlined in the Collective Bargaining Agreement.

- ARTICLE 5 – *Academic Freedom and Responsibility* – states commitment to academic freedom in the classroom
- ARTICLE 16 – *Evaluation* – provides procedures for fair evaluation of tenure-track, visiting, and adjunct faculty work
- ARTICLE 17 – *Discipline and Discharge* – assures faculty members fair treatment and due process in disciplinary matters, outlines the conditions under which Southwestern may discipline a faculty member for just cause and procedures for imposition of progressive sanctions.
- ARTICLE 31 – *Reduction in Force and Recall* – outlines procedures for fair treatment of faculty members during financial exigency or program elimination
- ARTICLE 32 – *Grievance Procedure* – provides procedures for resolving disputes between faculty members and administrators

EMPLOYEES

As a public entity, Southwestern and the actions of its employees are governed by the state of Oregon regulations pertaining to all public entities, public employees and community colleges. These include the Oregon Revised Statutes (ORS) for community colleges, public contracting, conduct of elections and political activity. <http://www.oregon.gov/CCWD/pdf/Rules/589Rules.pdf> Procedures are in place to allow employees to contest unfair treatment. Classified staff contract provide a detailed process for assessing and resolving grievances. The staff that are not represented in the two bargaining units (part-time faculty, exempt administrators, and student workers) are protected by applicable state and federal laws regarding employment discrimination and due process.

BOARD

Southwestern Oregon Community College Board of Education expects ethical conduct of itself and its members. This includes proper use of authority, appropriate decorum in a group, and appropriate individual behavior when acting as members of the Board of Education. As components of the Board's adopted code of conduct, members are required to "maintain unconflicting loyalty to the interests of the college district... avoid any conflict of interest... not attempt to exercise individual authority... represent the college district as a whole... maintain confidentiality."

Exhibits

Part A – General Recommendations

Exhibit A.1: Southwestern's Strategic Plan 2007-2010

Exhibit A.2: Institutional Effectiveness Model 2006-2007

Exhibit A.3: Draft Southwestern Committee Structure

Exhibit A.4: Planning and Assessment Cycle

Exhibit A.5: Assessment Schedule 2006-2009

Exhibit A.6: Assessment Summary Pilot Form

Exhibit A.7: Program Performance Analysis Flowchart

**SOUTHWESTERN OREGON
COMMUNITY COLLEGE**

**STRATEGIC PLAN
2007-2010**

**SOUTHWESTERN OREGON COMMUNITY COLLEGE
STRATEGIC PLAN**

VISION STATEMENT

Forging responsive and accessible learning opportunities for global civic engagement.

MISSION STATEMENT

Southwestern leads and inspires lifelong learning.

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: Leadership

<i>Strategy</i>	<i>Measure/Timeframe/Responsibility</i>	<i>Budget</i>
2007-2008		
1. Assure administrative pursuit of the Strategic Plan and planning process	1.a. Schedule of strategic planning workshops and presentation of Strategic Plan to the Board by the President	\$300
2. Assure strong Board leadership	2.a. Annual review of Board Policies 2.b. Evaluate President with self-evaluation of Board	\$15,000
2008-2009		
1. Assure continued formal/informal update of College Strategic Plan that provides evidence of strategic pursuit	1.a. Summarize Strategic Plan goal/strategy goals in monthly Board agenda 1.b. Develop a strategic plan for each Department and Program/Monthly Report through 08/09	\$300
2. Approve and distribute Master Plan	2.a. Master Plan distributed to community through forums	\$15,000
2009-2010		
1. Assure continued formal and informal update of College Strategic Plan that require evidence of goal pursuit	1.a. Summarize Strategic Plan goal/strategy goals in monthly Board agenda 1.b. Summarize Departmental Strategic Plan/report goals monthly from	\$300
2. Assure global learning initiatives	2.a. Annual plan for cultural awareness and global learning	\$15,000

SOUTHWESTERN OREGON COMMUNITY COLLEGE STRATEGIC PLAN

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

Goal: Students

<i>Strategy</i>	<i>Measure/Timeframe/Responsibility</i>	<i>Budget</i>
2007-2008		
1. Develop and implement marketing plan	1.a. Increase student access and satisfaction of services and facilities by 2% <i>Responsibility:</i> Enrollment Management and Student Enrollment Committees	\$50,000
2. Develop action plan to increase awareness of internal and external barriers to students	2.a. Enrollment Management Committee presents plan to Vision Group for FY07 implementation <i>Responsibility:</i> Enrollment Management Committee	\$5,000
2008-2009		
1. Implement action plan to reduce internal and external barriers to students	1.a. Increase retention of students by 3% <i>Responsibility:</i> Enrollment Management Committee	\$10,000
2. Assess and refine the marketing plan	2.a. Increase enrollment by 3% <i>Responsibility:</i> Student Enrollment Committee	\$5,000-\$100,000
2009-2010		
1. Increase diversity of Student Service staff	1.a. Add one-two people of color to staff to reflect growing student population of students of color <i>Responsibility:</i> Managers, Human Resources	\$5,000
2. One-card system for student and staff use	2.a. Increase accessibility to campus services by 2%. <i>Responsibility:</i> Enrollment Management Committee	\$100,000

**SOUTHWESTERN OREGON COMMUNITY COLLEGE
STRATEGIC PLAN**

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

Goal: Educational Programs and Experiences

<i>Strategies</i>	<i>Measure/Timeframe/Responsibility</i>	<i>Budget</i>
2007-2008		
1. To assess and analyze existing Southwestern educational programs at the class, course, department, program, division, and institutional levels.	<p><i>Measure:</i> Quantitative – 100% of all scheduled reviews completed and reporting what % of programs fell below thresholds/identified as at-risk?</p> <p><i>Timeframe:</i> Quarterly measures each term; Annual identification of at-risk programs early in Fall Term. All assessments, analysis, and recommendations made prior to budget entry deadline.</p> <p><i>Responsibility:</i> Vice President, Instruction/St. Services, Institutional Researcher, Instructional Directors, Instructional Council, and Faculty.</p>	<p>21,000</p> <p>31,000</p> <p><u>175,000</u></p> <p>217,000</p> <p>All indirect costs</p>
2. Expand learning opportunities through program innovation and development in response to emerging needs.	<p><i>Measure:</i> Qualitative – what collaborations were established and/or strengthened in developing programs, and to what degree do the new programs enhance the overall curricular offerings?</p> <p><i>Timeframe:</i> Programs, study options, and articulations adopted by January to add in next catalog.</p> <p><i>Responsibility:</i> Faculty, Instructional Directors, Pathway Coordinator and Instructional Council.</p>	<p>31,000</p> <p>175,000</p> <p><u>63,000</u></p> <p>269,000</p> <p>All indirect costs</p>
2008-2009		
1. To assess and analyze existing Southwestern educational programs at the class, course, department, program, division, and institutional levels.	<p><i>Measure:</i> Qualitative – what reviews resulted in positive recommendations and demonstrated improvement; what programs added/remained/removed from at-risk category, and level of improvement in identifying and addressing issues causing programs definition as at-risk?</p> <p><i>Timeframe:</i> Quarterly measures each term; Annual identification of at-risk programs early in Fall Term. All assessments, analysis, and recommendations made prior to budget entry deadline.</p> <p><i>Responsibility:</i> Vice President, Instruction/St. Services, Institutional Researcher, Instructional Directors, Instructional Council, and Faculty.</p>	<p>21,000</p> <p>31,000</p> <p><u>175,000</u></p> <p>217,000</p> <p>All indirect costs</p>

Goal: Educational Programs and Experiences

Strategies

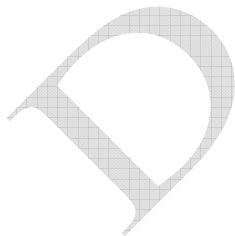
Measure/Timeframe/Responsibility

Budget

2. Expand learning opportunities through program innovation and development in response to emerging needs.	<p><i>Measure:</i> Quantitative – addition of one Pathways program, international study options, articulations, nationwide consortium of course offerings, evening/weekend course offerings, Curry program offerings, new certificate or degree program, instructional technology innovation, and cultural and continuing education offerings adopted.</p> <p><i>Timeframe:</i> Programs, study options, and articulations adopted by January to add in next catalog.</p> <p><i>Responsibility:</i> Faculty, Instructional Directors, Pathway Coordinator and Instructional Council.</p>	<p>31,000</p> <p>175,000</p> <p><u>63,000</u></p> <p>269,000</p> <p>All indirect costs</p>
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2009-2010

1. To assess and analyze existing Southwestern educational programs at the class, course, department, program, division, and institutional levels.	<p><i>Measure:</i> Quantitative – 100% of all scheduled reviews completed and reporting what % of programs fell below thresholds/identified as at-risk?</p> <p><i>Timeframe:</i> Quarterly measures each term; Annual identification of at-risk programs early in Fall Term. All assessments, analysis, and recommendations made prior to budget entry deadline.</p> <p><i>Responsibility:</i> Vice President, Instruction/St. Services, Institutional Researcher, Instructional Directors, Instructional Council, and Faculty.</p>	<p>21,000</p> <p>31,000</p> <p><u>175,000</u></p> <p>217,000</p> <p>All indirect costs</p>
2. Expand learning opportunities through program innovation and development in response to emerging needs.	<p><i>Measure:</i> Quantitative – addition of one Pathways program, international study options, articulations, nationwide consortium of course offerings, evening/weekend course offerings, “weekend college” program, freshmen “first year” experience pilot, course management system, Curry program offerings, new certificate or degree program, instructional technology innovation, and cultural and continuing education offerings adopted.</p> <p><i>Timeframe:</i> Programs, study options, and articulations adopted by January to add in next catalog.</p> <p><i>Responsibility:</i> Faculty, Instructional Directors, Pathway Coordinator and Instructional Council.</p>	<p>31,000</p> <p>175,000</p> <p><u>63,000</u></p> <p>269,000</p> <p>All indirect costs</p>



SOUTHWESTERN OREGON COMMUNITY COLLEGE STRATEGIC PLAN

Goal 4: Adequate physical, fiscal 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: Physical, Fiscal, and ITS Resources

<i>Strategy</i>	<i>Measure/Timeframe/Responsibility</i>	<i>Budget</i>
2007-2008		
1. Aggressively pursue all sources of revenue	1.a. Increase special projects and alternative resources revenue by 5%/July 2007-June 2008/Leadership	\$0
2. Meet facilities and innovative infrastructure resource needs	2.a. Start Master Plan implementation/Leadership	\$50,000
3. Enhance campus inventory and use of state of the art technology to improve student learning and campus productivity	3.a. Implement Time Entry and Approval to improve employee success/Winter Term 2007/ITS	\$25,000
	3.b. Implement web page Portal solution/Winter Term 2008/ITS	\$75,000
2008-2009		
1. Aggressively pursue all sources of revenue	1.a. Increase special projects and alternative resources by revenue 5%/July 2008-June 2009/Leadership	\$0
2. Meet facilities and innovative infrastructure resource needs.	2.a. Continue implementing Master Facility Plan/Leadership	\$0
3. Enhance campus inventory and use of state of the art technology to improve student learning and campus productivity	3.a. Increase technology rich classrooms by 6/Media Services	\$42,000
	3.b. Implement a server for ePortfolio/ITS	\$30,000
	3.c. Provide data storage for student labs/ITS	\$22,000
2009-2010		
1. Aggressively pursue all sources of revenue	1.a. Increase special projects and alternative revenue by 5%/Leadership	\$0
2. Enhance campus inventory and use of state of the art technology to improve student learning and campus productivity	2.a. Implement Learning Management System/ITS and LRD	\$75,000
	2.b. Increase technology rich classrooms by 6/Media Services	\$42,000
3. Master Facility Plan	3.a. Continue to implement master facility plan/Leadership	\$0

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: Employees

<i>Strategy</i>	<i>Measure/Timeframe/Responsibility</i>	<i>Budget</i>
2007-2008		
1. A learning environment, with career management strategies, results in employees who have acquired competencies to meet current and future college challenges.	1.a. Evaluate the current performance evaluation process and recommend a new system. Establish career planning and mentoring programs to assist employees with managing their career while preparing them for future employment. <i>Responsibility:</i> Human Resources	\$0
2008-2009		
1. Leveraging technology to maximize personal and professional development opportunities, Streamline administrative processes, enhance capture of and access to information.	1.a. Implement functionality to allow electronic processing and screening of applications for applicants by updating the Human Resources website and module to allow employees access to services and products electronically and to facilitate communication with campus. <i>Responsibility:</i> Human Resources and Integrated Technology Services	Novus software \$30,000
2009-2010		
1. To establish and provide cross-cultural exchange with our sister colleges in Korea, China and Brazil for staff to enhance career development and understanding of other cultures	1.a. Explore exchange opportunities and establish application process for eligibility if exchange opportunities are feasible. <i>Responsibility:</i>	\$0 for first phase

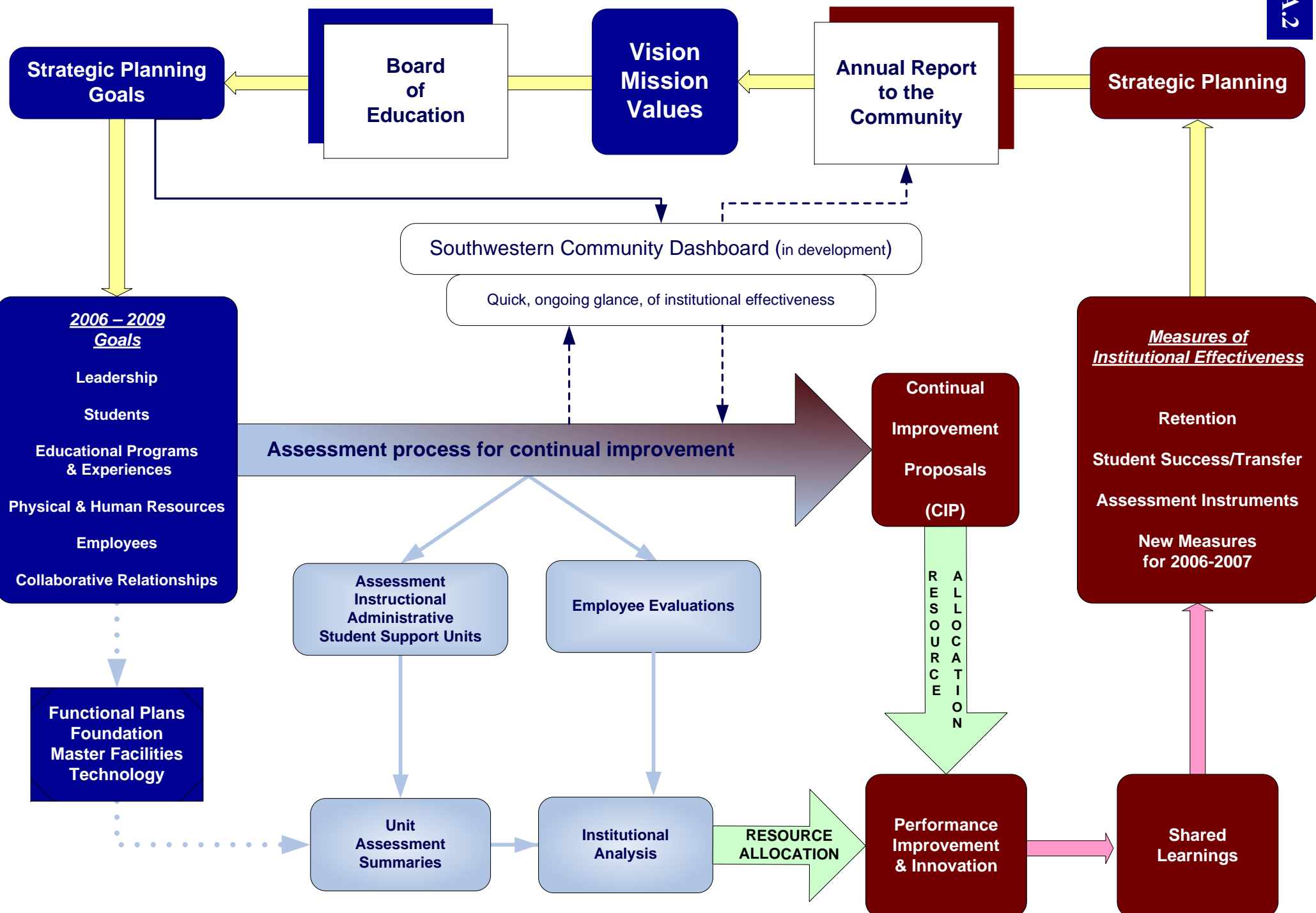
SOUTHWESTERN OREGON COMMUNITY COLLEGE STRATEGIC PLAN

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.

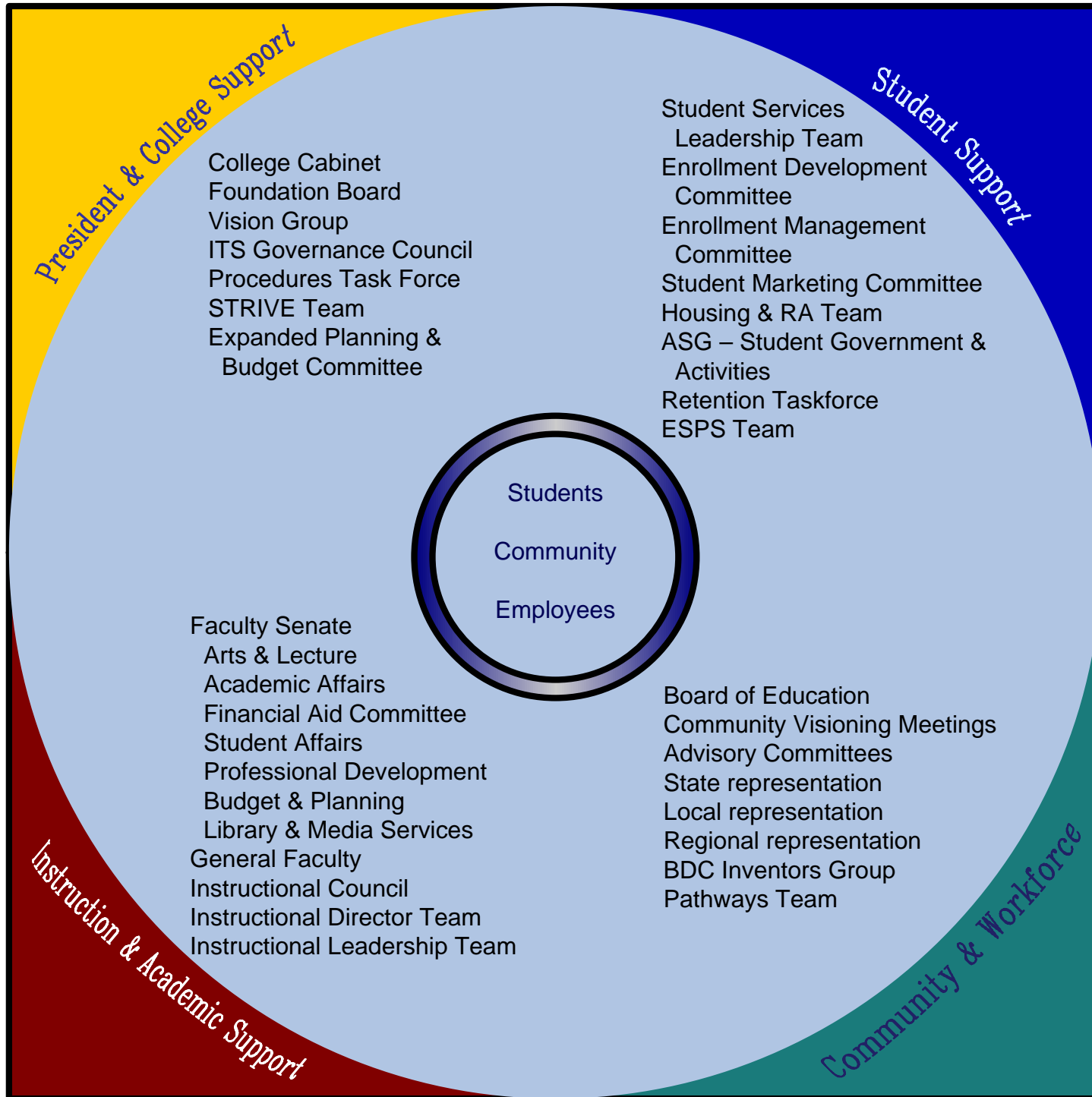
Goal: Collaborative Relationships

<i>Strategy</i>	<i>Measure/Timeframe/Responsibility</i>	<i>Budget</i>
2007-2008		
1. Initiate plans for Capital Campaign in response to Master Plan needs identified for Curry Campus, health sciences and child/family programming	1.a. President will present monthly progress reports to Board on Curry, Health and Child/Family program Capital Campaign by December 31, 2007.	\$50,000
2. Develop community partnerships in response to emerging economic/workforce needs.	2.a. Workforce Director reports increase of community partnerships and resulting programs at January and June Board meetings during the fiscal year.	\$60,000
2008-2009		
1. Increase community citizen access to college information.	1.a. Vice President of Administrative Services and IT Director implement front door, transportation and information access plan to Board of Education by June 30, 2009.	\$200,000
2. Complete Capital Campaign to meet Curry, health and child/family programming	2.a. Result of Capital Campaign reported to Board of Education and Foundation Board by Foundation Executive Director at January and June meetings.	\$50,000
2009-2010		
1. Complete plans for Capital Campaign in response to needs identified for Curry Campus, health sciences and child/family programming	1.a. President will present monthly progress reports to the Board of Education on Curry, Health and Child/Family program Capital Campaign during the fiscal year.	\$50,000
2. Build Curry Campus, Regional Marine Science Health and Science buildings.	2.a. Progress of construction will be reported to Board of Education and Foundation Board by Vice President of Administrative Services monthly.	\$??????

**Southwestern Oregon Community College
Institutional Effectiveness Model**



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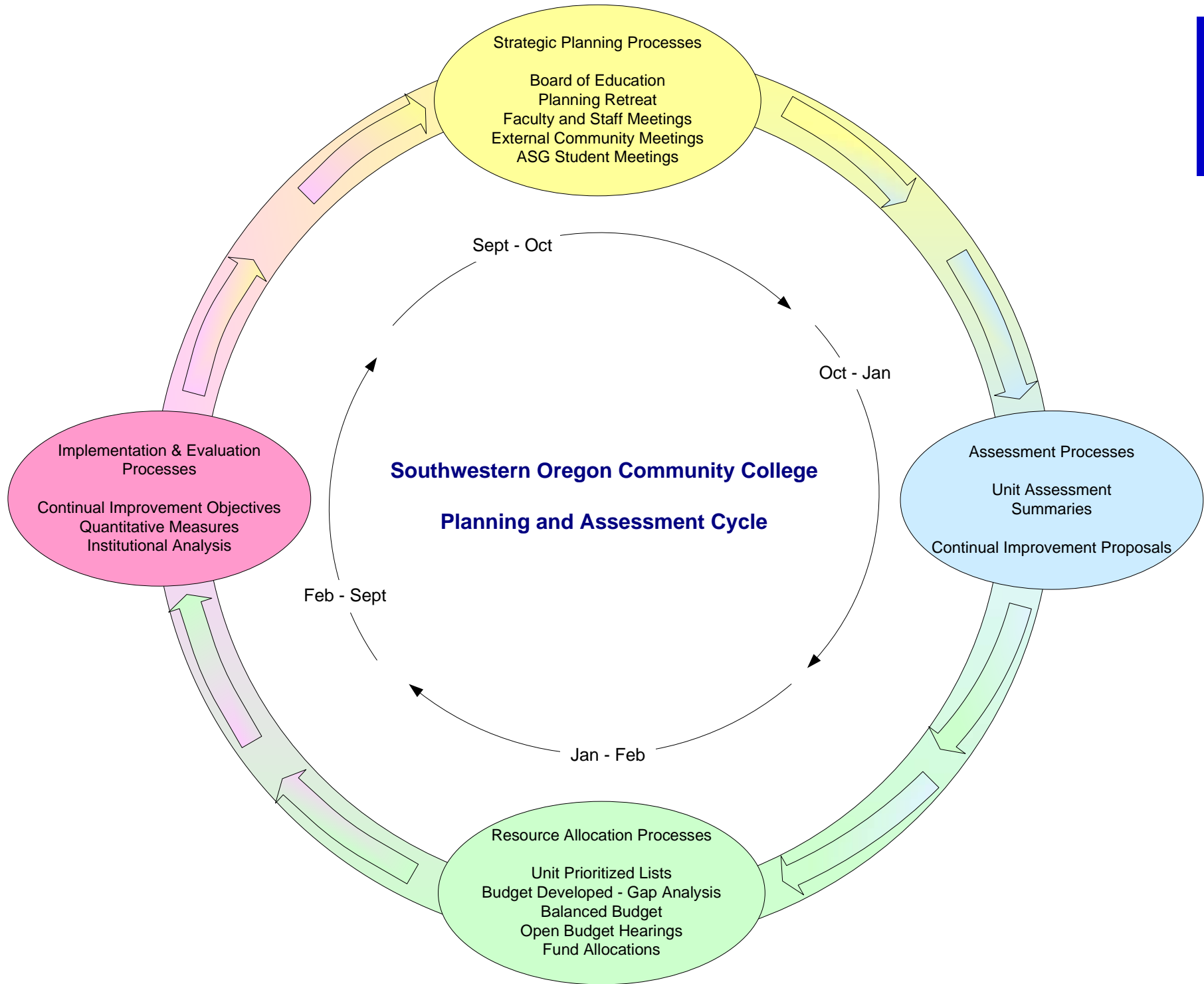


Exhibit A.5

Southwestern Assessment Schedule		
Area	Responsible Faculty/Staff	Year
Academic Programs - Degrees - Instructional and Administrative Units		
<i>Degrees: General - Vice President of Instruction and Student Services Stephen Schoonmaker</i>		
AAOT General	Academic Affairs/Senate	2008-09
AAS General	Academic Affairs/Senate	2006-07
AGS General	Academic Affairs/Senate	2006-07
AS General	Academic Affairs/Senate	2007-08
<i>Arts & Sciences - Instructional Director Sarah Recken</i>		
Communications	English	2006-07
	Journalism	
	Literature	
	Speech	
Fine & Performing Arts	Art	2006-07
	Music	
	Theater	
Foreign Language	Foreign Language	2006-07
	Sign Language	
Humanities	Humanities	2008-09
	Philosophy	
Math Science Engineering	Biology	2007-08
	Chemistry	
	Engineering	
	General Science	
	Geology	
	Mathematics	
Social Sciences	Physics	2008-09
	Anthropology	
	Geography	
	History	
	Political Science	
	Psychology	
Sociology	Sociology	2008-09
	Anthropology	
	Geography	
	History	
	Political Science	
	Psychology	
<i>Health & Human Development - Instructional Director Blake Bowers</i>		
Nursing	Nursing	2008-09
Health Occupations	BNA	2007-08
	Medical Assistant	
	Pharmacy Tech	
	Surgical Tech	
Health, Fitness and Athletics	Athletic Training	2006-07
	Health	
	PE	
Human Services	Human Services	2005-06
Childhood Education & Family Studies	ECE	2007-08
	ED	
	Family Studies	
<i>Professional Technical - Instructional Director Linda Kridelbaugh</i>		
Business	Accounting	2008-09
	Business	
	Economic	
Culinary Institute	Culinary	2006-07

Office Occupations	Office Occupations	2008-09
Welding	Drafting	2008-09
	Machine Tools Welding	
Computer Science & Computer Information System	Computer Science CIS	2006-07
Criminal Justice	Criminal Justice	2007-08
Safety & Fire Science	EMT	2007-08
	Fire Science	
Turf & Landscape	Turf & Landscape	2007-08
Administrative Services - Vice President Sheldon Meyer		
Administrative Supervision	Sheldon Meyer	2008-09
Athletics	John Speasl	2007-08
Bookstore	Jill Christiana	2008-09
Business Office	Joe Colo	2008-09
Capital Construction	Sheldon Meyer	2006-07
Conference Services	Carl Yeh	2006-07
Facilities	Dave McKinney	2007-08
Human Resources	Lisa Fletcher	2006-07
Integrated Technology	Kat Flores	2007-08
Mail and Print Services	Jan Farnsworth	2008-09
Public Safety	Bill Winfield	2007-08
Student Housing	Jeff Whitey	2006-07
Instruction and Student Services - Vice President Stephen Schoonmaker		
Assistant to the VP Instruction & Student Services	Joanna Blount	2007-08
Curry	Peggy Goergen	2007-08
Enrollment Management	Tom Nicholls	2006-07
Grants Development	Brenda Brecke	2008-09
Institutional Research	Robin Bunnell	2006-07
Instructional Supervision	Stephen Schoonmaker	2008-09
Learning Resources & Development - Instructional Director Karen Helland		
Computer Labs/Media Services	Sandi Arbuckle	2008-09
Distance Learning & Community Education	Karen Helland	2007-08
Library	Sharon Smith	2006-07
President - Judith Hansen		
Foundation	Judith Hansen	2006-07
Public Relations	Rick Osborn	2007-08
Publications	Rick Osborn	2008-09
Students - Dean Patty Scott		
Educational Talent Search/UB	Sharilyn Brown	2008-09
ESPS	Tim Dailey	2006-07
International Students	Katrina Nielsen	2006-07
Performing Arts Center	Patty Scott	2005-06
Recreation Center	Karl Easttrop	2007-08
Student Activities/ASG	Shaun Kohn	2005-06
Tutoring and Reading	Sharon Miller	2007-08
Workforce Development and Grants - Dean Brenda Brecke		
ALSP	ABE GED Job Skills	2006-07
Business Development Center	John Richards	2008-09
Customized Training	John Richards	
Shutter Creek	Bonnie Maxwell	2007-08



Assessment Summary

Administrative Area:

Instructional Area:

Scheduled Assessment Year

Program / Unit:

Section I: Progress toward / achievement of prior goals and strategies

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures	Status and Impact	Person Responsible

Section II: SWOT Analysis – Identify Strengths, Weaknesses, Opportunities and Trends

STRENGTHS Generally internal to department	WEAKNESSES Generally internal to department	OPPORTUNITIES Generally external to department	TRENDS Generally external to department

Section III: Identify goals, strategies, measures, resources and impact as a result of the SWOT analysis

Institutional Strategic Plan Goals	Department Goals Strategies	Time Frame	Measures <i>(list more than one measure for each goal & location of supporting documentation)</i>	Resources and Impact	Person Responsible
	GOAL 1: Strategies: 1.1 1.2 1.3 1.4				
	GOAL 2: 2.1 2.2 2.3 2.4				
	GOAL 3: 3.1 3.2 3.3 3.4				

Southwestern’s strategic plan for 2006-2009 focuses on the following goals, effectiveness indicators and measures:

GOALS	EFFECTIVENESS INDICATORS	MEASURES (being developed)
1. Leadership 2. Students 3. Educational Programs & Experiences 4. Physical & Human Resources 5. Employees 6. Collaborative Relationships	A. Enrollment	A.1 Increase enrollments by 3% A.2 Increase part-time enrollments by 5% A.3 Increase in-district enrollments by 5%
	B. Student & Community Satisfaction	B.1 Increase student services satisfaction B.2 Increase community satisfaction B.3 Increase student engagement
	C. Retention	C.1 Increase retention of first-time full-time freshman by 3% C.2 Increase retention of ALSP transition students by 3% C.3 Increase retention of remedial students by 3%
	D. Completion	D.1 Increase completion rate by 3% D.2 Increase total awards by 3% D.3 Increase athletic completion by 5%
	E. Employee Satisfaction	E.1 Increase employee morale E.2 Increase employee efficiency E.3 Increase
	F. Revenue	F.1 Increase tuition revenue by F.2 Increase enterprise by F.3 Secure increased grant funds by 3%

Section IV: Qualitative and Quantitative Assessment – List the performance and improvement methods identified to support Section III

Performance and Improvement Methods	Goal	Strategy	Person Responsible & Location of Supporting Documentation

Performance and Improvement Methods

Student Learning – Direct Assessment Methods	Student Learning – Indirect Assessment Methods	Services – Assessment Methods
<ul style="list-style-type: none"> Locally developed tests or standardized Tests 	<ul style="list-style-type: none"> Exit interviews of students 	<ul style="list-style-type: none"> Student self-evaluations
<ul style="list-style-type: none"> Faculty-created rubrics 	<ul style="list-style-type: none"> Student, employer and alumni surveys 	<ul style="list-style-type: none"> Point-of-service surveys
<ul style="list-style-type: none"> Essays 	<ul style="list-style-type: none"> Graduation and transfer rates 	<ul style="list-style-type: none"> Focus Groups
<ul style="list-style-type: none"> Blind-scored projects 	<ul style="list-style-type: none"> Job placement data 	<ul style="list-style-type: none"> Graduation Surveys
<ul style="list-style-type: none"> Professional exams 	<ul style="list-style-type: none"> Satisfaction surveys 	<ul style="list-style-type: none"> ACT
<ul style="list-style-type: none"> Capstone experience or course 	<ul style="list-style-type: none"> Observing and recording students’ behaviors 	<ul style="list-style-type: none"> CCSSE
<ul style="list-style-type: none"> Juried review of projects, exhibitions and performances 	<ul style="list-style-type: none"> Self-report measures assessing students’ perceptions of what they’ve learned 	<ul style="list-style-type: none"> Observations (number of participants, number of inquiries, reaction of participants, etc.
<ul style="list-style-type: none"> Portfolio assessment 	<ul style="list-style-type: none"> CCSSE 	<ul style="list-style-type: none"> Satisfaction surveys
<ul style="list-style-type: none"> Certification & placement exams 	<ul style="list-style-type: none"> Research projects 	<ul style="list-style-type: none"> Internal surveys and interviews
<p>This list is to provide a sample of methods and instruments available to faculty and staff and is meant to stimulate ideas for other methods</p>		

Recommendations/comments on assessment instruments and process

[Assessment is a fluid process. Please feel free to make constructive criticism. The goal of continuous improvement is to have a process that is helpful to the departments and institution to make the most of available resources: human, physical, and financial.]

Program Performance Analysis Flowchart

