Coos Bay Campus

Curry Campus

SOUTHWESTERN
Oregon Community College

Comprehensive Self-Evaluation

Submitted to
Northwest Commission on Colleges and Universities
March 1, 2012

Contents

Southwestern Oregon Community College is a comprehensive community college that serves as a center of learning, information, and culture for Coos, Curry, and Western Douglas counties. Formed in May 1961, the original Southwestern Oregon Community College (Southwestern) district included Coos and Western Douglas counties with services contracted to Curry County. In 1995, Curry County was annexed into the district, doubling Southwestern's primary service area and extending a full range of services to the California border. The Coos campus is located on Empire Lakes in Coos Bay, with Curry County outreach sites in Port Orford, Gold Beach, and Brookings. All high schools in the district provide instructional space. The Coos campus facilities include 17 buildings that house classrooms as well as providing space for: administrative, staff, and faculty offices; the Newmark Center for Community Partnerships; the Oregon Coast Culinary Institute (OCCI); Family Center; Recreation Center; and apartment-style student housing. Groundbreaking for the new Curry campus building took place July 1, 2010 and public use of the facility officially began January 4, 2012.

The seven member Board of Education (Board) is elected by residents of the College district and sets governance policies to be administered by the President of the College. Ultimately under the direction of the Board, the faculty, staff, administrators, and students share in the operation of the College through Board policies, administrative functions, the College committee structure, and the organizational reporting structure.

Southwestern is led by President Patty Scott and the Executive Team, which includes: the Vice-President of Instruction/Chief Academic Officer and the Vice-President of Administrative Services; the Dean of Curry Campus, the Executive Directors of Enrollment Management, Foundation and Grant Resources, Integrated Technology Services, and Human Resources; the Athletic Director; and the Institutional Researcher. This leadership is responsible for creating and sharing a common vision, establishing goals to attain that vision, supporting the goals of the College, and for ensuring a high degree of collaboration between the administrative, student, support staff, and instructional areas of the **College**[1].

The academic units of the College are organized into four instructional reporting units: Lower Division Collegiate and Developmental Education, Career and Technical Education, Extended Learning, and Student Services— each led by associate deans or directors under complete oversight by the Chief Academic Officer.

The administrative departments of Southwestern are organized into operational support units and enterprise units. Operational support units provide college-wide support for all human, fiscal, technological, and physical resources, which include Administrative Services, Instructional Services, President's Office, Grant Resources Office, Integrated Technology Services, Business Services, Human Resources, Print Services, Campus Security, and Facilities Services. Revenue generating and self-supporting, the enterprise units include the Oregon Coast Culinary Institute, Dining Services, Bookstore, Student Housing, and Tenant Services.

Student Support Services reports through instruction and is organized to provide college-wide student support through the offices of Enrollment Management (EM) and Educational Support Programs and Services (ESPS). Enrollment Management services include Admissions, Student First Stop, Financial Aid, Registration and Records, High School Relations, Student Recruitment, and International Students and Student Life. The ESPS area offices include Counseling, Academic Advising, Placement and Testing, Disability Services for Students, Cooperative Work Experience and Internships, and the TRIO programs.

Institutional Context

Southwestern marked its 50th anniversary in 2011 as one of 17 comprehensive and publicly funded community colleges in Oregon. The College is committed to providing community members access to quality learning opportunities and cultural resources, along with helping students acquire the education and skills required for a twenty-first century regional and global workforce. Over the past 50 years, the College has evolved many diverse programs of study to include two-year associate degrees, certificates, short-term occupational certificates, adult education, adult high school diploma, adult enrichment classes, and summer camps for all ages. The College enrollment has grown from 266 students in 1961 to more than 10,000 students, with nearly 3,400 full-time equivalent (FTE) student enrollment, in 2010-11. To serve the needs of the growing student body, instructional staff has increased from 15 full-time faculty to more than 60 full-time faculty and 180 part-time instructors. In addition, cultural and athletic events at the College attract 20,000 community members each year.

The present Mission and Core Themes of the College were adopted to address the dynamic population needs and conditions of our rural region and learning community, as well as to address shifts in industry and employment, an aging population, and the College's commitment to innovation, sustainability, and resource development. The depressed economy of our region, made worse by the recent economic downturn and exacerbated by the unprecedented and multiple state reductions in funding, has impacted every level of institutional operation. This current challenging fiscal climate makes it more important than ever for the College to serve the community, yet funding shortfalls have challenged the College's ability to meet the increased needs.

In the recent past, unprecedented errors in overestimating revenues and underestimating expenditures led to overspent budgets. As the first step in rectifying the situation, the Board declared financial exigency in November 2008 and approved a rebalanced 2008-2009 budget. The budget was balanced mid-year by the elimination of 13 percent of our workforce and approval of seven furlough days for the remaining staff along with additional budget saving strategies. A new and unanticipated reduction in our ending fund balance occurred when the State reduced our third quarter (January 2009) payment by $200,000 in an attempt to rebalance their biennium budget.

Since November 2008, the State economy has seen a double-digit rise in the unemployment rate to levels not seen in decades, leading to a revenue shortfall of $3.5 billion to $4 billion for the 2009-11 and 2011-13 biennia. As a result, our state revenue, which was 51 percent of our general fund budget in the 1999-2001 biennium, dropped to only 26 percent of our general fund budget in the current **2011-13 biennium.**[2]

The College is steadfastly working toward a return to the fiscal stability that was enjoyed in prior years. Due to fluctuation in cash flow, the College needs $2 million or more in cash reserves to meet operational expenses and prevent the need to borrow when the fourth quarter payment from the state for FTE reimbursement is delayed. This will require a solid commitment by the employees to rebuild funds and to create the necessary cash flow required to meet operational needs.

Brief Update on Changes since College's Last Report

In accordance with the new Northwest Commission on Colleges and Universities (NWCCU) accreditation process, this Comprehensive Self-Study represents an overview and analysis of all five standards divided into five chapters: Chapter One – College Mission, Core Themes, and Expectations; Chapter Two – Resources and Capacity; Chapter Three – Planning and Implementation; Chapter Four – Effectiveness and Improvement; Chapter Five – Mission Fulfillment, Adaptation, and Sustainability. The work of preparing this report involved administrators, faculty, and staff from all areas of the College. Members of the College staff have been involved in many discussions about the program review and how the accreditation process is changing and what we must do, collectively, to measure and evaluate progress toward meeting the needs of our students and communities.

Institutional significant changes at Southwestern since the last five year report to NWCCU include:

- Changes to College Mission Statement, including consequential changes—
  - Identification of the essential elements of the College Mission as Core Themes;
  - Establishment and refinement of Objectives for each of the Core Themes;
  - Identification and refinement of assessable Indicators of Achievement known to be Success Indicators of Core Theme Objectives;
  - Development of systematic processes to analyze assessment data to determine level of Mission Fulfillment; and
  - Development of systems to support, sustain, and/or improve activities to increase Institutional Effectiveness.
- Opening of the new Curry Campus building in January 2012.
- Due to resignations and retirements, several high-level administrative positions were filled with internally appointed staff or new personnel including the positions of President, Vice President of Instruction, Vice President of Administrative Services, and the Dean of Curry Campus.
- New **educational degree or certificate programs**[3] and termination of educational degree or certificate programs.
- Addition of Women's Wrestling.
- The nationally recognized **Quality Matters**[4] (QM) Program has been adopted by our Distance Education department as an outline of 'Standards of Best Practice' for all distance classes taught by Southwestern. The QM standards are the core resource for online quality assurance and continuous improvement for online education and student learning.
- Culinary Arts program and Baking and Pastry Arts program specialized accreditation through ACF (American Culinary Federation Education Foundation, Inc. Accrediting Commission). Both programs are scheduled for an accreditation visit in 2013 and also provide annual reports to ACF.
- Early Childhood Education program specialized accreditation through the National Association for the Education of Young Children.
- The **EMT-Paramedic program**[5] received specialized accreditation through the Oregon EMS and Trauma Systems and Oregon the Oregon Department of Education Community College and Workforce Development until 2014 and is awaiting required national accreditation site visit from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions that is to occur by January 2013.
- Nursing program accreditation site visit for affirmation scheduled for March 2012.

- Awarded federal Health Resources and Services Administration (HRSA) grant to create online health care training program that includes Basic Nursing Assistant (BNA) and Nursing Assistant (NA). Southwestern is the lead entity creating a statewide consortium of community colleges accessing the online program.
- In February 2009, the College was awarded a $1,998,518 Department of Labor Employment Training Administration grant known as Community Based Job Training (CBJT) for the development of a state-of-the-art welding program to provide a long-term increase in capacity on the Coos Campus and to develop a mobile welding training lab to train skilled workers for the identified high wage/high demand jobs.
- In October 2011, the College was awarded $1,487,905 from the Department of Labor TAACCCT grant. The funds are earmarked for workforce development and will create a career center, accelerated math lab, and locate a South Coast Business Employment Corporation (SCBEC) job counselor on campus.
- **GoOregon Deferred Maintenance**[6] funds received through the 2009 Oregon Economic Stimulus Program in the amount of **$4,000,000**[7].
- The Dining Services were brought in-house to reduce dining costs for students, staff, and the community as well as provide an educational component for students enrolled in the Culinary Arts program and the Baking and Pastry Arts program to enhance the learning opportunities of students.
- Purchased web-based archiving system with Title III funds to assist all departments with electronic archiving and documentation workflow.
- Purchased and implemented TracDat web-based assessment management system to aid in recording, planning, and evaluation of instructional and operational departments.

Through highly collaborative and inclusive processes, Southwestern faculty, staff, and administrators reviewed the Mission Statement and identified Core Themes beginning September 2009, extending through March 2010. The Board of Education accepted and adopted the campus' work and revisions to the Mission Statement in January 2010, and adopted Southwestern's Core Themes at their April 26, 2010 meeting.

The primary significant change influencing institutional operations continues to be the shifting fiscal landscape for colleges and the region. The College continues to adjust to the devastating state funding cuts made in 2008-09 and the decrease in funding from FTE. There were 40 less positions reported to IPEDS in November 2011 compared to November 2008; 31 of the positions were due to a reduction in force (three positions from 2008-09 have been restored with similar and added duties) and the rest remain unfilled. The work done by the staff in those eliminated positions did not go away and many remaining staff added the extra work to their already full loads and faculty willingly increased class sizes so that more students could be served. All employees have worked diligently to save the College money and we continue to work to streamline our operations and be as efficient as possible despite many key positions remaining unfilled. The College is functioning, but we are extremely lean at this time because of reductions in force and deep cuts in materials and services. To achieve a balanced budget during this challenging time, we made difficult decisions to do the least amount of harm while attempting to keep the core values and functions of our educational system intact.

The College community continues to take strategic measures to weather the financial crisis while planning for economic improvement and better days. Those measures included making Sustainability and Innovation a Core Theme and creating a Sustainability Taskforce. The Sustainability Taskforce committee looks at ways to reduce waste, conduct and use energy audits, and work to infuse sustainability measures and policies into all practices and instructional curricula. All staff are looking at college-wide processes and making determinations if there are more efficient ways to perform work and/or serve

students. We have been pragmatic in making our decisions, always keeping in mind our Vision and Mission Statements and the College Strategic Goals and Themes while trying to move Southwestern forward through the tough times.

Response to Topics Requested by Commission

In addition to the institutional changes made since our 2007 Fifth Year Interim Report, Southwestern hosted a Focused Interim Accreditation visit in spring 2009. After the evaluator's written report of the visit was submitted to NWCCU, the Commission requested a **progress report**[8] in fall 2010 to address Recommendation 1 of the Focused Interim Evaluation Report.

Recommendation 1: Spring 2009 Focused Interim Evaluation Report

> *"It is recommended that the College demonstrate, through regular and systematic assessment, that students who complete its programs of study have achieved the expected outcomes. In addition, the College must show that assessment activities lead to the improvement of teaching and learning (Standards 2.B.2 and 2.B.3)."*

The College submitted a progress report on this recommendation in October 2010. In a letter dated **February 11, 2011,**[9] Dr. Sandra Elman notified the College that the Commission accepted the progress report and is satisfied that progress has been made regarding Recommendation 1. Although the Commission finds that Recommendation 1 is now substantially in compliance, they believe there is room for improvement. The Commission requested that Recommendation 1 be addressed in an addendum to the spring 2012 Comprehensive Self-Evaluation Report.

Spring 2010 Focused Interim Evaluation Report Progress Report Update

The College has been working hard over the last few years to address the recommendation reiterated in the spring 2010 Focused Interim Report. The change to the new NWCCU standards required staff to focus their efforts in order to demonstrate students who complete programs of study have achieved the expected outcomes and that the associated assessment activities led to the improvement of teaching and learning. Activities and results of the program review process and related assessments are demonstrated in Chapters Four and Five of the report. The best way to respond to the request to address the recommendation is to point to the examples and information provided in Chapters Four and Five of the report that may be found within the Core Theme Learning and Achievement sections of the report.

Recommendation: Year One Peer-Evaluation Report

In March 2011 the Year One Standard One Report was submitted to the Commission with a written response from NWCCU acknowledging the reaffirmation of the College and requesting Southwestern's response to the single recommendation noted by the Commission. The **NWCCU recommendation**[10] and evaluator's report concerns are addressed below.

> *"Not all of the Institutional Level Success Indicators that are used as measures of core theme achievement are meaningfully aligned with the core theme objectives as defined in the Report. The evaluation panel recommends that SWOCC continue to develop measureable and meaningful, outcome measures for accomplishment of its core themes (Standard 1.B.2)."*

The development of the initial success indicators was under a strict timeline to meet the report submitted in March of 2011. The College Council and the administrative staff find it essential to develop appropriate and useful measures of Core Theme achievement within a well-considered process to give us high quality indicators which are meaningfully aligned with the Core Theme Objectives. Efforts to develop such measurable and meaningful outcomes are underway; identification of appropriate indicators will continue over the next year and will be included in the Year One Report due in March 2013.

Concerns and Statements: **Year One Peer Evaluation Report**[11]

Concern 1: The Core Theme descriptor for *Innovation and Sustainability* was refined based on the Year One Peer Evaluator's Report as noted in *Concern 1* ("*SWOCC uses this core theme to assert it will seize opportunities for resource development through entrepreneurism, grants and the College Foundation. There are, however, no success indicators to measure the efficacy of these efforts supporting the Innovation and Sustainability core theme.*"). The descriptor was changed to more clearly convey the emphasis upon a strong fiscal, human, physical, and technological infrastructure. While the indicators identified by the institution to measure achievement were noted by the peer evaluators as "the most fully developed success indicators that will give SWOCC meaningful feedback on the long-term sustainability and growth of the institution," a review of appropriate success indicators is currently being conducted to ensure proper measurements are in place to support the Core Theme Objectives and Core Theme. We anticipate using the new measures in 2012-13.

> *2011 Descriptor:* Innovation and sustainability are interwoven by seizing opportunities for resource development by means of entrepreneurism, grant development, and the College Foundation that support the maintenance of a strong infrastructure of employees, technologies, facilities, resource management, and educational programs through the continual improvement process.

> *Current Descriptor:* Innovation and Sustainability embodies prudent and enduring resource stewardship, augmented by innovative resource development endeavors, to sustain a strong fiscal, human, physical, and technological infrastructure for a supportive learning, living, and working environment.

Concern 2: The numbering used to identify the success indicators identified by the peer evaluators regarding *Concern 2* will remain the same, although the objectives have been labeled. The peer evaluators noted that:

> "*Numbering the objectives under each core theme will make referring to the objectives and correlated Institutional Level Success Indicators easier for the institution and external evaluators.*"

The success indicators represent a holistic approach to measuring the Core Themes and Core Theme Objectives and are used in multiple Core Themes. In order to preserve a numbering system which may be used throughout the College, each success indicator is uniquely numbered. Many of the indicators have been used for over 15 years and the decision was made to retain the original numbered measurement using a numerical identification system: The use of abbreviated labels to identify each Core Theme was identified as one way to lessen confusion. Access objectives are now labeled A1 and A1; Learning and Achievement objectives are now labeled LA1, LA2, and LA3; Innovation and Sustainability are now labeled IS1 and IS2; and the Community Engagement objectives are now labeled CE1 and CE2.

Concern 3: The response to *Concern 3* is addressed in the response to the recommendation made by the Commission in the Year One Peer Evaluation Report as this concern was formalized by the peer evaluators into the single recommendation.

Statements Noted by Peer Evaluators within the Report:

The second objective for the Core Theme *Access* was changed to address the statement made by the peer evaluators:

> "*The indicators are appropriate and measurable but not sufficient to measure achievement of the core theme second objective. There are no success indicators listed that would give SWOCC meaningful feedback on the efficacy of its support services for staff. It is not clear to the Evaluation Committee how support services for staff fits under the Access core theme.*"

The word "staff" was eliminated from the descriptor based on a review of the descriptor by the Executive Team and the Core Theme Leaders, as both groups concurred with the peer evaluators' statement.

The *Learning and Achievement* success indicators are currently undergoing review with a planned rollout for spring 2012. The statement made by the peer evaluators drives instructional discussions during that review:

> "*This core theme description mentions student achievement outcomes including: retention, persistence, completion, graduation and/or transfer; but there are no direct measures of these outcomes in the Institutional Level Success Indicators listed in the Report.*"

Success Indicator 5 was eliminated (Student Goals Achieved) as the indicator served no relevant purpose nor yielded any meaningful results. The CCSSE and SENSE surveys identified in success indicator 6 were separated out to form a new success indicator 5 (CCSSE survey) with success indicator 6 remaining as the SENSE survey. All success indicators are to be reviewed over the next year for applicability and meaningfulness in terms of Mission Fulfillment with expected changes to be put into practice for 2013-14 and addressed in the Year One Report due in March 2013.

The Evaluation Committee noted that "*none of the core themes address serving the cultural needs of the community, which is a prominent promise in the mission statement.*" While there is no direct mention of the words *"cultural needs"* in a Core Theme, the intent is a more holistic approach to serving the needs of the community through diverse activities, multiple learning opportunities, and support services for students.

Report Timeframe

Staff of Southwestern have spent time during in-service activities over the last two years to review the new accreditation standards as well as participate in meaningful conversations related to the program review process and development of short-term and long-term accomplishments planned to fulfill our Mission. This report is a culmination of the collaborative and participatory efforts from across campus to address the accreditation standards and eligibility requirements. Information and data supplied in the report is accurate as of January 1, 2012.

Students connect between classes.

CHAPTER I

Creativity flows during a drawing class.

Mission, Core Themes and Expectations

Standard 1

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Southwestern Oregon Community College[12] was established by vote of the people on May 1, 1961, and is authorized to operate and award degrees as a higher education institution under the authority of the State of Oregon, dated October 13, 1964. The specific authorizing body, the Oregon Department of Community Colleges and Workforce Development (**CCWD**[13]), has the legal authority for statewide coordination of the approval of community college courses and curricula as granted through **Chapter 589, Division 6 of the Oregon Administrative Rules**[14] adopted by the **State Board of Education**[15] under the authority of **Chapter 341 of the Oregon Revised Statutes.**[16]

Eligibility Requirement 3: Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

At a special work session in September 2009, the **Board of Education**[17] (Board) drafted a new **Mission Statement**[18] and identified four **Core Themes** that manifested the essential elements of the new draft Mission Statement. The draft Mission Statement was vetted and revised within the College community prior to formal adoption. The College Mission Statement was approved by the **Board on January 25, 2010**.[19]

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

The four Core Themes are derived from the Mission and serve the interests of our students and community – *refer to Standard 1.B*. The Core Themes were adopted by the Board on **April 26, 2010**[20]:

> *Access*
> *Learning and Achievement*
> *Innovation and Sustainability*
> *Community Engagement*

Consistent with the legal authorization contained in **Chapter 341 of the Oregon Revised Statutes** for community colleges and Southwestern's Mission, all resources are devoted to support the programs and services as a degree-granting institution of higher education ("providing courses of study limited to not

more than two years' full-time attendance, with the exception of technical programs in which the curriculum may require more than two years of attendance but less than four years, and designed to meet the needs of a geographical area by providing educational services") and for lifelong learning opportunities. *Refer to Standard 2 for additional supporting information.*

Overview

The transition from the previous Accreditation Standards to the current standards adopted in 2010 prompted a thorough review of the Mission Statement and many thoughtful discussions to articulate and measure the extent of Mission Fulfillment. Development of the Core Themes, the Core Theme Objectives, and the identification of Success Indicators to measure achievement all evolved through broad-based participation of groups and individuals from all segments of the campus community. The four Core Themes are a representation of what has always existed at the College in terms of focusing efforts to fulfill the Mission as first envisioned by Henry Hansen and the other members of the Board who worked hard to form the first community college district so that access to educational opportunities could exist for the local community.

Core Theme Leaders[21] were identified and tasked by the **Accreditation Steering Committee** in late 2009 with developing the Core Theme Objectives and associated Success Indicators. The transition to the new accreditation standards put the staff on a fast track to identify Core Theme Objectives and associated Success Indicators. The short time frame to adequately develop appropriate measures and Core Theme Objectives resulted in several concerns as noted by the peer evaluators as well as one recommendation which were conveyed in the **response from the Commission**[22] to the Year One Report submitted by Southwestern in March 2011. The concerns and recommendation are the current focus of efforts by all staff to take a closer look at program and services outcomes as aligned with the Core Theme Objectives and Success Indicators in order to collaboratively develop meaningful and appropriate Core Theme Objectives and Success Indicators for inclusion in the next Year One Self-Evaluation Report, due to the Commission in March 2013.

Standard 1A: Mission

> 1.A.1
> *The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

Southwestern's Mission Statement is widely published via the **college catalog**[23] and **website**. The College revised the Mission Statement in 2009 in response to the anticipated changes to the **NWCCU Accreditation Standards**[24] as well as the need for a Mission that articulates our purpose and is understood by our community. Revisions to the Mission were made after several work sessions involving the campus community and students, with the Board formally adopting the new statement on January 25, 2010 – *refer to Eligibility Requirement 3*. The campus is unified through its demonstrated connection to the Mission, which serves as a guidepost for institutional planning, program review and assessment, and resource allocation. The Coos Campus and the Curry Campus classrooms and community areas are decorated with Core Theme posters that include the Core Theme Objectives, Strategic Plan Goals, and pictures and statements from all employee groups to communicate how their work supports the Core Theme. The President meets with all new employees to discuss the Mission and Core Themes as part of new employee orientation. All plans, actions, and resources needed at the College are designed to fulfill the College's Mission. The College Mission Statement and

Strategic Plan Goals[25] are essentially promises that the College is making to its students and their families, employers, and our communities.

> **1.A.2**
> *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

Southwestern is committed to a practice of evaluating and assessing its effectiveness. The College's **Institutional Effectiveness**[26] process is an ongoing, integrated, institution-wide practice of planning and assessment that uses continuous improvement and that provides evidence that the College is effectively achieving its Mission. **Mission Fulfillment**[27] is demonstrated by successfully meeting the objectives of our Core Themes. To assure itself and the public that Southwestern is meeting its goals and fulfilling its Mission, the College monitors the **Institutional Level Success Indicators**[28] (SIs) associated with each of the Core Theme Objectives. The SIs are reviewed each year for applicability, annual target levels, and with consideration of new indicators or measures, or the deletion of an indicator or measure.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

The President, Vice President of Instruction, Vice President of Administrative Services, and Executive Director of Integrated Technology Services reviewed the Institutional Level Success Indicators and proposed to the Planning Council (now College Council) an acceptable threshold of Mission Fulfillment, which were approved on January 26, 2011:

Mission Fulfillment Threshold

> ***The College will meet established targets for 70% of Institutional Level Success Indicators***

Mission Fulfillment is derived from the planning and program review processes that support institutional effectiveness through the development of a Strategic Plan and supporting goals. Strategic plan goals are derived from program reviews that are conducted across campus and from subsidiary planning processes that occur at the unit, reporting unit, functional areas, and institutional levels of the College. Planning and goal setting provide the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities—ultimately leading to fulfillment of the College Mission. The Mission Fulfillment threshold will reviewed over the next year as part of the Year One Report due in March 2013. It is anticipated that the definition of Mission Fulfillment will change as identified in Chapter Five. Anticipated changes to success indicator targets that are used to determine Core Theme achievement will be made to more precisely measure achievement of the Core Themes and Mission Fulfillment.

Institutional Effectiveness Model

Institutional Effectiveness is Outcomes Oriented
How will we know our mission is fulfilled?
(Are our students learning?
Is our infrastructure effective?)
These outcomes are proved through success indicators that express core theme objectives, achieve core themes, and that ultimately support mission fulfillment.

Mission Fulfillment

Core Themes

Core Theme Objectives

Success Indicators

Strategic Planning is Process Oriented
What should we do to fulfill our mission?
This process includes Planning at the unit, Reporting unit, functional areas, and institutional levels; This process is goal-oriented and fiscally responsible.

Strategic Planning

Fiscal Responsibility

Planning

Annual Priorities

Plan Goals

Program Review

Program Review Uses Results to Inform Planning

Program Review Uses Results to Enhance and Improve Programs and Services

Adapted from the Nichols Model

Standard 1B: Core Themes

> 1.B.1
> *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

The Core Themes were formally adopted at the **April 26, 2010, Board of Education** meeting to provide identifiable and measurable essential elements of our Mission: *Access, Learning and Achievement, Innovation and Sustainability, and Community Engagement.* The four Core Themes were identified from within the new Mission Statement and emerged from the Mission revision process. **Core Theme Leaders** guided the accreditation process for the **Standard One Report**[29] submitted in March 2011 and by working with the academic, operational, and support areas identified the Core Theme Objectives. The

Core Themes, Objectives, and relationship to the institutional Strategic Plan Goals provide the framework from which the College demonstrates Institutional Effectiveness.

The four Core Themes were reviewed during the seven-year comprehensive self-evaluation process; the process resulted in updates to the descriptions, objectives, and associated (SIs), based on the **feedback provided by the Commission** dated August 12, 2011, and in response to the Year One Report submitted in March 2011 – *refer to Preface*. Minor changes were made to the description for the *Innovation and Sustainability* Core Theme to address concerns identified in the report submitted by the **evaluators for the Year One Report**. The current Core Themes and descriptors are:

Access – Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.

Learning and Achievement – Student learning and student achievement are at the core of the College Mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

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

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

> 1.B.2
> *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

Each Core Theme Leader worked with staff from across campus and the Institutional Effectiveness and Assessment Taskforce to identify the Core Theme Objectives and determine appropriate indicators of achievement – known as Success Indicators. The Objectives were then presented to the **Accreditation Steering Committee** for approval and were in turn presented to the Strategic Planning Council (now College Council) for final approval. Once the Objectives were finalized, the Core Theme Leaders worked with the Institutional Effectiveness and Assessment Taskforce and the Institutional Researcher to develop a set of reliable and valid Success Indicators.

Extensive involvement and discussion helped to narrow a wide range of potential indicators from the already established Institutional Effectiveness Success Indicators to a more focused set of SIs on which to base an acceptable threshold of Mission Fulfillment. Review and assessment at the operational level will help the College measure effectiveness, allocate resources, and plan for the future. The Institutional Effectiveness Success Indicators is comprised of the *Institutional Level Success Indicators (SIs)*, reporting unit and unit indicators, and the State of Oregon Key Performance **Measures** (KPM) and Student Success Indicators (**All College Success Indicators 2010-11**[30]; **All College Success Indicators 2011-present**). The SIs were vetted through the Planning Council (now the College Council) and were then presented to the Board.

The Core Themes s and Core Theme Objectives were refined as previously noted in the **preface** based on concerns and statements provided in the **Year One Peer Evaluation Report** and the **recommendation of**

the Commission. All SIs include minor changes to verbiage that do not change the intent of the SIs and serve to provide a clearer and accurate designation as to how the indicator is measured and why the indicator is meaningful. Changes to the Core Theme definitions, Core Theme Objectives, and SIs are noted within each Core Theme section of this chapter. Southwestern is committed to evaluating and assessing the effectiveness of the College using the SIs in order to fulfill our Mission. All SIs are assessable and meaningful to the College, whether at an institutional level, reporting unit level, or unit level. Each Core Theme Objective is measured against a baseline figure established in the 2009-10 academic year (or when first measured) and then annual targets were set for each SI.

Together, the following Core Theme Objectives and SIs were identified as one component in the framework from which Southwestern demonstrates Mission Fulfillment:

Core Theme 1: Access

Theme Definition: Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.

Southwestern provides access to learning through a variety of programs, including developmental education, online courses, college/transfer level courses, high school, and community outreach. We support students through successful recruitment, academic advising, financial aid and scholarships, and career planning.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
A1 **Access to multiple learning opportunities**	**SI 1: FTE Credit and Non-Credit Report:** Measured by the percent of increase over the prior year, sorted by demographic status	FTE is the basis for state funding and revenue generation
	SI 2: Student Headcount Credit and Non-Credit Report: Measured by the percent of increase over the prior year, sorted by demographic status	Enrollment trends monitor learning opportunities accessed by students
	SI 3: Course Offerings Credit and Non-Credit Report: Measured by the percent of increase over the prior year, sorted by location and demographic status	Trends of courses accessed by students and the community illustrate current needs and predict future needs
A2 **Support services for students and community**	**SI 4: Community and Student Satisfaction:** Measured by the average rating level for services on the Community and Student Satisfaction Survey	Feedback is essential to enhancing and improving services to meet community and student needs
	SI 5: Student Engagement Activities - CCSSE: Measured by CCSSE benchmark targets "Support for Learners" and "Student Effort" that were met or exceeded	Student engagement activities influence academic performance and degree attainment

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
	SI 6: Student Engagement Activities - SENSE: Measured by all SENSE benchmark targets that were met or exceeded	Student engagement activities influence academic performance and degree attainment
	SI 14: Structured Work Experience: Measured by A. The percent of majors participating in work experience, sorted by course type that met or exceeded the target, and B. The percent of change in number of participating employers from year to year that met or exceeded the target	Supports the goal of helping students earn quality credentials with real value

The second objective for the core theme *Access* was changed to address the statement included in the **Year One Peer Evaluation Report** by removing the word "staff" from the objective. Minor changes to verbiage were made that do not change the intent of the SIs. New and revised indicators are expected to emerge and to be effective in 2012-13 as a result of the continual improvement process to be noted in the submission of the March 2013 Year One Report.

Core Theme 2: Learning and Achievement

Theme Definition: Student learning and student achievement are at the core of the College Mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

Southwestern faculty, staff, and administration serve our students by providing real world applications, a strong diverse curriculum, and student and institutional support.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
LA1 Students achieve their academic goals	**SI 5: Student Engagement Activities – CCSSE (*revised*):** Measured by all CCSSE benchmark targets that were met or exceeded	Student engagement activities influence academic performance and degree attainment
	SI 6: Student Engagement Activities – SENSE (*revised*): Measured by all SENSE benchmark targets that were met or exceeded	Student engagement activities influence academic performance and degree attainment
	SI 11 – Achievement Compact (AC-C1): Completion (*added pending State compact*): A. Adult high school diplomas/GEDs B. Certificates/Oregon Transfer Modules C. Associates Degrees D. Transfer to a bachelor's degree program	Demonstrates student progress towards goals and student completions
	SI 25 – State SSI 7 and Achievement Compact (AC-Q2): GED to next level (*added pending State compact*): Measure the movement from GED completion to the next level of learning	Demonstrates student progress towards goals
	SI 27 - Achievement Compact – Quality (AC-Q3): Persistence (*added pending State compact*): Percent of students who persist: **A.** Term to term **B.** Year to Year	Demonstrates student progress towards goals
	SI 27: Achievement Compact – Quality (AC-Q5): CTE Employment (*added pending State compact*): Percent of CTE students employed 12 months after graduation	Demonstrates student progress towards goals
	SI 27: Achievement Compact – Connections (AC-CN4): High school students with college credits (*added pending State compact*): Percent of local high school graduates who graduate with some college credit	Demonstrates student progress towards goals

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
LA2 Curriculum for academic courses and programs is relevant and current	**SI 7 – Achievement Compact (AC-CN6): Labor Trends (*revised pending State compact*):** Extent to which CTE programs meet local industry needs by industry cluster	Assessing labor trends will ensure that degree and program graduates have the skills relevant to predicted high-demand, high-wage jobs in our region and to meet industry expectations
	SI 14A: Structured Work Experience: Measured by A. The percent of majors participating in work experience, sorted by course type	Supports the goal of helping students earn quality credentials with real value
LA3 Students achieve course, program, and institutional learning outcomes	**SI 12: Student Achievement (*revised*):** Measured by the percent of passing grades in courses categorized by course type	Demonstrates student progress toward goals and level of student achievement
	SI 13: Student Outcomes: Measured by the benchmark target met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes	Demonstrates student progress toward meeting established general education outcomes
	SI 26 – State KPM 11 and Achievement Compact (AC-Q4): Licensing/Certification Rates (*added pending State compact*): Students' pass rate for national licensing tests compared to national pass rates	Demonstrates students meet established national outcomes and meets state measures of standards or requirements

In response to the **Year One Peer Evaluation Report**, we acknowledge the recommendation, concerns, and statements of the evaluators described in the report with respect to the lack of meaningful indicators of achievement for the Learning and Achievement Core Theme. Instructional leadership is working to identify appropriate and meaningful data to collect and to develop assessable indicators to evaluate the Core Theme and Core Theme Objectives.

The process to identify appropriate and measureable SIs is taking place in conjunction with the development of an **Achievement Compact**[31], an agreement between Southwestern and the State of Oregon acting through the Oregon Educational Investment Board to define the roles and commitments of the State and educational entities. The compact is expected to be finalized for implementation in 2012-13 and is based on Oregon's intention to develop one of the best-educated citizenries in the world. The State of Oregon has established an educational policy stating 100% of adult Oregonians between the ages of 25 and 34 will have successfully earned an education degree by 2025, commonly known as the 40/40/20 goal. The goal is for 40% of adult Oregonians to have earned a bachelor's degree or higher, 40 percent of adult Oregonians to have earned an associate's degree or postsecondary credential as their highest level of educational attainment, and 20% of all adult Oregonians to have earned at least a high school diploma as their highest level of educational achievement.

The revised SIs and the pending SIs are represented in the above table. Changes to the SIs listed by Core Theme Objective include:

- LA1: Students achieve their academic goals
  - SI 5: replaced with the CCSSE survey originally included in SI 6
  - SI 6: CCSSE and SENSE data were separated into two separate SIs (SI 5 and SI 6)
  - SI 11- Achievement Compact (AC-C1): added as a new institutional level indicator by revising the existing reporting unit and unit indicator to align with the pending **Achievement Compact (AC) completion measure**[32]
  - SI 25 - State SSI 7 and Achievement Compact (AC-Q1): added to meet a pending Achievement Compact required measure
  - SI 27 – Achievement Compact (AC-Q3; AC-Q5; and AC-CN1): added and includes three new institutional level indicators aligned with the Achievement Compact measures for quality and for connections
- LA2: Curriculum for academic courses and programs is relevant and current
  - SI 7: revised to meet a pending Achievement Compact required measure
- LA 3: Student achieve course, program, and institutional learning outcomes
  - SI 12: changed based on the feedback described in the Year One Peer Evaluation Report
  - SI 26 – State KPM 11: added to meet a pending Achievement Compact required measure

The new SIs are intended to provide data that will enable staff to more precisely assess the achievement of the Core Theme and the Core Theme Objectives in order to yield meaningful results.

The new SIs will be presented to the CC for approval once appropriate meetings are held with campus leadership and staff and the final SIs determined.

Core Theme 3: Innovation and Sustainability

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

Southwestern is dedicated to sustaining all of our resources: human, fiscal, technological, and physical. We strive to provide: effective fiscal management; safe learning, living, and working physical environments; college-wide operational support to staff and students; human resources functions with professional development opportunities; innovative and sustainable technology; and to lead entrepreneurial endeavors to support financial independence.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
IS1 Long-term sustainability and growth	**SI 15: Fiscal Cash Flow Responsibilities:** Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target	Identifies if ending fund balance meets projected short-term liabilities and daily operating costs
	SI 16: Fiscal Responsibilities - All Funds (*revised*): Measured by the target met or exceeded for A. Ending fund balance B. Current ratio	Identifies if assets and ending fund balances are adequate to meet long-term sustainability and growth
	SI 17: Fiscal Enterprise Fund Responsibilities (*revised*): Measured by the combined ending fund balance with General Fund FTE contribution	Identifies enterprise fund profitability to meet long-term growth
	SI 23: Strategic Plan Accomplishments: Measured by the percent of Strategic Plan Annual Priorities completed	Ensures Annual Priorities are accomplished as planned
IS2 Strong infrastructure of employees, technologies, and facilities	**SI 9: Employee Opinion and Satisfaction:** Measured by the level of employee satisfaction and opinion ratings on the annual survey	Satisfied employees are productive contributors to the College environment
	SI 19: Infrastructure Equipment and Software Maintenance: Measured by the percent of materials and supplies budgeted and spent on administrative and instructional equipment and software	Identifies if funds expended for equipment purchased is adequate to meet operational and student needs
	SI 20: Infrastructure Maintenance: Measured by the percent of identified deferred maintenance and safety projects completed	Ensures the sustainability of the infrastructure by completion of deferred maintenance and safety projects
	SI 21: Infrastructure Safety (*added*): Measured by the target met or exceeded for the A. Percentage of Campus Safety Trainings completed by staff B. Workman's Compensation Statistics ER Mod	Indicates the effectiveness of the campus safety program

The Core Theme descriptive statement for Innovation and Sustainability was updated based upon feedback from the **Year One Peer Evaluation Report** and no longer includes the verbiage noted by the evaluators described in *Concern 1* of the report. The new definition provides a clearer representation of the intent of the Core Theme and associated objectives and SIs. Minor changes to the verbiage as to why each indicator is meaningful and how the indicator is measured were made to provide a clearer and accurate designation.

The SIs were modified to be organization-wide with the unit-specific measures being tracked and assessed by the appropriate unit. The revised and the added SIs are represented in the above table. Changes to the SIs listed by Core Theme Objective include.

- IS1: Long-term sustainability and growth
    - SI16: revised by removing the accounts receivable turnover rate
    - SI17: revised by removing the accounts receivable turnover rate
- IS2: Strong infrastructure of employees, technologies, and facilities
    - SI 2: was added to measure the safety of the working environment.

The change to the Core Theme and the adoption of the revised SIs are pending the review process through the CC.

Core Theme 4: Community Engagement

Theme Definition: Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

Southwestern engages our community in activities that enhance personal and academic growth. We work collaboratively to build positive relationships through visioning, program development, communication, and partnerships. Our staff, faculty, and facilities are leading educational and cultural resources for individuals, businesses, organizations, and government throughout our region.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
CE1 Effective collaboration and partnerships with local and district organizations	**SI 8: Employer Perceptions:** Measured by average rating levels on the Employer Satisfaction and Opinion Survey	Identifies if employers are satisfied with student outcomes
	SI 14B: Structured Work Experience: Measured by B. The percent of change in number of participating employers from year to year	Supports the goal of helping students earn quality credentials with real value
	SI 26: BITS Company Satisfaction: Measured by the percent of companies ranking training they received through community college Business and Industry Training System (BITS) –State KPM 10	Determines the level of satisfaction of training provided to companies and to meet state standards and requirements
CE2 Community engagement in diverse activities and events	**SI 3: Course Offerings Credit and Non-Credit Report:** Measured by the percent of increase over the prior year, sorted by location and demographic status	Trends of courses accessed by students and the community illustrate current needs and predict future needs
	SI 4: Community and Student Satisfaction: Measured by the average rating level for services on the Community and Student Satisfaction Survey	Feedback is essential to enhancing and improving services to meet students' needs
	SI 22: Community Participation and Satisfaction in Activities and Events: Measured by the A. Percent of activities and events compared to prior year, and B. Rating level for facilities services	Identifies if activities and events are offered and attended

Determines level of satisfaction for the services provided by the College |

No changes to the Community Engagement Core Theme definition, Core Theme Objectives, or to the SIs have been made at this time. Minor changes to the verbiage as to why the indicator is meaningful and how the indicator is measured were made to provide a clearer and accurate designation. All Core Themes, Core Theme Objectives, and SIs are currently being reviewed and any new changes will be identified in the Year One Report due in March 2013.

Student uses the computer lab at the Coos Bay campus.

CHAPTER II

A study group connects at a Curry campus outreach site.

Resources and Capacity

Standard 2

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

Executive Summary Eligibility Requirements 4 through 21

> Eligibility Requirement 4 - Operational Focus and Independence
>
> *The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

Southwestern Oregon Community College (Southwestern) is authorized by the state of Oregon to operate as a postsecondary educational institution to offer two-year degrees, certificates, workforce and workplace training, and lifelong learning opportunities. There is sufficient organizational and operational independence to hold the institution accountable and responsible for meeting the Commission's standards and eligibility requirements. ***Refer to Standards 2.A.1 through 2.A.11 for additional supporting information.***

> Eligibility Requirement 5 - Non-Discrimination
>
> *The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

The College is committed to providing an atmosphere that encourages individuals to realize their potential. The College prohibits unlawful discrimination and harassment based on race, color, religion, and ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, or age in any area, activity or operation of the College. In addition, the College complies with the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), USERRA – Uniformed Services Employment and Reemployment Rights Act, and all local, state and federal civil rights laws.

The complete policy, definitions, and complaint procedures are contained in **BP7165**[33]. Under this policy, the College is committed to equal opportunity in all of its programs, policies, procedures, and practices, and the College shall promote equal opportunity and treatment through application of this policy and other college efforts designed for that purpose. All complaints about behavior that may violate the policy shall be promptly investigated. Any student or employee who has knowledge of conduct in violation of the policy or feels he or she is a victim of harassment or discrimination must immediately report his or her concerns to the appropriate management authority. It is the intent of the Board that appropriate corrective action will be taken by the College to stop any form of discrimination or harassment that may occur, prevent its recurrence and address negative consequences. Appropriate disciplinary measures for all substantiated incidents of discrimination or harassment will be taken, up to and including termination for employees or suspension for students.

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. The College acknowledges its responsibility to ensure the fair and equitable treatment of students, faculty, administrators, and staff by establishing policies and procedures regarding its representations to its constituencies and the public; its teaching; its treatment of students, faculty, and staff; and its relationships with regulatory and accrediting agencies. Ethical standards are exemplified by the **Board**[34] through adopted governance process. The **personnel procedures**[35] include **Standards of Employee Conduct**[36] and employee responsibilities that detail ethical and appropriate workplace behavior. Southwestern regularly evaluates and revises as necessary its policies, procedures, and publications to ensure continuing integrity throughout the institution. The institution has developed specific **policies and rules**[37] for the **purchasing of goods and services**[38] to ensure integrity and stewardship of the public trust. These include Board approval of **purchases in excess of $25,000**[39], adoption of the **Community College Rules of Procurement**,[40] **appointment of consultants.**[41] *Refer to Standards 2.A.21 through 2.A.26, 2.A.28, 2.B.4, 2.C.8, and 2.D.5 for additional supporting information.*

Southwestern is governed by the Board of Education (Board) with seven voting members representing all areas of the College district, none of the Board members have a contractual or employment relationship or a personal financial interest with the institution. The Board ensures that the institution's Mission and Core Themes are being achieved through regular reports at Board meetings and a yearly review of accomplishments during the Board Retreat. One responsibility of the Board is to oversee the creation and revision of Board Policies and Procedures as one means to ensure the quality and integrity of the institution. *Refer to Standards 2.A.4, 2.A.6, and 2.A.8 for additional supporting information.*

Southwestern's Board is the hiring authority for the President, who serves as the Chief Executive Officer and is the Board's official link to the operating organization. The President is accountable to the entire Board and all Board authority delegated to the staff is delegated through the President. The President has full-time responsibility to the College and serves as the clerk to the Board, attending all meetings, retreats, and work sessions. The Board chair is required to be one of the seven board members who is nominated

and approved by the current serving board members. ***Refer to Standards 2.A.7 and 2.A.10 for additional supporting information.***

Eligibility Requirement 9 – Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The President's Executive Team is comprised of qualified administrators who provide effective leadership and management for the instructional, administrative and operational, and student services functions of the College within a collaborative work environment. Each Executive Team member is provided additional operational support and leadership from their respective department's supervisors, managers, associate deans and directors. ***Refer to Standards 2.A.9 and 2.A.11 for additional supporting information.***

Eligibility Requirement 10 – Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Southwestern employs and regularly evaluates the performance of appropriately qualified faculty to ensure the integrity and continuity of the academic programs offered throughout the College district and online. Hiring of faculty follows specific minimum qualification standards outlined by Administrative Policy. The Vice President of Instruction reviews all faculty candidates for required qualifications and provides hiring approval. Evaluation of faculty is conducted according to the **faculty contract**.[42] As of November 2011, there were 60 full-time faculty and 180 part-time faculty representing a sufficient number to meet the educational objectives as well as to establish and oversee academic policies. Approximately 71% of FTE generated from lower division collegiate courses, vocational preparation courses, and postsecondary remedial courses are taught by full-time faculty. ***Refer to Standard 2.B.4 for additional supporting information.***

Eligibility Requirement 11 - Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Degrees offered by Southwestern include: Associates of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies. One-year certificates are also offered in recognized fields of study. All **programs and certificates**[43] have identified student learning outcomes. Educational programs along with the identified student learning outcomes are addressed in ***Standards 2.C.4, 2.C.9, and 2.C.10***.

Eligibility Requirement 12 - General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

All programs and certificates require a component of general education as an essential element of the program and the associate degree programs and certificate programs of study of 45 quarter credits or more contain a recognizable core of related instruction with identified outcomes. ***Refer Standards 2.C.4, 2.C.9 through 2.C.11 for additional supporting information.***

Eligibility Requirement 13 - Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Library and information resources are consistent with the Mission and Core Themes wherever offered and however delivered. This eligibility requirement is fully addressed within the Library and Information Resources section of the report, ***Standards 2.E.1 through 2.E.4 and in Standards 2.A.13, 2.C.6, 2.D.1, 2.G.4.***

Eligibility Requirement 14 - Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

The College provides a physical and technological infrastructure necessary to achieve the Mission and Core Themes as discussed in the Physical and Technological Infrastructure section of the report*, Standards 2.G.1 through 2.G*.

Eligibility Requirement 15 - Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Academic freedom is addressed in **BP 4035**[44] that states "issues in controversy, where they are properly a part of the course content, should not be avoided. A fair presentation of all points of view and an attitude on the part of the instructor which encourages students to evaluate critically and choose freely is within the best traditions of academic discourse and rigor within higher education." The Student Handbook

includes a section on Freedom of Inquiry and Expression to establish the guidelines of student academic freedom. ***Refer to Standards 2.A.27 and 2.A.28 for additional information.***

> Eligibility Requirement 16 - Admissions
>
> *The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

Southwestern is an open enrollment institution with guidelines for admittance published in the catalog and on the website. ***Refer to Standards 2.A.16, 2.C.4, 2.D.1, and 2.D.3 for additional supporting information.***

> Eligibility Requirement 17 - Public Information
>
> *The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

The College publishes current and accurate information in compliance with Eligibility Requirement 17 both in the catalog and on the website. ***Refer to Standard 2.D.5 for additional supporting information.***

> Eligibility Requirement 18 - Financial Resources
>
> *The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.*

Prudent fiscal management is core to the College operations to ensure current and future operation of programs and services. Cash flow is monitored daily with reports are generated daily and summarized monthly for the Board of Education. The cash reserves were depleted during the prior administration but are now slowly being restored. A line-of-credit was established in November 2008 for short-term borrowing; however, due to the rebuilding of unrestricted cash no borrowing has been necessary last year. Southwestern is an organization that takes managing budgets very seriously which has resulted in lower spending by managers. Through these financially lean times, the College has made strategic budget cuts in personnel, programs, services, and materials to ensure support of remaining programs and services while planning for the future generations. ***Refer to Standard 2.A.30 and to the Financial Resources section of the report Standards 2.F.1 through 2.F.8.***

Eligibility Requirement 19 - Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Southwestern contracts with an external firm to perform the financial audit on a yearly basis in accordance with generally accepted auditing standards. Results from the audit are shared with management, with the Board of Education meetings, and with other administrators, and is available to the campus community and public. These results are shared and made available by the agreed upon reporting deadline consistent with state and federal reporting requirements. ***Refer to the Financial Resources section of this report and Standards 2.A.30, and 2.D.8.***

Eligibility Requirement 20 - Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Southwestern will accurately disclose to the Northwest Commission on Colleges and Universities (NWCCU) any and all information as may be required for evaluation and accreditation functions of NWCCU. An Accreditation Liaison Officer is appointed by Southwestern to facilitate the disclosure of requested and required information pertinent to evaluation and accreditation functions of NWCCU. ***Refer to Standard 2.A.22 for additional supporting information.***

Eligibility Requirement 21 - Relationship with the Accreditation Commission

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Southwestern acknowledges, accepts, and agrees to comply with the five standards, eligibility requirements, and related policies of NWCCU as currently stated or as modified in accordance with NWCCU policy. Further, it is agreed that NWCCU may, at its discretion, make known the nature of any action, positive or negative, to any agency or members of the public requesting such information regarding Southwestern's status with NWCCU.

Institutional accreditation information is accurately disclosed and posted on the **accreditation webpage:**[45]

> *"The Northwest Commission on Colleges and Universities has officially reaffirmed Southwestern Oregon Community College's accreditation following a full review in 2002, again during the Fifth Year Interim Visit in Spring of 2007, and most recently following the Year One Report submitted in March 2011. Copies of the college's accreditation, self-study reports, approvals, and certifications are available for review by*

contacting the Accreditation Liaison Officer[46] or requesting to review copies of reports which have been made available at the Library (not all reports are available at the Library at this time), located in Tioga Hall. NWCCU Accreditation status is granted as an institution; any program specialized accreditation or approvals are granted by other agencies.”

All accreditation reports, NWCCU responses, and evaluator responses/reports are posted on the accreditation institutional report **archives webpage.**[47] Specialized program accreditation and program approvals are also disclosed on the accreditation webpage. ***Refer to Standard 2.A.22 for additional supporting information.***

Standard 2.A Governance

2.A.1
The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Southwestern is a public community college in Oregon with a legislatively designated service area of Coos, Curry, and Western Douglas counties and is governed by the Southwestern Oregon Community College District Board of Education (“Board of Education” or “Board”). Institutional governance is carried out through the Board of Education by defining institutional values, leading the institution through policy-based governance, and developing strategies for the future. The Board’s primary responsibility is to establish policies to lead and inspire lifelong learning, undertaken with prudent management of available resources. The Board must fulfill these responsibilities by functioning primarily as a legislative body that formulates and adopts policy, by selecting a Chief Executive Officer (i.e., College President) to implement policy, and by evaluating the results. Further, the Board must carry out operations openly and seek the involvement of students, staff, and the public during its decision-making processes.

The College documents all sanctioned policies and procedures concerning governance. The **Board policies** include the following sections that are currently being developed with the first policies adopted in February 2011:

1000 – The College
2000 – The Board of Education
3000 – Board and President Relationship
4000 – Instructional Services
5000 – Support Services
6000 – Finance and Operations
7000 – Human Resources
8000 – Student Services
9000 – College Advancement
10000 – District-Community Relations

The Board Policies are undergoing a transition with the new policy structure outlined above. All new policies use a four-digit number system. The new policies are in effect once approved by the Board. The **previous policy structure** is in effect only for those policies that have yet to be transitioned. The previous structure is based on a three-digit number system.

The President serves as the Clerk of the Board and has the responsibility to implement policies as directed by the Board either directly or by designation. The Vice President of Administrative Services also serves the Board as the Deputy Clerk, providing financial information about the state of affairs. The Executive Assistant to the President and the Board compiles minutes and correspondence for the Board. All three of these individuals serve the Board as College employees.

Administrative positions are structured to effectively sustain the functions of the College. The President is responsible for overall leadership and direction. The President is supported by an Executive Team (ET) currently consisting of: the Vice President of Instruction, who serves as the Chief Academic and Operating Officer; the Vice President of Administrative Services, who serves as the Chief Financial Officer; the Dean of Curry Campus, Executive Director of Enrollment Management, Executive Director of Human Resources, Executive Director of Integrated Technology Services, Executive Director of Resource Development and Foundation, Athletic Director, and the Institutional Researcher. This team is advisory to the President, who has the ultimate authority to make decisions. The ET deals with specific operational issues that impact the College as a whole, discussing issues and developing solutions to problems. Such issues include planning, personnel and staff, budget concerns, enrollment, and instructional program development.

The College Council (CC) and the Instructional Council (IC) are platforms to support the sharing of views by all staff groups and serve as mechanisms to ensure decision-making and associated processes are thorough, timely, and effective. These groups are comprised of members of administration, faculty, and classified staff to serve as decision-making bodies representing instructional and operational activities. The administration keeps the staff informed about important issues through the two councils, at in-service workshops, periodic all-staff meetings, announcements, and the website.

The CC is an advisory body to the President and ET that is tasked to consider campus issues that cross department or program boundaries and recommend solutions. The CC includes faculty, associate deans, classified staff, and administrators who advise the President and ET regarding the external and internal forces that might have an impact on the College's Mission Fulfillment, operations, plans, and programs. The CC helps define strategy and the best approach to reaching Mission Fulfillment. The CC will regularly review and update the institutional effectiveness process, Strategic Plan, and policies and procedures. Through the subcommittees of the CC, the President is advised on matters of institutional effectiveness, fiscal policy, academic and facilities master planning, and budget allocations for the College. The subcommittees are comprised of membership from all employee groups and include: Accreditation, College of Remarkable Employees (CORE), Institutional Effectiveness, Integrated Technology Governance (ITG), Internal Budget, and Sustainability. It is expected that members of CC and members of the subcommittees keep their respective staff members in their unit/department informed of the work of CC and subcommittees.

Planning is the process of obtaining and using input to define strategy or direction and to make decisions on allocating resources. To pursue this defined strategy, including allocating capital and people, all faculty, administrators, and staff have the opportunity to provide input to the strategic planning process through submission of unit plans reviewed by the CC. The CC reviews all plans and information and conducts sessions with the aim of synthesizing and integrating the plans from across campus.
The **IC** is comprised of faculty from each division, including the Faculty Senate Chair, along with instructional and student service administrative leaders. A communication link to the rest of the campus, the IC is a forum for the exchange of information that advises the Vice President of Instruction on matters that relate to instruction and makes recommendations for decision-making. All major decisions and procedural changes, including review of new academic programs and course curricula, course schedules, policies, and academic calendars, are recommended through IC. Changes in academic policies are ultimately approved by the vote of General Faculty. Instructional program review, which occurs at IC

meetings (assessment of program effectiveness), plays a vital role in providing faculty opportunities for input into decision-making. Through periodic instructional program reviews, program plans for improvement, including budget planning and allocation of funds, are reported to IC and CC as part of the overall College planning and budgeting process.

General Faculty membership includes all faculty and academic officers, including the President. General Faculty has the right to review and approve or disapprove any action of the Faculty Senate. The Faculty Senate has at least five representatives from instructional divisions; that representation is designated with consideration for the number of faculty assigned to each Division to achieve equity in representation. The remaining seats are elected from the at-large general faculty. Faculty members elected to the Faculty Senate serve terms of two years with an option for a second two-year term. All faculty not serving on Faculty Senate are assigned by the Senate with presidential approval to a Senate committee or a College committee. The Senate committees per the **Faculty Senate Constitution**[48] are Academic Affairs, Academic Standards, Faculty Development, Financial Aid, and Instructional Design and Delivery. Committees with faculty assignments are the CC and IC. Faculty indicate which committees they would like to serve on and the Vice President of Instruction recommends appointments that are then approved by the President.

Members of Faculty Senate are assigned the role and responsibility for acting upon matters of educational policy within the limits prescribed by federal and state law, and by the regulations of the State Board of Higher Education, the Oregon State Board of Education, and the Southwestern Board of Education. Educational policy pertains to such fundamental matters as curriculum and methods of instruction, materials for instruction, and criteria for granting degrees. It also includes those aspects of student life that relate directly to the educational process, such as regulations affecting freedom of expression. Faculty Senate responsibilities are defined in the **Faculty Senate Constitution**, which is upheld by the President. The students have an active role in governance. Student representatives have ex officio seats on many of the permanent boards and committees that advise administration on campus-wide decisions. Those ex officio seats include Board of Education, Faculty Senate, Academic Affairs, Faculty Development, and Instructional Design and Delivery. Along with representing the students on these permanent boards, such representatives are often included on ad hoc committees that examine specific issues or concerns, such as smoking, orientation, building construction, alumni association, and sustainability.

> **2.A.2**
> *In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

Southwestern does not operate within a multi-unit governance system.

> **2.A.3**
> *The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

Under the leadership of the Accreditation Coordinating Team (ACT), which includes the Accreditation Liaison Office (ALO), the accreditation requirements are regularly reviewed by the ET and the CC at Board of Education work sessions and at IC meetings. The President, ALO, and Dean of Curry Campus are trained NWCCU evaluators.

There are two collective bargaining agreements in force: the Federation of Teachers (Local 3190 AFT-OFT) for faculty and the Classified Federation (Local 3972 AFT-CLO) for classified employees. Any changes proposed to these agreements during open negotiations are reviewed to ensure they support accreditation requirements.

The President attends a monthly Oregon President's Council (OPC) meeting and is updated on legislative actions and external mandates by the executive directors of the Oregon Community College Association (OCCA) and Community College and Workforce Development (CCWD). The President serves on the Executive Board for the OCCA and participates weekly in phone conference calls; during legislative sessions, the President participates in weekly legislative update conference calls. Both Vice Presidents attend quarterly state-wide meetings to stay apprised of external mandates.

> **2.A.4**
> *The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.*

The Board of Education is composed of seven members who are **nominated and elected**[49] at large to serve four-year terms. To be elected, a Board member must be both a resident of and a qualified voter in the College district. Board members may not have any contractual or financial interest in the institution; no employee of the College is eligible to serve as a member of the Board consistent with the **Board of Education Policies**.

Southwestern Oregon Community College Board of Education 2011-2012:

- David Bridgham, Board Chair; current term expires June 30, 2013
- Harry Abel; current term expires June 30, 2015
- Susan Anderson; current term expires June 30, 2015
- Rick Howell; Board Vice Chair, current term expires June 30, 2015
- Marcia Jensen; current term expires June 30, 2013
- Julie Kremers; current term expires June 30, 2013
- Cherie Mitchell; current term expires June 30, 2013

> **2.A.5**
> *The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

Individual Board members, or board-appointed committees, have no authority over the College in their own right. The expression of **Board authority** [50] can only be in the context of the Board as a whole and the Board is obligated to arrive at a single, unambiguous position.

The Board has the authority and responsibility to establish policy, including those regarding its own organization and operation, which it does by using a modified policy-based governance system. Members of the Board encourage diversity of viewpoints, strategic leadership, and collective or consensus decision-making. The role of the Board is to direct, oversee, and encourage the College through the expression of policies. The Board may vote to change its governance policies at any time.

The formulation and adoption of **Board policies**, recorded in writing, constitutes the basic method of exercising its leadership in the operation of the College. The Board is currently reviewing and updating all policies with a scheduled completion of June 2012. Future review of policies will occur on a triennial basis with one-third of the policies reviewed each year to confirm currency and relevancy. At this time, the Board **annually reviews and updates policies**[51] as needed to keep written policies current and relevant. To do this, the Board evaluates the implementation and effect of each policy. New policies or changes in existing policy may be proposed by the President, a Board member, group or organization, staff member, student, or other member of the community. The President has continuing responsibility to alert the Board of all policies that may need **revision**.[52]

The Board is the hiring authority for the President, who serves as the Chief Executive Officer and is the Board's official link to the operating organization. The President is accountable to the entire Board and all Board authority delegated to the staff is delegated through the President. The Board will direct the President to achieve specific results through the development of a Strategic Plan and Presidential Goals. Board policy spells out delegation of authority to the President and calls for an annual performance evaluation. The President is authorized to establish procedures, make decisions, take action, and develop activities that are consistent with Board policies and directives. The President's performance will be considered synonymous with the organizational performance of the College as a whole, in compliance with the articles of the President's contract, and in completion of performance objectives and goals.

The President's compliance with policy is monitored in the following manner:

1. Internal reporting: Routine disclosure of information to the Board from the President (e.g., institutional data collection, benchmark reports, financial statements, etc.);

2. External reporting: Information from external auditor, inspector, judge, committees, community and/or staff requested by the Board will be used to measure the performance of the President in reference to the policies and directives of the Board;

3. Implementation and deployment of the College Strategic Plan; and

4. Completion of annual performance objectives.

The Board-appointed President's Evaluation Committee conducts the annual evaluation of the President.

The Board evaluates annually its own performance based on **annual goals**[53] and Board activities in conjunction with its review of policies, usually during its annual summer retreat. The Board regularly reviews their goals and activities during the year at board meetings and through quarterly strategic plan updates. The evaluation of the accomplishment of Board goals serves as a means to demonstrate that the duties and responsibilities of the Board are fulfilled in an effective and efficient manner.

The **Executive Team**[54] serves as the primary leadership team led by President Patty Scott and consists of several direct reports with responsibility for all **areas of the College**:

- Phill Anderson, Vice President of Instruction
- Linda Kridelbaugh, Vice President of Administrative Services
- Janet Pretti, Dean of Curry Campus
- *Vacant* – Dean of Students (represented by Tom Nicholls, Executive Director of Enrollment Management)
- Rachele Summerville, Executive Director of Human Resources
- Kat Flores, Executive Director of Integrated Technology Services
- Karen Pringle, Executive Director of Resource Development and College Foundation
- Mike Herbert, Athletic Director
- Robin Bunnell, Institutional Researcher

The ET generally meets weekly to discuss operational issues and long term planning. Administrators are charged with implementing and reporting on the College's Strategic Plan and Core Themes. The Strategic Plan covers three years or more with intended Planned Accomplishments related to the Core Themes established by the Board under the Policy Governance model and reported quarterly at Board of Education meetings. The Core Themes have a **set of indicators**[55] used to prepare monthly, quarterly, and/or annual reports to the Board, thus demonstrating achievement and the effectiveness at the institutional level. Due to budget constraints, the current organizational structure includes a vacant position in a leadership role—the Dean of Students.

The President (Chief Executive Officer) has full-time responsibility to the College and serves as the clerk to the Board of Education, attending all meetings, retreats, and work sessions. Dr. Patty M. Scott has been at Southwestern since 1993. She started out splitting her time between serving as Director of Student Support Services (TRIO) and as counseling faculty. She was named Director of Educational Support

Programs in 2002 and served as Dean of Students from February of 2006 until being named as Interim President in October 2008. During her tenure with Southwestern, Patty served five years on the Faculty Senate, of which three years were as Faculty Senate Chair. She received an Excellence in Action Award in 2005 for her work as chair of a faculty-led retention taskforce that resulted in the creation of several new programs and campus cultural change. Dr. Scott became the Interim President in October 2008 and was officially appointed the institution's sixth President on December 14, 2009. Dr. Scott completed a bachelor's degree in Sociology from the University of Oregon; she went on to earn a Master of Arts degree in College Student Personnel Administration from Bowling Green State University in Ohio and a Doctorate of Education in Community College Leadership from Oregon State University.

> **2.A.11**
> *The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.*

Beyond the ET addressed in Standard 2.A.9, the institution has **executive directors, directors, and managers**[56] leading the **functional areas**. These leaders work collaboratively to achieve the Strategic Goals through the IC, CC, and other College committees and initiatives. Membership on committees is representative of all three employee groups (faculty, administration, and classified) as well as from all three functional areas (instructional, student support, and operational). To ensure Mission Fulfillment, decisions and recommendations are mapped to Core Themes via strategic planning by administration and other recommending bodies.

> **2.A.12**
> *Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.*

Established academic policies and procedures are stratified into three hierarchical levels:

1. Board Policies;
2. Administrative Policies and Procedures are each associated with a governing Board Policy and contained within the College Administrative Policies and Procedures; and
3. Institutional academic procedures are contained in source and reference documents (i.e., the catalog, the Student Handbook, and the Faculty Handbook).

Communication of the contents and implications of Board policies to students, faculty, administrators, and staff is provided via public notice as part of the usual notification of all regular and special Board meetings. Active forms of communication of these policies and procedures include in-service activities and new- and part-time faculty orientations. Passive forms of these notifications are conducted using email communication and newspaper publications. Proposed changes to Board policy are communicated and discussed at the CC meetings, which are open for all employees to attend and/or provide comments. Board policies are publicized on the website.

Faculty are integrally involved in the review, creation, and revision of academic policies as assigned by **Faculty Senate Constitution** in one of the **two committees**[57] tasked with these duties: Academic Affairs and Academic Standards. These committees report to the Faculty Senate. Faculty Senate and committee

meeting minutes are posted to the intranet and disseminated to all faculty and administrators. The Faculty Senate brings forth items for General Faculty vote and gives final approval of academic policies.

Annual preparation for publication of the catalog and Student and Faculty Handbooks prompts another review of academic policies and procedures. The Vice President of Instruction takes responsibility for performing the checks necessary to ensure all published academic policies and procedures align with Board Policy, Administrative Policies and Procedures, Oregon law, guidelines developed by the CCWD, Northwest Commission on Colleges and Universities regional accreditation standards, and all specialized program accreditation standards. Communication of academic policies and administrative policies and procedures to students, faculty, administrators, and staff occurs through the College publications and dissemination of these College documents. CCWD's guidelines are outlined in the *Oregon Community College Handbook and Planning Guide*,[58] which is revised periodically.

> **2.A.13**
> *Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.*

Policies regarding access to and use of library and information resources are documented and published on the **library web page**[59]. The policies include: Borrower Requirements, Collection Development Policy, Circulation and Confidentiality of Library Patron Records, Copyright, Circulation, Course Reserve, Interlibrary Loan, and policies regarding lost or damaged materials. Library staff are responsible for enforcing these policies.

> **2.A.14**
> *The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

The annual catalog and term schedule of classes contains all academic policies and procedures relative to transfer-of-credit. The policies and procedures in these documents are reviewed to ensure they are consistent with Board Policies and Administrative Policies Procedures; institutional policies and procedures are reiterated throughout each publication as appropriate.

Successful student transfer from one community college to another and from Southwestern to a four-year college or university is of vital importance for long-term student success and student achievement. In addition to being mentioned in the catalog and schedule of classes, procedures for ensuring students' transfer and success are incorporated into the **Student Handbook**[60], advisor handbooks, and advising practices. Adhering to the Higher Education Opportunities Act (HEOA) requirements, student transfer information is outlined on the **Student Consumer Information**[61] webpage under **Transfer of Credit Policies and Articulation Agreements**.[62] College success classes to assist students to prepare for successful transfer and meet their transfer objectives are offered each year. The **catalog** also contains information and reference to Oregon's Transfer Hotline (503-378-8609, ext. 367).

The integrity of courses across Oregon is maintained through a collaboration of universities and community colleges through the Joint Boards Articulation Commission (JBAC). The CCWD, according to the Community College Handbook for approval of Lower Division Collegiate Transfer (LDC) courses, requires community colleges to submit requests for approval of new or revised LDC courses. This approval process includes submission of a statement of certification that the course carries college credit transferable to one or more four-year institutions (**OAR 589-006-0200**[63]). Examples of JBAC work are

the AAOT (four year transferability) and the Oregon Transfer Module (OTM) (first year core transferability).

Because of the increasing number of students entering the Oregon University System (OUS) from community colleges, a number of resources and systems have been developed to help students transfer credits more effectively. For OUS admissions policies for transfer students, we advise our students to take advantage of **centralized resources**[64] to supplement the information and assistance we provide. A digital course transferability system administered through the OUS (**ATLAS**[65]) informs students how individual courses transfer from Oregon's community colleges to four-year colleges and universities in the state.

> **2.A.15**
> *Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.*

The Student Rights and Responsibilities and Code of Conduct contained in the **Student Handbook** addresses academic policies and expectations, student rights, appropriate conduct and behavior on College property—including student housing, which has additional conduct expectations, student rights to privacy, use of electronic media, and the use of college material assets. This document also outlines disciplinary procedures, potential sanctions, appeals processes, and student complaint/grievance procedures.

The *Student Rights and Responsibilities and Code of Conduct* is available on the website and in hard copy in the catalog and the **Student Handbook**. Student Handbooks are disseminated during New Student Orientation and can be picked up at any time during the year in the Associated Student Government Office, Student Life Office, and Educational Support Programs & Services Office, and are provided free of charge. The *Student Rights and Responsibilities and Code of Conduct* is administered by The Dean of Students Group (the Dean of Students position is currently vacant) that is comprised of student services professionals from a variety of departments on campus who ensure due process facilitating student conduct, complaints, and appeals processes.

The College has a Disability Services for Students (DSS) department; information about **DSS**[66] can be found electronically on the website, and in hard copy in the catalog, Student Handbook, and the quarterly course schedule.

> **2.A.16**
> *The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.*

Southwestern has been an open door institution since its inception in 1961: anyone who has a high school diploma, has a GED, or has reached 18 years of age is admitted. A student below the age of 18 who has successfully completed high school is also eligible for enrollment; individuals under the age of 18 who have not graduated from high school may be admitted in certain circumstances and are required to meet with Educational Support Programs Staff in order to determine readiness for college. Admitted non-degree seeking students may register for any course that has no prerequisite. Underage students who are

attending high school may be approved to take college courses delivered in a number of ways, including on-campus, expanded options, enhanced options, and dual credit.

All degree and certificate seeking students are required to demonstrate prerequisite knowledge, skills, and abilities for placement into college-level courses in writing, math, and reading. The COMPASS, SAT, or ACT scores are used to determine placement of students into the appropriate course level. For students whose placement results indicate that they are underprepared for college-level work, developmental instruction in math, reading, and writing, and adult basic skills classes are offered. Several programs, such as International Students, Nursing, and various medical-technical programs, require separate admissions processes that are administered by these programs. These students are also encouraged to meet with an academic advisor before they are allowed to register each term. The academic advisor reviews their assessment results in order to help plan the students' first term schedule of classes and reviews them thereafter to monitor the student's progress towards attainment of their educational goals.

Requirements for continued enrollment as well as policies and procedures regarding possible academic warning, probation, suspension, and readmission are outlined in the catalog, on the website, and in the **Student Handbook**. These requirements are also reviewed with students during new student orientation. Academic standards for continuation or suspension within specialized academic programs are outlined and published by those specific programs.

Procedures regarding academic standards are administered in a fair and consistent manner, as outlined within those procedures. Students may appeal their academic status through the Academic Standards Committee, a subcommittee of the Faculty Senate comprised primarily of faculty members representing divisions throughout the institution, along with a limited number of student services staff members.

> **2.A.17**
> *The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.*

Co-curricular activities are an important aspect to student life. The Students of Southwestern Oregon Community College are governed by the Associated Student Government of Southwestern Oregon Community College (ASGSWOCC). The student body elects the executive staff and the director staff is selected by the executive staff. The Associated Student Government recognizes and provides guidance to clubs and student organizations; the policies that govern these groups are published in the **Student Handbook**. The **ASG Constitution,**[67] **By-Laws and Election Code,**[68] and **Clubs Manual,**[69] all of which can be obtained from the Student Life Office or ASGSWOCC Office. **Administrative Policy 9.052**[70] recognizes the ASGSWOCC Constitution as the document establishing the rights, duties, and responsibilities of the ASGSWOCC. Governance of student publications, specifically *The Southwester* (student newspaper) and *The Beacon* (student literary magazine), is addressed by **Administrative Policy and Procedure 9.060**.[71] These publications were not produced in 2011-12 due to human and fiscal resources. It is the intent of administration to budget and support both publications in 2012-13.

The College is a member of the Northwest Athletic Association of Community Colleges (NWAACC), the National Junior College Athletic Association (NJCAA—men's wrestling), and the National Collegiate Wrestling Association (NCWA—women's wrestling) and adheres to the conference's rules, regulations, and guidelines. The Athletic Department publishes policies for athletes that explain the roles and responsibilities for student conduct as well as repercussions for violations of institutional and legal rules or laws. **The Athletic Student Handbook**[72] explains both department policy and consequences for

violations of that policy. The Athletic Student Handbook is given to all athletes during athletic orientation.

> **2.A.18**
> *The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.*

Human resources policies and procedures are maintained by the human resources staff, who publish the policies and procedures online. Current policies and procedures can be found on the Southwestern **Administrative Services**[73] and **Human Resources**[74] webpages. The Human Resources Executive Director, in coordination with the Vice President of Administrative Services, regularly evaluates and revises policies and procedures through the process outlined in **Procedure #4.003**.[75] Any proposed revisions of such policies and procedures are brought to the labor attorneys and CC to assure consistency of policy with practice and to help ensure the consistent, fair, and equitable treatment of employees and students.

> **2.A.19**
> *Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

Employees are apprised of their conditions of employment, work assignments, **rights and responsibilities**,[76] and the criteria and procedures for evaluation, retention, promotion, and termination through review and distribution of job announcements, position descriptions, College policies and procedures, applicable Collective Bargaining Agreements (**Faculty or Classified**[77]), **Full and Part Time Faculty Handbook**,[78] and all applicable state and federal laws, rules, and regulations. Such appraisal is made during each employee orientation or by notification of new policy and procedures.

> **2.A.20**
> *The institution ensures the security and appropriate confidentiality of human resources records.*

The Human Resources department ensures the security and appropriate confidentiality of human resources records by maintaining a secure file room and secure online access, and by limiting and documenting access into personnel files, providing a dedicated confidential facsimile location, and distributing applicable procedures regarding maintaining the rights of employee and student confidentiality upon hire. Employee access is limited to staff who have the need and right to know such information; that access is gained through computer in a controlled physical environment.

> **2.A.21**
> *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.*

The College follows a philosophy of effecting clear, truthful, and responsible printed, digital, and verbal correspondence with both internal and external constituencies, including the catalog, promotional materials, media releases, the website, and announcements. For example, the College regularly provides its employees and the community information about Board adopted changes, College achievements, and

other typical and atypical items through media releases. Internally, a variety of email list serves have been set up that permit the information sender to target the desired audience, whether that audience is the students, faculty, classified, administration, individual committees, or a combination thereof. The Executive Director of College Foundation and Resource Development serves as the spokesperson for the College and creates/approves media releases and advertisements. The department responds to requests for information from media and members of the community, answering or directing to others when appropriate; further, the department uses the feedback from these communications to improve the departments' and College's operations and procedures.

The Executive Director of College Foundation and Resource Development and the Graphic Designer strive to assure accuracy in all representations to the public. Promotional materials are revised with updated information to provide the reader the most accurate data available at press time and clearly outline a quarter-by-quarter schedule of courses required to complete a degree or certificate. For example, professional technical program one-year certificates of completion include requirements to publish the relevant gainful employment information and the academic requirements with the information currently published on the **website**.[79] The development and review process is established and regularly reviewed for the catalog, schedule of classes, and other fundamental materials. Materials are reviewed by the Executive Team to ascertain the fit with institutional Mission, Values, Core Themes, programs, and services.

Marketing materials describing academic programs and services are also accessible on the website. The website is an important tool for communicating with current and prospective students, as well as with employees and members of the community. The site is managed by a webmaster and presents many sources of data that were previously available only in print. Official College documents found online include promotional materials, schedules of classes, catalogs, collective bargaining agreements, Board documents, and written policies. The website also offers details about campus security policies and crime statistics, completion and graduation rates, academic programs, accreditation and licensure, availability of financial assistance, and participation in athletic programs. This latter list of information is also published annually in the Student Handbook. The College complies with the Family Educational Rights and Privacy Act (FERPA) guaranteeing the confidentiality of student records and information in its correspondence.

> **2.A.22**
> *The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.*

The College acknowledges its responsibility to ensure the fair and equitable treatment of students, faculty, administrators, and staff by establishing policies and procedures regarding its representations to its constituencies and the public; its teaching; its treatment of students, faculty, and staff; and its relationships with regulatory and accrediting agencies. Ethical standards are exemplified by the **Board** through adopted governance process. The **personnel procedures** include **Standards of Employee Conduct** and employee responsibilities that detail ethical and appropriate workplace behavior.

Southwestern adheres to all applicable federal and state laws and **adopts appropriate policies and procedures** to ensure institutional integrity. Policies and procedures are reviewed on a three-year cycle and publications reviewed on a yearly basis to ensure continuing integrity throughout the institution though the use of CC, IC, and Faculty Senate.

The College strives to respond quickly and thoroughly to inquiries and information requests from the media, legislators, and the general public. Southwestern accurately discloses to NWCCU and any other

specialized accrediting or program approval agency any and all information as may be required for evaluation and accreditation functions. An Accreditation Liaison Officer is appointed by Southwestern to facilitate the disclosure of requested and required information pertinent to evaluation and accreditation functions of NWCCU.

Processes for resolving grievances and complaints are outlined in policies and procedures, collective bargaining agreements, and the Student Handbook—all published and accessible on the website. Policies regarding the student grievance process are detailed in the **Student Grievance Procedure**.[80] Policies and procedures are in place to allow employees to contest unfair treatment; both **classified and faculty** contracts provide a detailed process for assessing and resolving grievances according to the agreed upon time frame. The administrative staff and other employees not represented in the two bargaining units (part-time faculty, temporary employees, and student employees) may use the **College Grievance Procedure**[81] to resolve grievances according to the established time frame and are protected by applicable state and federal laws regarding employment discrimination.

> **2.A.23**
> *The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.*

The Board of Education is explicitly prohibited from becoming involved in conflicts of interest: **Board Ethics and Conflicts of Interest Policy BP 2020**[82] clearly defines conflicts of interest and prohibits them.

The President is implicitly prohibited from becoming involved in conflict of interest situations as outlined in **Board Policy 3010**,[83] Chief Executive Officer, which states, "the President shall not cause or allow any practice, activity, decision or organizational circumstance that is illegal, or in violation of commonly accepted business ethics, professional ethics or any applicable state or federal law." Additionally, the President performs his/her duties under the direction of **Oregon Revised Statute Chapter 244, Government Ethics**,[84] that clearly defines both conflicts of interest and nepotism.

In order to avoid potential conflicts of interest via nepotism, a detailed administrative policy/procedure regarding employment of family members was developed and approved in fall 2011. This policy defines which types of reporting relationships are and are not permissible between family members **(APP 6.2.010[85]).**

Furthermore, in compliance with the Higher Education Opportunity Act [HEOA § 487(a)(25)], **a code of conduct**[86] for the financial aid personnel has been developed and posted.

All employees (administrators, faculty, and staff) adhere to clearly defined policies prohibiting conflicts of interest as part of the **Employee Standards of Conduct**: "No willful and/or persistent violation of any rule or regulation of Southwestern Oregon Community College."

> **2.A.24**
> *The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

The institution has no approved intellectual property policy at present, although such a policy is currently being developed. A related procedure, titled **Copyright of Staff Developed Materials**,[87] refers to the proper use of intellectual property in the **Acceptable Use of Information Technology Resources**[88] procedure. This procedure was developed to encourage the production and dissemination of materials that will best serve the interests of the College, its students, the public, and College faculty and staff; the procedure speaks to both College-Assisted Individual Effort and College-Sponsored Effort. Additionally, the Oregon Legislature has had many bills introduced concerning this issue; however, to date none have passed.

> **2.A.25**
> *The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

Current NWCCU accreditation status is noted accurately in the catalog along with several program-specific accreditations; they're also accurately noted on the website by accessing the **Board of Education** link, the **Accreditation** link, or the **Institutional Effectiveness**[89] link. Accreditation status and reports are available on the website or by contacting the **Accreditation Liaison Officer** (ALO). Information about continued accreditation by NWCCU and other agencies is communicated to all staff through general email announcements; it is also communicated to the public through correspondence shared with the Board of Education or by being published in the local newspaper, as required of public notifications related to NWCCU accreditation.

> **2.A.26**
> *If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.*

The institution has developed specific **policies and rules** for the **purchasing of goods and services** to ensure integrity and stewardship of the public trust. These include Board approval of **purchases in excess of $25,000**, adoption of the **Community College Rules of Procurement**, **appointment of consultants**, and employee responsibilities and **standards of conduct**.

> **2.A.27**
> *The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Academic freedom is addressed in **BP 4035** that states "*issues in controversy, where they are properly a part of the course content, should not be avoided. A fair presentation of all points of view and an attitude*

on the part of the instructor which encourages students to evaluate critically and choose freely is within the best traditions of academic discourse and rigor within higher education." The Student Handbook includes a section on Freedom of Inquiry and Expression to establish the guidelines of student academic freedom.

> **2.A.28**
> *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

The Mission of the College is to "*serve the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment….*" Core Values indicate attention to professionalism to "*present ourselves with honesty and integrity working together to achieve our goals.*" The Southwestern Oregon Community College **Faculty Federation Contract** provides language supporting academic freedom based on the American Association of University Professors and the American Library Association statements on academic freedom. **BP 4035** addresses teaching about controversial issues.

The **Student Handbook** includes a section on Freedom of Inquiry and Expression to establish the parameters of student academic freedom. The course syllabus includes a statement on academic ethics and confidentiality.

> **2.A.29**
> *Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

It is acknowledged by faculty and administration that faculty as members of both a learned profession and this institution have obligations as citizens in the community in any public context are expected to be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that he/she is not an institutional spokesman. The reproduction of all copyrighted materials is covered in **BP 4025**.[90] The **Faculty Handbook** offers a prescribed passage for inclusion in the course syllabi to address academic honesty (plagiarism and cheating). The **Student Handbook** reiterates the definition of academic plagiarism and student responsibilities.

> **2.A.30**
> *The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

Southwestern complies with **Oregon Budget Law**[91], by:

- establishing standard procedures for preparing, presenting, and administering the budgets of Oregon´s local governments;

- encouraging citizen involvement in the preparation of the budget before its final adoption;
- providing a method of estimating revenues, expenditures, and proposed taxes; and
- instituting a method for control of revenues and expenditures for the promotion of efficiency and economy in the expenditure of public funds.

In addition, these Board-approved policies and procedures regarding the oversight and management of financial resources have been established (May 2008 Board Policies are three-digit) or are currently being revised (new Board Policies are four-digit and the effective date is noted at the bottom of the individual policy):

- **Board Policy**, Section III, Executive Limitations:
  - BP 303 Financial Planning Budget – refer to multiple **Board Policies 6000**[92]
  - BP 304 Financial Condition
  - BP 305 Asset Protection
- **Administrative Policies/Procedures,** Section 3 Fiscal Management:
  - 3.028 Audit of Accounts & Financial Affairs - now **BP 6030**[93]
  - 3.012 Banking & Investment Services
  - 3.010 Bonding - now **BP 6080**[94]
  - 3.038 Capital Outlay
  - 3.030 Control of District Funds
  - 3.008 Gifts, Donations, & Solicitations of Funds - now **BP 6075**[95]

Each **Board meeting**[96] includes financial reports: Statement of Budget and Actual Revenues and Expenditures, Statement of Revenues and Expenditures—All Funds, Statement of Cash Flows YTD—All Funds, Balance Sheet—All Funds, and Enterprise Fund.

Standard 2.B Human Resources

2.B.1
The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

As of November 2011, there were 203 full-time employees comprised of 72 exempt, 60 Faculty, and 71 Classified staff. There were 28 part-time employees comprised of 4 Exempt at .50 FTE and 24 Classified staff with 9 employed at 20-31 hours 15 employed at 10-19 hours per week. During the 2008-2009 year (due to budget over expenditures from the prior administration), Southwestern experienced a reduction in force in order to realign the resources to better support the programs and services consistent with the Mission and Core Themes. While the state funding continued to be reduced in 09-10 and 10-11, Southwestern strives to maintain staffing levels that are sufficient to maintain its operations by exercising prudent and conservative fiscal management, thus supporting our current programs and services that fulfill the Mission and Core Themes.

The criteria, qualifications, and procedures for selection of personnel that Southwestern uses are clearly and publicly stated on **job announcements**[97] available on the website**.** A recruitment manual outlines the hiring process. In addition, criteria for placement and qualification standards are outlined in the respective **Collective Bargaining Agreements** for classified and faculty employee groups.

All positions have written job descriptions that accurately reflect the duties, responsibilities, and authority of each position as stated in **Procedure 6.2.004**.[98]At least once each year, the staff member and the supervisor to whom he or she is responsible will review the position description and make appropriate changes with the support of Human Resources. In addition, job descriptions are reviewed and updated at the beginning of any hiring process or any time a new position is created.

> **2.B.2**
> *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

Administrators are evaluated by May 31st of each academic year in accordance with **Administrative policy #6.4.006**.[99] Classified staff are evaluated by their supervisor annually by June 30th of each academic year. Currently, the same **evaluation form** is used for both administration and staff.

> **2.B.3**
> *The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.*

Southwestern provides faculty, staff, and administrators, with support and various opportunities for professional growth and development to help ensure that all employees have proficiency in technical and methodological skills appropriate for their work assignments, roles, duties, and responsibilities. These opportunities include day-to-day interactions with supervisors and co-workers, serving on various College committees that allow for sharing and learning information, and individual training opportunities from Integrated Technical Services and other staff proficient in a particular subject area. Additional opportunities are provided during fall "Kick-Off" activities, and through the use of faculty development funds administered by the Office of Instruction and staff development funds administered by the College of Remarkable Employees **(CORE[100])** committee. Opportunities are also provided through state, regional, and national associations.

Faculty development opportunities funded by faculty development funds are awarded to faculty applicants based on eligibility criteria developed annually by the Faculty Development Committee. Once the committee approves an application, requisitions for funding and travel must follow the regular online requisition approval route, which includes review and authorization from the Vice President of Instruction as an Instructional Services unit. While funds have been limited for providing off-campus development opportunities, internal means to support continued growth and development among all staff has been encouraged; this includes, but is not limited to, the use of Atomic Learning Software, ANGEL On-Line Learning Management System, the Teaching and Learning Center (**TLC[101]**), and various webcasts held in common areas for general access. Further, all staff have access to Southwestern classes free of tuition and fees, based on employee group contracts.

> **2.B.4**
> *Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.*

Qualified faculty are employed consistent with the Mission and the College's overall Strategic Plan. Teaching credentials are not required for community college instructors in Oregon. **CCWD** develops

standards for the qualifications of instructors employed in community colleges in the state of Oregon. Teaching competencies and instructional content competencies required by the instructional staff is determined by instructional administrators in accordance with accreditation and state requirements and any applicable College policies or procedures. All faculty are hired in accordance with the standards set forth by the CCWD. As of November 2011, these faculty members included 60 full-time faculty— including 41 tenured or tenure track, 9 visiting, 10 adjunct appointments—and 180 part-time (less than .50 FTE) faculty.

A master's degree in the instructional area of the teaching assignment is required of faculty teaching courses for transfer credit and for post-secondary remedial credit (or at least 24 graduate hours used for placement in the teaching field and paired with a faculty member who serves as instructor of record and has a master's degree in the subject matter). It is also required for faculty employed as librarians, counselors, and developmental education instructors. In rare circumstances, an instructor of record with appropriate qualifications will supervise instructors who meet the two-thirds of the graduate hours used for placement in the teaching field, but lack the degree.

A relevant bachelor's degree and three years of significant work experience is required of faculty teaching professional/technical courses; a master's degree is preferred. Faculty teaching other adult courses must have demonstrated competencies through training and/or significant work experience.
A personnel file for each member of the faculty is maintained by the human resources office. It is the responsibility of faculty members to file a copy of the current transcripts or work experience documentation with the human resources office.

> **2.B.5**
> *Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

Faculty responsibility and workload are clearly defined and governed in the **Faculty Collective Bargaining Agreement**, and reiterated in the **Faculty Handbook**, in order to assign faculty responsibilities and workloads that align with institutional expectations. Faculty workload is based on a combination of teaching and service to the institution. Our model optimizes each faculty member's effectiveness, targeting a workload that comprises approximately 80% teaching (45 annual work load credits) and 20% other institutional duties, such as advising, mentoring, coaching, committee work (both institutional and Faculty Senate committees), program coordination, or other non-teaching activities.

It is understood that individual faculty assignments vary in complexity, intensity, and time commitments, and no specific formula encompasses all of the various combinations of teaching and non-teaching assignments. However, faculty teaching and release time workload are based on 45 workload credits per academic year and distributed relatively evenly over three terms (fall, winter, and spring) as a full workload. Faculty workload for those employed on eleven- and twelve-month contracts are calculated on a proportionate basis equal to 45 workload credits for three terms. The College and faculty have established annual and term workload to include daily office hours on contracted work days, and an annual student advising workload equal to 25 students per academic year.

To ensure faculty responsibilities and workload are assigned according to the College expectations and the faculty bargaining agreement, responsibilities and workload are assigned by the Associate Deans for each individual member of the faculty. Credit for institutional duties that carry workload credit are expected of faculty as part of service to the institution and are delineated in the Faculty Bargaining Agreement. Duties and service that fall in the category of service to the institution for which workload credit is not assigned may include, but are not limited to:

- Keeping current on one's major field of study
- Grading assignments
- Developing or maintaining a faculty or program webpage
- Improving on teaching methods
- Improving on retention and/or recruitment of students

It is also understood that providing additional service to the institution may require a significant time and resource commitment that deserves to be compensated in the form of workload credit. Examples of such service might include:

- Developing new programs or courses
- Departmental assessment activities
- Organizing campus events
- Developing new methods or programs for recruitment or retention

This list is not intended to be inclusive, but to demonstrate the variety of institutional service and duties that might warrant workload credit. Associate Deans and Instructional Administrators work with each faculty member on an annual basis or as needed to compute workload credit, if any, to be assigned for other service to the institution.

Workload for these non-teaching duties is calculated using appropriate formulas that are delineated in the **Faculty Bargaining Agreement**, Article 12 -Workload.

> 2.B.6
> *All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.*

The administrative evaluation process of full-time faculty is outlined in the Faculty Collective Bargaining Agreement which specifies the participants and process with evaluations completed by peers, supervisors, and administrators. Full-time tenured faculty and post-probationary visiting faculty are evaluated every three years with probationary tenure-track and probationary visiting faculty evaluated annually beginning with the first term of instruction. After the completion of three consecutive years of evaluation, probationary visiting faculty are evaluated every third year.

Evaluations of full-time faculty are conducted through three primary avenues: a portfolio based review; a peer review, including in-class evaluation; and an individual conference to summarize all evaluation results and develop an action plan. The evaluation process is designed to assess the faculty ability to demonstrate high-quality teaching and to complete other assignments professionally and competently. In order to demonstrate this, the faculty member is asked to prepare and present a portfolio of material that supports the evaluation. The individually-prepared portfolio contains:

- a statement of teaching philosophy or methodology;
- course outlines, exams, syllabi, and other materials that support instruction;
- an identification of instructor-defined evaluation areas and desired outcomes;
- a statement identifying the faculty member's involvement with program and/or course development, including work with faculty and/or advisory committees/groups;
- materials documenting the use of assigned release time, outlining goals and objectives, methods and assessment of results, if applicable;
- materials documenting the faculty member's professional relationship to subject matter, students, faculty, and institutional involvement;
- community activity;
- faculty development plan consisting of a statement on career goals, analysis of strengths and weaknesses, and a three-year activity plan; and
- student ratings of instruction.

A peer evaluation process is in place to enhance the faculty evaluation. Each faculty member's supervisor, either by the nature of the teaching area or by assignment, is responsible for overseeing the peer evaluation process and selecting an evaluation committee chair. The faculty member is free to select one tenured faculty member in her/his field and one other tenured faculty member of her/his choice to be on her/his peer team. The chosen members are then scheduled for meetings and in-class observations. Upon the conclusion of the peer and administrative evaluations, a written summary of the procedures is prepared by the supervisor and shared with the faculty member and peer committee chair, with a copy forwarded to the Vice President of Instruction. This summary includes: the teaching, duties, and materials; membership of the evaluation committee; and the commendations and recommendations of the review committee.

The final steps include a review and conference between the faculty member, her or his supervisor, and the Vice President of Instruction. In this conference, the findings are discussed with the faculty member, who reviews and acknowledges the summary recommendation. The final report is placed in the faculty member's personnel file. If remediation is deemed necessary at this time, the faculty member is asked to produce a faculty action plan in consultation with the supervisor. This plan outlines steps to be taken, timelines, and expected outcomes. This plan is filed in the faculty member's personnel file until it is completed.

All new part-time instructors of credit courses are evaluated using the student ratings of instruction form for every course in every term for the first three years of employment. If an instructor is given a substantially new assignment he/she will be evaluated the first term of the new assignment. After the third year of successful teaching, part-time faculty are evaluated at least one a year. In addition to the student ratings of instruction, administrative evaluations may include self-appraisal and/or classroom observation, peer review, and individual conference.

Standard 2.C Education Resources

> ### 2.C.1
> *The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.*

A comprehensive instructional curriculum has been developed that is responsive to the changing needs of individuals, communities, and the district. In alignment with the institutional Mission established by the Board, the College offers instruction suited to students with various academic, occupational, developmental, and personal enrichment goals. A variety of options are available to students, including two-year transfer programs, one-and two-year professional/technical programs, less than one year certificate programs, adult transitional education, high school diploma program, and dual credit/enhanced options programs for our partners in area high schools. There are 34 degrees and one-year certificates and 15 Pathway Certificates active for the academic year 2011-12.

The catalog has clear and detailed information identifying each of the degree and certificate programs, the General Student Learning Outcomes (**SLO**[102]), and the learning outcomes for each program, degree, and certificate. The catalog is available in a hard copy and as a **web-based document**. The required prerequisites for each course within the degree or certificate program are clearly identified so that the students begin their education knowing where they need to begin and the path they need to take to be successful.

Since academic rigor is essential for our students to meet the expected General SLOs and the SLOs for specific degree programs or certificates, the content and strength of credit program curricula are overseen by faculty in their courses and by the IC. The **IC**[103] is comprised of Faculty Senate appointees, Student Services staff, Instructional Administrators, Associate Deans, and the Vice President of Instruction.

> ### 2.C.2
> *The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.*

Faculty identify assessable course, program, and degree learning outcomes; unit (department or program) committees and instructional committees review these learning outcomes. Course outcomes, along with methods of assessment of student achievement of these outcomes, are a required component of all course outlines. Program outcomes are reviewed in intra- and interdepartmental meetings during the academic year to ensure that specific class outcomes are appropriate and that the aggregate of class outcomes for each program or certificate is both comprehensive and sufficient. Quality Matters, a curriculum guide intended to improve the overall quality of the design of distance-delivered courses, has been adopted and is being adapted to serve as a model for learning outcomes for all courses. Building on that, a committee is developing a comprehensive model to address the quality of course design for all courses.

Each degree and certificate course is required to have learning outcomes, cited in the syllabus, that identify the associated General Student Learning Outcomes (SLOs) addressed by the course. All degree and certificate programs must have articulated program outcomes that are reported on a triennial basis as part of the program review process. In addition to course syllabi, the catalog, web pages, and program flyer materials communicate learning outcomes to prospective and enrolled students. The **SLO**s are:

- **Communication**: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self, and information.
- **Computation**: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing, and using numerical data.
- **Creative, Critical, and Analytic Thinking**: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
- **Community/Global Consciousness and Responsibility**: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy.
- **Discipline Content**: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes that are specific to a discipline or career.

> **2.C.3**
> *Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.*

Instructors for all courses are responsible for assessing student learning in these courses and assigning grades appropriate to the learning outcomes established for the course. Students are made aware of course learning outcomes at the beginning of a course because course learning outcomes are a required component of course syllabi as documented in the **Faculty Handbook** under *Course Information* (Faculty Handbook, pg. 93) and *Syllabus* (Faculty Handbook, pg. 115) sections that outline the requirements and procedures to develop course outlines and syllabi.

Grades are entered into the student system at the end of each term to effectively record students' academic outcomes. All end-of-term processes are subsequently run to accurately calculate the effect of repeated courses, grade points/grade point average, earned grades, academic standing, etc. The students' degree program achievements are managed through the information management system, Colleague, using the degree audit process. These systems are programmed to evaluate the students' academic achievements in meeting the degree requirements for each degree/program/certificate. All degrees and certificates require a minimum grade point average of 2.0 to graduate/complete.

In addition to credit awarded for satisfactory course completion, the College Level Examination Program (CLEP) and Advanced Placement (AP) tests that allow students to demonstrate knowledge and proficiency and to acquire credit in selected academic areas can be used to meet course academic requirements. The CLEP is aligned with the Oregon University System and all other community colleges for universal acceptance of credits. Handouts for the CLEP program are available in the counseling and testing center.

Degree programs and certificates, along with their associated course requirements, have been developed utilizing criteria and guidelines promoted by CCWD in conjunction with the Oregon State Board of Higher Education. Specialized programs, such as Nursing and EMT, are aligned with industry standards and regulatory requirements as appropriate. The degree requirements embed elements that ensure both breadth and depth of learning. Breadth of content is maintained by offering students a wide variety of courses within each distribution area in their degree program; depth is achieved by degree requirements that encourage sequential courses that promote student learning beyond a single distribution course. Transfer and/or articulation agreements with selected four-year universities are established to further their education.

Courses are offered leading to six types of degrees/certificates:

1. **Associate of Arts – Oregon Transfer (AAOT) Degree – minimum of 90 credits**
   This degree provides an opportunity for students to focus on an academic area of special interest. This degree program meets the block transfer requirements of the Oregon State four-year system and completion of this degree guarantees the recipient junior standing at four-year Oregon State system institutions. Students are encouraged to match the choice of courses within the AAOT to the recommendations of the institution to which they might transfer.

   Students may transfer lower division course work ranging from 108 to 126 credits including a maximum of 12 career and technical education credits to four-year Oregon university system institutions. **AAOT**[104] completion requires students to fulfill requirements for general education, as well as sequence and distribution coursework in arts and letters, social sciences, and science/mathematics**.**

2. **Associate of Science – Oregon Transfer (ASOT) Degree – minimum of 90 credits**
   The AS/OT-Bus degree is designed for business majors planning to transfer to a baccalaureate degree program at four-year institutions in the Oregon University System (OUS). It does not guarantee admission to the Business school/program of any OUS institution. A student who holds the AS/OT-Bus degree transferring to any institution in the Oregon University System will have met the lower-division general education requirements for that institution's baccalaureate degree programs. Students will also have junior standing for admission and registration purposes.

3. **Associate of Science (AS) Degree – minimum of 90 credits**
   This degree is designed for science majors who plan to transfer to a four-year college. **AS degree**[105] completion requires students to fulfill requirements for general education, as well as sequence and exploratory coursework in humanities, social sciences and mathematics/science/computer science/engineering.

4. **Associate General Studies (AGS) Degree – minimum of 90 credits**
   The purpose of the degree in general studies is to provide students an opportunity to pursue a broad general education during the two years at a community college. It is intended as a flexible program for the student who is not pursuing a specified curriculum in the lower division transfer or career-technical area. The general studies degree includes courses in divisional areas, lower division collegiate transfer, and career-technical education. Because of the flexibility and broad

approach of this degree, a student may find that it may not fulfill all of the requirements of full junior standing when transferred to a four-year institution.

5. **Associate of Applied Science (AAS) Degree – minimum of 90 credits**
   Preparing students for employment upon completion of the degree, the AAS degree requires a minimum of 90 credits in technical courses and related instruction. This technical degree emphasizes career specialization and students are advised that specific employment-oriented coursework may not transfer to other colleges and universities. **AAS degree**[106] completion) requires students to fulfill requirements for general education. **Articulation agreements**[107] have been developed with four-year colleges for certain AAS degrees, such as computer science with Oregon State University (OSU), fitness management with Southern Oregon University (SOU), and environmental science with Humboldt State. Our Nursing Program is a member of the **Oregon Consortium for Nursing Education**[108] (OCNE).

6. **State of Oregon-approved Professional/Technical One-Year Certificates**
   These certificates are a minimum of 45 credits, which includes 9-10 credits of related instruction – math, human relations, and communications. **One-year certificates** focus on skills in specific technical areas. Many of these programs function as career ladders into degree programs.

7. **Career Pathway Certificate of Completion - less than one-year certificates up to 44 credits**
   Career Pathways is a workforce development strategy used in the U.S. to support workers' transitions from education into and through the workforce. This strategy has been adopted at the federal, state, and local levels in order to increase education, training and learning opportunities for America's current and emerging workforce. Career Pathways at are an integrated collection of programs and services intended to develop students' core academic, technical and employability skills; provide them with continuous education and training; and place them in high-demand, high-opportunity jobs.

   A **Career Pathway's Certificate of Completion**[109] is an Oregon community college credential comprised of 12-44 credits that are wholly contained in an approved Associate or Applied Science (AAS) Degree/Option or an independent Certificate of Completion (45+ credits).

8. **Individual Certificates of Completion– less than one-year less than 45 credits**
   Certificates of Completion[110] are awarded after completion of a specified curriculum and are now approved by the State Board of Education. These certificates are not associated to any AAS degree, related Certificate of Completion, or Pathways Certificate. These certificates are individual programs tied to specific training, such as the Certificate of Completion: **Phlebotomy Technician**.[111] The catalog and website describe each of the degrees, degree requirements and course descriptions. Instructional departments and Student Services provide students with additional information, including program outcomes, the annual schedule, and professional/ technical program sheets.

There are multiple opportunities for students to learn about admissions and graduation requirements. These include the catalog, class schedule, and website as well as during interactions with counselors and advisers, and during new student orientation. Southwestern is an open admissions institution and requires only degree seeking students to apply for admission as outlined in the publications. Certain programs have additional requirements for admission; those programs and their requirements are also publicized in the catalog and on program flyers—as is the case for the **Nursing Program**,[112] EMT Paramedic program, and **Basic Nursing Assistance**[113] course. Requirements for graduation that are in addition to the completion of courses specifically required for a degree or certificate are publicized in the catalog, in program flyers, and on the **website**. Academic advisers have ready access to graduation requirements and

communicate these requirements to students through advising sessions and by utilizing the degree audit system within Datatel's Colleague (Colleague) enterprise management system (that includes integrated student information and course information).

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2.C.5
Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

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Faculty are involved at all levels in the design, approval, implementation, and revision of the curriculum. Department and program units offering degrees and certificates use a variety of assessment data to guide them in the decision-making process for designing, approving, implementing, and revising the curriculum for their programs. Department faculty, with approval of Associate Deans, is responsible for designing, revising and implementing curriculum. Professional/technical programs have an additional process at the state level through CCWD. Each professional/technical program has an Advisory Committee that makes recommendations on essential content areas, specific competency demonstration expectations, professional behaviors, and expectations for workplace readiness. New course proposals and program changes begin at the faculty and program levels with the submittal of course outlines and program curricula to Instructional Council, which reviews and approves all new programs and all revisions. New programs are presented for approval to Instructional Council and then to the Board of Education. New programs are then forwarded to the state office for State Board approval and NWCCU is sent a letter of notification for all substantive changes. Faculty, Associate Deans, and the Vice President of Instruction bear the primary responsibility for ensuring the soundness and proper implementation of curricula.

Full-time faculty takes an active role in hiring new tenured, adjunct, and part-time faculty, particularly as part of hiring committees that evaluate applications and sit on interview panels. Tenure track positions are advertised statewide and nationally; adjunct and part-time faculty positions are advertised locally and posted on the website. Full-time faculty provide input and candidate recommendations to the Associate Dean and the Vice President of Instruction; the Vice President of Instruction has final authority for hiring.

The process for supporting and assessing the achievement of clearly identified student learning outcomes originates with faculty in the department or program unit responsible for offering the degree. The process is facilitated by faculty who use a triennial assessment cycle to generate data from a mix of assessment methods that are direct and indirect measures of student learning and are supplemented by annual common data set results. The results are reviewed by all faculty in the unit/program along with the Associate Deans who recommend changes. Activities from the assessment process are recorded in TracDat by the Associate Deans and presented to the Vice President of Instruction, who then presents the information to IC and the CC.

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2.C.6
Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

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The **Library** provides numerous services to faculty that allow them to integrate library and information resources into their learning environments. The faculty librarian welcomes the opportunity to collaborate with instructors on assignments and offer library sessions that introduce students to information resources, search techniques, and 21st Century research methods. The faculty librarian provides teaching

faculty with instructional support in whatever format or forum is desired, including engaging in research activities, instructional support, and mentoring.

Many instructional tools are available through the **library's instructional website**.[114] Library services include resources for faculty and students as well as instructional opportunities, such as having a librarian work with a class of students so they become more adept at integrating library resources into their learning activities. Students taking online courses have full access to the Library.

Recent changes of statewide standards for the AAOT degree have been implemented that require embedding information literacy outcomes in the writing sequence. Information literacy requirements are met by incorporating an information literacy lab with writing courses; writing students are automatically enrolled in the lab, which is delivered online through **ANGEL**,[115] our distance learning platform. The faculty librarian developed these labs to complement the course content of the writing sequence and monitors the use of the labs and maintains the assessment required to complete the labs.

The faculty librarian developed an **information literacy guide**[116] for teaching faculty. Through the Learning Resources and Development Committee, the faculty librarian worked with teaching faculty to develop assignments that include information literacy components. Faculty submitted ideas for possible assignments that could be adapted to meet specific curricula requirements. Faculty are encouraged to draw upon these ideas, adapt the assignments to fit their courses, and contribute any assignments they feel could further information competence. The Learning Resources and Development Committee was dissolved in 2011, but the repository of assignments and guide for faculty is still available online. Additionally, the faculty librarian welcomes collaboration with teaching faculty to integrate information literacy learning outcomes in course curricula.

> 2.C.7
> *Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.*

Board Policy 4045[117] supports Credits for Prior Learning as an alternative means for students enrolled in undergraduate-level classes to earn non-traditional credits. Department faculty members who are content specialists are responsible for establishing methods for Prior Learning Assessments (PLA) and document student competence and/or knowledge in specific courses at a 2.0 GPA performance level. Credits needed for degrees or certificates are awarded only for achievement equivalent to that within regular curricular offerings. The transcript evaluator adheres to the 25% maximum allowance of CPL credits for a degree or certificate.

Students must request credit for prior experiential learning to the appropriate instructional department administrator by completing the **Course Challenge and Prior Learning Assessment Form**[118] during the quarter the credit is requested. If approved by the faculty, the application is submitted to the Registrar and credit hours are computed and recorded in accordance with the current evaluation policies on non-traditional learning experiences. Information regarding how to access, appropriate courses, course

equivalencies, and credit hours are described in detail in the catalog, under the heading of **Alternative Ways to Earn College Credit**.[119]

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2.C.8
The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

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All transfer credits from other colleges for courses that are equivalent in content and purpose to their own, and according to published guidelines are accepted for transfer and transcripted into the student academic record. Students are required to meet the residency requirements for each degree and certificate with respect to the number of credits required to be completed at Southwestern to earn the degree or certificate. Students initiate the process for transfer credit evaluation through a Request for Evaluation form, preferably in their first quarter of enrollment. The transcript evaluator reviews each request to ascertain the acceptability of the course based on content, academic quality, and level of credit and accepts only transfer credits from accredited postsecondary institutions. The determination of whether a course is comparable occurs by accessing information provided to the College Source Online database or from the college's catalog and is based on course descriptions. In cases where the acceptability has not already been confirmed additional research is performed to ensure that the course is comparable in nature. Information regarding procedures relative to transfer-of-credit is published in the catalog and each term's **Class Schedule**.[120]

Southwestern has articulation agreements with several other institutions that are developed and managed by the Office of Instruction. Statewide degrees and program articulation agreements are in place to facilitate transfer of credit, including: the Oregon statewide Associate of Arts Degree (AAOT); the Oregon statewide Associate of Science Oregon Transfer/Business; and specific program/major-based articulations, such as the OCNE articulation with Oregon Health Sciences University for the Bachelor of Science Degree in Nursing. **Articulation agreements** for specific programs have also been developed to facilitate course transfers. Advising for students who plan on transferring stresses the importance of verifying degree requirements and transfer credit policies with the receiving institution.

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2.C.9
The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

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The general education components of transfer associate degrees are aligned with the Mission and the learning outcomes for those degrees. All degree programs require a general education or related instruction component; those details are described in the catalog for each degree program. Undergraduate

degree and certificate programs are designed to provide students with a well-integrated course of study to prepare them for the workplace, for further education, for engaging in lifelong learning, and for being productive citizens.

The transfer associate degree programs are designed to facilitate seamless transfer to baccalaureate colleges and universities in Oregon. All of the AS degree programs meet the requirement criteria; only the Nursing Program, which must also meet Oregon State Board of Nursing criteria, specifically designates which "other approved courses" students must take toward the requirement.

Southwestern's Certificates of Completion approved by the state of Oregon contain a recognizable body of instruction or embedded content in program-related areas of communication, computation, and human relations. Professional certificates are approved by the state and awarded after completion of all requirements.

The Distribution areas within the transfer degree also fulfill the Mission by providing a diverse array of learning opportunities and learning outcomes related to cultural education and enrichment. Another Core Theme is Community Engagement, stating that, "*Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.*" Students learn about and participate in community, cultural learning activities. The Program Reference Guide provides a breakdown of the requirements for each degree.

Program Reference Guide

Requirements	AAOT	AS	AAS	AGS	ASOT
General education					
Writing	9	9	3	6	8
Math	4	4	4	4	12
Wellness & Fitness	3	3	3	3	
Speech	3	3	3	3	3
Human Relations			3		
Computer literacy			4	4	4
Discipline Studies/Distribution					
Arts & Letters	9	6		9	
Social Sciences	12	6		9	
Sciences/Math/Computer Science	15	6		12	
Electives	35	53		40	43
Technical area			70		20
Minimum Credit	**90**	**90**	**90**	**90**	**90**

> **2.C.10**
> *The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

The general education requirements were developed to support the Core Theme of Learning and Achievement. Preparation for transfer is a highly valued component of the Mission. Identifiable and assessable learning outcomes for transfer associate degree programs are developed and monitored by faculty divisions. General Education components are assessed through the administration of the Collegiate Assessment of Academic Performance (CAAP) provided to all graduating students. The

components that are currently being assessed are tracked through TracDat software as part of the program review process.

> ### 2.C.11
> *The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

Each of the Associate of Applied Science two-year degrees and certificates is centered on a core of related instruction in communication, computation, health and physical education, human relations, and computer literacy. These courses are held to the same high standards that the transfer courses are held. Courses meeting the degree requirements for related instruction offer students many opportunities to acquire the knowledge, mental skills, and employment skills to become lifelong learners, productive employees, and responsible citizens. Related instruction and the SLOs are described in the catalog. In addition, applied degree and certificate programs are aligned with industry standards, based on national data, as well as being based on local advisory committee input. Examples of naturally occurring related instruction can be seen in our Culinary, Green Technology, and Welding programs where the contextualized content meets both the competency framework and the transfer knowledge requirements.

The governance and process structures clearly define the faculty's role in the design, approval, and implementation of the curriculum. The IC approves the adoption of new courses and programs and coordinates the cyclical review process that ensures all courses and programs are reviewed and updated at least every three years.

Faculty hiring processes ensure an appropriate level of qualification to teach in the discipline, which includes the degree held, practical experience in the field, and, in some areas, demonstrated competency (nursing, e.g.).

> ### 2.C.12 through 2.C.15

Southwestern is not authorized to offer graduate programs.

> ### 2.C.16
> *Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.*

Continuing education programs and courses are administered through the Department of Community and Workforce Development (CCWD) encompassing credit and non-credit classes, on and off campus, in outlying communities, day and evening, and online. Under the direct supervision of the Vice President of Instruction, CCWD establishes outcomes and assessments for course offerings that are consistent with the Mission and Goals.

Workforce Development[121] outcomes include: (1) Provide training and educational opportunities, and (2) Support business and industry through customized training and professional development.

The **Community Education**[122] outcomes include: (1) Provide courses that are relevant to community education needs promoting lifelong learning; (2) Continue to expand community education class offerings

through exploration of new learning opportunities and community needs; and (3) Support internal and external requests to provide community education courses.

The Small Business Development Center (**SBDC**[123]) class offerings are non-credit, but they relate to the Mission by supporting the enhancement of economic opportunities. These class offerings strengthen and support *an entrepreneurial culture* by providing training to both existing business owners and nascent businesses.

> **2.C.17**
> *The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.*

Academic quality for continuing education is ensured through a comprehensive process of program review, course and student outcomes development and review, and advisory committee oversight. Every class and training offered adheres to all standards stated in the **Oregon Community College Adult Continuing Education (ACE) Catalog**.[124] Non-credit course outlines are designed, approved, and evaluated by established institutional procedures. The course description, content, and outcomes are documented on non-credit course outline forms and are sent to the Instructional Council as informational items; the Instructional Council has the option to evaluate or question those details. Credit courses offered through Community Education adhere to all college and state course approval policies and procedures. Outcomes are developed by the subject matter specialists and are aligned with industry standards. Continuous quality improvement occurs through the use of feedback surveys, such as the **BITS Survey**[125] and student ratings of each course, which are reviewed annually by the Office of Instruction.

The Director of Community and Workforce Development reports directly to the Vice President of Instruction and is involved in a variety of committees and meetings throughout the academic areas. Associate Deans and other academic departments work closely with this department to plan, create, and deliver all educational and training activities. Working through meetings and **advisory committees**,[126] these partnerships pool resources and share knowledge of training needs.

The hiring of part-time instructors for continuing education adheres to the established **standards**[127] and requires **final approval**[128] from the Vice President of Instruction. A **confirming letter**[129] is sent to all new hires that introduces them to standard procedures and instructional expectations. Instructors are evaluated by the director on a regular schedule and assistance is offered to instructors for support and improvement.

> **2.C.18**
> *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

The granting of credit or Continuing Education Units (CEUs) is guided by the same requirements as courses in the division of Academic and CTE programs. The student learning outcomes are identified in the course outline, reviewed, and approved by the Vice President of Instruction and the Instructional

Council. Professional Development Units (PDUs) and Continuing Education Units (CEUs) offer our community a permanent record of their learning activities. They are offered through CCWD in place of regular college credit to provide specialized, continuing, or advanced instruction in areas previously certified or otherwise formally recognized as professional knowledge and skills. A CEU is defined as ten (10) contact hours of participation in an organized, continuing education experience under the responsible sponsorship of capable, directed, and qualified instruction. A PDU is defined by the certifying organization. In the case of the Oregon Teachers Standards and Practices Commission, a PDU is defined as follows:

One clock hour per unit of instruction = 1 PDU
One quarter hour of college or university credit = 20 PDU
One semester hour of college or university credit = 30 PDU

It is important to recognize the following criteria must be met before the credits may be awarded. The following documentation is kept on record in the Department of Community and Workforce Development:

- A course outline and syllabus is developed for the activity which includes specific information regarding the content, learning outcomes, and method of assessment. Course outlines are reviewed by the Vice President of Instruction and approved by the Instructional Council.
- Instructor's VITA or résumé
- Evaluation tool (Note that all grading for CEUs and PDUs are satisfactory/unsatisfactory only.)
- Handouts
- Class lists/sign in forms
- A copy of each participant's certificate issued
- A copy of the publicity

> **2.C.19**
> *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

Community Education classes use the same standards and procedures to track courses and to ensure quality and effectiveness of instruction as does the rest of the institution. The nature of learning includes occupational courses designed for workforce development, personal enrichment courses, and continuing education or skill specific certification, such as CPR.

All non-credit continuing education classes are included in each term's **Class Schedule**. Every participant in a non-credit class is enrolled into Colleague; records of all short term trainings, workshops, professional development classes, and community education classes are maintained in accordance with all academic courses. Grades for non-credit courses are not recorded, but rosters can be accessed and printed to verify enrollment and completion of the class. Reports are run on a regular basis to track the number of reimbursable and non-reimbursable course offerings and enrollments; report conclusions are tracked through the department for evaluation and planning purposes.

Workforce Trainings and Community Education Offerings

Academic Year	Number of Workforce Trainings	Number of Community Education Classes
2006-07	187	357
2007-08	171	401
2008-09	132	381
2009-10	172	354
2010-11	282	234

Standard 2.D Student Support Resources

> **2.D.1**
> *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

Quality student services essential to the academic development and personal needs of students are provided to support student learning so that they can achieve their academic goals. The Education and Student Services Leadership Team (ESSLT) works to ensure that "every student succeeds leading together" creating the same ESSLT acronym. Membership in ESSLT includes: the Executive Director of Enrollment Management, the Director of Student Housing, the Director of Financial Aid, the Student First Stop Supervisor, the Director of Educational Support Programs and Services, the Director of Athletics, the Director of Student Life, the Director of Community and Workforce Development, the Director of Educational Talent Search and Upward Bound, the Director of the Oregon Coast Culinary Institute and Dining Services, and the High School Relations Coordinator. Consistent with the institution's Mission and Core Themes, services are offered in the following functional areas:

- **Dean of Students** position is currently vacant due to budget constraints and the most crucial duties and responsibilities have been temporarily assumed by other student services staff. Student conduct matters are handled by a Dean of Students group comprised of Executive Director of Enrollment Management, the Director of Student Life, the Director of Student Housing, and the Director of Educational Support Programs and Services. Academic issues and the College Now program are handled by the Executive Director of Enrollment Management, along with representation on the Executive Team and the Council of Student Services Administrators.
- **The International Students Coordinator** position is currently vacant due to budget constraints; the most crucial duties and responsibilities have been assumed by the Student Life Coordinator and by the Admissions Coordinator.
- **Enrollment Management Services** is responsible for recruitment, placement, admissions, registration, transfer credit evaluation, degree certification, student employment, internships, financial aid, graduation, dual enrollment, payments, and student records.
- **Student Life** provides for student life and leadership, residence life, international student support programs, student clubs and organizations, and new student orientation activities. This position currently reports to the Executive Director of Enrollment Management because of the vacancy of the Dean of Students position.
- **Educational Support Programs and Services** offers advising, counseling and career services, testing, general student support, and services to particularly challenged student populations.

- **Instructional Services** contributes to student success through provision of student support resources, which include library services, tutoring, instructional testing center, computer labs, instructional computing labs, and childcare and childcare referral.
- **Administrative Support Services** contributes to student success through the Bookstore, Student Housing, Dining Services, the Recreation Center, Athletics, Campus Security, Facilities, and Mail Services.
- **Integrated Technology Services** maintain the technological infrastructure needed to support students classrooms and operational activities as well as Student Housing.

Together the above services contribute to a safe and welcoming, effective living and learning environment for all students.

> **2.D.2**
> *The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.*

The Coos Bay Campus is served by 24 hour/7day a week Campus Security patrol. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available to all students and employees by modes of delivery described as acceptable by HEOA and the Clery Act. In compliance with the Clery Act, the **Annual Campus Crime Report**[130] is distributed to students and staff by October 1 of each year. The report includes all mandated policies and procedures in addition to statistics for Clery reportable crimes.

Safety of Student Housing Residents is a priority for Student Housing. Student Housing has 11 resident assistants and two resident directors living in Student Housing monitoring and acting on behalf of student health and safety concerns. The campus is also served by 24 hour/7 day a week Campus Security patrol. Common area access to Student Housing has video surveillance cameras; surveillance images/footage is viewed as necessary by the Executive Director and Assistant Director of Residence Life and/or Campus Security staff. Housing staff performs nightly on-duty rounds through all housing buildings, conducts monthly Health and Safety inspections and monthly area meetings with residents to address and assure the safety and security of the students. All safety reporting is coordinated and reported in compliance with the Clery Act.

All safety reporting is coordinated and reported in compliance with the Clery Act. The College has a Safety Committee, chaired by the Executive Director of Student Housing, which conducts quarterly campus hazard inspections. An emergency/disaster recovery plan has been developed and is a part of similar plans that have been established by the city and county. Examples of campus-wide trainings are emergency evacuation, hazardous materials handling, and fire extinguisher operation.

Southwestern is an open admissions institution, admitting students who hold a high school diploma or GED, or who are at least 18 years of age. All degree and certificate seeking students are required to complete the COMPASS (computerized) assessment in writing, math, and reading upon admission to ensure that they are prepared to benefit from college instruction or to identify whether they should further develop their skills in adult basic education or pre-college courses. All degree and certificate seeking students are required to meet with an academic advisor to interpret placement test results and plan the first quarter's schedule. Further, advisors and students discuss program requirements and options, and develop an educational plan consistent with graduation requirements and transfer of credit applicability. These students are encouraged to meet again with their academic advisor before registering for subsequent terms in order to review progress towards their academic goals and to revisit their educational plan.

In addition to individual academic advising, all students are invited to attend Laker Welcome/New Student Orientation coordinated by the Office of Student Life. While orientations also occur for winter and spring terms, the largest event is held during fall term. Fall orientation activities occur over the four days leading up to the first day of classes and continue throughout the first week of school. These activities include, but are not limited to, workshops on career planning, academic skill building, time management, and financial literacy, as well as informal interaction with faculty, campus tours, and clubs rush. New students also participate in certain program/department specific orientations such as student housing, OCCI, athletics, nursing, international students, adult learning skills, and disability support services. Specific orientations are planned to occur throughout the year so students can participate prior to their first term of attendance.

In addition, as noted above, program requirements, graduation requirements and policies, and transfer policies are also available in the catalog and on the institutional website.

When programs are eliminated, suspended, or changed significantly from the current curriculum, each takes on different facets, depending on the program and its circumstances. The procedures for ensuring students enrolled in those programs have an opportunity to complete their program in a timely manner with minimum disruption are:

- Students who are majors in the program are sent a certified letter explaining that the program will no longer be offered and no new majors will be accepted into the program. That letter also details advising resources to assist in creating a completion plan (as outlined below).
- The program will continue for an additional year so students can finish the program requirements.

- The Vice President of Instruction and the faculty will request a degree audit on each of the students and develop an educational development plan (EDP) for each student to complete the program.
- The Vice President of Instruction, faculty and/or advisors are available to meet with the students in small groups or individually to create the EDPs and review the timelines to ensure completion of all program requirements within the year and to ensure completion of the general education requirements within a three-year time frame. All requirements for the degree must be completed within the three years or students lose the right to graduate under that degree title according to state requirements.
- In case of small numbers of students in courses, part-time faculty may be hired to teach a specific course, the course may be offered as a reading and conference basis, or a comparable course may be substituted.

The College will not under usual circumstances close a program without a year's notice, and will make reasonable efforts to find alternative methods for students to complete their degree either by on line courses or by locating enrollment opportunities at other institutions. If the decision is made to discontinue a program, Instructional Services follows specific guidelines outlined in the Oregon Community College Handbook, listed under **teaching out obligations.**[131]

> 2.D.5
> *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*
>   *a) Institutional mission and core themes;*
>   *b) Entrance requirements and procedures;*
>   *c) Grading policy;*
>   *d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*
>   *e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
>   *f) Rules, regulations for conduct, rights, and responsibilities;*
>   *g) Tuition, fees, and other program costs;*
>   *h) Refund policies and procedures for students who withdraw from enrollment;*
>   *i) Opportunities and requirements for financial aid; and*
>   *j) Academic calendar.*

Required information is accurately and consistently disseminated to stakeholders, future students, and current students through the **catalog** and **website** with specific items addressed in the **Student Handbook**. This information provides a description of the intentions of the institution, its **academic programs**, and the services provided to students and the community. These publications and the website are reviewed regularly to ensure integrity and accuracy of information. The **academic calendar**[132] is published on the website by academic quarter.

Where applicable, the catalog and website include information on special requirements for licensure or for entry associated with educational programs. The Associate of Science degree in **nursing**[133] and all **allied health programs**[134] have specific sets of requirements that students must meet to be able to participate in clinical education and to obtain licensure and employment. These student responsibilities are listed in the catalog, on the website, and are addressed in orientations presented to students interested in pursuing the nursing and allied health careers. Employment requirements, such as successful performance on a licensure exam and completion of internship hours, are specified for each program.

Secure Network records cover 1961 to fall 1981. In 2009, microfilm records were converted to CDs and copied onto a secure network. Records can be viewed only by Student First Stop Center staff; records cannot be deleted or changed. Back up of these records, made every day, are stored on CDs and stored in the vault in Dellwood Hall and in a bank safety deposit box. Access to the safety deposit box is restricted to the Vice President of Administrative Services, Registrar, Accounts Receivable Technician, Business Office Manager, and to select Campus Security staff.

Hard copy registration records are kept in active files through the end of the current academic year. After that, records are stored in a secure, locked closet in Dellwood Hall. Records are kept for three academic years. Only Student First Stop Center staff has access to the closet; the key is kept in the registrar's office.

Electronic records are accessible only with a password. Access to these records is further controlled by security classifications maintained by Integrated Technology Services (ITS) personnel. Back-up tapes are made nightly by ITS and stored in the fire-safe media storage vault in ITS. A back-up tape is rotated through a bank safe deposit box at the end of the week for one month. A back-up tape that is made at the end of the month is rotated through a bank safe deposit box for four months.

Student records are managed in accordance with FERPA and the Identity Theft Program pursuant to the Federal Trade Commission's **Red Flags Rule**[135] (16 C.F.R. § 681.2). Only designated and authorized staff members have access to student files. Other faculty and staff members are given access to master computer records only if there is an identifiable need. Faculty advisors are given limited access to students' electronic records. Training regarding appropriate use of such access is conducted as part of new employee orientation and during the annual in-service for all staff and faculty and as the need arises. FERPA information is provided to students through the catalog and the website.

The Financial Aid Office promotes access to resources for students who seek resources to fund their education. To do so, the Financial Aid Office works closely with other student services offices, such as housing, registration, advising, accounts receivable, counseling, and transcript evaluation. The institution plays a strong role in financial aid decision-making, as demonstrated by the work of the Financial Aid Committee. This committee is composed of faculty members, with financial aid officers serving as resource members.

The Financial Aid Office publicizes the types of funding available and the eligibility requirements for receiving such funding in the catalog, schedules, and on the website. The Financial Aid Office processes all money received by students from external and institutional scholarships, Title IV, state funds, and institutional aid. Priority in awarding aid is based on financial need. An outside auditing firm performs a thorough annual audit since institutional accountability for all financial aid awards is necessary to ensure compliance with various federal, state, and institutional regulations and policies related to the awarding, disbursement, and delivery of funds. Policies and procedures are reviewed annually to ensure compliance with Title IV regulations and the HEOA, state requirements, and institutional policies, procedures, and processes.

By filing the Free Application for Federal Student Aid (FAFSA), students apply for the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, the Oregon Opportunity Grant and the Federal Direct Loan Program. A schedule of application steps and a frequently asked questions page are provided on the Financial Aid website to assist students with the application process. Students may complete loan steps upon receiving an official award letter. The Financial Aid Office publishes an online award booklet titled **Creating Futures: Your Award Information Booklet,**[136] available to all financial aid recipients, and financial aid information is provided in the catalog and in the schedule of classes, which are published each term.

Scholarship information[137] is gathered by the Foundation Office, which sends the data to the Financial Aid Office. The Financial Aid Office publishes that information in an annual packet online and includes information on available scholarships, eligibility requirements and qualifications, award amounts, and application deadlines. Scholarship information is also stored at the Educational Support Programs and Services offices, where it is available to students in both printed and electronic formats.

All student loan borrowers are required to complete an exit counseling session every year; this is offered online through the **Department of Education's loan website**.[138] During the online exit counseling session, each student is reminded of her/his obligation to repay the loan and informed of the deferment and forbearance options available. A letter to students provides contact information of her/his lender and service provider, as well as her/his current loan balance at Southwestern.

Cohort default rate information is reviewed each year by visiting the Official Cohort Default Rates for Schools site online. If the rate increases, the processes are assessed and new plans for mitigating future students from defaulting are developed and put in place. Southwestern employs several default prevention techniques, such as a 30-day wait for all students' first term in the academic year, active confirmation of loan amounts, and an appeal process for any students previously in default who wish to obtain another loan. The Business Office also commits to due diligence when loan servicers are unable to find a borrower.

> **2.D.10**
> *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

Academic advisors are central to the College's process of course selection and program planning. Ideally, advisors specialize in matters pertaining to students' educational program: policies, placement/assessment test interpretation, degree requirements, transferability, schedule planning, financial aid petition assistance, and graduation checks. Both counselors and advisors are available to assist students and every effort is made to match degree seeking students with faculty from areas of particular interest to the individual advisee. Students are directed to information regarding advising requirements and responsibilities contained in the **catalog**, **webpages**, and **Student Handbook**.

Any student who is enrolled full-time, pursuing a degree or certificate program, or receiving financial aid, is assigned an academic advisor by the Educational Support Services and Programs in Stensland Hall. Academic advising for the Curry Program is available by appointment through the local offices in Brookings, Gold Beach, and Port Orford. The duties and responsibilities of advisors include:

- Assist students in clarifying the relationship between their personal goals and program of study.
- Help students understand the requirements of classes and the options within programs.
- Work with students to evaluate the outcome of the placement tests and determine appropriate course placement.
- Help students learn about programs and services.
- Identify College procedures (upon request).
- Interpret placement scores and recommend appropriate classes.
- Obtain up-to-date information (curriculum sheets) about requirements for programs and degrees.
- Help students plan course schedules to meet personal needs and program requirements.
- Help explain and facilitate the transfer process between institutions.
- Help students solve scheduling difficulties or problems.
- Help students identify ways to do well in class and feel satisfied about school.
- Facilitate educational transactions; e.g., schedules, drop/adds, withdrawals, change of major, waivers, graduation requirements, etc.
- Clarify instructional policies, procedures, and requirements (upon request).
- Provide general information on special services, including academic remediation, admission, placement testing, courses of study, and registration (upon request).
- Explain course transfer differences between institutions (upon request).

Tenured, tenure track, and visiting faculty members are normally assigned student advisees. Workload credit for advising and the assignment of advisees is located in Articles 12.10 and 12.11 of the **Faculty**

Collective Bargaining Agreement. Counselors, also assigned an advising workload, provide the same services as advisors, particularly during peak times and during the summer months while the availability of faculty advisors is limited. Advisor training for new and returning faculty occurs during fall in-service each academic year. The Director of the Teaching and Learning Center coordinates and provides follow-up as needed. New advisors receive special training at in-service and are partnered with an experienced faculty mentor. A Faculty Advisor Colleague Training Manual is listed on the **Faculty Information**[139] webpage with instructions to request a hard copy from the Office of Instruction.

As part of processes for measuring Mission Fulfillment and institutional effectiveness, the academic advising system undergoes a periodic review as a unit of educational support. In response to questions raised by General Faculty through the Faculty Senate, an academic advising audit was conducted in spring term 2011. The College contracted with an academic advising consultant through the National Academic Advising Association (NACADA) to assess our current advising model and practices against best practices and national standards. An **executive summary**[140] of the audit includes the consultant's recommendations and activities identified by ESPS to address specific recommendations.

> **2.D.11**
> *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

Co-curricular activities are consistent with the Mission statement because they promote and support our commitment to serving the educational and cultural needs of the students and community. Southwestern is dedicated to providing environments that are innovative and sustainable, and that delivers excellent teaching and support for student achievement. Events and activities are sponsored primarily through ASGSWOCC, student clubs and organizations, Student Housing, and Athletics. Each of these groups work directly with academic programs, departments, and community members to provide opportunities for education that involves such issues as financial literacy, health and safety, cultural awareness, volunteer service, leadership development, and successful academic achievement.

The Office of Student Life includes the oversight of Associated Students Government of Southwestern Oregon Community College (ASGSWOCC), and the Student Activity Programmers. ASGSWOCC sponsors student activities, charters student clubs, and makes recommendations regarding student body policy. ASGSWOCC provides a liaison between the student body and the administration and faculty as they are invited to be ex officio members of various faculty and administrative committees, such as Faculty Senate, Academic Affairs, and the Board of Education. ASGSWOCC provides support and guidelines for clubs and organizations. Clubs and organizations are developed and run by the students and include clubs attached to specific academic departments, such as the Nursing Club and Geology Club; clubs for social involvement, such as the Gaming Club and Grilling Club; service clubs, such as the Youth Mentoring Club; sports clubs, such as the Judo Club and Women's Wrestling; and honor societies, such as Phi Theta Kappa. The ASGSWOCC is self-governing, but is advised by the Coordinator of Student Life and Events. Administrative Policy 9.052 recognizes the ASG Constitution as the document establishing the rights, duties, and responsibilities of the ASGSWOCC. All recognized student clubs and organizations are required to have an approved advisor, charter, constitution, and adhere to all policies as well as policies outlined by ASGSWOCC.

Student Housing provides leadership development through Resident Assistant positions, events and activities, and training opportunities. Student Housing also participates campus-wide in educating students on healthy behaviors, including alcohol abuse prevention. Inter-collegiate athletics provides opportunities for students to engage in a multitude of different activities; team participation provides opportunities to develop skills around leadership and team work and provides opportunities for

community service and mentoring through such programs as SMART and the local Boys and Girls Club. Athletics is governed by the NWAACC. Athletes are required to adhere to the Student Athletic Handbook that is provided them at the beginning of each term.

> **2.D.12**
> *If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

Auxiliary services include Dining Services, Student Housing, and the Bookstore. All of these services provide support to the Mission through direct educational experiences, creating safe and healthy environments, or providing support resources. In an effort to support the College, these departments are represented on various committees to offer faculty, staff, and administrators opportunities for input regarding these services. These committees include: CC, Administrative Support Services, Education and Student Services Leadership Team, Dean of Students Conduct Committee, Facility Use Group, Campus Safety Committee, and Student Affairs Committee.

Dining Services provides a first-rate dining experience at affordable prices to the campus community. In addition, they offer internship experiences to students to enhance their learning experience through hands-on training. Students learn production and organization skills in the culinary arts, as well as continuing their education in areas such as catering and hospitality. These internships also give students opportunities to be published in culinary magazines and to compete in culinary competitions.

Student Housing creates a safe living/learning environment enhanced by educational opportunities outside the classroom offered to residents through programming initiatives delivered by excellent support staff. Students living and interacting in student housing are required to adhere to additional policies and regulations specifically developed for housing students. The Student Housing Staff hosts over 50 passive and interactive educational events throughout the school year. Student Housing also participates campus-wide in educating students on healthy behaviors, including alcohol abuse prevention–**Student Health 101**[141] and **AlcoholEdu**[142] are two programs implemented this past year. Student Housing actively pursues guiding students through living learning situations that support student achievement and the enhancement of social and economic opportunities. Housing students can offer input through regularly scheduled area meetings hosted by their Resident Assistants. Regularly scheduled health and safety inspections are another avenue for students to offer input to the services Student Housing offers. All student housing residents, upon check out, have the opportunity to complete a Student Housing Exit Interview Questionnaire that encourages feedback on their comprehensive college experience.

The Bookstore supports the Mission by providing the learning materials students need to succeed in their courses; such materials are available in both a physical environment and through an online bookstore. The Bookstore also offers auxiliary learning materials to enhance student learning, such as calculators, learning aides, and materials required to complete assignments. The Bookstore requests and receives regular input through surveys and direct contact from students, faculty, staff, and administrators regarding the services and products that the Bookstore provides.

2.D.13
Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

The financial operations for the Intercollegiate Athletic programs and all co-curricular programs are consistent with Southwestern's Mission and are given the same institutional oversight regarding budget development and requests and approval for expenditure of funds. Since 2009, all expenditures must have approval of not only the managing Director, but must also have the approval of the President, Vice President of Administrative Services, or the Vice President of Instruction. All requisitions and expenditures are monitored by the Business Office and related processes are consistent for all co-curricular programs, student groups, and athletics.

All students participating in intercollegiate athletics or co-curricular activities are required to meet the same Admissions, Academic Standards, and Degree requirements as all other students. Students participating in intercollegiate athletics or co-curricular athletics are awarded financial aid in the same manner as all other students.

2.D.14
The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

An effective identity verification process is maintained within the eLearning program by following several procedures and established enrollment practices for all students. Students are given a unique email address at the time of course registration. When a student is enrolled in a class in ANGEL (our Learning Management System), an automatically generated email message is sent to students that addresses confirmation of their online course enrollment. Student data files are then directly downloaded from Colleague into ANGEL. Our students' unique identification numbers are used to enroll students into courses that also have unique number identifiers. ANGEL then transmits an email to each student at their personal, previously created student email address. The student is informed of their user eLearning login name and password. Initially, the students' password is their six-digit date of birth; however, to protect the student further, they are required to change their password upon initial login. When passwords need to be reset, confidential staff verify the student number and the password is reset to the six-digit birth date that then must be changed to a unique personal password by the student. As with all other course enrollments, all registrants are asked to read and acknowledge an understanding course charges will be applied to the students' account.

As expected and as widely experienced, it is difficult at this time to guarantee that a specific at distance student, particularly one that has no face to face or in-class contact, is the actual author of work submitted in a class.

Standard 2.E Library and Information Resources

> **2.E.1**
> *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.*

The **Library**[143] provides resources to support the Mission of providing quality education that helps students achieve their goals. It exists primarily to aid students in their educational pursuits, faculty in their instructional and professional development pursuits, and community members in their life enrichment pursuits. In order to meet those expectations, the Library has articulated four goals that are aligned with the Core Themes:

1. **Access:** Provide access to print and electronic information resources that are appropriate for college-level research and are relevant to programs offered by the College whenever and however delivered.
2. **Learning and Achievement:** Provide instruction both inside and outside the traditional classroom to advance the development of information literacy skills and the appropriate and effective use of the library's information resources.
3. **Sustainability and Innovation:** Develop library services and collect library resources that meet the needs and expectations of students who have varied levels of access to and experience with new technologies and/or publication media.
4. **Community Engagement:** Maintain, support, and develop the consortial and resource-sharing agreements with the public libraries in Coos County.

Current collections[144] include physical items (books and other media), electronic databases (serials and other full-text digital resources), and electronic books accessible through the online catalog. The **collection development policy**[145] emphasizes **materials selection**[146] to support the curriculum and programs.

The Faculty librarian is primarily responsible for collection development, but students, faculty, and staff are **encouraged to recommend**[147] new materials for consideration. The Library subscribes to various professional review media (in print and online) to serve as a starting point for decisions about the addition of new materials. The faculty librarian is responsible for reviewing subscription databases, recommending additional electronic resources, tracking expenditures, and renewals.

Electronic resources have become increasingly important in recent years, especially as the need for physical space within the Library has decreased and that space has been reallocated. During fall 2007, roughly half of the square footage from the periodicals area was given over to the Extended Services staff and to support functions of the Coos Cooperative Library Service (CCLS). In spring 2010, the reading lab program was relocated to the group study room within the periodicals section.

The currency, depth, and breadth of the collections are regularly assessed through reports prepared by library technicians. Each year we prepare a collection aging report by **conspectus area**.[148] Some subject areas must be more frequently updated than others. This report provides an overview to guide **collection management**[149] decisions, including the addition of new materials and withdrawal of items no longer useful due to changes in programs or courses offered.

The Library provides access to electronic reference books as well as to popular and academic journals. While the majority of the databases are interdisciplinary, the Library subscribes to subject-specific

databases as well. Although such resources are expensive, they are available 24/7 and can be accessed by logging in from any networked or wireless computer. Such remote access to resources is critical in a district service area where not everyone is able to visit the Library on the Coos Bay campus. And of course, students enrolled in eLearning courses, programs, and certificates are also able to take advantage of electronic resources.

> **2.E.2**
> *Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.*

Budget reductions led to the elimination of one administrative position in 2011 (Library Director) and one faculty librarian position in 2009 (Technical Services Librarian). We currently have one Faculty Librarian. The Faculty Librarian and the Director of the CCLS will work with administration to plan library resources and services for 2011-2012 and to identify the services and support required for the Curry Campus that opened in January. The CCLS Director is serving in an interim capacity to ensure continued operations of the Library as the administration reorganizes library services and support. In addition to systematic review of program requirements, administrative reports, and usage data, planning has generally included a user survey in the spring term of each academic year The last such survey was administered both online and in print in 2008 and may be presented only online the spring term of 2012..

Teaching faculty are encouraged to meet with the librarian to discuss new courses. The faculty librarian attends meetings of the Instructional Council where new course proposals and revisions are reviewed; the steps in the Instructional Council approval form prompt the faculty to assess or recommend library and information resources in support of the course. The librarian also liaises with teaching faculty on a one-to-one basis to review curricular and instructional requirements. Because the librarian serves on faculty committees and is a member of the faculty senate, these venues, along with the Instructional Council, provide opportunities for communication regarding library collections and planning.

Planning for the acquisition of information resources involves a review of the budget as well as a review of usage statistics. In the absence of a full-time library director, a plan regarding the Library budget that involves professional assessment of the information needs of faculty, students and community members will be developed. While the faculty librarian has the expertise to make such an assessment, contractual limitations on faculty duties prevent the librarian from assuming supervisory or administrative roles.

> **2.E.3**
> *Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

The faculty librarian is involved in the development of statewide information literacy standards and consults with faculty and administration on the development of course assignments and assessment tools. In 2008, the librarian developed a series of information literacy modules that were embedded in the writing courses in 2009. These sequential modules are available to students online and include an assessment of those modules. Every student who enrolls in courses that meet the foundational requirements for writing are automatically enrolled in the Information Literacy Lab. The librarian encourages faculty to develop assignments that will require students to apply information gleaned from the labs.

The librarian also meets with individual class sections at the request of the instructor. The librarian and instructor typically collaborate before that meeting to discuss educational objectives as well as assignments. The librarian tailors such library sessions to meet the educational objectives of the instructor, and most library sessions include detailed handouts. The librarian has also developed a guide for faculty on the statewide standards regarding **information literacy**.[150]

In addition, the website includes **subject pages**[151] that help guide students to information resources. **Research guides**[152] are also available to students on the website. Links to interactive tutorials or video clips are included as research guides to help students navigate information resources. The Library provides access to L-Net, which directs students to an online reference service staffed by librarians in public and academic libraries in Oregon. Additionally, the librarian fields **reference questions**[153] via email, the telephone, and appointment. The librarian encourages students to make appointments or to solicit help during library sessions and to refer to available handouts. Students can find assistance at the Library in person or by telephoning the main circulation desk; library technicians either assist students or refer them to the librarian when possible.

> **2.E.4**
> *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

The security of resources varies because the Library houses its collection on two separate floors that have different security measures in place. On the Library's main floor (the second floor of the Tioga building), the Library maintains its book and DVD collection, along with the primary circulation desk, the reference desk, public access computers, and desks and tables for individual study. On the main floor, the Library uses a 3M security system to protect materials. New materials have security strips embedded during technical processing before they become available for checkout; however, the main floor would benefit from a fire suppression system.

The third floor of Tioga has a fire suppression system, but there is no 3M security system to prevent library theft. When the third floor of Tioga is not staffed by library technicians, a gate is locked to secure the periodicals and VHS collection. This floor also includes areas for individual study as well as two OPAC computers.

Electronic resources are accessible from computers and workstations on-campus without an additional login. However, off-campus users must use a library barcode or student number to gain access to subscription databases. In order to comply with vendor licensing agreements that require limiting access to students and staff affiliated with the College, we will soon face the technical challenges of securing authentication to students and staff alone. To provide secure authentication, the Library may need to implement additional software (e.g., EZproxy). Additionally, a better systematic method of assigning student numbers to assist in remote access of electronic resources needs to be developed.

Library staff monitor the usage of print and electronic materials and create reports based upon circulation and access statistics. In addition, library staff track the development of particular subject areas through conspectus reports. Such reports are analyzed by the faculty librarian to make decisions regarding developing and weeding the collection in accordance with the collection development policy. The faculty librarian evaluates the adequacy of the collection based upon course requirements and uses professional judgment to ensure that the Library's collections are consistent with holdings in college libraries of similar size and student population. Before the Library discontinues subscriptions to print periodicals or

electronic databases and reference collections, the Faculty Librarian consults teaching faculty to ensure that such decisions will not affect their requirements for curriculum and professional development.

Standard 2.F Financial Resources

> 2.F.1
> *The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.*

Southwestern has a history of fiscal stability, but has suffered during this economic recession from excessive reductions in state support and low cash on hand. However, enrollment, represented by **FTE**,[154] has steadily increased; an increase in net assets over the last three years has been realized; and no accumulated deficit in the **General Fund**[155] or any other fund has been reported. The mandates of Oregon Budget Law combined with internal reporting mechanisms and policies lead to financial stability and a lack of deficits.

Starting in the mid-90s, Southwestern has turned to enterprise fund supported capital projects, primarily for economic reasons. Several new enterprise cost centers have been developed in the last 15 years, including the Newmark Center, Neighborhood Facility, Oregon Coast Culinary Institute, Student Housing, Bookstore, and Dining Services. The enterprise cost centers are fiscally designed to pay for their debt service by user fees. New enterprise fund cost centers typically lose money the first two or three years, and then begin to be profitable. The profits of more established cost centers have supported the losses of the startups. The enterprise fund as a whole, moreover, has not had an accumulated deficit. Educational programs are not adversely affected by Southwestern's debt service requirements. As the debt service on the enterprise buildings is retired, that income will be available to be used to support the College. Currently, for example, all state reimbursement for the FTE generated by the Oregon Coast Culinary Institute (OCCI) is funneled into the General Fund. Southwestern is not dependent on auxiliary enterprise income to balance educational and general operations. As these cost centers become profitable, the profits are available to the General Fund via fund transfer.

The College has also been very aggressive and successful in pursuing state, federal, and private grants and contracts. Grant applications are evaluated to ensure Mission compliance and often result in additional revenue for instructional programs and infrastructure support.

Southwestern seeks to provide specialized occupational, technical, and professional programs that will enable students to become gainfully employed and/or pursue a degree at a four-year institution. The College provides these programs with adequate financial resources, using its annual budget process, collaborative processes, and grants and contracts. Financial aid services make every effort to ensure that students with financial difficulties have access to educational opportunities.

From an overall perspective, adequate resources for the support of operations are available. However, Southwestern has met with very financially trying times. The College has had to withstand two fiscal problems: internal and external. The current financial situation is the result of many internal decisions and external conditions (beyond the control of the College) that have occurred over the past few years and are now converging at Southwestern. The current key internal challenge began when the prior administration consistently over-spent budgets through overestimating revenues and underestimating expenditures: in October 2008, the current administration inherited a budget with planned expenditures exceeding revenues by nearly $2.9 million and with most of the cash reserves depleted. That situation was rectified

by **reducing expenditures**[156] and by instituting a reduction in force. The fiscal remedy included setting up a line of credit with a local bank for short-term loans.

The current administration is very frugal, exercising strict oversight on all expenditures. Approval of expenditures is limited to four executive team members, resulting in reduced spending. The Business Office generates a **daily cash flow statement**,[157] and multiple **financial reports**[158] are presented at each Board of Education meeting. Unit budgets are periodically reviewed with staff follow-up as needed.

> **2.F.2**
> *Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.*

Resource planning is incorporated into the annual budget process. The Board of Education addresses revenue projection in their **policies** (BP 303 – currently pending revision). A revenue summary and projection is prepared, analyzing all categories of income and including three years of historical data, the current year's budget, the current year-end estimate, and future projections. The main General Fund resources are: state support, property taxes, and tuition. The state allocation, formerly the single largest income source, comes from the **CCWD**. State reimbursement is based on the full-time equivalent (FTE) reimbursement figures determined by funding received by CCWD from the State and allocated to the 17 community colleges. The funding per FTE continues to be a topic of discussion at CCWD, including implementing a new funding formula to replace the formula currently in use. Given the continued decline in state revenue, careful review of requested resources during the budget process in order to balance resource planning requests with projected revenue and expenditures occurs. Local property taxes, the second largest income source, are currently a stable, predictable, and slowly growing item: existing assessed values may grow only three percent per year. The last major category of income is tuition and fees. Historical enrollments are used to calculate billing credits to predict tuition and fees. Tuition rate and fees are reviewed annually and adjusted for inflation and/or other factors while remaining competitive with the other community colleges in Oregon.

Grants, special projects, student housing occupancy, and other revenue sources are included and incorporated into the budgeting process. While grants typically have predetermined budgets, special projects are budgeted using appropriate data for projections. Student housing has historical data on occupancy and attrition rates to build their budget's revenue, adding to the reliability of the budget projection. Additionally, student housing rates are annually compared to other colleges and adjusted to be competitive.

> **2.F.3**
> *The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

The state of Oregon gives the institution appropriate autonomy in budgeting and financial planning within the overall mandates set forth in Oregon Revised Statutes **(ORS) 341.290 and 305**.[159] The budget is developed to allow the institution to achieve the outcomes and vision of the Board. The annual budget provides the financial environment to operate in a prudent manner and in fiscal compliance with the laws of the state of Oregon. Funding priorities in the next year's budget reflect the **identified Board goals**. [160]

Southwestern is subject to Oregon Local Budget Law that establishes standard procedures relating to the preparation, adoption, and execution of the annual budget. The budget must be constructed so that the total resources equal the total requirements for each fund.

Financial planning is incorporated into the **annual budget process**.[161] Budget preparation begins with revenue forecasting and determining the known expenditures and obligations. Staff and faculty have input at multiple levels, from their own unit to participating on the Internal Budget Advisory Committee (IBAC), a subcommittee of CC. Individual departments initiate and justify financial planning and budgeting as part of the program review strategic planning process. At each level, plans and requests are prioritized and justified. The next step is to review unit level requests for funds and then prioritize the lists by reporting unit level (Vice President, Executive Director, Director, Dean, Associate Dean). The lists are then submitted to the Executive Team for review and inclusion in the initial "crunch" (comparison of projected revenues to requested expenditures) of the budget. Campus meetings are held for additional input and to consider other requests not submitted on the prioritized lists.

The ultimate goal of this process is to prepare the budget while adhering to the strategic plan under the constraints of the financial situation. The proposed budget crunching continues until the budget is balanced (revenues equal expenditures); this budget becomes the Recommended Budget to be submitted to the College Budget Committee, composed of seven College District citizens and seven Board members. The Recommended Budget is presented in a public meeting and undergoes a full review by the Committee with public comment available. Modifications may be made to the budget based on feedback received during the public meeting(s). It is at this time that the Board of Education adopts the Approved Budget during a Board of Education meeting and it becomes the Adopted Budget for the fiscal year. Through this inclusive process, all stakeholders have ample opportunity for input into the budget.

> 2.F.4
> *The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.*

The administrative software, Colleague, was purchased in the mid-1990s and has been continually upgraded since; this software has enabled the budget process to be automated and integrated with the accounting, payroll, and enrollment systems. The accounting system conforms to Generally Accepted Accounting Principles (GAAP) as applied to government entities. A well-organized program **of internal controls**[162] that complement the accounting system and the external audit are in place. There is a wide array of summary and detail reports available to managers at all levels of the organization to monitor budgets and expenditures and year-to-date **financial reports**[163] are presented at each board meeting.

> 2.F.5
> *Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.*

The Board, in its statement of executive limitations within the **Board Policies** document (BP 303; BP 304 and new **multiple BP 6000**) has stipulated restrictions on the incidence of debt: it can be incurred only if it is to be retired by certain otherwise unencumbered revenues from accounts previously established by the Board for that purpose. Long-term debt service is reviewed during the budget process and funding is identified before any long-term debt is undertaken.

In 2007, the **Facilities Master Plan**[164] was revamped through extensive research and analysis; the priorities in that plan were determined by applying the goals and objectives in the Mission and Strategic Plan. The Master Plan was developed through a collaborative process that received campus-wide input. At the top of the capital priority project list was the building of a new Curry Campus. **Funding**[165] was secured in 2009-2010 to build on donated property; the building was completed in December 2011. That building has many attributes that support the Mission and Core Themes, but of particular note are the many 'green' design elements in alignment with the Sustainability Core Theme.

Short-range **capital budgets**[166] are based upon the rolling three-year maintenance and remodeling plan. Part of that three-year plan is incorporated into the annual budget along with the current year's major capital additions. Each year, $150,000 to $250,000 is budgeted for these short-range capital budgets.

Southwestern received $4 million from the state of Oregon for the deferred maintenance program called **GoOregon**.[167] Projects were selected from the Facility Master Plan and that met the 'Sustainability' Core Theme of maintaining the physical infrastructure.

In the early 1990s, the Board of Education and College administration recognized the need to develop new revenue streams to combat the fluctuating state funding and to increase FTE. Further, long-range capital budgets are not included in the General Fund and the College has limited itself to enterprise fund construction that pays for itself through user fees with debt service as part of their unit budget. Examples of this include the Newmark Center, Neighborhood Facility Building, Oregon Coast Culinary Institute, the Bookstore, and Student Housing. When the debt is paid on the abovementioned building projects, the income they generate will provide a substantial revenue stream. The debt service on the Curry Campus building is an exception to the "pay for itself" rule with the debt being paid from the Bookstore profits and, later, from the Newmark Center when that debt is retired in 2017.

> 2.F.6
> *The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

The **budget**[168] is comprised of nine funds with corresponding fund codes: General Fund (10), Auxiliary (21), Financial Aid (23), Special Projects (25), Insurance Reserve (29), Plant (39), Debt Service (41), Internal Services (53), Enterprise (57), and Trust & Agency (64). The purpose of each fund is described in the **budget book**. The enterprise endeavors are the Bookstore, the Newmark Center, Neighborhood Facility, Student Housing, Dining Services, the Oregon Coast Culinary Institute, and Conferencing. These cost centers are included in the enterprise fund, which has a budget separate from the General Fund, per Oregon budget law, and operates under the full accrual method of accounting.

Oregon Budget Law governs interfund transfers. The resolution authorizing appropriations for each fund sets the level at which transfers cannot legally exceed appropriations. Consequently, the budget document lists all **budgeted transfers**[169] and states their purpose. Oregon Budget Law also controls interfund loans. These must be authorized by the Board through an official resolution or ordinance and repaid no later than the following fiscal year. Southwestern maintains merged bank accounts and investments for its funds in a central pool located in the General Fund. At year's end, the transfer of individual fund resources is recorded as a "due to" and a "due from" in the source and destination funds.

> **2.F.7**
> *For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.*

Community colleges in Oregon are required by ORS 341.709 to have an **annual audit**[170] performed by an authorized municipal accountant. Administrative policies also stipulate that this shall be done. The external auditing firm is selected via a Request for Proposal (RFP) process. The current audit firm is Hough, MacAdam, & Wartnik, LLC, which provides services in accordance with generally accepted auditing standards. Part of the auditor's engagement includes an examination and reporting of expenditures of federal awards (financial aid) as required by the Office of Management and Budget (OMB) Circular A-133, the Single Audit Act. The external audit process results in an auditor's report on the internal control structure and compliance therewith. The auditors work closely with personnel for several months and the auditors and administration review the draft of the audit including findings and client responses. The audit and management letter are presented to the Board of Education in a public meeting by the auditors within the timelines established by **ORS 341.709**.[171]

> **2.F.8**
> *All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.*

The majority of organized development programs that seek financial support from outside sources are managed by the College Foundation. The Foundation is an Oregon nonprofit corporation exempt from income tax under Section 501(c)(3) of the Internal Revenue Code. The purpose of this corporation is to provide funding to support the Mission of the College by promoting the educational, cultural, and recreational needs of the citizens of the district. Specific goals are to provide additional student financial assistance and to provide funds for development and improvement of programs; it acts to supplement programs and projects that have been prioritized by the Board.

The Foundation follows the administrative or instructional **procedures**[172] and programs and specific bylaws govern the operation of the **Foundation**.[173] The Foundation's Executive Director administers endowments, life income funds, and investments. As an entity separate from the rest of the institution, the Foundation maintains its own recordkeeping and reporting, which comply with all legal requirements and professional standards. Accounting standards conform to Generally Accepted Accounting Practices (GAAP), fiscal records undergo an independent annual audit, and the Foundation complies with standards to satisfy reporting requirements. Scholarship funds, endowed and otherwise, are administered in accordance with the contractual agreements between the Foundation and the individual donors or donor organizations. Distributions from endowed funds are made in accordance with the terms of the original endowments or with current Foundation policy, whichever terms apply. The Foundation raises funds through an annual campaign, direct solicitation for specific items, scholarship and endowment campaigns, and grant applications. All fundraising activities are conducted in accordance with the **Association of Fundraising Professionals' Statement of Ethical Practices and Standards of Professional Practice and the Donor Bill of Rights.**[174]

Minor fundraising activities are carried out by student clubs, organizations, and athletic teams. The Southwestern Oregon Community College **Clubs and Organizations Manual**, published by the Associated Student Government (ASG) guides these activities.

Standard 2.G Physical and Technological Infrastructure

> **2.G.1**
> *Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.*

Creating and maintaining the infrastructure falls under the Innovation & Sustainability Core Theme. The purpose of the physical and technological infrastructure is to provide adequate facilities and equipment to ensure that students can achieve educational goals, while staying within the boundaries of the operating budget. An integral part of this Mission is to provide a safe learning, living, and working environment with adequately maintained physical facilities and up-to-date, properly working equipment that ranges from high-tech computer equipment for instruction, to shovels and rakes for grounds maintenance. The safety and adequacy suitability of the facilities for the delivery of programs and services is a financial consideration during the annual budget development process.

Creating and maintaining the College's infrastructure falls under the Innovation & Sustainability Core Theme. The purpose of the physical and technological infrastructure is to provide adequate facilities and equipment to ensure that students can achieve educational goals while staying within the boundaries of the operating budget. An integral part of this mission is to provide a safe learning, living, and working environment that has adequately maintained physical facilities and up-to-date, properly working equipment ranging from high-tech computer equipment for instruction, to shovels and rakes for grounds maintenance.

The safety of all students and staff has always been vitally important, but with the addition of student housing in 1997, the need for round-the-clock campus security officers has been realized. The Campus Security Department provides 24/7 coverage and works closely with student housing personnel and local police departments.

Maintenance staff have increased campus safety while simultaneously improving the aesthetics of the campus: For example, brush has been cleared to open up walkways and dead trees have been removed to prevent damage and hazards caused by wind and decay.

Administrative Services units and the Safety Committee regularly access facilities and grounds for safety issues, maintaining lists for deferred maintenance, prioritizing issues, and correcting those that are within budget. As part of the budget development process, the three-year rolling deferred maintenance plan is reviewed each year to identify short-term projects. This **list** is included in the budget book and guides the expenditures throughout the year on short-term capital projects.

> **2.G.2**
> *The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

The use, storage, and disposal of hazardous materials follow regulations established by OSHA and DEQ. The *Hazardous Waste Disposal Policy,*[175] *Hazard Communication Program,*[176] and *Chemical Hygiene Plan*[177] mandate maintaining up-to-date Material Safety Data Sheets (MSDS) for all chemicals on campus. Copies of MSDS are located in all buildings and available to staff. These policies and procedures are updated as needed and guidelines for proper storage of materials, proper use of personal protective equipment (PPE), and proper disposal of chemicals are adhered to. Employees whose jobs require chemical handling are trained on Hazard Communication and Hazardous Waste Disposal, including proper PPE, chemical container labeling, precautions for safe handling to prevent exposure emergency procedures in case of a chemical release, and hazardous waste disposal. All buildings are inspected on a quarterly basis and hazardous waste storage issues are addressed on these inspections. The purchase of only small amounts of chemicals to reduce the amount of hazardous waste is encouraged.

> **2.G.3**
> *The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

Physical resource planning is an ongoing process related to the Innovation & Sustainability Core Theme. In 2006-2007, the College contracted with an architecture firm for the development of a revamped **Facilities Master Plan**. The architect gathered the information, managed the process to evaluate the input, and prepared the plan. Driven by the instructional program and operational needs, the process included input from staff, community, the Board, and other stakeholders. The plan is reviewed and updated as needed.

A prime example of master planning is the new Curry Campus. In 1995, Curry County voted to join the College district and Southwestern leased and later purchased a building in Brookings for classroom and office space to accommodate Curry County students and staff. The Board made the commitment to the residents of Curry County to build a campus; this commitment became part of the Master Plan. Matching funds were dedicated by the state of Oregon while the College saved and borrowed our funds for the project. The project was completed in December 2011 with the building open to the public on January 4, 2012.

> **2.G.4**
> *Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

Several processes exist for the purchase and maintenance of equipment. The specific processes depend on the type of equipment and whether its primary use is instructional or operational, regardless of the revenue source. Computers and auxiliary technological equipment are the responsibility of Integrated Technology Services (ITS); per instructional request, procurement is typically done by ITS to insure compatibility with existing equipment and future plans.

Equipment for instructional programs is the responsibility of instructional administrators, who gather and apply input from faculty and staff to fulfill that responsibility. During the budgeting process, instructional

equipment requests and maintenance requirements follow the evaluation and prioritization process and are included as expenditures in the unit's budget.

The furniture, fixtures, and equipment in the classrooms and library are appropriate to the type of class. Lecture classrooms contain a fairly even split between chair-desks and tables and chairs. The auditorium-style classroom has swing-up writing surfaces on each chair. Computer labs are equipped with computer tables and stenotype chairs. The Library is furnished with study carrels and tables with community-access computers available and the quiet study room contains study-friendly upholstered chairs. The student housing units are appropriately furnished.

Faculty and staff offices are adequately furnished to allow for work, study, and research. All offices are equipped with desks, chairs, bookcases, file cabinets, and computers. When new furniture is purchased, ergonomic design is taken into consideration, as is comfort and safety. A print shop located on campus provides quick access to a variety of printing services for instructional support, and photocopiers are strategically located in high-use office areas.

Outreach classes are offered in facilities that have adequate basic equipment, such as seating, writing surfaces, chalkboards, or white boards, etc. If additional equipment is needed and not available at the site, equipment from the main campus can be transported to the outreach site.

Administrative support departments also follow the budgeting process of requesting with justification, prioritization, and unit budgeting with the goal of supporting instructional and operational needs. Equipment may be leased or purchased, depending on the economic advantage.

> **2.G.5**
> *Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.*

Integrated Technology Services (ITS) supports the Mission, Core Values, Core Themes, and Core Theme Objectives by developing, coordinating, maintaining, and encouraging the use of the technology and technology infrastructure to enhance learning and working opportunities.

The **ITS Department**[178] administers a large and varied technology infrastructure spanning two campuses and including three off-site locations. This infrastructure has changed dramatically over the last five years as improvements in ITS security and wireless services have been made to support the rapidly changing technology requirements of students, faculty, and staff.

In October 2008, the ITS Department merged with the instructional computing labs and media services organizations to provide more cohesive support for computers, labs, networks, data storage, multi-media equipment, and telecommunication systems college-wide. The **personnel**[179] of the ITS Department provides students, faculty, and staff with access to and support for technology, including:

- Server system administration
- Computer equipment
- Software applications
- Instructional computing labs
- Multi-media classrooms
- Live streaming media
- Database administration

- Network services
- Telecommunication services
- Internet and intranet services
- Programming services
- Website services
- Email services
- Training service

Media Services, through Integrated Technology Services, manages a number of core campus information resources that support academic efforts and student learning. These resources include classroom technologies, student multimedia services, videoconferencing, and online media tools. Media Services relies on multiple faculty committees and working groups, such as Instructional Council, Integrated Technology Governance, and CC, to ensure integrated technology and resources are successfully incorporated into the learning process.

The College uses a variety of technology-based methods to support instruction including image control. With help from the current Title III grant, 100% of the classrooms are now multi-media or "smart" classrooms. **ITS currently supports**[180] 850 computers including nine discrete Internet Protocol Video (IPV) classrooms, 30 student computer labs, 51 multi-media classrooms, 14 computer classrooms, and the Performing Arts Center with six technical staff who also split their time with other duties. ITS also coordinates live streaming media for academic and athletic events and manages production of the Performing Arts Center events.

The current college-wide administrative enterprise system is Datatel's Colleague. The Executive Team and Colleague Committee decided in winter 2011 to purchase a new enterprise information system to replace Colleague because the system was becoming too expensive and too complex. The College could not afford to continually upgrade the system with the required new modules and enhancements and without the needed enhancements the software no longer met our needs. The increasing complexity of the Colleague software has led to constant and unsustainable demands on staff to keep it operational. Datatel's business model has also changed to make mandatory upgrades billable. All ITS staff productivity has been negatively affected by the constant attention required to keep the software functioning.

The staff unanimously supported replacing Colleague. Onsite presentations by vendors were held for all stakeholders; the Jenzabar onsite presentation demonstrated a comprehensive, integrated platform with many advantages not currently available from Datatel, such as integrated portals that will enhance student/faculty engagement. Further, the Alumni and Development and Retention Management modules, modules never purchased from Datatel because of the cost, are included in the Jenzabar Enterprise System.

With a new website introduced in 2009, a content management system was rolled out so that all areas of the institution would be able to keep their own content accurate and relevant. The new Enterprise Resource Planning (ERP) will include several portals to access that website, including portals for advising, faculty, staff, students, and parents. Social networking is being integrated into the online infrastructure and academic and athletic events are now being streamed to the web. Web presence has increased significantly to respond to user needs and expectations: The current website contains over 3,000 pages.

An enterprise document imaging system, Nolij, was purchased with Title III funds in September, 2011. The new system includes imaging, annotation, document management, workflow, reporting, collaboration, storage management, form design, batch scanning, and integrated administration with Jenzabar, the new ERP. The implementation of document imaging has been in the ITS strategic plan for 10 years; ITS staff expect to fully implement the system over a 2-3 year period.

The network infrastructure on the main campus contains a Gigabit fiber-optic backbone between all campus buildings. Users are connected to Gigabit or 100Mb ports. The campus also has edge-to-edge wireless coverage allowing wireless access to services from any location on campus. The internet connectivity for the main campus is 35MB. Student housing has a separate 50MB connection. Connectivity between the main campus and Brookings is through two circuits. The primary circuit carries

VOIP and data and is 20/20MB/second (download/upload). The second circuit carries IP Video and is10/10MB/second. The Gold Beach connection is 16MB/2MB; and smaller facilities are connected with virtual route forwarding over DSL. The ITS staff keeps the servers and PCs current with the latest operating systems and software based on instructional and administrative needs. Server virtualization is an ongoing project that will greatly increase the efficiency of the system. At this stage, four virtual host machines are configured as failover clusters, each have 64-core processors and 128 Gigabytes of RAM. Virtual servers are now replacing a multitude of physical servers with a resulting savings in HVAC needs and electrical use. This supports the institution's sustainability initiative and is congruent with the Innovation & Sustainability Core Theme.

Each student and each faculty or staff member is given unique authentication credentials to facilitate system security and all users must log on to access network resources. Network access control systems ensure that all network users have up-to-date antivirus software and operating system patches. Students are all provided with email accounts: Student email accounts are cloud-based and include collaboration, calendaring, and 25GB of personal storage space. The existing phone system is being enhanced with a VoIP server that will allow local four-digit dialing to the Brookings campus and give access to the main campus voicemail server.

> **2.G.6**
> *The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

In fall term of 2009, ITS opened a small multi-media training center for staff development and training. The center is used both for scheduled staff training and for walk-in questions and requests. The Institutional Researcher is available for assessment training, data requests, and TracDat assessment software assistance. The ITS department recently introduced online tutorials through the **Atomic Learning**[181] website. Users can choose from hundreds of custom and vendor-supplied self-help videos.

The ITS help desk is available for faculty and staff to provide online support. Each request for assistance from faculty, staff, or students that is entered into the online system, HelpBox, is automatically assigned to an ITS analyst. The analyst is required to communicate with the requester, keeping him informed of the status of his request. Students are directed to ITS technicians for hardware, software, and network support; computing lab personnel provide extended hours for student support. Further, the ITS Department webpage contains documentation, training, policies, and links to many other resources to help College students and personnel make the most effective use of technology.

Each year ITS staff provide technology-related training during the fall and winter term in-service that includes an introduction to computing resources on campus for new employees and updated information and training for current employees. Conferences and offsite training are attended by many ITS staff members to update their skills, learn new processes, and share knowledge with their counterparts at other educational institutions.

A Distributed File System provides faculty and staff with file storage on the 39TB storage area network with user quotas established for each user. ITS staff maintains the backup of data.

> **2.G.7**
> *Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

The Integrated Technology Governance Committee (ITGC) is chaired by the Executive Director of Integrated Technology Services and provides for faculty and staff input for ITS **strategic planning**.[182] Technology improvements to support the Mission and Core Themes are derived from the ITGC plan and used to align the ITS strategic plan. The resulting **Strategic Plan**[183] is renewed every three to five years to keep it current with institutional needs. New technologies are explored and examined for feasibility; sustainability features and requirements are included in those evaluations.

ITGC meetings are held quarterly, concurrent with the CC meeting, to discuss each area of technology, prioritizing it for ongoing review. Further, the plans for technology improvements are discussed in relationship with the Mission and Strategic Plan, and in conjunction with budgetary and capacity considerations.

A staff user-group committee is responsible for managing, planning, and using the ERP software. This committee establishes policies for software setup, encourages sharing of information, provides leadership and communication, sets priorities for training and enhancements, and assigns subcommittees for special projects. The decision to purchase Jenzabar resulted in a change to the name of the group from Colleague Committee to Jenzabar User Group (JUG) in fall 2011.

> **2.G.8**
> *The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

The Board of Education passed a resolution in 1996 to dedicate additional funds for technology by instituting a student technology fee: Students are charged six dollars per billing credit to fund technology replacement.

The technology replacement plan schedules the **rotation or replacement**[184] of PCs, laptops, servers, and network hardware and software with the use of an inventory system that provides a detailed snapshot of **current hardware and software**.[185] High priorities include maintaining the Instructional Computing Labs with the latest computers and multimedia equipment. Server and software lifespan is determined by age and capacity. The rotation or replacement plan has been suspended with the diversion of the technology fee to other uses. Equipment is replaced in emergencies or as he current funds allow.

Students working together in
the Student Support Services
study area.

CHAPTER III

The Mobile Welding Lab
introduces rural communities
to our welding program.

Institutional Planning

Standard 3.A

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Overview

Over the years, the College has had a comprehensive plan driven by the **Mission**. The current **Core Themes** were selected from our Mission statement that was revised in 2010. Historically, planning since the 1990s has addressed our current Core Themes, even though those Core Themes were not developed and approved by the Board until January 2010 (as part of the new **NWCCU** accreditation standards). Our concern for access led to the creation of an enrollment plan that resulted in several innovative endeavors (such as Student Housing and OCCI) that we hoped would result in sustaining enrollments and increased educational programs, student achievement, and community engagement. Unfortunately, these plans are not well documented; however, they were articulated yearly by the President at in-service and at various meetings over the years. In the last five years, college planning has become more formal through the creation and publication of written documents.

Southwestern engages in two overarching planning processes, strategic planning and academic master planning. Both processes involve the Board and campus employees, though the two processes follow somewhat different paths. The **Strategic Plan** (SP) process initiated in 2005 began with community meetings and culminated in the development of a three year plan. The SP was updated in 2010 and aligned with the new **Core Themes**. The SP is a three-year rolling plan developed with goals listed by Core Theme. Each SP Goal has Annual Priorities (AP) established each year at the Board Retreat. All units/departments within the College participate in three year unit planning and then the unit plans are analyzed by the **Executive Team** (ET) who draft the Planned Accomplishments (PAs), that are then approved by the College Council (CC). Academic master planning has not occurred formally in the past and efforts are now underway to develop a formalized plan. The Academic Plan will eventually feed into the SP as annual Planned Accomplishments.

Institutional Effectiveness Model
Planning

Institutional Effectiveness is Outcomes Oriented
How will we know our mission is fulfilled?
(Are our students learning?
Is our infrastructure effective?)
These outcomes are proved through success indicators that express core theme objectives, achieve core themes, and that ultimately support mission fulfillment.

Mission Fulfillment

Core Themes

Core Theme Objectives

Success Indicators

Strategic Planning is Process Oriented
What should we do to fulfill our mission?
This process includes Planning at the unit, Reporting unit, functional areas, and institutional levels; This process is goal-oriented and fiscally responsible.

Strategic Planning

Fiscal Responsibility

Academic Planning

Administrative Planning

Emergency Planning

Facilities Planning

Technology Planning

Annual Priorities

Plan Goals

Program Review

Program Review Uses Results to Inform Planning

Program Review Uses Results to Enhance and Improve Programs and Services

Adapted from the Nichols Model

3.A - Institutional Planning

3.A.1
The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Planning processes allow the College to create a roadmap to guide the staff to meet the **SP Goals** and fulfill the Mission. Planning is the collaborative process by which the College develops long-term SP Goals**,** Annual Priorities, and Planned Accomplishments supported by unit plans and other operational plans. The SP Goals are designed to serve the College for at least a seven-year period, which is synchronized with the accreditation review cycle. The planning process is conducted in collaboration among management, faculty, and classified staff to formulate a plan to achieve institutional goals with the available resources and is one mechanism leading to **Mission Fulfillment**.

The planning process: (1) identifies the goals to be achieved at the institutional level, based upon information gathered at the unit level; (2) identifies Annual Priorities to achieve the goals at the institutional and the unit level, based on Board input; (3) includes decisions on allocating resources to

pursue the goals and priorities, including capital and people; and (4) implements, directs, and monitors all the steps in their proper sequence. Planning, program review, and budgeting are **interrelated processes** that occur on a cyclical basis. The program review processes, including achievement reporting, allows for the determination of the effectiveness of operations and student learning outcomes, which are then communicated to the public. The program review results are used to plan for the future and to request budget funds. All of the budget processes are designed to ensure that the appropriate level of projected expenditures and revenues are planned for the next academic year and that prioritized budget requests from the planning and program review processes have been included. Other planning processes include the **Master Facility Plan**, the **Technology Plan**, the Academic Plan, and the Emergency Preparedness Plan. Each of the plans is developed through similar processes, each process led by a campus representative appointed by the Executive Team. Planning documents are posted to the website and are made available to the public upon request.

Planning begins with the annual **Board of Education Retreat** held each summer. At this meeting, the Board sets the College's Annual Priorities by reviewing and analyzing the results of the Strategic Planning process (which began at the unit level). The **Board Goals** and **Activities**, along with the **Annual Priorities** identified in the SP, are communicated to the campus during the September Board of Education meeting. The **SP** and Board Goals are also available for review on the website via the Board of Education link. Unit and/or department planning, along with reporting unit planning, occurs primarily during the fall term to support institutional budget development and allocation of resources. This process directs the development of **Annual Planned Accomplishments from all units** and/or departments as a result of the various meetings held during the year's program review process. Planned accomplishments are identified from annual planning meetings and from the program review and **assessment process** that reports and uses the results and Planned Accomplishments. Requests for budget funds or reallocation of resources are tied to the Planned Accomplishments and the use of results that were previously identified in the planning and assessment processes. The **budget process** directs the allocation of funds as prioritized in order to support and implement continuous improvement efforts and fulfill the Mission.

Institutional Comprehensive Planning Timeline
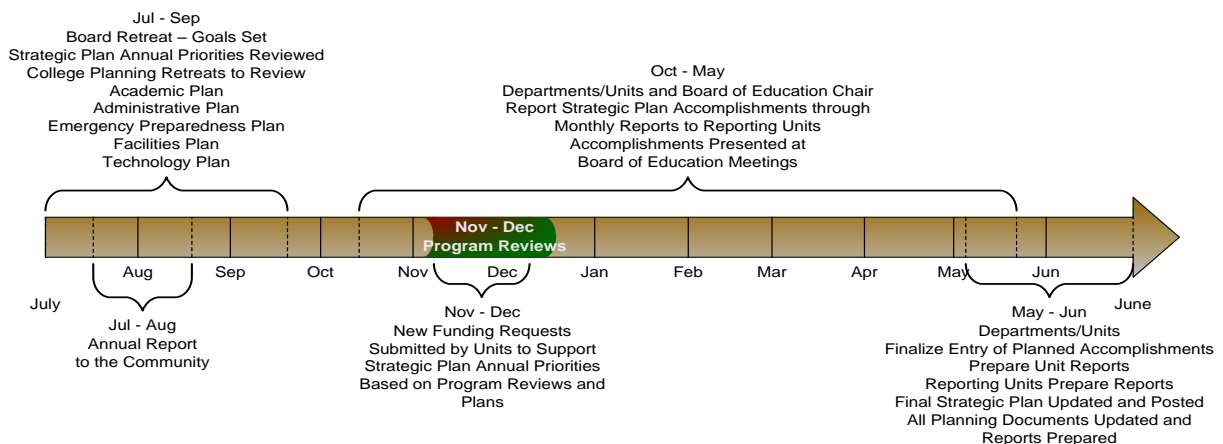
The **2010 Strategic Plan**, with goals designed to carry the College through 2017, was developed through an inclusive, participatory, and comprehensive appreciative inquiry process involving the entire College community. The final plan includes nine overarching goals mapped to Core Themes and supported by Annual Priorities and Planned Accomplishments. The Annual Priorities are reviewed each year by the

Board and the Planned Accomplishments, based on the unit Planned Accomplishments, are updated each year using the SP as a two or three year guide.

Institutional Strategic Planning Timeline
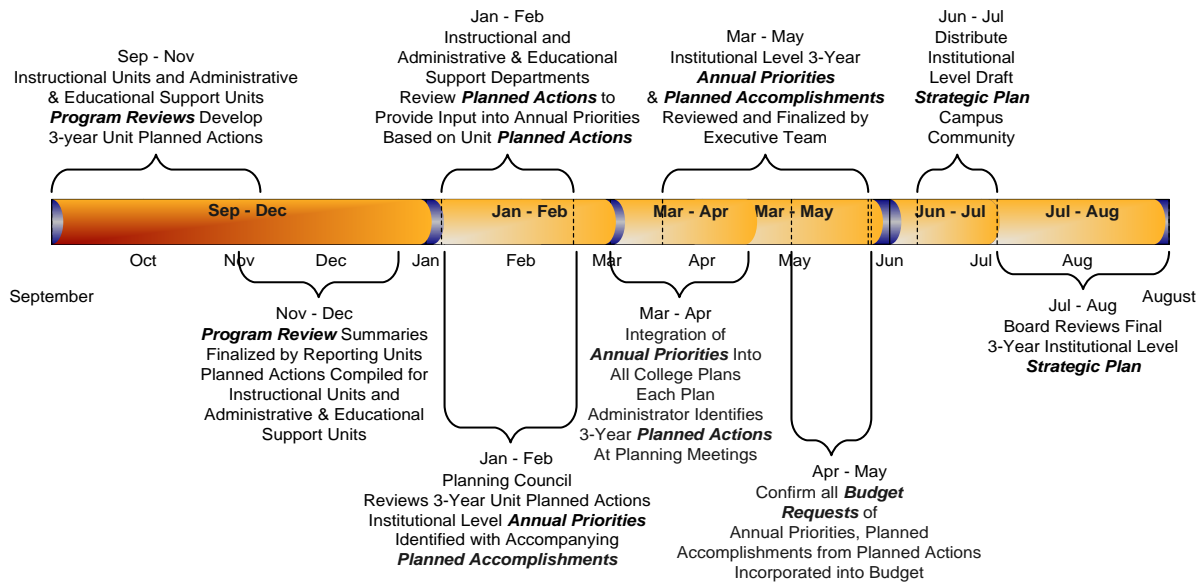
In September 2011 the College Council (CC—formerly the Planning Council) updated its charter and changed the name of the committee to reflect a broader scope of work. The scope of work in the charter states:

> *The College Council will advise the President and Executive Team regarding the external and internal forces that might have an impact on the College's mission fulfillment, operations, plans, and programs. The College Council will help define Southwestern Oregon Community College's strategy and the best approach to reaching mission fulfillment. The College Council will regularly review and update the institutional effectiveness process, Strategic Plan, and College policies and procedures.*

The CC is further distributed into subcommittees to better facilitate the institutional effectiveness process, as well as planning, resource allocation, and operational activities:

- **Accreditation**
- **College of Remarkable Employees** (CORE)
- Integrated Technology Governance (ITG)
- Internal Budget
- Institutional Effectiveness
- **Sustainability**

The comprehensive planning process includes developing academic plans, enrollment management and marketing plans, master facility plans, sustainability strategic plans, institutional strategic plans, and technology plans along with budget and operational planning (*3.A.4*), and crisis management and disaster recovery planning (**3.A.5**). The plans are derived from input provided by faculty and staff during committee and taskforce meetings held throughout the year, as well as from a program review process that includes community and advisory committee meetings.

Academic Plan

Like the Strategic Plan, in prior years academic planning was articulated during in-service meetings and during instructional retreats and planning sessions, although this was never formally documented. A formal Academic Plan is currently being developed based on the **League for Innovation in the Community College** academic planning process and best practices. The Academic Plan will be developed through participatory and collaborative processes to encourage input by all stakeholders, including the community at large. Development of the academic plan will be led by Brenda Brecke, Educational Consultant; initial meetings are scheduled for January 2012.

Enrollment Management and Marketing Plan

The purpose of Enrollment Management and Marketing is to achieve SP goals relating to student recruitment, retention, and completion by providing effective support services and resources to prospective and enrolled students. Ultimately, this is intended to eliminate barriers to student access and success. Underrepresented and underperforming students and programs are identified and targeted for specific marketing strategies in order to also attain related Strategic Plan Goals.

Enrollment management and marketing has no formal written plan or planning process, although in prior years related committees and retreats resulted in activities to support identified enrollment and marketing initiatives that were aligned with the overall planning goals. A draft Enrollment Management and Marketing Plan is currently taking shape with the intent to fully develop a comprehensive plan once the formal Academic Plan is complete.

Master Facility Plan

The **Master Plan** is intended to serve as a guide and resource for the implementation of improvements and/or remodeling projects for the College's facilities. A comprehensive study was conducted by Crow Clay & Associates, Inc. that was completed in May 2008. This Master Plan study was initiated through a series of meetings (called Focus Groups) with College constituents in each of the communities served by the College. The purpose of the Focus Groups was to ascertain community member thoughts and perceptions on existing College services and on additional services the College might provide.

A review of the existing physical facilities also occurred through on-campus facility user groups (for each building). User groups took documented tours and conducted reviews of each facility then assembled their input. In this way a user group priority listing of proposed projects at the existing campus was gathered to aid in the final prioritization of such projects; the final priority listing of projects also incorporated functional sequencing and project scope considerations.

Changes in curriculum, funding courses, the construction market, and other opportunities and constraints (both internal and external) are considered as individual projects are scheduled and undertaken. This plan should not be viewed as a static document: A regular review of progress and possible opportunities affecting upcoming projects occurs annually.

Sustainability Strategic Plan

In the fall of 2009, President Patty Scott asked the Planning Council (now the College Council) to form a subcommittee for planning and administering sustainability projects for the College. The newly formed Sustainability Taskforce was charged to develop and implement sustainability projects that could be undertaken quickly with an immediate impact, as well as developing and implementing long-term sustainability projects.

This Taskforce consists of board members, staff, faculty, and students from all areas of the College who have an interest in sustainability. The taskforce meets monthly to discuss current projects and plan future endeavors that are aligned with the Core Themes. The Sustainability Plan developed by the Taskforce was presented to the Planning Council (now the College Council) for review, and input was sought to prioritize the planned projects using both short-term and a long-term priority lists. All projects include a cost estimate and impact assessment.

One of the objectives in 2010-2011 was to create a **5-Year Strategic Sustainability Plan**. To help facilitate this project, the College became a member of two organizations, The Association for the Advancement of Sustainability in Higher Education (AASHE) and Sustainability and Economic Development (SEED). Both organizations and other independent research were used as resources to help the Taskforce draft the Sustainability Strategic Plan. The draft was completed in April 2011. After review and input by the Executive Team and the Planning Council (now the College Council), the plan was adopted by the Board in June 2011. The Taskforce was then dissolved and incorporated into a subcommittee of the College Council in fall 2011.

One of the first projects from this effort was to develop a **sustainability web presence** on the College's website. The page contains information about the committee, the Sustainability Strategic Plan, completed projects, and resources, and includes ongoing news and update links.

Technology Strategic Plan

The **Integrated Technology Governance Committee** (ITGC) is chaired by the Executive Director of Integrated Technology Services (ITS) and provides for faculty and staff input into the **Technology Strategic Plan**. The ITGC meetings are held during the quarterly CC meetings. Each area of technology is discussed and prioritized for on-going review. The plans for technology are discussed in relationship with the College Mission and institutional level Strategic Plan and in conjunction with budgetary and capacity considerations. With input from the ITGC, the ITS staff develops and uses a three-five year plan that incorporates the **Technology Strategic Plan**. The ITS department Strategic Plan incorporates all of the technology requests from the ITGC and is used to develop the short-term and long-term technology planning priorities, which are aligned with the Core Themes. New technologies are examined for feasibility; sustainability features and requirements are included in new technology evaluations. The technology replacement plan schedules the **rotation or replacement** of PCs (staff and classroom computers), laptops, servers, and network hardware and software with the use of an inventory system that provides a detailed snapshot of **current hardware and software**. High priorities include maintaining the Instructional Computing Labs with the latest computers and multimedia equipment. Server and software lifespan is determined by age and capacity.

3.A.3
The institution's comprehensive planning process is informed by the collection of appropriately-defined data that are analyzed and used to evaluate fulfillment of its mission.

Each unit—instructional, student support, and administrative—completes program reviews to assess outcomes on a triennial basis, as well as conduct annual reviews to update Planned Accomplishments and review yearly data. The institutional-level metrics were developed as part of the College's Core Theme development. All units have identified metrics as part of the overall success indicators used to analyze and evaluate fulfillment of the Mission. Staff who are responsible for institutional-level metrics submit annual performance reports to the Board as part of the Board's monthly reports. These reports summarize key accomplishments and issues, provide performance on metrics and effectiveness of Core Theme Objectives, and outline planned actions for the upcoming academic year. The Core Theme Objectives and success indicators are posted on the **website** as well as shared publically in the Board meetings.
In addition to the annual review process, Southwestern is committed to a process of reviewing the SP every seven years. The seven-year comprehensive review ensures the SP is aligned with accreditation and is serving as a living document. The intent of this process is to review the College's seven-year performance and progress towards its strategic goals and to assess the environment, conditions, and emerging national and global issues and opportunities. By engaging the College community and relevant external stakeholders, the process helps Southwestern make relevant changes and adjustments in goals, metrics, and their targets, while strengthening the partnerships and supporting the Core Theme of Community Engagement.

3.A.4
The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Budget and Operational Planning

Budgeting is the collaborative process by which the College establishes a planned level of projected revenues and expenditures at the unit level, for all funds. The process for developing the College budget can be grouped into the following four areas: (a) prepare the recommended budget, (b) approve the budget, (c) citizen involvement and public exposure, and (d) adopt the budget. The annual cycle begins in the fall, when the Business Office develops the **budget calendar** for the year. Once the budget calendar is approved by the Executive Team, the document is publicized to the College. In late fall or January of each year, staff members request funds to be included in the budget as a result of the assessment and planning processes conducted by all departments/units by the **fall term**. Each department and/or unit submits a prioritized list aligned with the Strategic Plan and Core Themes to the reporting unit staff responsible for budget preparation.

Budget preparation begins with revenue forecasting and determining the known expenditures and obligations. Staff and faculty have input at multiple levels, from their own unit to participating on the Internal Budget Advisory Committee (IBAC), a sub-committee of College Council. Individual departments initiate and justify financial planning and budgeting as part of the program review strategic planning process. (These plans and requests are prioritized and justified again at each level in the process.) The next step is to review unit level requests for funds and then prioritize the lists by reporting unit level (Vice President, Executive Director, Director, Dean, Associate Dean). The lists are then submitted to the Executive Team for review and inclusion in the initial "crunch" or draft of the budget, comparing projected revenues to requested expenditures. Campus meetings are held for additional input and to consider other requests not submitted on the prioritized lists.

The ultimate goal of this process is to prepare the budget while adhering to the Strategic Plan under the constraint of the financial situation. The proposed budget development continues until the budget is balanced (revenues equal expenditures); this budget becomes the Recommended Budget to be submitted to the College Budget Committee, composed of seven college district citizens and seven Board members. The Recommended Budget is presented in a public meeting and undergoes a full review by the Committee with public commenting available. Modifications may be made to the budget based on feedback received during the public meeting(s). It is at this time that the Board of Education adopts the approved budget during a Board of Education meeting and it becomes the Adopted Budget for the fiscal year. Through this inclusive process, all stakeholders have ample opportunity for input into the budget.

Institutional Budgeting Timeline
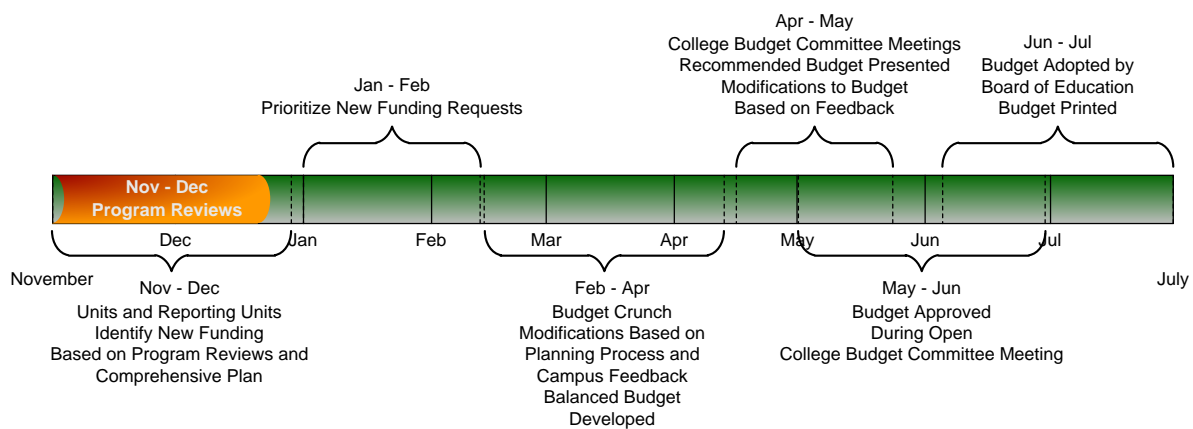
3.A.5
The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Crisis Management and Disaster Recovery

Crisis Management and Disaster Recovery are the means by which the College safeguards its people and infrastructure in emergency events. Such safeguarding is mandatory to ensure the continuation of College operations that ultimately fulfill the Mission.

The Emergency Management Team (EMT) for Southwestern directs the development and implementation of emergency planning for the campus. The EMT consists of key personnel supporting the safety of student and staff populations and ensuring business continuity for College systems and infrastructure. Plans are reviewed annually by the ITS Director in November with the plan updated as needed when new requirements are enacted or changes are identified.

The EMT has developed three primary, related plans:

1. **Crisis Management**

   The Crisis Management Plan is a basic guide to providing a response system for faculty, staff, and students to deal with any major disaster or disturbance on the Southwestern Campus. The Crisis Management Director must approve exceptions or changes to the outlined procedures; the Crisis Management Director for the College will be the Vice President Administrative Services or her/his designate. An Emergency Communication system is in place for broadcasting messages to the College population using phone, text messaging, and email. The College is in the process of implementing E911 notification to help emergency responders locate callers. With the new E911 system, Campus Security and EMT will be notified by computer pop-up screens, email, and text whenever a 911 call is placed from campus.

2. **Incident Response**

   The Incident Response Plan is known to provide a well-defined, organized approach for handling any potential threat to computers and data, as well as taking appropriate action to remediate the source of the intrusion or incident. The Plan identifies and describes the roles and responsibilities of the Incident Response Team, which is responsible for putting the plan into action. Southwestern has been certified PCI (payment card industry) compliant for data security systems and processes, and firewalls and encryption are used to secure data storage and transfer.

3. **Disaster Recovery**

   The disaster recovery plan for the College is modeled after the Incident Command structure for emergency preparedness. Emergency contacts and procedures are detailed in the plan and a hard copy of the plan is distributed throughout campus, one in each building. Proactive improvements to the technology infrastructure will help ensure business continuity. A new fire suppression system was activated in the server and telecommunications rooms in Randolph Hall. The generator and power system were upgraded in Randolph Hall to allow critical server and PBX (private branch exchange) systems to operate indefinitely. All systems are backed up regularly and the tapes are stored in a fireproof data safe. Weekly backup tapes are stored offsite. Cloud storage was recently implemented to ensure student information system data recovery after a regional catastrophe.

The College uses a variety of methods to communicate the protocols to follow in the event of a major emergency. Campus-Wide Emergency Procedures, a Disaster Recovery pamphlet, and an Emergency Response pamphlet are located on the **Safety at Southwestern** webpage and are also given to all new employees at the time of hire. These documents address proper emergency preparation, evacuation, and the chain of command during and after an emergency. The webpage undergoes periodic updates; it also addresses safety regarding blood borne pathogens, chemical hygiene, hazard communication, hazardous waste, lockout/tagout, and workplace violence. Further, the safety webpage has forms and signs for employees to print and keep at their workstations, including emergency procedures and a fire extinguisher demonstration video.

The Campus Safety Committee is comprised of 13 members who meet monthly. Members are administrators, faculty, and classified staff who represent various areas of campus, including Facilities, Campus Security, Student Housing, Curry County, Nursing, Dining Services, and the Oregon Coast Culinary Institute. The committee's objective is to establish and maintain a safe and healthy workplace and learning environment. In order to accomplish this objective, the committee evaluates

accidents/incidents; facilitates quarterly building inspections; forwards safety concerns to management which need management approval for correction, and responds to employee and student safety concerns. The committee tracks recommendations submitted from quarterly hazard inspections performed on each campus building to ensure appropriate correction. The committee also analyzes near misses/accidents on campus, and identifies training needs and methods for improving the safety culture on campus. Employee participation and input in the safety program is encouraged.

Administration, Classified, and Faculty discuss how individual job duties support 'Community Engagement."

CHAPTER IV

Staff provide input around how the Core Theme 'Access' is assessed within various departments.

Core Theme Planning, Assessment, and Improvement

Standard 3B-Core Theme Planning
Standard 4.A Assessment
Standard 4.B Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Executive Summary Eligibility Requirements 22 and 23

Eligibility Requirement 22—Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Each **degree and certificate program**[186] has identified **learning outcomes**[187] that are published in the **catalog** and on program flyers as well as on the **website**. The learning outcomes are identified during initial development of the degree or certificate and are regularly assessed during the triennial program review process. Validation of student achievement of the learning outcomes occurs each year as part of the annual data review and is presented in a summary report every three years as part of the program review process.

***Refer to Standard** 2.C.1; 2.C.2; 2.C.4; 2.C.9; 2.C.10; 2.C.11*
***Refer to Standard** 4.A.2; 4A.3*

Eligibility Requirement 23—Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its Mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

The **institutional effectiveness model** incorporates the program review process, including assessments, planning processes, and the allocation of resources (budgeting), to systematically assess the extent to which **Mission Fulfillment** and **Core Theme Objectives** have been achieved. The process includes identification of internal and external trends during the program review and planning phases as one component of fiscal responsibility to ensure planning is clearly linked to viable and sustainable endeavors. The **Annual Report to the Community**[188] highlights major accomplishments of the College and will include Mission Fulfillment information in future years to coincide with changes in the accreditation standards. The website is used to communicate Mission Fulfillment to the College community and the community at large with **reports for each of the Core Theme Objectives** posted either on a quarterly basis or annual basis, depending on the timing of data collection.

***Refer to Standard** 3.A and 3.B*
***Refer to Standard** 4.A and 4.B*
***Refer to Standard** 5*

Overview

The Board and administration of the College engage in annual and long term **Strategic Planning**.[189] Core Themes are associated with Board goals and activities along with Strategic Plan Goals. The Strategic Plan Goals are achieved through meeting Annual Priorities supported by unit and reporting unit Planned Accomplishments that have been identified during the program review process and annual planning updates. Success of the Core Theme Objectives is measured through meeting or exceeding established targets, regular opinion surveys, or other assessment measures. Staff and community members are encouraged to provide feedback to the Board and management to ensure continual improvement as part of the program review process. During the program review process, units plan for the upcoming three years by Core Theme and consider internal and external trends for potential impact upon the unit (programs and services).

Institutional Effectiveness Model Planning

Institutional Effectiveness is Outcomes Oriented
How will we know our mission is fulfilled?
(Are our students learning?
Is our infrastructure effective?)
These outcomes are proved through success indicators that express core theme objectives, achieve core themes, and that ultimately support mission fulfillment.

Mission Fulfillment

Core Themes

Core Theme Objectives

Success Indicators

Strategic Planning is Process Oriented
What should we do to fulfill our mission?
This process includes Planning at the unit, Reporting unit, functional areas, and institutional levels; This process is goal-oriented and fiscally responsible.

Strategic Planning

Fiscal Responsibility

Academic Planning

Administrative Planning

Emergency Planning

Facilities Planning

Technology Planning

Annual Priorities

Plan Goals

Program Review

Program Review Uses Results to Inform Planning

Program Review Uses Results to Enhance and Improve Programs and Services

Adapted from the Nichols Model

Standard 3.B – Core Theme Planning

In spring 2011 all programs and services identified **Planned Accomplishments by Core Theme** for the first time during unit/department meetings and reporting unit meetings to support the Strategic Plan Annual Priorities for the academic years 2011-12 through 2013-14. This process was initiated as the institution began the transition to the new accreditation standards. In the future, as each unit conducts the triennial program review of established outcomes, as well as the annual review of data, the two sets of results will be entered into the TracDat monitoring and documentation software. Based on the annual review of data, all programs and services update the previously identified Planned Accomplishments by Core Theme, including the associated required resources (human, physical, financial) for annual planning and budgeting purposes. Managers of programs and services who are conducting the program review identify the new annual Planned Accomplishments by Core Theme, for the upcoming three years. TracDat is updated at least quarterly with information showing progress in reaching the Strategic Plan Goals and Planned Accomplishments. A **quarterly report**[190] is presented at the Board meetings to illustrate what has been accomplished toward meeting the Annual Priorities and Strategic Plan Goals; that report is broken out by Core Themes. Accomplishments are also highlighted in the **Annual Report to the Community**.

Program reviews and the annual data reviews[191] provide units/departments with the information needed to reach data-driven decisions and to **plan for the future**[192] in order to enhance and improve programs and services. Units/departments scheduled for the triennial program review will take a closer look at the data during fall 2011 and winter 2012 in order to plan for the upcoming three years and identify Planned Accomplishments to support the Strategic Plan Goals and to support planning by Core Theme.

Chapter Four is presented by Core Theme for standards 3.B.1 through 3.B.3. Standards 4.A.1 through 4.B.2 are presented by standard and where applicable paragraphs within the standard are presented by Core Theme. Selected examples of planning initiatives are listed in Standards 3.B.1 and 3.B.2. Example planning activities are mapped to Core Theme Objectives and Success Indicators (3.B.1) along with program/services outcomes (3.B.2) in detailed exhibits for each Core Theme. The planning activities are also mapped to the associated Strategic Plan Goal, Annual Priority, and Planned Accomplishments for 2011-12 and when appropriate **prior year Annual Priorities and Planned Accomplishments**[193] are identified. Standard 3.B.3 highlights the achievement of success indicators by Core Theme that are linked to the annual reports that includes an overview and analysis as well being mapped to the Strategic Plan, reporting unit goals, unit outcomes, Planned Accomplishments, and budget impact.

> 3.B.1
> *Planning for each Core Theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

Planning for the Core Theme Access[194] is a result of several planning processes that identify initiatives and activities to accomplish the Core Theme Objectives. Consideration in planning is focused on how to ensure access for students and the community as aligned with the Mission and Core Theme Objectives. Planning for the Access Core Theme involves short and long term planning as evidenced by the multiple initiatives discussed within this chapter and illustrated in the Core Theme planning exhibit.

The Access Core Theme was developed to support the Mission to provide quality education that serves the educational and cultural needs of our students and communities. The description statement for this Core Theme is:

> *Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.*

This Core Theme has two objectives:

> *A1. Access to multiple learning opportunities*
> *A2. Support services for students, staff, and community*

This Core Theme has two associated Strategic Plan Goals:

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

This Core Theme has four Annual Priorities (APs) established by the Board in July 2011 for the academic years 2011-12 and 2012-13:

> *1.1: Provide student access for financial assistance to pursue their educational goals.*
> *1.2: Support diverse learning opportunities for students and the community.*
> *2.1: Implement software and other technology to support learning opportunities and services.*
> *2.2: Develop and implement initiative to increase access to services for students to increase enrollments and FTE.*

This Core Theme currently has seven Planned Accomplishments (PAs). These are established each year by the individual units and the reporting units and are aligned with the APs and the Strategic Plan Goals. For academic year 2011-12, these are:

> *1.1A: Expand access to financial assistance.*
> *1.2A: Encourage the development of delivery systems that meet the needs of students in various communities.*
> *2.1A: Conduct needs assessment of services and facilities to meet ADA requirements.*
> *2.1B: Purchase and implement new or enhanced hardware/software.*
> *2.2A: Support opening new Curry Campus.*
> *2.2B: Enhance and increase access to services and programs.*

2.2C: Create a comprehensive enrollment process and guidelines.

Access planning begins with the unit level program review/annual data and planning review that culminates in unit Planned Accomplishments that are used to develop college-wide planned initiatives that are identified during annual planning retreats, instructional committee meetings, administrative committee meetings, and at executive team meetings. Access planning is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the Core Theme's Objectives. Several examples of access planning initiatives are provided below based on the main planning area and described in further detail within the **Access Core Theme Planning exhibit:**[195]

- Academic Planning
    - Construction of the Mobile Welding Lab funded by the CBJT Grant to provide access to welding training and certifications through diverse learning opportunities. This also required administrative, facilities, and technology planning.
    - College Now – implementation of Expanded Options to provide increased access to learning opportunities for high school students. This also required administrative planning, facilities planning, and technology planning.
    - Intensive remedial skill building workshops piloted for entering students to increase skills and determine appropriate placement into courses to thus reducing tuition and fee costs for students who are able bypass one or more remedial courses. This also required administrative planning.

- Administrative Planning
    - Foundation scholarship opportunities through the Miller Foundation increased scholarships available to students by $300,000 over the last three years

- Facilities Planning and Technology Planning
    - Curry Campus new building opened in January 2012 increasing access to learning opportunities. This also required academic planning and administrative planning.

Planning for programs and services currently being considered for future implementation or are in the process of being implemented and have yet to be evaluated that are not illustrated in the exhibit include:

- Faculty and administrators researched best practices in offering effective student support to students, especially to students requiring remediation. Based on that research and in conjunction with the **CASE grant,**[196] Southwestern plans to implement a program to assign career coaches to students beginning spring 2012. Career coaches will not only guide students in their academic pursuit, but will also assist them in accessing needed support services, including non-academic services such as health care and housing. The improved student support will be evaluated by comparing pre- and post-pilot academic success rates. Planning for the CASE grant required Facilities Planning, Academic Planning, Administrative Planning, and Technology Planning.
- Faculty and administrators researched best practices in remediation in order to develop strategies to offer effective accelerated remediation to students to enable them to complete their selected education in a timely manner and access employment opportunities. As a result of this study, faculty developed proposals to pilot new teaching strategies for reading, writing, and math remediation courses. Pilots began fall 2011; the improved remediation courses will be evaluated by comparing pre- and post-pilot academic success rates. This initiative required Facilities Planning, Academic Planning, and Technology Planning.

- Southwestern has convened an Academic Master Plan Taskforce comprised of faculty, administrators, and support staff, assisted by a consultant, to prepare an Academic Master Plan to guide instructional decisions. As part of this initiative, the Academic Master Plan Taskforce will conduct research of best practices and develop a survey to explore the access issues faced by current students in order to set priorities to guide the scheduling of classes (online, night, weekend, and/or LIT) in order to offer better access to complete degree programs. This strategy requires Academic Planning, Administrative Planning, and Technology Planning.
- Enhanced and improved advising services are currently being planned as a result of the advising consultant visit and subsequent **report** prepared by the ESPS Director that includes the recommendations of the NACADA consultant. This initiative requires Academic Planning, Administrative Planning, and Technology Planning.
- A summer "**Kick Start Your Education**"[197] program was piloted in summer 2011 offering activities designed to reach out to students and encourage early completion of the financial aid and enrollment processes; the boot camp also offered advising and orientation information. (That project used $15,000 provided by CCWD for partial funding.) The boot camp results will be reviewed in winter/spring 2012 with the results to be reported out to the ESSLT group with consideration for future similar initiatives.

> **3.B.2**
> *Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

Access planning includes activities to meet Core Theme Objectives by actively pursuing beneficial partnerships, new academic programs, and auxiliary enterprises, along with new and improved facilities and infrastructure. Administrative and educational support units/departments meet annually to identify initiatives for the upcoming year to support recruitment and retention endeavors in alignment with administrative planning for enrollment management and recruiting. Data from the **SENSE**[198] and **CCSSE**[199] surveys, along with enrollment and FTE data, is used to make decisions on where to focus efforts of staff with respect to new or enhanced program and services initiatives.

Access planning begins with the unit level program review/annual data and planning review that culminates in college planned initiatives identified during annual planning retreats, instructional committee meetings, administrative committee meetings, and at executive team meetings. Access planning for programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services. Several examples of access planning initiatives are provided below based on the main planning area and described in further detail within the **Access Core Theme Planning exhibit**:

- Academic Planning
    - Online allied health offerings in the Nursing program, Pharmacy Technician program, and the BNA course increased access for students using diverse delivery methods of learning opportunities. This also required administrative planning and technology planning.
    - College Now high school connections program developed student handbooks and instructor handbooks to enhance student and faculty support services. This also required administrative planning.

- Administrative Planning
  - Jenzabar implementation of a new integrated enterprise resource system – a cost effective and sustainable system compared to the existing Datatel system. This also required academic planning and technology planning.

- Technology Planning
  - Jenzabar implementation provides for increased access of online student information and access to enhanced online learning opportunities. This also required administrative planning and academic planning.

Planned initiatives recently identified as part of the program review process or in the annual review of data that are not illustrated in the exhibit include:

- Increasing night and online course offerings. This initiative requires academic planning, administrative planning, facilities planning, and technology planning.
- Coordination of the **AAS Business Management/Entrepreneurship program**[200] courses to provide full access for Curry campus students. This initiative requires academic planning, administrative planning, facilities planning, and technology planning.
- Providing non-Traditional Perkins grant activities that expose women to nontraditional opportunities in education and careers in the skilled trades. These activities require academic planning, administrative planning, and technology planning.
- Streamlining processes in financial aid (as a result of the internal audit or federal regulations– changes to the verification process and the satisfactory academic progress requirements). These process changes require administrative planning and technology planning.
- Enhancing advising services, based on the **NACADA consultant's** advising comprehensive review. These enhancements will require academic planning, administrative planning, facilities planning, and technology planning.

> **3.B.3**
> *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of Core Theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

Southwestern engages in an on-going systematic collection and analysis of meaningful, assessable, and verifiable data including SIs, as well as assessments at the program and unit level to evaluate achievement of the unit-intended outcomes. **Annual success indicator reports** that provide an overview and analysis of the data collected are prepared for all four Core Theme SIs and presented to the Board. The reports are designed to integrate the information from across campus with respect to planning, budgeting, data collection, and the evaluation of the achievement of goals or outcomes. Evidence from the data review for this Core Theme demonstrates that overall, we are falling short of achieving our objectives and must identify better indicators to fully develop assessing Mission Fulfillment for this Core Theme. The table below also describes why each indicator is a meaningful measure of the Core Theme Objective.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful and Appropriate for this Theme
A1 **Access to multiple learning opportunities**	**SI 1: FTE Credit and Non-Credit Report:** Measured by the percent of increase over the prior year, categorized by demographic status.	FTE is the basis for state funding and revenue generation.
	SI 2: Student Headcount Credit and Non-Credit Report: Measured by the percent of increase over the prior year, categorized by demographic status.	Enrollment trends monitor learning opportunities accessed by students.
	SI 3: Course Offerings Credit and Non-Credit Report: Measured by the percent of increase over the prior year, categorized by location and demographic status.	Trends of courses accessed by students and the community illustrate current needs and predict future needs.
A2 **Support services for students and community**	**SI 4: Community and Student Satisfaction:** Measured by the average rating level for services on the Community and Student Satisfaction Survey	Feedback is essential to enhancing and improving services to meet community and student needs.
	SI 5: Student Engagement Activities—CCSSE: Measured by CCSSE benchmark targets "Support for Learners" and "Student Effort" that were met or exceeded	Student engagement activities influence academic performance and degree attainment.
	SI 6: Student Engagement Activities—SENSE: Measured by all SENSE benchmark targets that were met or exceeded.	Student engagement activities influence academic performance and degree attainment.
	SI 14: Structured Work Experience: Measured by: C. The percent of majors participating in work experience, categorized by course type, that met or exceeds the target, and D. The percent of change in number of participating employers from year to year that met or exceeded the target.	Supports the goal of helping students earn quality credentials with real value.

The Access core theme had an achievement rate of 21% (.84 out of 4). The first objective is *access to multiple learning opportunities* (A1) with an achievement rate of 28% (.84 out of 3). The second objective, *support services for students and community* (A2), was not achieved. The CCSSE and SENSE indicators used to measure the second core theme objective must be revisited to determine an appropriate method to define achievement of each of the indicators. This core theme achieved the lowest rate as the data collected to measure three of the four indicators relies on enrollment and FTE figures. Over time, the trend has been for the College to achieve steady growth of enrollments of 3% to 5% per year that also generally leads to steady growth of FTE. These indicators will be revisited with the intent to develop one comprehensive indicator that yields meaningful data.

Core Theme	Indicators Measured 2010-11	Indicators Achieved 2010-11	Percentage Achieved
Access (SI 1, 2, *3*, and *5*)	4	.84	21%
A1 – Access to multiple learning opportunities (SI 1, 2, and 3)	3	.84	28%
A2 – Support services for students and community (SI 5)	1	0	0%

In addition to the SIs, units assess data annually, including evaluating unit outcomes and contributions toward Core Theme Objectives. An annual review of data and accomplishment of outcomes, along with a review of the Planned Accomplishments, is to be conducted by each unit. Results of the annual data review, and the program review every third year, are used to confirm the Planned Accomplishments for the upcoming year, including any budgetary and resource requests, as well as plan for the next three-year cycle. **Example reports** from the TracDat program review and planning repository are provided on the report exhibit website.

Success Indicator 1 – FTE Credit and Noncredit Report[201]

The enrollment management reporting unit goal was to increase enrollment and FTE and the Strategic Plan Goal was to increase FTE by 3%, consistent with the target of 3427 established for 2010-11. The final FTE figures achieved in 2010-11 fell short as overall FTE increased slightly from 2009-10 to 2010-11 for total FTE of 3390. This was an increase of 53 FTE or approximately 1.6% signifying this indicator was not achieved. Although the target figure of 3427 was not met in 2010-11, access to new learning opportunities were provided to students as well as the enhancement of programs and services. Activities and initiatives associated with this indicator are highlighted in the **Access Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.
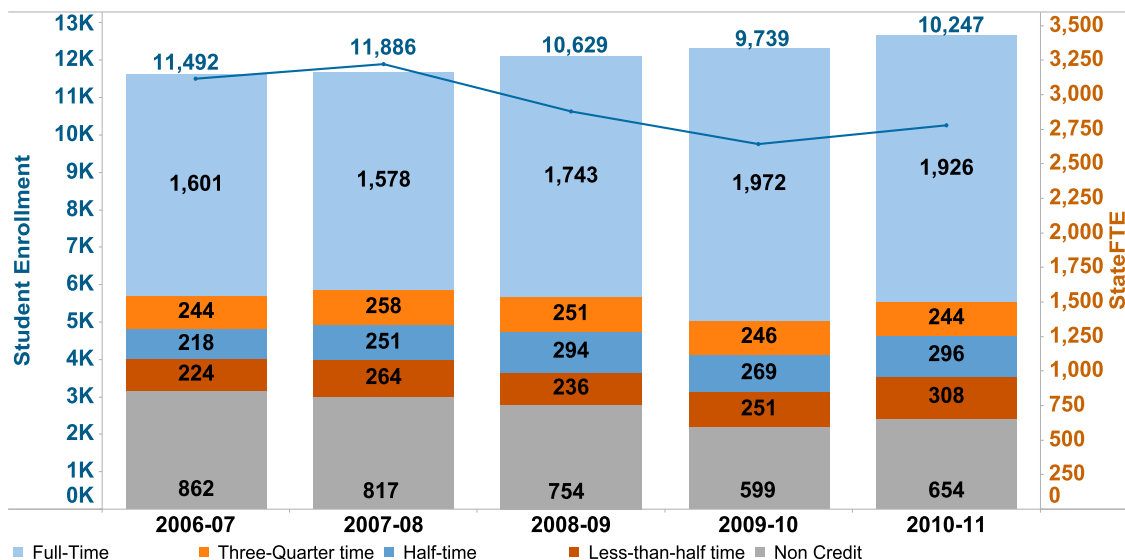
This indicator will be reviewed for applicability and meaningfulness with respect to meeting the Core Theme Objective during 2011-12 with anticipated changes to be implemented and reported in the Year One Report due to NWCCU in March 2013.

## Success Indicator 2 – Enrollment Credit and Noncredit Report[202]

The enrollment management reporting unit goal was to increase enrollment and FTE and the Strategic Plan Goal was to increase enrollment by 3%, consistent with the target enrollment of 10,029 established for 2010-11. The target enrollment figures were met for all students (10,246) and for the part-time student category (3306) and fell short for full-time students. Overall the College experienced an increased in student headcount for 2010-11 as compared to the 2009-2010 academic year. Activities and initiatives associated with this indicator are highlighted in the **Access Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.
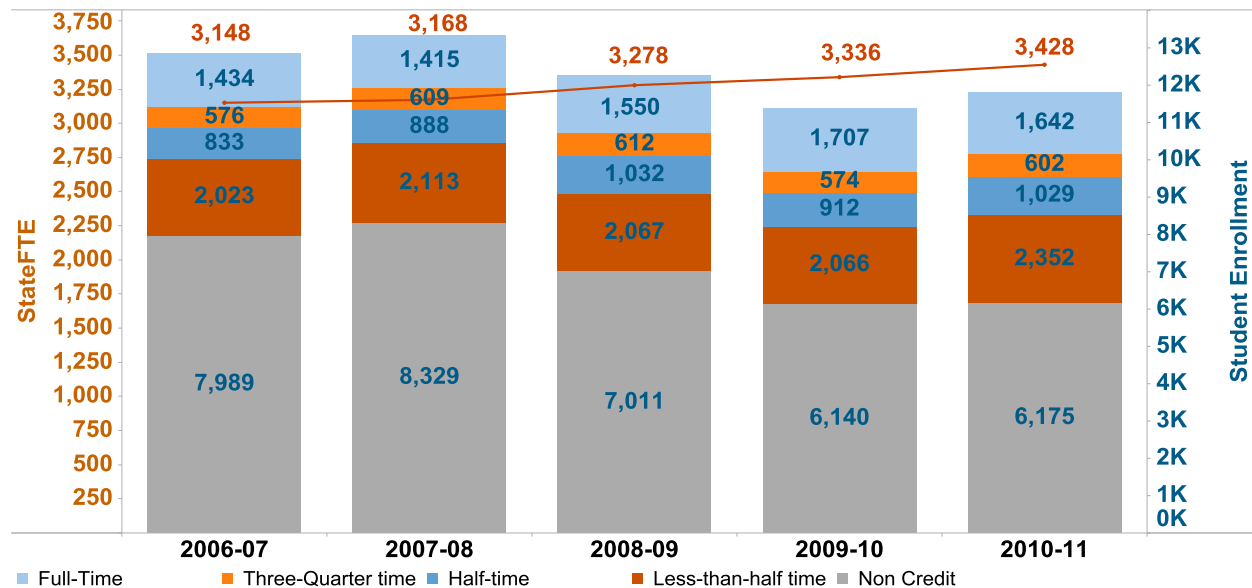
This indicator will be reviewed for applicability and meaningfulness with respect to meeting the Core Theme Objective during 2011-12 with anticipated changes to be implemented and reported in the Year One Report due to NWCCU in March 2013.

Success Indicator 3 – Courses Credit and Noncredit[203]

Data analysis related to Strategic Plan Goal to ensure access to diverse learning opportunities was met through the increase in course offerings, in particular, in e-Learning course offerings. On the Coos Campus, there was a 16% decrease in course offering most likely related to the closing of the Human Services and the Horticulture Programs. There has been an overall decrease in FTE on Coos Campus of 7% while OCCI has had an 11% decrease in FTE contributing to this achievement indicator falling short of the target 3390 FTE. Course offerings have overall increased so we seem to be improving overall access but the enrollment and FTE numbers, based on the reimbursement data and the instructional area data, have decreased. As part of the Academic Master Plan we need to conduct a thorough analysis of the data to understand what is driving this concerning trend. Activities and initiatives associated with this indicator are highlighted in the **Access Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

		2006-07	2007-08	2008-09	2009-10	2010-11
Coos Campus	**Total FTE**	1,829.17	1,931.17	1,964.16	2,010.39	1,919.40
	Count of Courses	1,356	1,488	1,519	1,432	1,450
	Average Enrollment	16.97	16.06	15.90	17.45	16.54
Curry Campus	**Total FTE**	186.42	207.30	215.54	194.56	211.49
	Count of Courses	463	490	459	414	449
	Average Enrollment	7.86	8.39	8.63	9.17	8.93
OCCI	**Total FTE**	177.86	162.45	226.06	316.17	274.75
	Count of Courses	103	79	92	120	134
	Average Enrollment	13.24	16.20	19.86	19.59	15.44
E-Learning	**Total FTE**	266.84	273.93	300.38	347.40	424.27
	Count of Courses	329	321	315	328	390
	Average Enrollment	11.88	12.64	13.50	16.66	17.87
Coos Off-Campus	**Total FTE**	598.56	520.76	511.85	438.40	507.99
	Count of Courses	912	949	888	820	832
	Average Enrollment	13.23	13.30	13.71	12.94	14.15
Shutter's Creek	**Total FTE**	88.56	71.03	58.70	27.02	51.43
	Count of Courses	38	34	33	12	28
	Average Enrollment	16.21	14.35	13.36	10.25	11.71
Grand Total	**Total FTE**	**3,147.40**	**3,166.65**	**3,276.69**	**3,333.94**	**3,389.33**
	Count of Courses	**3,201**	**3,361**	**3,306**	**3,126**	**3,283**
	Average Enrollment	**13.93**	**13.82**	**14.16**	**15.14**	**14.97**

This indicator will be reviewed for applicability and meaningfulness with respect to meeting the Core Theme Objective during 2011-12 with anticipated changes to be implemented and reported in the Year One Report due to NWCCU in March 2013.

Success Indicator 4 – Community and Student Satisfaction

This indicator is measured every three years with the first administration of the survey to occur in 2011-12 during late winter or early spring. Data from the survey will be used to set the baseline and future year targets.

Success Indicator 5 - CCSSE[204]

This indicator is based on a national survey administered every third year to measure student engagement in conjunction with the other Oregon community colleges that produces institutional and consortium data for benchmarking. A review of the CCSSE data led to the planning of several activities to provide additional support to students since student engagement activities influence academic performance and degree attainment. The purpose is to assess the quality of student engagement so that we can strengthen areas that are currently supporting student engagement and improve areas that are not excelling. The most critical period of vulnerability for student attrition is the first year of college: more than half of all students who withdraw from college do so during their first year. The current graduation and transfer rate reported to IPEDS in 2010-11 was 45%.

CCSSE Southwestern Benchmark Comparison

The data review revealed that two of the five benchmarks were achieved. The target benchmark was met in the area of Academic Challenge. The benchmark scores for Active & Collaborative Learning and Student Effort increased from the 2008 baseline with a significant increase noted for Student Effort that was only .3 from the benchmark. A significant decrease was documented in the area Support for Learners. In four out of the five benchmarks, the score was above the normed score of 50 for all colleges. While not all benchmarks were achieved, collectively there was progress made toward meeting SI 5. Activities and initiatives associated with this indicator are highlighted in the **Access Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

Success Indicator 6 - SENSE[205]

Student engagement activities influence academic performance and degree attainment. The purpose of the Survey of Entering Student Engagement (SENSE) indicator is to assess the quality of student engagement in order to strengthen those areas that are currently supporting student engagement and to improve those areas that are not excelling. The most critical period of vulnerability for student attrition is the first year of college. More than half of all students who withdraw from college do so during their first year.

The survey was first administered to students of the College in fall 2009. The baseline was established for the six benchmark areas with targets set for 2012-13.

Benchmark Area	Baseline 2010	2013-2014
Early Connections	52.9	53.0
High Expectations & Aspirations	43.0	50.0
Clear Academic Plan & Pathway	51.6	51.9
Effective Track to Learning	44.1	50.0
Engaged Learning	53.8	54.0
Academic & Social Support Network	43.8	45.8

The following key areas for supporting student learning and success are the focus of faculty and staff to improve our retention and completion rate, as well as improve the overall student experience.

- Strengthen Classroom Engagement
- Raise Expectations
- Promote Active, Engaged Learning
- Emphasize Deep Learning
- Build and Encourage Relationships
- Ensure that Students Know Where They Stand
- Integrate Student Support into Learning Experiences
- Expand Professional Development Focused on Engaging Students
- Focus Institutional Policies on Creating the Conditions for Learning
-

Faculty and staff will review the survey results from the 2012-13 survey administration in summer and fall of 2013 to assess whether improvements have been made and whether the indicator has been achieved. Activities and initiatives associated with this indicator are highlighted in the **Access Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

Success Indicator 14 – Structured Work Experience[206]

There were 305 work experience/field experience/practicums performed in 2010-11. The unduplicated headcount of students in the internship program was 167 and at least 121 different work sites partnered with the College to provide learning opportunities for our students. These figures include CRT, Culinary Arts, and internships. The 305 total internships generated 1810 credits, which translates to 117.1 FTE. A breakdown by term shows the following:

Term	Students	Credits	FTE
Summer	10	50	3.23
Fall	145	863	55.84
Winter	111	538	34.81
Spring	49	242	15.65
2010-11 Totals	167 - unduplicated	1810	117.1

Cooperative work experience opportunities positively impact College wide goals in the areas of retention and providing quality learning opportunities. Students engaged in work experience opportunities routinely report that their horizons are broadened and their commitment to career is bolstered by real life, hands-on experience in their selected career area. An added benefit from a vibrant program is the strong partnerships that develop between the employer community and the College. Activities and initiatives associated with this indicator are highlighted in the **Access Core Theme Planning exhibit** for sections 3.B1 and 3.B2.

The format of this report will mirror the new template when reporting for 2011-12. Baseline data is being reviewed during winter and spring 2012 in order to set targets for the 2011-12 and future years.

> 3.B.1
> *Planning for each Core Theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

Learning and Achievement planning[207] is focused on student learning outcomes, student success, and student satisfaction with the learning experience. The current structure of academic leadership provides for a central-lateral decision-making process, with input from program directors, coordinators, and faculty to Associate Deans or directly to the Vice President of Instruction. The academic leadership team meets regularly with the Vice President to process information and to plan. The Vice President and academic leadership team attend Instructional Council meetings to engage in a broad conversation around excellence in instruction, quality outcomes, planning, and change.

Quality learning opportunities that encourage student success and achievement are developed through an interdisciplinary and collaborative process that includes content experts, advising specialists, financial aid and student resource specialists, community and statewide partners, and industry stakeholders. In the absence of a formalized academic master plan, the current process to plan for academic programs and services has provided the College with several new learning opportunities and enhanced services for students. In the future, once the academic master plan is finalized, a formalized process of planning for programs and services will occur.

The Core Theme for Learning and Achievement is evident in every aspect of the College, from our program and degree opportunities, coursework, faculty, to student support services. The description statement for this Core Theme is:

> *Student learning and student achievement are at the core of the College Mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.*

This Core Theme has three Objectives:

> *LA1. Students achieve their academic goals.*
> *LA2. Curriculum for academic courses and programs is relevant and current.*
> *LA3. Students achieve course, program, and institutional learning outcomes.*

This Core Theme has two associated Strategic Plan Goals:

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

This Core Theme has four Annual Priorities (APs) established by the Board in July 2011 for the academic years 2011-12 and 2012-13:

> *3.1: Facilitate programs and services to support student achievement and success.*
> *3.2: Provide academic offerings which meet accreditation, national, state, and local standards including educational technology quality standards and industry quality standards.*
> *4.1: Promote and strengthen learning opportunities for students and staff through physical and social activities to foster lifelong learning and wellness.*
> *4.2: Identify opportunities and develop programming to meet local, regional, state, and global stakeholders' needs.*

This Core Theme currently has eight Planned Accomplishments (PAs). These are established each year by the individual units and the reporting units and are aligned with the APs and the Strategic Plan Goals. For academic year 2011-12, these are:

> *3.1A: Improve student achievement through new or enhancing programs or classes.*
> *3.1B: Survey staffing needs and prioritize the hiring of faculty and staff to meet student needs.*
> *3.1C: Assess testing and advising in order to facilitate the success of students.*
> *3.2A: Submit program accreditation and self-study Reports.*
> *3.2B: Improve quality control of academic offerings through effective course and program evaluation and faculty evaluation.*
> *4.1A: Enhance student activities for all students.*
> *4.1B: Enhance staff and faculty activities and interaction with each other.*
> *4.2A: Develop additional learning opportunities to meet needs.*

Learning and Achievement planning begins with the unit level program review/annual data and planning review that culminates in college planned initiatives identified during annual planning retreats, instructional committee meetings, administrative committee meetings, and at executive team meetings. Planning is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the Core Theme's Objectives. Examples of planning initiatives based on the main planning area and described in further detail within the **Learning and Achievement Core Theme Planning exhibit**[208] that have taken place over the last few years include:

- Academic Planning
    - Natural Resources program new degree development. This also required administrative planning.
    - Oregon Green Technician program new certificate development. This also required administrative planning, facilities planning, and technology planning.
    - Business Management/Entrepreneurial program development. This also required administrative planning.

- Administrative Planning
    - Student support activities developed from SENSE and CCSSE data reviews. This also was coordinated with academic planning.
    - Late registration policy changes.
    - CTE program activity development. This also required academic planning and technology planning.

- Facilities Planning
  - Curry Campus – new building completed and then opened to the public in January 2012. This also required coordination of academic planning, administrative planning, and technology planning.

Planning for programs and services currently being considered for future implementation or are in the process of being implemented include that are not illustrated in the exhibit include:

- Development of a formalized **academic master plan**[209] to support administrative planning, facilities planning, and technology planning.
- Allied health program expansion to meet national, regional, and local labor trends in support through academic planning, administrative planning, facilities planning, and technology planning.
- Postsecondary remedial programs to be reviewed with a focus on contextual learning and reducing the amount of time spent in remedial courses as identified through academic planning, administrative planning, facilities planning, and technology planning.
- Retention and completion planning in conjunction with national and state initiatives as a result of academic planning and administrative planning.
- Reconfiguration of the physical arrangements for tutoring, testing, and other student learning support services as one of several initiatives identified through administrative and facilities planning.
- Implementation of Jenzabar features that allow for increased access to online support materials for all classes replacing the designation of web-enhanced courses and seamless availability of student information through a portal. This implementation was identified as part of administrative planning and technology planning and is supported through academic planning, emergency planning, and facilities planning.
- The Childhood Education & Family Studies Program has submitted to the state a new 20 credit Pathways Certificate – Parenting Educator & Early Childhood Education Home Visitor to offer a viable credential for parenting educators in the statewide parenting HUB system. New programs are identified during academic planning and are supported by administrative planning, facilities planning, and technology planning.

> **3.B.2**
> *Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

All faculty and staff are committed to creating a student-centered learning environment where students are supported to achieve their academic goals. Learning opportunities are aligned with student and community needs, and are focused on preparing students to make positive contributions as citizens and members of their community. Southwestern's diverse learning environments optimize student learning and contribute to successful goal attainment. Learning outcomes ensure that students transition successfully with the necessary knowledge and skills to be successful in whatever future endeavors they seek. The focus of the overall curriculum is on developing the ability to think critically, reason analytically, communicate clearly and cogently, as well as being able to work together in collaborative environments and contribute in a meaningful way to the quality of life within their communities.

Learning and Achievement planning begins with the unit level program review/annual data and planning review that culminates in college planned initiatives identified during annual planning retreats, instructional committee meetings, administrative committee meetings, and at executive team meetings.

Planning for programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services. Examples of planning initiatives based on the main planning area and described in further detail within the **Learning and Achievement Core Theme Planning exhibit** that have taken place over the last few years include:

- Academic Planning
  - Developmental math redesign project. This also was coordinated with administrative planning, facilities planning, and technology planning.
  - Natural Resources program activity development. This also required administrative planning.
  - Nursing program activities. This also required administrative planning.
  - Skill development support courses for Phlebotomy program and Psychology
  - Writing outcomes development. This also required coordination with administrative planning.

Planned initiatives recently identified as part of the program review process or in the annual review of data that are not illustrated in the exhibit include:

- Writing, reading, and mathematics faculty are working with CTE faculty to enhance naturally occurring academic instruction within CTE courses (as part of Perkins). This requires academic planning, administrative planning, facilities planning, and technology planning.
- CTE faculty are developing CTE coursework with study skills embedded into specific courses. This requires academic planning and administrative planning.
- Local tutors provided for students participating in online physics and online engineering courses. This required academic planning, administrative planning, facilities planning, and technology planning.
- The **Childhood Education & Family Studies**[210] program is making initial connections with University of Oregon staff to address articulation of courses as part of the development of the new Early Childhood bachelor's degree at the university. This requires academic planning and administrative planning.
- The dining services staff and the OCCI staff will be developing a new model for student internships/externships. This requires academic planning, administrative planning, and facilities planning.
- Career Coaches to guide and support students from entry point to successful exit (graduation, transfer, or attainment of their educational goal). As part of the DOLETA grant these positions were identified through academic planning and administrative planning.

> **3.B.3**
> *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of Core Theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

Evidence from the data review for this Core Theme demonstrates that overall, we are achieving some of our objectives and must identify better indicators to fully develop assessing Mission Fulfillment for this Core Theme. The review process in spring and summer 2011 examined data on five indicators: SIs 5 & 6, 7, 12, and 13. SIs 5 & 6 are very closely related and for this report are addressed simultaneously. **Annual success indicator reports** that provide an overview and analysis of the data collected are prepared for all

four Core Theme SIs and presented to the Board. The reports are designed to integrate the information from across campus with respect to planning, budgeting, data collection, and the evaluation of the achievement of goals or outcomes. The table also describes why each indicator is a meaningful measure of the Core Theme Objective.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
LA1 Students achieve their academic goals	**SI 5: Student Engagement Activities—CCSSE:** Measured by all CCSSE benchmark targets that were met or exceeded.	Student engagement activities influence academic performance and degree attainment.
	SI 6: Student Engagement Activities—SENSE: Measured by all SENSE benchmark targets that were met or exceeded.	Student engagement activities influence academic performance and degree attainment.
LA2 Curriculum for academic courses and programs is relevant and current	**SI 7: Labor Trends:** Measured by the percent of programs addressing high-demand labor trends.	Assessing labor trends will ensure that degree and program graduates have the skills relevant to predicted high-demand, high-wage jobs in our region and to meet industry expectations.
	SI 14A: Structured Work Experience: Measured by: A. The percent of majors participating in work experience, categorized by course type, that met or exceeded the target.	Supports the goal of helping students earn quality credentials with real value.
LA3 Students achieve course, program, and institutional learning outcomes	**SI 12: Student Achievement:** Measured by the: A. Percent of passing grades in courses and by course type; B. Percent of passing courses after being placed on Early Alert; C. Average GPA of program students; and D. Average GPA of graduates.	Demonstrates student progress toward goals and level of student achievement.
	SI 13: Student Outcomes: Measured by the benchmark target met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes	Demonstrates student progress toward meeting established general education outcomes.

The Learning and Achievement core theme achieved a 64% rate (1.92 out of 3) based on the three indicators that were measured. For the first objective, *students achieve their academic goals* (LA1), one indicator had an achievement rate of 20% (.2 out of 1). The second objective, *curriculum for academic courses and programs is relevant and current* (LA2), had an achievement rate of 100% (1 out of 1). The third objective, *students achieve course, program, and institutional learning outcomes* (LA3), had an achievement rate of 72% (.72 out of 1). The CCSSE and SENSE indicators used to measure the first
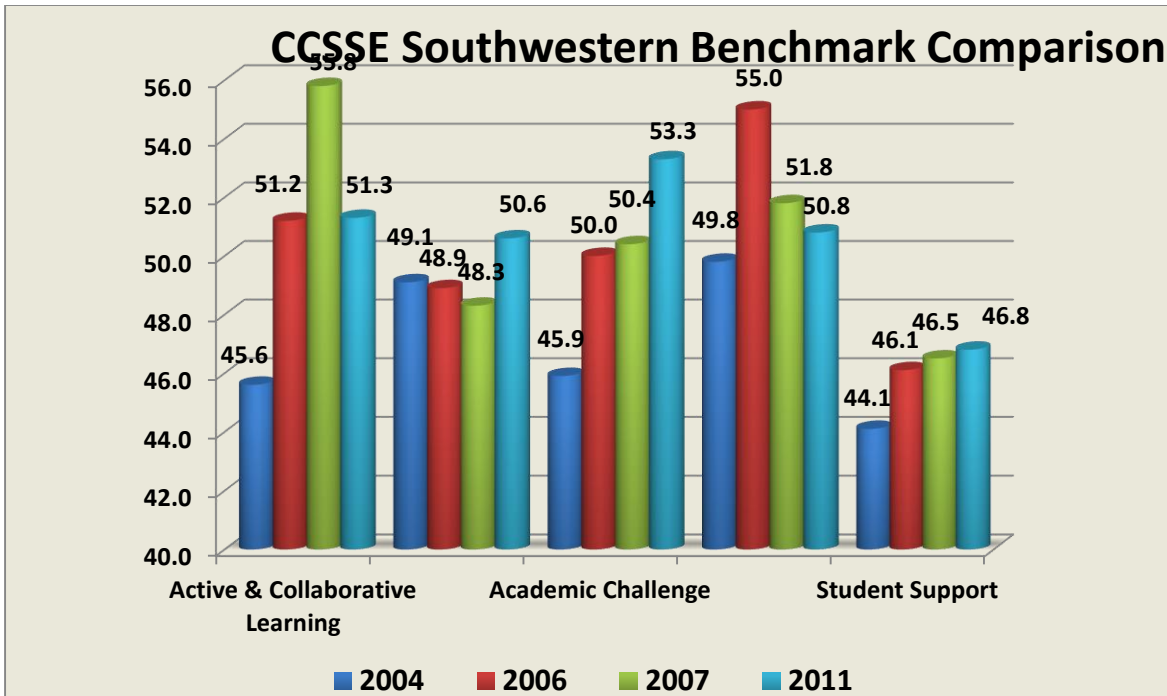
objective must be revisited to determine an appropriate method to define achievement of each of the indicators. As noted previously within Chapters One and Four, it is critical that instructional leaders and faculty develop appropriate indicators to measure achievement of the Learning and Achievement Core Theme.

Core Theme	Indicators Measured 2010-11	Indicators Achieved 2010-11	Percentage Achieved
Learning and Achievement (SI 5, 7, and 12)	3	1.92	64%
LA1 – Students achieve their academic goals (SI 5)	1	.2	20%
LA2 – Curriculum for academic courses and programs is relevant and current (SI 7)	1	1	100%
LA3 – Students achieve course, program, and institutional learning outcomes (SI 12	1	.72	72%

In addition to the SIs, units assess data annually, including evaluating unit outcomes and contributions toward Core Theme Objectives. An annual review of data and accomplishment of outcomes, along with a review of the Planned Accomplishments, is to be conducted by each unit. Results of the annual data review, and the program review every third year, are used to confirm the Planned Accomplishments for the upcoming year, including any budgetary and resource requests, as well as plan for the next three-year cycle. **Example reports** from the TracDat program review and planning repository are provided on the report exhibit website.

Success Indicator 5 - CCSSE

These two SIs are a result of the national surveys administered every third year to measure student engagement in conjunction with the other Oregon community colleges that produces institutional and consortium data for benchmarking. A review of the CCSSE data led to the planning of several activities to provide additional support to students since student engagement activities influence academic performance and degree attainment. The purpose is to assess the quality of student engagement so that we can strengthen areas that are currently supporting student engagement and improve areas that are not excelling. The most critical period of vulnerability for student attrition is the first year of college: more than half of all students who withdraw from college do so during their first year. The current graduation and transfer rate reported to IPEDS in 2010-11 was 45%.

CCSSE Southwestern Benchmark Comparison

The data review revealed that two of the five benchmarks were achieved. The target benchmark was met in the area of Academic Challenge. The benchmark scores for Active & Collaborative Learning and Student Effort increased from the 2008 baseline with a significant increase noted for Student Effort that was only .3 from the benchmark. A significant decrease was documented in the area Support for Learners. In four out of the five benchmarks, the score was above the normed score of 50 for all colleges. While not all benchmarks were achieved, collectively there was progress made toward meeting SI 5. Activities and initiatives associated with this indicator are highlighted in the **Learning and Achievement Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

Success Indicator 6 - SENSE[211]

Student engagement activities influence academic performance and degree attainment. The purpose of the Survey of Entering Student Engagement (SENSE) indicator is to assess the quality of student engagement in order to strengthen those areas that are currently supporting student engagement and to improve those areas that are not excelling. The most critical period of vulnerability for student attrition is the first year of college. More than half of all students who withdraw from college do so during their first year.

The survey was first administered to students of the College in fall 2009. The baseline was established for the six benchmark areas with targets set for 2012-13.

Benchmark Area	Baseline 2010	2013-2014
Early Connections	52.9	53.0
High Expectations & Aspirations	43.0	50.0
Clear Academic Plan & Pathway	51.6	51.9
Effective Track to Learning	44.1	50.0
Engaged Learning	53.8	54.0
Academic & Social Support Network	43.8	45.8

The following key areas for supporting student learning and success are the focus of faculty and staff to improve our retention and completion rate, as well as improve the overall student experience.

- Strengthen Classroom Engagement
- Raise Expectations
- Promote Active, Engaged Learning
- Emphasize Deep Learning
- Build and Encourage Relationships
- Ensure that Students Know Where They Stand
- Integrate Student Support into Learning Experiences
- Expand Professional Development Focused on Engaging Students
- Focus Institutional Policies on Creating the Conditions for Learning

Faculty and staff will review the survey results from the 2012-13 survey administration in summer and fall of 2013 to assess whether improvements have been made and whether the indicator has been achieved. Activities and initiatives associated with this indicator are highlighted in the **Access Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

Success Indicator 7 – Labor Trends[212]

The review of labor trends data to support SI 7 allows Southwestern to remain focused on current programs while planning for the future and long-term sustainability. The College does this in order to develop and maintain relevant educational programs that promote exceptional community and student learning experiences. Nurses and accountants are among the top ten occupations requiring a degree or certificate that are supported by Southwestern programs. The College continues to advance educational programs through a partnership with the University Center and Oregon Health Sciences University, allowing students in both of these programs to remain in the area to complete a four-year or advanced degree.

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

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

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

Faculty and administrators are able to monitor future job projections and high demand occupations to ensure appropriate learning opportunities are available for students and the community to provide the training and education so students will have the skills required to meet industry expectations. The percentage of programs meeting high demand labor trends for 2010-11 was 100% for national and state demand in jobs requiring a degree, certificate, or specialized training. This is a very good measure of success and we will continue doing those positive activities that have supported Southwestern meeting this objective. Activities and initiatives associated with this indicator are highlighted in the **Learning and Achievement Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

Success Indicator 12 – Student Achievement[213]

Data reviewed for SI 12 with respect to student achievement, which demonstrates student progress toward goals and level of student achievement, revealed that this indicator was met with all targets achieved. The percentage of students earning passing grades in courses in lower division collegiate (known as transfer LDC) was met with a percentage of 79.31%; occupational preparation at 94.13%; postsecondary remedial at 59.07%, with overall passing grades achieved of 78.63% (refer to annual report for baseline data and targets). For reporting purposes the average GPA indicator is addressed in this section, although it is noted that the **Year One Peer Evaluation Report** included a comment that this indicator does not yield meaningful data. The average GPA for graduates in 2010-11was 3.3 and exceeded the target of 3.250. The only area that did not meet the target was program student GPA. Based on the identified measures and targets, we were very successful in meeting our goals. Activities and initiatives associated with this indicator are highlighted in the **Learning and Achievement Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

One question that does need analysis is whether these are the best indicators of student achievement. We will look closely at this as an institution and develop new indicators for 2011-12 and the future. The proposed and pending indicators are noted in Chapter One of this report. The development of a solid set of indicators for this Core Theme is expected to occur over the next year with the new indicators included in the Year One Report due to the NWCCU in March 2013. As this indicator is slated for change, there are no specific planning initiatives to report at this time.

Success Indicator 13 – Student Outcomes

Student learning outcomes are evaluated in SI 13. This success indicator addresses student progress toward meeting established general education outcomes. The **Collegiate Assessment of Academic Proficiency[214]** (CAAP) is the standardized, nationally normed assessment program available from ACT that enables postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes. The test is administered every three years and is due to be administered next in 2011-12. Currently, this particular measure of success was not effective for the data last collected in 2009 because the student participant sample was too small. In order to effectively assess our general education outcomes, we need to develop a strategy to incentivize students to take the exam. One possible approach is to require the CAAP for graduation. All program areas set **baseline targets** in 2008 and will take a look at the results from the spring 2012 administration to analyze achievement of this indicator and the associated program targets. Activities and initiatives associated with this indicator are highlighted in the **Learning and Achievement Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.
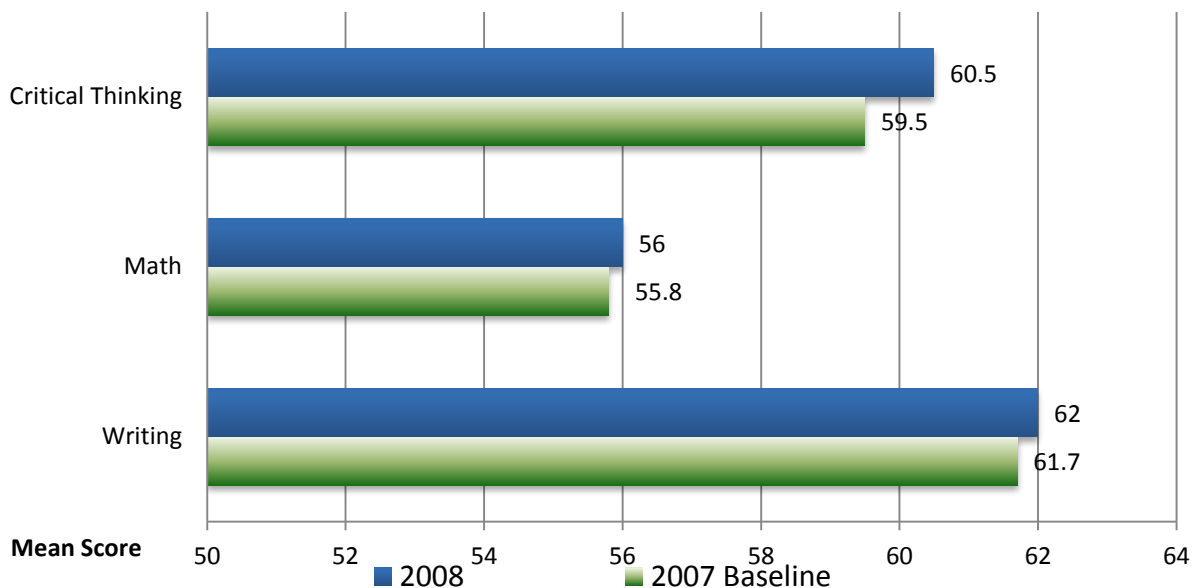
The effectiveness of the CAAP as a tool to measure student outcomes is a current instructional discussion. A **review**[215] of available nationally normed instruments revealed that the CAAP compares favorably to other tests and is both the least student intrusive and most cost effective to administer. Potential options to replace the CAAP include capstone projects, student e-portfolios, and institutionally developed instruments.

Success Indicator 14 - Structured Work Experience[216]

There were 305 work experience/field experience/practicums performed in 2010-11. The unduplicated headcount of students in the internship program was 167 and at least 121 different work sites partnered with the College to provide learning opportunities for our students. These figures include CRT, Culinary Arts, and internships. The 305 total internships generated 1810 credits, which translates to 117.1 FTE. A breakdown by term shows the following:

Term	Students	Credits	FTE
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Cooperative work experience opportunities positively impact College wide goals in the areas of retention and providing quality learning opportunities. Students engaged in work experience opportunities routinely report that their horizons are broadened and their commitment to career is bolstered by real life, hands-on experience in their selected career area. An added benefit from a vibrant program is the strong partnerships that develop between the employer community and the College. Activities and initiatives

associated with this indicator are highlighted in the **Learning and Achievement Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

The format of this report will mirror the new template when reporting for 2011-12. Baseline data is being reviewed during winter and spring 2012 in order to set targets for the 2011-12 and future years. The report will categorize the participants by major/degree area.

> 3.B.1
> *Planning for each Core Theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

Innovation and Sustainability planning[217] has been an integral part of the College planning process for many years. An environmental scan in the 1990s showed three major shifts that would negatively affect the College's enrollment and fiscal state: (1) a **decreasing district K-12**[218] population, resulting in decreased enrollments; (2) the implementation of **Oregon Ballot Measure 5,**[219] restricting property tax revenues; and (3) a fundamental change in state funding of community colleges, connecting funding predominately to FTE. At that time, the Board approved the goal of proactively seeking methods to increase the institution's financial independence.

Over the years, Southwestern has sought to sustain programs and services by augmenting typical fiscal resources through innovative resource development endeavors. The goal of innovative and entrepreneurial initiatives is to be self-supporting and eventually generate excess revenue to be used as needed by the general fund. The five operations deemed to be in the self-support category include: bookstore, dining services, Oregon Coast Culinary Institute, student housing, and tenant services. Additionally, Southwestern has sought and secured grants, increased the Foundation presence, and built a new Curry Campus. Innovation and sustainability endeavors are also evident when planning for program offerings and the services provided to students and the community which contribute to the fiscal stability of the College.

The Core Theme relating to Innovation and Sustainability encompasses the infrastructure and operations required for Mission Fulfillment to support lifelong learning. The description statement for this Core Theme is:

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

This Core Theme has two objectives:

> *IS1. Long-term sustainability and growth*
> *IS2. Strong infrastructure of employees, technologies, and facilities*

This Core Theme has three associated Strategic Plan Goals:

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

This Core Theme has seven Annual Priorities (APs) established by the Board in July 2011 for the academic years 2011-12 and 2012-13:

> *5.1: Guide initiatives and activities to achieve Mission Fulfillment within a culture of evidence based decision making and continuous improvement.*
> *5.2: Review, refine, develop, and implement appropriate policies and procedures to ensure the sustainability of the College.*
> *6.1: Provide effective fiscal management through responsible financial resource stewardship, ethical leadership, and responsive College -wide support.*
> *6.2: Pursue and maintain endeavors to develop revenue streams to support financial independence.*
> *7.1: Provide and maintain a safe working, learning, and living environment.*
> *7.2: Ensure effective College -wide operational and technological support for staff and students.*
> *7.3: Assess College -wide staffing needs to create priorities for the delivery of quality educational services and programs.*

This Core Theme currently has 15 Planned Accomplishments (PAs). These are established each year by the individual units and the reporting units and are aligned with the APs and the Strategic Plan Goals. For academic year 2011-12, these are:

> *5.1A: Institutional Effectiveness and Continual Improvement process.*
> *5.1B: Meet accreditation benchmarks.*
> *5.2A: Complete Board Policies and Administrative Policies & Procedures revamping.*
> *5.2B: Develop operational manuals.*
> *6.1A: Development of College Council functions - planning, budgeting, The Master Plan*
> *6.1B: Work toward the space integration of science, technologies and allied health and the planning and financing of appropriate facilities.*
> *6.1C: Explore additional resource opportunities for the College .*
> *6.2A: Consider additional endeavors / upgrades to current.*
> *6.2B: Explore financing opportunities through grants, industry alliances, and enterprise functions.*
> *7.1A: Expand procedure and systems to enhance and assist Emergency Management including updating the crisis management plan.*
> *7.1B: Increasing security measures and training.*
> *7.2A: Offer and support employee training and credentialing.*
> *7.2B: Reorganize instructional units so that the various components and functions fit together in a logical, manageable and sustainable manner.*
> *7.2C: Explore activities and programs to enhance employee engagement.*
> *7.3A: Review organizational structure to achieve Mission Fulfillment.*

Innovation and Sustainability planning begins with the unit level program review/annual data and planning review that culminates in college planned initiatives identified during annual planning retreats, instructional committee meetings, administrative committee meetings, and at executive team meetings. Planning is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the Core Theme's Objectives.

Examples of planning initiatives based on the primary planning area and described in further detail within the **Innovation and Sustainability Core Theme Planning exhibit** that have taken place over the last few years include:

- Academic Planning
  - Academic programs to support long-term stability through increased enrollments. This is coordinated with administrative planning, facilities planning, and technology planning.
  - Applied and received the CBJT grant after identification of a local need for qualified workers in the manufacturing/welding industry. This required collaboration with administrative planning, facilities planning, and technology planning.
- Administrative Planning
  - Safe learning and living environment through deferred maintenance and safety projects, Human Resources trainings, and campus security and housing activities
- Facilities Planning
  - Student Housing – building phases implemented as need increases. This requires administrative planning, emergency planning, and technology planning.
  - OCCI new program development – Baking and Pastry Arts program. This also was coordinated with administrative planning, facilities planning, and technology planning.
  - Curry Campus – new building opened to public in January 2012. This also required academic planning, administrative planning, emergency planning, and technology planning.

Planning for programs and services currently being considered for future implementation or are in the process of being implemented include that are not illustrated in the exhibit include:

- Expanding online safety training for all staff to promote a safe working and living environment and to reduce workplace injuries. These trainings require administrative and technology planning.
- Developing the OCCI garden and composting to reduce supply and disposal costs. These activities require academic planning, administrative planning, and facilities planning.
- Implementation of the Jenzabar system, decreasing long-term financial and human resource demands. This implementation requires academic planning, administrative planning, emergency planning, facilities planning, and technology planning.
- Further developing tenant services for Newmark and Neighborhood Facility buildings. These opportunities require administrative planning and facilities planning.
- Implementation of the Nolij document imaging and storage system. This requires technology planning and administrative planning.

> 3.B.2
> *Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

Southwestern acknowledges that a solid instructional program is supported by a strong infrastructure of technology, physical resources, fiscal resources, and human resources. As units/departments complete their 3-year full program review following the institutional process, they are encouraged to take a multi-functional view of their operations, including services provided, access to their services, customer service, policies and procedures, staffing, professional development, adequate resources, and an environmental scan. Outcomes identified by each unit/department and the associated assessments result in a list of

possible activities (Planned Accomplishments) for the unit to pursue in meeting their goals that map to the Core Themes and Mission.

Innovation and Sustainability planning begins with the unit level program review/annual data and planning review that culminates in college planned initiatives identified during annual planning retreats, instructional committee meetings, administrative committee meetings, and at executive team meetings. Planning for programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services. Examples of planning initiatives based on the primary planning area and described in further detail within the **Innovation and Sustainability Core Theme Planning exhibit** that have taken place over the last few years include:

- Academic Planning
    - o Allied Health consortium to support sustainable programs. This also required administrative planning, facilities planning, and technology planning.
- Administrative Planning
    - o Women's Wrestling added to the sports teams in 2011-12. This also required facilities planning.
    - o Human Resources outcomes and activities development to support the faculty, staff, and students within a positive working and learning environment. This also required academic planning and technology planning.
- Technology Planning
    - o ITGC planned initiatives and projects implementation. This was coordinated with academic planning, administrative planning, and facilities planning.

Planning for components and activities to support programs and services currently being considered for the future or are in the process of being implemented that are not illustrated in the exhibit includes:

- The Bookstore will implement a new system during summer 2012 to provide better services for students and reduce costs to students. Efficiencies in the inventory control system are expected to occur. The integration with Jenzabar will require additional technology planning. This is an academic planning and administrative planning initiative.
- Jenzabar Enterprise System is integrated with the College Board PowerFAIDs system for financial aid processing. Financial Aid will start using PowerFAides in February 2012 for the 2012-2013 academic year. The new software will improve the awarding timeline and increase automatic SAP and communication functionality. This required administrative planning and technology planning.
- The Business Office is converting the general ledger to meet the changed needs of the College as well as state requirements and will be able to produce business intelligence reports easily with the Jenzabar SQL database reporting tools. This requires administrative planning and technology planning.
- Human Resources will use the new online timesheet functionality and contract processing will improve customer services and process times. This requires administrative planning, emergency planning, and technology planning.
- The Jenzabar retention management system Finish Line, will be implemented winter term 2013. Finish Line gives us the ability to build retention models for different student populations. It will analyze critical data to deliver a complete online overview at our at-risk students through the portal. It will allow our student services staff to build one-to-one relationships with the students who most need attention. This requires academic planning, administrative planning, and technology planning.

- Discussions are underway for a cooperative grant application to increase educational attainment rates - a problem identified during the program review and planning processes. This requires academic planning, administrative planning, facilities planning, and technology planning.

3.B.3
Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of Core Theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

The following success indicators (SIs) were designed to give a broad evaluation of accomplishment of the Core Theme Objectives. These SIs are part of the environmental scan used in planning and selecting the programs and services to be accomplished to achieve Core Theme Objectives. Evidence from the data review for this Core Theme demonstrates that overall, we are achieving most of our objectives and must identify better indicators to fully develop assessing Mission Fulfillment for this Core Theme. **Annual success indicator reports** that provide an overview and analysis of the data collected are prepared for all four Core Theme SIs and presented to the Board. The reports are designed to integrate the information from across campus with respect to planning, budgeting, data collection, and the evaluation of the achievement of goals or outcomes. The table also describes why each indicator is a meaningful measure of the Core Theme Objective.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful and Appropriate for this Theme
IS1 **Long-term sustainability and growth**	**SI 15: Fiscal Cash Flow Responsibilities:** Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target	Identifies if ending fund balance meets projected short-term liabilities and daily operating costs

	SI 16: Fiscal Responsibilities - All Funds: Measured by the target met or exceeded for
	  C. Ending fund balance,
	  D. Current ratio, and
	  E. Accounts receivable turnover ratio
		Identifies if assets and ending fund balances are adequate to meet long-term sustainability and growth
		
		Monitors outstanding student receivables

	SI 17: Fiscal Enterprise Fund Responsibilities: Measured by the
	  A. Combined ending fund balance target met or exceeded prior to general fund transfers out, and
	  B. Accounts receivable turnover ratio target that was met or exceeded
		Identifies if enterprise fund profitability to meet long-term growth
		
		Monitors outstanding student receivables

	SI 23: Strategic Plan Accomplishments: Measured by the percent of Strategic Plan Annual Priorities completed	Ensures Annual Priorities are accomplished as planned
IS2 **Strong infrastructure of employees, technologies, and facilities**	**SI 9: Employee Opinion and Satisfaction:** Measured by the level of employee satisfaction and opinion ratings on the annual survey	Satisfied employees are productive contributors to the College environment
	SI 19: Infrastructure Equipment and Software Maintenance: Measured by the percent of materials and supplies budgeted and spent on administrative and instructional equipment and software	Identifies if funds expended for equipment purchased is adequate to meet operational and student needs
	SI 20: Infrastructure Maintenance: Measured by the percent of identified deferred maintenance and safety projects completed	Ensures the sustainability of the infrastructure by completion of deferred maintenance and safety projects

The Core Theme Objectives for Innovation and Sustainability were achieved at a rate of 100%. It is evident that the focus on fiscal stability led to achievement of the financial-related success indicators. The prudent approach to fiscal management and the commitment of faculty and staff to operate within the financial constraints the college has faced over the last five years has led to an ending fund balance that exceeded the target for 2010-11.

Core Theme	Indicators Measured 2010-11	Indicators Achieved 2010-11	Percentage Achieved
Innovation and Sustainability (SI 15, 16, 17, and 23)	4	4	100%
IS 1 – Long term sustainability and growth (SI 15, 16, 17, and 23)	4	4	100%
IS 2 – Strong infrastructure of employees, technologies, and facilities (not measured)	NA	NA	NA

In addition to the SIs, units assess data annually, including evaluating unit outcomes and contributions toward Core Theme Objectives. An annual review of data and accomplishment of outcomes, along with a review of the Planned Accomplishments, is to be conducted by each unit. Results of the annual data review, and the program review every third year, are used to confirm the Planned Accomplishments for the upcoming year, including any budgetary and resource requests, as well as plan for the next three-year cycle. **Example reports** from the TracDat program review and planning repository are provided on the report exhibit website.

Success Indicator 9 – Employee Opinion and Satisfaction[220]

Southwestern recognizes that satisfied employees are productive contributors to the College and that satisfaction is important to all employee groups - faculty, staff, and administrators. The Great College's to Work For" survey facilitated by ModernThink, LLC was conducted in early 2011 and the results were used to establish baseline percentages of employee satisfaction. The survey was limited to Faculty (Full and Part Time), Administration, and Other Exempt Professional Staff in 2011 as the survey was provided free of charge with that version failing to encompass the classified staff. The survey was conducted during March and April of 2011 with an email announcement to staff containing the link to the online survey. The survey participation rate was 32% with 43% of all responses indicating an overall positive rating.

The survey instrument measured organizational dynamics and managerial competencies while providing insight into the quality and health of the various relationships that impact Southwestern's culture and daily experience of our employees. Although all employees were not surveyed, the results indicate that important work needs to be done in improving the overall satisfaction level of Faculty and administration.

Area of Response	Percentage of Strongly Agree or Agree Responses
Job Satisfaction /Support	62%
Teaching Environment	32%
Professional Development	65%
Compensation/Benefits	49%
Facilities	54%
Policies, Resources & Efficiency	32%
Shared Governance	30%

| Area of Response	Percentage of Strongly Agree or Agree Responses
Pride	53%
Supervision	49%
Senior Leadership	36%
Faculty, Admin. & Staff Relations	25%
Communication	43%
Collaboration	43%
Fairness	36%
Respect & Appreciation	45%

The areas for marked improvement based on the survey results include:

1. Teaching Environment
2. Policies, Resources & Efficiency
3. Shared Governance
4. Senior Leadership
5. Faculty, Administration & Staff Relations
6. Communication
7. Collaboration
8. Fairness

Administrative leaders support the administration of a broader survey given the importance of employee satisfaction and the belief that it is critical to determine the satisfaction of all employee groups. The survey will be administered to all employee groups in 2012 with the cost of survey administration budgeted by the Human Resources Office. Activities and initiatives associated with this indicator are highlighted in the **Innovation and Sustainability Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

Success Indicator 15 – Cash Flow[221]

It is essential that the College carry an ending fund balance that meets projected short-term liabilities and meets daily operating costs as measured by this indicator. The General Fund ending fund balance is increasing as targeted with an actual of balance of $2,278,609 for FY11 (2010-11) exceeding the targeted balance of $900,000. Unrestricted cash was consolidated into the General Fund in FY11 (2010-11) which resulted in the large increase to the ending fund balance.

End of Quarter Total Unrestricted Cash for All Funds
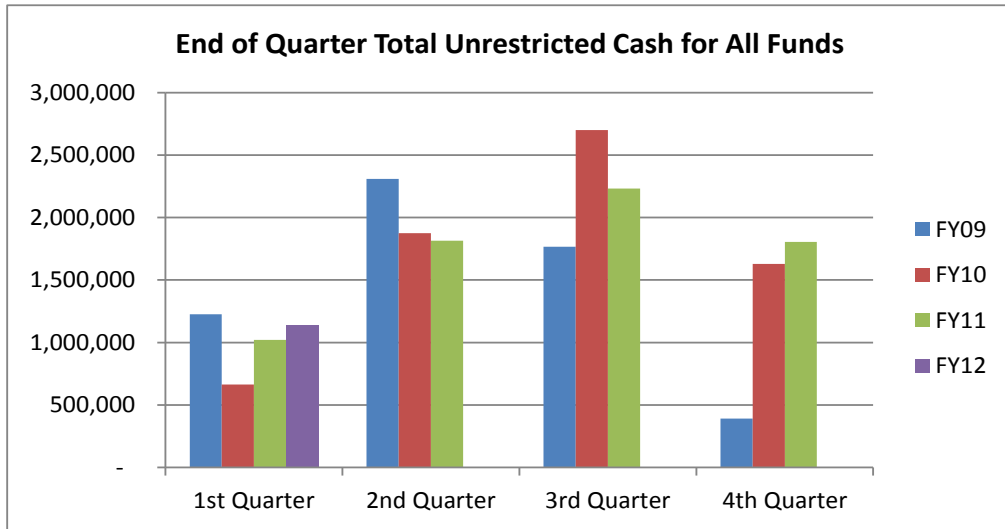
During 2007-2009, the College's cash-on-hand fell short of the amount needed to meet daily expenditures which required short-term borrowing from a line-of-credit; additionally, the State support funds based on FTE are delayed for the 4th quarter of the 2nd year of the biennium causing an uneven cash flow. The College has an established line of credit for immediate use if available cash falls short of needs. Due to decreased spending and intense monitoring of payables and accounts, no borrowing has been necessary for two years. The administrative leaders will continue to monitor daily cash flow to minimize the need for borrowing and also plan to rebuild cash-on-hand to minimize the need for borrowing. Activities and initiatives associated with this indicator are highlighted in the **Innovation and Sustainability Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

**Success Indicator 16 – Fiscal Responsibilities for All Funds[222]**

Financial monitoring and fiscal responsibility falls within the administrative services area of the College who work with administrative leaders and other staff from across campus to ensure assets and ending fund balances are adequate to meet long-term sustainability and growth. The ending fund balance (from all funds) gives the overall view of the finances including special projects, grants, and enterprise units. The target balance of $900,000 was achieved in 2010-11. Of special note is the inclusion of capital construction funding as the balance includes resources reserved for capital construction which explains the peek years of FY04 – FY06 (building OCCI, Recreational Center, and Curry reserves) and FY10-FY11 (building Curry Campus).

All Funds Ending Fund Balance
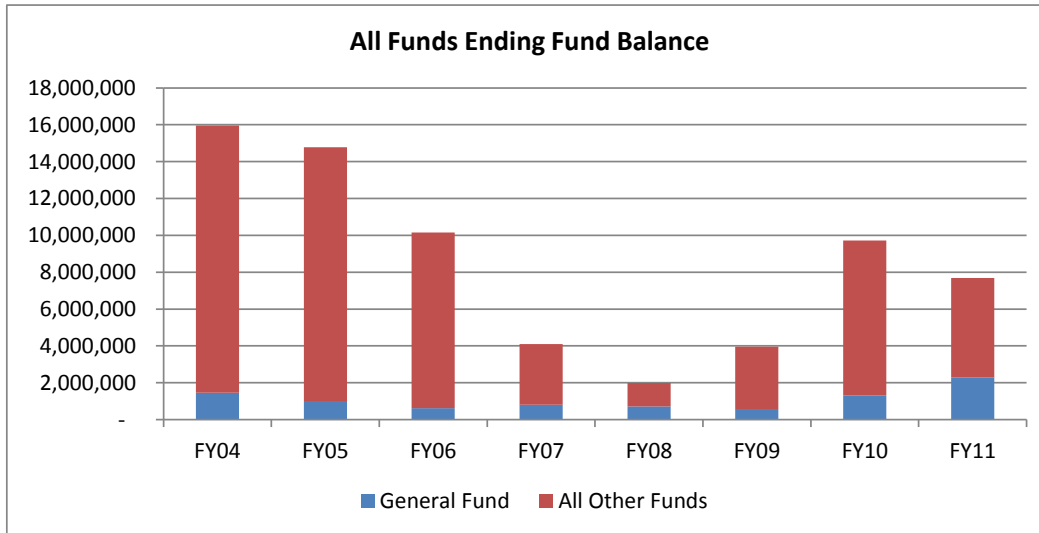
The Current Ratio of Assets to Liabilities follows a similar pattern as the capital money described above explaining the highs and lows. The target of a 2:1 ratio was achieved in 2010-11

Current Ratio Assets to Liabilities
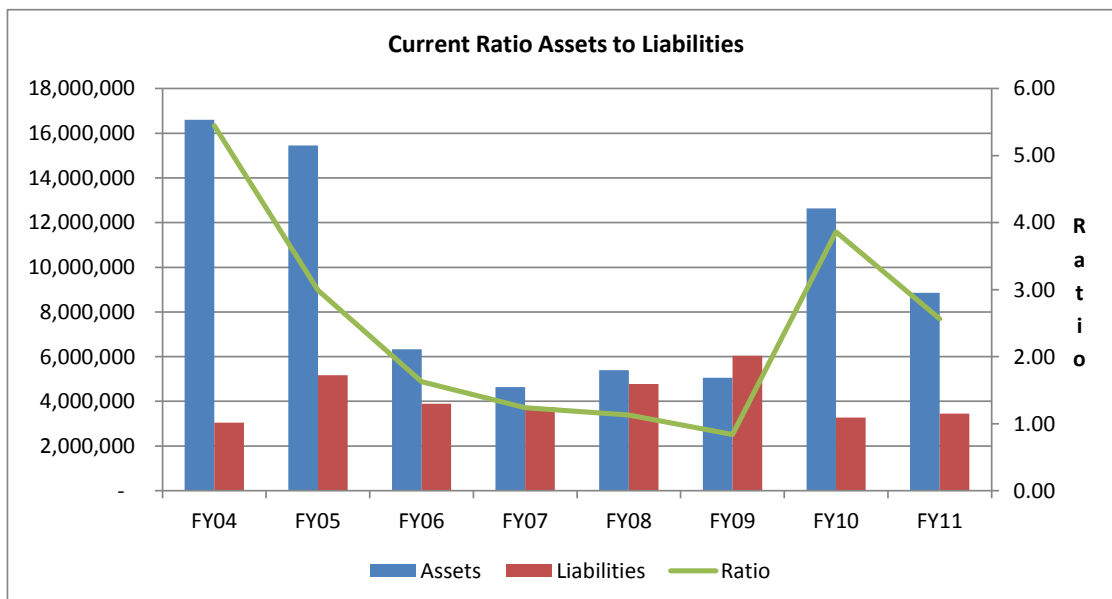
The indicator of accounts receivable turnover has been removed from this Success Indicator and moved to a unit measurement of achievement.

Intense monitoring of the revenues and expenditures has resulted in an increased ending fund balance. All expenditures have final approval by one of four administrators. The main focus for 2011-12 will be:

- Reduce expenditures through reducing energy consumption
- Increasing recycling and composting
- Exploring the feasibility of other initiatives to reduce costs
- Monitor daily cash flow to minimize the need for borrowing
- Rebuild cash-on-hand to minimize the need for borrowing.

Activities and initiatives associated with this indicator are highlighted in the **Innovation and Sustainability Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

Success Indicator 17 – Enterprise Funds[223]

Entrepreneurial units are designed to be self-support which is defined as generating revenues to cover the costs of the programs and services. It is essential that enterprise fund profitability contributes to the long-term growth of the College. The enterprise units have been meeting their obligations of self-support. The College suffered an enrollment decrease (including OCCI) during FY11 (2010-2011) that reduced student housing occupancy and the use of dining services and bookstore. The decreased enrollments caused budget adjustments for those affected units but resulted in a dramatic decrease in the net income from $429,924 in FY10 (2009-10) to a negative profit of $1,227 the following year in FY11 (2010-11). The state funding from FTE generated by the enterprise units is not included in any of the calculations but is given to show the effect of these units to the organization's General Fund through increased state funding. The target ending fund balance of $100,000 was not achieved from tuition, fees, and other revenues although the inclusion of state funding from FTE more than ensures that the costs of the programs and services are covered.
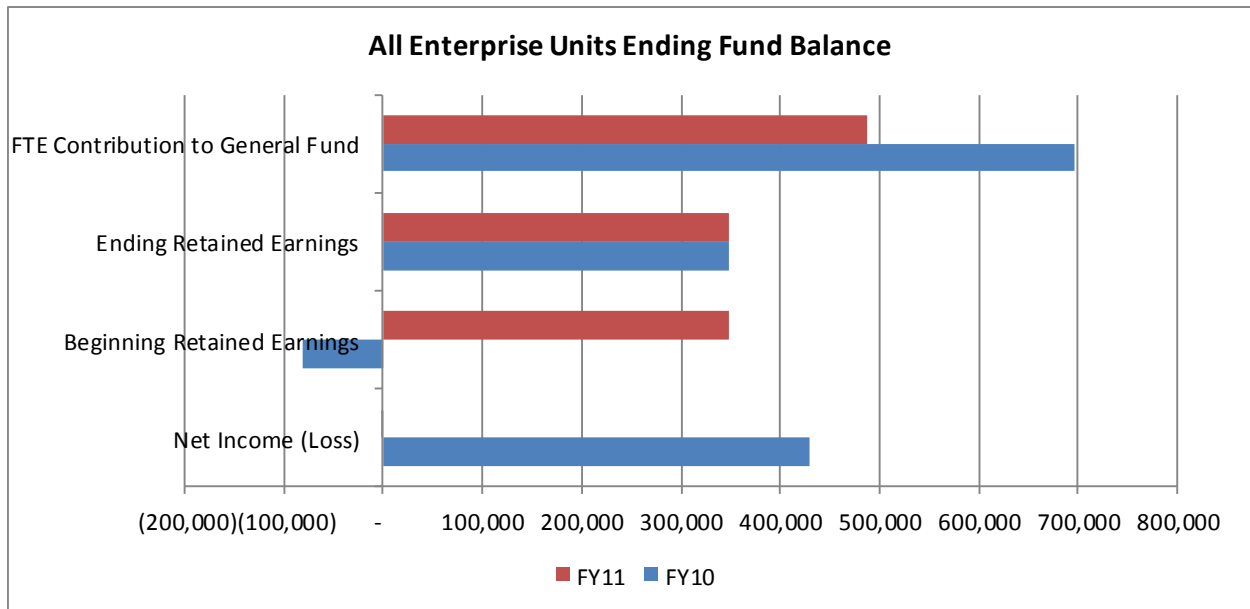
The enterprise units will continue to work with enrollment management and educational support programs and services areas to increase enrollment and support retention activities. Administrative leaders plan to monitor comparable programs and services to insure competitiveness. Several facilities are occupied by other tenants who will not be renewing their contracts that will require finding new tenants for vacated facilities. Activities and initiatives associated with this indicator are highlighted in the **Innovation and Sustainability Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

The sub-indicator for accounts receivable turnover has been removed from the Success Indicator and moved to a unit measurement of achievement. Administrative leaders have held meetings regarding the accounts receivable collection activities and are working to improve the process through a pilot project as the College is well aware of the need to proactively monitor and actively collect on the receivables that primarily consists of tuition and fees balances.

Success Indicator 19 – Infrastructure Equipment and Software Maintenance[224]

Long-term sustainability of equipment is a challenge in today's technology era. This indicator identifies if funds expended for equipment purchased is adequate to meet operational and student needs. Baseline data was generated at the end of 2010-11 to determine targets for future years. In FY11 (2010-11), the percent of expenditures on equipment was 2.9% ($866,655) from General Fund, Special Projects, Internal Services, and Enterprise (not included is data from 36 – Plant Fund which would have included building construction). The prior two years data indicates 2.6% was expended in 2009-10 and 2.5% in 2008-09. Due to reduced funding and budget cuts, the expenditures on technology and other equipment was less than the technology replacement plan and facility planning. The optimal percent would be 5% based upon the current replacement plans and identifying equipment. The target for 2011-12 is set at 2.7% and the same for 2012-13.

	Budget	Actual	Percent	Target
FY09	29,297,501	723,680	2.5%	
FY10	35,395,230	916,412	2.6%	
FY11	29,884,655	866,655	2.9%	Baseline
FY12				2.7%
FY13				2.7%

Data Source: Colleague / Institutional Researcher

Equipment expenditures for operational support have been reduced during these austere budgets; each request is evaluated on immediate need, safety, and operational justifications. Due to reduced funding and budget cuts, the expenditures on technology and other equipment and software was less than optimal but ample dollars amounts are available for items that cannot be deferred. Activities and initiatives associated with this indicator are highlighted in the **Innovation and Sustainability Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

Success Indicator 20 – Infrastructure Maintenance[225]

Maintenance and safety project contribute to the long-term sustainability of the infrastructure. The planned projects are selected each year during the development of the annual budget. Each year the goals is to complete 100% of the identified projects with the allotted dollars but as new issues emerge that need immediate attention, planned projects are deferred with the unspent dollars moving to the new project. Therefore, the original planned projects are not all completed. Baseline data was generated in 2010-11 to determine targets for future years. In FY11 (2010-2011) there were 11 planned projects with 9 being completed (82%). The target for 2011-12 is set at 85% and the same for the next three years.

	Planned	Completed	% Completed	Target
FY10	8	7	88%	Baseline
FY11	11	9	82%	85%
FY12	15			85%
FY13				85%

Data Source: Budget Books / Facilities / Admin Services

The main items planned for 2011-12 include:

- Update the Master Facilities Plan
- Facilities usage data collection and analysis

- Research the feasibility of campus-wide video surveillance
- Research wireless door locks for entire campus operated by Laker1Card

Activities and initiatives associated with this indicator are highlighted in the **Innovation and Sustainability Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

Success Indicator 23 – Strategic Plan Accomplishments[226]

Planning for college programs and services requires time and commitment from faculty and staff to identify annual Planned Accomplishments based on results from program reviews and annual planning processes. The Strategic Plan is developed from the unit plans with updates provided by faculty and staff on a quarterly basis. This indicator ensures Annual Priorities are accomplished as planned by tracking how many of the institutional Strategic Plan Accomplishments have been achieved. The achievement rate for 2010-11 was nearly 95% with 52 out of 55 Planned Accomplishments completed. The target percentage was 85% and the indicator was successfully met.

Planning by Core Theme took place for the first time during spring 2011 by all units and reporting units of the College. Unit and reporting units identified **Planned Accomplishments for 2011-12 through 2013-14**. Activities and initiatives associated with this indicator are highlighted in the **Innovation and Sustainability Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

> **3.B.1**
> *Planning for each Core Theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

Community Engagement planning[227] is an essential component of community college activities that includes planning for internal engagement opportunities as well as external engagement endeavors. Southwestern was a strong community partner in the past, and endeavors to continue being a strong community partner in the present and in the future through a variety of means—including inviting community members to participate as advisors, champions, donors, and students. Success in these endeavors is measured through survey tools, increases in participation rates, and data collected through TracDat.

Community engagement planning the activities to achieve the Planned Accomplishments for community engagement occurs in multiple ways in each unit and is consistent with and supports the institution's comprehensive Strategic Plan and guides the selection of programs and services.

The fourth and final theme to complete Southwestern's support of the Mission is Community Engagement. The description statement for this Core Theme is:

> *Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.*

This Core Theme has two objectives:

> *CE1. Effective collaboration and partnerships with local and district organizations*
> *CE2. Community engagement in diverse activities and events*

This Core Theme has two associated Strategic Plan Goals:

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

This Core Theme has four Annual Priorities (APs) established by the Board in July 2011 for the academic years 2011-12 and 2012-13:

> *8.1: Develop and sustain community partnerships in response to emerging economic and workforce needs.*
> *8.2: Create and sustain educational partnerships to promote shared resources for seamless educational opportunities.*
> *9.1: Strengthen community relations by encouraging participation on College committees and at campus events.*
> *9.2: Support and encourage participation in cultural activities, community events, and community organizations.*

This Core Theme currently has eight Planned Accomplishments (PAs). These are established each year by the individual units and the reporting units and are aligned with the APs and the Strategic Plan Goals. For academic year 2011-12, these are:

> *8.1A: Evaluate and prioritize current community partnerships.*
> *8.2A: Improve communication and involvement with community stakeholders – e.g. school districts, business, and industry.*
> *8.2B: Increase student transition opportunities.*
> *9.1A: Explore collaborative projects with district cities.*
> *9.1B: Increase and enhance activities for community attendance.*
> *9.2A: Support community events and cultural activities.*
> *9.2B: Improve communication with internal and external partners to increase student success.*
> *9.2C: Explore new fundraising and friend raising opportunities.*

Planning for all of these activities or programs is consistent with the overall College plan to meet the community engagement theme objectives and to support the Strategic Plan Goals, Annual Priorities, and Planned Accomplishments. Community Engagement planning begins with the unit level program review/annual data and planning review that culminates in college planned initiatives identified during annual planning retreats, instructional committee meetings, administrative committee meetings, and at executive team meetings. Planning is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the Core Theme's Objectives. Examples of planning initiatives based on the main planning area and described in further detail within the **Community Engagement Core Theme Planning exhibit**[228] that have taken place over the last few years include:

- Academic Planning
  - Skills Day for high school occupational students to demonstrate their skills by competing with other local students. This also requires administrative and facilities planning.
  - South Coast Writers Conference is in the 17th year as a program offered in Curry County. This also requires administrative planning and facilities planning.
  - Small Business Development Center partnerships and program planning. These require collaboration with administrative planning and facilities planning.
  -
- Administrative Planning
  - 50th Anniversary celebrations. This required collaboration with facilities planning and technology planning.
  - College Foundation partnerships in support of the 50th Anniversary, Alumni Club, Legacy Bricks, and Curry Campaign. This required collaboration with academic planning, facilities planning, emergency planning, and technology planning.

Planning for programs and services currently being considered for future implementation or are in the process of being implemented include that are not illustrated in the exhibit include:

- Curry Campus facilities planning included a wing specifically designed for community use.
- Expansion of non-credit community learning opportunities requires academic planning, administrative planning, and facilities planning.
- Increased structured work experience opportunities for students that positively impact businesses. This requires academic planning, administrative planning, and facilities planning.
- Management and support of diverse programs that meet the needs of community members, including the elderly, disadvantaged, and youth, through grants received by Southwestern. This

requires coordination with academic planning, administrative planning, facilities planning, and technology planning.

- Development of innovative programs to meet the future needs of students and the community requires academic planning, administrative planning, facilities planning, and technology planning.

> ### 3.B.2
> *Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services*

The Community Engagement Core Theme relates to partnerships and opportunities for the community to participate in diverse activities and events through Southwestern. This is a pivotal way the College actively supports the economic health of the South Coast. Efforts to attract the local community to engage in activities sponsored or cosponsored by Southwestern are planned by all areas of the campus, including instructional related activities and support programs and services. All students and staff are encouraged to participate in external community engagement endeavors with specific planned activities throughout the year—from instructional service learning opportunities to student volunteers to (all) campus donations to local charities.

Community Engagement planning begins with the unit level program review/annual data and planning review that culminates in college planned initiatives identified during annual planning retreats, instructional committee meetings, administrative committee meetings, and at executive team meetings. Planning for programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services. Examples of planning initiatives based on the main planning area and described in further detail within the **Community Engagement Core Theme Planning exhibit** that have taken place over the last few years include:

- Academic Planning
  - o Certificate and Degree development with advisory boards. This requires collaboration with administrative planning, facilities planning, and technology planning.
  - o Geology Lectures provided to the community. This also requires administrative planning and technology planning.

- Administrative Planning
  - o College Now, a comprehensive program for high school students to earn college credits. This requires collaboration with academic planning, facilities planning, and technology planning.
  - o Cultural events provided to campus and the community. This also requires facility planning.
  - o Facilities use and policies to ensure opportunities exist for the community to hold events on campus. This often requires academic planning, facilities planning, and technology planning.

- Facilities Planning
  - o Curry Campus – construction of a new building that opened to the public in January 2012. This required collaboration with academic planning, administrative planning, and technology planning.

Planning for community engagement programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals of this Core Theme and support the accomplishments of our Strategic Plan. Supporting programs and services currently being considered for the future or are in the process of being implemented or improved and not illustrated in the exhibit include:

- Facilities use by non-college organizations and individuals requires administrative planning and facilities planning.
- Active participation by Southwestern personnel in community activities including as board members of local organizations requires administrative planning.
- Providing cultural events held on campus requires the collaboration of academic planning, administrative planning, facilities planning, and technology planning.
- Strong business and workforce outreach to enhance economic development will require academic planning, administrative planning, and facilities planning.
- Engaging community members as active college advisory committee members requires administrative planning.
- Coordination with local high schools to provide dual credit for college-bound students by redesigning the delivery of courses requires academic planning, administrative planning, facilities planning, and technology planning.

> **3.B.3**
> *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of Core Theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

The following success indicators (SIs) were designed to give a broad evaluation of accomplishment of the Core Theme Objectives. These SIs are part of the environmental scan used in planning and selecting the programs and services to be accomplished to achieve Core Theme Objectives. Evidence from the data review for this Core Theme demonstrates that overall, we are achieving most of our objectives and must identify better indicators to fully develop assessing Mission Dulfillment for this Core Theme. **Annual success indicator reports** that provide an overview and analysis of the data collected are prepared for all four Core Theme SIs and presented to the Board. The reports are designed to integrate the information from across campus with respect to planning, budgeting, data collection, and the evaluation of the achievement of goals or outcomes. The table also describes why each indicator is a meaningful measure of the Core Theme Objective.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful and Appropriate for this Theme
CE1 Effective collaboration and partnerships with local and district organizations	**SI 8: Employer Perceptions:** Measured by average rating levels on the Employer Satisfaction and Opinion Survey that meets or exceeds the targets	Identifies if employers are satisfied with student outcomes
	SI 14B: Structured Work Experience: Measured by the B. Percent of change in number of participating employers from year to year that met or exceeded the target	Supports the goal of helping students earn quality credentials with real value

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful and Appropriate for this Theme
	SI 26: BITS Company Satisfaction: Measured by the percent of companies ranking training they received through community College Business and Industry Training System (BITS) –State KPM 10	Determines the level of satisfaction of training provided to companies and to meet state standards and requirements
CE2 Community engagement in diverse activities and events	**SI 3: Course Offerings Credit and Non-Credit Report:** Measured by the percent of increase over the prior year, categorized by location and demographic status	Trends of courses accessed by students and the community illustrate current needs and predict future needs
	SI 4: Community and Student Satisfaction: Measured by the average rating level for services on the Community and Student Satisfaction Survey	Feedback is essential to enhancing and improving services to meet students' needs
	SI 22: Community Participation and Satisfaction in Activities and Events: Measured by the C. Percent of activities and events compared to prior year that meets or exceeds target, and D. Rating level for facilities services that meets or exceeds target	Identifies if activities and events are offered and attended Determines level of satisfaction for the services provided by the College

Within the Community Engagement core theme there were two indicators measured resulting in a 57% (1.14 out of 2) achievement rate. Both indicators support the Core Theme Objective of *community engagement in diverse activities and events* (CE2). The other objective (CE1) included measures that yielded no results or had baseline figures determined in 2010-11. The Community Engagement Core Theme achievement fell below the expected Mission Fulfillment threshold although the achievement rate was affected by the exclusion of data from SI 26. The normal rate of return on data collected for SI 26 in the past has shown a 100% satisfaction rating demonstrating that this indicator is normally achieved. Based on the trend data from SI 26, had the indicator been included in the calculation of core theme objective achievement, the rate would have been 71% (2.14 out of 3. Further development of relevant and meaningful indicators associated with this core theme will take place over the next year.

Core Theme	Indicators Measured 2010-11	Indicators Achieved 2010-11	Percentage Achieved
Community Engagement (SI *3* and 22A)	2	1.14	57%
CE1 - Effective collaboration and partnerships with local and district organizations (not measured)	0	0	0%
CE2 – Community engagement in diverse activities and events (SI 3 and 22B)	2	1.14	57%

In addition to the SIs, units assess data annually, including evaluating unit outcomes and contributions toward Core Theme Objectives. An annual review of data and accomplishment of outcomes, along with a

review of the Planned Accomplishments, is to be conducted by each unit. Results of the annual data review, and the program review every third year, are used to confirm the Planned Accomplishments for the upcoming year, including any budgetary and resource requests, as well as plan for the next three-year cycle. **Example reports** from the TracDat program review and planning repository are provided on the report exhibit website.

Success Indicator 3 – Courses Credit and Noncredit

Data analysis related to Strategic Plan Goal to ensure access to diverse learning opportunities was met through the increase in course offerings, in particular, in e-Learning course offerings. On the Coos Campus, there was a 16% decrease in course offering most likely related to the closing of the Human Services and the Horticulture Programs. There has been an overall decrease in FTE on Coos Campus of 7% while OCCI has had an 11% decrease in FTE contributing to this achievement indicator falling short of the target 3390 FTE. Course offerings have overall increased so we seem to be improving overall access but the enrollment and FTE numbers, based on the reimbursement data and the instructional area data, have decreased. As part of the Academic Master Plan we need to conduct a thorough analysis of the data to understand what is driving this concerning trend. Activities and initiatives associated with this indicator are highlighted in the **Community Engagement Core Theme Planning exhibit** for sections 3.B.1 and 3.B.2.

		2006-07	2007-08	2008-09	2009-10	2010-11
Coos Campus	Total FTE	1,829.17	1,931.17	1,964.16	2,010.39	1,919.40
	Count of Courses	1,356	1,488	1,519	1,432	1,450
	Average Enrollment	16.97	16.06	15.90	17.45	16.54
Curry Campus	Total FTE	186.42	207.30	215.54	194.56	211.49
	Count of Courses	463	490	459	414	449
	Average Enrollment	7.86	8.39	8.63	9.17	8.93
OCCI	Total FTE	177.86	162.45	226.06	316.17	274.75
	Count of Courses	103	79	92	120	134
	Average Enrollment	13.24	16.20	19.86	19.59	15.44
E-Learning	Total FTE	266.84	273.93	300.38	347.40	424.27
	Count of Courses	329	321	315	328	390
	Average Enrollment	11.88	12.64	13.50	16.66	17.87
Coos Off-Campus	Total FTE	598.56	520.76	511.85	438.40	507.99
	Count of Courses	912	949	888	820	832
	Average Enrollment	13.23	13.30	13.71	12.94	14.15
Shutter's Creek	Total FTE	88.56	71.03	58.70	27.02	51.43
	Count of Courses	38	34	33	12	28
	Average Enrollment	16.21	14.35	13.36	10.25	11.71
Grand Total	Total FTE	**3,147.40**	**3,166.65**	**3,276.69**	**3,333.94**	**3,389.33**
	Count of Courses	**3,201**	**3,361**	**3,306**	**3,126**	**3,283**
	Average Enrollment	**13.93**	**13.82**	**14.16**	**15.14**	**14.97**

This indicator will be reviewed for applicability and meaningfulness with respect to meeting the Core Theme Objective during 2011-12 with anticipated changes to be implemented and reported in the Year One Report due to NWCCU in March 2013.

Success Indicator 4 – Community and Student Satisfaction

This indicator is measured every three years with the first administration of the survey to occur in 2011-12 during late winter or early spring. Data from the survey will be used to set the baseline and future year targets. Activities and initiatives associated with this indicator are highlighted in the **Community Engagement Core Theme Planning exhibit** for sections 3.B1 and 3.B2.

Success Indicator 8 – Employer Perceptions[229]

The employer survey is one way to gauge the level of satisfaction of employers of our recent graduates. The overall responses received rated graduate performance and skills as above average with scores indicating excellent or very satisfied. Employers responding to the survey indicated the overall quality of education preparedness of graduates as 4 on a scale of 5 with 5 indicating very satisfied.

Question Area	Rating – Scale of 1 – 5 (5 – very satisfied)
Overall Job Performance	4.25
Overall Quality of Education Preparation	4.00

Due to the low participation rate of employers the survey will be conducted again in 2012-13 for students who graduated in 2008 and 2009 then every three years thereafter based on graduates from three to five years prior to the survey. The time differential is to allow graduates time to complete their undergraduate degree and find employment to enhance the employer participant pool. Conducting the survey in 2012-13 will allow time to redesign the survey administration procedure to encourage participation by employers and in conjunction with state initiatives through the achievement compact. Activities and initiatives associated with this indicator are highlighted in the **Community Engagement Core Theme Planning exhibit** for sections 3.B1 and 3.B2.

Success Indicator 14B – Structured Work Experience[230]

There were 305 work experience/field experience/practicums performed in 2010-11. The unduplicated headcount of students in the internship program was 167 and at least 121 different work sites partnered with the College to provide learning opportunities for our students. These figures include CRT, Culinary Arts, and internships. The 305 total internships generated 1810 credits, which translates to 117.1 FTE. A breakdown by term shows the following:

Term	Students	Credits	FTE
Summer	10	50	3.23
Fall	145	863	55.84
Winter	111	538	34.81
Spring	49	242	15.65
2010-11 Totals	**167 - unduplicated**	**1810**	**117.1**

Cooperative work experience opportunities positively impact College wide goals in the areas of retention and providing quality learning opportunities. Students engaged in work experience opportunities routinely report that their horizons are broadened and their commitment to career is bolstered by real life, hands-on experience in their selected career area. An added benefit from a vibrant program is the strong partnerships that develop between the employer community and the College. Activities and initiatives associated with this indicator are highlighted in the **Community Engagement Core Theme Planning exhibit** for sections 3.B1 and 3.B2.

The format of this report will mirror the new template when reporting for 2011-12. Baseline data is being reviewed during winter and spring 2012 in order to set targets for the 2011-12 and future years. The report will categorize the participants by employer.

Success Indicator 22 – Community Participation and Satisfaction in Activities and Events[231]

The participation in activities and events was measured in 2010-11 with the number of activities and events exceeding the target set with in-kind services provided increasing by 22.6% for $10,205 of in-kind services provided to the community. There were a total of 3,687 events for the year representing an 11% increase in activities and events held at Southwestern over the prior year. The target increase was 3% indicating achievement of this core theme objective indicator.

Event Type	2009-10	2010-11	Increase
In-Kind Events	31	38	22.6%
All Events	3,322	3,687	11.0%

The survey of satisfaction is scheduled to be measured annually with the first full-year administration of the survey to occur in 2011-12. Data from the survey will be used to set the baseline and future year targets. Activities and initiatives associated with this indicator are highlighted in the **Community Engagement Core Theme Planning exhibit** for sections 3.B1 and 3.B2.

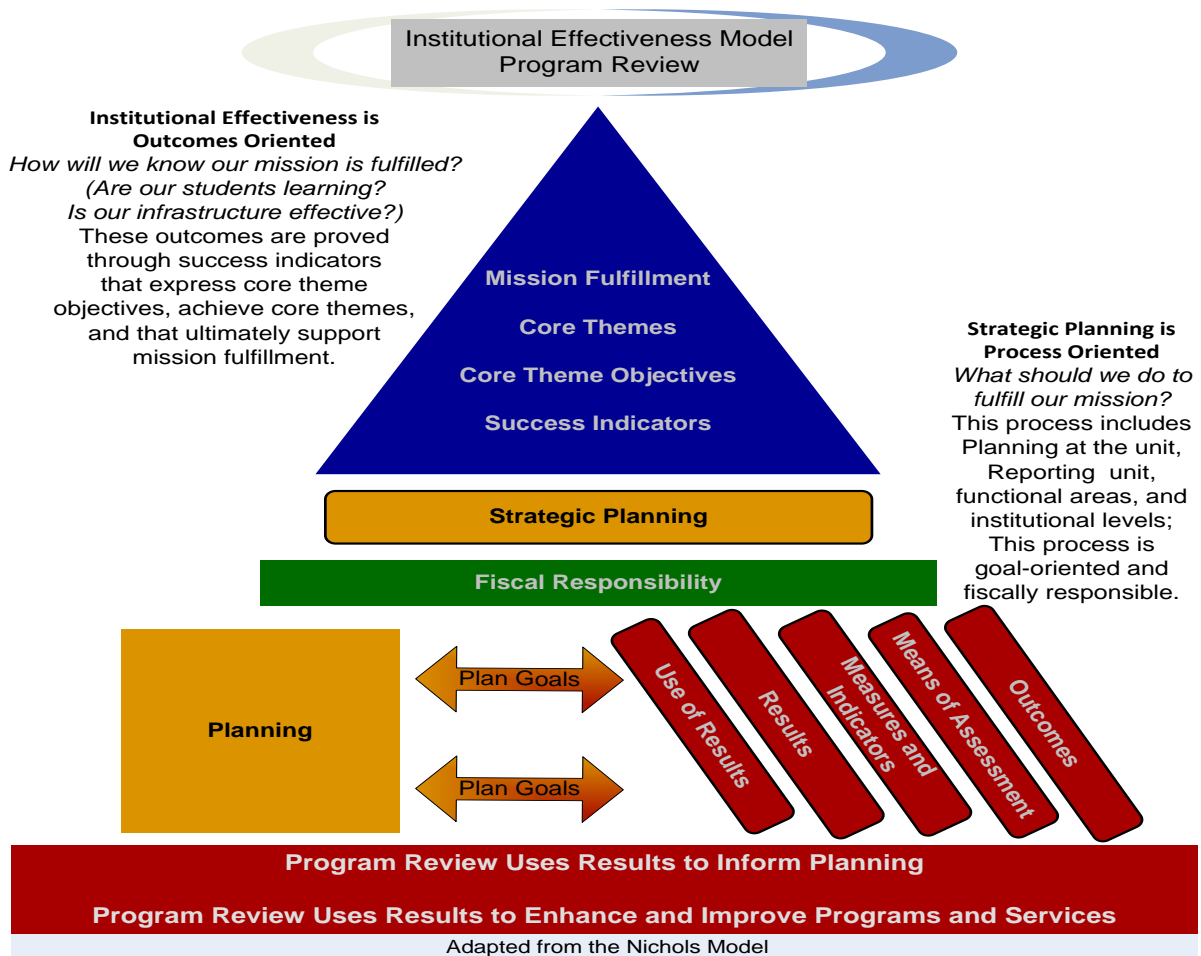## Success Indicator 26 – BITS Survey (State KPM 11)[232]

The number of firms surveyed using the Customer Satisfaction instrument were nine and no surveys were returned although follow-up was provided. There were ten trainings conducted for 191 individuals over the course of the year. Mailing the survey out on paper is helpful but only if it is followed up by a phone call or email to ensure the completed form is sent back to the Office of Community and Workforce Development. The survey administration process is being redesigned for 2011-12 to ensure participation of employers. This indicator was not achieved for 2010-11. This is a state key performance measure (KPM 11) and the benchmark has been met in past years with 100% satisfaction when surveys are returned by employers. Activities and initiatives associated with this indicator are highlighted in the **Community Engagement Core Theme Planning exhibit** for sections 3.B1 and 3.B2.

Standard 4.A – Assessment

Assessment activities are ongoing, using required processes for the review of annual data. During the comprehensive program review process, critical data is collected and analyzed to evaluate how well outcomes are met. Assessment activities consist of four parts:

1) A comprehensive review of the unit outcomes;
2) The synthesis and analysis of the results of each outcome along with accompanying annual data results;
3) Review of the internal and external trends that impact the unit; and
4) The use of results for each outcome.

The comprehensive program review includes quantitative and qualitative data analysis as well as an examination of operational policies and procedures. Program review occurs every three years and the end product is a report compilation of three years' of data. The report illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students) based on the synthesis and analysis of data considering internal and external trends. The use of results identified from the assessment activities lead to planned improvements, changes, and any other modifications to programs and/or services as identified during the review process.

Data is collected to evaluate the accomplishment of Core Theme Objectives monthly, quarterly, annually, and triennially, based on the specific **Success Indicator**. Financial data is analyzed and reported to the Board on a monthly basis (SIs 15, 16, and 17) while FTE and enrollment data is analyzed and reported to the Board on a quarterly basis, along with a year-end report (SIs 1, 2, 3). The student satisfaction and opinion survey, the CCSSE, and the SENSE (SIs 4, 5, and 6) are administered every three years and the results are reported to the Board on that schedule. All other indicators are analyzed on a yearly basis and reported to the Board yearly. Data collected is quantitative as well as qualitative. Each SI was discussed earlier in this chapter (**3.B.3**) and is discussed in detail in standard **4.B.1** within each Core Theme section for **Access**, **Learning and Achievement**, **Innovation and Sustainability**, and **Community Engagement**.

As noted in the Learning and Achievement 3.B3 section of this chapter, the SIs initially identified for that Core Theme do not provide meaningful data and are currently undergoing review. Within the Community Engagement Core Theme, SI 3 (Course Credit and Non-Credit Report) will be reviewed for applicability. We question what this indicator really tells us about the Community Engagement Core Theme and we are currently discussing what might constitute better measures. Based on the NWCCU recommendation from the submission of our **Year One Report** in March 2011, all of the indicators identified to support the Core Theme Objectives are currently undergoing a thorough review with a new set of indicators reported in the Year One Report due in March 2013.

The shortened timeframe to identify appropriate and meaningful indicators which occurred as Southwestern transitioned to the new accreditation standards resulted in current indicators that need improvement. The process to identify the initial set of indicators along with the target and the processes to collect the data and develop the corresponding reports has been beneficial and for some indicators yielded meaningful information that resulted in activities and initiatives to enhance and improve programs and services.

Outcome achievement is measured through the annual review of data. In this annual review, instructional departments, operational areas, and college committees complete a systematic, cyclical, on-going, assessment of processes to ensure each area of Southwestern is effectively meeting the needs of the students and advancing the institution's Mission. The institution engages in a three-year program/unit assessments process known as **program review**.[233] Southwestern has had a three-year program review process for several years. All administrative and academic units are involved in program/unit review to determine how they are meeting their outcomes.

Program review and planning is now linked to the four Core Themes; the first round of program reviews, to be completed in fall 2011 and winter 2012, are clearly linked to Core Themes and Core Theme

planning. Instructional programs and the administrative and educational support services units have completed program reviews that are **linked to Core Theme planning**.[234] Assessments are quantitative and qualitative encompassing surveys, internal tracking documents, state reports, federal reports, and reports derived from the data stored in the Colleague system.

The Office of Institutional Research provides aggregate and static data to departments to use in program review and assessment of our success indicators that are related to student learning outcomes. We have strong data on outcomes related to graduation rates, student engagement, and student retention. We are working on improving our assessments related to our general student learning outcomes: Our current primary assessment tool for overall general student learning outcomes, the CAAP, has not been effective due to a low rate of participation that results in poor data. Career Technical Programs such as nursing, EMT/paramedic and pharmacy technician have terminal outcomes related to their national licensure examination that indicate the level of achievement of student and program outcomes.

The business office creates a set of financial reports for monthly Board meetings and generates a daily cash flow report. In addition to these reports, the business office generates reports for grant and special projects. These reports assist the management of the financial situation. The four entrepreneurial endeavors, OCCI, student housing, bookstore, and leased property, all function as self-supported operations. They each collect relevant data for budget building and setting rates. Student housing annually collects several types of data. For example, rates are collected from all the other schools to be used in setting our housing rates in order to build a more accurate budget. To build a realistic revenue projection, historical data is used to predict quarterly attrition, occupancy, utilities, and other budget items. Similar to student housing, OCCI collects recruiting, retention, and enrollment data that is used in budget building and setting competitive rates.

Faculty are responsible for the evaluation of education programs and services and engage in systematic planning and implementation of programs and courses that support students meeting their academic goals and to ensure that the curriculum is relevant and current. The outcomes identified in programs and courses are assessed through a variety of methods and means, including: program review, Instructional Council, local advisory committees, and interdepartmental faculty collaboration. The assessment of unit (program and services) outcomes is focused on the quality and applicability of the curriculum to student success and achievement. Student learning outcomes are defined for each **program offering a degree or certificate**. Results of program-level assessment are reviewed formerly during the three year program review process. In addition, informal review is accomplished yearly through the institutional data review process of enrollment trends, completion, and student satisfaction.

The three-year program review process is effective because it gives units/departments enough time to look at the data and make improvements, and still allows time to determine how the change(s) affected the goal. The three year process is followed except when it is determined that there are specific issues or problems in the area. For example, during the last year, advising, financial aid, community education, Curry County, transitional education, Shutter's Creek, and SBDC were all evaluated by an outside evaluator because of enrollment concerns or because of the large number of complaints from the area. As a result, improvements in all of these areas were made quickly because of their heavy impact on FTE and retention. One example of this improvement was a 15% increase in FTE for Summer Term 2011—80% of which was a result of the reinstitution of our high school credit recovery program. Another example of improvement can be seen in the area of access to financial aid where, as a result of changes made in the processing Federal Student Aid, over 250 additional students were awarded aid for fall 2011, compared to fall 2010. These provide an example of how a three-year program review process is generally effective, but a different evaluation process can be used to added benefit when specific issues arise.

> 4.A.3
>
> *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.*

All programs undergo a periodic review process to ensure they are relevant, comply with identified goals, and meet student learning outcomes. For academic programs, faculty are responsible for evaluating program and course outcomes, identifying assessments that effectively measure the outcome, and making recommendations to Associate Deans and program directors for areas of improvement and follow-up, as well as working with other faculty and support services to enhance their programs. Course outlines are reviewed, updated, and revised on a three-year rotating basis by program faculty and associate deans to ensure currency and relevancy of the curriculum. Instructional Council meets weekly, reviews new and revised programs and courses, and engages in interdepartmental and collaborative strategic discussions that focus on developing and sustaining quality in all of our instructional activities.

Professional and technical programs, as well as academic programs, are kept current regarding industry and stakeholder interests and specifications for quality workforce and curriculum development. Computer science, allied health, fire science, and EMT/paramedic are examples of Professional Technical Programs that have active and engaged advisory councils that meet regularly in order to advise program directors and faculty on instructional and program design and outcomes. The Natural Resources Program and Criminal Justice Program are examples of academic programs that are supported in their efforts to provide relevant and current curriculum through advisory committee support and guidance.

Faculty members have a primary responsibility for facilitating student learning. They determine what students should learn through their student learning outcomes and they determine how students demonstrate their learning through their course assessments. Direct measures of student achievement are faculty led. In that regard, faculty takes many approaches to address student learning, and the favored assessment techniques vary among departments and disciplines. Nonetheless, all courses have specified course learning outcomes and faculty aligns assignments to these outcomes in order to measure and assess student performance. These methods include: professional/certification exams, portfolios, performances, internships, demonstrations, practicums, comprehensive exams, culminating projects, and degree outcome surveys. Annual student learning surveys are conducted through the office of instruction. This year, part-time as well as full-time faculty will be surveyed. This information will provide data in the following areas:

- Course organization and planning
- Communication
- Faculty/student interaction
- Assignments, exams and grading
- Course outcomes
- Student effort and involvement
- Course difficulty, workload and pace

This information is shared with individual faculty and is included in faculty annual reviews for areas of strength related to student achievement as well as areas for improvement.

4.A.4
The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of Core Theme objectives.

Southwestern collects and analyzes available data through the use of 26 success indicators (SIs); some of which are analyzed monthly or quarterly, and others are analyzed on a yearly basis or at the completion of a survey administration. The results of that collection and analysis are reported to the Board of Education. The reports are also shared with the College Council and used by departments and units to enhance and improve programs and services. The reports are discussed at the instructional and operational level and are used to plan for future programs and services, based on the data analyzed. The reports include a direct tie to program and services outcomes and goals, along with a section that discusses the achievement of the success indicator and how the information contributes to the Core Theme Objectives. Annual retreats to review information and adjust plans and initiatives to meet identified goals and outcomes are held by instructional administrators and services staff. The information from **SI reports** is also reviewed in conjunction with the Strategic Plan, with reports clearly identifying the link to the Strategic Plan Goals and priorities.

Examples of how programs and services evaluates the alignment, correlation, and integration of programs and services with respect to the accomplishment of Core Theme Objectives were provided earlier in this chapter within sections 3.B.1 and 3.B.2 of each Core Theme as Core Theme planning exhibits (**Access**, **Learning and Achievement**, **Innovation and Sustainability**, and **Community Engagement**) and discussed in standard 4.B.1.

4.A.5
The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

The SI annual reports include a section directly linked to the unit goals and program outcomes to illustrate the holistic approach to the overall achievement of institutional objectives, outcomes, and goals. The first reports were developed for use in 2010-11 and represent our initial attempt to holistically evaluate the SIs. Annual retreats are held during the summer to review the data and reports so that plans for future years may be adjusted and new initiatives may be identified in order to better meet our goals and outcomes. As this is a new process, units and reporting units will be taking a closer look at the SIs for the first time during the 2011-12 review process. The **units scheduled**[235] for the 2011-12 review cycle continue to review data with reports available by April 2012. The reports are then reviewed by the Institutional Effectiveness Committee and then submitted to the College Council for review and analysis by administrative leaders for use in planning, budgeting, and to make improvements to programs and services as identified during the program review process.

Examples of how programs and services evaluates the alignment, correlation, and integration of programs and services with respect to the accomplishment of Core Theme objectives were provided earlier in this chapter within sections 3.B.1 and 3.B.2 of each Core Theme as exhibits (**Access**, **Learning and Achievement**, **Innovation and Sustainability**, and **Community Engagement**) and discussed in standard 4.B.1.

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Under the new accreditation standards, the first cycle of the triennial program reviews is due to be completed in fall 2013, at which time the institution will review the process to fully address standard 4.A.6. In the meantime, adjustments are made each year based on feedback from faculty and staff with a focus on how to continually improve the process. The entire program review process is currently undergoing improvement as we find more relevant and meaningful ways to assess, identify areas for change, identify data needed for effective planning, and as we continuously embed quality improvement in all of our processes. The two primary areas that we are reviewing are student achievement supported by course completion and enrollment trends. We are also reviewing faculty satisfaction and productivity.

Each unit is taking a closer look at the outcomes initially identified from the 2008-09 and 2009-10 processes to determine whether the outcomes are applicable and are aligned with institutional success indicators. Instructional administrators have spent the last six months working with faculty to improve and enhance program learning outcomes. In addition, the tracking repository has been enhanced to support an integrated assessment and planning process.

We look forward to completing a full cycle of program reviews under the new process that was designed to fully integrate program review, assessment, planning, and budgeting. The **Institutional Effectiveness Handbook** is currently being updated to reflect the new changes and is scheduled to be finalized by the time of the accreditation visit in April 2012.

Standard 4.B – Improvement

4.B.1
Results of Core Theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Southwestern plans to use the assessment results and annual reports to review and improve the planning and assessment processes based on the identified indicators of achievement. The success indicators were discussed, by Core Theme, in depth and in exhibits with examples within sections 3.B.1, 3.B.2, and 3.B.3 of this report (Access, Learning and Achievement, Innovation and Sustainability, and Community Engagement). Results of the success indicators are shared on a quarterly and annual basis with the Board, Educational Support Services Leadership Team, Instructional Administrators, College Council, and Instructional Council so that the information can be used in for evaluation, inform planning, and in the allocation of resources for programs and services needed to support Mission Fulfillment.

Proposed targets for future performance of the indicators will require further discussion through the College's governance bodies, particularly the Institutional Effectiveness Committee, faculty divisions, Instructional Council, and College Council. When departments begin their next cycle of departmental planning in fall quarter 2012, the planning process will include information on the planned actions for improvement and targets for future performance. Departments will be requested to directly link their plans, goals and assessments to Core Theme Objectives and Strategic Plan Annual Priorities.

In addition to information identified during a review of the Core Theme Success Indicators, reporting units and all unit programs and services use assessment results to make decisions and improve program and services through proper planning. Specific examples of planned initiatives are discussed, by Core Theme, within this standard. Each example is followed by a table to illustrate the alignment to Core Theme Objectives, Success Indicators, Strategic Plan Goals, Annual Priorities, Planned Accomplishments (current and prior year as appropriate) for selected reporting units and units. A sample table for the Access Core Theme is illustrated below:

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
Success Indicators: SI 1 – FTE; SI 3 - Courses **Reporting Unit Goals**: Example Only *Enrollment Management:* Increase access to learning opportunities; quality student services *Instructional Administration:* Provide diverse learning activities *CTE:* Increase learning opportunities **Unit Outcomes:** Example Only *CTE program: S*upport program completion and student success *Admissions:* Increase access to learning opportunities *Student First Stop Center:* Provide online enrollment services	Annual Priorities: 1.2 and 2.2 Planned Accomplishments: 1.2A, 2.2B, and 2.2C Prior Year Annual Priorities: Increase FTE by 3% Prior Year Planned Accomplishments: Increase high school student college course enrollments

Core Theme: Access

Program and services improvements related to the Access Core Theme are discussed during the annual recruitment and retention retreat generally held in July or August and attended by staff from Enrollment Management, ESPS, Instruction (faculty and administrators), Student Housing and Athletics along with Curry Campus staff. The group **identifies initiatives** for the upcoming year based on data collected and a review of the success indicators. The following is a list of the SIs and the timeframe for reporting results at the Board meetings, to the campus community via committees and meetings, and to other constituents via Board materials posted online and to the SI webpage:

- SI 1 (FTE), 2 (enrollment), and 3 (courses) are analyzed and presented to the Board and PC quarterly, and a final year-to-date report is presented to the Board in September or October.
- SI 4 (community and student satisfaction) is administered every three years; it is scheduled for administration in 2011 and for reporting out in June of 2012.
- SI 5 is the Community College Survey of Student Engagement (CCSSE); it was administered in winter 2011 with results reported out in October 2011. CCSSE will be administered again in 2014.
- SI 6 is the Survey of Entering Student Engagement (SENSE); it was administered in 2009 with results reported out in fall 2010 and again in October 2011. SENSE is scheduled again for 2012.
- SI 14 (structured work experience) data is collected, analyzed, and reported to the Board on a yearly basis each June.

In addition to the SIs, units assess data annually, including evaluating unit outcomes and contributions toward Core Theme Objectives. An annual review of data and accomplishment of outcomes, along with a review of the Planned Accomplishments, is to be conducted by each unit. Results of the annual data review, and the program review every third year, are used to confirm the Planned Accomplishments for the upcoming year, including any budgetary and resource requests, as well as plan for the next three-year

cycle. **Example reports** from the TracDat program review and planning repository are provided on the report exhibit website.

With regard to Transitional Education, the review of Success Indicators 1, 2, and 3 alerted us that evening offerings and orientations in English as a Second Language, GED, and ABE had been virtually eliminated (SI 3). We also discovered that the College had ceased offering High School Credit Recovery courses for local high school students who were credit deficient (SI 3). The reductions in offering those two programs were unintentionally brought about during efforts to increase access to other community desired learning opportunities. The solution was to plan for the reinstatement of those course and program offerings with support from instructional and executive administration.

		2006-07	2007-08	2008-09	2009-10	2010-11
Transitional Education	Total FTE	222.84	225.79	217.40	190.76	294.02
	Total Enrollment	1,501	1,584	1,588	1,368	2,068
	Count of Courses	157	172	169	115	163
	Average Enrollment	9.56	9.21	9.40	11.90	12.69
	Total Student Credit Hours	0	0	0	0	0

The result has been that overall FTE was up for **Summer Term 2011** by 15%, with nearly 80% of the increase coming directly from High School Credit Recovery. The figures for the high school credit recovery in 2011-12 include summer and fall only.

		2010-11	2011-12
High School Credit Recovery	Total FTE	62.50	121.51
	Total Enrollment	252.0	478.0
	Count of Courses	12.0	8.0
	Average Enrollment	21.00	59.75
	Total Student Credit Hours	0.0	0.0

Evaluating unit outcomes and developing plans of action support and contributes to:

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
Success Indicators: SI 1 - FTE, SI 2 - Enrollment, SI 3 - Courses **Reporting Unit Goals**: *Enrollment Management*: Promote student success by providing access to quality student development opportunities *Instructional Administration*: Make strategic decisions about programming and resources *Presidential Supervision*: Promote access to learning opportunities for students and community **Unit Outcomes:** *Admissions:* Increase enrollments and FTE *Instructional Supervision*: Develop delivery systems that meet the needs of students in various communities.	Annual Priority: 1.2 and 2.2 Planned Accomplishments: 1.2A and 2.2B Prior Year Strategic Plan 2010-11:: Annual Priority: 2.3 - Increase FTE Planned Accomplishments: 2.3a - Implement varied strategies to increase FTE for both full and part time Enrollments

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
Transitional Education: Provide transitional programs and service for students to transition to the College and to the workplace	

Unit and program evaluations also occur inside of the three-year review process. For example, the Student First Stop conducts weekly meetings during which discussion occurs amongst staff regarding the effectiveness of services and processes, as based on daily interactions with students and the campus community. The agenda for this weekly meeting is set by staff, addressing issues that may have arisen during the week. The Student First Stop conducts an **annual electronic survey** designed to evaluate the effectiveness of services provided, and has a drop box for student and community comments; submitted comments are reviewed monthly and discussed during a weekly meeting. Results are shared within the department for review and discussion, and changes are implemented accordingly. This information and these planned changes are also shared with the Board of Education and the educational support services leadership team. Collecting and analyzing data about student intake supports and contributes to:

Core Theme Objectives: A1 and A2	Strategic Plan Goals: 1 and 2
Success Indicator: SI 4 – Community and Customer Satisfaction **Reporting Unit Goals**: *Enrollment Management*: Promote student success by providing access to quality student development opportunities *Instructional Administration*: Make strategic decisions about programming and resources *Presidential Supervision*: Promote access to learning opportunities for students and community **Unit Outcomes:** *Admissions:* Increase enrollments and FTE *Instructional Supervision*: Develop delivery systems that meet the needs of students in various communities. *Student First Stop*: Provide quality services	Annual Priority: 1.2 and 2.2 Planned Accomplishments: 1.2A and 2.2B Prior Year Strategic Plan 2010-11: Annual Priority: 2.3 - Increase FTE Planned Accomplishments: 2.3a - Implement varied strategies to increase FTE for both full and part time Enrollments

Core Theme: Learning and Achievement

Improvements to instructional programs and services are identified during the annual review of data and during the program review process based on the collection of unit-relevant data and the success indicators. The following is a list of the SIs and the timeframe for reporting results at the Board meetings, to the campus community via committees and meetings, and to other constituents via Board materials posted online and to the SI webpage:

- SI 5 is the Community College Survey of Student Engagement (CCSSE); it was administered in winter 2011 with results reported out in October 2011. CCSSE will be administered again in 2014.
- SI 6 is the Survey of Entering Student Engagement (SENSE); it was administered in 2009 with results reported out in fall 2010 and again in October 2011. SENSE is scheduled again for 2012.
- SI 7, Labor Trends, is reported to the Board each spring; it is based on national, state, and regional projections of job growth.
- SI 12 is reported to the Board each fall. This indicator was addressed in the response from the Commission to the Year One Report submitted March 2011 (Year One Evaluation Report); the indicator and type of data to be collected will change based on feedback from instructional administrators and the data to be collected for state level reporting. The data and information

reported in this section is applicable for 2010-11 and is reported using the original success indicators reported to the Commission in the March 2011 Year One Report. The indicators reported in Chapter One of this report are the updated indicators and applicable for 2011-12 and the future.

- SI 13 (Student Outcomes) is administered every three years and is scheduled for 2011-12. Baseline information is scheduled to be established in summer 2012 with the first report submitted to the Board in fall 2012.
- SI 14A, Structured Work Experience, is reported to the Board each spring. Baseline data was set in spring 2011 with the first results to be reported in spring 2012.

In addition to the SIs, units assess data annually, including evaluating unit outcomes and contributions toward Core Theme Objectives. An annual review of data and accomplishment of outcomes, along with a review of the Planned Accomplishments, is to be conducted by each unit. Results of the annual data review and the program review every third year are used to confirm the Planned Accomplishments for the upcoming year, including any budgetary and resource requests, as well as plan for the next three-year cycle. **Example reports** from the TracDat program review and planning repository are provided on the report exhibit website.

The Core Theme Learning and Achievement review process identified several areas that need improvement that are related to student achievement. The four priority areas are:

- Improve student engagement through intentional and active outreach focused on communication of resources, feedback, and accessibility.
- Improve on program, course, and student learning outcomes that are realistic, measurable, and objective.
- Improve on assessments for the above outcomes so that students are informed of the expectations and evaluation process.
- Re-design developmental programs and courses to engage the learner early and keep the learner engaged throughout the program until the learner is ready for college level work.

Based on the data collected for the CCSSE (SI 5) and SENSE (SI 6) improvement efforts for the next three years will focus on increasing engagement through the following strategies: active outreach from faculty and staff to inform students of available resources, timely and respectful responses to requests for information and assistance from potential and current students, faculty setting high expectations for student learning with clear instructions on how students can meet expectations, and updating syllabi and other course materials to inform students and faculty of expectations and resources. The tutoring staff utilizes a unit-level benchmark developed from key questions from CCSSE to monitor tutoring use and satisfaction. The computer lab staff also developed a unit-level benchmark to monitor computer lab use and satisfaction. The use of benchmarks in planning for improvement supports and contributes to:

Core Theme Objectives: L1 and L3	Strategic Plan Goals: 3 and 4
Success Indicator: SI 5 – CCSSE; SI 6 - SENSE **Reporting Unit Goals**: *CTE and LDT*: Ensure students have adequate resources and support to be successful in program; Provide learning environments to challenge students to meet high expectations; Students are encouraged to be an active member of the Southwestern community **Unit Outcomes:**	Annual Priority: 3.1 Planned Accomplishments: 4.2A

Core Theme Objectives: L1 and L3	Strategic Plan Goals: 3 and 4
CTE – Relation Instruction: Build and manage personal and community relationships *Computer Labs*: Ensure access to computer labs; provide quality services *Educational Support Programs and Services:* Support students through orientation and advising *Financial Aid:* Support student access to financial services *Teaching and Learning Center:* Develop and nurture a social learning environment *Tutoring*: Provide quality tutoring services and support; access to tutoring services	

Student **completion rates** in the Culinary Arts Program and the Baking and Pastry Program were lower than the overall completion rates for Southwestern. The OCCI Director and instructors reviewed the data and recognized the need to provide additional support for students to complete the externship courses in order to earn their degrees. Enhanced faculty advising to support students to enroll in externships was implemented. OCCI operates the campus dining services as of September 2010 which provides on campus externship opportunities increasing learning opportunities in a structured environment familiar to students. A focused effort on enrolling students in the externship program and increased partnerships for externship opportunities has led to an increase in **course enrollments** and **FTE**. The completion rate for students who enrolled in 2009-10 was 64% (23 of 36) for Baking and Pastry Arts program and 55% (22 of 40) representing an overall increase for both program from 18% in 2004-05 to 59% in 2009-10. The use of data to provide increased support services for students supports:

Core Theme Objectives: LA1 and LA 3	Strategic Plan Goals: 3 and 4
Success Indicators: SI 12 - Student Achievement; SI 14 - Structured Work Experience **Reporting Unit Goals:** *CTE*: Ensure students have adequate resources and support to be successful in program; Provide learning environments to challenge students to meet high expectations; Students are encouraged to be an active member of the Southwestern community *Instructional Administration*: Make strategic decisions about programming and resources; Provide diverse learning activities *Presidential Supervision*: Promote access to learning opportunities for students and community **Unit Outcomes:** *Admissions:* Increase access to learning opportunities *CTE – Related Instruction:* Build and manage personal and community relationships	Annual Priorities: 3.1 and 4.1 Planned Accomplishments: 3.1.A, 3.1C, and 4.2A

A review of the Labor Trends data (SI 7) has led to several planning and improvement initiatives. This is a very good measure of success and we will continue doing those positive activities that have supported Southwestern meeting this objective, including:

- Using the Nursing Advisory Committee (nursing executives) to assess needs/requirements relevant to training and learning opportunities.

- Using the Criminal Justice Advisory Committee to review and revise the program objectives and goals to meet the needs of the local industry.
- Engaging math and science departments in strategic planning related to the need for physics within our broader community college master academic plan and related to local, regional and state industry needs for careers in engineering and other related professions.
- Using the Natural Resources Advisory Committee to review program curriculum and outcomes related to local, regional, and state needs; advise Associate Dean and identified faculty on program development.
- Support semi-annual advisory committee meetings among all AAS degree programs and AS degree programs as appropriate).
- Require quarterly faculty meetings to review progress toward meeting unit goals.
- Labor Trends are reviewed and discussed during weekly Community Education/Workforce Development department meetings to ensure that needed and applicable courses and workshops are being offered.

These activities to support current and relevant student learning programs are aligned with and contribute to:

Core Theme Objectives: L1 and L2	Strategic Plan Goals: 3 and 4
Success Indicator: SI 7 – Labor Trends **Reporting Unit Goals**: *CTE and LDT*: Offer programs to meet local, regional, state, and global stakeholders' needs *CTE*: Students demonstrate knowledge and skills used in contemporary workplaces; students completing a program apply appropriate knowledge and skills specific to their careers; analyze and evaluate real world problems in a logical manner *Enrollment Management*: Increase access to student services and quality learning opportunities *Instructional Administration*: Provide quality service to students and faculty *LDT:* Read actively, think critically, and write purposefully for academic and professional audiences *Presidential Supervision*: Promote access to learning opportunities for students and the community *Workforce and Community Development*: Develop community and workforce educational programming based on market needs **Unit Outcomes:** *Admissions*: Enhance enrollments and increase FTE *Community Education*: Increase outreach course offerings and mobile lab trainings	Annual Priority: 3.1, 3.2 and 4.2 Planned Accomplishments: 3.1A, 3.2A and 4.2A

An Allied Health Advisory Committee was convened to explore and identify desired competencies for people entering careers in the health professions. National standards published in the Institute of Medicine's 2001 report, *Crossing the Quality Chasm: A New Health System for the 21st Century*, were also used to help identify desired competencies. With input from these sources, a **Health Care Core** was designed to address five core competencies to be delivered across disciplines:

1) Deliver patient-centered care,

2) Work as members of an interdisciplinary team,
3) Emphasize evidence-based practice,
4) Apply quality improvement approaches, and
5) Effectively manage and use informatics.

Current and relative program planning supports and contributes to:

Core Theme Objectives: LA 1 an d LA 2	Strategic Plan Goals: 3 and 4
Success Indicators : SI 5 – CCSSE; SI 6 – SENSE; SI 7 - Labor Trends; SI 8 - Employer Perceptions; SI 14- Structured Work Experience **Reporting Unit Goals**: *CTE and LDT*: Offer programs to meet local, regional, state, and global stakeholders' needs *CTE*: Students demonstrate knowledge and skills used in contemporary workplaces; students completing a program apply appropriate knowledge and skills specific to their careers; analyze and evaluate real world problems in a logical manner *Enrollment Management*: Increase access to student services and quality learning opportunities *Instructional Administration*: Make strategic decisions about programming and resources; Provide diverse learning activities *LDT:* Read actively, think critically, and write purposefully for academic and professional audiences *Presidential Supervision*: Promote access to learning opportunities for students and community **Unit Outcomes:** *Admissions*: Enhance enrollments and increase FTE *AAS Medical Assistant*: Demonstrate comprehensive knowledge of clinical practice *Rural Health Aide Certificate*: Will be able to function as a professional in rural health care environments.	Annual Priorities: 3.1, 3.2, and 4.2 Planned Accomplishments: 3.1.A, 3.2B, 4.1A

Core Theme: Innovation and Sustainability

The following is a list of the SIs and the timeframe for reporting results at the Board meetings, to the campus community via committees and meetings, and to other constituents via Board materials posted online and to the SI webpage:

- SI 9 (Employee Satisfaction and Opinion) is measured and reported to the Board annually. The survey was administered in March 2011 with the goal to set baseline data and targets for 2011-12 and the future. The survey will be expanded for 2011-12 to include all employee groups with baseline data set at that time.
- SI 15 (Cash Flow) is monitored daily and reported to the Board monthly as Business Office cash flow report and then annually in January as a comprehensive SI report.
- SI 16 (Fiscal Responsibilities – All Funds) is measured and reported to the Board annually in January with Business Office reports presented to the Board monthly.
- SI 17 (Fiscal Enterprise Funds Responsibilities) is measured and reported to the Board annually in January with Business Office reports presented to the Board monthly.
- SI 19 (Infrastructure Maintenance Equipment and Software) is measured and reported to the Board annually in January with baseline results reported in 2010-11.
- SI 20 (Infrastructure Deferred Maintenance and Safety Projects) is measured and reported to the Board annually in January with baseline results reported in 2010-11.

In addition to the SIs, units assess data annually, including evaluating unit outcomes and contributions toward Core Theme Objectives. An annual review of data and accomplishment of outcomes, along with a review of the Planned Accomplishments, is to be conducted by each unit. Results of the annual data review, and the program review every third year, are used to confirm the Planned Accomplishments for the upcoming year, including any budgetary and resource requests, as well as plan for the next three-year cycle. **Example reports** from the TracDat program review and planning repository are provided on the report exhibit website.

The following are improvements made as a result of data collection and assessment used to evaluate the reporting units' accomplishments as they relate to the Core Theme Objectives and Success Indicators.

Long-term fiscal sustainability is always a consideration during the assessment process. A recent advance in the institution's fiscal sustainability was the major change to the administrative software scheduled for implementation in August 2012. The ITS Department, through surveys and self-evaluations, determined that end-users of Colleague software found the system to be too complex, ineffective, too costly, and lacking in required functionality. Further, ITS staff would not be able to sustain Colleague software and support with the current staffing and financial resource levels. The CC and ET decided to pursue other administrative software solutions in order to address the concerns and needs of the many reporting units, thereby supporting the achievement of goals and outcomes. This decision was campus-wide with respect to the administrative and student system functionality. The learning management system software (e-Racer) available to support web-enhanced, hybrid, and online learning will be evaluated during summer 2012 to confirm whether it offers the required functionality to support faculty use. If determined to be a viable option, e-Racer will then be vetted to faculty.

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 6 and 7
Success Indicators: SI 16 – Fiscal Responsibility All Funds; SI 19 – Equipment and Software Maintenance **Reporting Unit Goals:** *Administrative Services:* Provide effective fiscal management through responsible financial resource stewardship, ethical leadership, and responsive college-wide support. *Educational Support Programs and Services*: Provide access and services to support a diverse student population *Enrollment Management*: Ensure processes support access and timely responses *Integrated Technology Services*: Maintain technology to meet the needs of students, staff and community. *Instructional Administration*: Provide high quality service to students and staff **Unit Outcomes:** *Instructional Services*: Encourage delivery systems that meet the needs of a diverse student population *Financial Aid*: Use new portals for students to access FA information *Student First Stop*: Increase online services	Annual Priority: 6.1 and 7.2 Prior Year Planned Accomplishments: 2.1D, 7.1A, 7.2A

Both qualitative and quantitative access to ITS services is assessed by program completion success and campus satisfaction surveys. The current planning process includes a hardware replacement plan; application of that plan has been suspended due to budgetary constraints. The backlog of deferred replacements will affect access to services as aging equipment fails. Unfortunately, new projects and requests will be subject to the same resource and budgetary constraints. The ITS satisfaction survey

provided College-wide assessment; its data is compared with the planned outcomes and is used to identify projects that will improve ITS service. Additional training opportunities were identified in the survey as one area needing improvement. Several options were considered and the ITS department and the institutional researcher chose "Atomic Learning" to support students and staff. These services will be reevaluated in the 2012-2013 ITS program review. Such analytical assessment and fulfillment of needs supports and contributes to:

Core Theme Objectives: IS1 and IS2	Strategic Plan Goal: 7
Success Indicators: SI 9 – Employee Satisfaction; SI 19 – Equipment and Software Maintenance **Reporting Unit Goals**: *Integrated Technology Services*: Maintain technology to meet the needs of students, staff and community. *Instructional Administration*: Provide high quality service to students and staff **Unit Outcomes:** *Integrated Technology Services* - Provide current and reliable technology to allow Faculty and Staff to better serve Students *Instructional Services*: Encourage delivery systems that meet the needs of a diverse student population	Annual Priority: 7.2 and 7.3 Planned Accomplishments: 7.2A Prior Year Planned Accomplishments: 2.1D, 7.1A, 7.2A

Southwestern uses an **assessment tool** for grant applications to insure that the requirements and benefits are vetted. Items considered while using this tool include alignment with the College Mission and Core Themes, and the availability of space, personnel, and matching funds, as well as the project's financial potential and its sustainability after the grant ends. Most recently, this evaluation tool was used in deciding to apply for the Three Rivers Foundation Grant.

The Foundation developed a procedure for assessing the merits of non-cash gifts for alignment with the College Mission, Core Themes, and Strategic plan. This tool considers the pros and cons of the gift, including use by the College, maintenance, insurance, environmental assessments, inspections, and **gift-restrictions**. This policy was used when a donor approached the Foundation to make a non-cash donation of a power boat moored at a nearby village. The policy was implemented and the gift evaluated; the Foundation Board determined not to accept the gift. Appropriate application of assessment tools and development of new procedures supports and contributes to:

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 6 and 7
Success Indicator: SI 19 – Equipment and Software Maintenance **Reporting Unit Goals**: *Integrated Technology Services*: Maintain technology to meet the needs of students, staff and community. *Instructional Administration*: Provide high quality service to students and staff **Unit Outcomes:** *Integrated Technology Services* - Provide current and reliable technology to allow Faculty and Staff to better serve Students *Instructional Services*: Encourage delivery systems that meet the needs of a diverse student population	Annual Priority: 6.1, 6.2 and 7.2 Planned Accomplishments: 6.1C and 6.2A

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 6 and 7
Foundation - Continuing to develop the people and resources for grant writing and management to further our grant opportunities.	

Recently, a study was conducted to explore reducing the **garbage disposal costs** by increasing recycling. A consultant firm specializing in this initiative conducted a campus-wide study and presented an analysis of the current situation with suggestions for multiple solutions with their associated costs. That firm continues to monitor our campus garbage and recycling streams. OCCI, Dining Services, and Student Housing have reduced their garbage disposal costs through this program. Waste efficiency supports and contributes to:

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5 and 6
Success Indicators: SI 16 – Fiscal Responsibilities – All Funds SI 17 – Fiscal Responsibilities – Enterprise Funds SI 15 – General Fund fiscal responsibility **Reporting Unit Goals:** *Administrative Services*: Fiscally responsible sustainable programs *Presidential Administration*: Provide leadership for long-term college sustainability. **Unit Outcomes:** *Administrative Supervision*: Maintain and increase financial stability of Southwestern. *Student Housing*: Provide exceptional living environment for campus students.	Annual Priorities: 5.1, 6.1, 6.2 Planned Accomplishments: 5.1A, 6.1C and 6.2A

Another example is from the business office's three-year planning in which they used the results from the **fiscal audit** (FY09) as an impetus to revamp several operations and procedures. All of these changes resulted in increased fiscal management efficiency through improved oversight and effective operations. These initiatives were supported college-wide support. Fiscal management efficiency supports and contributes to:

Core Theme Objectives: IS1 and IS2	Strategic Plan Goals: 5 and 6
Success Indicator: SI 16 – Fiscal Responsibilities – All funds **Reporting Unit Goals:** *Administrative Services:* Fiscally responsible sustainable programs **Unit Outcomes:** *Administrative Supervision*: Maintain and increase financial stability of Southwestern. *Business Office:* Facilitate the independent retrieval and use of financial information by all staff to monitor budgets & expenditures to efficiently use college resources; Produce timely reports and information to accurately communicate the fiscal status of the institution.	Annual Priorities: 5.2, 6.1, and 6.2 Planned Accomplishments: 5.1A, 5.2B, 6.1C, 6.2A, and 6.2B

Before women's wrestling was added, **extensive analysis** was conducted to determine if adding this sport would be successful in achieving the goal of increased enrollment and filling housing. Recruiting

evaluation was done by informal surveying of high schools. Administrative leaders determined adding women's wrestling to be a fiscally responsible decision based on the evidence.

Discussions arose on the feasibility of bringing **Dining Services in-house** as part of OCCI and to staff the kitchen with student chef externs when the food service contract came up for renewal in 2009. During the review of the OCCI programs, it was identified that finding externship sites became a huge problem as their enrollments grew. An in-depth study was conducted to determine the staffing and budget needed for dining services as a new enterprise unit of the College. After many long subsequent discussions, administrative leaders and the OCCI executive director determined to advance this initiative and create another enterprise unit. Dining Services continues to assess operations by analyzing additional facility and equipment usage. A **new juice product** was selected to reduce costs of supplies based on a review of data costs.

These are examples of creative cross-program problem solving that supports and contributes to:

Core Theme Objectives: IS1	Strategic Plan Goals: 5 and 6
Success Indicators: SI 16 – Fiscal Responsibilities – All Funds SI 17 – Fiscal Responsibilities – Enterprise Funds SI 15 – General Fund fiscal responsibility **Reporting Unit Goals:** *Administrative Services*: Fiscally responsible sustainable programs *Presidential Administration*: Provide leadership for long-term college sustainability. **Unit Outcomes:** *Administrative Supervision*: Maintain and increase financial stability of Southwestern. *Student Housing*: Provide exceptional living environment for campus students.	Annual Priorities: 5.1, 6.1, 6.2 Planned Accomplishments: 5.1A, 6.1C and 6.2A

Core Theme: Community Engagement

Southwestern's commitment to engage the community has never been stronger. As the only institution of higher learning in a 150 mile radius, the College takes its Mission very seriously. The College partnerships are healthy and growing and satisfaction rates from event attendance are consistently high. Southwestern will spend time at the summer Board Retreat and at fall 2012 in-service to have campus conversations to determine if our current Core Themes and their Objectives are meeting our Mission. We will use all available data and assessments to make these decisions.

The following data is used for Community Engagement planning and assessment; some of it is analyzed quarterly and some of it is analyzed yearly. This data helps us to plan appropriately with our partners and helps us to establish new partners. Further, this data gives us the feedback we need to ensure our activities are appropriately diverse.

- SI 3 (course) is analyzed and presented to the Board and CC quarterly; a final year-to-date report is presented to the Board in September or October.
- SI 4 (Student and Community Satisfaction and Opinion) is administered every three years; it is scheduled for 2011; a final report is due in June 2012.
- SI 8 (Employer Perceptions) is measured every three years; it is scheduled for 2012-13 because the survey administration in 2010-11 did not yield appropriate numbers for evaluation and analysis. Information is presented to the Board annually.

- SI 14B (Structured Work Experience) data is collected and analyzed on a yearly basis being reported to the Board each June. Baseline data was identified in 2010-11.
- SI 22 (Community Participation and Satisfaction in Activities and Events) data is analyzed on a yearly basis being reported annually to the Board. Baseline data for the satisfaction survey will be generated from the 2011-12 survey data.
- SI 26 (BITS Survey) is presented annually to the Board with the figures supplied from CCWD reports. The timing of the report varies depending on when the data is received from the state and generally occurs in January. There were no survey responses received in 2010-11 and the indicator was not included in the calculation of Mission Fulfillment.

In addition to the SIs, units assess data annually, including evaluating unit outcomes and contributions toward Core Theme Objectives. An annual review of data and accomplishment of outcomes, along with a review of the Planned Accomplishments, is to be conducted by each unit. Results of the annual data review, and the program review every third year, are used to confirm the Planned Accomplishments for the upcoming year, including any budgetary and resource requests, as well as plan for the next three-year cycle. **Example reports** from the TracDat program review and planning repository are provided on the report exhibit website.

Many areas have specific program or department objectives and use other means to assess success in accomplishing this Core Theme. For example, the SWOCC Small Business Development Center (SBDC) assesses the success of community engagement and program delivery through reporting that uses a data management tool called Center IC, as required by the contract with OSBDCN. The SBDC is required to measure the number of businesses served, the hours spent training and advising businesses, jobs created and/or retained, and financial contributions to business. Participants in training programs or workshops, or those simply attending events, are asked to complete an **evaluation form** used to assess the satisfaction of participants. These processes and results support and contribute to:

Core Theme Objectives: CE1 and CE2	Strategic Plan Goals: 8 and 9
Success Indicators: SI 3 - Courses; SI 22 - Community Participation and Satisfaction; SI 26 - BITS Survey **Reporting Unit Goals**: *Instructional Administration:* Provide high quality, professional service to students, faculty and staff. *Presidential Administration:* Promote access to learning opportunities for students, staff and the community; Develop community partnerships in response to emerging economic/workforce needs. **Unit Outcomes:** *SBDC:* Assist small business in the College district to be more successful through one on one business advising services and business specific workshops and classes; Outreach to the business community enhancing a strong economic climate in the College district; Provide meaningful business advising services and workshops that result in a stronger local economy	Annual Priority: 8.1, 8.2, and 9.2 Planned Accomplishments: 8.1A, 8.2A, and 9.2B

The SBDC partners with the Bay Area Chamber of Commerce Business Development Committee to offer a New Business Challenge grant each year to one start up business in the Coos Bay area. The New Business Challenge grant is awarded based on a rigorous business plan competition. To be eligible, an applicant (student) must show they have completed a business planning course either through the Small

Business Development Center or as a part of their academic achievements. Southwestern entrepreneurship faculty members make grant application forms available to students in their classes if any of those students plan to open a business. (Business planning is a central part of the entrepreneurship degree program.) Students are encouraged to seek additional business planning advice and review from the SWOCC Small Business Development Center to ensure a high quality business plan is developed. Since the New Business Challenge grant started in the Coos Bay area, eight businesses have applied and two businesses have received the grant award. Most of the applicants and both of the winners have worked with SWOCC's Small Business Development Center. It is encouraging to note, seven of the eight applicants started businesses and were still in business as of November 2011. This endeavor supports and contributes to:

Core Theme Objectives: CE1 and CE2	Strategic Plan Goals: 8 and 9
Success Indicator: SI 22 - Community Participation and Satisfaction **Reporting Unit Goals**: *Instructional Administration:* Provide high quality, professional service to students, faculty and staff. *Presidential Administration:* Promote access to learning opportunities for students, staff and the community; Develop community partnerships in response to emerging economic/workforce needs **Unit Outcomes:** *SBDC:* Assist small business in the College district to be more successful through one on one business advising services and business specific workshops and classes; Outreach to the business community enhancing a strong economic climate in the College district; Provide meaningful business advising services and workshops that result in a stronger local economy*:*	Annual Priority: 8.1, 8.2, and 9.2 Planned Accomplishments: 8.1A, 8.2A, 9.2B and 9.2C

The partnership with Retired Senior Volunteer Program (RSVP) is funded by federal grants and Southwestern sponsors the program through in-kind support of facilities and grant accounting as well as a monetary contribution for postage charges. The RSVP Director submits required **updates** which include the total number of volunteers and the total number of stations (locations) served which is then sorted by type of program/area. Each volunteer initiative includes the need for the services, an action plan, and planned accomplishments with associated outcomes/outputs. The partnership with RSVP and the resulting services provide a valued service as well as meeting an essential need in the community. This partnership supports and contributes to:

Core Theme Objectives: CE1 and CE2	Strategic Plan Goals: 8 and 9
Success Indicator: SI 22 - Community Participation and Satisfaction **Reporting Unit Goals**: *Instructional Administration:* Provide high quality, professional service to students, faculty and staff. *Integrated Technology Services:* Maintain the College's technology infrastructure and services to meet the needs of students, staff and outside agency expectations and requirements. *Presidential Administration:* Promote access to learning opportunities for students, staff and the community; Develop	Annual Priority: 8.1, 8.2, and 9.2 Planned Accomplishments: 8.1A, 8.2A, 9.2B and 9.2C

Core Theme Objectives: CE1 and CE2	Strategic Plan Goals: 8 and 9
community partnerships in response to emerging economic/workforce needs **Unit Outcomes:** *RSVP:* Continue to provide RSVP volunteer sites and volunteer participation through exploration of new opportunities and community needs; Provide seniors 55 years of age or older volunteer opportunities to meet the needs of community non-profits and public entities through volunteer service.	

4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

The Core Theme related to Learning and Achievement was thoroughly explored using a process of individual and group discussions focused on how faculty assessed, planned, and evaluated instructional design and delivery of course and program outcomes. Over a period of several months, Associate Deans met with faculty to identify key strategic **Planned Accomplishments**. The Success Indicators for Learning and Achievement, specifically the CCSSE, SENSE, retention and graduation data was available to faculty for outcome improvement planning and intervention. Results of student learning assessments are shared at academic division meetings, faculty meetings, Instructional Council meetings, and with the Board. In the future, results of program assessments will be shared at fall in-service and highlighted in the College's Annual Report.

The results of Success Indicators 5 and 6 (the CCSSE and SENSE surveys) have driven a number of planned changes to practices that are designed to enhance student achievement in support of the Learning and Achievement Core Theme Objectives. One example would be the decision to bring in an outside consultant to assist in the currently ongoing revisions to our student advising program and processes. The survey assessment results and consultants recommendations revealed the need to provide increased support using a comprehensive advising model and requirements for first year experience courses. The intent is to use the results from the SENSE survey and the recommendations of the **consultant** to plan for and improve advising services in a manner that supports students in achieving their intended academic goals. Another example has been the creation and implementation of a required Human Development course for all first time freshmen living in on-campus Student Housing. This course is designed to assist students in learning to: accept responsibility for their college success, set realistic and obtainable goals, understand what motivates them, and use their individual strengths and talents to achieve their academic goals. It is also designed to give students a hands-on understanding of the educational and support resources that are available to assist them in completing their intended academic goals while at Southwestern.

The institutional initiative in developmental math, writing, and reading is an example of major program changes that are expected to positively impact student success outcomes, particularly related to retention and completion of college level math, writing, and reading coursework. This was a result of the review of best practices, published research, and institutional research using student achievement data.

All academic programs have taken a proactive approach to develop meaningful program learning outcomes to be used for future assessments. Based on evidence documented in national studies enhancing

CTE programs, several Southwestern programs, namely Welding, Computer Information Systems, and Business Management decided to embed academic instruction and/or reinforcement directly into CTE courses. The programs have conducted pilots to enhance naturally occurring embedded academics in CTE courses using reading, study skill, writing, and math strategies. Student feedback surveys indicate positive results. The strategies continue to be enhanced and delivered based on successes and lessons learned.

Nursing Faculty Renee
Menkens instructs a group of
attentive nursing students.

CHAPTER V

Students enjoy their
commencement
celebration.

Mission Fulfillment, Adaptation,
and Sustainability
Standard 5

Based on its definition of mission fulfillment and informed by the results of its analysis
of accomplishment of its core theme objectives, the institution develops and publishes
evidence-based evaluations regarding the extent to which it is fulfilling its mission.
The institution regularly monitors its internal and external environments to determine
how and to what degree changing circumstances may impact its mission and its ability
to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its
mission, core themes, programs, and services to accommodate changing and emerging
needs, trends, and influences to ensure enduring institutional relevancy,
productivity, viability, and sustainability.

Executive Summary Eligibility Requirement 24

Eligibility Requirement 24-Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

The College demonstrates sufficient means in the present, as well as in the foreseeable future, to fulfill our Mission and achieve Core Themes through multiple methods of planning, budgeting, and assessment. Chapter Five thoroughly discusses Mission Fulfillment and achievement of Core Themes within the context of operational scale as evidenced by the success indicators that were identified to demonstrate achievement of Core Theme Objectives and Mission Fulfillment. In addition, enrollments, human and financial resources, and institutional infrastructure are discussed within this chapter with respect to operational scale and Mission Fulfillment. Operating within our financial constraints has required the College to closely monitor our fiscal resources and to adapt to a work environment within which we continually do more with less yet we still demonstrated Mission Fulfillment this year and have implemented several sustainable initiatives to ensure our future.

Standard 5.A – Mission Fulfillment

5.A.1
The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

The NWCCU seven-year accreditation cycle, coupled with our three-year program review process by all units of the institution, ensures a regular and systematic process to assess our accomplishments through a participatory, self-reflective, and evidence-based approach. The NWCCU seven-year comprehensive report requirements incorporated into the five new standards and the current eligibility requirements has a positive impact upon the campus by emphasizing the importance of a self-reflective process that is based on data and leads to evidence-based decisions for improvement and enhancement of programs and services.

Results of three-year program reviews and annual data reviews were discussed and summarized by core theme in Chapter Four of this report with multiple examples provided in core theme planning exhibits to demonstrate accomplishment of identified outcomes mapped to Core Theme Objectives. In summer and fall 2011, the Core Theme Objectives were evaluated for the first time based on Success Indicators identified in the **Year One Report** submitted to NWCCU in March 2011. It became evident that the program learning outcomes as well as the administrative and services outcomes require refinement and will be reviewed over the next year to ensure the measures for each outcome yields meaningful and beneficial data to make evidence-based decisions as we fulfill our Mission.

Accomplishment of Core Theme Objectives are measured by Success Indicators and documented in **reports** submitted to the Board and presented by administrative leaders during Board meetings

throughout the year. The Success Indicator reports were discussed in detail within Chapter Four, section 3.B.3 of this report. Reports are inclusive and integrate all facets of accreditation requirements. The reports include an achievement and analysis section that documents whether the indicator was achieved based on the data utilized to measure the Success Indicator. The reports also tie back to the Strategic Plan Goals and include a section for budget impact. Recommendations for future initiatives and activities are contained in the reports and serve as supporting evidence for future efforts. The reports are shared at College Council, Instructional Council, General Faculty, and during reporting unit meetings. Ultimately, information and data from the reports are used to enhance and improve programs and services by administrative leaders.

Beyond the program review process and annual review of data, additional internal reflections as a college community includes five major events and activities that all employees are expected to attend where Mission Fulfillment and accomplishments will be communicated:

1. Fall term all-campus in-service;
2. Instructional programs division meetings and reporting unit meetings, including annual planning retreats;
3. Winter term all-campus in-service;
4. Budget development meetings based on Planned Accomplishments and identified resource requirements during the program review process; and
5. End-of-the-year employee appreciation event recognizing years of service and exceptional service or contribution to the campus and local community.

5.A.2
Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Southwestern's Mission was adopted by the Board on January 25, 2010:

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

Mission Fulfillment was defined during the development of the **Year One Report** submitted to NWCCU in March 2011 and included in Chapter One of this report. The Success Indicators and data from 2010-11 were used for the first time to determine Mission Fulfillment based on the new accreditation standards and the Core Theme Objectives. Southwestern has defined Mission Fulfillment based on an established threshold:

The College will meet established targets for 70% of Institutional Level Success Indicators

We achieved Mission Fulfillment with 71% (7.76 out of 11) of Success Indicator targets met or exceeded.

Core Theme	Indicators Measured 2010-11	Indicators Achieved 2010-11	Percentage Achieved
Access (SI 1, 2, *3*, and *5*)	4	.84	21%
Learning and Achievement (SI 5, 7, and 12)	3 (1 duplicate)	1.92	64%
Innovation and Sustainability (SI 15, 16, 17, and 23)	4	4	100%
Community Engagement (SI *3* and 22A)	2 (1 duplicate)	1.14 (.14 duplicate)	57%
Mission Fulfillment Achievement	**11**	**7.76**	**71%**

In 2010-11 there were 11 success indicators that were scheduled for measurement and included in the calculation of Mission Fulfillment (SI: 1, 2, 3, 5, 7, 15, 16, 17, 20, 22A, and 23). Success Indicator 3 is used as a measure in the Access and the Community Engagement Core Themes while SI 5 is used as a measure in the Access and the Learning and Achievement Core Themes. The Mission Fulfillment achievement calculation includes achievement of SI 3 *once* in the percentage achieved rate. Only a portion of the Learning and Achievement measure for SI 5 was achieved and therefore not duplicated in the Mission Fulfillment achievement rate. There were eight Success Indicators that were scheduled to have baseline data gathered and targets set for future years or were not scheduled for measurement given the cycle of administration of the indicator (SI: 4, 6, 8, 9, 14, 13, 18, 19), therefore, these indicators were not included in the calculation of Mission Fulfillment. The same holds true for SI 22 as baseline data was collected and targets set in 2010-11. Success Indicator 26 was not included in the calculation of Mission Fulfillment as no survey responses were received from which to determine achievement of the indicator. The Core Theme Objectives for Innovation and Sustainability were achieved at a rate of 100%. It is evident that the focus on fiscal stability led to achievement of the financial-related success indicators. The prudent approach to fiscal management and the commitment of faculty and staff to operate within the financial constraints the College has faced over the last five years has led to an ending fund balance that exceeded the target for 2010-11.

The Learning and Achievement Core Theme achieved a 64% rate (1.92 out of 3) based on the three indicators that were measured. For the first objective, *students achieve their academic goals* (LA1), one indicator had an achievement rate of 20% (.2 out of 1). The second objective, *curriculum for academic courses and programs is relevant and current* (LA2), had an achievement rate of 100% (1 out of 1). The third objective, *students achieve course, program, and institutional learning outcomes* (LA3), had an achievement rate of 72% (.72 out of 1). The CCSSE and SENSE indicators used to measure the first objective must be revisited to determine an appropriate method to define achievement of each of the indicators. As noted previously within Chapters One and Four, it is critical that instructional leaders and faculty develop appropriate indicators to measure achievement of the Learning and Achievement Core Theme.

Within the Community Engagement Core Theme there were two indicators measured resulting in a 57% (1.14 out of 2) achievement rate. Both indicators support the Core Theme Objective of *community engagement in diverse activities and events* (CE2). The other objective (CE1) included measures that yielded no results or had baseline figures determined in 2010-11. The Community Engagement Core Theme achievement fell below the expected Mission Fulfillment threshold although the achievement rate was affected by the exclusion of data from SI 26. The normal rate of return on **data collected**[236] for SI 26 from past years has shown a 100% satisfaction rating demonstrating that this indicator is normally achieved. Based on the trend data from SI 26, had the indicator been included in the calculation of Mission Fulfillment, the Core Theme achievement rate would have been 71% (2.14 out of 3) and the

Mission Fulfillment achievement rate would have been 73% (8.76 out of 12). Further development of relevant and meaningful indicators associated with this Core Theme will take place over the next year. The Access Core Theme had an achievement rate of 21% (.84 out of 4). The first objective is *access to multiple learning opportunities* (A1) with an achievement rate of 28% (.84 out of 3). The second objective, *support services for students and community* (A2), was not achieved. The CCSSE and SENSE indicators used to measure the second Core Theme Objective must be revisited to determine an appropriate method to define achievement of each of the indicators. This Core Theme achieved the lowest rate as the data collected to measure three of the four indicators relies on enrollment and FTE figures. Over time, the trend has been for the College to achieve steady growth of enrollments of 3% to 5% per year that also generally leads to steady growth of FTE. These indicators will be revisited with the intent to develop one comprehensive indicator that yields meaningful data.

A breakdown of achievement by Core Theme is illustrated in the **Mission Fulfillment 2010-11[237]** supporting materials. The information illustrated above and the breakout of achievement by Core Theme documents will be used to initiate Mission Fulfillment discussions. As this is the first year incorporating Mission Fulfillment into the processes of planning, budgeting, and assessment, the timing of Mission Fulfillment discussions has been scheduled for later in the planning cycle than planned in future years. For this first cycle of Mission Fulfillment dialogue, the information will be discussed at a Board work session on April 16, 2012, and during an all campus meeting on April 18, 2012. In the future, Mission Fulfillment from the previous year will be discussed during the Board Retreat held each summer and during fall and winter in-service. Mission Fulfillment is also discussed throughout the year as it is ever-present and systemic to all conversations as we plan, budget, and assess our programs and services. The College exists to accomplish its Mission and while the achievement of Mission Fulfillment may not always be overt, the faculty and staff engage in related discussions during unit/department meetings, committee meetings, and in other circles of collaboration. Mission Fulfillment and the Success Indicator reports are posted to the **institutional effectiveness webpage[238]** as yet another means to communicate our achievements.

Progress toward achievement of Strategic Plan Goals, reporting unit goals, and unit outcomes including Core Theme planning as described in Chapter Four of this report, further highlights the extent of Mission Fulfillment and the integration of processes and **plans** for the 2011-12 through 2013-14 planning cycle. Success Indicators as discussed in Chapter One and Chapter Four of this report provide clear evidence of existing or evolving data, reports, and information that inform the College of our achievements and demonstrates Mission Fulfillment.

Qualitative and quantitative data from external and internal resources are utilized to measure achievement in fulfilling our mission and to demonstrate the quality of programs and services, as well as the effectiveness of the institution. Data is derived from:

- The Datatel management information system that includes student information, financial data, and human resources records;
- Standardized assessments such as **SENSE,[239] CCSSE,[240]** and **CAAP**;
- Licensure standards, both national and program specific;
- Third-party assessments of our efforts (e.g., financial audit, grant funding reports and site visits, state and Federal government reporting requirements and compliance reviews, etc.);
- **Specialized program accreditation[241]** and self-studies (OCCI, EMT-Paramedics, Nursing, Early Childhood Education, Transitional Education);
- External stakeholders surveyed for their input into the Strategic Planning process and for program and services development;

- Constituents sought for their feedback through surveys and community organizations from multiple areas of campus;
- Community members involved in program advisory committees; and
- Climate surveys.

Standard 5.B – Adaptation and Sustainability

> **5.B.1**
> *Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

Southwestern's primary purpose is to provide educational learning opportunities; and we intend to achieve that purpose through these Core Themes: *Access, Learning and Achievement, Innovation and Sustainability, and Community Engagement.* A "culture of evidence" is evolving within the institution as a result of a renewed emphasis to consistently carry out the program review cycle for all units and to report the results internally and externally to ensure student accessibility, student achievement, and quality education. Leaner processes and data-informed decision making have been high priorities for reporting units as evidenced by the annual priorities and planned accomplishments identified in the **strategic plan** for the last **two** years. The annual success indicator reports and evaluation processes are used to make necessary adjustments but also to acknowledge significant achievements.

While financial, physical, technological, and human resources have diminished over the last five years, the College nonetheless is prepared to undertake the activities necessary to fulfill our Mission and accomplish our goals. Changing **enrollment** conditions, shifts in **funding** and personnel, and new state and national mandates have created obstacles that the College has successfully surmounted because we have faculty and staff who are committed to working hard under extreme circumstances to meet student needs and contribute to the long-term sustainability of the institution.

The overarching consideration for adaptation and sustainability at Southwestern can be summed up in the saying, "meeting the needs of the present generation without compromising the ability of future generations to meet *their* needs." The College has had to focus on how to meet the needs of students within a very lean budget, and at the same time, increase our ability to operate more efficiently and more effectively given our limited resources and current capacity due to our financial situation. The fiscal innovations that Southwestern has undertaken are evident in the development of self-support operations and core theme objectives that sustain enrollments and thus, programs and services. The self-support operations are paying for their own debt service on their buildings; when the debt is retired, the revenues will become available to the College as an additional revenue source for future generations.

We have been fortunate to receive one-time funds for deferred maintenance; however, the infrastructure continues to be a concern as the list of deferred maintenance projects and technology equipment that is out of warranty weigh heavily when financial resources are so limited. We actively pursue grant opportunities and have been very successful in receiving grant funds to provide programs and services for our students and the college community. The use of the term "sustainability" within the core theme of innovation and sustainability includes sustaining the finances, employees, technologies, and facilities that all support the instructional needs that in turn support the other core themes of student learning and achievement, student access, and community engagement. Through these innovative and sustainable endeavors the college has been able to weather the financial storm to this point.

The current state of the economy and the decimation of state funding provided to community colleges in Oregon from state-funded sources demands that we constantly assess our ability to fulfill our Mission given the limited capacity of our financial and human resources to accomplish our daily tasks. These difficult times require administrative leaders and the Board to repeatedly address:

1. In what specific ways can we continue to serve our students and offer quality programs and services in order to fulfill our mission?
2. What services will be reassigned, eliminated, or restructured?
3. How can we maintain our capacity when we are required to reduce our resources to a level inconsistent with long-term sustainability?

While the answers are never easy, the Board, faculty, and staff keep their focus on what is most important: serving our students and our communities to the best of our ability.

Planning and assessment were discussed in detail in Chapters Three and Four of this report with multiple examples provided on how we plan based on the program review and assessment results as aligned with core themes and institutional goals. The data from the success indicators was used to make decisions and to plan for the future. The year-end success indicator reports are one way that we have demonstrated how the data is aligned with planning, budgeting, and program review. The ability to monitor and produce similar data upon request is a high priority for the college. The implementation of the Jenzabar EX Vantage dashboard is one solution that is designed to drive operational excellence throughout the institution. We will be able to customize needed information and data points on the fly through the Vantage self-service dashboards, providing immediate access for up-to-the minute transactional data into the hands of the administrators who need it most.

It is during the yearly planning phase that the College evaluates the adequacy of our resources, capacity, and effectiveness of operations along with achievement of the goals or intended outcomes of our programs and services, the accomplishment of core theme objectives, and our ongoing potential to fulfill the mission based on the program review reports and most recently the success indicator reports. Planning consists of multiple strategies that include the **Strategic Plan**, **Academic Master Plan** (currently being developed), **Emergency Preparedness Plan**, **Facilities Plan**, **Technology Plan**, budget development, various Administrative plans (units and reporting units), **Sustainability Plan**, and various Instructional plans (programs and reporting units). As a collective, the plans and the budget development are a "Master Plan" for the College that enable faculty and staff to develop, within the fiscal constraints of the budget, annual planned accomplishments that are aligned with the core themes that lead to mission fulfillment.

> **5.B.2**
> *The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.*

An annual review of the core theme objectives and strategic plan goals, including budget and financial planning processes, occurs in tandem with budget development and discussions of resource availability and college capacity. Cyclical and annual planning is documented and results from the planning and program review processes inform administrative leaders of identified changes and opportunities for improvement. Each year during the budget process administrative leaders review the organizational structure and carefully consider how to develop a budget with the appropriate financial, human, and technology resources to support college operations in order to achieve our Mission and the core theme objectives. The Faculty Senate Budget Committee has been assimilated into a subcommittee of College

Council, the internal budget committee, with all employee groups represented to provide input into the budget process and open the lines of communication. Discussions to review available resources and to provide input into the budget development process occur in open meetings.

Southwestern personnel assess the academic programs and operational units on a three year rotation and review pertinent data annually. The process transitioned to an electronic format in 2010, the **TracDat**[242] software system, to facilitate the processes and to document the program reviews conducted by all units. Instructional program review initially focused on student learning outcomes and assessment using institutional measures. Revelations made during the self-study needed to complete this accreditation report have prompted us to greatly enhance and revise the program review methodology. With our new insight to a holistic view of our institution and the role program review and assessment plays, specific enhancements are being put into place:

- Student learning outcomes are being refined to be measurable and offer valuable data for the three year program reviews.
- Measurement of student learning outcomes will not necessarily be limited to institutional measures, but will be expanded to utilize program specific assessments when appropriate.
- A common data set is being developed to be used in the annual review of program performance and related to our identified Success Indicators.
- Annual program performance reviews will include updates of planned unit accomplishments.
- Student learning outcomes and program performance analysis will be linked to the associated core themes.
- Annual performance reviews may be conducted for instructional discipline areas as well as for degree/certificate programs.

Similar revelations were made by staff in the administrative and educational support services units during their program reviews. The outcomes were well-defined for some areas, but other areas were discovered to have outcomes that were not aligned with the actual services provided. Further, it was discovered that the initial instruments chosen to measure the outcomes were not meaningful and yielded results which did not represent the core services provided by the unit. The program review process is time consuming and requires a commitment to provide staff with the resources and training necessary to develop appropriate outcomes tied to relevant measures. The development of the **Institutional Effectiveness Handbook** is one way the institution plans to orient new employees to the planning, budgeting, and program review processes, as well as being a resource to current employees. Faculty and staff receive hands-on training and are provided supplemental training as needed.

The implementation of an Institutional Effectiveness committee, consisting of faculty, administration, and classified staff, in spring 2012 will provide another means to review the planning and program review processes. Board policies and administrative procedures are reviewed, revised, and updated on a regularly scheduled basis through input at College Council meetings with policies submitted to the Board. Results of policy changes, mission fulfillment, and core theme achievement are regularly reported to constituents through formal reports at **Board** meetings, on the **website**, the **annual report to the community**,[243] and in media news releases as appropriate.

Throughout this report, details of how Southwestern plans work, implements plans, and assesses performance in order to plan our work again have been described. Chapter Four of this report includes multiple examples of how the college has planned for future initiatives and activities that are aligned with the core themes and objectives and with the institutional strategic plan. In sections 4A through 4B of this report we demonstrated how we have used assessments and the results to make improvements to programs and services, including how we identified changes necessary to move the college in a new

direction. The work we perform to assess the institution is continuous and consistent. The College has gained a greater understanding of how our mission, strategic plan, core themes and objectives, operational program reviews, and instructional learning outcomes program reviews and assessments all fit together to give us a clearer understanding of our effectiveness as an institution of higher education in a rural community.

The College has adapted to the changing needs of our community and to the realities of the fiscal constraints within which the institution must operate in order to remain sustainable for another 50 years, and more. The development of long-term plans and the identification of relevant and meaningful measures to demonstrate mission fulfillment have poised the institution to respond to community needs by providing access for new programs and services, improving student achievement, offering enhanced workforce trainings, and through using more collaborative ways to support and sustain the educational experience of our students and the community.

> **5.B.3**
> *The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.*

Previous institutional planning started with an environmental scan (internal and external environments) for the **2008-2011 Strategic Plan**[244] development with meetings held through the District. The plan has been updated through institutional processes, including the program review processes of program outcomes and the operational service unit outcomes. The program review processes incorporates unit planned accomplishments that are used for strategic planning and includes a section to address internal and external trends. **Planned accomplishments** are reviewed each year and updated as needed, with changes often driven by emerging patterns, trends, and expectations. These inclusive processes provide all faculty and staff opportunities to identify emerging patterns, address the latest trends, and communicate expectations of their programs and services. Trends are also identified from annual input from program advisory committees and from climate surveys of faculty and administration. It is from this information and through these processes that annual priorities are developed to fit emerging trends and are adjusted for identified changes in order to capitalize on strengths and anticipate specific challenges.

Standards that impact Southwestern have been set by the NWCCU, CCWD, specialized program accreditors, and federal and state legislation. *Oregon Revised Statutes* and *Administrative Rules*, Federal grant and financial aid guidelines, and statewide initiatives like Small Business Development, Career Pathways, Oregon's 40-40-20 directive, Community College Survey of Student Engagement, Achievement Compact and other research and directives, also require adherence to high standards and expectations. The local, state, and national mandates and expectations are also considered during the program review process and during the planning processes. Decisions and plans from external sources that affect the institution are made through its governance system, including: the Oregon Department of Community Colleges and Workforce Development (CCWD); the Oregon Community College Association (OCCA); internally from the College Council; various instructional, student services and administrative groups; the Board of Education; Executive Team; various faculty committees, including Faculty Senate; and business and community partners, including but not limited to, the University Center. These mandates and expectations include evidence-based, data-informed results and will be incorporated into institutional level indicators of achievement as well as within unit indicators of achievement.

As we move from the completion of this self-study into taking a look at how we identify appropriate and relevant measures to demonstrate achievement of mission fulfillment, we will take a closer look at our mission in light of the multiple state and federal mandates. It is imperative that the indicators identified to demonstrate mission fulfillment provide relevant and meaningful data. Our focus is on a process that allows for continual improvement and for all programs and units to conduct a thorough self-assessment during the next triennial program review cycle. Our top priority will be to evaluate the current Success Indicators so we can enhance, improve, or develop new indicators that will serve the institution for the next seven years.

Conclusion

College President's Concluding Remarks

In 2011, the College celebrated 50 years of delivering quality instruction and services to the citizens of the South Coast. The College held several celebrations and heard time and time again about the impact Southwestern had on their or their family's lives. At graduation this year, we will celebrate our 50th class of nursing graduates. Despite the challenges over the years, this College has positively impacted the community.

Accreditation

SWOCC complies with the NWCCU accreditation policies and practices for the benefit of the students and our community. As NWCCU is the regional accrediting agency within the scope of authority approved by the US Department of Education, compliance to the standards is a top priority. Courses and programs are approved by the Oregon State Board of Education, the Department of Community Colleges and Workforce Development and by the SWOCC Board of Education. Accreditation affirms dedication to excellence. Accreditation informs our community of the quality and effectiveness of our programs and services. Most importantly, the accreditation process ensures a self-reflective continuous evaluation of programs and services within the context of Mission fulfillment and institutional effectiveness. While it has been a challenge to complete the entire seven-year accreditation cycle in just two years, we have made huge strides toward meeting all of the accreditation standards and we still have a ways to go and many changes to make.

Challenges

Financial Outlook

In the last legislative session, the legislature funded Oregon's community colleges at $395.8 million for the biennium. This is $51.2 million less than the $450 million the community colleges received in 2009-11. Colleges were told that if state revenue forecasts improved, the legislators might return the 3.5% funding that was held back. Based upon the February revenue forecast, this appears unlikely. The state leaders do not expect state support to substantially increase for many years. This means the future financial picture will be very difficult with anticipated cuts for FY13 and FY14 if state revenue support does not increase. The College has been forced to make difficult budget decisions while trying not to impact instruction or student support.

Enrollments continue to remain steady despite the shrinking K-12 demographics within its ten districts. A 25% drop in state funding during the last three years has resulted in a need to cut 20% of our General Fund workforce and raise tuition and fees by more than 16%. We anticipate another cut in state funding next year. The College is operating with a very lean budget and staffing level. The new normal is "how to do more with less." How long can this continue? How does all of this affect mission fulfillment?

Opportunities

Declining budgets have presented the campus with opportunities to make positive changes.

Innovation and Sustainability

The campus began to substantially reduce expenditures in 2008. We began the "Go Green" campaign which led to sustainability being a core theme. The faculty and staff continue to look for ways to reduce, reuse, or recycle. We decided to change Data Management Systems in 2011 with full implementation scheduled for August 2012. After 100% buy-in and commitment, staff are spending countless hours training and configuring the new modules as we prepare for "go live" in August. The Jenzabar system promises to make processes more efficient for the users and will cost the College less than half of our current software.

Increasing Revenue

SWOCC has a rich history of securing grants to support facilities, programs, and services. The College will continue to look for private funding to help with operations and special projects to enhance our instruction and student support through the help we receive from the SWOCC Foundation. Since the 1990s, the College has been very entrepreneurial. Our entrepreneurial endeavors are self-supporting and have provided a revenue stream to financially support General Fund operations. The College continues to look for new endeavors especially since we expect state funding to continue to decrease.

Economic Impact

Despite the lack of state funding, SWOCC continues to work hard to help the citizens in our district. The Southern Oregon Coast has suffered through some of the highest unemployment rates in the state for the last 20 years. Despite the odds of shrinking budgets and previous financial mismanagement, we fulfilled our commitment of building a new campus in Curry County. The new, roughly 27,000 square foot, "campus-in-a-building" opened winter term 2012. We help small businesses start, thrive and grow; we help workers retrain; we help high school students get credits before and after they graduate and everything in between. The College has had and will continue to have a significant impact on the local economy.

State Completion Agenda

The state is moving toward the creation of achievement compacts. Each school in the state, K-20 will have state standards for student success as determined by their local board. This change from colleges being paid for seat time to completion has led to some interesting discussions. Mostly, what is student success at a community college when our missions are so vast? These discussions will continue through the spring as standards are set. We anticipate using these new standards to revise our Success Indicators (SI) and definition of Mission Fulfillment.

Summary

Despite the challenges of declining budgets and the need to do more with less, the College is optimistic about its opportunities. The first ever academic master plan is being developed; this along with the start of a new seven-year accreditation cycle is exciting. As we complete this condensed two-year accreditation cycle, we look forward to the future. Southwestern Oregon Community College will continue to deliver quality instruction and support to our students and community just as it has done for the last 50 years.

Supplemental Materials and Electronic Documents Access

To conserve paper, no exhibits are attached to this *Comprehensive Self Evaluation.* All relevant forms, documents and other evidence in support of responses to Commission standards are available on the Southwestern archive website at:

Institutional Report Archives

These web documents are automatically linked for evaluators and the Commission in electronic copies of this *Comprehensive Self-Evaluation* in blue font. At the end of this report, a Glossary and Abbreviations Key; Acknowledgements; and URL References pages are provided.

We are including a few supplemental materials at the end of this report that provide foundations for Mission Fulfillment and planning processes. These materials include:

- Mission Fulfillment Report 2010-11
- Strategic Plan 2010-11
- Strategic Plan 2011-12

The 2011-2012 college catalog is being provided as hardcopy document separate from this report. If there is a need for a specific electronic document to be viewed in hardcopy, prior to the site visit on April 23-25, 2012, please contact:

Robin Bunnell,
Accreditation Liaison Officer

Glossary and Abbreviations Key

Reference or Abbreviation	Description
AAOT	Associate of Arts/Oregon Transfer degree
AASHE	Association for the Advancement of Sustainability in Higher Education; organization that Southwestern used as a resource to help draft the Sustainability Strategic Plan
ACE	Adult Continued Education Catalog
ACT	Accreditation Coordinating Team; Southwestern administrators responsible for organizing and completing the Accreditation Steering Committee's plans and actions
AlcoholEdu	Southwestern web-based program focused on alcohol abuse prevention
ANGEL	Southwestern's distance learning management system
AP	Advanced Placement
ASGSWOCC	Associated Student Government of Southwestern Oregon Community College
ASOT	Associate of Science/Oregon Transfer degree
ASSET	A series of short placement tests in paper and pencil format
ATLAS	Articulation Transfer Linked Audit System; a digital course transferability system that informs students how individual courses transfer from Oregon's community colleges to four-year colleges and universities in the state
Atomic Learning	Web-based service that provides software training and tutorials for Southwestern staff
BITS	Business and Information Technologies survey
CAAP	Collegiate Assessment of Academic Performance
CC	College Council; Southwestern's strategic planning group
CCLS	Coos Cooperative Library Services, conglomeration of libraries which serve Coos County
CCWD	Oregon State Department of Community Colleges and Workforce Development; this agency distributes state aid to community colleges, approves new programs and courses, and adopts rules for the general governance of community colleges
CEU	Continuing Education Units
Class Schedule	Schedule of class offerings specific to each term
Classified Union	Southwestern Classified Employees Union, Local 3190 AFT-OFT
CLEP	College Level Examination Program; a group of standardized tests that assess college-level knowledge in several subject areas
Clery Act	Federal act that requires colleges and universities that to keep and disclose information about campus crime
College Catalog	Annual publication, specific to Southwestern, which lists courses, programs, certificates, and college requirements
Colleague	Southwestern's information management system, supported by the Datatel corporation
COMPASS	Computerized assessment test that helps evaluate student skills to place students in appropriate courses
CORE	College of Remarkable Employees; Southwestern committee that manages staff recognition and professional development activities

Reference or Abbreviation	Description
CTE	Career Technical Education
Dean of Students Group	Southwestern administration group devoted to duties associated with the position of Dean of Students
DSS	Disability Services for Students; a Southwestern department which provides services, advocacy, and support to students with documented disabilities
EDP	Educational Development Plan
EMT	Emergency Management Team; Southwestern group that directs the development and implementation of emergency planning for the campus
ERP	Enterprise Resource Planning
ESPS	Educational Support Programs and Services department at Southwestern
ESSLT	Southwestern committee: Education and Student Services Leadership Team; Southwestern committee devoted to student achievement of goals
ET	Executive Team; the Southwestern President's executive cabinet which includes VP of instruction, VP of Administrative Services, Human Resources Executive Director, Integrated Technology Services Executive Director, Athletic Director, Foundation Director, Enrollment Management Executive Director, and Dean of Curry Campus
Federation of Teachers	Southwestern Faculty Union, Local 3190 AFT-OFT
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent
GAAP	Generally Accepted Accounting Principles
GoOregon	State of Oregon's deferred maintenance program that provided Southwestern with $4 million to complete campus facilities projects in 2009-10
HEOA	Higher Education Opportunity Act
IBAC	Internal Budget Advisor Committee; a sub-committee of Southwestern's College Council
IC	Instructional Council; comprised of Faculty Senate appointees, Student Services staff, Instructional Administrators, Associate Deans, and the Vice President of Instruction
ITGC	Integrated Technology Governance Committee, Southwestern committee that examines and recommends technology improvements
ITS	Integrated Technology Services; Southwestern department which develops, coordinates, and supports the use of technology to enhance learning and working

Reference or Abbreviation	Description
JBAC	Joint Boards Articulation Committee; a policy and action-oriented group, established by the Oregon Board of Education and the Oregon Board of Higher Education, to encourage active cooperation and collaboration among K-12, community colleges, and baccalaureate-granting institutions in order to achieve the most efficient and effective articulation possible
Jenzabar	Southwestern's new information management system also referred to as Enterprise Resource Planning (ERP) system
JUG	Jenzabar User's Group; Southwestern's staff user's group of Jenzabar ERP
L-Net	Oregon online librarian resource
MSDS	Material Safety Data Sheets
NJCAA	National Junior College Athletic Association
NWAACC	Northwest Athletic Association of Community Colleges
OCCA	Oregon Community College Association
OCCI	Oregon Coast Culinary Institute; Southwestern's culinary arts facility
OPC	Oregon President's Council
OPAC	Online Public Access Catalog
OUS	Oregon University System; comprised of seven distinguished public universities and one branch campus in Oregon
PBX	Private Branch Exchange
PCI	Payment Card Industry
PDU	Professional Development Units
PLA	Prior Learning Assessment, determines if student prior learning is eligible for course credit
PPE	Personal Protective Equipment
SBDC	Southwestern Small Business Development Center
SEED	Sustainability and Economic Development; organization that Southwestern used as a resource to help draft the Sustainability Strategic Plan
SLO	Student Learning Outcomes
Smart classrooms	Southwestern' multi-media equipped classroom
Student Health 101	Southwestern program focused on educating and encouraging healthy behaviors.
TLC	Teaching and Learning Center; Southwestern department that offers facilitation, support and resources for teaching, learning, and technology to faculty and staff.
TRIO	TRIO programs are designed to help low-income and first-generation students enroll and earn a college degree. Southwestern has three programs related to federal TRIO grant: Student Support Services, Upward Bound and Talent Search
TracDat	College's web-based assessment reporting and tracking system
Unit	A Southwestern department or program
VoIP	Voice over Internet Protocol

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- Jeremy Jones
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- Cheryl Davies
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