

SOUTHWESTERN
Oregon Community College

Academic Master Plan

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

I. INTRODUCTION

The 2014 Southwestern Oregon Community College Master Plan provides guidance to the College and specifically to the instructional and student support services units of the College. The Academic Master Plan will provide ongoing assessment, accountability, and continuous improvement measures that will guide future planning and decision making affecting student learning at every level throughout the College. It provides guidance for the budget, technology, curriculum, and facilities plans of the college. The Academic Master Plan is a living document and will be reviewed and updated annually through a collaborative process under the leadership of Faculty Senate to incorporate emerging educational trends and changing needs of students and the College district.

To that end the Academic Master Plan is intended to:

- *Establish criteria for future initiatives that enhance and expand instruction and student learning.*
- *Advance the College's work on: a) operational initiatives that improve the College's effectiveness, and b) transformational initiatives that help move the College in new, strategic directions.*
- *Align work and resources across the College with the success of students as the priority.*
- *Provide guidance for developing the College budget.*
- *Support the College's mission and meet accreditation standards.*
- *Help drive the College's planning for facilities and resources.*
- *Improve student performance by fostering a culture of excellence in learning.*
- *Recognize and respond to changing community and regional needs.*
- *Prepare students to successfully transfer to four-year institutions.*
- *Nurture professional growth of faculty.*
- *Guide the College in developing EXCEL NATURALLY as its learning signature*
- *Support the College's Strategic Plan, Core Theme Objectives, and Success Indicators*

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 and a Curry campus in Brookings with outreach sites in neighboring Port Orford and Gold Beach. 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. The new Curry campus building was opened for classes winter term in January 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 Executive Dean of Curry Campus, the Executive Director of Enrollment Management, Executive Director of Foundation and Resource Development, Executive Director of Integrated Technology Services, and Executive Director of 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.

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 Deans under complete oversight by the Vice President of Instruction and Student Services/CAO.

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.

The administrative departments of Southwestern are organized into operational support units and enterprise units overseen by the Vice President of Administrative Services. 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.

II. ACADEMIC MASTER PLAN PROCESS

Southwestern's (SWOCC) Academic Master Plan (AMP) was developed through the intensive involvement of the Academic Master Plan Team comprised of 16 individuals, chosen by the Vice President of Instruction and Student Services in December 2011, representing the College's instructional/student service areas. In preparation for the planning process the AMP team: identified key functions of the AMP, the role of the AMP team members, and the role of the consultant; reviewed items as part of an environmental scan; and decided on the design approach.

The AMP team established that the Southwestern's Academic Master Plan will: be developed with the participation of faculty and staff of the College; provide guidance to instructional unit; provide a framework for decision making and resource allocation; align with and support the College's Strategic Plan, Core Theme Objectives and associated Success Indicators; and is intended to provide ongoing assessment, accountability, and continuous improvement measures that will guide future decisions affecting student learning at every level throughout the College.

To inform the AMP team of current status and future trends, environmental scan items were reviewed including: Board Goals and Core Themes, Labor Market Trends, Financial Aid Trends, National and State Community College Trends, College Completion data, student demographics, community forum discussions, appreciative inquiry notes, county demographics from Coos and Curry, FTE reports and Student Success data. See Appendix for list of Environmental scan resources.

The team brainstormed items that would likely continue to impact the College during the next five years and created a list of assumptions. That list included:

- Filling student housing and OCCI will remain a priority
- Students will continue to be un- and underprepared for college
- Distance Education will continue to be an option
- SWOCC will continue to compete for students with for profit and nonprofit entities
- Increasing the number of certificates and degrees awarded will continue to be a goal of SWOCC
- Partnership with four year universities will continue
- There will still be a need to engage the business community and
- We will see numbers of veterans increase on campus

Additionally, it was noted that the numbers of high school graduates have decreased over the past years, increasing the need to recruit from out of the College's district.

The AMP team members researched other community college academic master plans as well as George Copa's New Design before adopting Copa's approach to creating the Academic Master Plan process.

Over the next year the AMP team addressed each of the Learning Elements found in George Copa's New Designs:

- A SWOT analysis approach was completed for the **Learning Context Element**.
- To identify our **Learning Audience** the team reviewed Measures of Achievement, Enrollment Management data, Student FTE reports, focus group summary, campus discussions, Target Group Identification for Marketing and Recruitment, Kickoff Institute information, Appreciative Inquiry results and Course Completion information.
- **Excel Naturally** was adopted for SWOCC's **Learning Signature**.

- **Learning Expectations** discussions began with review of General Student Outcomes. General Student Outcomes were revised.
- **Learning Process** discussion led to review of current program guidelines/requirements, course outline approval process, program modification guidelines , program review, state guideline review, and accreditation recommendations. Resulted in Guidelines for Course outlines, Guidance for Instructional Council, and Guidance for CAO/VP, and Guidelines for New Academic Programs. Questions to be included in Program Review were developed.
- **Learning Organization** Three priorities were established for Learning Organization: *(time organization) supports flexibility (e.g., just in time, variable schedules, learning in breadth and depth) in learning process. (environmental organization) creates flexibility, access to multiple learning settings, and building learning community (staff organization) supports becoming very knowledgeable of learners, building strong learning communities, using the community as a learning context, and integrating subject matters.*
- **Learning Partnerships** led to identification of four priorities for forming partnerships: *leverages resources/positive results in synergy, enhances the learning experience, impacts the entire community and includes a diverse set of partners.*
- **Learning Staff & Staff Development** resulted in development of ***Guidance for Professional Development***
- **Learning Environment** Three priorities were established for Learning Environment Facilities: *responds to differences in learners, supports use of technology, enables and provides for continuous renovation and updating.* Four priorities were established for Learning Environment Technology: *is up to date and easily up dated and expanded, includes all forms of technology, encourages creativity and innovation, and is cost- effective.*
- **Learning Accountability** -- measures or indicators of accomplishment that are acceptable to the policy-making group, typically the board/trustees in a public institution. To that end each of the AMP sections includes success indicators.
- **Learning Celebration** Three priorities were established for Learning Celebration: *strengthens sense of community, encourages pride and joy, and focuses on learning as a lifelong experience and important to learners.*
- **Learning Finance-** Four priorities were established for Learning Finance: *supports reengineering and innovative actions, stabilizes funding patterns, aggressively seeks resources from a wide variety of sources, and integrates local, state, national, and international goals, planning, and resources.*

In the fall of 2013, under the guidance of the new Vice President of Instruction and Student Services, the AMP team created an outline for the plan itself. The components of the outline with timeframes and responsibilities provided a framework for the written plan and allowed the AMP team to assure alignment with Southwestern's core themes. A format for writing the sections was established which identified the goals and processes for each section. Success indicators were later added to each section. Team members drafted each section and then presented it to the full team for discussion leading to edits and changes that were brought back to the group for further review and approval.

III. EXECUTIVE SUMMARY

Southwestern's (SWOCC) Academic Master Plan (AMP) has five principle components: instructional strategic initiatives, student success, role of faculty, fostering a culture of excellence, and shared governance. Each component establishes specific goals and processes to guide the College in its mission.

Instructional Strategic Initiatives encompasses future initiatives, operational and facilities initiatives, and new academic program proposals. Future initiatives include any project, collaboration, partnership, or new program that impacts instruction while operational and facilities initiatives enhance student access and success through intentional scheduling, effective use of facilities, facilities design, technology, and strategic facility enhancement planning. New program proposals will involve the faculty in all stages of consideration and approval and in determining the cost benefit analyses of potential new programs. The learning signature of Excel Naturally is a forceful symbol/image to provide a focus for further academic planning based upon students excelling in a natural environment.

Student Success is determined by a combination of factors including but not limited to student goals of advancement toward academic, employment preparation, or personal enrichment; exposure to art and cultural literacy; preparation for informed citizenship both nationally and internationally; and successful preparation for entry into the workforce and/or transfer successfully to pursue degrees at institutions of higher learning.

Role of Faculty is to provide guidance for professional development of staff through instructional and professional excellence, professional/occupational scholarship and training, and individual educational and personal growth. Additionally faculty are to increase participation in and guidance of the budget process, increasing understanding of budget terminology/measurements, creating a transparent budget process, and developing a process for long term financial planning. And accreditation will become more relevant and timely as the faculty assist in and guide the process.

Fostering a Culture of Excellence asserts a commitment to create a culture of excellence by fully supporting teaching and learning; scholarship, creativity, and service; the growth and development of its members; recruitment and retention of a diverse faculty and staff; shared governance; fiscal responsibility and stewardship of resources; and academic decisions guided by college goals and purposes.

Shared Governance includes guidance for Faculty Senate, Instructional Council, the Vice President of Instruction and Student Services, community partnerships and community engagement, and program review and viability.

Each section includes goals and processes which outline objectives, departmental and individual responsibilities, along with methods that are either currently being practiced or will be initiated in the next five years. Each set of goals also references numbered Success Indicators (SI). These SI measurements are established components of Southwestern's Strategic Plan and provide evaluation of progress in supporting our Mission and Core Themes:

Mission Statement *(Adopted November 19, 2012)*

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

Core Themes *(Revised February 24, 2013)*

- *Learning and Achievement*
- *Access*
- *Community Engagement*
- *Sustainability*

As part of the AMP development process, any goals which did not correlate to a current SI were noted, providing a gap analysis of needed measures which can be recommended for future Strategic Plan amendment and institutional assessment efforts. The AMP Taskforce agreed that this additional documentation provides an academic perspective to our established assessment criteria and reinforces our accreditation compliance with Northwest Community Colleges and Universities (NWCCU) standards.

IV. ACADEMIC MASTER PLAN COMPONENTS

i. Instructional Strategic Initiatives

Future Initiatives

Future Initiatives is defined as any project, collaboration, partnership, or new program that impacts Instruction, and that the College decides to pursue; this includes new Instructional Programs, new Instructional Grants, or any other Instructional Initiative.

GOALS

GRANT PROPOSALS AND OTHER FUTURE INITIATIVES

As part of the Academic Master Plan, over the next five years, specific goals for ***Future Initiatives*** will include:

- Improving Student Success
- Ensuring Sustainability
- Facilitating Student Access
- Promoting and Integrating the College Signature
- College and Community Engagement

Additionally for each goal one or more Success Indicators will be identified.

NEW PROGRAM PROPOSALS

As part of the Academic Master Plan, over the next five years, specific goals for **Grants or other Future Initiatives** will include:

Faculty involvement from the beginning stages of considering new programs at the College

- Use the Faculty Senate committee structure as a place to bring new program ideas forward for discussion and feedback prior to taking to Instructional Council.
- Take new program proposals to Instructional Council for discussion and action recommendations for the VP of Instruction and Student Services.

Faculty involvement in determining cost benefit analyses of potential new programs

- Use the New Program Matrix for the New Programs Committee and Instructional Council, which details the need for the new program along with a cost benefit analysis.
- Encourage transparency and open discussion on potential new programs with emphasis on accountability at all levels.

Additionally for each goal one or more Success Indicators will be identified.

PROCESS

GRANT PROPOSALS AND OTHER FUTURE INITIATIVES

Proposal

Any Southwestern employee may submit a written proposal for pursuing a Grant or other Future Initiative using the Future Initiative Narrative Fill-In Form (Exhibit a). The College President's Executive Team will then review the proposal using the Future Initiative Matrix (Exhibit b). If a proposal is not supported by the Executive Team, a written explanation of why it was denied will be provided to the person who submitted the proposal.

Leadership

If the College President's Executive Team determines that the Future Initiative Matrix supports pursuing the Grant or other Future Initiative, a member of the Executive Team, or their designee (referred to as the Steward), will provide leadership for the development of the initiative and/or pursuit of the grant.

Campus Communication

The Steward will provide ongoing communication to the Executive Team, and establish a process for dissemination of information throughout campus. Instructional Council will be included in communications concerning any Grants or Initiatives that involve instruction.

Faculty and Staff Participation

The Steward will engage Faculty and Staff based on need for participation and representation. Grants or Initiatives that directly address academics, instruction, and/or classroom processes, will have ample discussion and participation.

Documentation and Reporting

Official documents will be housed with the Foundation Office, and copies of all official documents will be housed with the Steward.

NEW PROGRAM PROPOSALS

New Programs Committee

The VP of Instruction and Student Services will involve faculty in the development and recommendation of new programs by incorporating this work into the existing Faculty Senate Committee structure and using the Future Initiative Narrative Fill-In Form. New program ideas will be brought to this group for discussion and analysis as to feasibility, need, costs, etc. Program ideas that appear promising will then be forwarded to the Instructional Council for formal consideration.

Instructional Council

Instructional Council will look critically and in detail at formal proposals for new programs and courses using the Future Initiative Matrix. Recommendations will be made to the VP of Instruction and Student Services as to whether new programs and courses should be approved and implemented. These recommendations should be based as much as possible on quantitative data (cost benefit analysis) showing the benefits to students and the community for offering these programs and courses.

Accountability

Transparency regarding the offering of new programs and courses will be achieved by communicating and discussing potential new offerings with faculty at the beginning stages of consideration and design. Analysis of the need and cost benefits of new programs and courses will be discussed early in the process to ensure open communication and understanding before decisions are made which impact budgets and curriculum.

Our Learning Signature: Excel Naturally

The *Learning Signature* of **Excel Naturally** uniquely identifies Southwestern. Given our desire to focus on our students excelling and our campus's connection with the lake and its natural surroundings, the *Learning Signature* of **Excel Naturally** is a forceful symbol/image to identify Southwestern. It provides a focus for further academic planning based upon students excelling in a natural environment. **Excel Naturally** embodies an accurate and worthy identity for SWOCC. This signature phrase highlights what is special about us and our location situated on the beautiful Oregon Coast.

GOALS

- Create an academic and campus culture where the pursuit of excellence comes naturally.
- Be wise and appreciative stewards of the natural setting of the College and surrounding area.
- Create avenues and incentives for faculty, staff, and students to integrate the *Excel Naturally* signature into courses, partnerships, programs, conferences, marketing, and recruitment.
- Grow our programs in Forestry and Natural Resource Management.
- Employ best (nature friendly) practices on campus, in our buildings and grounds, in caring for our undeveloped lands (i.e.: habitat protection, removal of invasive species, nature trail signage, etc.).
- Emphasize the numerous opportunities for enjoying and exploring the natural areas near the College campuses in our marketing.
- Pursue nature-related conferences and workshops the College could host for the community.

Associated Success Indicators: 2, 3, 37, 40, 41

PROCESS

- Under the leadership of the College Executive team, the College will create an action plan to integrate *Excel Naturally* into all aspects of campus life and learning.
- Each department (Housing, Athletics, Student Services, Instruction, Facilities, Marketing, Recruitment, Community Education, BDC, etc.) will be asked to outline steps they will take – or have already taken – to embrace and highlight the *Excel Naturally* signature.
- Campus Communication – Beginning with Fall In-service *Excel Naturally* will begin to be discussed among faculty, staff and students as a learning signature, and draft departmental plans will be created.

Operational and Facilities Initiatives

GOALS

Enhance student access and success through intentional scheduling, effective use of facilities, facilities design, technology, and strategic facility enhancement planning under the leadership of the Vice President of Instruction and Student Services.

Associated Success Indicators: 2, 3, 19, 20, 40, 41

PROCESS

- Plan for instructional and student services capital improvement projects and equipment/furnishings acquisition with the guidance of a committee with representation of faculty, plant services, instructional technology, and administration and recommendations to the FUG group.
- Review and develop an instructional schedule to minimize student conflicts, optimize facilities use, and maximize student access to courses.
- Involve Strategic Enrollment Management Plan committee, advisors, staff and faculty to identify and resolve scheduling and facility issues.
- Conduct a needs analysis to guide facilities scheduling and planning including office needs, meeting spaces, student facilities, technology and software, furnishings, and utilities.
- Develop matrix, scheduling process, and operational guidelines for selected scheduling schema; review by all departments including student services department, office of instruction, faculty, and IT. Operational guidelines should include criteria and approval process for requesting exceptions to the schema.
- Employ universal classroom design concepts appropriate to support contemporary, collaborative, and effective student-centered pedagogy.

New Program Proposals

GOALS

As part of the Academic Master Plan, over the next five years, specific goals for the New Program Proposals process include:

Faculty involvement from the beginning stages of considering new programs at the College

- Use the Faculty Senate committee structure as a place to bring new program ideas forward for discussion and feedback prior to taking to Instructional Council.
- Take new program proposals to Instructional Council for discussion and action recommendations for the VP of Instruction and Student Services.

Faculty involvement in determining cost benefit analyses of potential new programs

- Use the New Program Matrix for the New Programs Committee and Instructional Council, which details the need for the new program along with a cost benefit analysis.

- Encourage transparency and open discussion on potential new programs with emphasis on accountability at all levels.

Associated Success Indicators: 2, 3, 11, 40

————— P R O C E S S —————

New Programs Committee

The VP of Instruction and Student Services will involve faculty in the development and recommendation of new programs by incorporating this work into the existing Faculty Senate Committee structure. New program ideas will be brought to this group for discussion and analysis as to feasibility, need, costs, etc. Program ideas that appear promising will then be forwarded to the Instructional Council for formal consideration.

Instructional Council

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Accountability

Transparency regarding the offering of new programs and courses will be achieved by communicating and discussing potential new offerings with faculty at the beginning stages of consideration and design. Analysis of the need and cost benefits of new programs and courses will be discussed early in the process to ensure open communication and understanding before decisions are made which impact budgets and curriculum.

ii. Student Success

Student success is determined by a combination of factors, including, but not limited to the following:

- Did the student achieve or advance toward the academic, employment preparation, or personal enrichment goal that brought them to the College?
- Was the student exposed to art and cultural literacy?
- Did the student experience programming to prepare him/her for informed citizenship both nationally and internationally?
- Was the student, with the degrees and certificates conferred by Southwestern, prepared to directly enter the workforce and/or transfer successfully to pursue degrees at institutions of higher learning?

————— G O A L S —————

- Steadily increase completion rates based on annual Achievement Compact Targets including Adult HS diplomas/GEDs, Certificate/Oregon Transfer Modules, Associate degrees, Transfers to four-year institutions.
- Increase and expedite number of students successfully transitioning from Developmental Education classes to gateway classes in Reading, Writing, and Mathematics.

- Develop, initiate, and review evidence-based student programs and services designed to enhance persistence and completion on an annual basis.
- Provide exposure to and opportunities for artistic expression, culturally diverse activities, and politically relevant programming.
- Create and deliver alternative, evidence-based programming (e.g. accelerated learning, boot camps, placement test preparation, collaboration with high schools) to improve college-readiness and diminish reliance on developmental courses .

Associated Success Indicators: 2, 5, 6, 8, 11, 13, 22, 22a, 27, 28b, 29, 34, 38, 44, 46

————— P R O C E S S —————

Point of Contact

The Vice-President of Instruction and Student Services will oversee the compilation and dissemination of relevant data and program development related to student success.

Leadership

Under the leadership of the Vice-President of Instruction and Student Services, the Strategic Enrollment Management Committee will develop comprehensive student persistence and completion plan designed to meet institutionally identified targets in line with State and Federal recommendations.

The Vice-President of Instruction in conjunction with institutional governing bodies and managers (administrative and academic) will encourage and support development of programs, research, support services, and materials that increase student success.

The Vice-President of Instruction in conjunction with faculty and staff will reinstitute the Arts and Lectures Committee or similar with the goal of enhancing activities on campus which encourage exposure to the arts, cultural literacy, and political discourse.

Communication

Annual reports and quarterly comparison updates of persistence and completion data and successful transitions to gateway classes will be shared campus-wide with specific attention given to goal achievement. Success indicators from the Strategic Master Plan related to student success will be incorporated into campus communication via Instructional Council, College Council, Institutional Managers, Division and General Faculty meetings.

Faculty and Staff Participation

All faculty and staff can contribute to student success. As part of the employee evaluation process, faculty and staff will self-identify two to three ways in which they personally contribute to student persistence and completion. Additionally, activities and programs that directly address academics will involve significant opportunities for input by individual faculty, departments, and faculty governing groups.

Documentation and Archives

Statistical reports and relevant planning documents will be available on the institutional webpage managed by the Office of Institutional Research. On an annual basis, a report on student success will be disseminated in a press release to the public.

iii. Role of Faculty

Guidance for Professional Development of Staff

GOALS

- Develop instructional and professional excellence
- Promote professional/occupational scholarship and training
- Encourage individual education and personal growth

Associated Success Indicators: 9, 29, 41

Additional Measurement: Individual education and personal growth (See Process #5)

PROCESS

- Office of Instruction to provide leadership with guidance from Faculty Senate and CORE on the following:
- Substantially increase faculty and staff active memberships in professional organizations.
- Plan and budget for professional and occupational development on a college and departmental level.
- Create a coherent plan for the development of faculty through peer evaluations and mentoring.
- Encourage and enable faculty and staff to attend conferences, workshops and to take courses that will keep them current in their academic discipline.
- Establish, perhaps through a survey, a baseline of faculty and staff development activity (professional memberships, conference attendance, etc.) against which the College can measure improvement and demonstrate support of individual education and personal growth.

Guidance in Budget Process

GOALS

As part of the Southwestern Academic Master Plan, over the next five years, faculty will increase participation in and guidance of the Budget Process. The Budget Process will consider continuous improvements which encourage faculty participation through:

Involving Faculty in the Budget Process

- Faculty are invited to provide input during initial budget development phase
- Investigate specific venues for faculty participation in the budget process
- Encourage faculty feedback on position priorities, programs, and supplies/equipment

Increasing understanding of budget using common terminology/measurements

- Use dollar figures when discussing FTE numbers and billing credits
- Clearly delineate fixed expenses from those funds available for discretionary spending
- Provide equivalency measures (i.e. estimated dollars generated per student)

Creating a Budget Process that is fully transparent and inclusive

- Summary of the adopted budget shared with faculty

Developing a process for long term financial planning

- Encourage established practice of annual budget committee meetings all year long
- Create two and five year budget forecasts
- Consider long term investment and return on new programs and offerings

Associated Success Indicators: 9, 15, 16

Additional Measurement: Budget Process that is inclusive of faculty input, transparent, and provides summary of final budget numbers adopted.

————— P R O C E S S —————

Precedence for Participation

Article 30 of the Full Time Faculty Bargaining Agreement (July 1, 2012- June 30, 2015) outlines that, ‘faculty shall be allowed to participate in the development of the College budget through the appropriate administrative channels.’

Improvements to Budget Process

Historically, the Budget Process has been largely overseen by administration and is discussed through administrative channels such as the Executive Team and the campus Budget Committee, then on to the Board of Education for adoption. Once a budget draft was developed by administration for faculty review, it was considered informational only as most significant decisions on funding had been finalized.

To improve the level at which faculty are involved in the annual budget process, Faculty Senate could create a subcommittee aimed at budget participation to provide suggestions and recommendations to administration. Ideas for other venues that would improve and expand faculty involvement in annual budgeting are open to consideration and should be forwarded to the Faculty Senate Chair and the VP of Instruction and Student Services.

Faculty should be an active part in the discussions in the budgeting process that affect instructional services, including:

- Position prioritizing
- New faculty hires
- New programs
- Supplies and equipment requests

It is also acknowledged that faculty members do not engage in budgeting on a regular basis and may not necessarily have the background to decipher funding references which make up much of the administrative documentation and spreadsheets. Terms such as billing credits and FTE are not translated into dollar figures, so a comprehensive budget picture is difficult to visualize and process. To aid in comprehension of budgeting process, administration is encouraged to use dollar figures whenever possible and create equivalents that simplify definitions for bottom line costs and profit projections. Additionally, creating a separation between fixed costs (permanent) and those costs considered discretionary (flexible) can provide faculty a clearer view of what is available for allocation.

Summarizing the Annual Budget Process

The Budget Process should strive to be as transparent and inclusive as possible. To that end, the annual Budget Process should include a Budget Summary that is written to briefly outline the significant decisions that were made to successfully balance the budget. This would be a communication tool that shows how faculty were included in the decision making process. The summary can reduce misperceptions of imbalance and quantify reductions, increases, losses and overall funding changes in instructional areas. It would also give faculty an improved historical knowledge of the College’s financial position from year-to-year.

The Budget Summary should be brief and include bullet points on:

- Details to apprise faculty of final budget outcomes and document significant decisions
- Outline funded areas/items and unfunded areas/items
- If an instructional interest is unfunded, will it be earmarked for consideration in the following year's budget process?

Long Term Financial Planning

The ability to project for the instructional needs of the College should not be limited to the annual budget process. A plan to develop a two or five year budget projection process would provide a foundation for growth and provide an avenue for those projects and offerings that might require a long term investment to be considered. Estimating the number of students, class offerings, sections, faculty workload for several years ahead would improve the overall operation of instructional services.

Accreditation Process

GOALS

As part of the Academic Master Plan, over the next five years, specific goals for the Accreditation process include:

Make Accreditation More Relevant to Faculty

- Identify specific Accreditation standards which relate directly to the classroom
- Define ways Accreditation standards improve instruction

Develop Accreditation Planning Timeline

- A planning timeline will be developed and shared with the campus at the start of each academic year
- The timeline will outline Accreditation reports due or activities related to upcoming reporting
- Outline what needs to be accomplished by the campus and responsible department/individual
- Proactive planning of Standards reporting to provide adequate time for development and review ahead of deadlines

Close the Communication Loop

- Synopsis of our reaffirmation status from NWCCU
- Review of any NWCCU recommendations
- Continuous improvement focus for Accreditation standards for following year

Associated Success Indicators: 40, 41

PROCESS

Point of Contact

The VP of Instruction and Student Services will serve as the Accreditation Liaison Officer (ALO) between Southwestern and our institutional accrediting body, the Northwest Commission on Colleges and Universities (NWCCU). Point of contacts with NWCCU will be via VP of Instruction and Student Services and the College President. The VP of Instruction and Student Services will manage report research and composition under the accreditation cycle currently outlined by NWCCU.

Leadership

Under the leadership of the VP of Instruction and Student Services, Southwestern will develop continuous improvement methods that actively address any Recommendations made by NWCCU while incorporating campus wide analysis and synthesis of the NWCCU Standards for future self-study reporting. Collaborative and holistic efforts will be coordinated by the VP of Instruction and Student Services, supported by all College Staff, and

reinforced by the College President to directly assist Southwestern to fulfill our mission, increase our ability to monitor our campus environment, and ensure uninterrupted reaffirmation of our accredited status with NWCCU.

Southwestern Accreditation Committee

The Southwestern Accreditation Committee will be comprised of the College President, VP of Instruction and Student Services, Deans, Institutional Researcher, VP of Administrative Services, Faculty designees, MASSC and Classified staff. The combination of participants should allow for a representative from each department across campus. Accreditation Committee meetings will be quarterly and then move to monthly or bi-monthly during reporting phases. The Accreditation Committee will develop Timelines for Accreditation activities, planning, and reporting. The Timeline, along with any adjustments, will be shared with the campus community through the Accreditation website.

Campus Communication

Information about Accreditation activities will be shared campus wide in the form of electronic minutes, email communication, electronic newsletter, and established committee meetings such as Instructional Council, College Council, Institutional Managers, Division and General Faculty. Responsibility for communication and its frequency will be determined by the VP of Instruction and Student Services based on need for department integration, analysis/synthesis participation, and report development.

Faculty and Staff Participation

Accreditation standards which directly address academics, instruction, and classroom process should have ample discussion, endorsement, and language examples provided by campus Faculty. Faculty will be engaged with the VP of Instruction and Student Services and the Deans in projects that are focused on addressing instructional accreditation recommendations and strengthening our accreditation reports. Faculty who have been selected by the VP of Instruction and Student Services to participate in the Accreditation process will make every effort to contribute to scheduled workgroups, discussion forums, meetings, and email communications related to Accreditation. If a designated Faculty member cannot meet this obligation, they should suggest an alternate peer who can provide comparable insight and perspective. Staff (MASSC and Classified) who have specific roles related to Accreditation Standards being addressed will be called upon to collect, organize, and outline information for the Accreditation Committee.

Documentation and Archives

The [Accreditation website](#) will be managed by the Office of Instruction along with the hard-copy archives for a historic account of Accreditation at Southwestern. All written communication between Southwestern and NWCCU will be archived through the Office of Instruction. Electronic copies of Accreditation archive information will be managed by the Institutional Researcher. A hard copy of each Accreditation report will be provided by the Office of Instruction to the Southwestern Library for public viewing.

Annual Financial Resource Review

The NWCCU Annual Financial Resources Review will be the responsibility of the Institutional Researcher, but may require assistance from additional departments including Office of Instruction, Business Office, Recruitment and Enrollment.

iv. Fostering a Culture of Excellence

Excellence is a characteristic of an institution that empowers faculty, staff, administrators, and students to achieve college goals and purposes stated in its Mission Statement, Academic Master Plan, and Strategic Plan. The College asserts a commitment to create a culture of excellence expressed by fully supporting teaching and learning; scholarship, creativity, and service; the growth and development of its members; recruitment and retention of a

diverse faculty and staff; shared governance; fiscal responsibility and stewardship of resources; and academic decisions guided by their impact on these college goals and purposes. ¹

GOALS

- In keeping with our learning signature "Excel Naturally": Encourage the development of a culture of excellence of teaching and learning by using the available resources and infrastructure efficiently, and by making a concerted effort to enhance those resources. Promote an educational philosophy that takes advantage of the unique location and identity of the College and the physical and community environment.
- Establish the evidence-based opportunities that improve student retention, achievement, and future success. Promote academic depth in field and breadth across disciplines, and incorporate the philosophy of learning by doing.
- Incorporate the values of reflection, planning, and collaboration in the educational process, and provide resources to enhance opportunities.
- Create a learning community that promotes academic excellence and intellectual curiosity among faculty and students. Encourage and support the development of programs and activities to promote best practices and innovations in teaching.

Associated Success Indicators: 1, 2, 3, 5, 6, 9, 11, 13, 16, 27, 28, 29, 37, 38, 40, 41, 44, 46

PROCESS

- Build on our existing college and local resources by utilizing field studies, case studies, and field experiences. Provide resources to encourage development of courses and activities that use the local community and natural environment.
- Develop a consistent methodology for the evaluation of new or rejuvenated courses. The process should recognize the distinction between viability and vitality of programs and courses. The Office of Instruction will investigate methods to enhance vitality of courses through allowing and encouraging scheduling flexibility and rotation of course offerings among instructors.
- Establish best practices of instruction, and seek grants or other sources of financial support for professional and pedagogical development.
- Develop and monitor processes that provide both formal and informal training for new faculty, including the incorporation of a mentoring program. The training and mentoring processes should be incorporated into the evaluation process.
- Maintain faculty enthusiasm by designing and implementing effective orientation and training. Develop in-service activities that encourage ongoing discussion and planning, to facilitate collaboration and implementation of best practices in teaching.

1

Definition modified from University of Indiana Northwest working paper on "Academic Excellence," 2005.

- Develop opportunities to facilitate interaction among multiple disciplines, for example through coordinated studies, learning communities and cohorts, and integrated curriculum. Possible first year experience programs should be evaluated for the potential to increase student success and retention.
- Incorporate our expectations for student preparation and future success in the recruiting process. Expand recruiting to encourage student diversity, for example by expanding recruitment of international students.
- Evaluate methods of placement testing and prerequisite enforcement, and revise these processes where necessary.
- Enhance the advising process, by establishing and employing best practices of advising. Consider the development of a dedicated cadre of advisors.
- Investigate possible avenues for funding and establishing supplemental instruction programs, or similar student-led tutoring and mentoring programs, to complement existing tutoring services.

v. Shared Governance

Faculty Senate

The **Faculty Senate** is the representative body of faculty who are recognized as “essential participants in both making and carrying out decisions on educational policy.”*

GOALS

- Act upon educational policies that promote student success
- Encourage the use of the Academic Master Plan in decision-making
- Represent the voice of the faculty regarding educational policy, academic excellence, and freedom of expression*
- Generate and evaluate initiatives that reflect the core values of the College and achieve the goals of the AMP

Associated Success Indicators: 9, 13, 40, 41

PROCESS

- Effectively promote the use of the Academic Master Plan in decision-making by attending Instructional Council and College Council.
- Support the use of the AMP in the screening, interviewing, and hiring of new employees.
- Consider the goals of the AMP for Faculty Senate agenda items.
- Annually review the AMP and its use through a Faculty Senate committee.

* See *General Faculty and Faculty Senate Constitution* (Preamble and Article 2 Section 2)

Guidance for Instructional Council

The **Instructional Council** is the advisory council to the Vice President of Instruction and Student Services on all instructional issues, functions, and activities. The purpose of this Council is to promote teamwork and joint problem solving among administrators, coordinators, instructional administrators and student services.

GOALS

- Serve as advisory to Chief Academic Officer /VP of Instruction and Student Services
- Update and maintain curriculum/programs
- Centralization of instructional decisions
- Adopt the Student Outcomes (Learning Expectations) revised by the AMP team (Exhibit c)

————— P R O C E S S —————

- All major decisions, including review of new academic programs and course curricula, course schedules and academic calendars are made by the **Instructional Council**.
- The Vice President of Instruction & Student Services will lead and organize IC meetings.
- Membership should include full time faculty members, Registrar, Financial Aid Director, Instructional Deans, Student Services Dean, Workforce Development Dean, all Instructional Directors, ITS Director, Learning Resources Director and High School Relations Coordinator.
- Membership may also include Ad Hoc faculty and/or staff members involved in taskforces/teams that impact instruction, curriculum, assessment (e.g. Achieving the Dream, Accreditation, Title III).
- Additional Southwestern staff are welcome to attend meetings for informational purposes.
- Include as a standing item on agenda opportunity for campus/state/national information sharing.

Associated Success Indicators: 3, 9, 13, 40, 41

Additional Measurement: Instructional decisions are made using input from a diverse group of instructional staff and changes to instructional operations are communicated across campus.

Guidance for Vice President of Instruction and Student Services

————— G O A L S —————

- Provide effective administration and oversight of continuous improvement for all instructional operations.
- Provide supervision and direction for Instructional and Student Services Deans and the Office of Instruction.
- Meet all Accreditation standards along with State and Federal guidelines for instruction and students services for community colleges.

Associated Success Indicators: 2, 3, 5, 6, 8, 11, 13, 15, 27, 40, 41

————— P R O C E S S —————

- Implement the Academic Master Plan (AMP) and ensure instructional integrity of instruction, curriculum, and assessment.
- Ensure that quality of degree and certificate programs are maintained through evidence based assessment as the gatekeeper.
- Ensure that all course outlines are mapped to programs during the 4 year review cycle
- The Vice President leads Instructional Council (IC) and provides opportunity for discussion of instructional issues while collecting consensus for informed recommendations.

- Vice President communicates and coordinates with Faculty Senate on important strategic, operational, or financial issues that could affect faculty and/or instructional standards.
- The Vice President communicates with the College President as an Executive Level Cabinet member, representing the concerns, recommendations, and requests associated with instruction and student services faculty and staff.
- Coordinate with Instruction and Student Services to meet Northwest Community Colleges and University (NWCCU) recommendations and future reporting that secures Southwestern’s continued accreditation status.

Guidelines for Community Partnerships and Community Engagement

GOALS

As a part of the Academic Master Plan specific goals for Community Partnerships and Community Engagement include:

- Create a campus culture that values and promotes community partnerships and public service.
- Support and strengthen partnership between faculty members and communities to promote learning, scholarship and service opportunities.
- Provide thoughtful collaboration and partnership building to support student success and contribute to the social, cultural and economic development of our communities.

Associated Success Indicators: 8, 14, 22, 26, 32, 33, 34, 42, 43, 46

PROCESS

- Develop a process to annually track the activities of Advisory Committees and student learning projects.
- Report the activities of Advisory Committees, internships, and student service learning through appropriate meetings, newsletters, college announcements and assessment software.
- Recognize and communicate the outstanding efforts by faculty in community engagement through press releases, board reports, and college announcements.
- Pursue partnerships and service opportunities at the local, state and national level.
- Plan and budget new resources to enhance and strengthen faculty partnerships and service programs.
- Facilitate faculty presentations in content areas that will facilitate a speakers’ bureau for the communities in our college district.

Guidelines for Program Review, Viability

GOALS

As part of the Academic Master Plan, over the next five years, specific goals for the Program Review, Viability process will be overseen by the Office of Instruction to include:

Develop consistent, clear Program Review process that incorporates annual review and adjustment of goals to keep document relevant and current

- A consistent template for the report and data will be used by all programs.
- Every program will annually review and adjust goals from its program review report to focus on continuous improvement and to help keep the program viable.

Integrate the Program Review Process and Data into a Program Viability Process that Evaluates Academic Programs

- Faculty will work closely with the Vice President of Instruction and Student Services to develop a quantifiable, objective process to evaluate the viability of academic programs that can be integrated into the program review process, utilizing the same data set.
- Faculty will be an integral part of a Program Viability process with administration, with the intent to focus on providing assistance to programs that are struggling.
- Involve faculty in any changes to the program review template, data set, or process.

Associated Success Indicator: 40

————— P R O C E S S —————

Program Review Process

The VP of Instruction and Student Services will involve faculty in development and evaluation of the program review process, including the data set used by faculty to prepare their program analysis and set program goals. The process will include an annual review and adjustment of goals to foster continuous improvement and encourage stronger program viability.

Program reviews should all follow the same report template and focus on key elements of program success:

- Cost/benefit analysis – adequate resources available
- Retention and Completion rate
- Responsiveness to community needs
- Student employment and transfer after graduation
- Student learning outcomes assessment
- Program goals and action plan

Program Viability

Faculty will be an integral part of a program viability process, helping to develop the process and implement the annual evaluation of programs based on an objective, data-driven analysis of program results and data.

Accountability

Transparency regarding the review of programs and the evaluation of programs using a viability process will be achieved by communicating and having ongoing discussion of the processes with faculty.

V. APPENDIX

i. Team Members

Phillip Anderson	Interim, Vice President of Instruction and Student Services (2011-2013)
Brenda Brecke	Consultant, Facilitator
Anna Chavez	Office of Instruction
Jessica Engelke	Business/Marketing Instructor
Robert Fields	Professor, Biology/General Science
Karen Helland-Domine	Dean of Extended Learning
Rod Keller	Dean LDC & Developmental Education
Anne Matthews	Graphic Design/Marketing Specialist
Trish McMichael	Job Placement, Internship Coordinator
Anny Mueller	Professor, Psychology
Thomas Nicholls	Executive Director Enrollment Management
Diana Schab	Dean of Career Technical Education
Patty Scott	President
Beverly Segner	Professor, Counselor
Ross Tomlin	Vice President of Instruction and Student Services
Chris Williamson	Professor, Computer Information Systems
Mark Wilson	Professor, English

ii. George Copa's "New Designs for Learning"

New Designs for Learning is located in the new School of Education at Oregon State University and directed by George H. Copa, Professor of Education. He can be contacted at copag@orst.edu or 541-737-8201.

New Designs for Learning

Change is not an option--it is inevitable. And yet, many educational institutions grappling with the practical logistics of change cannot help but see change as an inconvenience and often a threat. On the other hand, what would it be like to make change a friend, not an enemy to be resisted? What would it mean to think of change as a guide to a better future for the institution and a means to become an even more significant force in strengthening our cultural state of affairs in personal, family, work, and community life? We must begin a much more earnest search for the synergies that will better connect our educational institutions to our culture in ways that free and create resources and multiply desired results. This is the challenge and the opportunity of New Designs for Learning.

A Bit of Background

The research and development described in this paper began in January 1991, with the project, New Designs for the Comprehensive High School funded by the U.S. Department of Education (Copa & Pease, 1992; Copa, 1999), Office of Vocational and Adult Education through the National Center for Research in Vocational Education. That work was continued in 1996 with the project, New Designs for the Two-Year Institution of Higher Education (Copa & Ammentorp, 1997), with the same funding source. The work was done in the College of Education and Human Development at the University of Minnesota site of the Center. The project has since moved to Oregon State University and is now called New Designs for Learning because of the applications to a wide variety of contexts.

The work has undergone continued refinements as it has been the focus of presentations, workshops, and technical assistance to educational institutions and state agencies at all education levels that are interested in implementing the design process and concepts.

Design Vision

How should the ideal twenty-first century educational institution be designed? What should its learning experiences be like? How should the institution be organized? Who should be the staff, and what should they be doing? What should the facility look like, and how should it be equipped? And how should the institution be financed so as to operate effectively while continuing to be up-to-date in pedagogy and technology?

Envision ...

- ... an educational institution that reawakens the potential of all learners, staff, and community.
 - ... an educational institution that has a special spirit that gives coherence and meaning to all dimensions of the learning experience, as well as pride and joy in its results.
 - ... an educational institution that levels the playing field for all learners, giving multiple pathways to learn what is most valuable to know and be able to do.
 - ... an educational institution that works so closely with the community that borders are completely blurred and blended so learning can occur any place and any time.
 - ... an educational institution that is always vibrant, responsive, and on the cutting edge in what is learned and how it is learned.
 - ... an educational institution that can confidently find the resources to do what it sets out to do.
- This is the new vision implicit in the process and desired features for New Designs for Learning.

Design Process

The New Designs for Learning process strives to provide a framework and strategy for an institution to reach for and grasp the vision portrayed above. The process has two central dimensions: Design Values and Design Elements.

Design Values

Values that guide the New Designs for Learning design process serve as foundational principles or presuppositions to the way one goes about the process. The key values are:

- Involving and trusting stakeholders - closely involve those who had a stake in the educational institution and trust that they will act wisely.
- Designing down and checking up -- ask most important questions first and align responses to later questions accordingly; check back among questions and answers to see that there is coherence and consistency.
- Addressing comprehensively - consider all elements of the institution rather than focusing on only one area as many of the desired features are interrelated, one element to another.
- Building on assets - every institution has some areas of strength within its border and among its partners and external stakeholders; use these to advantage in the design process.
- Looking outside - sometimes it is necessary to literally go outside (the institution) to get back into educational excellence; those involved in the planning from outside should at least equal in number those from inside the institution.
- Provoking and respecting - the role of process facilitator is to raise questions and bring ideas and examples that provoke thinking and discussion and then respect those involved to make good decisions.
- Thinking long term - real institutional takes a long time and involves many ingredients beyond new plans or designs, including leadership, staff development, and resource.

Design Elements

The design process consists of twelve elements, executed in a particular order, and referred to as "designing down" and "checking up." The elements of the design-down process are as follows:

Learning Context - Attention to the *learning context* specifically recognizes and reinforces the need to tailor the design of the educational institution to its unique situation. During this element of the design process, the focus is

on the unique assets, challenges, opportunities, and aspirations of the institution under consideration. In general, *assets* are features about the institution that are working and which should be retained in the new design; *challenges* are features that are not working and which need to be fixed; *opportunities* are features that cannot be taken advantage of with the way the institution is currently operating; and *aspirations* are the future hopes and dreams for the institution.

- **Learning Audience** -- The *learning audience* in the design process and refers to who the institution school is to serve and their needs. Originally, we thought of the institutions as only serving students, young and old. However, educational institutions may also serve other organizations and communities as well as being a place for their own staff to continue to learn. Being clear about the audience for the institution can have a major impact on the institution's organization, staffing, partnerships, technology, and facilities.
- **Learning Signature** -- The *learning signature* focuses on what is to be special and unique about the educational institution under design or redesign. While most educational planning processes include consideration of mission, vision, values, and logo, these components are rarely linked together in a compelling and highly meaningful signature for the institution. The literature on effective schools and colleges concludes that giving the institution a special focus provides coherence, consistency, and spirit to the institution, and thereby adds to the quality of the learning experience and accomplishments. If the learning signature is real and meaningful, you should be able to ask anyone involved in the institution-- teacher, student, parent, custodian, or secretary --what is special about the institution and get the same basic answer. Usually, institution design groups are asked to develop a symbol, picture, phrase, story, or object that communicates clearly what will be special about the institution they are designing. A shared signature for the institution is collectively developed from personal signatures through a process of sharing, reflection, compromise, and consensus-seeking.
- **Learning Expectations** -- *Learning expectations* address what is promised in terms of learning results or outcomes from the institution being planned. The list of learning expectations represents the students' accomplishments as promised by the institution in exchange for the public's investment in teaching and learning.
- **Learning Process** -- Typically, the *learning process* consists of design specifications for curriculum, instruction, and assessment. In implementing this process, we emphasized moving from learning expectations directly to identification of learning products that would demonstrate that the learning expectations have been achieved. Additionally, we focused on the identification and design of learning projects that would result in the desired learning products. These learning projects, which consist of learning events or activities, naturally and strategically link assessment, curriculum, and instruction-- assessment is continuous, curriculum is interdisciplinary, and instruction is "construction" with learners as active participants building their own personal knowledge. With this strategy, subject areas are necessarily and naturally integrated, learning inside the institution and in the community are both valued and closely coordinated, and learning is viewed as a continuous process all through early childhood and youth requiring seamless transitions from pre-school through elementary, middle, high, and postsecondary schools.
- **Learning Organization** -- Attention to the *learning organization* element results in decisions about how to organize the time schedule, learners, staff, learning process, decision-making, technology, and learning settings in order to best support the learning process described above. The focus of the learning organization element of the design process is on how to organize these elements. In developing desired features for learning organization, we typically divide a larger design group into small groups of four or five individuals, and have each group work on developing the specifications for one aspect of organization (for example, time, students, or technology). We ask each group to develop a list of areas of agreement as well as issues for further discussion and information gathering. Each sub-group then presents to the

whole design group and, through discussion, issues are resolved or given further study and a coherent and mutually reinforcing set of organizational attributes is eventually selected.

- **Learning Partnerships** -- The *learning partnerships* element of the design process focuses on who needs to be involved in making the learning organization and learning process work to achieve the learning expectations. An important consideration involving learning partnerships is identifying the many partners, both internal and external, that are needed. For example, the list of partners for a K-12 school included: families, business and industry, government, churches, community-based organizations and agencies, higher education institutions, school staff, students, alumni, senior citizens, funding sources (that is, foundations), parent teacher associations, neighboring schools, and a regional cooperative service agency. It is also important to attend to the desired characteristics of the partners and the various resources and services that might be shared. This sharing of resources is a two-way process that includes not only external partners providing resources and services to the institution, but also includes the institution providing resources and services to the external partners. Institutions are encouraged to form a portfolio of strategic alliances, some formal and others informal, some long-term and others short-term, to support the learning process and organization. It is imperative to make the partnerships real, and not just paper transactions. Partners must be given recognition and voice in the learning experience. Extra funds may be needed for legal advice and extensive meetings to address the legal features of partnerships to everyone's satisfaction.
- **Learning Staff & Staff Development** -- It is important to consider the make-up of the *learning staff* and their desired features. Learning staff should be thought about in terms of learning teams as well as individuals. With increased emphasis on learning projects and informal learning in New Designs for Learning, students are emerging as an important component of the learning staff. And, with stronger and more intense partnerships, the partners are increasingly being viewed as a part of the learning staff. Staff development should focus on current and future needs, as well as consideration of who is in the best position to provide effective staff training. Institutions must invest in the needed staff development to make New Designs for Learning work effectively. Some New Designs sites have included a three-year professional development plan for teachers coinciding with the design and building of a new facility and unique professional development settings within the facility.
- **Learning Environment** -- The *learning environment* is frequently the point at which institution design groups choose to start their design process. We discourage this approach, because it is important to be clear about the desired features of the learning experience as a basis for designing a supporting learning environment. The learning environment, which includes decisions about technology, equipment, and facilities, extends well beyond the school or campus buildings to include all of the learning settings used by learners (for example, workplace, home, public library, and community). Smaller learning environments placed strategically around the community optimize the use of partnerships. The close blending of school or college and community ensures that learning is rigorous and relevant. A learning environment networked by computers provides each learner with essentially her or his own personal learning environment. Designing the learning environment begins with a detailed review of the learning process, organization, partnerships, and staffing, and then selecting the best supporting environment.
- **Learning Accountability** -- *Learning accountability* addresses the need to take very seriously the recommendations and commitments of an institution's stakeholders in setting forth new designs for the institution. It ensures that there will be a reporting back on how the implementation is progressing. The design attributes for accountability describe who is responsible and when and how reporting back will occur. The focus of accountability should tie directly back to the design criteria developed in the learning context element at the beginning of the design-down process and then to the design attributes developed in response to each of the other design elements. Institution staffs are usually assigned the responsibility of developing measures or indicators of accomplishment that are acceptable to the policy-making group, typically the board/trustees in a public institution.

- **Learning Celebration** -- *Learning celebration* addresses the need to align incentives and recognition of progress and success in moving toward New Designs features. Many of our traditional learning celebrations need to be revised to communicate and reinforce the changes in learning and the operation of schools or colleges being recommended by New Designs. Annual graduation ceremonies, quarterly competitive grades, and sports trophies may not be aligned with learning expectations that focus on preparing for lifelong learning; the challenges of work, family, community, and personal responsibilities; high expectations for all learners; and productively working together as a learning community. Learning celebrations should reinforce the design specifications for all elements of the design process, particularly the learning expectations and learning signature. Learning celebrations might include: displays of student learning products located all through the institution and in many places in the community, closed circuit television screens around the institution showing the names and contributions of all the learning partnerships working on a given day, and teams of students being recognized by community-based organizations for their solutions to important community problems.
- **Learning Finance** -- The *learning finance* element of the design process focuses broadly costs and revenues for building and operating a new or restructured school or college. Our goal has remained to bring the New Designs school or college into place and to operate it for no more cost than an average existing institution. Cost considerations often involve a trade-off among technology, staffing, and partnerships. The focus on revenue often leads to exploring new sources of revenue for the institution as a partner in social and economic development of a community. Working on the learning finance element has led to developing a new financial portfolio for the institution and a plan for securing needed community awareness and political support.

The design process follows this specified sequence so as to get careful alignment among the elements and to get "first questions first." The idea is to ensure that the design fits the needs of the local situation and proceeds in a logical order from aims to actions to supporting structure, processes, and environment, and last to needed resources. The design process for New Designs for Learning has emerged from research and best practices as well as the experience of working with several schools and colleges across the United States and in other countries. No doubt, it will continue to change as we gain more experience and as changes occur in the learning context. While the New Designs process is presented in a very linear fashion, focusing on the most important questions first, there is also a need to move upwards and across all elements in the design process in order to gain the careful alignment needed for high quality and efficiency.

Transition to New Designs

Putting new designs to work in the school is a major undertaking. Old paradigms and their associated practices must be challenged and, in many cases, fundamentally changed. To assist in thinking through, more operationally, the priorities and processes to move toward new designs, the New Designs elements can be used to think about and describe the present state of affairs at the school and the new designs that the school has in mind. The new designs should be the result of working through each of the design elements in the design-down process for the school or college, similar to what was described above. What should be evident after completing the framework are the gaps between what is and what should be. These gaps can then be prioritized to identify where to focus the initial efforts of the transition to new designs.

Benchmarking is set up to identify institutions that exemplify new design ideas in practice. Using the ideas and practices from other organizations is not counterproductive to the design-down process. The desire for close alignment among design features always implies the need to adapt rather than direct copying from other places. One needs to search nationally and internationally for such institutions. Benchmark schools and colleges may be more "maverick" in implementing new innovations than simply "top-notch" schools. In some cases, the benchmark institution will be another educational organization, but it may even be more productive to look beyond educational institutions (that is, at business and industry, community-based organizations, or government agencies) for new design concepts and practices. Benchmarking studies can then be completed to identify the aims

and processes that are of interest and how they were put in place. Benchmark institutions and organizations can become mentors for the school or college of concern.

Closing

New Designs for Learning is an attempt to begin conversations concerning the paradigm underlying educational institutions, to question the capacity of the conventional "school or college" to survive in the turbulent environment of the future. These conversations are at the center of the change process. They are not the result of change. They are the initiators of change, making it possible for individuals to see the organization and their work in new ways. Conversations are the dynamic that transforms outdated paradigms into new patterns of thinking and acting. By way of summary, the processes of benchmarking, conversing, leadership, and organizational learning are continuous. There is, in effect, no end to the processes. The organization continues to re-design itself so that it is continually examining its context, its work patterns, and the efficacy of its structures. To lead such processes requires a vision that sets moving targets--always seeking the promises of new designs for a future where major social issues interact with resource constraints and exploding knowledge to produce a more desired state of affairs.

References

Copa, George H. (1999). *New designs for learning: K-12 schools. CenterPoint (6)*. Berkeley, CA: National Center for Research in Vocational Education. (see <http://ncrve.berkeley.edu/CenterPoint/CP6/CP6.html>)
Copa, G. H., & Ammentorp, W. (1998). *New designs for the two-year institutions of higher education*. Berkeley, CA: National Center for Research in Vocational Education. (see <http://newdesigns.orst.edu/>)
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iii. Environmental Scans

Southwestern Oregon Community College's (SWOCC) Academic Master Plan has benefited from doing an environmental scan of National, State, and Local trend/data/information. Documents were posted to Angel for the team to read and/or material was distributed in meetings from the facilitator. Articles on the following topics were reviewed by the AMP team early in the AMP process.

National trends/data/information: Trends in Student Aid (2011), Trends in Community College Education (2011), Government Educational Policies, Reclaiming the American Dream April (2012), Community College Achievement Compact(March 2012), Pew Research Center: Future of the Internet (July 2012), American Association of Community College: Report on 21st Century Initiative Listening Tour (August 11, 2011), American Association of Community College: The Completion Agenda (April 2011)

State trends/data/information: Oregon Learns: Executive Summary (Or Education Investment Board) (December 2011), Oregon Labor Market Information (2010-2011), Oregon Learns: The Strategies to get to 40/40/20(August 2011), Oregon Community College Profiles (2009-2010 and 2010-2011), Retention Best Practices for Oregon Community Colleges (February 18, 2008), Task Force on Higher Education Student and Institutional Success (2011), Oregon Community College Student Persistence and Completion Strategies (January 5,2012), Oregon Community College Student Success Plan: Measure What You Treasure (September 2008)

Local trends/data/information: Coos and Curry Labor Market Information (2010-2011), Coos and Curry US Census Data (2010), Coos and Curry Counties Status of Oregon's Children 2010

SWOCC trends/data/information: Southwestern Oregon Community College Focus Groups Executive Summary(2007), Campus Conversations (date unknown), SWOCC Strategic Plans (2011/2012 and 2012/2013), SWOCC Profile (2009/10 and 2010/11),SWOCC Core Themes with Associated Strategic Plan Goals(updated 2013), SWOCC Section Leader Retreat SWOT(no date), Notes from SWOCC Entrepreneurial Meetings (November 200-March 2011), SWOCC Recruitment Plan (no date), SWOCC Success Indicators Reports (2010-2011), Enrollment Demographics (2010-2011), Appreciative Inquiry Notes (September 2009)

iv. Exhibits

- a. Future Initiative Fill-In Form
- b. Initiative Matrix Template
- c. Student Outcomes (Learning Expectations)

Exhibit a

**SOUTHWESTERN OREGON COMMUNITY COLLEGE
FUTURE INITIATIVES NARRATIVE FORM**

PROPOSER NAME AND CONTACT INFORMATION

AMOUNT OF PROPOSAL (IF APPLICABLE)

DEADLINE FOR COMMITTEE REVIEW

DEADLINE FOR SUBMISSION

PROJECT TITLE AND BRIEF DESCRIPTION OF DURATION, LOCATION, PURPOSE:

DESCRIBE THE 'NEED' THAT THE INITIATIVE ADDRESSES:

DESCRIBE YOUR EXPERIENCE AND/OR AVAILABLE SWOCC EXPERTISE IN THE PROJECT AREA:

DESCRIBE YOUR ABILITY TO MANAGE FINANCIAL REQUIREMENTS:

IDENTIFY ALL STAKEHOLDERS INCLUDING COLLEGE PARTNERS AND MAJOR SUBCONTRACTORS:

IDENTIFY ALL NEEDED COLLEGE RESOURCES SUCH AS OFFICE SPACE, PERSONNEL [ADMINISTRATIVE AND IT PERSONNEL],
AND MATCHING FUNDS REQUESTED:

DESCRIBE THE LONG TERM FINANCIAL COMMITMENT AND SUSTAINABILITY OF THE INITIATIVES ACTIVITIES:

PROVIDE FUNDING AGENCY CONTACT INFORMATION, HISTORY OF FUNDED AND/OR UNFUNDED PROPOSALS, COMPETITION
AND FUNDING PROBABILITIES:

DESCRIBE HOW THE INITIATIVE ADDRESSES ONE OR MORE OF THE COLLEGE'S CORE THEMES – INCLUDE WHICH SUCCESS INDICATORS (S.I.) FROM THE COLLEGE'S STRATEGIC PLAN WILL BE ADDRESSED BY THE PROPOSAL:

- ACCESS** – DESCRIBE HOW THE PROJECT ACTIVITIES ENSURE ACCESS TO DIVERSE LEARNING OPPORTUNITIES AND/OR PROVIDE ACCESS TO SUPPORT SERVICES FOR STUDENTS AND THE COMMUNITY:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES WILL MEET ACCESS OBJECTIVES AS DESCRIBED ABOVE:

- LEARNING AND ACHIEVEMENT** – DESCRIBE HOW THE PROJECT MAINTAINS AND DEVELOPS QUALITY LEARNING OPPORTUNITIES TO ENCOURAGE STUDENT ACHIEVEMENT AND SUPPORT STUDENT LIFE LONG LEARNING AND ATTAINMENT OF GOALS:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES WILL MEET LEARNING AND ACHIEVEMENT OBJECTIVES AS DESCRIBED ABOVE:

- INNOVATION AND SUSTAINABILITY** – DESCRIBE HOW THE PROJECT SUPPORTS SUSTAINABILITY AND GROWTH OF THE COLLEGE THROUGH PLANNING, BUDGETING, AND ASSESSMENT OUTLINING HOW RESOURCES ARE ALLOCATED TO SUPPORT CONTINUOUS IMPROVEMENT FOR STRONG INFRASTRUCTURE OF EMPLOYEES, TECHNOLOGIES, AND FACILITIES:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES WILL MEET INNOVATION AND SUSTAINABILITY OBJECTIVES AS DESCRIBED ABOVE:

- COMMUNITY ENGAGEMENT** – DESCRIBE HOW THE PROJECT SUSTAINS AND BUILDS STRONG COMMUNITY, BUSINESS, AND AGENCY PARTNERSHIPS AND PROMOTES OR PROVIDES DIVERSE ACTIVITIES AND EVENTS FOR THE COMMUNITY TO ENGAGE IN:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES MEET COMMUNITY ENGAGEMENT OBJECTIVES AS DESCRIBED ABOVE:

REVIEWER COMMENTS:

RECOMMENDATIONS:

REVIEWER DECISION:

Southwestern Oregon Community College Future Initiative Matrix

Initiative Title:		Name of Reviewer:	
SWOCC Contact Person:			
Factors	Rating Scale 0 - 5	Rating	
1. SUPPORTS ONE OR MORE OF THE CORE THEMES Success Indicators (SI):		N/A	
a. Access	Supports Access objectives		
b. Learning & Achievement	Supports Learning & Achievement objectives		
c. Innovation & Sustainability	Supports Innovation & Sustainability objectives		
d. Community Engagement	Supports Community Engagement objectives		
2. PARTNERSHIPS	Initiative has support from community partners and other constituencies		
3. RESOURCE SUFFICIENCY/ CAPACITY (available college resources: space, personnel, financial resources)	Requires reasonable (or minimal) investment of college resources		
4. DESIGN	Initiative leads to improved student success, increased efficiency, sustainability, an enhanced learning environment; or other measurable improvements to the campus or campus life		
5. MARKET DEMAND: Regional, State and National Trends/ Opportunities	Initiative is aligned with appropriate Educational and Workforce needs, and Labor Market Data		
6. FINANCIAL IMPACT Include other funding sources	Initiative will yield revenue and/or FTE, or decrease costs		
7. SUSTAINABILITY OF THE INITIATIVE	Initiative predicted to be self-sustaining, or becomes integrated into campus operations		
8. PERSONNEL	Adequate staff/faculty time available to achieve long and short term objectives		
9. ALIGNMENT	Aligns with relevant College plan(s) (ie: Strategic, Academic, Facilities, Technology)		
10. RETENTION AND COMPLETION	Initiative encourages students to stay and complete a program or course of study		
TOTAL SCORE			

Comments:

Exhibit b

Signature of Reviewer: _____ Date: _____

Approved: YES NO

Exhibit c

Learning Expectation (Outcomes) statements Revision: January 2013

Students graduating from Southwestern Oregon Community College with a **one or two-year program** are expected to have gained the knowledge, skills and attitudes (dispositions) and to demonstrate competency for the following institutional general learning outcomes:

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

Students enrolled in Transitional Education will be expected to meet the federal and state performance guidelines as they move through and transition out of Transitional Education.

All students completing a certificate will demonstrate proficiency in identified skill sets of the certificate. Skill sets of certificates will meet the relevant academic business and/or industry standards.

All students completing a Southwestern course will be expected to demonstrate effective skills and attitudes that are specific to that course.

All students will be welcomed into the Southwestern community of learners and **will be encouraged to** identify as SWOCC students.

v. Success Indicators Key



Southwestern Oregon Community College

Current Core Theme Objective Indicators

#	Indicator	Core Theme	Core Theme Objective	Threshold
2	Enrollment Credit and Non-Credit Report Measured by the percent change over a three-year average year, sorted by enrollment status from OCCURS data	Access	Students access varied learning opportunities A.1.1	Green: increase > 1% Yellow: Between – 5% to 1% Red: Less than 5%
3	Course Credit and Non-Credit Report Measured by the percent of change over a three-year average, sorted by location and demographic status from OCCURS data	Access	Students access varied learning opportunities A.1.2	Green: increase > 1% Yellow: Between – 5% to 1% Red: Less than 5%
5	Student Engagement Activities - CCSSE Measured by CCSSE benchmark “Support for Learners” compared to the three-survey average that was met or exceeded	Access	Students access services that support learning A.2.1	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45
6	Student Engagement Activities - SENSE Measured by SENSE benchmark thresholds “Early Connections;”, “Clear Academic Plan & Pathway”, “Effective Track to Learning”, and “Academic & Social Support Network” combined compared to the three-survey average that was met or exceeded	Access	Students access services that support learning A.2.2	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45
8	Employer Perceptions Measured by the average ratings level met or exceeded on the Employer Satisfaction and Opinion Survey from data reported by employers as part of the internship process	Learning Achievement	Students demonstrate that they have met institutional learning outcomes LA.3.1	Baseline data to be gathered in 2012-13 for the redesigned collection method with threshold set beginning with 2013-14
9	Employee Satisfaction and Opinion Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For	Sustainability	Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources S.2.1	Green: 65% to 100% Yellow: 45% to 64% Red: Below 45%

#	Indicator	Core Theme	Core Theme Objective	Threshold
11	Completion Measured by the number of degrees and certificates awarded relative to the total program student enrollment from internal reports and state OCCURS data	Learning Achievement	Students complete certificates, degrees, and transfer LA.2.1	Green: $\geq 10\%$ Yellow: 8% up to 10% Red: $< 8\%$
13	Student Outcomes Measured by Subject Area Committees annual assessment reports	Learning Achievement	Students demonstrate that they have met institutional learning outcomes LA.3.2	Green: Graduates meet or exceed established performance levels Yellow: 80% of graduates meet or exceed established performance levels Red: $< 80\%$ of graduates meet or exceed established performance levels
14	Structured Work Experience Measured by A. the percent of majors represented by students participating in work experience compared to a three-year average, sorted by program B. the percent of change in number of participating employers from year to year compared to a three-year average that met or exceeded the threshold from internal reports	Access (B) Community Engagement	Students access relevant curricula that support lifelong learning and achievement A.3.1 CE: Southwestern builds and sustains strong community partnerships	A. Green: $\geq 3\%$ Yellow: Between -2% and 2.99% Red: $< -2\%$ B. Green: $\geq 3\%$ Yellow: Between -2% and 2.99% Red: $< -2\%$
15	Fiscal Cash Flow Measured by the Cash Flow Statement and the general fund ending fund balance threshold from final audited figures	Sustainability	Southwestern provides responsible fiscal management S.1.1	Green: 85% to 100% Yellow: 70% to 84% Red: Below 70%
16	Fiscal Responsibilities - All Funds: Measured by the threshold A. ending fund balance for all funds from final audited figures B. for the current ratio of assets to liabilities from internal reports/final audited figures	Sustainability	Southwestern provides responsible fiscal management S.1.2 (A) S.1.3 (B)	A - Green: 85% to 100% Yellow: 70% to 84% Red: Below 70% B - Green: Greater than 1.50 Yellow: 1.00 to 1.49 Red: Below 1.00
17	Fiscal Enterprise Fund Responsibilities: Measured by the combined ending fund balance with General Fund FTE contribution from internal reports and final audited figures	Sustainability	Southwestern provides responsible fiscal management S.1.4	Green: Greater than \$100,000 Yellow: \$25,000 to \$99,999 Red: Below \$25,000

#	Indicator	Core Theme	Core Theme Objective	Threshold
19	Infrastructure Equipment and Software Maintenance Measured by the percent of planned expenditures required to replace equipment and software according to the Integrated Technology Replacement Plan compared to the actual expenditures based on a three-year expenditure average from internal reports and general ledger expenditures	Sustainability	Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources S.2.2	Green: 85% to 100% Yellow: 70% to 84% Red: Below 70%
20	Infrastructure Maintenance Measured by the percent of identified maintenance and safety projects completed. Projects are identified in the Master Facility Plan and Annual Budget book.	Sustainability	Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources S.2.3	Green: 85% to 100% Yellow: 70% to 84% Red: Below 70%
22	Community Participation and Satisfaction in Activities and Events Measured by the A. Percent of activities and events requested compared to prior year threshold met or exceeded, and B. Rating level for facilities services threshold met or exceeded Indicator Initiated: Prior Benchmark/MIE 18 as Community Perception Study	Community Engagement	Southwestern provides our community members access to a wide range of quality, lifelong learning activities CE.2.1 (A) CE.2.2 (B)	Green Yellow Red Threshold being revised
26	BITS Company Satisfaction Measured by the companies ranking training they received through community college Business and Industry Training System (BITS) from an internal survey	Community Engagement	Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs CE.1.2	Green: Average rating ≥ 4 Yellow: Average rating 3 to 3.99 Red: Average rating < 3
27	Licensing/Certification Rates Measured by the pass rate for national licensing tests compared to national pass rates from state OCCURS data Indicator Initiated: Prior Benchmark/MIE 15 - State KPM 11 Achievement Compact	Learning Achievement	Students complete certificates, degrees, and transfer LA.2.2	Green: $\geq 80\%$ Yellow: 70% up to 80% Red: $< 70\%$

#	Indicator	Core Theme	Core Theme Objective	Threshold
28	<p>Progress: Credits Earned Measured by the percentage of program students earning college credits in the academic year A. Earned 15 credits B. Earned 30 credits No Prior Indicator – only State SSI 3 Achievement Compact</p>	Learning Achievement	Students demonstrate progress LA.1.1 (B)	Green: ≥ 23% Yellow: 18% up to 23% Red: < 18%
29	<p>Connections: High School Dual Enrolled: Measured by the district percentage of dual enrolled high school students participating in high school connection opportunities compared to a three-year average from internal reports No Prior Indicator – only State KPM 17 Achievement Compact</p>	Access	Students access relevant curricula that support lifelong learning and achievement A.3.2	Green: ≥ 7.5% Yellow: Between 4% and 7.49% Red: < 4%
32	<p>Training Participant Satisfaction: Measured by participant evaluations of BITS training that include contracted, short term, group facilitations trainings and open to the employee development public classes on the internal evaluation</p>	Community Engagement	Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs CE.1.3	Green: Average rating ≥ 4 Yellow: Average rating between 3 to 3.99 Red: Average rating < 3 New survey scheduled for administration in Spring 2013; set baseline and thresholds for 2013-14
33	<p>Service to Business: Measured by the percentage of businesses served by the SBDC calculated as a three-year average compared to the national annual rate from internal reports/national data</p>	Community Engagement	Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs CE.1.4	Green: 2.5% or greater Yellow: Between 1.5% and 2.49% Red: Below 1.5%
34	<p>Staff Service to Community: Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey</p>	Community Engagement	Southwestern provides our community members access to a wide range of quality, lifelong learning activities CE.2.3	Green: 65% to 100% Yellow: 45% to 64% Red: Below 45% Baseline data to be gathered in spring 2013

#	Indicator	Core Theme	Core Theme Objective	Threshold
35	Foundation Support Measured by the amount of scholarships awarded to students compared to a three year average from foundation raised funds, data from internal reports	Access	Students access varied learning opportunities A.1.3	Green: > 5% Yellow: Between -5% to 5% Red: - 5% or less
37	Graduate Survey Measured by the average rating compared to the three-year average rating of student expectations and needs from internal survey data	Access	Students access relevant curricula that support lifelong learning and achievement A.3.3	Green: Average rating \geq 4 Yellow: Average rating between 3 - 3.99 Red: Average rating < 3
38	Student Satisfaction and Opinion Measured by the - this is under development and is an aggregate of data from surveys for the first stop, housing, and ESPS areas	Access	Students access services that support learning A.2.3	Green Yellow Red Under Development
39	Institutional Financial Assistance Measured by the percent of institutional grant assistance provided as a three year average reported to IPEDS compared to the IPEDS selected similar college cohort comparison group of full-time, first-time degree/certificate seeking students	Access	Students access varied learning opportunities A.1.4	Green: > 5% Yellow: Between 0 % and 4% Red: < 0%
40	Program Quality and Design Measured by the percentage of annually scheduled programs for review that are completed based on internal program review schedule	Sustainability	Southwestern delivers viable quality instruction S.3.1	Green: \geq 85% Yellow: Between 70% and 84% Red: < 70%
41	Quality Instruction Measured by the annual percentage of faculty being evaluated that earn a positive evaluation based on internal faculty evaluation schedule	Sustainability	Southwestern delivers viable quality instruction S.3.2	Green: \geq 95% Yellow: Between 85% and 94% Red: < 85%
42	Foundation Annual Fundraising Measured by the amount of scholarship raised from annual fundraising events from internal reports and audited final figures	Community Engagement	Our community members participate and contribute to the Foundation in support of the college CE.3.1	Green: > 5% Yellow: Between -5% to 5% Red: - 5% or less
43	Foundation Endowments Measured by the amount of endowment funds raised by the foundation compared to a three year average	Community Engagement	Our community members participate and contribute to the Foundation in support of the college CE.3.2	Green: > 5% Yellow: Between -5% to 5% Red: - 5% or less

#	Indicator	Core Theme	Core Theme Objective	Threshold
44	Remediation: Measured by the percentage of students passing remedial Math or English courses with a C grade or better compared to the three year average	Learning Achievement	Students demonstrate progress LA.1.1	Green: $\geq 60\%$ Yellow: 48% up to 60% Red: $< 48\%$
45	Alumni Participation Measured by the percent of alumni giving to the college compared to a three year average	Community Engagement	Our community members participate and contribute to the Foundation in support of the college CE.3.3	Green: $> 5\%$ Yellow: Between -5% to 5% Red: - 5% or less
46	Student Transfer Measured by the number of program students who transfer to four-year institutions relative to the total program student enrollment from transfer data reports	Learning and Achievement	Students complete certificates, degrees, and transfer LA.2.3	Green: $\geq 14\%$ Yellow: 10% up to 14% Red: $< 10\%$

- AC = State: Achievement Compact measure
- AD = Achieving the Dream
- SSI = State: Student Success Indicator
- KPM = State: Key Performance Measure