Application: Southwestern Oregon Community College

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2021 Aspen Prize

Summary

ID: 0000000038
Status: Submitted
Last submitted: Dec 5 2019 04:54 PM (PST)

📄 ### Agreements & Reference Document
Completed - Oct 28 2019

[Click here to download](#) a .docx version of the application narrative questions. Please note this document is for reference and drafting purposes only. All applications must be submitted through this online portal.

Agreements

Only fully accredited, Title IV-participating institutions are eligible for the Aspen Prize. Accredited institutions not in good standing will be reviewed for eligibility on a case-by-case basis.

Responses Selected:

I agree to make the Aspen Institute aware if my institution is not in good standing with my regional accreditor.

The Aspen Institute reserves the right to share select information submitted in this application—including student outcomes and examples of institutional practices—as part of our commitment to learn from the Prize and share insights with the field.

Responses Selected:

I agree to allow the Aspen Institute to use the information and data submitted with this application for research and knowledge dissemination.

📄 ### National Student Clearinghouse Authorization Form
Completed - Oct 31 2019

National Student Clearinghouse Authorization

By Tuesday, November 5, 2019, complete and submit within the online portal the National Student Clearinghouse (NSC) Authorization Form, allowing Aspen to collect transfer and completion outcome data from NSC on the institution's behalf.

Aspen will work with the National Student Clearinghouse to collect transfer metrics for eligible institutions. If you submit data to NSC and have done so since 2010, please sign this authorization. If this is not applicable to your institution, please check the appropriate option below.

Aspen Prize Authorization Form

The undersigned, as an authorized representative of this institution ("Institution"), authorizes and instructs the National Student Clearinghouse ("Clearinghouse") to use the Institution's data already provided to the Clearinghouse under the School Participation Agreement existing between them to prepare a study for the Aspen Prize competition.

The Clearinghouse will compare three cohorts of students who previously enrolled at the Institution with its nationwide postsecondary student database to determine the subsequent enrollment and academic achievements of those individuals. The Clearinghouse will use this information to prepare Institution level totals for first-time students with transfer-out and graduation rates.

The Institution authorizes the Clearinghouse to send the resulting aggregate level report to the Aspen College Excellence Program ("Aspen"), who will then use it among other criteria for determining the Aspen Prize top ten, winner and finalists-with-distinction. Data included in the report will include the number and percentage of students who completed a degree at the Institution, transferred to a four-year institution, and completed at a four-year institution. For each cohort, the Clearinghouse will provide Aspen with two-year outcomes, three-year outcomes, and six-year outcomes as available from the already submitted data.

Clearinghouse acknowledges that it shall comply with the Family Educational Rights and Privacy Act ("FERPA"), as amended, to the extent that FERPA applies to this authorization to prepare a study for Aspen. It also acknowledges and promises that it shall inform Aspen in writing of its obligation to comply with FERPA, to the extent that the Act applies to the report (and data contained therein) delivered to Aspen from Clearinghouse.

The Institution acknowledges that the Clearinghouse will not be responsible for the accuracy of the information provided to it by the Institution. There will be no charge to the Institution for this study.

This Authorization Form shall remain effective for the duration of the study, unless terminated earlier by either Party by providing fourteen (14) days written notice to the other Party.

As an authorized representative of my institution, I authorize and instruct the National Student Clearinghouse to use the Institution's data already provided to the Clearinghouse under the School Participation Agreement existing between us to prepare a study for the Aspen Prize completion as described in the above terms.

I agree

Full Name:	Robin Bunnell
Title:	Institutional Researcher
Date (MM/DD/YYYY)	10/31/2019
OPEID	00322000

📄 **Application Cover Sheet**
Completed - Dec 5 2019

Narrative Cover Sheet

NAME OF INSTITUTION:

Southwestern Oregon Community College

SERVICE AREA

Describe the institution's defined service area (e.g., county, city, etc.), if applicable.	Coos, Curry, Western Douglas

INSTITUTION DETAILS

Address	1988 Newmark Avenue
City	Coos Bay
State	Oregon
Zip	97420
Website	https://www.socc.edu/

POINT OF CONTACT

Institutional point of contact for Aspen to maintain correspondence with throughout the Prize cycle.

First Name	Ali
Last Name	Mageehon
Title	Vice President of Instruction
Telephone	541-888-7417
Email	ali.mageehon@socc.edu

PRESIDENT DETAILS

President's Name (Prefix First Last)	Patty Scott, Ed.D.
President's Email	pscott@socc.edu
# of Years Current President Has Held the Position	11 Years
Assistant Name (Prefix First Last)	Dina Laskey
Assistant's Email	dina.laskey@socc.edu
Assistant's Phone	541-888-7400

📄 Narrative Section 1: Executive Summary

Completed - Dec 5 2019

Narrative Section 1: Executive Summary

Notes to applicants:

- Contributors to this section may wish to cross-reference subsequent sections of the application narrative to assist in the writing of this executive summary.
- The online application form limits entries to the word counts listed for each section.

The executive summary should provide the selection committee with an overview of the institution's most significant current college-wide strategies to achieve high and continuously improving levels of student success and equity. The summary should provide

the "big picture" of the college's student success improvement trajectory and what leaders believe have contributed most significantly to the levels of student success that qualified the institution to apply for the Aspen Prize. In crafting this summary, you may wish to reflect on the following:

1. What are the major college-wide strategies for continuous improvement in student success? Why were those strategies chosen/developed? How were they informed by the college's contexts, student demographics, observed challenges, and unique mission and goals?

2. Have those student success strategies changed the experience of a student who started at the college this fall as compared to those who started five years ago? If so, how specifically?

3. What specific goals has the college set for improving student success and equity?

- How are these goals communicated to faculty, staff, students, and the community?
- How broadly understood and shared are the definition of student success and goals for improvement at the college?

Maximum word count: 750

"I've never thought College was something I can do, but I want more for my life." "I want to go to college to escape the lifestyle I was born into."

These are our students' voices. Many want out of poverty – the first in their families to go to college. They want fulfilling jobs. Many want their children, their parents, their partners to see them succeed. Their stories are the meaning behind Southwestern Oregon Community College's year-over-year gains in students completing, graduating and transferring.

Our district spans Coos, Curry and western Douglas counties. With a population of 95,000, this super-rural region has spiraled in financial recession since the 1980s. Foremost, our students battle poverty.
• 91% receive financial aid (IPEDS 2017 first-time full-time);
• 89% qualify for overall aid (IPEDS);
• 20% of families live in poverty.

Still, our students succeed.
• 65% (2016 FTFT cohort) graduate or transfer within three years, highest among Oregon colleges;
• 64% of Latinx/Hispanic transfer students complete a bachelor's within six years;
• We have a 2.0 social mobility rate, highest among Oregon CCs/4th combined with 4-year colleges

"I had the mindset college wasn't something I could do," Eric said.

Eric struggled through high school, and joined the U.S. Navy. In 2007 he came home, worked a casino job and then as a welder until he hurt his shoulder. Concerned about depression, his girlfriend badgered him to go to college. Eric found Shana Brazil, Southwestern's Veterans Service advocate. She encouraged him to use his college benefit and he found new meaning in life through Southwestern.

Our touchstones for success come from meeting students such as Eric where they are. Staff understands the challenges students face, because many traveled this road themselves. We leverage their knowledge, and strong academic and financial support systems to reduce barriers, and help students develop clear career pathways.

Southwestern accomplishes its "support student achievement" mission in three ways: 1) unwavering focus on access, 2) commitment to data-driven improvement, and 3) consistent leadership with a clear "why we need to do this."

Students like Eric are why. "I reluctantly went back to school and realized I was pretty good." He attended part-time so he could spend days with his baby. Since he was a combat vet, Southwestern gave him a two-year tuition waiver and work-study the Veterans Office. He gained confidence and after graduating with a two-year degree, connected with Southwestern's University Center, enrolling online in Oregon State University.

In 2004, Southwestern knew it had to begin a Student Success journey. We had a dismal 41% graduation/transfer rate. CCSSE showed students wanted more faculty time and supports. We created a retention committee. With presidential buy-in and $35,000 committed, effort spread.

Our now-President led the committee as faculty (hired in 1993 as TRIO SSS), served as Faculty Senate chair, and continues her Student Success mantra today. Our elected board and staff share her commitment. Our community does, too, evidenced by a recent $19 million campaign to construct a science, nursing/EMT program building. Donors stepped forward, lifting the burden off students and taxpayers.

Rural colleges face significant challenges with a two-decade decline in K-12 enrollment. Southwestern led Oregon's colleges in building housing in 1997. We started a culinary institute in 1999 (63% graduation rate 2010-18) and grew a strong athletics program (73% graduation/transfer rate). Our two-pronged

enrollment strategy focuses on Western states recruitment to increase student diversity; and strategic high school partnerships, so students can access free dual-credits to complete transfer courses. We provide support for our most rural population through online and on-site education, with a Curry County presence since 1975 and satellite campus in 2012.

In 2016, Southwestern became an Achieving The Dream Leader and leader in Guided Pathways. We integrated EMSI's labor market interface into our website, so students can access information linked to career pathways.

Staff engage in high-impact practices to support success. All students attend orientation and actively use supports, including Tutoring, Veterans Center, Accessibility Services, One-Stop Enrollment and Advising. Faculty flip classrooms and inspire learning through research and service-learning projects. For students who struggle most, we run a 24-hour food pantry.

There is no better way to understand the college's impact than to look at Eric's story. Today – Eric has his doctoral degree. He works at Coos Health & Wellness helping individuals with mental illness. His story is one of many that illustrate student success. Shana saw promise in Eric no one else had seen and Southwestern provided him with the foundation to build a future for himself. This is Southwestern's story.

📄 **Narrative Section 2: Completion Outcomes**
Completed - Dec 5 2019

Narrative Section 2: Completion Outcomes

Notes to applicants:

- If helpful, you may include visual representations of the college's programs of study, advising structure, or student onboarding processes to support the narrative responses below.
- The online application form limits entries to the word counts listed for each section.

1. Describe how the college advises students. In your response, address the following:

- How does advising help to ensure college-wide success in student completion?
- What strategies exist within advising for connecting students to the college in the first semester,

including helping students select programs of study, and connecting them to supports and resources at the institution.

- Describe any significant improvements to advising made in recent years or planned for the coming 1-2 years, but note specifically what is current versus planned practice.

Maximum word count: 1000

"I came to Southwestern in 2016 with a shred of hope that I could be successful, but I was filled with self-doubt and uncertainty from the numerous years of abuse I inflicted upon myself."

These were the words our 2018 student speaker Francesca Jacquez, sharing her story of success.

"I stand before you as a student, a recipient of foundation scholarships and tomorrow, I will be a graduate. However, the path of success has not always been my story. I am also a high school dropout, a previous drug user and a felon."

Because of Southwestern's long-term commitment to comprehensive advising and support, we are able to connect with students like Francesca to help them become involved in campus community and find the inspiration to set goals and succeed. We strive always to cultivate a student-centered learning environment, and have long reinforced that strong advising is vital. Southwestern has made advising mandatory for 40 years, ensuring students are on a path to completion, transfer or move directly into local jobs.

There have been multiple iterations of student success efforts, but one factor is constant: Our faculty have served as one-on-one advisers since the 1980s. We know this long-standing commitment to intensive advising adapted specifically to individuals has a positive, measurable impact on student success.

In 2000, counseling faculty started coordinating student success work, including orientation, high school registration and college success HD100 classes. In 2005, we shifted from assigning advisers to students in week eight, to requiring students meet with assigned advisers before they started their first class. Since 2007, the majority of our instructors have committed time to helping students succeed through advising and mentorship.

Through all of these efforts, students have always followed a written educational plan. Academic maps have evolved, but they have always been in our catalog. We were one of the first colleges in Oregon to engage in career pathways work and part of this involved changing the orientation of our catalog from vertical to horizontal, so maps were easy to read and showed a visual path.

Our advisers have focused on helping students stay on a degree path, as well as identifying a career

interest area. Beginning in the 1990s, we installed a computer program Career Information System (CIS) to help students explore majors and careers. Undecided students met with a counselor to explore job areas through interest inventories, using CIS tools. From there, the counselor helped students identify classes and internship opportunities. We have constantly adapted college success courses since 1993. HD102 has always had a strong advising component to help students stay on track to completion, employment or transfer. Faculty have been engaged from being actively involved in student housing and tutoring, to participating in Welcome Week activities to get to know their students before the term starts. We also value the role of students mentoring students. This process starts at recruitment: our student ambassadors give campus tours, make phone calls to prospective students, and help students with applying, the FAFSA, etc.

We based our most recent advising design on research from the Community College Research Center (Karp 2011), requiring that advising outcomes promote completion. These outcomes revolve around four functions:

• help students create campus relationships;

• help students clarify educational aspirations;

• reinforce students' commitment to reaching goals; and

• help students develop college know-how and plans that make college life feasible for their individual situations.

For Francesca, her adviser was there every step. As Francesca transitioned to a faculty adviser, her first still checked in and suggested ways to be more involved. Francesca took it to heart. She became a student ambassador and learned the power of sharing experiences. She led workshops to help students apply for financial aid and scholarships. She also tutored. "Our success is dependent in our ability to believe in ourselves," she said. "Upon reflection, the position allowed me to step into a role that gave me purpose."

Southwestern is again improving our advising model. When students apply, they now identify a meta-major, then schedule an intake appointment with a professional adviser assigned to that meta-major. Advisers and students review multiple measures placement information, confirm educational goals, and identify resources a student may need. If students are undecided, the adviser takes them through an EMSI interest inventory. Career Technical Education students will join with a program adviser within their field. Lower Division Tranfer students meet consistently with a professional adviser within the Student Success Center their first year. During this year, advisers work with students to navigate the college environment and connect to the campus community.

The college offers a week of welcome activities, so students feel included from their first day. Advisers participate with their students. Each adviser has a specific concentration and curriculum expertise area. They suggest courses and activities that will help a student determine their academic and career path.

Consequently, advisers get to know their students and can connect them to clubs and events they are interested in, and the resources they need to be successful. Adviser clearance is required every term before students enroll. Once students develop college going know-how, they are better able to benefit from a relationship with faculty. During the second year, each student gets a faculty mentor in their pathway to help them explore transfer colleges or direct job opportunities.

In our work to identify and close equity gaps, we dis-aggregated outcomes in defined student sub-groups and realized part-time students complete and transfer at significantly lower rates than full-time students. Under our Title III grant, we hired an adviser in 2015 who focuses specifically on part-time students, providing resources and support via Skype, phone and in-person advising. We also provide an online college success course with content specific to helping part-time students succeed. Similarly, distance education staff inventoried all online supports, as we know many of our part-time students are primarily taking courses via distance. The inventory provides a baseline of information regarding where we have support gaps, and the work to minimize those gaps is ongoing.

2. Summarize the most important specific efforts, innovations, interventions, or strategies that have uniquely contributed to high and continuously improving completion rates college-wide. Be specific regarding the current status and scale of implementation of each strategy.

Maximum word count: 500

Southwestern joined Achieving The Dream at the time our state was coming out of the Great Recession. Communities here were not recovering quickly, and Oregon had slashed community college funding from 51% to 23%. Colleges raised tuition. Alarmed, faculty embraced the early initiative with ATD. The committee created a data team, and looked deeper into the data, with a student-focused methodology. They methodically developed systems, including intensive advising, to help student subgroups progress and complete.

In 2018, Southwestern joined the Oregon Student Success Center's Guided Pathways initiative. This model led to substantive changes in how we ease students onto a clear career path and keep them on track until they complete a quality credential that leads to transfer or employment. This helps us continually improve student success rates in a methodical, data-driven way, with metrics in program review as Success Indicators to guide strategic planning and budgeting.

Student get quality advising, as noted above. Advisers sit down with every student, every term. Additionally, the college provides ongoing training for professional advisers to replicate best practices. Professional advisers then train faculty advisers, creating a continuous improvement loop. We meet our students where they are, and have extended advising to distance students through phone and video conferencing.

A Title III grant ending this year provided a dedicated adviser for our part-time students, whom we identified as completing at far lower rates than full-time students. Southwestern developed a predictive model of student attrition for full-time cohorts, leading to Laker Connect. This Early Alert system notifies advisers and key staff immediately when students fail to achieve levels commensurate with passing course work. A Retention Action Team connects them with specialized support.

Through the newest phase to refine academic advising, professional advisers and faculty better understand and are clarifying their roles. Previously, we set assignments based on workload, rather than the interest area of the student. Consequently, the quality of students' advising experiences varied widely. Students indicated a 51% satisfaction rating related to ongoing feedback about their progress toward their academic goals, and 68% or less were satisfied with advising services based on the Student Satisfaction Inventory (SSI - Spring 2018).

As we embrace and implement these well-designed Guided Pathways, it's helped us envision new ways to advise. We can specialize, assigning professional advisers to one of the six pathways as a concentration area. They help students develop college going know-how and habits to become better learners. Faculty take on mentorship roles to help students review transfer options and job opportunities. In spring 2021, we hope to see SSI satisfaction increase by 5% based on this refined advising.

We recently instituted a year-round schedule. The college previously scheduled classes term-by-term, leaving students and advisers in the dark about offerings until enrollment opened. Now the college schedules when and where courses are available for the entire year – prior to the start of fall term. Students now can see the full-year schedule, while designing their educational plan. It's also vital to part-time and working students.

3. Describe any work the college has done to provide students with clear pathways to degrees and credentials (i.e., development of meta-majors, creating course sequence guides/course outlines, etc.).

Maximum word count: 300

We have had maps in place since early 2000. Most recently, as part of Guided Pathways, we refined academic maps that direct a sequence of courses required for students to meet milestones to complete a transfer or specific degrees in two years. We have also identified six meta-majors: Advanced Technologies, Arts & Humanities, Business & Culinary, Health & Public Safety, Social Sciences & Education, and STEM.

Maps within the meta-majors identify institutional and program requirements with program-specific course choices and preferred electives that faculty have carefully vetted. The maps include program outcomes and term-by-term schedules for timely completion leading to transfer or graduation for both full-time and part-time students. We are also developing maps that show a path from dual credit in high school, through college to career.

Southwestern designs every program to guide students to enter employment and further education in fields needed in our college service area. The college's website provides easily accessible, detailed information on employment and further education opportunities targeted by each program. Students know which courses they should take and in what sequence. We clearly identify courses critical for success in each program and other key progress milestones. All of this information is easily accessible on the college's website.

For the undecided-major students, we have created suggested first-year maps allowing students to explore curriculum within chosen meta-majors. For instance, for the first term, undecided students will take a course in writing, math, student success, and health education, plus an exploration course in arts and letters, social science, or science. This suggested schedule gets students on a solid path while still directing them in a meaningful direction.

We have identified gateway courses in programs and degrees and are establishing student support to assist struggling students for success in their academic goals.

4. Explain how data are used to assess student success challenges, monitor/refine reforms, and support continuous improvement in completion outcomes. If possible, provide 1-2 specific examples of how data are routinely used, by whom and in what contexts, to set goals and monitor outcomes in student success.

Maximum word count: 300

As part of Southwestern's program review process, we review data annually so we can adjust projects and develop new projects where we see achievement gaps. This means Southwestern continually assesses students' success and refines projects to support improvement in completion outcomes.
For example, Southwestern had 549 credential-seeking students in the two-year 2015-17 cohort of first-time college students. Of those students, 59.6% (327 students) needed developmental math. Of this group, 62.4% (204 students) took "college ready" math with 26.3% (86 students) successfully completing. Through assessment data, the math department noted a dramatic drop in developmental math course rates between 2016 and 2017. The pass rate in 2016 was an impressive 68%; whereas, the rate dropped to an alarming 51% in 2017.

We reviewed full-time math faculty course syllabi for 2016 and 2018, finding a probable cause for the drop. In 2016, the department syllabi showed that in developmental math courses, tests only counted as little as 40% of students' grades, with heavy emphasis on homework, clocked time on ALEKS, the number of weekly topics completed, and weekly meetings with the instructor. Students could fail all tests, yet still pass their developmental math class.

As a result of the review, the department decided in 2017 to increase the weight of tests and quizzes. Most math developmental education courses now have mid-terms and finals that count 75-80% of the grade, and quizzes count 10-15% of the grade. Although the success rate has dropped with increased testing emphasis, students who complete developmental math are better prepared for college-level math. Data shows the pass rate for math college-level classes in 2016 was at 70.2% . In 2017, the rate dropped only 2% to 68.2%. However, the pass rate for the gateway MTH 111 in 2016 was 57.9% while in 2017, the rate increased to 61.4%.

Narrative Section 3: Transfer Outcomes
Completed - Dec 5 2019

Narrative Section 3: Transfer Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Describe any specific strategies and processes used to support the success of students who intend to earn a bachelor's degree, including through transfer to a four-year institution.

Maximum word count: 300

Students have had local access for more than 20 years to complete a four-year degree from Oregon universities. Our most effective tool is our University Center, assisting current students to link to advanced degrees throughout Oregon. Southwestern has also strategically built a support system, from assigning advisers to be resources for specific university transfer maps to developing a transfer success course (HD215). And, the Oregon Associate of Arts degree allows students to transfer in junior status. Due to our region's isolation, students come to us for university transfer advising, navigating the admissions process, and guidance with financial aid/scholarships. They can access dual-enrollment with Oregon's major universities, including Oregon Health Sciences University (for students on an RN to BSN path). With these close partnerships, we even confer bachelor's degrees on behalf of universities at our graduation.

We organize many activities that support transfer, including Oregon Transfer Days and student trips to universities. University representatives come to our campuses to meet students, advise, enroll, and help support transfers.

Also, our adviser – a University Center graduate – understands the fears many students face with online learning. She guides them in developing skills for effective time management and independent learning. For place-bound students, the center provides computers and printing, and our testing center provides free test proctoring. These students have access to Southwestern's tutoring. Our tutoring center also helps students build foundational skills to be successful when they transfer. Finally, TRIO Support Student Services provides support for first-generation students, taking them on university visits, providing intensive advising, and developing four-year programs of study.

Through Guided Pathways, we have developed 90 maps for the first two years of transfer degrees to Oregon universities. Our focus on equity also means we do our best to ensure students' first two-years of credits are fully transferable.

2. How does the college measure the effectiveness of transfer functions and supports?

Maximum word count: 200

Southwestern gathers data around graduates' success obtaining 4-year degrees. It's fragmented and limited by a small research staff. Further complicating the task, our students often take breaks before continuing studies, and have not one, but many transfer destinations – seven public universities, private universities, and online and out-of-state options. This prompts us to look to many sources to create a picture of graduate success.

Our University Center compiles information on transfer advising and student contacts. Center Staff tracks campus events, and monitors articulation partnerships. Southwestern also sees annual data on student transfers related to the number of associate of arts and science transfer degrees.

We reach out to partners, including the Higher Education Coordinating Commission (HECC) to provide meaningful information, and review studies. A recent ECONorthwest Southwestern case study analyzed bachelor's degree completion rates from 2007-08 through 2010-11. It showed our American Indian/Alaskan Native and Latinx/Hispanic graduates exceeded completion rate predictions by 6% and 18% respectively. And, 49% of Southwestern's transfer students graduated with a bachelor's degree within six years.

This shows progress that starts to color a partial picture of success, and yet we know to see a full picture, we need access to comparable data from other colleges.

3. Describe how the college engages with the four-year institutions that are the primary transfer destinations. In your summary, you may address:

- How the college selects, establishes, and sustains key four-year partnerships
- How these partners contribute to program and/or course design and delivery (e.g., alignment of curriculum, course selection, advising, etc.)

Maximum word count: 300

Our student success is important, but we can't only focus on success for "our" campuses. With adviser input, students can choose a pathway and know their classes will transfer no matter where they go. Faculty lead this effort, identifying career areas that require at least a Bachelor's Degree and actively engaging in developing university articulation agreements. Faculty start by analyzing a combination of labor market need, industry interest, and faculty expertise. Our Forestry program is a primary example. Industry partners told us they needed Bachelor's prepared individuals for high-skill, high-tech positions. Southwestern worked closely with Oregon State University's Forestry program to develop a 2+2 program. Faculty also engage with OSU around STEAM programs that have led to undergraduate research opportunities via the NASA Space Grant program, as well as with Portland State University around programs in physics/engineering.

We have a similar program in elementary school education with Southern Oregon University. We expanded this partnership to include Master's level education. This is a significant resource for coastal elementary schools. Our education degree partnership has been in existence for more than 15 years and started as a face-to-face cohort model. The program is now online, but faculty and advising staff at Southwestern are very closely connected to faculty and advising staff at SOU to align outcomes.

Southwestern also has a clear path for students from RN to BSN through OHSU. Students are able to complete the first three years nursing at Southwestern and finish the last year via a combination of online instruction and on-site clinicals. They never have to leave the area and ultimately meet employers' needs to hire trained nurses.

Finally, the University Center and advising staff attend program informational sessions, such as Oregon State's STEM Adviser Drive-In to ensure we understand and link our students with these opportunities.

4. Explain specifically how data (e.g., bachelor's degree attainment, transfer-out rate, etc.) are used to improve transfer outcomes. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to ensure students' success in transfer.

Maximum word count: 300

Southwestern is working to develop better information. We want to look at dual-credit students who take the first year or more of transfer credits while still in high school, then transfer, to see how well they complete at universities. We want to ensure these courses are "credit with a purpose" – that they actually transfer and help a student along a path. The state has struggled with this. Our sense is Southwestern does well, as many of our dual credit courses fit on Major Transfer Maps.

Faculty are highly engaged in these Maps, from serving on the statewide transfer workgroup to engaging with map development in elementary education and criminal justice. We also respond to our four-year partner institutions' processes. When Oregon State changed math requirements, we made sure our path to OSU matched. We are making the switch to 8 writing credits over two terms (from 9 credits over three) to ensure students have a more seamless transfer. We make sure transfer course outcomes align with outcomes for partners in articulated degrees. We also verify general education courses transfer.

The University Center uses the annual transfer-out rate reported by the Student Clearing House to plan strategies and identify common transfer partners. In identifying partners, the college is able to determine where to improve our students' experience and ensure they transfer seamlessly to universities. Southwestern reviews all data on an annual basis, sharing it with faculty during in-service and throughout the year. Together with faculty, our office of instruction uses data to develop and implement strategies into advising.

In the past year, Southwestern also participated in the Ford Family Foundation Research Project: Supporting Transfer Student Success in Oregon. This study confirmed what we knew to be gaps. Now we will work on tools and resources to strengthen our transfer outcomes.

5. How has the college tracked and responded to achievement gaps in transfer outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in transfer outcomes.

Maximum word count: 300

Our data shows few equity gaps when it comes to race in this area. We attribute it to the fact that we recruit for athletic teams and the culinary institute out of our area. This creates more diversity, and in turn, Southwestern provides these students with lots of support within the cohort (culinary) and teams (athletics).

Southwestern has looked at data through our work in Achieving the Dream. We have been particularly attentive to achievement gaps in our work for Guided Pathways. Our college is a leader in developing Guided Pathways for Oregon schools, and we know the challenge for rural colleges like ours will be to reduce disparities for non-traditional and part-time students. We also want to look more closely at equity gaps and transfer as it relates to low-income and first-generation, especially for students who do not get additional supports through programs like TRIO.

There are unknowns that may be unique to our college, but also issues that are universal. We want our partner public universities to have a voice in this discussion as we develop strategies. Our goal in the short-term will be to work with the Oregon Higher Education Coordinating Commission, Oregon Community Colleges Association and other key data-sourcing organizations to gather better information, listen and engage with other colleges to understand the scope of the issues we all must address. At that same time, as we are able to gather information more specific to our students, we can develop actions to better serve our unique populations and address issues unique to our campuses.

📄 **Narrative Section 4: Labor Market Outcomes**
Completed - Dec 5 2019

Narrative Section 4: Labor Market Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Please describe the characteristics of the labor market in the college's region (e.g., major industries and employers, recent economic shifts, etc.) that are helpful to contextualize the institution's employment and earnings outcomes.

Maximum word count: 200

Businesses have always had difficulty competing with metropolitan markets for employees. Portland, the nearest major city, is 225 miles away, with winding roads and mountains between these locales. Wages for the region (Per Capita Income: $26,007) lag behind the Portland-metro area ($36,492), state ($30,410), and nation ($31,177) (U.S. Census).

Our region has struggled since the timber and commercial fishing crashes in the 1990s. Significant recessions further rocked the region in 2000 and 2007, amplified by increasing environmental regulation, production limits and automation. Also, this is a "blue collar" retiree destination, adding additional healthcare demands, creating an urgent need for healthcare workers, as 2/3 of the region's professionals are 55 and older. Approximately 37% of the area's jobs are in healthcare (CEDS). Through 2024, the region is expected to experience 9.5% growth in positions for which only an associate's degree is required.

The service sector has joined healthcare as the major employers. Next to the Pacific Ocean, the region is increasingly drawing tourists to the natural beauty. To this end, the economy is shifting toward entrepreneurship and small business development to support tourism and sustain an improved livelihood for residents, as regional and state pressures limit large-scale economic development opportunities.

2. Please describe how the college supports students as they explore, define, and pursue their career and employment goals. In your summary, you may wish to address:

- Guidance and/or information that students are given in their program selection process
- Opportunities for "professional skill" development (i.e., critical thinking, time management, teamwork, interviewing, workplace communication)
- Any significant or innovative strategies to provide access to work-based or applied learning for students in CTE and non-CTE programs
- Efforts to place students in jobs

Maximum word count: 300

Student Success is at the core of Southwestern's strategic and ongoing planning. The college constantly

adjusts student advising and tools to help students pursue relevant, trending careers and jobs. We are excited to implement EMSI Career Coach, so students can interactively explore their interests and skill affinities to find good career fits. Advisers will access this student-produced information, so together with students they design clear career pathways. They can study real-time labor market information for this region and western states that are home to the majority of our out-of-state students.

Southwestern also built a career-forum component into its student success course required for all first-time, full-time students, in addition to those undecided on a career pathway. The forums designed around meta-majors link students with alumni and local industry partners. Annually, the college partners in a job/career fair with the Coquille Indian Tribe, and TRIO/Outward Bound hosts an event with employers and industry professionals for students interested in and seeking jobs in civil and forest engineering. In science and other transfer programs, faculty are highly engaged with industry partners to bring career advising and conversations, research and mentoring opportunities into the classroom.

Southwestern provides intensive coaching for students flagged through early alerts and in danger of non-completion. We integrate these student into the SNAP 50/50 program. Students in this path work side-by-side with a career coach and have access to coaching through the Department of Human Services' JOBS program.

The college also employs a full-time internship adviser and embeds work-based learning into CTE programs, helping students complete cooperative work experience through internships or practicums. These efforts are especially important when employment sectors are struggling to find qualified workers. Many career and technical students develop professional relationships leading directly to jobs in high-skill healthcare, para-medicine, fire science, forestry, welding and culinary fields.

3. Please describe the college's approach to engaging and partnering with employers. In your summary, you may wish to address:

- How the college prioritizes industry sectors and establishes and sustains key employer partnerships
- How employers contribute to program and/or course design and delivery (e.g., employer feedback on course/program effectiveness, work-based learning opportunities, apprenticeships, etc.)
- Significant other forms of employer support (e.g., heavy equipment donations, shared facilities, grants)
- Any significant or innovative programs that provide non-credit workforce courses or industry-

recognized credentials (i.e., courses and programs leading to licensure, a third-party validated certification, or occupational certificate) and the number of students participating

Maximum word count: 300

Southwestern starts with labor market research. Staff analyzes state forecasts focused on high-priority relationships in sectors with high employment demand. Once we understand industry gaps and trends, we invite professionals to join CTE advisory committees that meet twice or more yearly to discuss needs impacting facilities and equipment, program and course design, as well as course delivery. Our process may not be unique, but the results are impactful because faculty and employers improve programs together.

Recent examples:
• Medical assisting students enter an apprenticeship program developed in partnership with the regional workforce investment board.
• Our criminal justice partners meet monthly and include our faculty.
• Businesses and the college joined to create the forestry/natural resources program and with the foundation fundraised start-up.
• Dentists donated chairs and supplies for the new Dental Assisting program.
• Industry partners donated an ambulance, police car, fire engine and supplies for Fire Science, Para-medicine, and Criminal Justice programs.
• Nearly 30 businesses and organizations throughout the tri-county region host interns in job-experience settings each term.

We've developed solid partnerships with our region's level 3 trauma hospital and four community hospitals. All provide clinical sites and mentors for our first- and second-year nursing students.

Our CTE fields have joined with firefighting agencies, the U.S. Coast Guard, the regional hospital and police services to host annual disaster exercises. Together, we host an emergency services camp for high school students in the three-county region, and our students serve as "sleeper" firefighters in city and rural fire stations throughout the district.

Since 2015, the college, foundation and community members raised $19 million to replace 55-year-old science, health and nursing labs with a new Health and Science Facility. This is the largest fundraiser in our college's 58-year history, surpassing the previous largest donation of $1 million. This state-of-the-art facility will open in 2020.

4. Explain how the college uses data to (1) drive strong labor market outcomes for students and (2) ensure alignment with regional labor market needs. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to improve curricula or practice.

Maximum word count: 300

Market needs drive program design. We use multiple data points, including Burning Glass, which provides real-time labor market data. Southwestern is the lead institution for the statewide consortium for Burning Glass. We also make use of continually updated labor market information from the Oregon Labor Market Information System (OLMIS). Most recently, we contracted with EMSI for our website and will cross-reference new program ideas with OLMIS and EMSI to determine labor market viability.

In addition, the college reviews the region's Comprehensive Economic Development Strategy (CEDS) goals 2014-18 and 2019-23. This way we ensure program development and infrastructure investments align with regional goals. An example of our use of labor market data to make program decisions is our dental assisting program. We started the program based on industry need and labor market analysis in 2016. We have had steady enrollment ever since and high rates of placement of graduates in local dental clinics. We have been actively engaged in LMI research and discussion with industry about developing a dental hygiene program.

Southwestern's strategic enrollment process also guides program development. Our strategic enrollment management group meets monthly to review industry trends, program ideas, and enrollment trends. The team investigates suggestions from industry partners, and ultimately the Vice President of Instruction vets each program proposal with a review of labor market information. The vice president also serves on the Southern Oregon Workforce Investment Board (SOWIB) and has regular conversations with the SOWIB Executive Director regarding industry needs, economic development, and potential program development.

The college reviews existing programs on a five-year rotation. Faculty with expertise in specific programs look closely at labor market data. They also look at student success results for their programs on an annual basis and seek feedback from industry-partners during advisory meetings twice a year.

5. How has the college tracked and responded to achievement gaps in employment and earning

outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in outcomes.

Maximum word count: 300

We track achievement through the Oregon Employment Department (OED) and Oregon Higher Education Commission (OHEC). Snapshots help in several ways:
• measuring who gets jobs,
• comparing graduate success across gender, race/ethnicity, and
• understanding upward mobility. During five-year program review, this information helps guide program changes and investment, and educational supports.

Our numbers show improvement and equity, starting with an increase overall in completions and transfer rates from 47% in 2008-09 to 65% in 2018-19, with parity among sub-groups.

OED's quarterly reports, on recent graduates who get jobs, show our students (55%) lag behind the state (63%) and regions with stronger economies. However, across gender and race categories, we see equity generally among graduates in gaining jobs and wage gains.

Over the past 20 years, our Student Success model incorporated strong tutoring, second-language and developmental skill supports, and ongoing faculty assessment. We use inclusive early alerts. We adapt reading, writing and math development around students' evolving learning styles. Equally, we focus on creating thriving community, including robust housing and athletic programs. These increase diversity and foster a livelier environment for clubs and activities around the culture of learning.

In 2015-16, OED saw 58% of our students found jobs within two months of graduation. Veterans and students with disabilities mirror this, with Hispanic/Latinx students seeing greater success. (61% Hispanic/Latinx, 58% non-Hispanic, 51% African American/Black, 58% American Indian/Alaskan Native, 57% Asian, 48% Native Hawaiian/Pacific Islander and 58% White)

OHEC provides colleges with data around lowest-income students (families below $25,000) making it to the middle class, by showing:
• access to college,
• whether our poorest students achieve earning success (> average), and
• whether they achieve mobility, i.e. exceeding their parents' incomes.

Through this, we have learned our college excels in student access. They lag somewhat in annual income success, but are outpacing their parents' household incomes.

Narrative Section 5: Learning Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Provide an overview of how the college defines and measures excellence in teaching and learning.

Maximum word count: 200

The college defines excellence in teaching from the standpoint of the learner – learning that meets students where they are, actively engages, and provides support. Staff recently read Becoming a Student-Ready College (Brown et al.). We are using this lens to help staff understand they are all educators and all in a position to influence student success.

Excellence is our physics instructor and students gaining statewide attention for launching weather balloons through a NASA project and becoming finalists in the InventOR competition. Faculty embrace hybrid teaching, synchronous courses via Zoom to both campuses, international study and undergraduate research. Faculty ask students to solve real-world problems: our fire science instructor teaches safety through a Southwestern is Burning exercise, requiring students to problem-solve within context of their own institution. Similarly, paramedic students race practicing skill sets (blood pressure checks, etc.) on staff and students stationed throughout campus.

Southwestern recently started work on practices to enhance online education. We implemented a policy in 2019, ensuring all students have access to a high-quality distance education experience that includes regular faculty engagement. We are developing an online course template for consistency in course design. Faculty are also piloting an evaluation process specific to online courses.

2. Describe the most significant needs for improvement in student learning at the college. You may wish

to address:

- How does the college identify needs for improvement in learning outcomes (e.g., through program review, standardized learning assessments, or other processes)?
- Are the most significant needs for improvement at the course/program levels or college-wide?
- How does the college assess whether curriculum and learning outcomes are aligned to transfer/workforce requirements?

Maximum word count: 1000

Southwestern's most significant need is identifying gaps in student learning. This is a universal truth. Community colleges struggle as a whole with how we know whether students are meeting outcomes. How do we prove that when a student walks across the stage at graduation with a diploma or certificate in hand, they meet the outcomes we said they would? This is where Southwestern needs and will work to improve its data.

Faculty has spent a lot of time over the past six years on development education redesign. We have made significant progress and the data proves it. As a result, we have not spent a lot of time looking at success rates in gateway courses, nor have we spent significant time on our assessing general student learning outcomes. Southwestern is in the process of identifying gateway courses in each of our pathways and reviewing data to determine where student success gaps are. The long-term goal is to engage in cross-discipline assessment efforts.

Southwestern has also worked on refining the program course outcome assessment process. Faculty evaluate all program course outcomes each year, using rubrics to assess student learning. We review state-level data for programs in CTE that are Perkins eligible each year and know that there are equity gaps based on gender in some of our CTE programs. For example, the majority of our nursing students are female – we recognize this is a gap in gender equity, especially as we have equity gaps in completion for white males – and nursing is the highest paid field for entry-level wage for all of our programs.

Faculty in CTE areas conduct a program review on a five-year cycle. Program review includes analyzing enrollment, instructional effectiveness, program student success, graduate success, and learning outcomes assessment data. We steadily increase the consistency of how we assess student-learning outcomes at all levels.

Faculty efforts circle around balancing program accreditation requirements with industry needs, and student success. One challenge for us is how to best make use of this information so that there is not data overload that leads to decision-paralysis. We have worked on streamlining the assessment process so course level outcomes clearly map to program level outcomes and general student learning outcomes (GSLOs) map to our degrees.

Our assessment system also allows us to capture disaggregated data for both program and general

student learning outcomes. This allows faculty to review the data and incorporate changes into their classrooms. We know we need to better assist faculty in learning how to connect this data to teaching. Our CTE programs have robust advisory committees that meet twice or more a year. Industry partners share information about changes in practice and standards within their fields, as well as feedback on graduate success. Employers provide annual feedback on student work experience/internship performance and dependability. The data allows faculty and staff align changes in curriculum to meet current industry needs. Work experience partners regularly hire their students after graduation and the employers indicate that if a position were open 100% would hire the graduate (2016-17).

Many of our transfer programs have articulation agreements with university partners to help students transfer directly as juniors. Faculty at Southwestern and at the partnering university also collaborate to ensure that learning outcomes align. For example, our forestry program faculty lead meets annually with the Oregon State University Professional School of Forestry to make updates to the program, as well as to gather feedback on transfer student success. Business, Computer Science and Elementary Education programs all have statewide alignment and faculty are actively engaged in conversations regarding outcome development.

3. Describe the most important strategies at the institution for strengthening teaching and improving student learning outcomes, noting the scale at which these strategies are implemented/impacting students or faculty. Also note, where applicable, if/how adjunct faculty are engaged in these strategies. You may wish to address:

- Teaching and learning centers
- Professional development for faculty
- Hiring/evaluation of faculty including adjuncts
- Course- or program-level innovations in pedagogy (e.g., digital courseware, applied or work-based learning, etc.)

Maximum word count: 500

Southwestern systematically reviews program learning outcomes to determine that they align with requirements for success in the further education and employment outcomes targeted for each program. The Guided Pathways model integrates program review to align programs and degrees to specific programs. CTE courses continue to work with advisory boards to ensure alignment with industry and needed skills.

Faculty and administrators have identified active learning/service, and study abroad goals as part of Southwestern's Academic Master Plan. In the past year, students traveled to Turkey as part of a sociology course. This year, Criminal Justice students will go to London to learn about the history of CJ in the British

system. Our culinary institute has embedded international travel opportunities to explore international cuisine.

We also have a faculty senate committee that is exploring how to scale up study abroad and service learning. This committee is also supporting faculty by identifying best practices in grant writing - the idea is to help faculty who are interested in trying innovative practices find funding to do so.

We work with students to put knowledge and skills in action through projects, internships, clinical placements, group projects outside of class, service learning, study abroad, and other active learning activities. Our internship coordinator brings students and businesses together in program and course internships. We integrate clinical placements for nursing, paramedic/EMT, dental assisting, education, and medical assistants.

Faculty review programs or degrees to assess whether students are mastering learning outcomes and building skills across each program or degree in both the arts and sciences transfer degrees and career technical programs. Most faculty participate in ongoing assessment of student learning outcomes. Significantly, during 2018-2019, 88% of the faculty submitted annual student learning outcomes assessment reports. An example of making use of assessment data can be found in our CHEM223 course: students were only deemed emerging proficient using literature evidence in a lab report. The Chemistry faculty member worked with our Library Director to develop a library guide specific to chemistry.

Since 2015, Southwestern has regularly reviewed its course, program/discipline, and global student learning outcomes. The results of student learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. Southwestern has a well-defined and strategic faculty observation and evaluation process. The primary purposes of faculty observation and evaluation are to ensure quality in the teaching and learning environment and enhance student learning; to support each individual's growth and development; to support faculty creativity, experimentation and risk-taking; and to support alignment of performance with new needs of the discipline and department/division, and promote departmental/divisional clarity of purpose.

We've developed nearly all institutional strategies for strengthening teaching and improving student learning outcomes with full-time faculty. Some strategies also include part-time faculty. For example, all faculty participated in adapting and developing the general student learning outcomes VALUE rubrics for Communication; Computation; Creative, Critical & Analytical Thinking; and Community/Global Consciousness & Responsibility. Part-time faculty also participate in-service workshops and part-time faculty meetings.

4. How has the college tracked and responded to achievement gaps in learning for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to close achievement gaps.

Maximum word count: 300

Southwestern tracks and responds to achievement gaps in learning for different groups of students. For instance, the number of students taking developmental courses at Southwestern has decreased significantly for the 2016-2017 year since 2010. The developmental total course enrollment for 2015 is 1,562 students (132 FTE) and for 2016 is 1,203 (104 FTE). The student unduplicated count for 2015 is 697 students and for 2016 is 579 students.

Of the 697 student unduplicated students in 2015, 388 are female and 309 are male. In 2016, of the 579 students, 324 are female and 255 are male. Of the 2015-2016, developmental students, 71.30% of the females passed math and 67.31% passed reading/writing; 66.79% males passed math and 63.78% passed reading/writing. Of the 2016-2017 developmental students, 71.71% of the females passed math and 61.96% passed reading/writing; 64.82% males passed math and 52.85% passed reading/writing.

The demographics of DE student unduplicated count for 2015 and 2016 include American Indian or Alaska Native (31; 21), Asian (10; 9), Black or African American (21; 10), Hispanics of any race (90; 73), Native Hawaiian or Other Pacific Islander (9; 8); Nonresident Alien (4; 4); Two or more races (37; 35); Undisclosed (42; 17), and White (453; 402).

The 2016-2017 demographic developmental pass rate for math then for reading/writing include the following: American Indian or Alaska Native (63.89%; 83.33%), Asian (87.50%; 42.86%), Black (44.44%; 50.00%), Hispanics of any race (59.54%; 44.44%), International (87.50%; 78.57%), Multi-Racial/Ethnic (57.63%; 46.67%), Not Reported (81.82%; 100%), Pacific Islander (54.55%; 40.00%), White 71.13%; 59.50%).40.00%), White 71.13%; 59.50%).
There is still much we don't know. We still need to determine how successful math and writing students are in their college gateway math and writing courses, in successful placement and completion; and diversity and equity gaps and successes.

5. Describe how the institution supports students who enter needing academic catch-up in order to successfully complete college-level coursework (particularly in math and English/writing). This may include developmental education placement and delivery or strategies to advise and support students in

entry-level college courses. In your response, you may wish to address:

- What changes, if any, have been made to developmental education placement or delivery in the past 2-3 years or are planned for the coming 2-3 years and why?
- How does the college assess the effectiveness of developmental education courses, placement policies, and/or delivery models of developmental or co-requisite/gateway courses?
- How are students currently placed; or, if placement is not allowed by state policy, how does the institution otherwise try to guide students into the appropriate level math and English courses?

Maximum word count: 500

Southwestern provides special supports to provide help academically unprepared students to succeed in "gateway" courses for the college's major program areas—not just in college-level math and English. Through the Title III grant, some disciplines offer Supplemental Instruction for gateway courses. Supplemental instruction has been piloted and implemented in the sciences (biology, chemistry, anatomy & physiology) and socials sciences (anthropology and sociology).

Southwestern provides intensive support to provide help for very poorly prepared students to succeed in college-level courses as soon as possible. Writing has implemented a writing co-requisite model WR 95 English Composition Fundamentals to accompany WR 121 English Composition and WR 115 Fundamentals of Report Writing. The goal of this course is to streamline the writing program and accelerate a student's pathway from the developmental education side of the curriculum to the standard college writing sequence.

Through DE redesign, we have combined reading and writing into one course and collapsed other previously required courses. In the past, underprepared students were required to take 17 credits of developmental reading and writing courses. Now, DE reading and writing are integrated into a 4 credit WR90R Academic Literacy.

Southwestern had developed multiple measures placement methods to provide more accurate initial placement. When compared to a group of students with similar demographics, multiple measures placement is linked to better first year outcomes for students. A higher proportion of multiple measures students progress into and complete college math and English at Southwestern compared to students with similar demographic characteristics placed using traditional methods.

Southwestern's Laker Commons tutoring center helps students become better learners and to be more successful in their courses. All services offered through Laker Commons are free to full- and part-time students taking day, evening, or online courses at Southwestern.

Tutors assist students in enhancing their academic performance with assistance in a wide range of fields such as math (from arithmetic to calculus), science (biology, chemistry, anatomy & physiology, geology, and physics), writing, reading, computer science, business, and CTE courses.

Our peer and professional tutors are nationally-certified who have extensive tutoring experience and are committed to the success of Southwestern students. Our services include explanation of concepts that students have difficulty understanding, discussion of assignments, general feedback on assignments, reinforcement of classroom instruction, and referral to appropriate resources.

TRIO SSS supports poorly prepared students who are first generation college students. Our in-district small rural high school programs have not prepared students to compete in an academic curriculum designed for transfer to four-year institutions.

To assist these students, TRIO SSS instruct and encourage time management skills, note taking, and test preparation. TRIOs provides for SSS eligible students individual tutoring, intrusive academic advising, graduation and transfer assistance, increased financial and economic literacy, financial aid and scholarships, career exploration, individualized counseling/coaching, mentoring, increased technological proficiency training, and additional support systems.

Narrative Section 6: Equity

Note: The online application form limits entries to the word counts listed for each section.

1. Describe how the college defines equity and how equity goals, values, and strategies are communicated within the institution.

Maximum word count: 300

Southwestern strives to learn from differences in people, ideas and opinions, while setting a standard for the larger community by promoting tolerance, communication, fairness and understanding among people of differing beliefs, color, gender, cultures and backgrounds.

The college increases awareness of cultural diversity through communications and leading by example with prospective employees, staff and students. Southwestern adopted its core values in 2012 of Community, Learning, Innovation, Professionalism and Stewardship. The college defines its top priority of "Community" as the desire to "Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity."

While it's easy to "see" diversity in Southwestern's athletic teams and student clubs, it's more challenging to infuse an equity mindset in our culture. We believe employees who see the college demonstrate fairness are more likely to advocate for equity for all. The college also has worked to ensure pay equity. Two years ago, we analyzed 238 employees for equity, covering 151 positions in 46 groups, with the result being adjustments in only three classified and one management position.

In 2018, the college put a greater focus on nurturing diverse and equitable campuses. Faculty, staff and students created a Diversity, Equity and Inclusion Committee. With a mission to "foster a safe, equitable and inclusive learning environment for people of diverse backgrounds and experiences," the committee is working from the grassroots through Associated Student Government and with the leadership team to implement:
• equity-based standards and policies,
• multicultural and diversity programming,
• professional development,
• cultural competency training, and
• program evaluation.

The committee hired two AmeriCorps to help Southwestern better serve low-income and first-generation students, particularly students of color. They also created a Diversity Film Series; and trainings in – "What's Your Story?" and Social Identity, along with Understanding Adverse Childhood Experiences, Generational Diversity and equity-minded change leadership.

2. Describe how the college understands and ensures equitable _access_ given the demographic and social characteristics of the community, including populations or regions in the community with the greatest unemployment or poverty rates, lowest rates of educational attainment, etc.

Maximum word count: 300

The college district's greatest equity gaps center around first-ever in college and grant aid-reliant students, who comprise 50% and 89% of our learners. We have engaged in many efforts to reach out to and ensure equitable access across these populations. Our strongest effort focuses on five key areas:

• Dual-credit enrollment: Every high school-aged student within the district has the opportunity to enroll in free credit classes. Last year, 925 students enrolled in college credits and saved their families $1.4 million in Southwestern tuition, and $2.4 million in Oregon 4-year tuition. Each year, an average of 10 of these students completed their two-year degree while still in high school.

• GED access: Our GED program encourages transition to college and career-technical courses. We've seen a 39% increase in GED enrollment over the past five years to 213 in 2018-19. Southwestern also collaborates with the college foundation, which provides scholarships covering all fees and tuition for GED students. GED "graduates" also can receive tuition waivers for their first three terms of college.

• Scholarships: The college foundation has made a priority to increase access for all students. In 2016, the foundation removed all general scholarship restrictions. Also employees and the community have increased funding for emergency scholarships and the college's food pantry.

• Housing: Southwestern is Oregon's most remote community college, in terms of distance to higher education opportunities and cities. We have taken great steps in ensuring equitable access for students through construction of residence halls at the Coos campus and through use of distance education for in-district students.

• University Center: College district residents can access local advising and online classes to four-year college programs, many of which would be unattainable for place-bound students in our remote rural communities.

3. Describe the 2-3 most pressing equity challenges the institution has identified in terms of student success _outcomes_ (e.g., disparities in which outcomes for which populations of students), and what evidence the college uses to identify and understand the root causes of these disparities.

Maximum word count: 300

Southwestern wants to increase efforts in three areas to tackle and close its most frustrating gaps:

• The population of our local area largely identifies as white, but our Hispanic/Latinx students perform slightly better the non-Hispanic population after graduation in gaining jobs and wage increases (Oregon Employment Department). However, we have seen equity gaps between the Hispanic/Latinx students we recruit from outside of our district and those within our district.
• We see the most significant equity gap between our part-time student completions as compared to our full-time student completions (IPEDS/Guided Pathways).
• We also have identified completion gaps between students who have support through cohort programs, through athletic teams, and through student services programs such as TRIO, as compared to students who do not have these supports.

The college has placed an overarching theme for equity success outcomes on students who are first time ever in college (FTEIC). In winter 2018, Southwestern committed to use the Institutional Capacity Assessment Tool (ICAT). All staff took the ICAT, and we learned that student success is in the fabric of our culture. Staff rated our college "Strong" (Level 3) for every item, with the highest rating being leadership and vision and second highest around engagement and communication. We found among our staff that there is confusion around equity, and it was our lowest rating. The results confirmed that while some tracking numbers around student success and employment suggest equity, it is a key focus area for discussion and training on both campuses given the high number of "I Don't Know" responses in this category.

4. Describe the institution's most significant strategies to address the equity challenges identified above. These may include both targeted equity-focused interventions as well as structural/cultural efforts to advance diversity, equity, and inclusion. In your response, you may wish to address:

- At what scale are the strategies currently implemented, and is the scale adequate to the need? If not, what are the institution's plans for scaling to meet need?
- How does the institution measure the effectiveness of these strategies/interventions?
- How are these strategies/interventions resourced and sustained?

- What key strategic partnerships with external organizations/institutions exist to advance equity in access or success?

Maximum word count: 500

Faculty and staff embrace a holistic approach to student success, which has fueled increased graduation and transfer rates for all students and within multiple sub-population groups. The three-year graduation rate for all students increased by 19% over the last four years, exceeding national and Oregon rates (cohort years 2011 to 2014). Graduation rates may not always reveal a gap decrease, however, a key focus of the college mission is student transfer success, which has increased slightly over the last four years. Most notably, we've documented significant increases for Hispanic/Latinx students – the largest sub-population of non-white students. Faculty, staff and student government have increased their work around student success and cultural diversity, followed by a 27% increase in the combined graduation and transfer rate for these students over the last four years. Our internal research shows minorities, males and low-income students also are graduating and/or transferring at increased rates.

In 2018, we partnered with Campus Compact to bring AmeriCorps volunteers to work on community outreach and cultural competence standards and training. We continued this year with an AmeriCorps volunteer to mentor FTEIC students. In addition, the active DEI Committee committed to supporting equity work. This grassroots committee evolved from a small group of faculty and staff to a fully institutional committee with broad representation across campus.

We are one of the first five schools in Oregon working to take guided pathways to scale, including developing program maps, working on holistic student support, and redesigning our approach to advising. We have made the move to redesign our admissions application with a focus on meta-majors. Our workgroups are focusing on three major categories: program mapping and communication; student supports for all students, including part-time; and making use of our data and, including CCSSE and SENSE.

Southwestern also partners with agencies as part of our efforts to improve student success for all. Our dual-credit with a purpose has resulted in savings of an average $1 million in tuition costs. We have a strong history of leveraging state and federal funding for transitional education to support adult learners. This has included engagement with the SNAP 50/50 program and partnership with Department of Human Services to provide career coaching through their JOBS program.

Finally, our GED program provides students with an opportunity to earn college credit by offering them a

free one-credit Career & College Exploration course (HD110). GED students can then qualify for tuition waivers for up to three terms. One student who benefited from this is Philip Metz. Philip came from a home that did not value education, so he dropped out at the end of his sophomore year. He hid this from his children for many years. The turning point for him was when he couldn't help is daughter with her fifth grade homework. He successfully completed the GED, is in his second quarter of classes with a 3.41 GPA, and has developed a close connection with our Geology instructor and plans to pursue geology to "discover the stories buried in time."

5. Explain how data are used to diagnose, monitor, and intervene to ensure success for all students and how college leaders work to systematically understand the experiences of different student groups at the institution. Describe what quantitative or qualitative data are collected, indicate how frequently the information is collected, and describe how and by whom that information is used to improve equity.

Maximum word count: 200

Southwestern has been active since 2004, continuously using data to develop student success interventions. College stakeholders translate data review into action from national surveys and studies (CCSSE, SENSE, SSI, RELNorthwest, NSC, ATD) during annual program reviews and institutional level indicator analysis and planning.

Data has opened the doors for understanding and new perspectives. The use of dis-aggregated data based on regional studies and the VFA/NSC equity gap reports demonstrate the specific student needs where the college must focus future efforts. Planning and ongoing monitoring occur at the institutional, program and department levels. (Equity Section 6 Uploads)

Faculty redesigned DE for writing, reading, and math, after data suggested students in the pathway did not have equitable opportunities for success. Similarly, Southwestern led the state developing a math pathway for STEM and non-STEM majors to reduce time to completion.

Faculty and Success Center staff rely on predicted analytics to provide early intervention supports to identified students, specifically FTEIC students. Annual student success projects focus on creating a student-centered culture. Examples include developing an annual community resource fair, streamlining processes to make prior learning assessment credit easier for students, revising our admission application, redesigning new student orientation, and enhancing the early-alert system.

Narrative Section 7: Institutional Strategies and Capacities

Notes to applicants:

- Contributors to this section may wish to cross-reference previous sections of the application narrative.
- The online application form limits entries to the word counts listed for each section.

Describe the capacities that have most enabled the institution's progress in advancing student success and building a student-centered culture, as well as where organizational constraints have most constrained progress. Which areas of institutional capacity are being prioritized for future investment and why? Consider the following in your response:

a. Human Capital: What are the college's most impactful hiring, promotion/tenure, and professional development practices for staff and faculty? In what ways do these practices align with student success goals?

b. Strategic Finance/Resource Allocation: How does college leadership ensure that resource allocation strategies align with the institution's student success goals? What have been the institution's most important resource allocation strategies to ensure adequate and sustained funding for student success efforts?

c. Governance: How do people at all levels of the institution contribute to decision-making processes aligned with college-wide student success goals? How do leaders ensure that decisions are made efficiently and effectively, with appropriate engagement, to move student success work forward? What key attributes/structures/practices of the leadership team ensure accountability for strong performance and continuous improvement?

d. Student Communications: How do college leaders work to understand the student experience and use this understanding in decision-making processes? How does the institution ensure that faculty, advisers, and administrators have clear and consistent information about students' experiences to improve outcomes?

e. Institutional research and evidence-based decision-making: In what way is evidence used throughout the college to guide evaluation of student success outcomes? When, how, with whom, and how often are

key sources of information—KPIs, student experience survey data, etc.—shared across the college? In what other ways are institutional researchers engaged in supporting institutional decision-making?

Maximum word count: 1000

Southwestern Oregon Community College started as an idea, a dream in the 1950s among working families who wanted their children to go to college. They sensed that economic and technology changes would slowly erode decades of living-wage jobs. They wanted their children to learn skills and earn degrees that could sustain families during recessions, as well as sustain them beyond on-the-job injuries in highly dangerous fields, and beyond industry advances that would displace workers. These were the men and women who worked in the forests, in mills and on ships, and who met in living rooms and cafes that forged the pathway to create this community college.

Nearly 60 years later, our college is thriving and enjoying great student success. Southwestern leads the state in completions (65%, HECC) and time to graduation (2.3 years HECC). Yet, many of the demographic realities and frankly the challenges on the southwest Oregon coast today are similar if not the same as they were six decades ago. There's still a culture that believes only hard work, not education, is the ticket to prosperity. There's still a population of first-gens in need of education -- though more Latinx today than decades ago -- still dependent on boom-bust seasons tied to tourism, fishing and natural resource production. The majority of Southwestern's out-of-district students come from similar-sized communities in similar economies from native Alaskan populations, from rural Washington, Montana, Idaho and Hawaii.

Today, our college employees' faces are a reflection of that heritage and culture. This is our strength. Many of our employees were first-generation college students and many are alumni. Some stayed and others returned after pursing college training, inspired by knowing their work here will change lives and have a great impact, because they've come down this path to success. From faculty in business, math, health, culinary, nursing and computer science to financial aid advisers, to the registrar, HR director and facilities workers, advancement in our organization is tied to a drive to learn, understand and serve. In every department, at every level our employees are people who share a common story.

We start with a mindset toward inclusive hiring, intuitive onboarding and ongoing evaluation. For faculty, the Vice President of Instruction attends all teaching demonstrations of prospective faculty and meets with candidates individually to ask questions specifically around student success, assessment, and teaching and learning. New faculty attend a mandatory one-day orientation on processes and our student success culture. They meet with the executive team to learn about our shared vision of student success, and pair with mentors.

In the past year, administration and faculty senate developed a student-centered approach to faculty evaluation, with a handbook defining shared values of teaching and learning. We adopted performance

standards in teaching, advising, assessment, communication, diversity and inclusion, ethics and integrity, professional learning and scholarship, and collegiality and service. Peer observation and evaluation includes more engagement between senior faculty and new faculty, emphasizing continuous improvement and lifelong learning.

This march toward success began in 2004. We compared our college to others around our state. The numbers showed our students were leaving too soon, without the skills they needed. We resolved to learn new methods for delivering services and focus on retention in ways to 1) eliminate barriers, 2) increase academic support, and 3) grow our advising. In 2008, we held our first Student Success Summit on retention, and now every summer a cross section of employees come together to share insights on areas students struggle most and settle on project specific strategies to better connect with students and help them overcome.

"Student success isn't tied to 'what we normally do,'" says President Patty Scott. "There's an expectation that all people of all walks are engaged, from every corner of our campuses."

From 2010-12, this college developed core themes to be inclusive, so every individual knows how they contribute to the institution. Each new employee meets with the president in one-on-one sessions designed for individuals to learn where they fit in the college and visualize how their work contributes to students' success so they feel valued.

Today's college employees, much like our founders, listen to intuition and each other. We embrace a system of shared governance with committees that include staff from all areas and allow information and discussion around issues to flow in all directions. Institution-wide committees have led to innovations, including the early-alert "Laker Connect" system and faculty program redesigns.

We have refined a system for mission fulfillment that ties measurements across all disciplines with program development. That mission fulfillment links to budgeting. It guides targeted college and community investment that strategically accrues to student-centric success. Industry partners work with faculty to develop curriculum and hands-on training with students. Oregon and regional workforce market data and trends for program improvement and development guide CTE and program development.

Southwestern sets high expectations and high bars for achievement. Managers must demonstrate budgets and department projects address data-backed goals. They must demonstrate new initiatives strategically target areas data shows weakness, and identify how they envision this impacts student enrollment and retention.

Equally importantly, students talk to us through surveys upon entering college and throughout their studies. They recently shared concerns in food and housing, and equity surveys.

Students serve on grassroots committees. Student government leaders sit alongside board of education members at meetings. Current and prospective students access the powerful EMSI Career Coach tool, which assists them in making decisions about career paths to jobs.

Our 2016 Distinguished Alumni Don Grotting tells it best. Grotting started as a displaced lumber mill

worker at our college in the 1990s. He went on to become a teacher, and then an administrator. He's now superintendent at Oregon's largest K-12 school district, and has won awards year after year for closing achievement gaps with Hispanic/Latinx and other underrepresented groups.

"I would not be where I am today without the support, academic expertise and high expectations of the Southwestern teaching faculty, support staff and administration."

This is exactly what our college founders envisioned.

Prize Application Data Template

Completed - Dec 5 2019

[Click here to download](#) the 2021 Aspen Prize Application Data Template. Please fill out relevant sections and upload a completed version.

Please refer to this document for frequently asked questions and guidance on how to complete the template.

Note: If you submit data to the National Student Clearinghouse and did so in 2010, please disregard Tab 4 in this data template. Tab 4 transfer should only be completed by institutions who do not submit data to the National Student Clearinghouse (or did not submit data to NSC in 2010) **and** have access to state or system data.

2021_Aspen_Prize_Data_SWOCC_FINAL

Filename: 2021_Aspen_Prize_Data_SWOCC_FINAL.xlsx **Size:** 28.2 kB

Upload Supplemental Documents

Completed - Dec 5 2019

Please use this space to upload any supporting graphs or visuals that relate to the narrative portion of your application. Completion of this task is entirely optional.

Economic Section 1 Aspen Application

Filename: Economic_Section_1_Aspen_Application.pdf **Size:** 869.9 kB

Student Success Section 2 and 3

Filename: Student_Success_Section_2_and_3.pdf **Size:** 209.8 kB

Employment Outcomes Section 4

Filename: Employment_Outcomes_Section_4.pdf **Size:** 83.8 kB

Equity Section 6

Filename: Equity_Section_6.pdf **Size:** 1.7 MB

Student Satisfaction Section 7

Filename: Student_Satisfaction_Section_7.pdf **Size:** 815.3 kB

Employment Outcomes Data

Filename: Employment_Outcomes_Data.pdf **Size:** 307.5 kB

Celebrating Success

Filename: Celebrating_Success.pdf **Size:** 1.4 MB

Southwestern Student Success 2017-2018

#1 Among All Oregon Community Colleges

63%

Graduation and Transfer Rate
4 Year Rate

LOWEST TIME to completion

2.3 Years

Southwestern	2.3
All Oregon Community Colleges	3.3

$1,425,500 + Tuition/Fee Savings

925 High School Students

Affordability and Access

73% Latinx/Hispanic Students Graduated/Transferred

65 % Other Minorities

48% Oregon Community College Students

64% Latinx/Hispanic Transfer Bachelor Degree Rate - 6 yrs

Higher Earnings Potential and **Lower Cost** of Degree

3.3 years Oregon CC/National CC Average

Reduces Student **Debt**

Source: Urban Institute

Accelerated Learning: High School Student Success

- $ 2 ,320,375 Savings at Oregon 4 Year College Average
- 11 Graduates: Southwestern & High School Simultaneously

5 Year Achievement and Savings Overview

$9,000,000+ Tuition and Fee Savings
55,000+ Credits Earned in 1,700+ Courses
3,000+ Students

Southwestern Quick Facts

Our Mission

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

2018

Student Achievement

63%
Highest Graduation/Transfer Rate of Oregon Community Colleges Fall 2015 Cohort

57%
Graduation & Transfer Rate Student Right to Know - 4 Year Average Over 3 Years
49% Fall - Fall Retention Rate
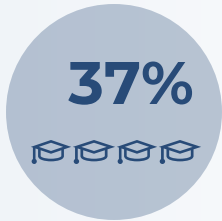
37%
Student Right to Know Graduation Rate - 4 Year Average Completed in 3 Years

73%
Athletic Graduation & Transfer Rate Fall 2015 Cohort
63% Fall 2016 Cohort

Degrees & Certificates

795
Degrees & Certificates Awarded

460
Students Awarded Degrees & Certificates

78
Program Degrees & Certificates

65% Enrolled in Transfer Degrees
35% in CTE Degrees

Top 5

Associate Arts - AAOT
Associate General Studies
Nursing/Pre-Nursing
Associate Science
Culinary/Baking & Pastry

Student Diversity

All Students
84% In-District   **16%** Out-District

53% 👤   👤 **43%**   Undisclosed **4%**

	Total Students	Credit Students
	6411	2959
Curry:	1156	435

Race/Ethnicity	All Students	First-Time Full-Time	Pell Grant Recipients
American Indian Alaska Native	2%	3%	3%
Asian or Pacific Islander	1%	1%	1%
Black or African American	1%	1%	2%
Hispanic/Latino(x)	7%	18%	15%
Native Hawaiian/Other Pacific Islander	1%	2%	1%
White	54%	64%	69%
Two or More Races	3%	8%	6%
Undisclosed	31%	3%	3%

91%
Financial Aid Recipients
First-Time Full-Time 2017 Cohort

Athletes
226
in 18 Sports

Housing Students
446

Campus Facts

24
Average Age Credit Classes

12
Average Class Size Credit Classes

201
Fall Full-Time Employees

156
Fall Part-Time Employees

174
Acres

44
Buildings

Southwestern Oregon Community College creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups — students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits to each of these groups. Results of the analysis reflect Fiscal Year (FY) 2015-16.

IMPACTS CREATED BY SWOCC IN FY 2015-16

ADDED INCOME	JOBS
$19.9 million	**433**
Operations spending impact	
$50 thousand	**1**
Construction spending impact	
$4.4 million	**136**
Student spending impact	
$54.1 million	**1,415**
Alumni impact	
$78.5 million	**1,985**
Total impact	

IMPACT ON BUSINESS COMMUNITY

During the analysis year, SWOCC and its students added **$78.5 million** in income to the SWOCC service district economy. This is equal to **3.7%** of the region's total gross regional product. By comparison, this contribution that the college provides on its own is slightly larger than the Transportation & Warehousing industry in the region. The economic impacts of SWOCC break down as follows:

Operations spending impact

- SWOCC employed 347 full-time and part-time employees in FY 2015-16. Payroll amounted to **$16.4 million**, much of which was spent in the college district to purchase groceries, clothing, and other household goods and services. The college spent another **$26.3 million** to support its day-to-day operations.

- The net impact of college payroll and expenses in the college district during the analysis year was approximately **$19.9 million** in income.

Construction spending impact

- SWOCC commissioned contractors to build or renovate its facilities during the analysis year. This generated a short-term infusion of spending and jobs in the regional economy.

- The net impact of SWOCC's construction spending in FY 2015-16 was **$50 thousand** in added income for Coos County.

Student spending impact

- Nearly **18%** of SWOCC students originated from outside the region. Some of these students relocated to the college district. In addition, a number of students would have left the region if not for SWOCC. These relocated and retained students spent money on groceries, transportation, rent, and goods and services at regional businesses.

STUDENT RATE OF RETURN

18.3%

7.2%

0.6%

Average Annual Return for SWOCC Students

Stock Market 10-year Average Annual Return*

Interest Earned on Savings Account (National Average)**
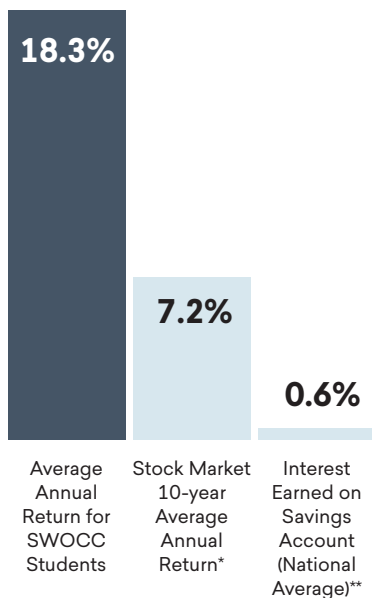
* Forbes' S&P 500, 1994-2014.
** FDIC.gov 12-2016.

For every **$1** spent by...

STUDENTS
$5.90
STUDENTS gain $5.90 in lifetime earnings

TAXPAYERS
$1.30
TAXPAYERS gain $1.30 in added taxes and public sector savings

SOCIETY
$4.30
SOCIETY gains $4.30 in added state revenue and social savings

---

- The expenditures of relocated and retained students during the analysis year added approximately **$4.4 million** in income to the region's economy.

Alumni impact

- Over the years, students have studied at SWOCC and entered or re-entered the workforce with newly-acquired skills. Today, thousands of these former students are employed in the SWOCC service district.

- The accumulated contribution of former students currently employed in the regional workforce amounted to **$54.1 million** in added income during the analysis year.

RETURN ON INVESTMENT TO STUDENTS, TAXPAYERS, AND SOCIETY

Benefits to Students

- SWOCC's FY 2015-16 students paid a total of **$4 million** to cover the cost of tuition, fees, and supplies. They also chose to give up **$5.5 million** in money that they would have earned had they been working instead of learning.

- In return for the monies invested in the college, students will receive a present value of **$55.9 million** in increased earnings over their working lives. This translates to a return of **$5.90** in higher future earnings for every $1 that students invest in their education. The average annual return for students is **18.3%**!

Benefits to Taxpayers

- In FY 2015-16, state and local taxpayers in Oregon paid **$16.1 million** to support SWOCC's operations. The net present value of the added tax revenue stemming from the students' higher lifetime earnings and the increased output of businesses amounts to **$19.6 million** in benefits to taxpayers. Savings to the public sector add another **$1.7 million** in benefits due to a reduced demand for government-funded services in Oregon.

- Dividing benefits to taxpayers by the associated costs yields a **1.3** benefit-cost ratio. That means for every $1 in costs SWOCC returns $1.30 in benefits. The average annual return on investment for taxpayers is **2.2%**.

Benefits to Society

- The economic base in Oregon will grow by **$209.5 million** over the course of SWOCC's students' working lives. Society will also benefit from **$5.5 million** in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state.

- For every dollar that society spent on SWOCC and its students' education during the analysis year, society will receive a cumulative value of **$4.30** in benefits, for as long as the FY 2015-16 student population at SWOCC remains active in Oregon's workforce.

SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE
· EST 1961 ·

Students Benefit our Economy

$215M total benefit from *future* earnings, tax revenue and private savings

- **78.5M** total income added in the region during 2015-2016
- **18%** rate of return to students
- **1,985 jobs** supported in the region

- **$55.9M** student benefit from higher future earnings
- **840** degrees and certificates awarded to **457** students in 2015-2016

2015-2016 Academic Year

- **$1.24M saved** by high school students taking college courses
- **898 high school students** enrolled in college courses
- **9906** credits completed by high school students taking college courses
- **3120** courses completed by high school students taking college courses

- **$21.4M** future tax revenue and government savings
- **2.2%** rate of taxpayer return
- **3.7%** of the region's GRP in 2015-16

Student Achievement 15 Years Later

2004

2019

GRADUATION RATE

12%

41%
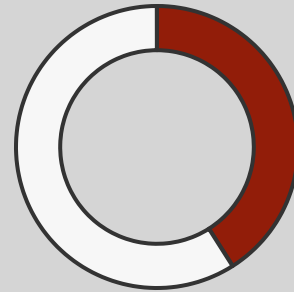
GRADUATION AND TRANSFER RATE

41%

63%
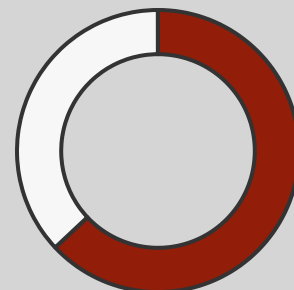
Latinx/Hispanic Achievement

Cohort Year and Rates 4 Years Later

2007

2014

GRADUATION RATE

27%

40%
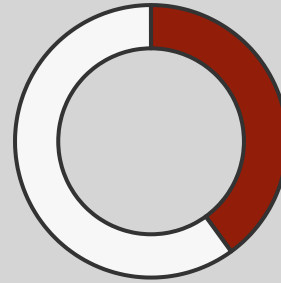
GRADUATION AND TRANSFER RATE

62%

73%
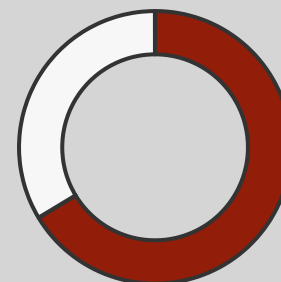
2014 Cohort
Low Income: 65%
All Other Minorities: 67%
First Ever College: 68%
White: 69%

Southwestern is an Equal Opportunity Educator and Employer

Low Income (Pell) Achievement

Cohort Year and Rates 4 Years Later

2007

2014

GRADUATION RATE

32%

48%
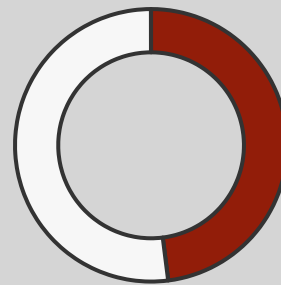
GRADUATION AND TRANSFER RATE

58%

65%
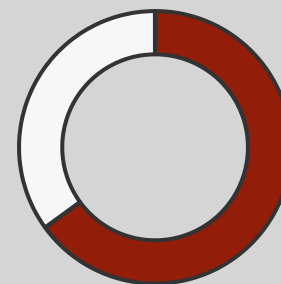
2014 Cohort
All Other Minorities: 67%
First Ever in College: 68%
White: 69%
Latinx/Hispanic: **73%**

First Ever in College Achievement

Cohort Year and Rates 4 Years Later

2007

2014

GRADUATION RATE

27%

40%
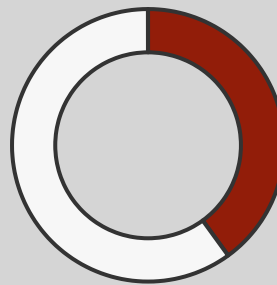
GRADUATION AND TRANSFER RATE

61%

68%
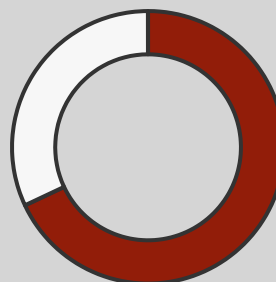
2014 Cohort
Low Income: 65%
All Other Minorities: 67%
White: 69%
Latinx/Hispanic: **73%**

Southwestern is an Equal Opportunity Educator and Employer

Student Success Reaches New Heights

3 Year Success Rate — 60%

Southwestern
Student Success
Fall 2015 First Time Full Time Students
Three Year Success Rates

Transfer Non Grad — 21%

Graduated 3 years — 37%
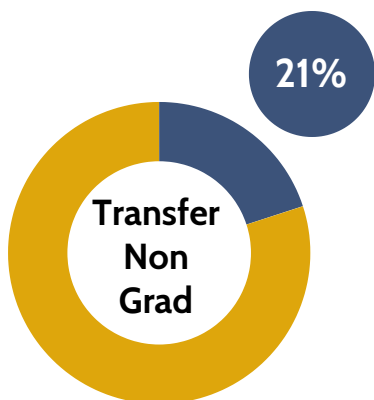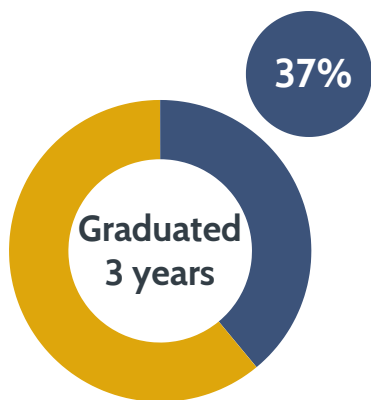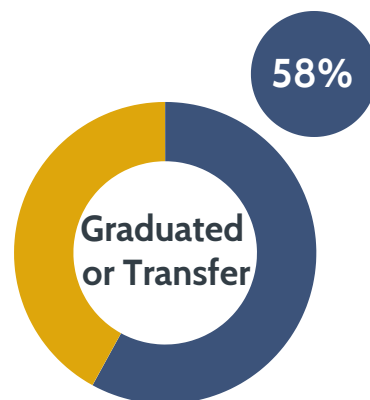
Graduated or Transfer — 58%

Success rate refers to students who graduated, transferred or were still enrolled Fall 2018.
Rates based on full-time first-time cohort students enrolled Fall 2015.
First-time-ever in college (FTEIC) is defined as never taking a college credit prior to college entry.

Fall 2015 Cohort: GAP Focus Areas

First-time ever in college (FTEIC) students
FTEIC low-income (Pell) students

10 percentage points lower compared to Non-FTEIC

Latinx FTEIC Grad/Transfer Rates

88% FTEIC Athletes

38% FTEIC Non-Athletes

Fall 2015 Cohort Gap Comparisons: Graduation and Transfer Rates

- 55
- 47
- 57
- 65
- 57
- 44

● Prior College (Non-FTEIC) ○ FTEIC   ● Pell Non-FTIEC ○ Pell FTEIC   ● Latinx Non-FTIEC ○ Latinx FTEIC

Employment Outlook

Average Earnings = 24% Increase

2016

Southwestern	
Statewide	

0   10,000   20,000   30,000   40,000

2017

Soutwestern	
Statewide	

0   10,000   20,000   30,000   40,000
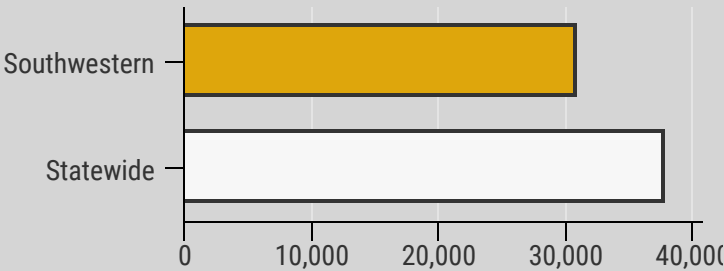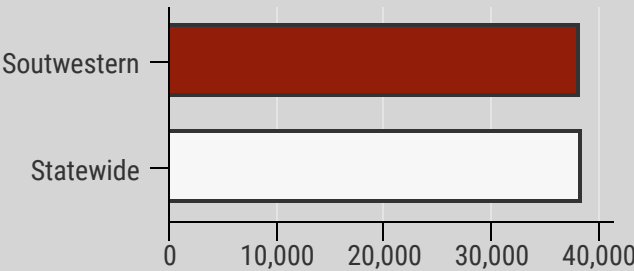
Oregon Statewide Snapshots - HECC

Oregon Quarter 8 Gains

All

Latinx/Hispanic

67%

69%
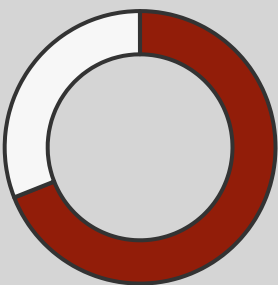
Oregon Employment Department - Wage Gain Measures

2015-2016 Quarter 8 Gains

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Southwestern Oregon Community College

Achieving the Dream Student Success Report

Spring 2019

Report shortened to illustrate equity data.

By Gender: Fall-to-Spring

	Female		Male	
ATD Cohort	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	226	90%	190	89%
Fall 2015	254	92%	245	93%
Fall 2016	250	92%	194	94%
Fall 2017	298	92%	252	87%

By Gender: Fall-to-Fall

	Female		Male	
ATD Cohort	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	143	57%	116	54%
Fall 2015	172	63%	144	55%
Fall 2016	188	69%	128	62%

By Race/Ethnicity: Fall-to-Spring

	Hispanic		Multi-Race		White	
ATD Cohort	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	45	78%	26	93%	283	93%
Fall 2015	47	87%	29	94%	351	93%
Fall 2016	46	90%	34	94%	315	94%
Fall 2017	90	93%	37	84%	350	89%

By Race/Ethnicity: Fall-to-Fall

	Hispanic		Multi-Race		White	
ATD Cohort	# Persist (FA-FA)	% Persist (FA-SP)	# Persist (FA-FA)	% Persist (FA-SP)	# Persist (FA-FA)	% Persist (FA-SP)
Fall 2014	28	78%	16	93%	185	93%
Fall 2015	27	87%	19	94%	228	93%
Fall 2016	33	90%	23	94%	228	94%

By Age Group: Fall-to-Spring

	<20		20 - 24		25 - 34		>= 35	
ATD Cohort	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	312	91%	54	90%	30	88%	21	75%
Fall 2015	380	93%	56	93%	37	93%	26	87%
Fall 2016	343	94%	40	83%	31	91%	30	100%
Fall 2017	429	90%	47	82%	38	86%	36	92%

By Age Group: Fall-to-Fall

	<20		20 - 24		25 - 34		>= 35	
ATD Cohort	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	196	57%	33	55%	19	56%	11	39%
Fall 2015	247	60%	30	50%	22	55%	17	57%
Fall 2016	237	65%	28	58%	26	76%	25	83%

By FTEIC Status: Fall-to-Spring

	FTEIC		Non-FTEIC	
ATD Cohort	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	281	92%	136	85%
Fall 2015	319	92%	180	93%
Fall 2016	309	95%	135	89%
Fall 2017	386	91%	164	86%

By FTEIC Status: Fall-to-Fall

	FTEIC		Non-FTEIC	
ATD Cohort	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	174	57%	85	53%
Fall 2015	209	61%	107	55%
Fall 2016	214	66%	102	68%

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Gender
Student status at the end of the _SIXTH_ year after enrollment

	Fall 2012	
	Female	Male
Home Completion + 4-Year Degree	10% 29	7% 20
No Home Completion + 4-Year Degree	9% 25	10% 30
Associate/Cert Completion at Home Inst.	25% 74	22% 66
Associate/Cert Completion at Transfer Inst.	5% 16	4% 13
No Completion, Still Enrolled at Home Inst.	3% 8	
No Completion, Still Enrolled at Transfer Inst.	7% 20	9% 25
Dropped Out	41% 120	48% 140
Grand Total	100% 292	100% 294

By Gender
Student status at the end of the _EIGHTH_ year after enrollment

	Fall 2010	
	Female	Male
Home Completion + 4-Year Degree	7% 18	6% 16
No Home Completion + 4-Year Degree	14% 36	11% 33
Associate/Cert Completion at Home Inst.	22% 58	19% 55
Associate/Cert Completion at Transfer Inst.	6% 17	7% 19
No Completion, Still Enrolled at Home Inst.	1% 3	1% 3
No Completion, Still Enrolled at Transfer Inst.	5% 13	5% 15
Dropped Out	45% 119	51% 146
Grand Total	100% 264	100% 287

By Race/Ethnicity
Student status at the end of the _SIXTH_ year after enrollment

	Fall 2012		
	White	Hispanic	Multi-Race
Home Completion + 4-Year Degree	9% 29	12% 4	3% 1
No Home Completion + 4-Year Degree	8% 26	9% 3	10% 3
Associate/Cert Completion at Home Inst.	24% 79	18% 6	39% 12
Associate/Cert Completion at Transfer Inst.	5% 16	6% 2	6% 2
No Completion, Still Enrolled at Home Inst.	2% 7		
No Completion, Still Enrolled at Transfer Inst.	6% 21	6% 2	10% 3
Dropped Out	45% 147	50% 17	32% 10
Grand Total	100% 325	100% 34	100% 31

By Race/Ethnicity
Student status at the end of the _EIGHTH_ year after enrollment

	Fall 2010		
	White	Hispanic	Multi-Race
Home Completion + 4-Year Degree	7% 20	6% 2	
No Home Completion + 4-Year Degree	12% 37	17% 6	
Associate/Cert Completion at Home Inst.	20% 62	11% 4	28% 5
Associate/Cert Completion at Transfer Inst.	7% 20	11% 4	
No Completion, Still Enrolled at Home Inst.	1% 4	3% 1	
No Completion, Still Enrolled at Transfer Inst.	6% 17	6% 2	17% 3
Dropped Out	47% 144	47% 17	56% 10
Grand Total	100% 304	100% 36	100% 18

Southwestern Oregon Community College
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Age
Student status at the end of the *SIXTH* year after enrollment

	Fall 2012			
	<20	20 - 24	25 - 34	>= 35
Home Completion + 4-Year Degree	11% 40	9% 7	4% 2	
No Home Completion + 4-Year Degree	10% 39	9% 7	13% 7	3% 2
Associate/Cert Completion at Home Inst.	25% 96	20% 16	27% 15	20% 14
Associate/Cert Completion at Transfer Inst.	4% 15	9% 7	4% 2	7% 5
No Completion, Still Enrolled at Home Inst.	1% 4	2% 2	4% 2	
No Completion, Still Enrolled at Transfer Inst.	9% 33	7% 6	7% 4	3% 2
Dropped Out	40% 152	45% 37	43% 24	67% 47
Grand Total	100% 379	100% 82	100% 56	100% 70

By Age
Student status at the end of the *EIGHTH* year after enrollment

	Fall 2010			
	<20	20 - 24	25 - 34	>= 35
Home Completion + 4-Year Degree	6% 24	5% 4	4% 3	6% 3
No Home Completion + 4-Year Degree	12% 45	16% 12	9% 7	15% 8
Associate/Cert Completion at Home Inst.	21% 76	12% 9	26% 20	21% 11
Associate/Cert Completion at Transfer Inst.	7% 27	4% 3	8% 6	4% 2
No Completion, Still Enrolled at Home Inst.	1% 3	3% 2	1% 1	
No Completion, Still Enrolled at Transfer Inst.	6% 23	5% 4	3% 2	2% 1
Dropped Out	46% 172	55% 41	49% 37	53% 28
Grand Total	100% 370	100% 75	100% 76	100% 53

By FTEIC Status
Student status at the end of the *SIXTH* year after enrollment

	Fall 2012	
	FTEIC	Non-FTEIC
Home Completion + 4-Year Degree	8% 32	9% 17
No Home Completion + 4-Year Degree	9% 36	11% 19
Associate/Cert Completion at Home Inst.	23% 94	26% 47
Associate/Cert Completion at Transfer Inst.	3% 12	9% 17
No Completion, Still Enrolled at Home Inst.	2% 8	
No Completion, Still Enrolled at Transfer Inst.	7% 29	9% 16
Dropped Out	48% 196	36% 64
Grand Total	100% 407	100% 180

By FTEIC Status
Student status at the end of the *EIGHTH* year after enrollment

	Fall 2010	
	FTEIC	Non-FTEIC
Home Completion + 4-Year Degree	6% 26	5% 8
No Home Completion + 4-Year Degree	10% 42	19% 30
Associate/Cert Completion at Home Inst.	21% 86	19% 30
Associate/Cert Completion at Transfer Inst.	6% 24	9% 14
No Completion, Still Enrolled at Home Inst.	1% 3	2% 3
No Completion, Still Enrolled at Transfer Inst.	5% 20	6% 10
Dropped Out	52% 215	40% 63
Grand Total	100% 416	100% 158

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
STUDENTS' HIGHEST DEGREE ATTAINMENT AT THE END OF SIX AND EIGHT YEARS

Student status at the end of the _SIXTH_ year after enrollment

	Fall 2010	Fall 2012
Completed a Bachelor's Degree	**14%** 82	**18%** 104
Completed an Associate Degree	**25%** 142	**23%** 135
Completed a Certificate	**3%** 15	**6%** 35
Still Enrolled	**9%** 52	**9%** 53
Not Enrolled Anywhere	**49%** 283	**44%** 260
Grand Total	**100%** 574	**100%** 587

Student status at the end of the _EIGHTH_ year after enrollment

	Fall 2010
Completed a Bachelor's Degree	**18%** 106
Completed an Associate Degree	**24%** 140
Completed a Certificate	**2%** 14
Still Enrolled	**6%** 36
Not Enrolled Anywhere	**48%** 278
Grand Total	**100%** 574

By Gender
Student status at the end of the _SIXTH_ year after enrollment

	Fall 2012	
	Female	Male
Completed a Bachelor's Degree	**18%** 54	**17%** 50
Completed an Associate Degree	**27%** 78	**19%** 57
Completed a Certificate	**4%** 12	**7%** 22
Still Enrolled	**10%** 28	**9%** 25
Not Enrolled Anywhere	**41%** 120	**48%** 140
Grand Total	**100%** 292	**100%** 294

By Gender
Student status at the end of the _EIGHTH_ year after enrollment

	Fall 2010	
	Female	Male
Completed a Bachelor's Degree	**20%** 54	**17%** 49
Completed an Associate Degree	**27%** 72	**22%** 64
Completed a Certificate	**1%** 3	**3%** 10
Still Enrolled	**6%** 16	**6%** 18
Not Enrolled Anywhere	**45%** 119	**51%** 146
Grand Total	**100%** 264	**100%** 287

By Age
Student status at the end of the _SIXTH_ year after enrollment

	Fall 2012			
	<20	20 - 24	25 - 34	>= 35
Completed a Bachelor's Degree	**21%** 79	**17%** 14	**16%** 9	**3%** 2
Completed an Associate Degree	**25%** 93	**23%** 19	**23%** 13	**14%** 10
Completed a Certificate	**5%** 18	**5%** 4	**7%** 4	**13%** 9
Still Enrolled	**10%** 37	**10%** 8	**11%** 6	**3%** 2
Not Enrolled Anywhere	**40%** 152	**45%** 37	**43%** 24	**67%** 47
Grand Total	**100%** 379	**100%** 82	**100%** 56	**100%** 70

By Age
Student status at the end of the _EIGHTH_ year after enrollment

	Fall 2010			
	<20	20 - 24	25 - 34	>= 35
Completed a Bachelor's Degree	**19%** 69	**21%** 16	**13%** 10	**21%** 11
Completed an Associate Degree	**26%** 97	**13%** 10	**28%** 21	**23%** 12
Completed a Certificate	**2%** 6	**3%** 2	**7%** 5	**2%** 1
Still Enrolled	**7%** 26	**8%** 6	**4%** 3	**2%** 1
Not Enrolled Anywhere	**46%** 172	**55%** 41	**49%** 37	**53%** 28
Grand Total	**100%** 370	**100%** 75	**100%** 76	**100%** 53

By FTEIC Status
Student status at the end of the _SIXTH_ year after enrollment

	Fall 2012	
	FTEIC	Non-FTEIC
Completed a Bachelor's Degree	**17%** 68	**20%** 36
Completed an Associate Degree	**20%** 83	**29%** 52
Completed a Certificate	**6%** 23	**7%** 12
Still Enrolled	**9%** 37	**9%** 16
Not Enrolled Anywhere	**48%** 196	**36%** 64
Grand Total	**100%** 407	**100%** 180

By FTEIC Status
Student status at the end of the _EIGHTH_ year after enrollment

	Fall 2010	
	FTEIC	Non-FTEIC
Completed a Bachelor's Degree	**16%** 68	**24%** 38
Completed an Associate Degree	**24%** 100	**25%** 40
Completed a Certificate	**2%** 10	**3%** 4
Still Enrolled	**6%** 23	**8%** 13
Not Enrolled Anywhere	**52%** 215	**40%** 63
Grand Total	**100%** 416	**100%** 158

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
STUDENT STATUS AT THE END OF THE FOURTH YEAR AFTER INITIAL ENROLLMENT
Fall 2013 Cohort, First-Time-Ever-in College Students

Overall

	Fall 2014
Completed and Transferred to 4-Year Inst.	**16%** 50
Completed, Did Not Transfer	**22%** 68
Did Not Complete, Transferred to 4-Year Inst.	**21%** 65
Transferred to 2-Year Inst.	**13%** 41
Still Enrolled at Home Inst.	**2%** 7
Dropped Out	**25%** 75
Grand Total	**100%** 306

By Gender

	Fall 2014	
	Female	Male
Completed and Transferred to 4-Year Inst.	**18%** 31	**14%** 19
Completed, Did Not Transfer	**21%** 37	**23%** 31
Did Not Complete, Transferred to 4-Year Inst.	**23%** 40	**19%** 25
Transferred to 2-Year Inst.	**13%** 23	**14%** 18
Still Enrolled at Home Inst.	**2%** 3	**3%** 4
Dropped Out	**23%** 39	**27%** 35
Grand Total	**100%** 173	**100%** 132

By Race/Ethnicity

	Fall 2014		
	White	Hispanic	Multi-Race
Completed and Transferred to 4-Year Inst.	**18%** 34	**18%** 8	**11%** 2
Completed, Did Not Transfer	**26%** 50	**11%** 5	**6%** 1
Did Not Complete, Transferred to 4-Year Inst.	**21%** 41	**18%** 8	**17%** 3
Transferred to 2-Year Inst.	**9%** 18	**27%** 12	**22%** 4
Still Enrolled at Home Inst.	**2%** 4	**2%** 1	**6%** 1
Dropped Out	**23%** 44	**23%** 10	**39%** 7
Grand Total	**100%** 191	**100%** 44	**100%** 18

By Age Group

	Fall 2014			
	<20	20 - 24	25 - 34	>= 35
Completed and Transferred to 4-Year Inst.	**17%** 45	**5%** 1	**14%** 2	**18%** 2
Completed, Did Not Transfer	**20%** 51	**36%** 8	**36%** 5	**36%** 4
Did Not Complete, Transferred to 4-Year Inst.	**24%** 62	**9%** 2		**9%** 1
Transferred to 2-Year Inst.	**15%** 39	**5%** 1	**7%** 1	
Still Enrolled at Home Inst.	**2%** 5	**5%** 1	**7%** 1	
Dropped Out	**22%** 57	**41%** 9	**36%** 5	**36%** 4
Grand Total	**100%** 259	**100%** 22	**100%** 14	**100%** 11

Data Source

The information contained in this report originates from student enrollment data submitted to the National Student Clearinghouse (NSC). For more information about NSC, please visit http://www.nationalstudentclearinghouse.com.

Student Cohorts

Student cohorts in this report are defined as credential-seeking students, both full-time and part-time, who first enrolled at an ATD college in the fall semester. For example, the Fall 2017 cohort students are those who first enrolled at an ATD college between August 1, 2017 and September 30, 2017.

Due to the limitation that the degree-seeking indicator in the NSC data file is not consistently populated by colleges, ATD uses a proxy to define students' degree-seeking behavior through their enrollment history, which is also in alignment with the approach adopted by American Association of Community College's Voluntary Framework of Accountability (AACC's VFA). AACC defines degree-seeking as completing 12 credits in the first two years after initial enrollment. Accordingly, ATD includes students who completed 15 FTE weeks of enrollment (approximately 12 credit hours) in their first two years of enrollment (8 FTE weeks in the first year for the most recent cohort). For more details, please refer to "Weeks of Full-Time Equivalent (FTE) Enrollment" (below).

Detailed outcome information for five- and seven-year completion is not included in this report. With four-, six-, and eight-year completion metrics already provided for multiple cohorts, these additional completion times are not critical to understanding overall trends.

Top 3 Student Race/Ethnicity Groups

Outcome comparisons are provided for the three race/ethnicity groups with the largest student populations, as calculated from the subpopulation of students with known race/ethnicity in the most recent cohort (i.e., Fall 2017). Please note that these groups are ordered from largest to smallest in size in the report.

Persistence Fall-to-Spring

The student persisted at the home institution from the fall semester of first enrollment to the following spring semester, defined as either (a) having an enrollment record with at least one day of enrollment in the spring semester (January 1 to May 15) of the following calendar year, or (b) having completed a credential by that time.

Persistence Fall-to-Fall

The student persisted at the home institution from the fall semester of first enrollment to the following fall semester, defined as either (a) having an enrollment record with at least one day of enrollment in the fall semester (August 1 to December 31) in the following year, or (b) having completed a credential by that time.

Weeks of Full-Time Equivalent (FTE) Enrollment

The National Student Clearinghouse currently does not collect credit information (e.g., number of credits completed each semester) in the student enrollment data. Based on the number of days of enrollment and student participation status, NSC reports weeks of FTE enrollment. This measure is used as a proxy for course credits in this report.

Weeks of FTE enrollment is calculated by the number of days of enrollment (D) weighted by student's participation status (S) in a given period of time: (D*S)/7, where D equals a number of days a record spans (calculated as the difference between term begin date and term end date), and S equals a factor representing the enrollment status:

• Full Time (F) = 1.00
• Three Quarter Time (Q) = 0.75
• Half Time (H) = 0.50
• Less Than Half Time (L) = 0.25

The F, Q, H, and L statuses are indicated by the colleges as they submit student enrollment data to NSC.

At most community colleges, a semester is approximately 15 weeks and 12 credits are required for full-time enrollment. AACC's VFA defines degree-seeking students as those who have completed 12 credits in their first two years of enrollment. For the purpose of this report, degree-seeking is measured as completion of 15 weeks of FTE enrollment in the first two years after initial enrollment. For the most recent student cohort for which only one year of data is available, completion of 8 weeks of FTE enrollment in the first year is used as an indicator of degree-seeking.

Comparison to Prior Versions of the Report

This current version (2019) features cohorts and outcomes calculated in the same fashion as in the 2018 version, as confirmed by NSC. You may notice minor variations in cohort sizes for older cohorts, due to the dynamic nature of NSC data collection. Outcomes for these students can also change due to continuous updates of student information as submitted from institutions nationwide.

However, you will notice the largest difference in the Fall 2016 cohort. As of the 2018 report, students in this cohort only had a single year of outcomes available and degree-seeking was defined as having completed 8 weeks of FTE enrollment in one year. With an additional year of outcomes now present, degree-seeking for this cohort is now calculated as 15 weeks of FTE enrollment in two years. This updated information will naturally yield an updated cohort size.

Home

The ATD institution associated with a student as the place of enrollment at the time of cohort assignment—the institution named on the cover of this report. This term is used throughout the report alongside completion to indicate an activity that took place at this "original" institution.

Completion

The student received a certificate, associate's degree, or any other credential/award by the end of the specified reporting period (on or before August 14th of the reporting period). The credential reflects one received at the home institution unless otherwise specified in the category name (e.g., Associate/Certificate Completion at Transfer Institution).

Transfer

The student had at least one enrollment record at a four-year institution or two-year institution other than the originating institution by the end of the reporting period.

Still Enrolled

The student had at least one day of enrollment at a postsecondary institution in the last year of the reporting period.

Dropped Out

The student had not completed a credential or transferred to another institution, and had no enrollment record at any institution in the last year of the reporting period.

Disaggregated Data

This report presents student outcome data disaggregated by gender, race/ethnicity, age group, and FTEIC status. Data are not disaggregated by Pell status, remedial course enrollment, veteran status, or citizenship status due to the extremely low submission rate of those indicators.

Disaggregated data by race/ethnicity are not presented if less than 50% of a student cohort's race/ethnicity is reported (40% for cohorts prior to Fall 2012).

First-Time-Ever-in-College (FTEIC)

The student has no higher education history prior to the first fall enrollment reported in this report. Students who enter only with dual enrollment credit are also included in this category.

ATD Benchmark

ATD benchmarks are calculated as the average outcomes of all cohort students enrolled at ATD network colleges in the dataset.

State/Regional Benchmark

State benchmarks are calculated as the average outcomes of all ATD colleges in the state where the reporting ATD college is located. If there are fewer than five ATD colleges in the state, a regional benchmark is provided.

ATD follows the region assignment by the U.S. Department of Education:

New England: CT ME MA NH RI VT
Mid East: DE DC MD NJ NY PA
Great Lakes: IL IN MI OH WI
Plains: IA KS MN MO NE ND SD
Southeast: AL AR FL GA KY LA MS NC SC TN VA WV
Southwest: AZ NM OK TX
Rocky Mountains: CO ID MT UT WY
Far West: AK CA HI NV OR WA

In 2018-19, there were fewer than five ATD colleges in the Rocky Mountains region. Therefore, colleges in this region are included with Plains for benchmarking purposes.

Additional Data on Student Status
More detailed student completion and transfer data are presented in the table below, for colleges that are interested in regrouping such data.

	Three Years After Enrollment		Four Years After Enrollment
	Fall 2014	Fall 2015	Fall 2014
Completed, Did Not Transfer	113	114	104
Completed and Transferred to 4-Year Institution	59	57	81
Completed and Transferred to 2-Year Institution	3	9	5
Did Not Complete and Transferred to 4-Year Institution	84	89	100
Did Not Complete and Transferred to 2-Year Institution	80	77	67
Still Enrolled at Home Inst.	37	64	13
Dropped Out	90	129	96
Grand Total	466	539	466

	Six Years After Enrollment		Eight Years After Enrollment
	Fall 2010	Fall 2012	Fall 2010
Earned a Bachelor's or Higher Degree from Home Inst.			
Earned an Associate Degree from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.	24	49	34
Earned an Certificate from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.			
No Award from Home Inst. but Earned a Bachelor's or Higher Degree from a Transfer Inst.	58	55	72
Earned an Associate Degree from Home Inst., No Higher Degree from a Transfer Inst.	113	111	107
Earned a Certificate from Home Inst. and an Associate Degree from a Transfer Inst.		2	
No Award from Home Inst. But Earned an Associate Degree from a Transfer Inst.	29	22	33
Earned a Certificate from Home Inst., No Higher Degree from a Transfer Inst.	10	30	9
No Award from Home Inst. But Earned a Certificate from a Transfer Inst.	5	5	5
No Award but Still Enrolled at Home Inst.	7	8	6
No Award but Still Enrolled at a Transfer Inst.	45	45	30
No Award and Not Enrolled Anywhere	283	260	278
Grand Total	574	587	574

Questions
For questions about the data or student outcome calculation, please e-mail data@achievingthedream.org.

Early Momentum Key Performance Indicators (KPIs):
New Metrics for the Voluntary Framework of Accountability

Southwestern Oregon Community College

The Voluntary Framework of Accountability (VFA) is building on the work of the American Association of Community Colleges Pathways Project (AACC Pathways) reform work to improve the value of the VFA to participating colleges. College-wide reforms, like AACC Pathways, are complex endeavors that take many years to implement fully. That means that colleges will not see expected improvements in student completion rates for several years after the implementation of such reforms. Colleges need indicators in the near-term that they can examine to see if their reform efforts are having a positive effect and are likely to improve student success over a longer term. The AACC Pathways KPIs can fulfill this need.

The calculation of the KPIs is included in the process of calculating metrics for data submitted through the VFA data system. These metrics were chosen for community colleges because they can be measured over a single year and yet research suggests that they are the leading indications of increased student completion over a longer term*. In addition to the value of these one-year measures as early indicators of progress toward longer term student success goals, tracking year-over-year change in these KPIs can motivate colleges to implement practices that can effectively create the initial conditions required for subsequent success.

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*For a review, see Jenkins, D., & Bailey, T. (2017). Early momentum metrics: Why they matter for college improvement. New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf

Colleges will not see major improvements in student completion rates until several years after the implementation of reforms. Therefore, colleges can use KPIs in the short-term so they are able to examine if their reform efforts are having a positive effect and are likely to improve student success over a longer term.

The AACC Pathways KPIs (listed below) are presented in the subsequent tables. Trend data are presented for the main cohort in the fall of each given year, followed by disaggregated data for the most recent year reported.

1) Credit momentum KPIs:
   a) Earned 6+ college credits in 1st term
   b) Earned 12+ college credits in 1st term
   c) Earned 15+ college credits in year 1
   d) Earned 24+ college credits in year 1
   e) Earned 30+ college credits in year 1

2) Gateway math and English completion KPIs:
   a) Completed college math in year 1
   b) Completed college English in year 1
   c) Completed both college math and English in year 1

3) Persistence KPIs:
   a) Fall to next term retention

4) College course completion KPI:
   a) College-level course success rate in students' first academic year

The cohorts tracked here include both full-time and part-time students but exclude students who are current high school dual enrollment students. The VFA has disaggregated these KPIs by race/ethnicity, age and other factors, which will enable colleges to see if there are gaps in progression among different student groups.

Pell Status Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Pell Status
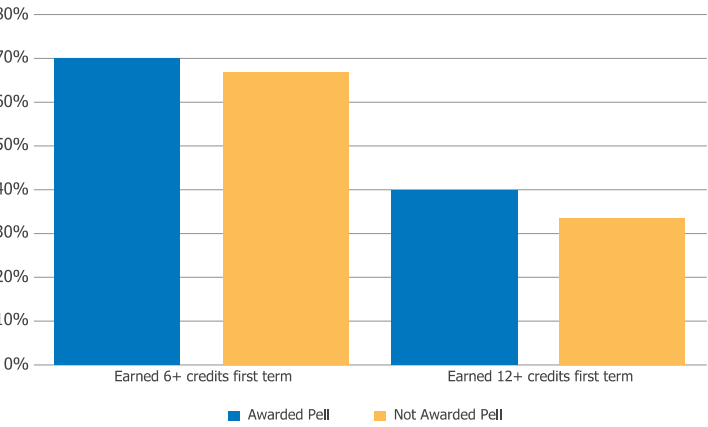
College Course Success Rate by Pell Status
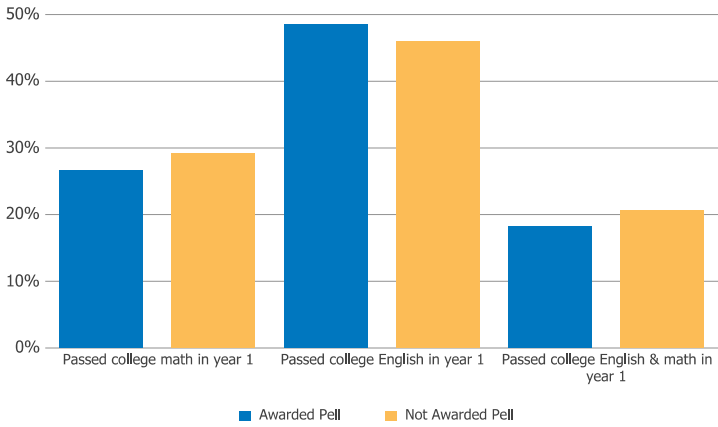
Year 1 Credit Success Rate by Pell Status

Retention and Credit Success Rate by Pell Status

11
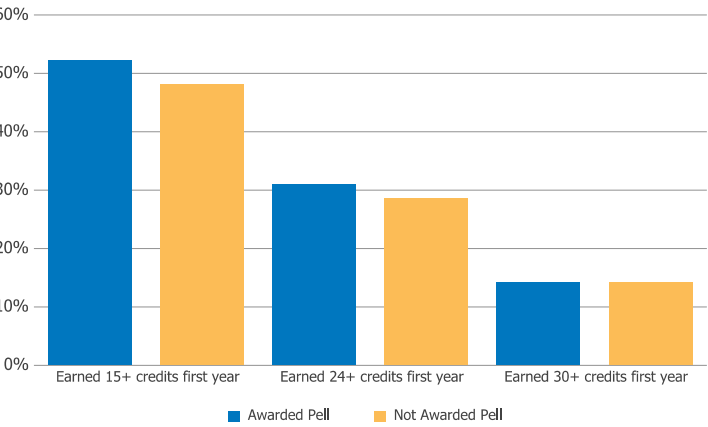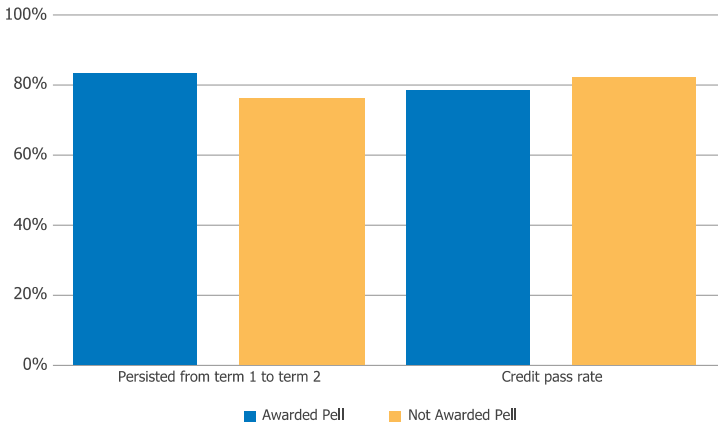
First-term Attendance Status Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by First-term Attendance Status
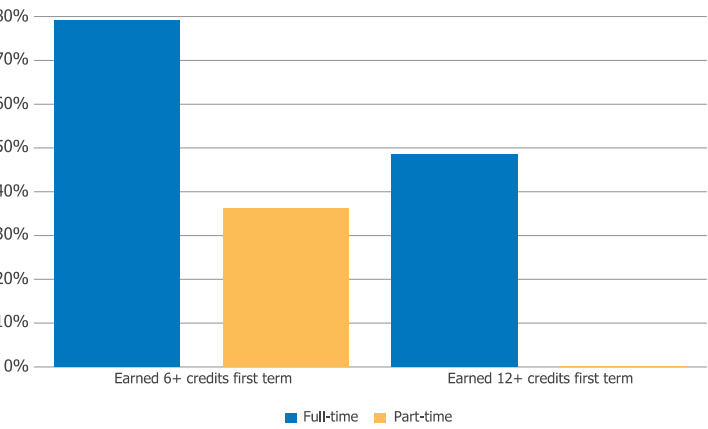
College Course Success Rate by First-term Attendance Status
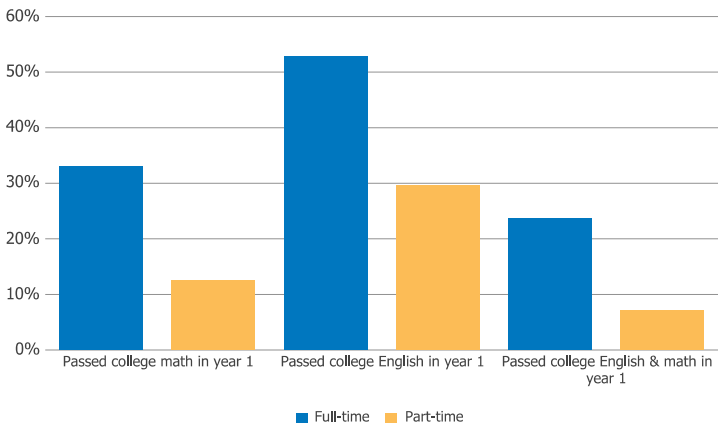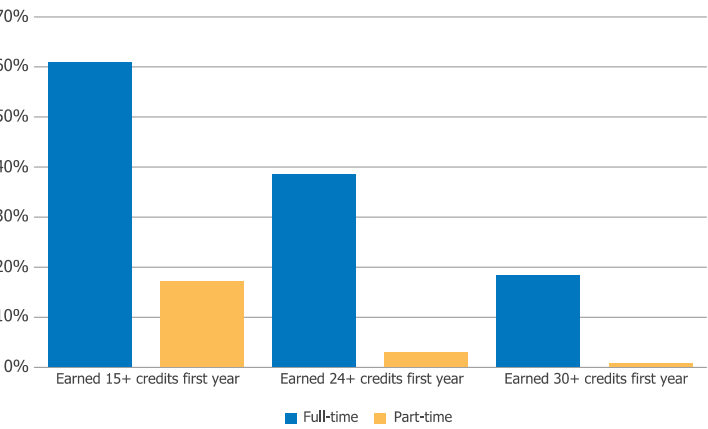
Year 1 Credit Success Rate by First-term Attendance Status

Retention and Credit Success Rate by First-term Attendance Status
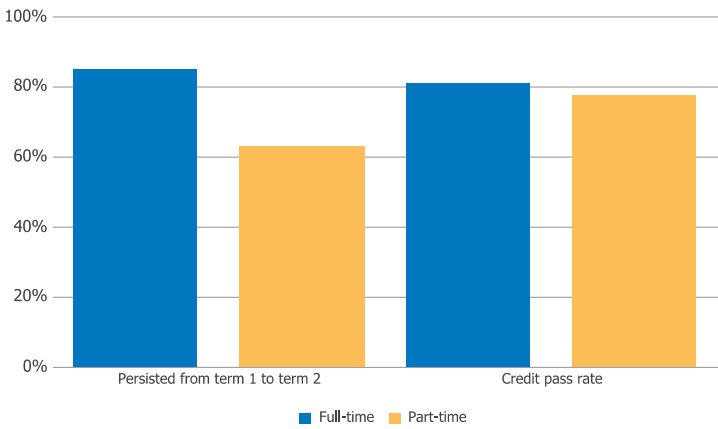
12

Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

College Course Success Rate by Race/Ethnicity

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Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

Year 1 Credit Success Rate by Race/Ethnicity

Retention and Credit Success Rate by Race/Ethnicity

15

Definitions

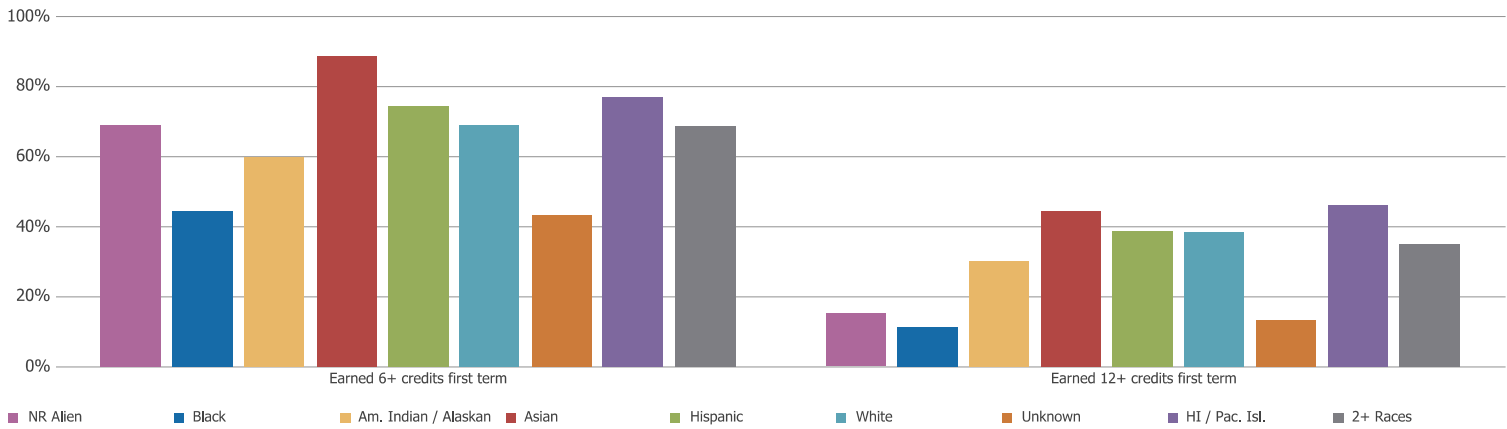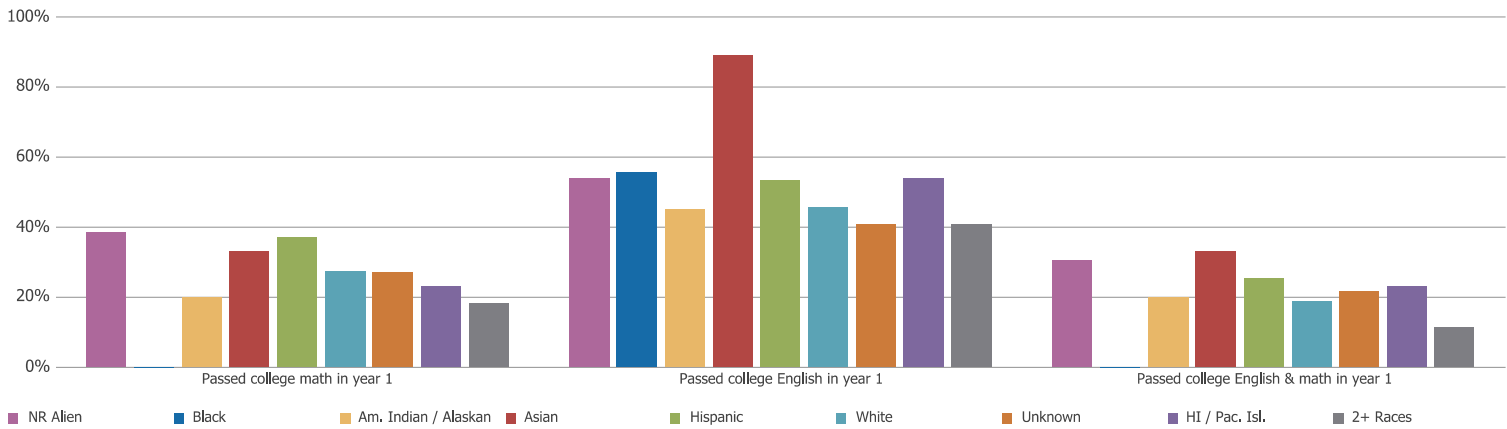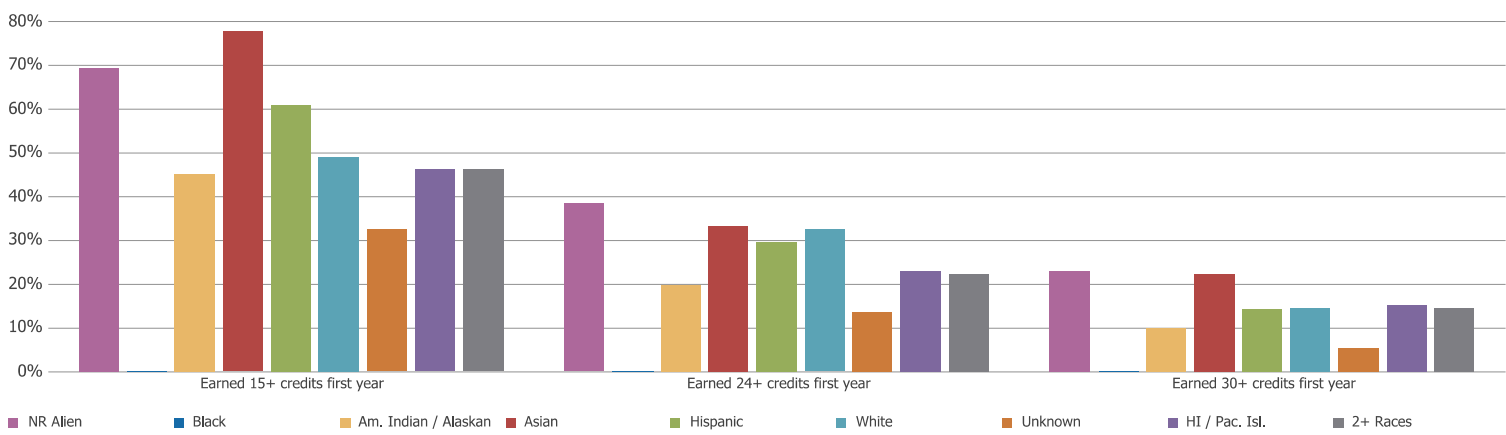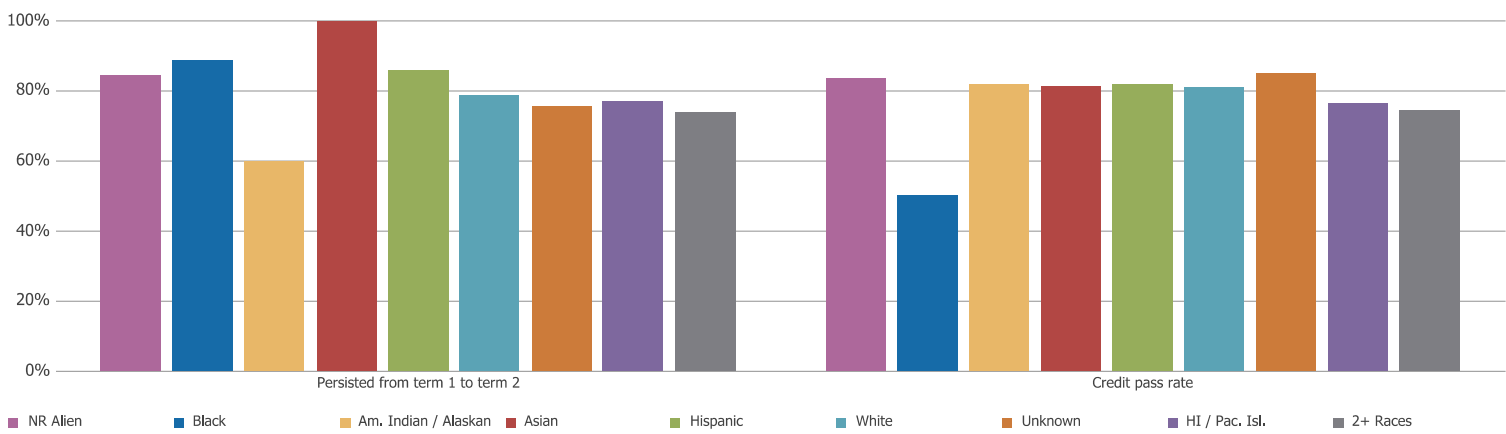| Cohort	Definition
Main Cohort students	All students who entered the institution for the first time post high school completion and are enrolled in credit or developmental education classes in the fall term. Includes the following: Full-time and part-time enrollment, degree and non-degree seeking students, and transfer-in, and first-time in college students.

KPI	Definition
Earned 6+ college credits in 1st term	Number and % of fall cohort students who successfully completed 6 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 12+ college credits in 1st term	Number and % of fall cohort students who successfully completed 12 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 15+ college credits in year 1	Number and % of fall cohort students who successfully completed 15 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 24+ college credits in year 1	Number and % of fall cohort students who successfully completed 24 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 30+ college credits in year 1	Number and % of fall cohort students who successfully completed 30 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Completed college Math in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) Math course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) English course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college math and English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) course (with grade A-C- or P) in both Math and English in the first academic year. Withdrawals are counted as attempting but not passing the course.
Fall to next term retention	Number and % of fall cohort students who enrolled in at least one credit course (including developmental) in term 2 (spring term) or earned a formal award in the fall term.
Credit success rate	Number of college-level (i.e., non-remedial) credits successfully completed (with grade A-C- or P) by fall cohort students in their first full academic year divided by the total number of college-level credits attempted by students in the fall cohort within their first full academic year.

Equity gap: Race/ethnicity and middle-achieving students

Figure 8 examines gaps in participation across racial/ethnic groups for middle-achieving students (i.e., students who scored in the 26th–75th percentiles on the state assessments in math and reading) at your dual-credit feeder schools. The figure shows that Asian/Pacific Islander and Black middle-achieving students in your dual-credit feeder schools had the highest dual-credit participation in 2011/12-2014/15.

Figure 8. Dual-credit participation among middle-achieving students varied by race/ethnicity in 2011/12-2014/15
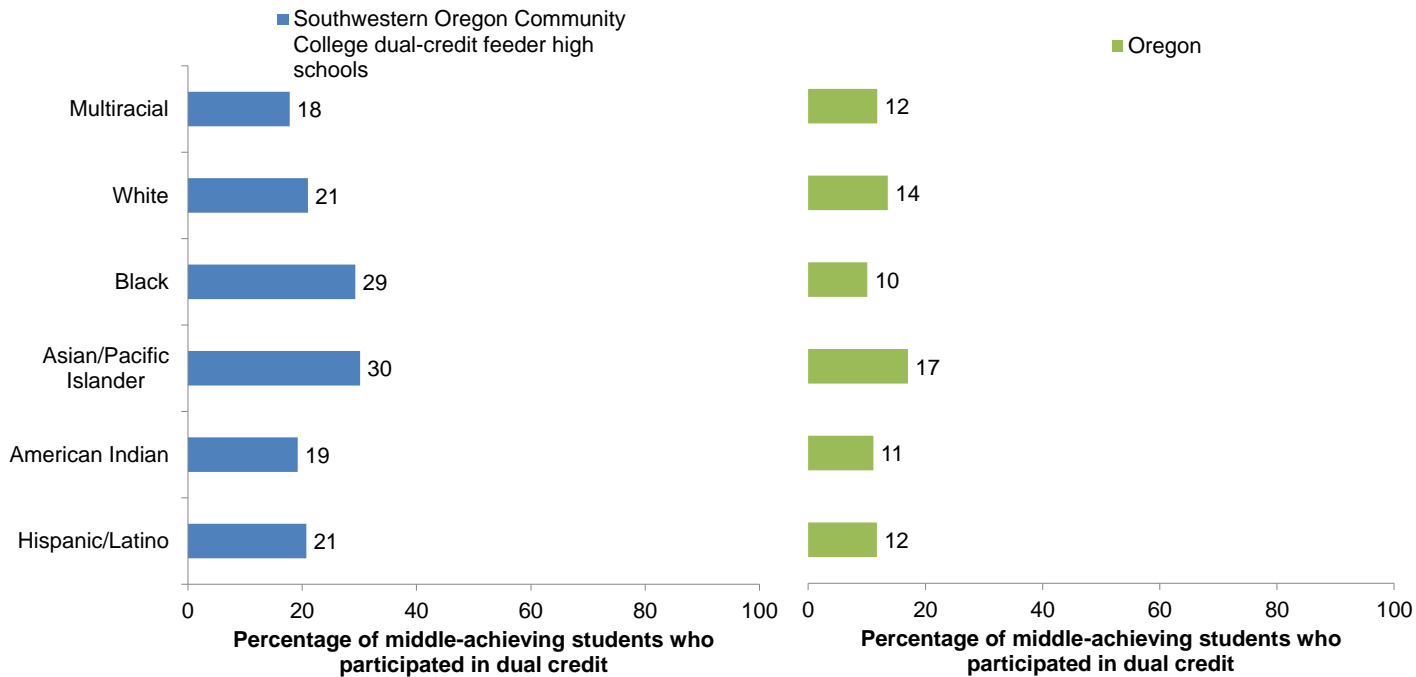
Note: Missing values (if present) indicate that data were suppressed to protect student privacy.

Example of how to read this figure

Among students from your dual-credit feeder high schools, 21 percent of middle-achieving Hispanic/Latino students participated in dual credit at your college in 2011/12-2014/15, compared to 21 percent of middle-achieving White students. Statewide, 12 percent of middle-achieving Hispanic/Latino students participated in dual credit at any community college, compared to 14 percent of middle-achieving White students.

Discussion questions

1. Does your college have any programs or course offerings that are geared toward middle-achieving students?
2. How could your college work with local high schools to encourage more middle-achieving students to participate in dual credit?

Conclusion

Now that you've reviewed your college's data, there are overarching questions that you might want to consider. These questions will help you formulate an action plan based on the data in this report.

1. What key issues did you identify based on the data?
2. What might the root causes be for the issues you identified?
   a. Are any of these root causes things that your college could influence or affect through policy?
3. Are there any changes you can make that would influence these root causes and possibly lead to improved student outcomes?
4. What are some clear and actionable steps you can take to implement those changes?
   a. Which stakeholders in the education system do you need to involve to implement those steps?
   b. What goals will you set and how will you measure progress?

Version 9/30/16

CCSSE Southwestern Benchmark Comparison

Benchmark	2004	2006	2007	2008	2011	2014
Active & Collaborative Learning	45.6	51.2	55.8	50.8	51.3	48.6
Student Effort	49.1	48.9	48.3	48.9	50.6	47.5
Academic Challenge	45.9	50.0	50.4	51.0	53.3	47.5
Faculty-Student Interaction	49.8	55.0	51.8	51.8	50.8	51.1
Student Support	44.1	46.1	46.5	49.7	46.8	43.5
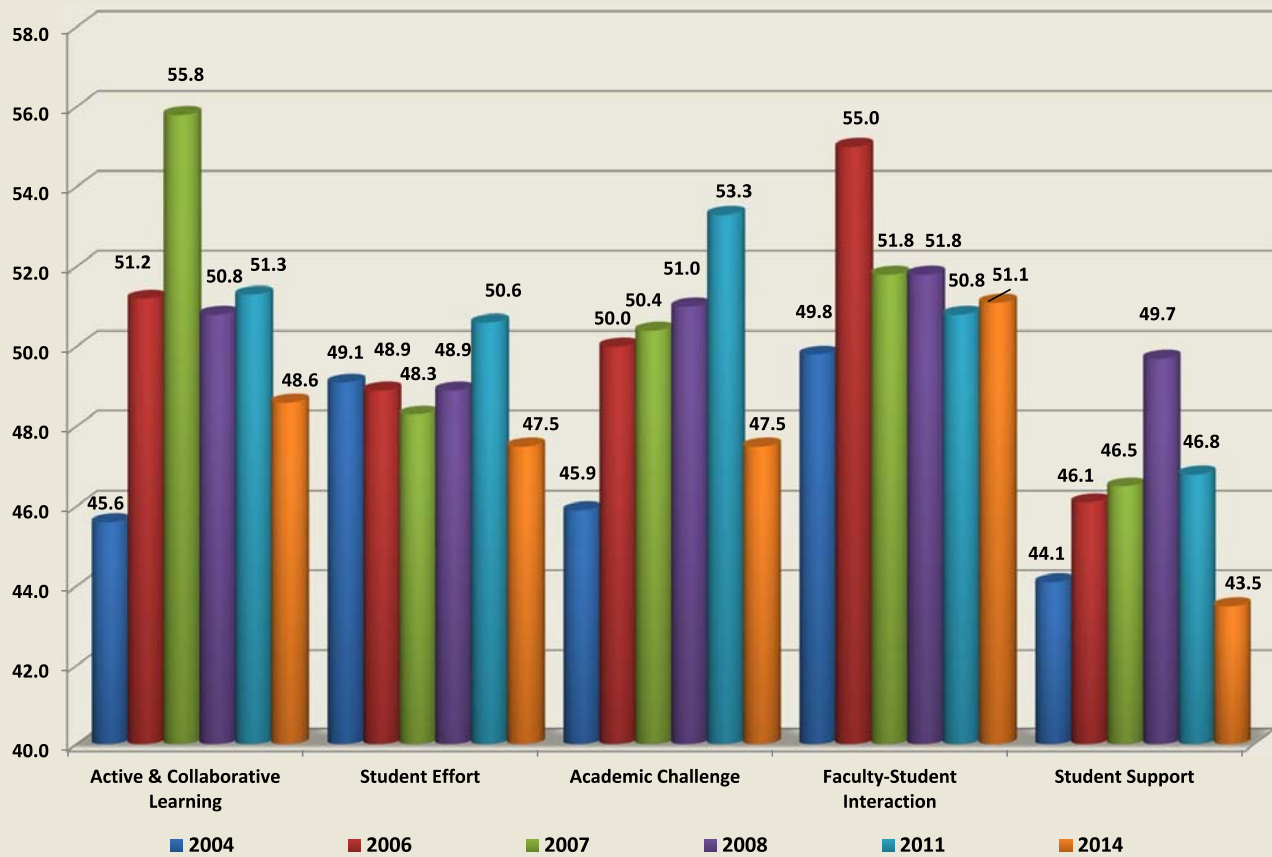
Southwestern SENSE Survey Benchmark Comparison
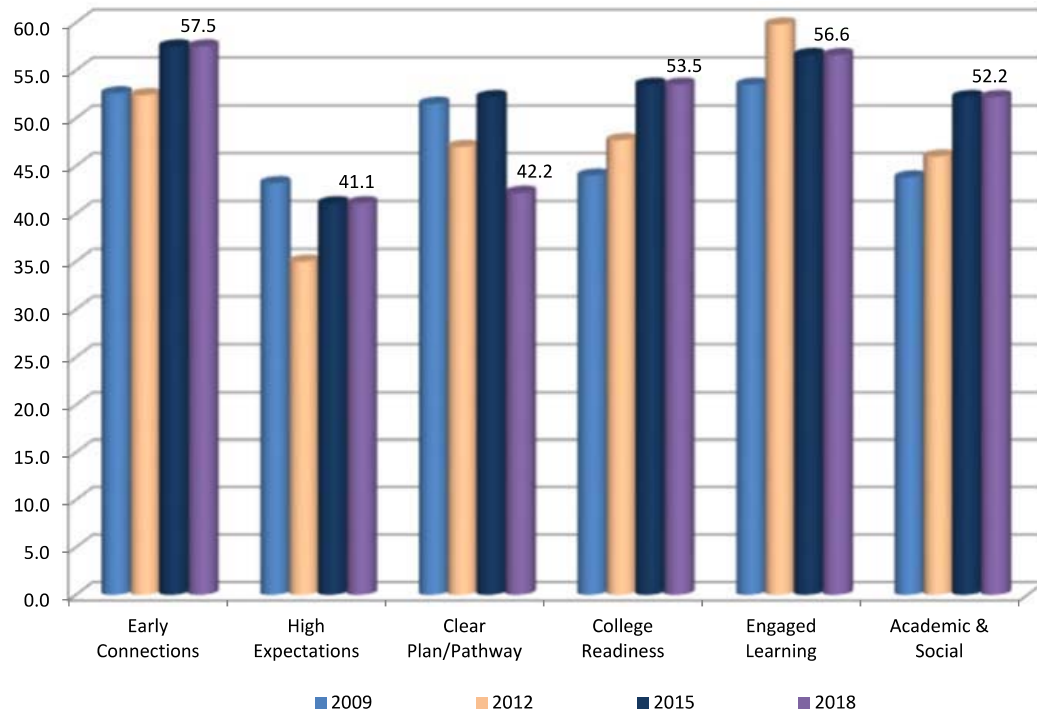
Southwestern is an Equal Opportunity Educator and Employer

Student Engagement...
Are you surprised by how students responded?

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

51%
Setting Clear Academic Goals with Advisor

47%
Understand Total Cost to Complete

Students Need an Effective Path to College Readiness and Completion

39%
Academic Skills and Preparation to Succeed

SENSE Survey Results Fall 2018

Connecting Our Mission to Planning and Student Success

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

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

75%
Day Courses Start
Between 9 and 1

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

Support Student Success

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

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

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates

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

Now You Know ... What students said

Student Satisfaction ....
Are you surprised by how students responded?

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

50%
Access to Courses

53%
Quality of Class Instruction
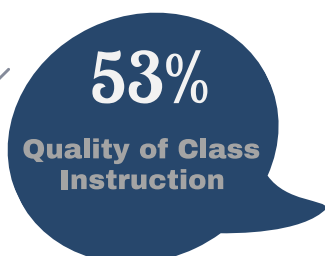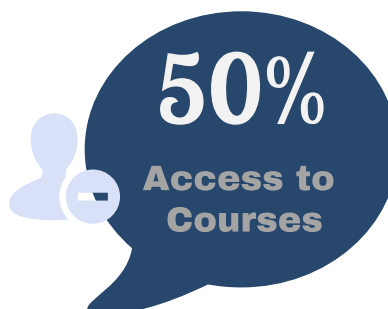
Students Expect Access to Quality Learning

52%
Faculty Timely Feedback

Student Satisfaction Inventory (SSI) Results Spring 2018
Paid for by Title III Funds
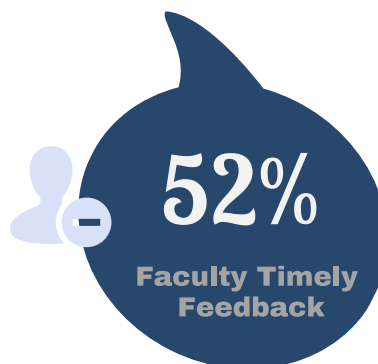
Connecting Our Mission to Planning and Student Success

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

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

27%
of LakerConnect messages resulted in direct student contact

75%
Day Courses Start
Between 9 and 1

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

Support Student Success

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

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

Student Learning & Achievement

**Learning Outcomes Assessment
Graduation & Success Rates**

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

Now You Know ... What Students Said

Student Satisfaction ....
Are you surprised by how students responded?

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

50%
Timeliness of Financial Aid Awards

51%
Helpfulness of New Student Orientation

Students Expect Access to Program & Support Services

56%
Who to contact about program & services; identify financial resources

Student Satisfaction Inventory (SSI) Results Spring 2018
Paid for by Title III Funds

Connecting Our Mission
to Planning and Student Success

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

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

51%
Satisfied with ongoing feedback about their progress toward their academic goals

68% or less
Satisfied with
Academic Advising Services
and Support

Support Student Success

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

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

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

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates

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

Now You Know ... What Students Said

Employment Outcomes Data SWOCC and State Data Comparison

WORKSOURCE OREGON

Performance Reporting Information System

The PRISM Employment Rate Q4 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: HECC: Community Colleges, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q4 Measure
Community Colleges for PY 2016 (Jul 2016 – Jun 2017)

● Employment Rate Q4

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2016 (Jul 2016 - Jun 2017)

■ Southwestern Oregon Community College

Program (CIP) Description	Employment Rate Q4
01 - Agriculture, Agriculture Operations, and Related Sciences	
32 - Basic Skills and Developmental/Remedial Education	
26 - Biological and Biomedical Sciences	
52 - Business, Management, Marketing, and Related Support Services	
09 - Communication, Journalism, and Related Programs	
10 - Communications Technologies/Technicians and Support Services	
11 - Computer and Information Sciences and Support Services	
46 - Construction Trades	
13 - Education	
14 - Engineering	
15 - Engineering Technologies and Engineering-Related Fields	
23 - English Language and Literature/Letters	
19 - Family and Consumer Sciences/Human Sciences	
51 - Health Professions and Related Programs	
53 - High School/Secondary Diplomas and Certificates	
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	
35 - Interpersonal and Social Skills	

Employment Rate Q4 Measure

Classification of Instructional Programs (CIP)

by Education Type for PY 2016 (Jul 2016 - Jun 2017)

■ Southwestern Oregon Community College

Program (CIP) Description	Employment Rate Q4
22 - Legal Professions and Studies	
36 - Leisure and Recreational Activities	
24 - Liberal Arts and Sciences, General Studies and Humanities	
27 - Mathematics and Statistics	
47 - Mechanic and Repair Technologies/Technicians	
30 - Multi/Interdisciplinary Studies	
03 - Natural Resources and Conservation	
99 - No Information / Missing / Unknown	
31 - Parks, Recreation, Leisure, and Fitness Studies	
37 - Personal Awareness and Self-Improvement	
12 - Personal and Culinary Services	
40 - Physical Sciences	
48 - Precision Production	
44 - Public Administration and Social Service Professions	
45 - Social Sciences	
49 - Transportation and Materials Moving	
50 - Visual and Performing Arts	

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure

Industries for PY 2016 (Jul 2016 – Jun 2017)
All Industries (Total Employed): 3,509

● Total Employed

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Ethnicity breakout for
PY 2016 (Jul 2016 - Jun 2017)

Description	Total Employed	Total Exited	Employment Rate Q4
Ethnicity (Total)	3,509	5,949	58%
Hispanic or Latino	212	338	63%
Not Hispanic or Latino	2,423	3,899	62%
Unknown / Suppressed	874	1,712	51%
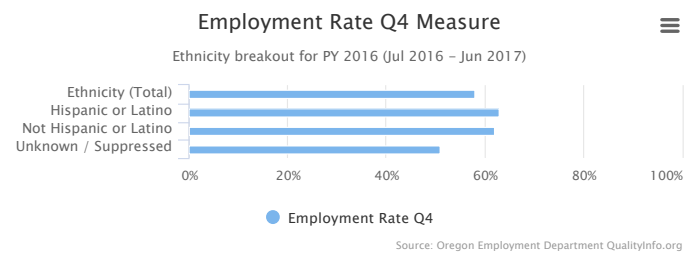
Employment Rate Q4 Measure
Ethnicity breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Race breakout for
PY 2016 (Jul 2016 - Jun 2017)

Description	Total Employed	Total Exited	Employment Rate Q4
Race (Total)	3,509	5,949	58%
Black or African American	28	46	61%
American Indian / Alaskan Native	99	161	61%
Asian	39	83	47%
Native Hawaiian / Pacific Islander	17	27	63%
White	2,247	3,604	62%
Two or more races	95	145	66%
Unknown / Suppressed	984	1,883	52%

Employment Rate Q4 Measure
Race breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Age breakout for
PY 2016 (Jul 2016 - Jun 2017)

Description	Total Employed	Total Exited	Employment Rate Q4
Age (Total)	3,509	5,949	58%
15 and under	103	224	46%
16-18 Years	779	1,296	60%
19-24 Years	692	1,001	69%
25-44 Years	1,090	1,595	68%
45-54 Years	407	570	71%
55-59 Years	192	323	59%
60+ Years	246	940	26%
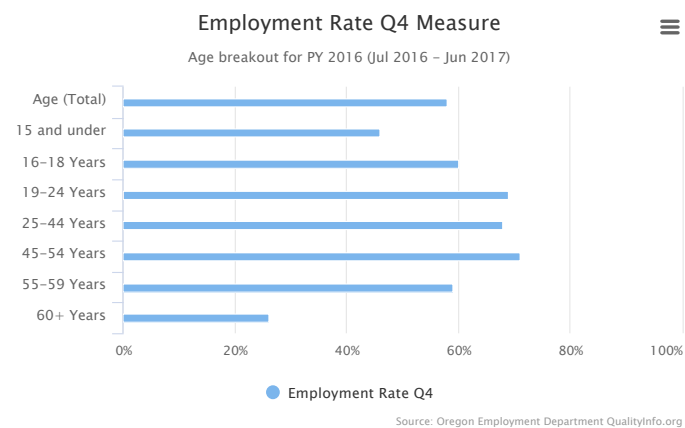
Employment Rate Q4 Measure
Age breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Gender breakout for
PY 2016 (Jul 2016 - Jun 2017)

Description	Total Employed	Total Exited	Employment Rate Q4
Gender (Total)	3,509	5,949	58%
Male	1,403	2,422	58%
Female	2,014	3,362	60%
Unknown / Suppressed	92	165	56%
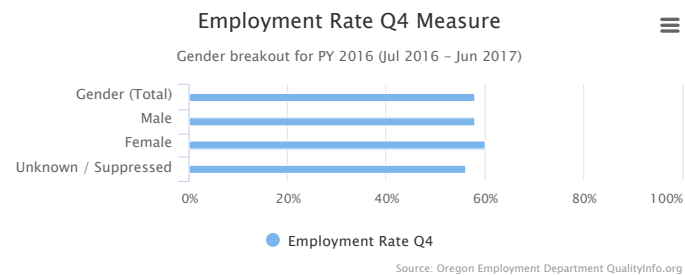
Employment Rate Q4 Measure
Gender breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Vet Status (Total)	3,509	5,949	58%
Veteran	83	145	57%
Not a Veteran	2,552	4,092	62%
Unknown / Suppressed	874	1,712	51%
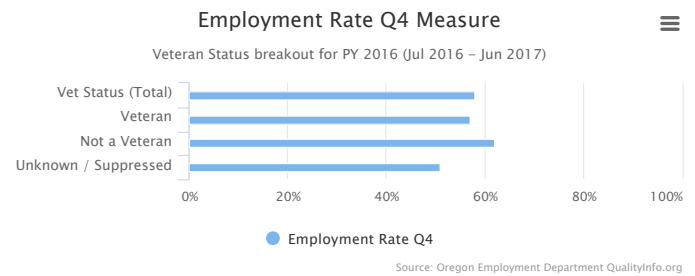
Employment Rate Q4 Measure
Veteran Status breakout for PY 2016 (Jul 2016 – Jun 2017)

● Employment Rate Q4

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Disability Status (Total)	3,509	5,949	58%
Persons without a disability	2,575	4,126	62%
Persons with a disability	60	111	54%
Unknown / Suppressed	874	1,712	51%
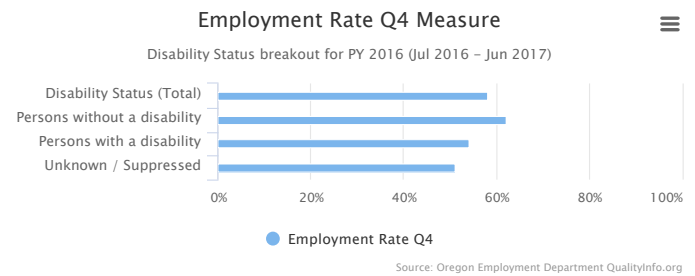
Employment Rate Q4 Measure
Disability Status breakout for PY 2016 (Jul 2016 – Jun 2017)
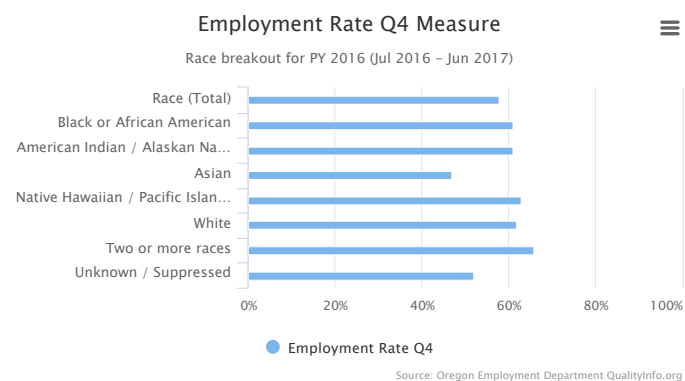

● Employment Rate Q4

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Educational Attainment (Total)	3,509	5,949	58%
Unknown / Suppressed	3,509	5,949	59%

Employment Rate Q4 Measure
Educational Attainment breakout for PY 2016 (Jul 2016 – Jun 2017)

● Employment Rate Q4

Source: Oregon Employment Department QualityInfo.org

Definitions & Methods

○ **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.

○ **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.

○ **Employment Rate Q4:** The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.

○ **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.

○ **Total Exited:** The total number of unduplicated participants who received workforce services and exited.

○ **Total Employed:** The total number of unduplicated participants who exited and were employed in the fourth quarter after exit.

WORKSOURCE OREGON

Performance Reporting Information System

The PRISM Employment Rate Q4 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: HECC: Community Colleges, All Schools, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q4 Measure
Community Colleges for PY 2016 (Jul 2016 – Jun 2017)

- Community Colleges (Total Unduplicated)
- Blue Mountain Community College
- Central Oregon Community College
- Chemeketa Community College
- Clackamas Community College
- Clatsop Community College
- Columbia Gorge Community College
- Klamath Falls Community College
- Lane Community College
- Linn–Benton Community College
- Mt. Hood Community College
- Oregon Coast Community College
- Portland Community College
- Rogue Community College
- Southwestern Oregon Community College
- Tillamook Bay Community College
- Treasure Valley Community College
- Umpqua Community College

● Employment Rate Q4

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2016 (Jul 2016 - Jun 2017)

■ HECC: Community Colleges

Program (CIP) Description	Employment Rate Q4
01 - Agriculture, Agriculture Operations, and Related Sciences	
04 - Architecture and Related Services	
32 - Basic Skills and Developmental/Remedial Education	
26 - Biological and Biomedical Sciences	
52 - Business, Management, Marketing, and Related Support Services	
33 - Citizenship Activities	
09 - Communication, Journalism, and Related Programs	
10 - Communications Technologies/Technicians and Support Services	
11 - Computer and Information Sciences and Support Services	
46 - Construction Trades	
13 - Education	
14 - Engineering	
15 - Engineering Technologies and Engineering-Related Fields	
23 - English Language and Literature/Letters	
19 - Family and Consumer Sciences/Human Sciences	
16 - Foreign Languages, Literatures, and Linguistics	
51 - Health Professions and Related Programs	
34 - Health-Related Knowledge and Skills	

Employment Rate Q4 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2016 (Jul 2016 - Jun 2017)

■ HECC: Community Colleges

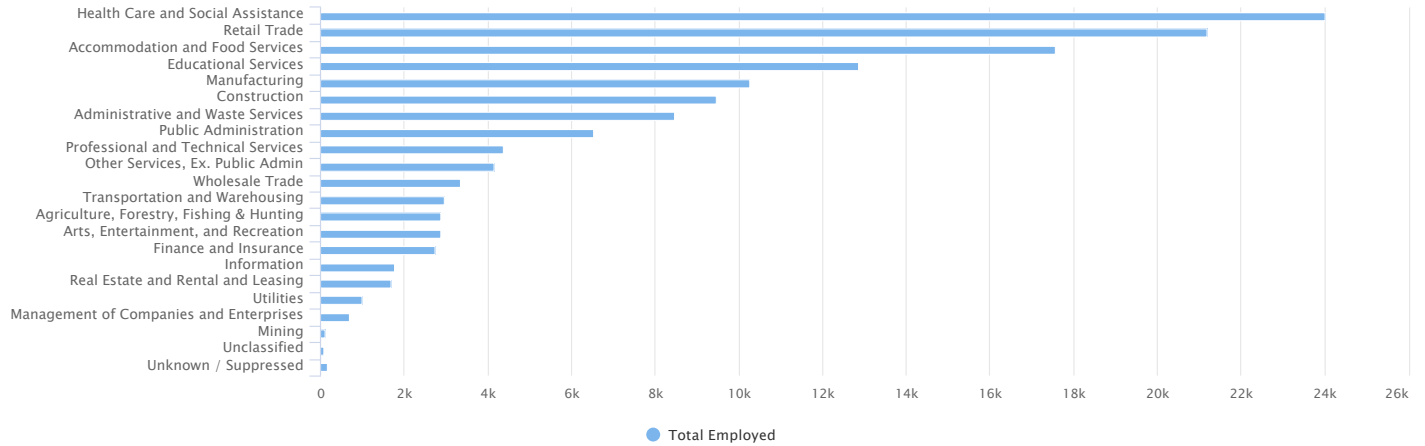| Program (CIP) Description	Employment Rate Q4
53 - High School/Secondary Diplomas and Certificates	
54 - History	
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	
35 - Interpersonal and Social Skills	
22 - Legal Professions and Studies	
36 - Leisure and Recreational Activities	
24 - Liberal Arts and Sciences, General Studies and Humanities	
25 - Library Science	
27 - Mathematics and Statistics	
47 - Mechanic and Repair Technologies/Technicians	
30 - Multi/Interdisciplinary Studies	
03 - Natural Resources and Conservation	
99 - No Information / Missing / Unknown	
31 - Parks, Recreation, Leisure, and Fitness Studies	
37 - Personal Awareness and Self-Improvement	
12 - Personal and Culinary Services	
38 - Philosophy and Religious Studies	
40 - Physical Sciences	
48 - Precision Production	
42 - Psychology	
44 - Public Administration and Social Service Professions	
41 - Science Technologies/Technicians	
45 - Social Sciences	
49 - Transportation and Materials Moving	
50 - Visual and Performing Arts	

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure

Industries for PY 2016 (Jul 2016 – Jun 2017)
All Industries (Total Employed): 138,974

● Total Employed

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Ethnicity (Total)	138,974	215,746	64%
Hispanic or Latino	18,596	26,792	69%
Not Hispanic or Latino	97,790	152,173	64%
Unknown / Suppressed	22,588	36,781	61%

Employment Rate Q4 Measure

Ethnicity breakout for PY 2016 (Jul 2016 – Jun 2017)

● Employment Rate Q4

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Race breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Race (Total)	138,974	215,746	64%
Black or African American	3,478	5,311	65%
American Indian / Alaskan Native	1,985	3,164	63%
Asian	5,150	8,607	60%
Native Hawaiian / Pacific Islander	736	1,096	67%
White	86,509	133,759	65%
Two or more races	5,254	8,155	64%
Unknown / Suppressed	35,862	55,654	64%

Employment Rate Q4 Measure

Race breakout for PY 2016 (Jul 2016 – Jun 2017)

● Employment Rate Q4

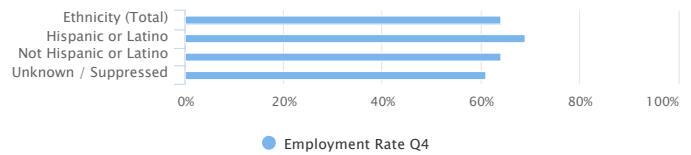Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Age breakout for
PY 2016 (Jul 2016 - Jun 2017)

Description	Total Employed	Total Exited	Employment Rate Q4
Age (Total)	138,974	215,746	64%
15 and under	2,433	6,012	40%
16-18 Years	27,007	43,216	62%
19-24 Years	36,829	52,106	71%
25-44 Years	50,324	71,661	70%
45-54 Years	12,359	17,880	69%
55-59 Years	4,721	7,436	63%
60+ Years	5,301	17,435	30%

Employment Rate Q4 Measure
Age breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Gender breakout for
PY 2016 (Jul 2016 - Jun 2017)

Description	Total Employed	Total Exited	Employment Rate Q4
Gender (Total)	138,974	215,746	64%
Male	60,812	94,492	64%
Female	75,427	117,065	64%
Unknown / Suppressed	2,735	4,189	65%

Employment Rate Q4 Measure
Gender breakout for PY 2016 (Jul 2016 – Jun 2017)
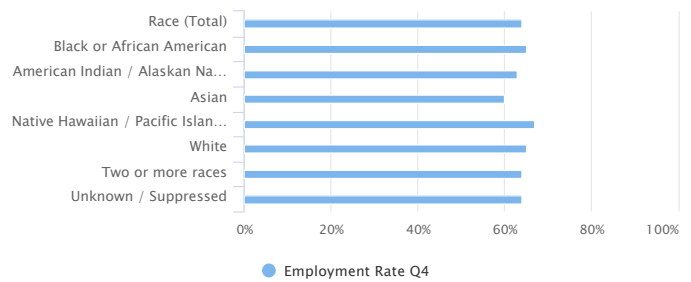

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Veteran Status breakout for
PY 2016 (Jul 2016 - Jun 2017)

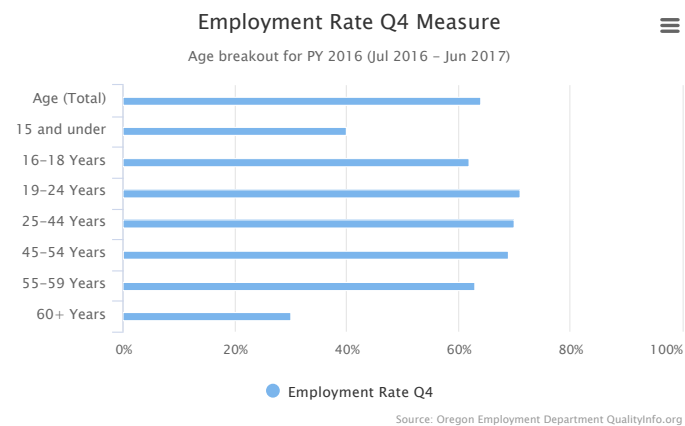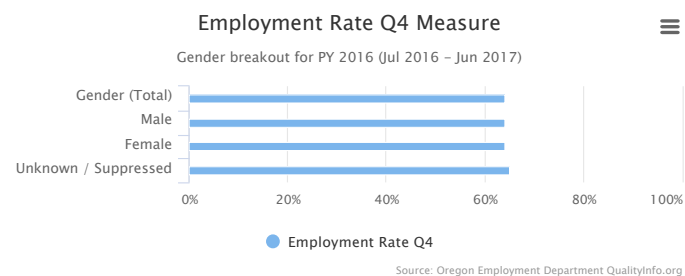| Description	Total Employed	Total Exited	Employment Rate Q4
Vet Status (Total)	138,974	215,746	64%
Veteran	3,866	6,867	56%
Not a Veteran	112,520	172,098	65%
Unknown / Suppressed	22,588	36,781	61%

Employment Rate Q4 Measure
Veteran Status breakout for PY 2016 (Jul 2016 – Jun 2017)
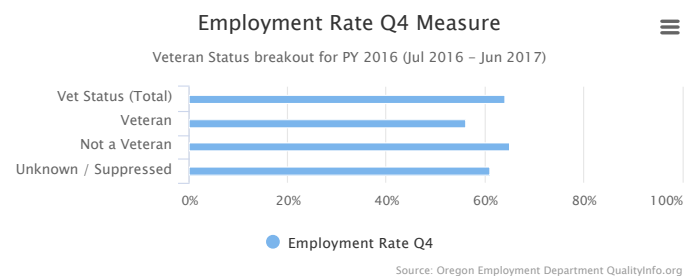

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Disability Status breakout for
PY 2016 (Jul 2016 - Jun 2017)

Description	Total Employed	Total Exited	Employment Rate Q4
Disability Status (Total)	138,974	215,746	64%
Persons without a disability	114,353	175,093	65%
Persons with a disability	2,033	3,872	53%
Unknown / Suppressed	22,588	36,781	61%
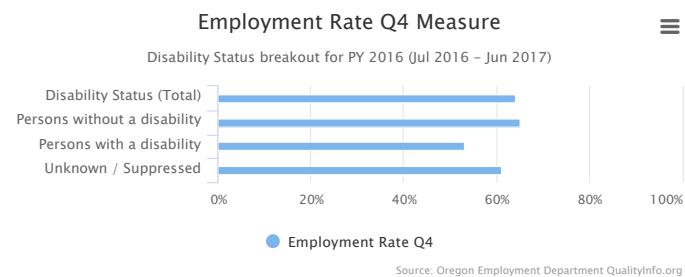
Employment Rate Q4 Measure
Disability Status breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	**Total Employed**	**Total Exited**	**Employment Rate Q4**
Educational Attainment (Total)	138,974	215,746	64%
Unknown / Suppressed	138,974	215,746	64%

Employment Rate Q4 Measure

Educational Attainment breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.

- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.

- **Employment Rate Q4:** The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.

- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.

- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.

- **Total Employed:** The total number of unduplicated participants who exited and were employed in the fourth quarter after exit.

WORKSOURCE OREGON
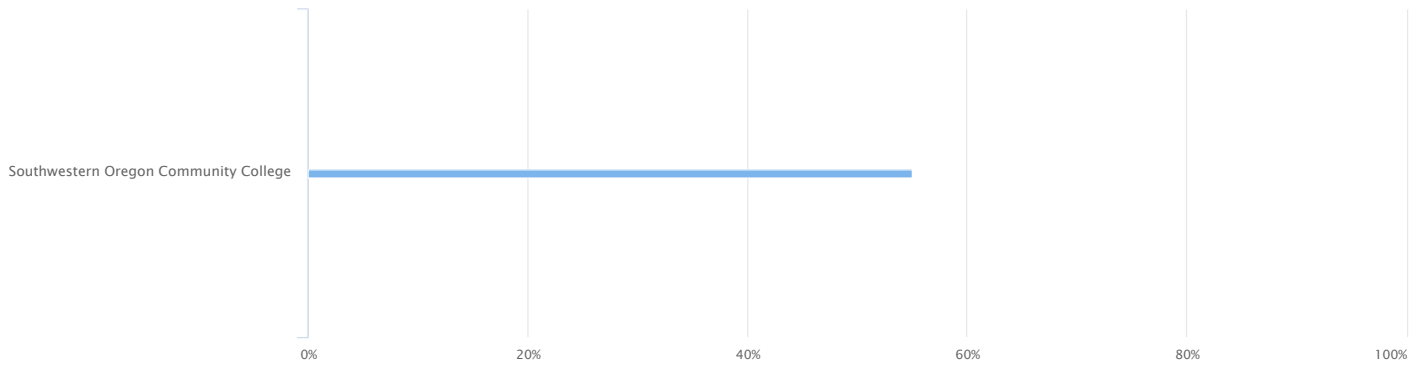
Performance Reporting Information System

The PRISM Employment Rate Q8 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2015 (Jul 2015 - Jun 2016)

Selected Filters: HECC: Community Colleges, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q8 Measure
Community Colleges for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2015 (Jul 2015 - Jun 2016)

■ Southwestern Oregon Community College

Program (CIP) Description	Employment Rate Q8
01 - Agriculture, Agriculture Operations, and Related Sciences	
52 - Business, Management, Marketing, and Related Support Services	
10 - Communications Technologies/Technicians and Support Services	
11 - Computer and Information Sciences and Support Services	
46 - Construction Trades	
13 - Education	
14 - Engineering	
15 - Engineering Technologies and Engineering-Related Fields	
19 - Family and Consumer Sciences/Human Sciences	
51 - Health Professions and Related Programs	
53 - High School/Secondary Diplomas and Certificates	
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	
36 - Leisure and Recreational Activities	
24 - Liberal Arts and Sciences, General Studies and Humanities	
27 - Mathematics and Statistics	
47 - Mechanic and Repair Technologies/Technicians	
30 - Multi/Interdisciplinary Studies	

Employment Rate Q8 Measure

Classification of Instructional Programs (CIP)

by Education Type for PY 2015 (Jul 2015 - Jun 2016)

■ Southwestern Oregon Community College

Program (CIP) Description	Employment Rate Q8
03 - Natural Resources and Conservation	
99 - No Information / Missing / Unknown	
31 - Parks, Recreation, Leisure, and Fitness Studies	
37 - Personal Awareness and Self-Improvement	
12 - Personal and Culinary Services	
48 - Precision Production	
42 - Psychology	
44 - Public Administration and Social Service Professions	

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure

Industries for PY 2015 (Jul 2015 – Jun 2016)
All Industries (Total Employed): 2,504

Educational Services
● Total Employed: 272
Percent of Total Employed: 11%

● Total Employed

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure

Ethnicity breakout for

PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Ethnicity (Total)	2,504	4,528	55%
Hispanic or Latino	150	245	61%
Not Hispanic or Latino	1,614	2,793	58%
Unknown / Suppressed	740	1,490	50%
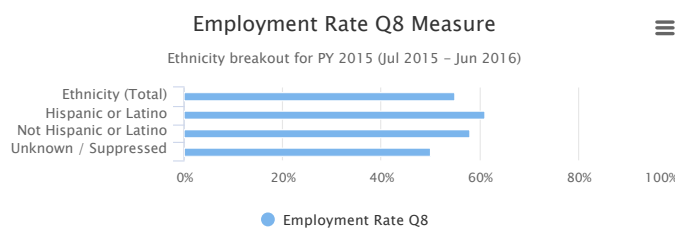
Employment Rate Q8 Measure

Ethnicity breakout for PY 2015 (Jul 2015 – Jun 2016)
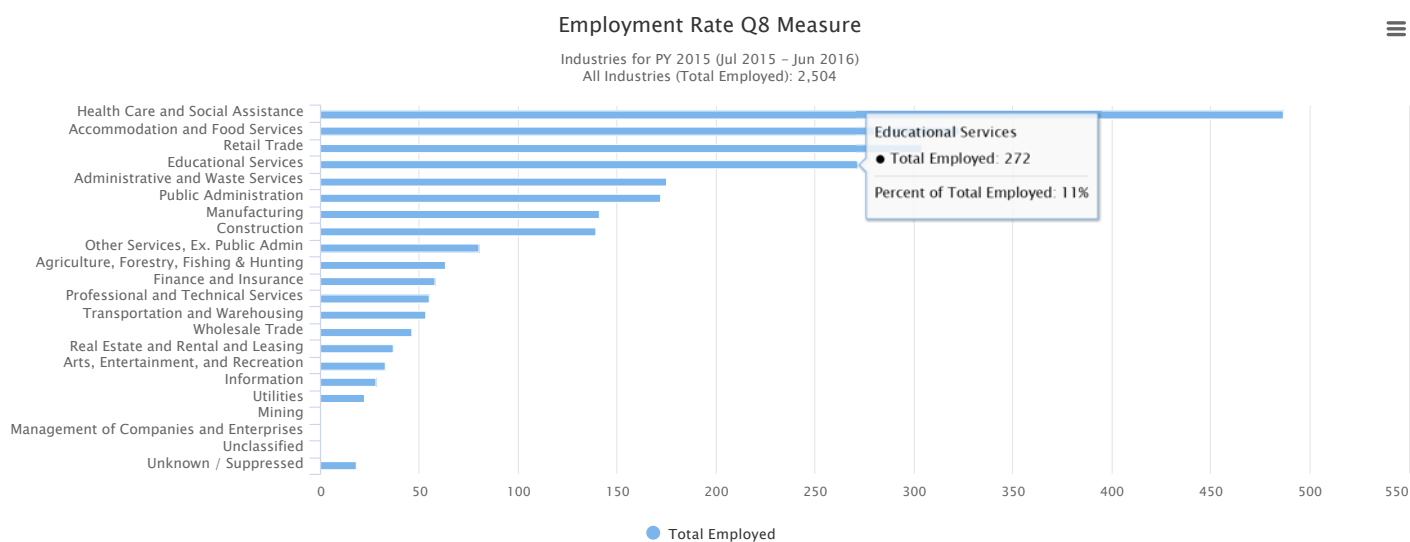

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Race breakout for
PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Race (Total)	2,504	4,528	55%
Black or African American	19	37	51%
American Indian / Alaskan Native	76	132	58%
Asian	26	46	57%
Native Hawaiian / Pacific Islander	12	25	48%
White	1,490	2,567	58%
Two or more races	62	99	63%
Unknown / Suppressed	819	1,622	50%

Employment Rate Q8 Measure
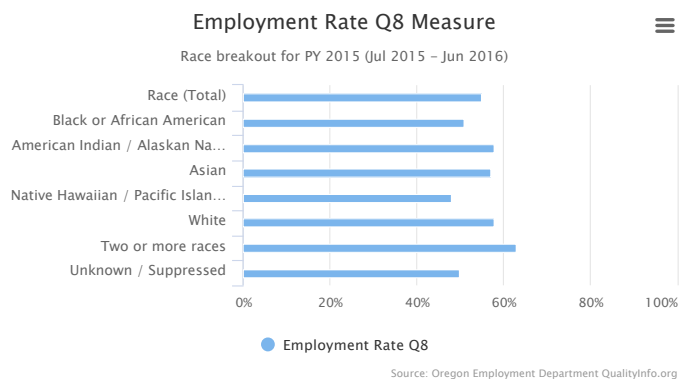Race breakout for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Age breakout for
PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Age (Total)	2,504	4,528	55%
15 and under	45	122	37%
16-18 Years	445	743	60%
19-24 Years	473	725	65%
25-44 Years	858	1,323	65%
45-54 Years	311	474	66%
55-59 Years	164	324	51%
60+ Years	208	817	25%

Employment Rate Q8 Measure
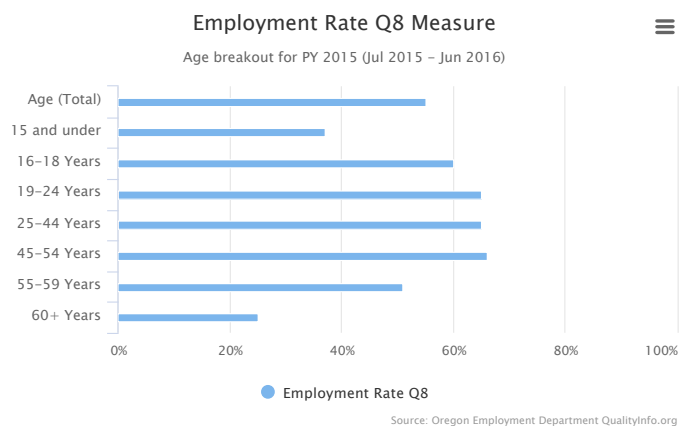Age breakout for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

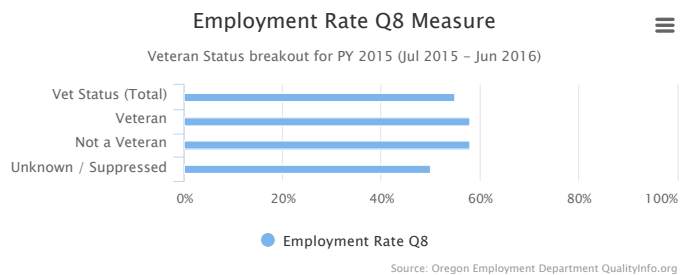Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Gender breakout for
PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Gender (Total)	2,504	4,528	55%
Male	1,042	1,931	54%
Female	1,400	2,473	57%
Unknown / Suppressed	62	124	50%
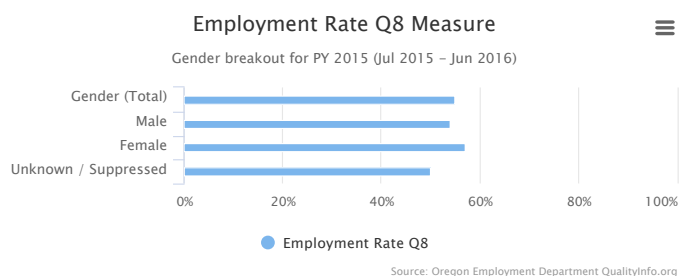
Employment Rate Q8 Measure
Gender breakout for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Veteran Status breakout for
PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Vet Status (Total)	2,504	4,528	55%
Veteran	56	97	58%
Not a Veteran	1,708	2,941	58%
Unknown / Suppressed	740	1,490	50%

Employment Rate Q8 Measure
Veteran Status breakout for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Disability Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Disability Status (Total)	2,504	4,528	55%
Persons without a disability	1,728	2,974	58%
Persons with a disability	36	64	56%
Unknown / Suppressed	740	1,490	50%
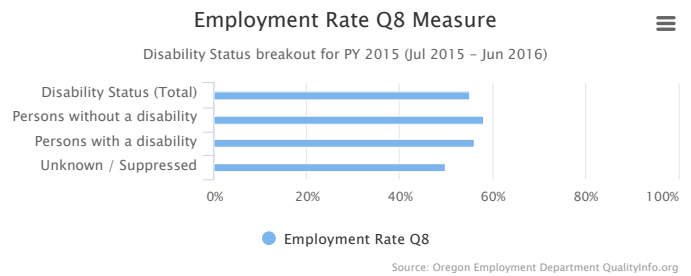
Employment Rate Q8 Measure

Disability Status breakout for PY 2015 (Jul 2015 – Jun 2016)

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Educational Attainment breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Educational Attainment (Total)	2,504	4,528	55%
Unknown / Suppressed	2,504	4,528	55%

Employment Rate Q8 Measure

Educational Attainment breakout for PY 2015 (Jul 2015 – Jun 2016)

Source: Oregon Employment Department QualityInfo.org

Definitions & Methods

○ **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.

○ **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.

○ **Employment Rate Q8:** The percentage of program participants who are in unsubsidized employment during the eighth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.

○ **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.

○ **Total Exited:** The total number of unduplicated participants who received workforce services and exited.

○ **Total Employed:** The total number of unduplicated participants who exited and were employed in the eighth quarter after exit.

WORKSOURCE OREGON

Performance Reporting Information System

The PRISM Employment Rate Q8 tool is located on QualityInfo.org, a website of the Oregon Employment Department
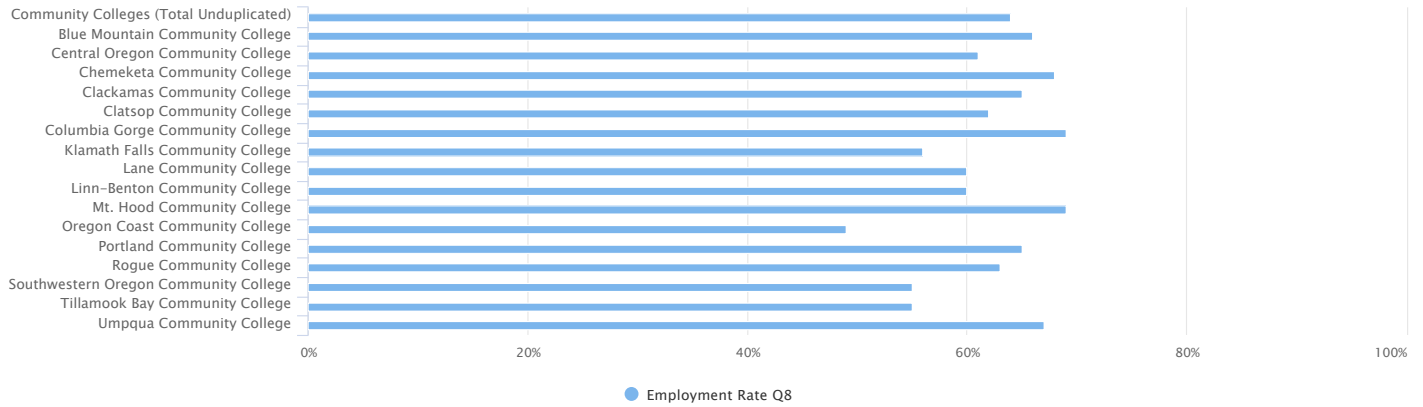
Point in Time for PY 2015 (Jul 2015 - Jun 2016)

Selected Filters: HECC: Community Colleges, All Schools, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q8 Measure

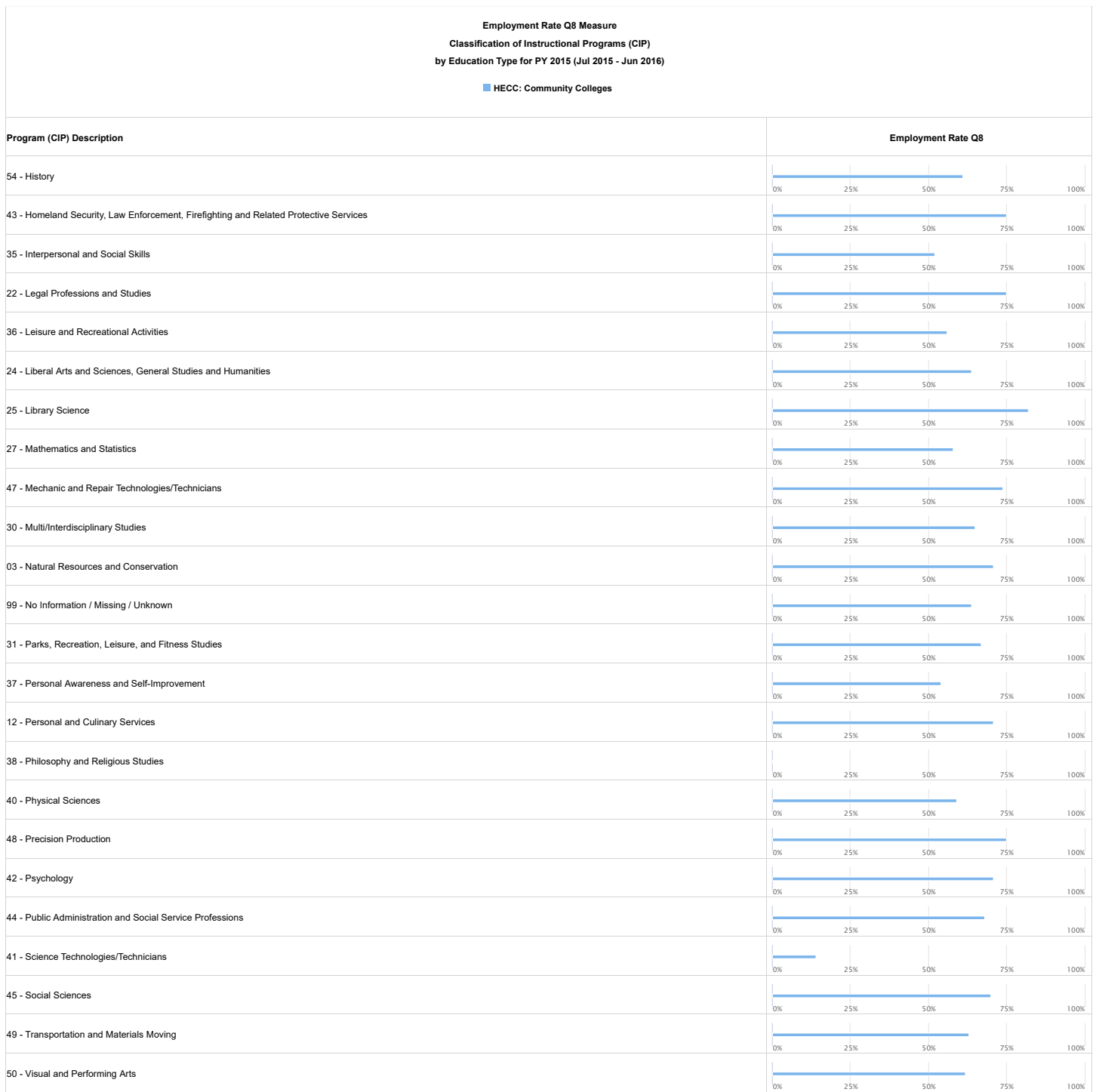Community Colleges for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2015 (Jul 2015 - Jun 2016)

■ HECC: Community Colleges

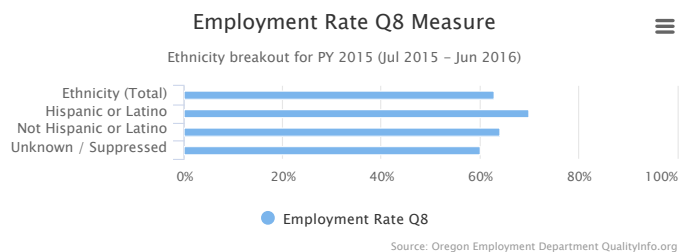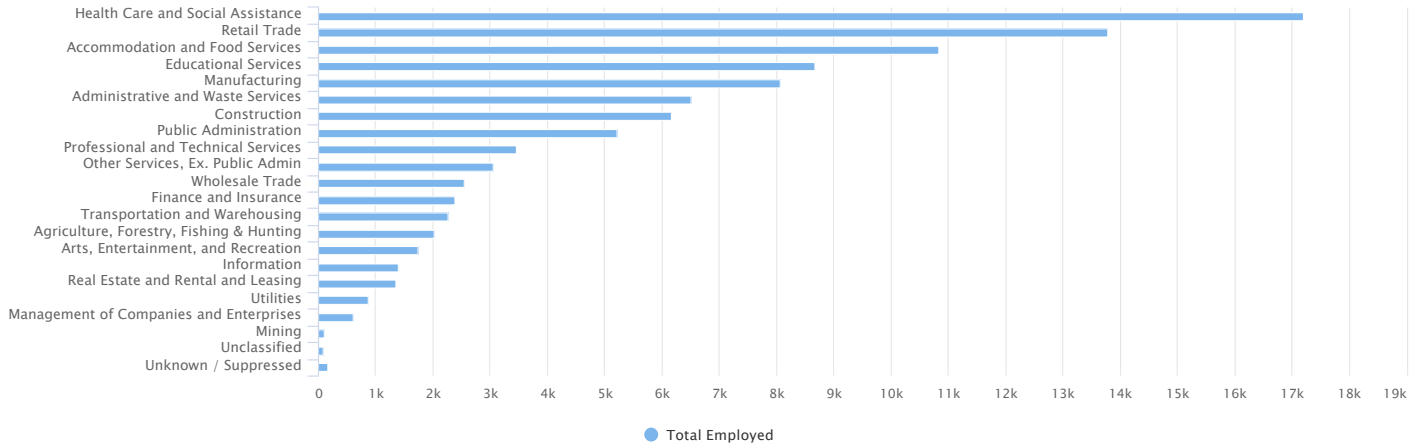| Program (CIP) Description	Employment Rate Q8
01 - Agriculture, Agriculture Operations, and Related Sciences	
04 - Architecture and Related Services	
32 - Basic Skills and Developmental/Remedial Education	
26 - Biological and Biomedical Sciences	
52 - Business, Management, Marketing, and Related Support Services	
09 - Communication, Journalism, and Related Programs	
10 - Communications Technologies/Technicians and Support Services	
11 - Computer and Information Sciences and Support Services	
46 - Construction Trades	
13 - Education	
14 - Engineering	
15 - Engineering Technologies and Engineering-Related Fields	
23 - English Language and Literature/Letters	
19 - Family and Consumer Sciences/Human Sciences	
16 - Foreign Languages, Literatures, and Linguistics	
51 - Health Professions and Related Programs	
34 - Health-Related Knowledge and Skills	
53 - High School/Secondary Diplomas and Certificates	

Employment Rate Q8 Measure

Classification of Instructional Programs (CIP)

by Education Type for PY 2015 (Jul 2015 - Jun 2016)

■ HECC: Community Colleges

Program (CIP) Description	Employment Rate Q8
54 - History	
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	
35 - Interpersonal and Social Skills	
22 - Legal Professions and Studies	
36 - Leisure and Recreational Activities	
24 - Liberal Arts and Sciences, General Studies and Humanities	
25 - Library Science	
27 - Mathematics and Statistics	
47 - Mechanic and Repair Technologies/Technicians	
30 - Multi/Interdisciplinary Studies	
03 - Natural Resources and Conservation	
99 - No Information / Missing / Unknown	
31 - Parks, Recreation, Leisure, and Fitness Studies	
37 - Personal Awareness and Self-Improvement	
12 - Personal and Culinary Services	
38 - Philosophy and Religious Studies	
40 - Physical Sciences	
48 - Precision Production	
42 - Psychology	
44 - Public Administration and Social Service Professions	
41 - Science Technologies/Technicians	
45 - Social Sciences	
49 - Transportation and Materials Moving	
50 - Visual and Performing Arts	

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Ethnicity breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Ethnicity (Total)	98,334	153,760	63%
Hispanic or Latino	12,083	17,176	70%
Not Hispanic or Latino	69,969	109,444	64%
Unknown / Suppressed	16,282	27,140	60%

Employment Rate Q8 Measure

Ethnicity breakout for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure

Industries for PY 2015 (Jul 2015 – Jun 2016)
All Industries (Total Employed): 98,334

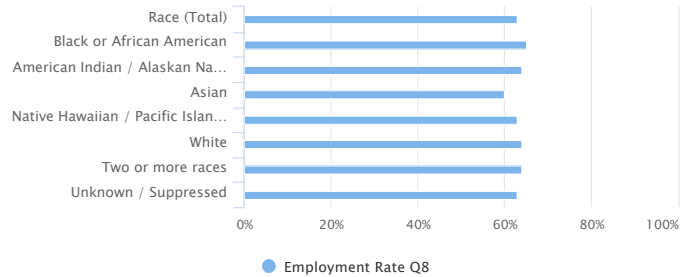Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Race breakout for
PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Race (Total)	98,334	153,760	63%
Black or African American	2,443	3,781	65%
American Indian / Alaskan Native	1,556	2,444	64%
Asian	3,443	5,695	60%
Native Hawaiian / Pacific Islander	437	698	63%
White	62,110	96,520	64%
Two or more races	3,443	5,395	64%
Unknown / Suppressed	24,902	39,227	63%

Employment Rate Q8 Measure

Race breakout for PY 2015 (Jul 2015 – Jun 2016)

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Age breakout for
PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Age (Total)	98,334	153,760	63%
15 and under	2,030	4,421	46%
16-18 Years	17,123	27,718	62%
19-24 Years	24,154	34,402	70%
25-44 Years	36,410	51,494	71%
45-54 Years	10,340	14,783	70%
55-59 Years	4,211	6,743	62%
60+ Years	4,066	14,199	29%

Employment Rate Q8 Measure

Age breakout for PY 2015 (Jul 2015 – Jun 2016)

Source: Oregon Employment Department QualityInfo.org

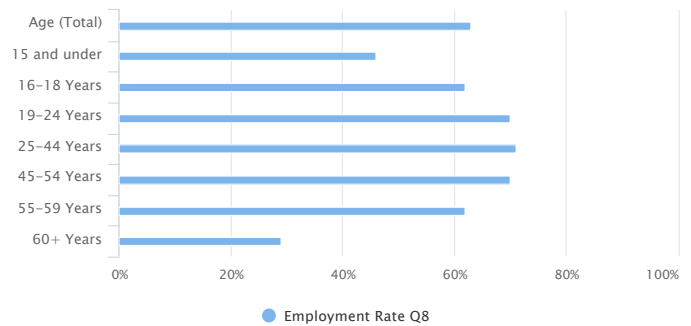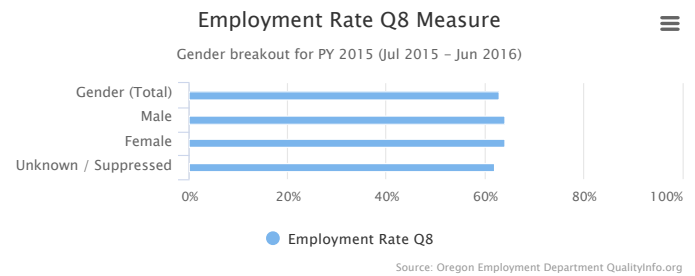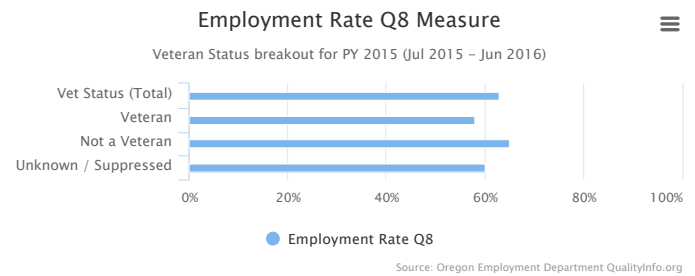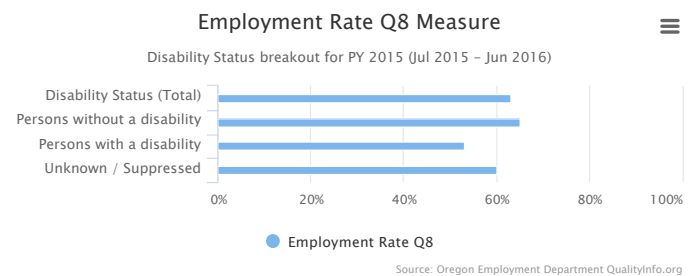| Employment Rate Q8 Measure Gender breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	**Total Employed**	**Total Exited**	**Employment Rate Q8**
Gender (Total)	98,334	153,760	63%
Male	43,490	67,787	64%
Female	53,276	83,442	64%
Unknown / Suppressed	1,568	2,531	62%

Employment Rate Q8 Measure
Gender breakout for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Veteran Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	**Total Employed**	**Total Exited**	**Employment Rate Q8**
Vet Status (Total)	98,334	153,760	63%
Veteran	2,629	4,495	58%
Not a Veteran	79,423	122,125	65%
Unknown / Suppressed	16,282	27,140	60%

Employment Rate Q8 Measure
Veteran Status breakout for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Disability Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	**Total Employed**	**Total Exited**	**Employment Rate Q8**
Disability Status (Total)	98,334	153,760	63%
Persons without a disability	80,642	123,950	65%
Persons with a disability	1,410	2,670	53%
Unknown / Suppressed	16,282	27,140	60%

Employment Rate Q8 Measure
Disability Status breakout for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Educational Attainment breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	**Total Employed**	**Total Exited**	**Employment Rate Q8**
Educational Attainment (Total)	98,334	153,760	63%
Unknown / Suppressed	98,334	153,760	64%

Employment Rate Q8 Measure
Educational Attainment breakout for PY 2015 (Jul 2015 – Jun 2016)

● Employment Rate Q8

Source: Oregon Employment Department QualityInfo.org

Definitions & Methods

○ **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.

○ **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.

○ **Employment Rate Q8:** The percentage of program participants who are in unsubsidized employment during the eighth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.

○ **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.

○ **Total Exited:** The total number of unduplicated participants who received workforce services and exited.

○ **Total Employed:** The total number of unduplicated participants who exited and were employed in the eighth quarter after exit.

WORKSOURCE OREGON

## Performance Reporting Information System

The PRISM Wage Gain tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: All School Types, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Wage Gain Measure
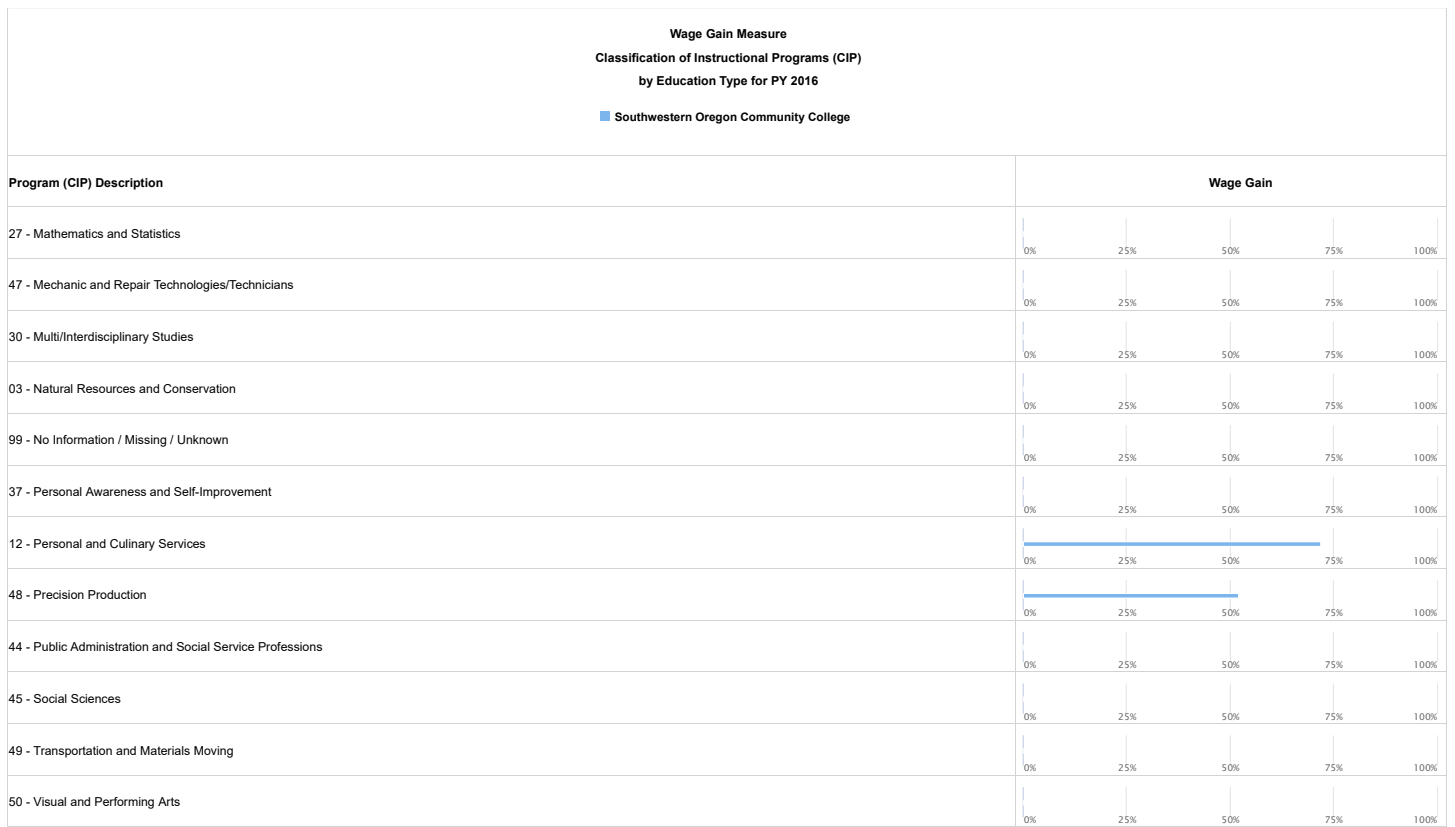Community Colleges for PY 2016 (Jul 2016 – Jun 2017)
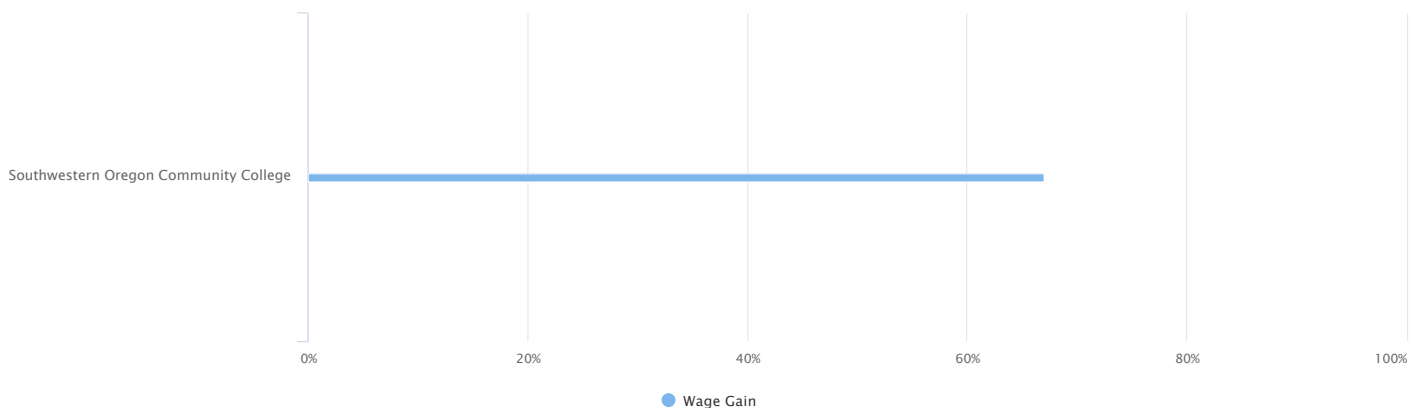
● Wage Gain

Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2016

■ Southwestern Oregon Community College

Program (CIP) Description	Wage Gain
01 - Agriculture, Agriculture Operations, and Related Sciences	
26 - Biological and Biomedical Sciences	
52 - Business, Management, Marketing, and Related Support Services	
10 - Communications Technologies/Technicians and Support Services	
11 - Computer and Information Sciences and Support Services	
46 - Construction Trades	
13 - Education	
14 - Engineering	
15 - Engineering Technologies and Engineering-Related Fields	
23 - English Language and Literature/Letters	
19 - Family and Consumer Sciences/Human Sciences	
51 - Health Professions and Related Programs	
53 - High School/Secondary Diplomas and Certificates	
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	
35 - Interpersonal and Social Skills	
36 - Leisure and Recreational Activities	
24 - Liberal Arts and Sciences, General Studies and Humanities	

Wage Gain Measure

Classification of Instructional Programs (CIP)

by Education Type for PY 2016

■ Southwestern Oregon Community College

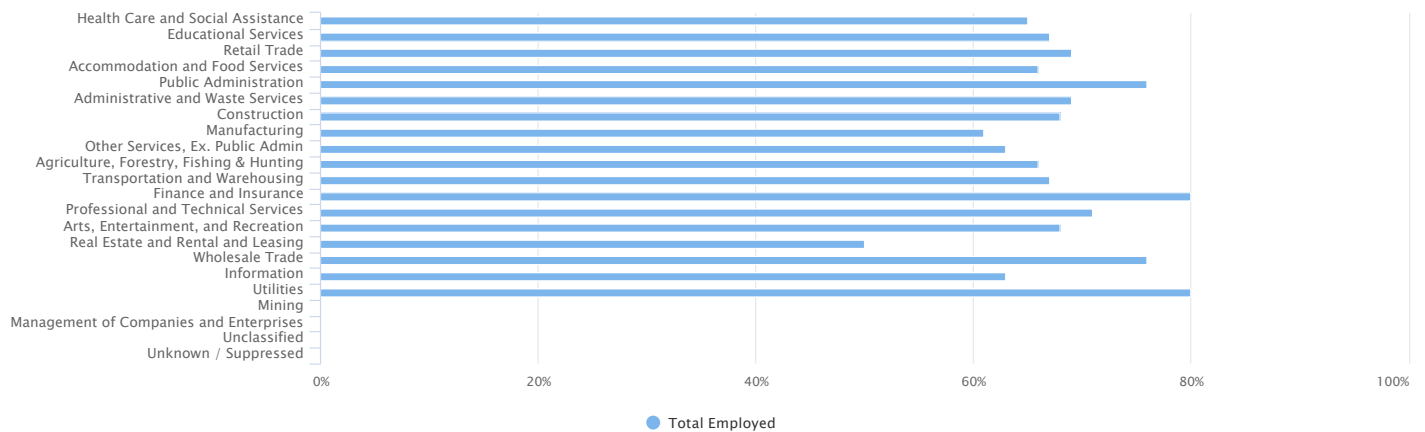| Program (CIP) Description	Wage Gain
27 - Mathematics and Statistics	
47 - Mechanic and Repair Technologies/Technicians	
30 - Multi/Interdisciplinary Studies	
03 - Natural Resources and Conservation	
99 - No Information / Missing / Unknown	
37 - Personal Awareness and Self-Improvement	
12 - Personal and Culinary Services	
48 - Precision Production	
44 - Public Administration and Social Service Professions	
45 - Social Sciences	
49 - Transportation and Materials Moving	
50 - Visual and Performing Arts	

Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure

Industries for PY 2016 (Jul 2016 – Jun 2017)
All Industries (Total Employed Wage Gain): 1,590
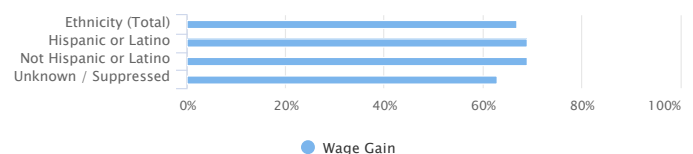All Industries (Total Employed All): 2,356

● Total Employed

Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure

Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)

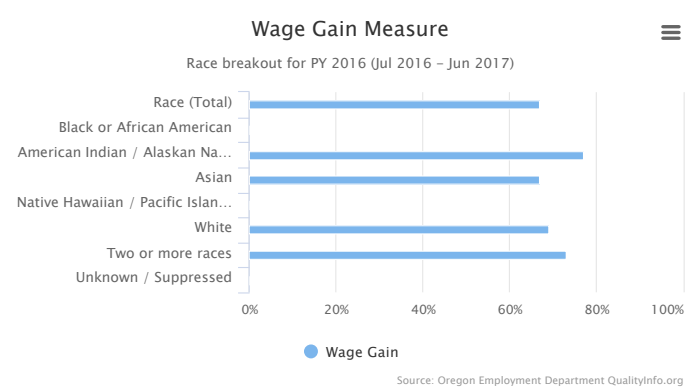| Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Ethnicity (Total)	1,590	2,356	$6,528	$7,523	67%
Hispanic or Latino	85	124	$4,309	$6,155	69%
Not Hispanic or Latino	1,156	1,678	$6,491	$7,585	69%
Unknown / Suppressed	349	554	$7,230	$7,773	63%

Wage Gain Measure

Ethnicity breakout for PY 2016 (Jul 2016 – Jun 2017)

● Wage Gain
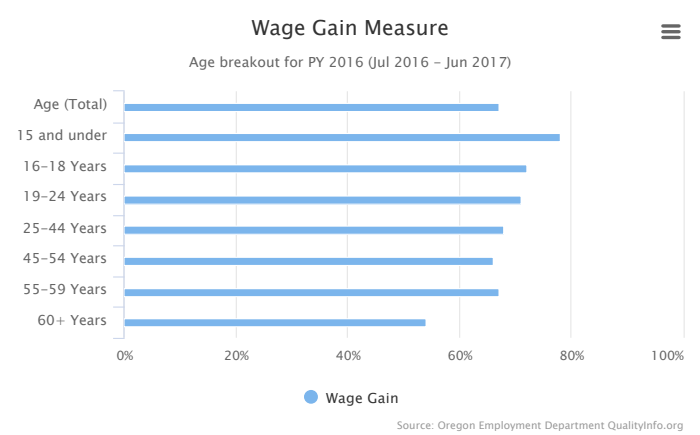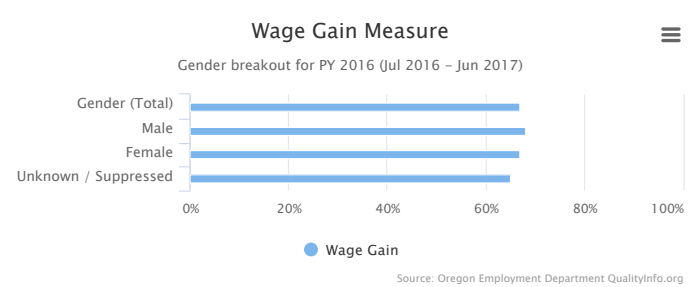
Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure Race breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Race (Total)	1,590	2,356	$6,528	$7,523	67%
Black or African American	(c)	(c)	(c)	(c)	(c)
American Indian / Alaskan Native	53	69	$6,983	$8,565	77%
Asian	16	24	$4,804	$6,092	67%
Native Hawaiian / Pacific Islander	(c)	(c)	(c)	(c)	(c)
White	1,074	1,567	$6,589	$7,672	69%
Two or more races	38	52	$3,356	$5,595	73%
Unknown / Suppressed	409	644	NA	NA	NA

Wage Gain Measure
Race breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure Age breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Age (Total)	1,590	2,356	$6,528	$7,523	67%
15 and under	25	32	$2,099	$3,020	78%
16-18 Years	208	289	$2,481	$3,743	72%
19-24 Years	300	421	$4,135	$5,677	71%
25-44 Years	596	878	$8,174	$9,210	68%
45-54 Years	233	355	$10,720	$11,875	66%
55-59 Years	116	173	$9,474	$9,553	67%
60+ Years	112	208	$7,882	$7,579	54%

Wage Gain Measure
Age breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure Gender breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Gender (Total)	1,590	2,356	$6,528	$7,523	67%
Male	621	912	$8,097	$9,029	68%
Female	935	1,392	$5,883	$6,803	67%
Unknown / Suppressed	34	52	$6,614	$7,894	65%

Wage Gain Measure
Gender breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Veteran Status (Total)	1,590	2,356	$6,528	$7,523	67%
Veteran	40	55	$6,254	$8,164	73%
Not a Veteran	1,201	1,747	$6,316	$7,335	69%
Unknown / Suppressed	349	554	$7,230	$7,773	63%

Wage Gain Measure
Veteran Status breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Disability Status (Total)	1,590	2,356	$6,528	$7,523	67%
Persons without a disability	1,218	1,769	$6,374	$7,438	69%
Persons with a disability	23	33	$3,685	$5,405	70%
Unknown / Suppressed	349	554	$7,230	$7,773	63%

Wage Gain Measure
Disability Status breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Educational Attainment (Total)	1,590	2,356	$6,528	$7,523	67%
Unknown / Suppressed	1,590	2,356	$6,528	$7,523	67%
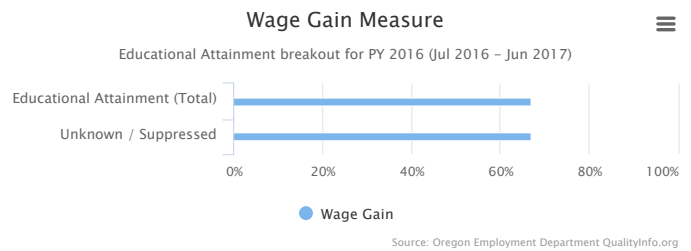
Wage Gain Measure
Educational Attainment breakout for PY 2016 (Jul 2016 – Jun 2017)

Source: Oregon Employment Department QualityInfo.org

Definitions & Methods

○ **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.

○ **Partners:** The following Oregon agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.

○ **Wage Gain:** Of those individuals employed during the second and third quarters prior to the date of first participation and employed during the second and third quarters after the exit quarter, wage gain is the percentage of unduplicated individuals who had higher wages after exit compared with the wages prior to participation.

○ **Exit:** An exit occurs when a customer has not received any services for 90 days and no future services are planned.

○ **Median Earnings:** Is the wage that is at the midpoint of all the wages between the lowest and highest wage earned.

○ **Exited and Employed (Wage Gain):** The number of individuals with higher wages in the second and third quarters after the exit compared to wages in the second and third quarters prior to participation.

○ **Exited and Employed (All):** The number of individuals that exited and were employed during the second and third quarters prior to the date of participation and employed during the second and third quarters after the exit quarter.

○ **Median Before Participation:** The median wages during the second and third quarters prior to the first date of participation.

○ **Median After Exit:** The median wages during the second and third quarters after exit.

CELEBRATING STUDENTS' SUCCESS

Southwestern Oregon Community College

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'I COME FROM HUMBLE ROOTS'

2019 Distinguished Alumnus LaMont Swinson found his way to Southwestern from small-town Alaska playing basketball. On the court, Swinson could change his environment. It was the one place he could beat the odds.

"I have so much love for this college. I spent a lot of time here back in my college days, and honestly probably just as much time now volunteering as a coach, serving on the alumni board and playing basketball.

"Southwestern was just what I needed when I was 19, to help set the path for me to reach success personally and professionally.

"I come from humble roots. The parents I lived with didn't have a drive to improve themselves. Instead, they became substance abusers. As a child, I was labeled a certain way off of the decisions my parents made. That is what drove me to become the person I am today, wanting different, wanting to be better."

"Southwestern was the first positive change in my life. I am forever grateful for the encouragement this college family provided me."

LaMont returned to Coos Bay several years after graduating. Now an assistant vice president at First Community Credit Union, he spends time teaching students about credit and managing their money, and meets often with first-generation college students.

'WE ARE ALL CAPABLE OF EXTRAORDINARY CHANGE'

In her mid-20s, Crystal (Gray) Wink found herself on a 21-mile walk home from a police station. She realized she had hit rock bottom and needed to make a change.

No one believed in her except her mom, who mercifully took her in. Crystal started recovery and eventually began to work and gain confidence. Still, she longed for something more fulfilling in her life.

"When I entered the GED Program in 2014, I had little confidence in my capacity to perform as a student. However, staff members within the program soon helped me to see the potential that I had all along.

"They also encouraged me to further my education, become involved in school and community activities, and explore potential career paths. Their support never waivered."

Crystal began volunteering. She did an internship in psychology around helping people overcoming mental illness to find jobs. She tutored other GED students. In 2017, Crystal graduated with not one, but three associate's degrees. Today she's starting a family and attends Portland State University.

"My hope is that by sharing my journey, I will inspire others and help them understand how we are all capable of extraordinary change no matter what obstacle might stand before us."

'EVEN IF YOU THINK YOU CAN'T DO IT – TRY'

It's not easy for veterans to come back to regular life at home.

When Eric Gleason left the U.S. Navy in 2007, he went to work in a casino. Then he worked as a welder until he hurt his shoulder. Unable to work, he became very depressed. His wife (then girlfriend) told him to go to school.

"I really struggled in high school," Eric said. "I had the mindset that college wasn't something I could do."

Eric sat down with Shana Brazil in Southwestern's veterans service office. She pushed him to use his college benefit, and since he is a combat veteran, the college awarded him a two-year tuition waiver.

"Eric is one of my vets. I will always hold dear," Shana said.

That was in 2009. Eric took classes at night and most online. It gave him time to be with his baby daughter.

"I realized I was actually pretty good at school," Eric said.

Today – Eric has a doctoral degree. He works at Coos Health & Wellness helping individuals with mental illness. Shana saw promise in Eric no one else had seen and Southwestern provided him with the foundation to build a future.

'PURSUING EDUCATION HAD A RIPPLE EFFECT FOR MY FAMILY'

Maria Arellano had a good year in 2019. She traveled to Turkey through Southwestern's Study Abroad program. The Alumni Association honored her for her path to success, and she walked beside her stepfather in Southwestern's commencement ceremony.

Maria's journey through school started as a 6-year-old learning to speak English. When she was a teenager, she helped raise her younger brothers while her mother traveled to Mexico to complete her U.S. Citizenship work.

She set her mind on being a doctor after seeing her brother battle diabetes. As a first-generation college student, Maria excelled. She was accepted in the honor program. The Southwestern Foundation awarded her scholarships, and the college provided her with an academic excellence tuition waiver.

"Pursuing an education has had a 'ripple effect' for my family—my brother was recently accepted into Southwestern's nursing program and will begin nursing school next fall. And my mother now aspires to possibly attend culinary school.

"I am proud to have begun that journey right here at Southwestern."

Today, Maria is at Oregon State University, pursuing a bachelor's degree in BioHealth Sciences, before applying to medical school.
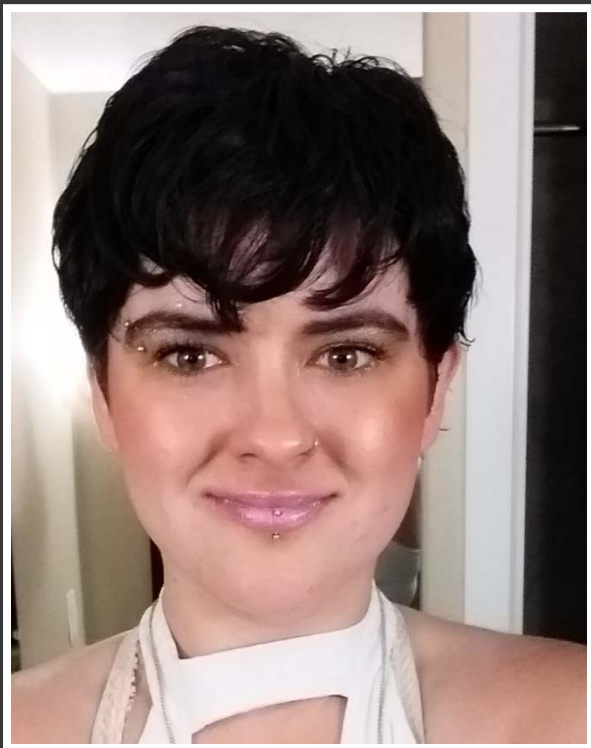
"It is my ultimate goal to work as a traveling nurse all over the United States, and potentially all over the world. I am always looking for opportunities to explore new places, try new things, experience other cultures, learn new languages, and help as many people as I can along the way. I feel that by using my nursing degree to travel to many places and be as helpful as I can be, I can give back not only to my community, but to the world."

Jaden Justice, Hedian Swanson Nursing Scholarship to Promote Respect for Cultural Diversity in Health Care.

"The best gift that you can bestow on someone is the gift of education. That is what you have given me. As a single dad of three struggling to get through school, I cannot begin to tell you how much I appreciate your generosity. It feels good getting a degree and working towards a promising career."

Jacob Burch, Southwestern Foundation Scholarship recipient. Jacob graduated in 2018 with a certificate in welding.

"I decided to pursue my career as a registered nurse. The biggest reason of all is to show my two sons that even when life hits you and doesn't seem to be any worse, you can always make a choice on how you respond. And I choose to do better and to help not only me but them and anyone else I can along the way."

Stephanie Higgins, Sheryl Rosenbaum Scholarship Recipient. Stephanie also tought Medical Assisting part-time at Southwestern and has been an inspiration to her students.