



Southwestern Oregon Community College (historical through 2012)

Current and Potential Core Theme Objective Indicators

#	Indicator	Core Theme	Core Theme Objective	Threshold
1	<p>FTE Credit and Non-Credit Report Percentage increase over prior year categorized by demographic status Total FTE Reimbursable FTE Full Time FTE Part Time FTE Program Area FTE</p> <p>Indicator Initiated: Prior Benchmark/MIE 1: 1994 through 2009 SI Measured: 2010-11 through 2011-12 SI Suspended: Effective June 30, 2012</p>	Access		
2	<p>Enrollment Credit and Non-Credit Report Percentage increase over prior year categorized by demographic status Total enrollment Full-time enrollment status Part-time enrollment status Program Area</p> <p>Indicator Initiated: Prior Benchmark/MIE 2 SI Measured: 2010-11 through 2011-12 SI Revised: 2012-13 Measured by the percent change over a three-year average year, sorted by enrollment status from OCCURS data</p>	Access	Students access varied learning opportunities A.1.1	Green: increase > 1% Yellow: Between – 5% to 1% Red: Less than 5%

#	Indicator	Core Theme	Core Theme Objective	Threshold
3	<p>Course Credit and Non-Credit Report Percentage increase over prior year categorized by location and demographic status All FTE Reimbursable FTE Full-time enrollment status Part-time enrollment status Program Area Courses offered Billing Credits enrolled</p> <p>Indicator Initiated: SI Measured: 2010-11 through 2011-12 SI Revised: 2012-13 Measured by the percent of change over a three-year average, sorted by location and demographic status from OCCURS data</p>	Access	Students access varied learning opportunities A.1.2	Green: increase > 1% Yellow: Between – 5% to 1% Red: Less than 5%
4	<p>Community and Student Satisfaction Measured by the average rating level for services on the Community and Student Satisfaction Survey Indicator Initiated: Prior Benchmark/MIE 4 SI Measured: 2010-2011 through 2011-12 SI Suspended: Effective June 30, 2012</p>	Access Community Engagement		
5	<p>Student Engagement Activities - CCSSE Targets met or exceeded for all Benchmarks: Active & Collaborative Learning (ACL) Student Effort (SE) Academic Challenge (AC) Faculty Student Interaction (FSI) Support for Learners (SL)</p> <p>No Prior Indicator SI Measured: 2010-2011 through 2011-12 SI Revised: 2012-13 Measured by CCSSE benchmark “Support for Learners” compared to the three-survey average that was met or exceeded</p>	Access	Students access services that support learning A.2.1	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45

#	Indicator	Core Theme	Core Theme Objective	Threshold
6	<p>Student Engagement Activities - SENSE Targets met or exceeded for all Benchmarks: Early Connections (EC) High Expectations & Aspirations (HEA) Clear Academic Plan & Pathway (APP) Effective Track to Learning (ETL) Engaged Learning (EL) Academic & Social Support Network (ASSN)</p> <p>No Prior Indicator SI Measured: 2010-2011 through 2011-12 SI Revised: 2012-13 Measured by SENSE benchmark thresholds “Early Connections;”, “Clear Academic Plan & Pathway”, “Effective Track to Learning”, and “Academic & Social Support Network” combined compared to the three-survey average that was met or exceeded</p>	Access	Students access services that support learning A.2.2	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45
7	<p>Labor Trends Extent to which CTE programs meet local industry needs by industry cluster Prior Measure: MA and MIE 3 (years) SI Measured: 2010-2011 through 2011-12 SI Suspended: Effective June 30, 2012</p>	Learning and Achievement		
8	<p>Employer Perceptions Average ratings level met or exceeded on the Employer Satisfaction and Opinion Survey Indicator Initiated: Prior Benchmark/MIE 8 SI Measured: 2010-2011 through 2011-12; measured every three years SI Revised: 2012-13 Measured by the average ratings level met or exceeded on the Employer Satisfaction and Opinion Survey from data reported by employers as part of the internship process</p>	Learning Achievement	Students demonstrate that they have met institutional learning outcomes LA.3.1	Baseline data to be gathered in 2012-13 for the redesigned collection method with threshold set beginning with 2013-14
9	<p>Employee Satisfaction and Opinion Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For No Prior Indicator SI Measured: 2010-2011 SI Revised: 2011-12</p>	Sustainability	Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources S.2.1	Green: 65% to 100% Yellow: 45% to 50% Red: Below 45%
10	Prior Measure MIE 10 Program Cost Data			

#	Indicator	Core Theme	Core Theme Objective	Threshold
11	<p>Completion</p> <ul style="list-style-type: none"> A. Adult high school diplomas/GEDs B. Certificates/Oregon Transfer Modules C. Associates Degrees D. Transfer to a bachelor's degree program E. Program of study <p>Indicator Initiated: Prior Benchmark/MIE 21 known as Graduation Rates State KPM 13 Achievement Compact SI Measured: 2010-2011 through 2011-12 SI Revised: 2012-13 Measured by the number of degrees and certificates awarded relative to the total program student enrollment from internal reports and state OCCURS data</p>	Learning Achievement	Students complete certificates, degrees, and transfer LA.2.1	Green: $\geq 10\%$ Yellow: 8% up to 10% Red: $< 8\%$
12	<p>Student Achievement</p> <p>Measured by the percent of passing grades that met or exceeded targets in courses by course type</p> <ul style="list-style-type: none"> A. College Level Courses B. CTE Courses C. Developmental Education D. Writing Developmental Education E. Math Developmental Education F. Reading Developmental Education <p>No Prior Indicator Achievement Compact SI Measured: 2010-2011 through 2011-12 SI Suspended: 2012-13</p>	Learning Achievement	Students achieve their academic goals	
13	<p>Student Outcomes</p> <p>Measured by the benchmark target met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes</p> <p>No Prior Indicator SI Measured: 2010-2011 through 2011-12; measured every three years SI Revised: 2012-13 Measured by Subject Area Committees annual assessment reports</p>	Learning Achievement	Students demonstrate that they have met institutional learning outcomes LA.3.2	Green: Graduates meet or exceed established performance levels Yellow: 80% of graduates meet or exceed established performance levels Red: $< 80\%$ of graduates meet or exceed established performance levels

#	Indicator	Core Theme	Core Theme Objective	Threshold
14	<p>Structured Work Experience Measured by A. The percent of majors participating in work experience, sorted by course type that met or exceeded the target, and B. The percent of change in number of participating employers from year to year that met or exceeded the target Indicator Initiated: Prior Benchmark/MIE 14 SI Measured: 2010-2011 through 2011-12 SI Revised: 2012-13 Measured by A. the percent of majors represented by students participating in work experience compared to a three-year average, sorted by program B. the percent of change in number of participating employers from year to year compared to a three-year average that met or exceeded the threshold from internal reports</p>	<p>Access (B)</p> <p>Community Engagement</p>	<p>Students access relevant curricula that support lifelong learning and achievement A.3.1</p> <p>CE: Southwestern builds and sustains strong community partnerships</p>	<p>A. Green: $\geq 3\%$ Yellow: Between -2% and 2.99% Red: $< -2\%$</p> <p>B. Green: $\geq 3\%$ Yellow: Between -2% and 2.99% Red: $< -2\%$</p>
15	<p>Fiscal Cash Flow Responsibilities Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target No Prior Indicator SI Measured: 2010-11 to 2011-12 Revised: 2012-13 Measured by the Cash Flow Statement and the general fund ending fund balance threshold from final audited figures</p>	<p>Sustainability</p>	<p>Southwestern provides responsible fiscal management S.1.1</p>	<p>Green: 85% to 100% Yellow: 70% to 89% Red: Below 70%</p>

#	Indicator	Core Theme	Core Theme Objective	Threshold
16	<p>Fiscal Responsibilities - All Funds: Measured by the target met or exceeded for</p> <ul style="list-style-type: none"> A. Ending fund balance B. Current ratio <p>No Prior Indicator SI Measured: 2010-11 to 2011-12 Revised: 2012-13</p> <p>Measured by the threshold</p> <ul style="list-style-type: none"> A. ending fund balance for all funds from final audited figures B. for the current ratio of assets to liabilities from internal reports/final audited figures 	Sustainability	<p>Southwestern provides responsible fiscal management</p> <p>S.1.2 (A) S.1.3 (B)</p>	<p>A - Green: 85% to 100% Yellow: 70% to 89% Red: Below 70%</p> <p>B - Green: Greater than 1.50 Yellow: 1.00 to 1.49 Red: Below 1.00</p>
17	<p>Fiscal Enterprise Fund Responsibilities: Measured by the combined ending fund balance with General Fund FTE contribution from internal reports and final audited figures</p> <p>No Prior Indicator SI Measured: 2010-11 to current</p>	Sustainability	<p>Southwestern provides responsible fiscal management</p> <p>S.1.4</p>	<p>Green: Greater than \$100,000 Yellow: \$25,000 to \$99,999 Red: Below \$25,000</p>
18	<p>Fiscal Responsibility: Statement of Budget and Actual Revenues and Expenditures – General Fund Actuals do not exceed budget</p> <p>No Prior Indicator SI Slated for measurement in 2010-11: Suspended: Effective January 2011</p>	Innovation and Sustainability		
19	<p>Infrastructure Equipment and Software Maintenance Measured by the percent of materials and supplies budgeted and spent on administrative and instructional equipment and software</p> <p>No Prior Indicator SI Measured: 2010-11 SI Revised: 2011-12 to current</p> <p>Measured by the percent of planned expenditures required to replace equipment and software according to the Integrated Technology Replacement Plan compared to the actual expenditures based on a three-year expenditure average from internal reports and general ledger expenditures</p>	Sustainability	<p>Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources</p> <p>S.2.2</p>	<p>Green: 85% to 100% Yellow: 70% to 84% Red: Below 70%</p>

#	Indicator	Core Theme	Core Theme Objective	Threshold
20	<p>Infrastructure Maintenance Measured by the percent of identified deferred maintenance and safety projects completed No Prior Indicator SI Measured 2010-11 SI Revised: 2011-12 to current Measured by the percent of identified maintenance and safety projects completed. Projects are identified in the Master Facility Plan and Annual Budget book.</p>	Sustainability	<p>Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources S.2.3</p>	<p>Green: 85% to 100% Yellow: 70% to 89% Red: Below 70%</p>
21	<p>Graduation Rate Prior Measure as MIE or MA 21 Suspended Effective:</p>			
22	<p>Community Participation and Satisfaction in Activities and Events Measured by the A. Percent of activities and events requested compared to prior year threshold met or exceeded, and B. Rating level for facilities services threshold met or exceeded Indicator Initiated: Prior Benchmark/MIE 18 as Community Perception Study SI Measured: 2010-11 to current</p>	Community Engagement	<p>Southwestern provides our community members access to a wide range of quality, lifelong learning activities CE.2.1 (A) CE.2.2 (B)</p>	<p>Green Yellow Red Threshold being revised</p>
23	<p>Strategic Plan Accomplishments No Prior Indicator SI Measured: 2010-11 to 2011-12 Suspended: Effective June 30, 2012</p>		X	
24	<p>Responsiveness to Community Needs Indicator Initiated: Prior Benchmark 24 SI Measured 2010-11 as Annual Report to the Community Suspended: Effective June 30, 2012</p>		X	
25	<p>Determine – prior measure</p>			
26	<p>BITS Company Satisfaction Measured by the companies ranking training they received through community college Business and Industry Training System (BITS) from an internal survey No Prior Indicator – only State KPM 10 SI Measured: 2010-11 to current</p>	Community Engagement	<p>Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs CE.1.2</p>	<p>Green: Average rating ≥ 4 Yellow: Average rating 3 to 3.99 Red: Average rating < 3</p>

#	Indicator	Core Theme	Core Theme Objective	Threshold
27	<p>Licensing/Certification Rates Measured by the pass rate for national licensing tests compared to national pass rates from state OCCURS data Indicator Initiated: Prior Benchmark/MIE 15 - State KPM 11 Achievement Compact SI Measured: 2012-13 to current</p>	Learning Achievement	Students complete certificates, degrees, and transfer LA.2.2	Green: $\geq 80\%$ Yellow: 70% up to 80% Red: $< 70\%$
28	<p>Progress: Credits Earned Measured by the percentage of program students earning college credits in the academic year A. Earned 15 credits B. Earned 30 credits No Prior Indicator – only State SSI 3 Achievement Compact SI Measured: 2012-13 to current</p>	Learning Achievement	Students demonstrate progress LA.1.1 (B)	Green: $\geq 23\%$ Yellow: 18% up to 23% Red: $< 18\%$
29	<p>Connections: High School Dual Enrolled: Measured by the district percentage of dual enrolled high school students participating in high school connection opportunities compared to a three-year average from internal reports No Prior Indicator – only State KPM 17 Achievement Compact SI Measured: 2012-13 to current</p>	Access	Students access relevant curricula that support lifelong learning and achievement A.3.2	Green: $\geq 7.5\%$ Yellow: Between 4% and 7.49% Red: $< 4\%$
30	<p>Student Persistence Measured by A. the percentage of first-time freshman who persist from term to term sorted by entrance term enrollment status B. the percentage of first-time freshman who persist from fall to fall sorted by entrance term enrollment status No Prior Indicator – only State SSI 5(a) SSI 6 (b) SI Measured: 2012-13 to current</p>	Not Included	In Final List	Utilized at the Operational Reporting Unit or Unit Level
31	<p>Course Retention: Measured by the percentage of students enrolled at the end of the drop period and still enrolled for grading at the end of the term No Prior Indicator SI Measured: 2012-13 to current</p>	Not Included	In Final List	Utilized at the Operational Reporting Unit or Unit Level

#	Indicator	Core Theme	Core Theme Objective	Threshold
32	<p>Training Participant Satisfaction: Measured by participant evaluations of BITS training that include contracted, short term, group facilitations trainings and open to the employee development public classes on the internal evaluation No Prior Indicator SI Measured: 2012-13 to current</p>	Community Engagement	<p>Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs CE.1.3</p>	<p>Green: Average rating ≥ 4 Yellow: Average rating between 3 to 3.99 Red: Average rating < 3 New survey scheduled for administration in Spring 2013; set baseline and thresholds for 2013-14</p>
33	<p>Service to Business: Measured by the percentage of businesses served by the SBDC calculated as a three-year average compared to the national annual rate from internal reports/national data No Prior Indicator SI Measured: 2012-13 to current</p>	Community Engagement	<p>Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs CE.1.4</p>	<p>Green: 2.5% or greater Yellow: Between 1.5% and 2.49% Red: Below 1.5%</p>
34	<p>Staff Service to Community: Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey No Prior Indicator SI Measured: 2012-13 to current</p>	Community Engagement	<p>Southwestern provides our community members access to a wide range of quality, lifelong learning activities CE.2.3</p>	<p>Green: 65% to 100% Yellow: 45% to 50% Red: Below 45% Baseline data to be gathered in spring 2013</p>
35	<p>Foundation Support Measured by the amount of scholarships awarded to students compared to a three year average from foundation raised funds, data from internal reports No Prior Indicator</p>	Access	<p>Students access varied learning opportunities A.1.3</p>	<p>Green: $> 5\%$ Yellow: Between -5% to 5% Red: - 5% or less</p>
36	<p>Support Services for Learners Measured by – this measurement is under development using the CCSSE data associated with the number of students utilizing services No Prior Indicator</p>	Not Included	In Final List	Utilized at the Operational Reporting Unit or Unit Level
37	<p>Graduate Survey Measured by the average rating compared to the three-year average rating of student expectations and needs from internal survey data No Prior Indicator</p>	Access	<p>Students access relevant curricula that support lifelong learning and achievement A.3.3</p>	<p>Green: Average rating ≥ 4 Yellow: Average rating between 3 - 3.99 Red: Average rating < 3</p>

#	Indicator	Core Theme	Core Theme Objective	Threshold
38	Student Satisfaction and Opinion Measured by the - this is under development and is an aggregate of data from surveys for the first stop, housing, and ESPS areas No Prior Indicator	Access	Students access services that support learning A.2.3	Green Yellow Red Under Development
39	Institutional Financial Assistance Measured by the percent of institutional grant assistance provided as a three year average reported to IPEDS compared to the IPEDS selected similar college cohort comparison group of full-time, first-time degree/certificate seeking students. No Prior Indicator	Access	Students access varied learning opportunities A.1.4	Green: > 5% Yellow: Between 0 % and 4% Red: < 0%
40	Program Quality and Design: Measured by the percentage of annually scheduled programs for review that are completed based on internal program review schedule No Prior Indicator	Sustainability	Southwestern delivers viable quality instruction S.3.1	Green: ≥ 85% Yellow: Between 70% and 84% Red: < 70%
41	Quality Instruction): Measured by the annual percentage of faculty being evaluated that earn a positive evaluation based on internal faculty evaluation schedule No Prior Indicator	Sustainability	Southwestern delivers viable quality instruction S.3.2	Green: ≥ 95% Yellow: Between 85% and 94% Red: < 85%
42	Foundation Annual Fundraising Measured by the amount of scholarship raised from annual fundraising events from internal reports and audited final figures No Prior Indicator	Community Engagement	Our community members participate and contribute to the Foundation in support of the college CE.3.1	Green: > 5% Yellow: Between -5% to 5% Red: - 5% or less
43	Foundation Endowments Measured by the amount of endowment funds raised by the foundation compared to a three year average No Prior Indicator	Community Engagement	Our community members participate and contribute to the Foundation in support of the college CE.3.2	Green: > 5% Yellow: Between -5% to 5% Red: - 5% or less
44	Remediation: Measured by the percentage of students passing remedial Math or English courses with a C grade or better compared to the three year average	Learning Achievement	Students demonstrate progress LA.1.1	Green: ≥ 60% Yellow: 48% up to 60% Red: < 48%
45	Alumni Participation Measured by the percent of alumni giving to the college compared to a three year average	Community Engagement	Our community members participate and contribute to the Foundation in support of the college CE.3.3	Green: > 5% Yellow: Between -5% to 5% Red: - 5% or less

#	Indicator	Core Theme	Core Theme Objective	Threshold
46	Student Transfer Measured by the number of program students who transfer to four-year institutions relative to the total program student enrollment from transfer data reports	Learning and Achievement	Students complete certificates, degrees, and transfer LA.2.3	Green: $\geq 14\%$ Yellow: 10% up to 14% Red: $< 10\%$
	Achieve the Dream: Plan to be developed			
	Add other achievement compact here and use grey or other			
	Connections: OUS Dual Enrolled Number of dual enrolled OUS students No Prior Measure Achievement Compact			
	Connections: Transfer Number who transfer to OUS No Prior Measure except KPM 15 Achievement Compact			
	Connections: Employment No Prior Measure Achievement Compact Under Development by State			
	High school students enrolling directly into college Track number of Oregon high school graduates who enroll in a community college the following fall term			SSI 1
	Postsecondary level of math, reading and writing Measure skills necessary to enter LDC credit courses and CTE program areas			SSI 2
	Credits earned toward an Associate of Arts Degree Measure progress in LDC program areas at milestone points			SSI 3
	Credits earned toward a CTE certificate or degree Measure progress in CTE program areas at milestone points			SSI 4
	Term to term persistence Measure whether student continues from term to term			SSI 5

#	Indicator	Core Theme	Core Theme Objective	Threshold
	Fall to fall persistence Measure whether student returns one year to the next Full Time – per IPEDS Part Time – per IPEDS			SSI 6
	GED to next level Measure the movement from GED completion to the next level of learning			SSI 7
	GED fall to fall persistence Measure the movement of GED completers who persist at the next level of training			SSI 8
	ESL/ESOL noncredit to next level Measure how a student transitions from ESL/ESOL to credit classes			SSI 9
	GED Completion Percent who take and pass the GED tests			KPM 1
	Basic Skills – ESL Percentage of students who enrolled in subsequent tracked programs			KPM 7
	Nursing Completion Percentage of nursing students who earned the LPN or RN within one program year			KPM 8
	CTE Completion Number of CTE degrees and certificates along with Pathways certificates awarded			KPM 12
	Tuition and Fees Rank among 15 western states college (California excluded)			KPM 15
	Minority Enrollments Pending state report development and can be tracked by CC			KPM 18

Note: SSI and KPMs are in the process of revision that started with the Measure What You Treasure Initiative and are still under development

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



Southwestern Oregon Community College Office of Institutional Research

Measures of Achievement

History

Southwestern reported internal and external indicators supporting the College Mission through Measures of Institutional Effectiveness during the years 1994 through 2006. From January 2007 to November 2008, Southwestern and the State of Oregon individually reviewed core indicators to measure effectiveness. As a result of the Measure What You Treasure report issued by the Oregon Community Colleges and Workforce Development Commissioner Cam Preus and the alignment of existing College measures with the new State indicators and accreditation requirements, a new set of measures is being proposed for consideration by the Board of Education beginning April 2009.

College Mission

The mission of Southwestern Oregon Community College is to lead and inspire lifelong learning.

Strategic Plan Goals

Southwestern programs prepare people to be employable, value life-long learning, and function as good citizens in a rapidly changing world. To accomplish this mission, the College has developed five strategic plan goals:

1. Provide leadership that creates the vision and structure for long term college sustainability and growth through effective fiscal management.
2. Increase student access to learning opportunities through recruitment and retention.
3. Develop, implement and sustain relevant educational programs and experiences.
4. Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies and facilities.
5. Advance the College through strong partnerships with the Foundation, resource, economic and workforce development.

Measures of Achievement

Southwestern is committed to a practice of evaluating and assessing the effectiveness of the College. Accreditation and State standards also require the College to have in place practices to evaluate and assess the effectiveness of all programs and the administrative operations. Measures of Achievement are one way the College demonstrates to the Accreditation agency, the State, the Board, the students, the Community and the staff institutional effectiveness.

Measures of Achievement April 2009

MA#	Achievement Indicator Heading	Strategic Plan Goal	Report Submission Schedule	Source
1	FTE Credit and Non-Credit Report a. Demographics: Ethnicity – Gender-Enrollment Status and Residency b. Program	1, 2 and 5	Quarterly - Summer Data: October Fall Data: February Winter Data: May Spring Data: July	State OCCURS Report and Data Extraction Tableau Software
2	Enrollment Credit and Non-Credit Report a. Demographics: Ethnicity – Gender-Enrollment Status and Residency b. Program	1, 2 and 5	Quarterly - Summer Data: October Fall Data: February Winter Data: May Spring Data: July	State OCCURS Report and Data Extraction Tableau Software
3	Labor Trends	1, 3, 4 and 5	Annually: May	
4	Student Satisfaction: Courses and Services	3 and 5	Annually: November	SOCC Survey
5	Student Intended Goals Achieved	2 and 3	Annually: November	SOCC Survey
6	Annual Report to the Community	1	Annually: October	SOCC Staff
7	Course Credit and Non-Credit Report <i>FTE, Headcount, Course Count, Credits</i>	1, 2 and 5	Quarterly - Summer Data: October Fall Data: February Winter Data: May Spring Data: July	State OCCURS Report and Data Extraction Tableau Software
8	Employer Perceptions	3, 4 and 5	Annually: November	SOCC Survey
9	Employee Development & Satisfaction	4	Annually: June	SOCC Survey
10	Student Achievement & Engagement a. CAAP: Collegiate Assessment of Academic Performance b. CCSSE: Community College Survey of Student Engagement	1, 2 and 3	Annually: November November	SOCC Informer/Tableau
11	Early Alert and GPA	2	Annually September	SOCC Report
12	Student Intent	2	Annually: July	SOCC Informer/Tableau
13	Placement Rate	1, 3 and 5	Annually: May	SOCC Informer/Tableau
14	Structured Work Experience	2, 3 and 5	Annually: July	
15	Fiscal: Statement of Cash Flows YTD– All Funds	1 and 3	Monthly	SOCC FRx

16	Fiscal: Statement of Revenues and Expenditures – All Funds	1 and 3	Monthly	SOCC FRx
17	Fiscal: Balance Sheet – All Funds	1 and 3	Monthly	SOCC FRx
18	Fiscal: Statement of Budget and Actual Revenues and Expenditures	1 and 3	Monthly	SOCC FRx
19	Fiscal: Revenues & Expenditures - CCFIS	1 and 3	Annually: March	State CCFIS
20	Fiscal: Enterprise Funds Activity	1 and 3	Semi-Annually November and May	SOCC FRx
21	Fiscal: Foundation Activity	4 and 5	Annually: September	Foundation
22 State	State Student Success Indicators SSI 1 through 9		State Schedule: TBA	State
23 State	State Key Performance Measures KPM 1, 7 through 18		State Schedule: TBA – April/May	State
24 State	State Future Student Success Indicators FSSI 10 through 18		State Schedule: TBA	SOCC

Institutional Effectiveness Strategic Plan Framework

Strategic Plan Goals	Achievement Indicators	Source
<p style="text-align: center;">1</p> <p>Provide leadership that creates the vision and structure for long term college sustainability and growth through effective fiscal management.</p>	<p>Leadership</p> <p>Measures of Institutional Effectiveness Student Learning Outcomes Community Outcomes State Indicators (SSI) and Measures (KPM) Accreditation Standards</p>	<p>MA: 1 , 2, 3, 6, 7 and 13 MA: 10 <i>In Development</i> MA: 24 Future SSI: 16, 17 and 18 Standard 1 through 5</p>
	<p>Fiscal Management</p> <p>Fiscal Outcomes Measures of Institutional Effectiveness Strategic Planning Documents Accreditation Standard Focus</p>	<p>Revenues & Expenditures – All Funds MA: 15 through 21 Strategic Plan Master Facility Plan Standard 2</p>
	<p>Reports to the Board</p> <p>Administrative Board Policy Reports OCCA Reports Foundation Reports</p>	<p>Scheduled Board Reports Board Liaison Update Board Liaison Update</p>
	<p>Growth and Sustainability</p> <p>Measures of Institutional Effectiveness</p>	<p>MA: 1, 2, 13 MA: 22 - SSI: 1</p>

Strategic Plan Goals	Achievement Indicators	Source
	State Indicators (SSI) and Measures (KPM) Accreditation Standards Focus	MA: 24 - Future SSI: 11, 12 Standards 2 and 5
2 Increase student access to learning opportunities through recruitment and retention.	Student Achievement/Completion Rate Measures of Institutional Effectiveness State Indicators (SSI) and Measures (KPM) Accreditation Standards Focus	MA: 5 and 10 MA: 22 - SSI: 7, 9 MA: 24 Future SSI: 14, 15 Standards 2, 3 and 4 MA: 23 - KPM: 1, 7, 8, 11, 12, 13, 14, 15
	Retention and Persistence Measures of Institutional Effectiveness State Indicators (SSI) and Measures (KPM) Accreditation Standards Focus	MA: 11 MA: 22 - SSI: 2, 3, 4, 5, 6, 7, 8, 9 Standards 2, 3 and 4 MA: 23 - KPM: 14 and 15
	Access and Recruitment Measures of Institutional Effectiveness State Indicators (SSI) and Measures (KPM) Accreditation Standards Focus	MA: 1, 2, 7, 12, 14 MA: 22 - SSI: 1, 7, 9 MA: 24 - Future SSI: 11, 12, 13, 18 Standards 2, 3 and 4 MA: 23 - KPM: 16, 17, 18
3 Develop, implement and sustain relevant educational programs and experiences.	Program Development & Implementation Measures of Institutional Effectiveness State Indicators (SSI) and Measures (KPM) Community Reports Accreditation Standards Focus	MA: 3 MA: 22 - SSI: 2 Advisory Board Reports Standards 2, 3 and 4
	Program Outcomes & Review Measures of Institutional Effectiveness State Indicators (SSI) and Measures (KPM) Student Learning Outcomes Accreditation Standards Focus	MA: 4, 5, 8, 13, 14 MA: 23 - KPM: 8, 9, 11, 12, 13 MA: 24 - Future SSI: 11, 14, 15, 18 Student Learning Outcome Reports by Area Standards 1, 2, 3 and 4
	Student Services & Administrative Support Administrative Unit Objectives Educational Support Unit Objectives Accreditation Standards Focus	Objectives Reports by Area Objectives Reports by Area Standards 2, 3 and 4
4 Allocate resources to support continuous improvement for a strong infrastructure of employees,	Allocation of Resources Measures of Institutional Effectiveness State Reports Budget Allocation Process Accreditation Standards Focus	MA: 15 through 21 MA: 19 - CCFIS Report – Community College Fiscal Information System Budget Committee Meetings Standards 2, 3 and 4
	Employees Measures of Institutional Effectiveness Accreditation Standards Focus	MA: 9 Standards 2, 3 and 4

Strategic Plan Goals	Achievement Indicators	Source
technologies and facilities.	Technology Strategic Planning Documents Accreditation Standards Focus	IT Governance Plan ITS Plan Standards 2, 3 and 4
	Facilities Strategic Planning Documents Accreditation Standards Focus	Master Facility Plan Standards 2, 3 and 4
5 Advance the College through strong partnerships with the Foundation, resource, economic and workforce development.	Workforce Development Partnerships Measures of Institutional Effectiveness State Indicators (SSI) and Measures (KPM) Accreditation Standard Focus	MA: 3 and 8 MA: 23 - KPM: 9 and 10 MA: 24 - Future SSI: 14 and 15 Standards 2
	Foundation Measures of Institutional Effectiveness Foundation Report Accreditation Standard Focus	MA: 21 Foundation Monthly and Annual Reports Standard 2
	Economic Development Measures of Institutional Effectiveness Economic & Workforce Reports Accreditation Standard Focus	MA: 3, 8, 13 and 14 <i>In Development</i> Standard 2
	Resource Development Measures of Institutional Effectiveness Accreditation Standard Focus	MA: 15 and 19 Standard 2
	Responsiveness to Community Needs Measures of Institutional Effectiveness State Indicators (SSI) and Measures (KPM) Accreditation Standard Focus	MA: 1, 2, 4, 7, 8, 14 MA: 24 - Future SSI: 11 and 18 Standard 2
	OUS State Indicators (SSI) and Measures (KPM)	MA: 23 - KPM: 14 and 15

Historical Measures of Institutional Effectiveness 1994 - 2006

Measure	Last Report Date
<i>FTE by Reimbursement Category</i>	<i>January 2006</i>
<i>Headcount Report</i>	<i>February 2006</i>
Labor Trends	February 2002
Feedback from Former Students on Overall Satisfaction with Courses and Services	June 2000
Feedback from Former Students about Whether They Achieved Their Intended Goals	June 2000
Employment and Transfer Status of Former Students	June 2000
Remedial Coursework	1995
Employer Perceptions	June 2000
<i>Degree and Certificates Report</i>	<i>January 2006</i>
<i>Early Alert and GPA</i>	<i>March 2006</i>
<i>Student Intent</i>	<i>April 2006</i>
<i>OUS Transfer Students</i>	<i>June 2006</i>
<i>Structured Work Experience</i>	<i>June 2006</i>
<i>Student Achieving Licensure of Certification</i>	<i>December 2006</i>
<i>Credit Student Demographics</i>	<i>June 2006</i>
<i>District High School Enrollment</i>	<i>June 2006</i>

Measures of Institutional Effectiveness and Core Indicators

Southwestern Oregon Community College Mission

The mission of Southwestern Oregon Community College is to provide quality education that helps students achieve their goals. Our programs prepare people to be employable, value life-long learning, and function as good citizens in a rapidly changing world. To accomplish this mission, the College will:

- Maintain high standards of excellence in instructional programs and student services;
- Deliver real-world education and training essential for a highly skilled workforce;
- Encourage diversity, collegiality and professionalism;
- Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development;
- Promote technological competence to compete in a global community;
- Provide multiple avenues of access to educational opportunities for all students
- Enhance the cultural awareness of students and the community at large.

Measures of Institutional Effectiveness 1994 - 2006

Measure	Last Report Date
<i>FTE by Reimbursement Category</i>	<i>January 2006</i>
<i>Headcount Report</i>	<i>February 2006</i>
Labor Trends	February 2002
Feedback from Former Students on Overall Satisfaction with Courses and Services	June 2000
Feedback from Former Students about Whether They Achieved Their Intended Goals	June 2000
Employment and Transfer Status of Former Students	June 2000
Remedial Coursework	1995
Employer Perceptions	June 2000
<i>Degree and Certificates Report</i>	<i>January 2006</i>

<i>Early Alert and GPA</i>	<i>March 2006</i>
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<i>Credit Student Demographics</i>	<i>June 2006</i>
<i>District High School Enrollment</i>	<i>June 2006</i>

MISSION	CORE INDICATOR	MEASURE OF INSTITUTIONAL EFFECTIVENESS
Maintain high standards of excellence in instructional programs and student services.	Student Attainment	Feed back from Former Students about Whether They Achieved Their Intended Goals
	Persistence	Early Alert and GPA
	Number and Rate who Transfer	Oregon University System Transfer Students
	Success Rate in Subsequent Coursework	Early Alert and GPA
Deliver real-world education and training essential for a highly skilled workforce	Degree Completion Rates	Degree and Certificate Report
	Placement Rate in the Workforce	Employment and Transfer Status of Former Students
	Demonstration of Critical Literacy Skills	FTE by Reimbursement Category Employer Perceptions
	Participation Rate in the Service Area	FTE by Reimbursement Category Headcount Report Credit Student Demographics District High School Enrollment
Encourage diversity, collegiality and professionalism	Employer Assessment of Students	Labor Trends Employer Perceptions
	Licensure/Certification Pass Rates	Students Achieving Licensure of Certification
	Client Assessment of Programs and Services	Feedback from Former Students/Satisfaction with Courses and Services Structured Work Experience Employer Perceptions
Collaborate with businesses, agencies,	Employer Assessment of Students	Labor Trends Employer Perceptions

MISSION	CORE INDICATOR	MEASURE OF INSTITUTIONAL EFFECTIVENESS
schools and universities to create mutually beneficial partnerships for economic, social and educational development	Licensure/Certification Pass Rates	Student Achieving Licensure of Certification
	Client Assessment of Programs and Services	Feedback from Former Students/Satisfaction with Courses and Services Employer Perceptions Structured Work Experience
	Demonstration of Citizenship Skills	Structured Work Experience Employer Perceptions
	Responsiveness to Community Needs	Headcount Report Employer Perceptions Credit Student Demographics District High School Enrollment
Promote Technological Competence to compete in a global community	Licensure/Certification Pass Rates	Student Achieving Licensure of Certification
	Client Assessment of Programs and Services	Feedback from Former Students/Satisfaction with Courses and Services Employer Perceptions
	Responsiveness to Community Needs	Headcount Report Employer Perceptions Credit Student Demographics District High School Enrollment
Provide multiple avenues of access to educational opportunities for all students	Demonstration of Critical Literacy Skills	Student Achieving Licensure of Certification Employer Perceptions
	Number and Rate who Transfer Performance after Transfer	Oregon University System Transfer Students
	Participation Rate in Service Area	FTE by Reimbursement Category Headcount Report Credit Student Demographics District High School Enrollment
	Responsiveness to Community Needs	Headcount Report Employer Perceptions Credit Student Demographics District High School Enrollment
	Demonstration of Critical Literacy Skills	Structured Work Experience Employer Perceptions

MISSION	CORE INDICATOR	MEASURE OF INSTITUTIONAL EFFECTIVENESS
Enhance the cultural awareness of students and the community at large	Number and Rate who Transfer	Oregon University System Transfer Students

Student Success Indicators: Measure What You Treasure

Student Success Indicator	Description	Area	SOCC Strategic Plan Goal
SSI #1	Fall Enrollment After High School Graduation	Access	2
SSI #2	Post-Secondary Level of Math, Reading, Writing	Progress	2
SSI #3	Credits Earned toward an A A Degree	Progress	
SSI #4	Credits Earned toward a Career and Technical Education Certificate	Progress	2
SSI #5	Term to Term Persistence	Progress Retention	2
SSI #6	Fall to Fall Persistence	Progress Retention	2
SSI #7	GED to Next Level	Progress Retention	2
SSI #8	GED Fall to Fall Persistence	Progress Retention	2
SSI #9	ESL/ESOL Noncredit to Next Level	Progress	2
Future #10	Financial Aid Issue	Access	
Future #11	Penetration of community colleges in specific geographic Areas – headcount, population and subset without post-Secondary education	Access	
Future #12	Enrollment of low-income Oregonians, age 16 – 26	Access	
Future #13	Number of Oregonians needing adult basic skills Compared to number of students enrolled in adult Basic skill courses	Access	
Future #14	Credentials for noncredit workforce courses	Goal	

		Attainment	
Future #15	Career Readiness Credentials	Goal Attainment	
Future #16	Family Income Increases	Value Added	
Future #17	Return on Investment	Value Added	
Future #18	Lifelong Learning	Access Value Added	

Measures of Institutional Effectiveness and Core Indicators Recommendations

Southwestern Oregon Community College Mission

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1. Maintain high standards of excellence in instructional programs and student services;
2. Deliver real-world education and training essential for a highly skilled workforce;
3. Encourage diversity, collegiality and professionalism;
4. Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development;
5. Promote technological competence to compete in a global community;
6. Provide multiple avenues of access to educational opportunities for all students
7. Enhance the cultural awareness of students and the community at large.

Measures of Institutional Effectiveness 1994-2004

1. FTE by Reimbursement Category
2. Headcount Report
3. Labor Trends
4. Feedback from Former Students on Overall Satisfaction with Courses and Services
5. Feedback from Former Students about Whether They Achieved Their Intended Goals
6. Employment and Transfer Status of Former Students
7. None
8. Employer Perceptions
9. Degree and Certificates Report
10. None
11. Early Alert and GPA
12. Student Intent
13. OUS Transfer Students
14. Structured Work Experience
15. Student Achieving Licensure of Certification

- 16. Credit Student Demographics
- 17. District High School Enrollment

Working Recommendations

Mission	Core Indicator	MIE	Addition/Change
1	1. Student Goal Attainment	5	Survey - Non-returning student
1	2. Persistence (Fall to Fall)	18	XE18 – new program
2	3. Degree Completion Rates	9	XBM9
2	4. Placement Rate in the Workforce	6	OCCURS report
3,4	5. Employer Assessment of Students	3,8,14	Survey - employers
3,4,5	6. Licensure/Certification Pass Rates	15	OCCURS report
3,4,5	7. Client Assessment of programs and Services	4	ACT Survey Advisory Council
2,6,7	8. Demonstration of Critical Literacy Skills	19	XE19 – new program
4	9. Demonstration of Citizenship Skills	20	ACT Survey additional questions
1,6	10. Number and Rate who Transfer	21	XE21 – new program
1,6	11. Performance after Transfer	13	OCCURS report
1	12. Success in Subsequent, Related coursework	22	XE22 – new program
2,6	13. Participation Rate in Service Area	23	XE23 – new program Conferences & Camp report
4,5,6	14. Responsiveness to Community Needs	17,24	XFTF High School Report Survey Community

Measurements to become *Annual Enrollment Report* for the Board

- 1 – FTE by Reimbursement Category
- 2 – Headcount Report
- 12 – Student Intent
- 16 – Student Demographics

Measurements to drop

- 11 – Early Alert and GPA – Drop as MIE but continue for internal and Title III use

Additions and Changes to Measures of Institutional Effectiveness

- 1. Annual Enrollment Report
- 2. Annual Enrollment Report
- 3. Labor Trends**
- 4. Feedback from Former Students/Satisfaction with Courses and Services**
- 5. Feedback from Former Students/Whether They Achieved Their Intended Goals**
- 6. Employment and Transfer Status of Former Students**
- 7. None
- 8. Employer Perceptions**
- 9. Degree and Certificates Report**
- 10. None
- 11. No longer used
- 12. Annual Enrollment Report
- 13. OUS Transfer Students**
- 14. Structured Work Experience**
- 15. Student Achieving Licensure or Certification**
- 16. Annual Enrollment Report
- 17. District High School Enrollment**
- 18. Persistence Fall to Fall**
- 19. Demonstration of Critical Literacy Skills**
- 20. Demonstration of Citizenship Skills**
- 21. Graduation Rate**

- 22. Success in subsequent, related coursework
- 23. Participation rate in Outreach service area
- 24. Responsiveness to Community needs

2004 Measures of Institutional Effectiveness Recommendations

MISSION	CORE INDICATOR	MEASURE OF INSTITUTIONAL EFFECTIVENESS
Maintain high standards of excellence in instructional programs and student services.	Student Attainment Persistence Number and Rate who Transfer Success Rate in Subsequent Coursework	MIE 5 – Feed back from Former Students about Whether They Achieved Their Intended Goals MIE 18 – Fall to Fall Persistence Rate MIE 21 – Transfer Rate to 4-Year Colleges & Universities MIE 22 – Success Rate of Students by Term to Term Comparison of Data
Deliver real-world education and training essential for a highly skilled workforce	Degree Completion Rates Placement Rate in the Workforce Demonstration of Critical Literacy Skills	MIE 9 – Degree and Certificate Report MIE 6 – Employment and Transfer Status of Former Students MIE 19 – Demonstration of Critical Literacy Skills MIE 23 – Participation Rate in Outreach Service Area.

	Participation Rate in the Service Area	
Encourage diversity, collegiality and professionalism	Employer Assessment of Students Licensure/Certification Pass Rates Client Assessment of Programs and Services	MIE 3 – Labor Trends MIE 4 – Feedback from Former Students/Satisfaction with Courses and Services MIE 8 – Employer Perceptions MIE 14 – Structured Work Experience MIE 15 – Students Achieving Licensure of Certification
Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development	Employer Assessment of Students Licensure/Certification Pass Rates Client Assessment of Programs and Services Demonstration of Citizenship Skills Responsiveness to Community Needs	MIE 3 – Labor Trends MIE 4 – Feedback from Former Students/Satisfaction with Courses and Services MIE 8 – Employer Perceptions MIE 14 – Structured Work Experience MIE 15 – Student Achieving Licensure of Certification MIE 17 – District High School Enrollment MIE 20 – Demonstration of Citizenship Skills MIE 24 – Responsiveness to Community Needs
Promote Technological Competence to compete in a global community	Licensure/Certification Pass Rates Client Assessment of Programs and Services Responsiveness to Community Needs	MIE 4 – Feedback from Former Students/Satisfaction with Courses and Services MIE 15 – Student Achieving Licensure of Certification MIE 17 – District High School Enrollment MIE 24 – Responsiveness to Community Needs

MISSION	CORE INDICATOR	MEASURE OF INSTITUTIONAL EFFECTIVENESS
Provide multiple avenues of access to educational opportunities for all students	Demonstration of Critical Literacy Skills Number and Rate who Transfer	MIE 13 – Oregon University System Transfer Students MIE 17 – District High School Enrollment MIE 19 – Demonstration of Critical Literacy Skills

	Performance after Transfer Participation Rate in Service Area Responsiveness to Community Needs	MIE 21 – Demonstration of Citizenship Skills MIE 23 – participation Rate in Outreach Service Area MIE 24 – Responsiveness to Community Needs
Enhance the cultural awareness of students and the community at large	Demonstration of Critical Literacy Skills	MIE 19 – Demonstration of Critical Literacy Skills

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