



## Southwestern Oregon Community College

### Mission Fulfillment Overview

#### Achievement in 2014-15

Southwestern's Mission was adopted by the Board of Education on November 19, 2012:

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




### Mission Fulfillment

Southwestern achieved **Mission Fulfillment** with **91%** of indicators resulting in a status of achieved (green) or minimally achieved (yellow) exceeding the minimum threshold of 70% for all indicators and **core theme achievement of 88% or higher** in each of the core themes. The success indicators measured in 2014-15 along with supporting data were used for a fifth year to determine mission fulfillment including achievement of the core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:

*The College will attain 70% of all indicators within the achieved or minimally achieved range.*

### Measuring Achievement

The achievement of each indicator is measured in terms of a range based on a corresponding threshold level and represented by an achievement status of:

Green—achieved  Yellow—minimally achieved  Red—not achieved 

The threshold of Mission fulfillment is defined in terms of the Core Themes:

- Mission fulfillment is defined as attaining Core Theme fulfillment for each of the four Core Themes.
- Core Theme fulfillment is defined as attaining 70% of all the Core Theme's data indicators within the achieved or minimally achieved range.
- The minimum threshold of Mission fulfillment is defined as attaining 70% or better of all indicators within the achieved or minimally achieved range.

The mission fulfillment process is reviewed each year and is discussed in the last section of this report.

## Summary of Achievement by Core Theme

The core theme fulfillment rate ranged from 88% to 100% exceeding the mission fulfillment core theme threshold of 70% within all four core theme categories contributing toward the Mission Fulfillment rate of 91%. Of the 32 indicators measured in 2014-2015, 72% achieved a green status (23), 19% a yellow status (6), and 9% a red status (3). The green indicator achievement percentage increased by 6 percentage points over 2013-14.

Core Theme	Indicators Achieved 2014-15	Indicators Measured 2014-15	Percent Achieved
Learning and Achievement (SI: 8, 11, 13, 27, 28, 44 and 46)	7	7	100%
Access (SI: 2, 3, 14A, 29, 35, 37, 38 and 39)	7	8	88%
Community Engagement (SI: 14B, 26, 32, 33, 34, 42, 43 and 45)	7	8	88%
Sustainability (SI: 9, 15, 16A, 16B, 17, 19, 20, 40 and 41)	8	9	89%
<b>Mission Fulfillment Achievement</b>	<b>29</b>	<b>32</b>	<b>91%</b>

## Reports, Data Review, and Planning

A written report for each success indicator includes achievement analysis, planned projects, budget impact, and identification of changes to the indicator, measurement of the indicator, or threshold values (hyperlinks to all reports are linked to the indicator list within the Core Theme Achievement section of this report). Lead staff responsible for each indicator review and analyze the supporting data and identify the level of achievement as well as key data figures within the report, including supporting information from departments across campus. In several instances, refinement of thresholds as well as clarification of methods used to measure an indicator were addressed within individual reports. The continual process to review indicators and how the indicator is measured along with thresholds occurs each year and specifically addresses the NWCCU recommendations of the peer evaluators to the Year One Report submitted in March of 2012 as well as subsequent requests to further refine the indicators. The success indicator reports include a section to list the plans for the future based on the data and overall achievement. The major projects identified for inclusion in the [strategic plan](#) and within unit/department plans focused on:








- Workgroups participating in a statewide Developmental Education Redesign for math, writing, and reading
- Student success projects under leadership of the Student Success Committee to encourage students to successfully complete their degrees/goals
- Focus on multiple strategies to support faculty and staff development as well as campus climate activities
- Implement Title III grant projects focused on increasing student success through enhanced services
- Enhanced degree and program offerings
- Implementation of the Strategic Enrollment Management Plan (SEMP)
- Continued commitment to fiscal responsibility and seeking additional resources through grants and other methods to support planned projects
- Fully implement instructional program review, operational review, planning and accreditation processes and reporting utilizing LiveText
- Identification of strategies to improve achievement levels of success indicators including strategies to enhance programs and services

## Core Theme Achievement

The **Core Theme Learning and Achievement** recorded a 100% achievement rate based on the seven indicators measured with all indicators falling within the green status of achievement. Achievement increased for four of the indicators, remained nearly the same on two indicators, and one was lower than the prior year. To further increase achievement of this core theme, faculty and staff identified the following planned projects as a result of the program reviews and data analysis (all projects are integrated into program, operational, and the academic master plans).

- Continued work within developmental education to align standards as a state and an assessment of the math redesign to support improvements within SI 11, 28 and 44. Statewide support provided by the State Student Success and Oversight Committee.
- The College is focused on increasing persistence and completion with projects identified for a first-year experience to support students, particularly part-time student who have the lowest retention and completion rates to support improvements within SI 11, 28, 44 and 46. These efforts are part of the newly formed Student Success Committee and the Title III grant projects focused on increasing student success through enhanced services. Work will be done to implement an eCatalog, an eScheduler, improve and enhance student advising, perform a lean audit on the student service processes, improve the tutoring and writing center, and more.
- Implement the next steps of assessing student learning outcomes by incorporating Program Viability Outcomes Assessment Rubric for Academic Programs by identifying multiple assessments to measure the course outcomes and map course outlines to program outlines through program reviews' Outcomes Assessment Process reports.
- Develop diverse new programs with good job opportunities available to graduates will give students choices and encourage them to stay with it and complete. Development of strong articulation agreements to support student transfer options. New programs and articulations agreements support SI 11 and SI 46.

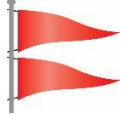
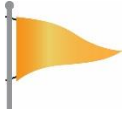



Objective LA.1 and LA.2 include indicators that are aligned with the Achievement Compact as well as Student Success Committee projects and supports Oregon's 40-40-20 Goals. There was a minor change to objective LA.3 to reflect all student learning outcomes by removing the word institutional to clarify the ambiguity of "titled" outcomes. There were four indicators (11, 13, 44 and 46) where either the measurement and/or the thresholds were refined and one indicator (SI 27) was sunset as state data no longer is reported. Work continues within the instructional areas to define student learning outcomes for measurement with SI 13 continuing to focus on the CTE Technical Skills Student Learning Outcomes measurement reported for this year. There will be four new indicators in 2015-16, one that will focus on measuring the student learning of General Education outcomes (SI 51 – General Education Learning Outcomes) and another that will focus on the measurement of course and program outcomes for all SWOCC disciplines/programs (SI 50 – Program/Discipline Learning Outcomes). Two new indicators were added to address progress measurement (SI 47 – LDC and CTE Success Rate) and (SI 48 – Retention Rate) with SI 44 retitled as Remedial Success Rate to clearly identify the type of measurement. Within completion, the measurement of SI 11 was changed to measuring graduation rate to clearly indicate the type of completion measured. To clearly indicate the type of transfer measurement, SI 46 was retitled to Transfer Rate and the measurement adjusted accordingly.

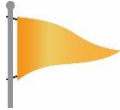


Core Theme Learning and Achievement	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective LA.1: Student demonstrate progress</b>			
<b>LA.1.1: <a href="#">SI 44 - Remediation</a></b> Measured by the percentage of students passing remedial Math or English courses with a C grade or better	Green: ≥ 60% Yellow: 48% up to 60% Red: < 48%	<b>62.04%</b> (nearly 3% higher than 2013-14)	
<b>LA.1.2: <a href="#">SI 28 - Progress – Credits Earned</a></b> Measured by the percentage of program students earning 30 college credits in the academic year	Green: 23% or greater Yellow: Between 18% and 22% Red: Below 18%	<b>31.2%</b> (lower than prior year)	
<b>Objective LA.2: Students complete certificates, degrees, and transfer</b>			
<b>LA.2.1: <a href="#">SI 11 - Completion</a></b> Measured by the number of students who earn degrees and certificates relative to the total program student enrollment from internal reports and state required reporting data	Green: 10% or greater Yellow: 8% up to 10% Red: Below 8%	<b>18.9%</b> (over 4 points higher than 2013-2014)	
<b>LA.2.2: <a href="#">SI 27 - Licensing/Certification Rates</a></b> Measured by the pass rate for national licensing tests compared to the Oregon state Key Performance Measurement - KPM 11 target from state reported data	Green: 93% or greater Yellow: 78% up to 93% Red: Below 78%	<b>95.4%</b> (2 points higher than 2013-2014)	
<b>LA.2.3: <a href="#">SI 46 - Transfer</a></b> Measured by the number of program students who transfer to four-year institutions relative to the total program student enrollment from transfer data reports	Green: ≥ 14% Yellow: 10% up to 14% Red: < 10%	<b>16.4%</b> (slightly higher than 2013-2014)	
<b>Objective LA.3: Students demonstrate that they have met institutional learning outcomes</b>			
<b>LA.3.1: <a href="#">SI 8 - Employer Perceptions</a></b> Measured by the average rating level for the overall rating of student employee job performance from data reported by employers as part of the internship process	Green: ≥ 4.25 Yellow: 3.5 to 4.25 Red: < 3.5	<b>4.69</b> (even with 2013-2014)	
<b>LA.3.2: <a href="#">SI 13 - Student Outcomes</a></b> Measured by the percentage of students who demonstrate program and discipline outcomes and by the pass rate of students who have taken the Technical Skills Assessments (TSAS) as reported to the State of Oregon Data for Analysis System and the internal assessment for programs and disciplines	Green: 80% or greater Yellow: 70% and 79% Red: Below 70%	<b>95.77%</b> (2 points higher than 2013-14)	
<b>Core Theme Achievement</b>	<b>7 Measured</b>	<b>7 Achieved</b>	<b>100%</b>

The **Core Theme Access** recorded an 88% achievement rate based on the eight indicators measured with two indicators falling within the yellow threshold range and one indicator fell into the red range. Enrollments continue to decline as reflected by SI 2 and SI 3 with specific activities identified in the Strategic Enrollment Management Plan (SEMP) designed to increase overall enrollments. In all but one indicator decreases were noted with the exception of SI 39 – Foundation Support where nearly \$5,000 more was raised to support students. Projects planned as a result of the program review and data analysis and incorporated into program, operational, and the academic master plan include:

- Implementation of the Strategic Enrollment Management Plan (SEMP) and tied to core themes, objectives, and Success Indicators supporting all indicators within this core theme.
- Implementation of the Title III grant activities in the Student Services areas of the college designed specifically to increase student success and completion within the part-time degree and program seeking segment of our student population including additional staff to support students, enhanced system modules to support retention, lean audit, and other software to support students enrolled in degrees and certificates. (SI 29, 37 and 38)
- Access to additional learning opportunities with new AS articulation programs and 10 new certificates being offered in 2015-16 with the intent to continue developing a several new programs each year over the next several years, especially in the Allied Health area as we begin to plan for our new Health and Science Building. (SI 2, 3, 14 and 29)
- Continued work on the marketing plan and rollout of the plan in phases throughout the next two years. (SI 2, 3 and 29)
- The Foundation has purchased a scholarship management system to move the application process online and streamline the review and awards process. Also, the Foundation will work to reach out to past donors who are no longer contributing to scholarship funds to re-establish those giving connections. The Foundation also will market to new potential donors to attempt to increase the amount of donations to awards from the annual funds. (SI 35, 38 and 39)
- Explore a professional advising model to fully support students throughout the advising process including the implementation of eScheduler as part of the Title III grant.
- Continued staff professional and staff development to increase staff skills and enhance interaction level of staff with students and other college employees.

There were no changes to the objectives although how SI 29 – High School Connections is measured in the future was refined including adjustment to the thresholds. The change reflects the focus upon the experience of junior and seniors who enroll in college now courses and is directly related to access for students to alternative early learning options in accordance with state FTE guidelines. Additionally, three indicators are under review for changes in 2016-17.

Core Theme Access	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective A.1: Students access varied learning opportunities</b>			
<b>A.1.1: <a href="#">SI 2 – Enrollment Credit and Non-Credit Report</a></b> Measured by the three-year average of all student enrollments	Green: 9600 or greater Yellow: Between 9200 - 9599 Red: Below 9200	<b>8,325</b> (9,192 in 2013-14)	
<b>A.1.2: <a href="#">SI 3 – Course Credit and Non-Credit Report</a></b> Measured by the average three-year total course enrollments	Green: 46,000 or greater Yellow: Between 41,000 – 45,999 Red: Below 41,000	<b>41,669</b> (44,544 in 2013-14)	
<b>A.1.3: <a href="#">SI 35 – Foundation Support</a></b> Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.	Green: \$70,000 or greater Yellow: Between \$40,000 and \$69,000 Red: Below \$40,000	<b>\$90,364</b> (\$85,576 in 2013-2014)	
<b>A.1.4: <a href="#">SI 39 – Institutional Financial Assistance</a></b> 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 as the percentage point gap between Southwestern and comparison colleges.	Green: $\geq 10\%$ Yellow: Between 0 % and 9% Red: $< 0\%$	<b>31%</b> (3 lower than 2013-2014)	
<b>Objective A.2: Students access services that support learning</b>			
<b>A.2.1: <a href="#">SI 5 - Student Engagement Activities - CCSSE</a></b> Measured by the three-survey CCSSE benchmark average “Support for Learners”	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45	Last Measured 2013-2014	Measured Every 3 Years Next Due: 2016-2017
<b>A.2.2: <a href="#">SI 6 – Student Engagement Activities – SENSE</a></b> Measured by the three-survey combined SENSE benchmark for “Early Connections;”, “Clear Academic Plan & Pathway”, “College Readiness”, and “Academic & Social Support Network”	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45	Last Measured 2012-2013	Measured Every 3 Years Next Due: 2015-2016
<b>A.2.3: <a href="#">SI 38 – Student Satisfaction and Opinion</a></b> Measured by the overall rating of student expectations and needs from internal survey data	Green: $\geq 4$ Yellow: Between 3 - 3.99 Red: $< 3$	<b>4.37</b> (First year measured)	

Core Theme Access	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective A.3: Students access relevant curricula that support lifelong learning and achievement</b>			
<b>A.3.1: <a href="#">SI 14A – Structured Work Experience</a></b> Measured by the percent of degree seeking students who participated in an internship within majors offering work experience calculated as a three-year average compared to the threshold	Green: 18% or greater Yellow: Between 8% and 17% Red: Below 8%	<b>10.2%</b> ( similar to 2013-2014)	
<b>A.3.2: <a href="#">SI 29 – Connections – High School Dual Enrolled</a></b> Measured by the district percentage of dual enrolled high school students participating in high school connection opportunities	Green: 20% or greater Yellow: Between 10% and 19.99% Red: Below 10%	<b>21.83%</b> (slightly lower than 2013-2014)	
<b>A.3.3: <a href="#">SI 37 – Graduate Survey</a></b> Measured by the overall rating of student expectations and needs from internal survey data	Green: ≥ 4 Yellow: Between 3 - 3.99 Red: < 3	<b>4.23</b> (.1 higher than 2013-2014)	
<b>Core Theme Achievement</b>	<b>8 Measured</b>	<b>7 Achieved</b>	<b>88%</b>

Achievement for the **Community Engagement** core theme was 88% with seven of eight indicators falling within the achieved range where two indicators were within the yellow range and one falling within the red range. Several indicators were measured differently in 2014-2015 focusing on foundation endeavors that provide financial support to students. The community continues to partner with the College to offer activities and events with more than 400 events held on campus (SI 22). Southwestern staff continue to participate in activities and events within the community and the CORE committee continues to offer engaging activities for campus staff. Specific training and business development opportunities designed to meet the changing community workforce needs planned for 2015-16 were identified (SI 14B, 26, 32 and 33).

- Collaboration with state workforce departments to offer state approved training opportunities
- Development of non-credit training certificates
- New workforce trainings throughout the medical community and partnering with Allied Health faculty in offering targeted trainings to hospitals and clinics
- Focused strategies to increase internship and work experience opportunities

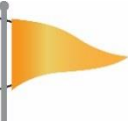



The planning projects from 2014-15 within the Foundation and Grant areas allowed the college to increase financial aid awards to students as well as increase student support activities designed to increase student success with additional focus in 2015-16 on student success projects and the Health & Science Building (SI42, 43, and 45).

- Foundation continues fundraising events and activities for the Health & Science Building
- Title III grant funds awarded including scholarship funding
- The Foundation staff plans to connect with donors to complete their pledges and increase endowment funding

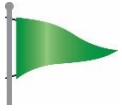
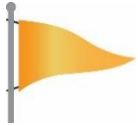
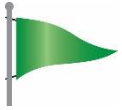



- Increased communication associated with The Laker Club to engage alumni in campus activities

A total of three indicators were refined by updating the measurement and/or thresholds effective for 2015-16 with one new indicator and no changes to the objectives. One indicator (SI 26 – BITS Company Satisfaction) is no longer relevant as the state does not measure the BITS training and was sunset effective with 2015-16. However, satisfaction of workforce training is an integral component of the community engagement core theme and the how SI 32 – Training Participant Satisfaction is measured in the future was updated to incorporate the business training previously measured in SI 26 and participation in the title was changed to participant. A new indicator, SI 49 – Lifelong Learning Participant Satisfaction was added to fully address the satisfaction of students in all community education courses, not just training courses. Activities and events measurements and thresholds were also refined to more accurately measure engagement and satisfaction (SI 22A and 22B).

Core Theme Community Engagement	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs</b>			
<b>CE.1.1: <a href="#">SI 14B - Structured Work Experience</a></b> Measured by the ratio of employers per student calculated as a three-year average compared to the threshold.	Green: $\geq 1:2$ Yellow: Between 1:2.1 and 1:4 Red: $< 1:4$	<b>1:2.25</b> (Measured on participants in prior years)	
<b>CE.1.2: <a href="#">SI 26 - BITS Company Satisfaction</a></b> Measured by the average rating of companies ranking customer service rating of training they received through community college Business and Industry Training System (BITS) from an internal survey	Green: Average rating $\geq 4$ Yellow: Average rating 3 to 3.99 Red: Average rating $< 3$	<b>5</b> (5 in 2013-2014)	
<b>CE.1.3: <a href="#">SI 32 – Training Participant Satisfaction</a></b> Measured by the average rating for overall satisfaction with training of participant evaluations for workforce trainings that include contracted, short term, group facilitations trainings and open to the employee development public classes on the internal evaluation	Green: $\geq 4$ Yellow: Between 3 to 3.99 Red: $< 3$	<b>4.68</b> (similar to 2013-2014)	
<b>CE.1.4: <a href="#">SI 33 – Service to Business</a></b> 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	Green: 2.5% or greater Yellow: Between 1.5% and 2.49% Red: Below 1.5%	<b>4.38%</b> (4.8% in 2012-2013)	



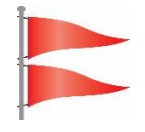



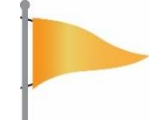




Core Theme Community Engagement	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities</b>			
<b>CE.2.1: <a href="#">SI 22A – Community Participation and Satisfaction in Activities and Events</a></b> Measured by the threshold level achieved for the percent of activities and events requested by the community compared to prior year from internal reports	Threshold determined after review of measurement options in 2014-15	Not Measured in 2014-15	Next Due: 2015-16
<b>CE.2.2: <a href="#">SI 22B – Community Participation and Satisfaction in Activities and Events</a></b> Measured by the threshold level achieved on the rating level for facilities services from internal reports	Green: ≥ 4 Yellow: Between 3 and 3.99 Red: < 3	Not Measured in 2014-15	Next Due: 2015-16
<b>CE.2.3: <a href="#">SI 34 – Staff Service to Community</a></b> Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey	Green: ≥ 65% Yellow: Between 45% and 64% Red: < 45%	<b>98%</b> (4 higher than 2013-2014)	
<b>Objective CE.3: Our community members participate and contribute to the Foundation in support of the College</b>			
<b>CE.3.1: <a href="#">SI 42 – Foundation Annual Fundraising</a></b> Measured by the three-year average amount of contributions, grants and scholarships raised from annual fundraising events and outreach as reported by the foundation from foundation-raised funds.	Green: \$200,000 or greater Yellow: Between \$100,000 and \$199,999 Red: Less than \$100,000	<b>\$192,949.70</b> (Measurement changed in 2014-2015)	
<b>CE.3.2: <a href="#">SI 43 – Foundation Endowments</a></b> Measured by the three-year average amount of endowment funds raised as reported by the foundation from foundation-raised funds.	Green: \$40,000 or greater Yellow: Between \$20,000 and \$39,999 Red: Less than \$20,000	<b>\$62,951</b> (Nearly identical to 2013-2014)	
<b>CE.3.3: <a href="#">SI 45 – Alumni Participation</a></b> Measured by the three-year average of unduplicated alumni who give to the college foundation combined with alumni who participate in foundation activities and events as reported by the Foundation.	Green: 100 or greater Yellow: Between 40 and 99 Red: Less than 40	<b>36</b> (Measurement changed in 2014-2015)	
<b>Core Theme Achievement</b>	<b>8 Measured</b>	<b>7 Achieved</b>	<b>88%</b>

The Core Theme Objectives for **Sustainability** recorded an achievement rate of 89% with six indicators falling within the green threshold and two falling within the yellow threshold and one dipped into the red. It is evident that the focus on fiscal stability by all staff at the college has contributed toward an even higher level of achievement compared to the last two years (SI 15, SI 16 and SI 17). Business Office staff continue to implement financial

modules to enhance tracking of budget expenditures including the projects option for grant tracking in the near future. Additionally, the goal is to develop a two year integrated budget process for planning projects with a focus on enhanced revenue predictions based on the enrollment management plan. Budgeting tools were implemented to help managers plan and monitor their budgets more effectively during 2014-15. A key project in 2014-15 and 2015-16 is the review of the Master Facilities Plan (SI 20). Several projects across campus require the plan to be updated so that purposeful building remodels occur to support the learning environment. Funds from the TAACCT grant partially paid for the ABE/GED remodel on the 3<sup>rd</sup> floor of Tioga, increasing access and student engagement opportunities and further improvements to the learning environment are slated for the next three years as part of the Title III grant funds awarded designed to improve student success (SI 19 and SI 20). Student learning outcomes assessment continues to be a focus for 2015-16 supporting the quality instruction indicator (SI 40). The budgeting process for 2015-16 will include projects identified in the academic program review process and the annual review of the operational checklists that were completed over the last two years as well as annual review of the academic and operational indicators to identify enhancement and changes to programs and services for planning purposes (SI 40 and SI 41).

Effective with 2015-2016, SI 15, SI 17, SI 40 and SI 41 measurements and/or thresholds have been refined to more effectively assess achievement of the core theme objectives and overall mission fulfillment.

Core Theme Sustainability	2014-15 Threshold	2014-15 Achievement	Achievement Status
<b>Objective S.1: Southwestern provides responsible fiscal management</b>			
<p><b>S.1.1: <u>SI 15 – General Fund Unrestricted Cash</u></b>            Measured by the actual to the target amount as a percent associated with the threshold level achieved for the General Fund Ending Fund Balance and Unrestricted Cash balance as derived from final audited figures and Board of Education Reports</p>	Green: 85% or greater Yellow: 70% to 84% Red: Below 70%	<p><b>148%</b>            (119% in 2013-2014)</p>	
<p><b>S.1.2: <u>SI 16 -Fiscal Responsibilities – All Funds</u></b>            Measured by the threshold achieved</p> <p><b>A.</b> calculated as the ending fund balance to target ending fund balance for all funds from final audited figures</p> <p><b>B.</b> for the current ratio of assets to liabilities from internal reports/final audited figures</p>	<p><b>A</b> - Green: 85% to 100%            Yellow: 70% to 84%            Red: Below 70%</p> <p><b>B</b> - Green: Greater than 1.50            Yellow: 1.00 to 1.49            Red: Below 1.00</p>	<p><b>96%</b>            (134% in 2013-2014)</p> <p><b>.57</b>            (1.24 in 2013-2014)</p>	  

Core Theme Sustainability	2014-15 Threshold	2014-15 Achievement	Achievement Status
<p><b>S.1.3: <a href="#">SI 17 - Fiscal Enterprise Fund Responsibilities</a></b>  Measured by the threshold level achieved from the combined ending fund balance with General Fund FTE contribution from internal reports and final audited figures</p>	Green: Greater than \$500,00 Yellow: \$300,000 - \$499,999 Red: Below \$300,000	<b>\$662,372</b> (\$588,169 in 2013-2014)	
<b>Objective S.2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources</b>			
<p><b>S.2.1: <a href="#">SI 9 - Employee Satisfaction and Opinion</a></b>  Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For</p>	Green: 65% or greater Yellow: 45% to 64% Red: Below 45%	<b>55%</b> (52% in 2013-2014)	
<p><b>S.2.2: <a href="#">SI 19 - Infrastructure Equipment and Software Maintenance</a></b>  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>	Green: 85% or greater Yellow: Between 70% and 84% Red: Below 70%	<b>73.8%</b> (75.1% in 2013-2014)	
<p><b>S.2.3: <a href="#">SI 20 - Infrastructure Maintenance</a></b>  Measured by the threshold level achieved for the percent of identified maintenance and safety projects completed. Projects are identified in the Master Facility Plan and Annual Budget book.</p>	Green: 85% or greater Yellow: Between 70% and 84% Red: Below 70%	<b>94%</b> (94% in 2013-2014; measurement changed)	
<b>Objective S.3: Southwestern delivers viable quality instruction</b>			
<p><b>S.3.1: <a href="#">SI 40 – Program Quality and Design</a></b>  Measured by the percentage of annually scheduled programs for review that are completed based on internal program review schedule</p>	Green: ≥ 85% Yellow: Between 70% and 84% Red: < 70%	<b>95%</b> New process implanted in 2014-2015	
<p><b>S.3.2: <a href="#">SI 41 – Quality Instruction</a></b>  Measured by the annual percentage of full-time faculty being evaluated that earn a positive evaluation based on internal faculty evaluation schedule</p>	Green: ≥ 95% Yellow: Between 85% and 94% Red: < 85%	<b>100%</b> (same in 2013-2014)	
<b>Core Theme Achievement</b>	<b>9 Measured</b>	<b>8 Achieved</b>	<b>89%</b>

## Annual Assessment of Mission Fulfillment, Core Themes, Objectives, Indicators and Thresholds

The College completes an annual review of the core themes, objectives, and success indicators to discuss the purpose and meaning, validity and appropriateness and then makes any adjustments necessary to refine measuring Mission Fulfillment. The results are presented to the Board. The reviews are scheduled for completion during November and December 2015. Review process:

1. Board of Education reviews the Core Themes and indicators at the Board Retreat each year with recommendations for changes, if any made to Executive Team members who work with lead report writers for potential changes;
2. Lead report writer works with programs and department staff directly impacted by the success indicator to review and recommend changes; information included within the success indicator report;
3. Academic and operational units review recommended changes and recommend any further changes to Institutional Managers group;
4. The Institutional Managers group reviews the SWOCC Core Themes and Objectives and discusses if changes are needed to further refine how core themes are measured as well as the relevance of the core themes and objectives. Recommendations for change are made to the College Council;
5. College Council conducts the final review and adopts changes based on feedback from all groups. Changes are sent to the Board of Education as informational and in the case of Core Theme changes approval.

Between October 2015 and December 2015, the academic and operational areas led by the SI report lead reviewed all of the success indicators and recommended changes to refine and strengthen the indicators, measures and thresholds in order to provide stronger evidence to support mission fulfillment. The recommendations were reviewed by the Instructional Deans and the Administrative management team and then forwarded to the Managers group and College Council for a final review and implementation of the changes. The groups goal was to enhance the validity of the success indicators used to measure the level of Mission Fulfillment at the College. These changes will be implemented for the 2015-16 reporting cycle and will further strengthen the level of evidence to assess mission fulfillment and sustainability. In addition, changes for 2016-17 were identified so that the college is running ahead of the start of the year already knowing the expected measurements and threshold levels utilized to determine achievement of mission fulfillment.

A total of 11 indicators (31%) out of the 36 success indicators will have changes made to the measures and/or thresholds or the title and two indicators sunset due to the elimination of a state measurement for implementation in 2015-16. Five new indicators were added (total of 39 for 2015-16) to more fully measure mission fulfillment in the areas of student outcomes, student progress and completion and within community engagement to ensure all community education courses are measured. All thresholds were reviewed and when possible based on national, state or community college comparable benchmarks.

The College's effectiveness in evaluating its own mission fulfillment also requires an assessment tool. The Institutional Effectiveness Evaluation rubric will be disseminated late in winter term to assess the mission fulfillment process as well as the program review process with a focus on integration of planning and budgeting.

Updated: 2/18/2016 – Finalized review process for core themes, indicators and associated measurement/threshold review.

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