Accreditation Progress Report

to

Northwest Commission on Colleges and Universities (NWCCU)

Prepared By

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Introduction

Southwestern Oregon Community College (Southwestern) is responding to a request from the Northwest Commission on Colleges and Universities (Commission) submitted by correspondence dated February 3, 2006 to provide a progress report to further address Recommendation 1 of the spring 2004 Focused Interim Evaluation Report. For the purposes of this progress report, Recommendation 1 states:

> *It is recommended that Southwestern Oregon Community College continue to focus on implementing the institutional effectiveness improvement process to ensure that the entire cycle is completed across campus. The college has made progress in developing and implementing the process, and examples were found to demonstrate that the process leads to assessment of goals and resource allocation. Full implementation of the process will allow the college to more fully measure progress toward goals, allocate resources, and make changes to improve the institution and its programs.*

Recommendation 1 was the subject of Commission correspondence dated June 26, 2002. The recommendation was restated for convenience in correspondence from the Commission dated July 1, 2004 communicating to Southwestern reaffirmation on the basis of the spring 2004 Focused Interim Evaluation Report and a Commission visit to campus. While the Commission determined that Recommendation 1 is "an area where the institution is substantially in compliance with Commission criteria for accreditation" (Commission correspondence, July 1, 2004, p.1), there was an indication that improvement was needed.

Southwestern has made great strides in addressing this recommendation through ongoing efforts focused on a process for continual improvement. Since the Commission's visit in 2004, the college has completed full implementation of cyclical planning and assessment processes that allow for effective allocation of resources, measuring progress toward goals, and making changes for improvement.

Institutional Effectiveness Model

The multiple elements involved in a comprehensive measuring of institutional effectiveness require orchestration. Over the years, activities evolved into cyclical processes. This has led to the development of the college's Institutional Effectiveness Model (Exhibit A.1: Institutional Effectiveness Model). A brief overview of the model follows, with explanations of the terminology used on campus to identify and differentiate the model's various components.

Visually, the use of color is intentional in the model and has meaning. Boxes on the top and left sides of the diagram are dark blue; this represents inputs to the Institutional Effectiveness Model. As the model moves from inputs to outputs, the box color changes to maroon on the right side of the diagram. Blue and scarlet are Southwestern's school colors.

There is coherence as well in the colors used for the Institutional Effectiveness Model and the Planning and Assessment Cycle (described below and depicted in the report) used at the college. The arrows, along with several process boxes, on the diagram below match the colors used for the four processes that comprise the Planning and Assessment Cycle:
1. Goal Setting – Yellow
2. Assessment – Blue
3. Resource Allocation – Green
4. Implementation and Evaluation – Pink

Southwestern Oregon Community College
Institutional Effectiveness Model
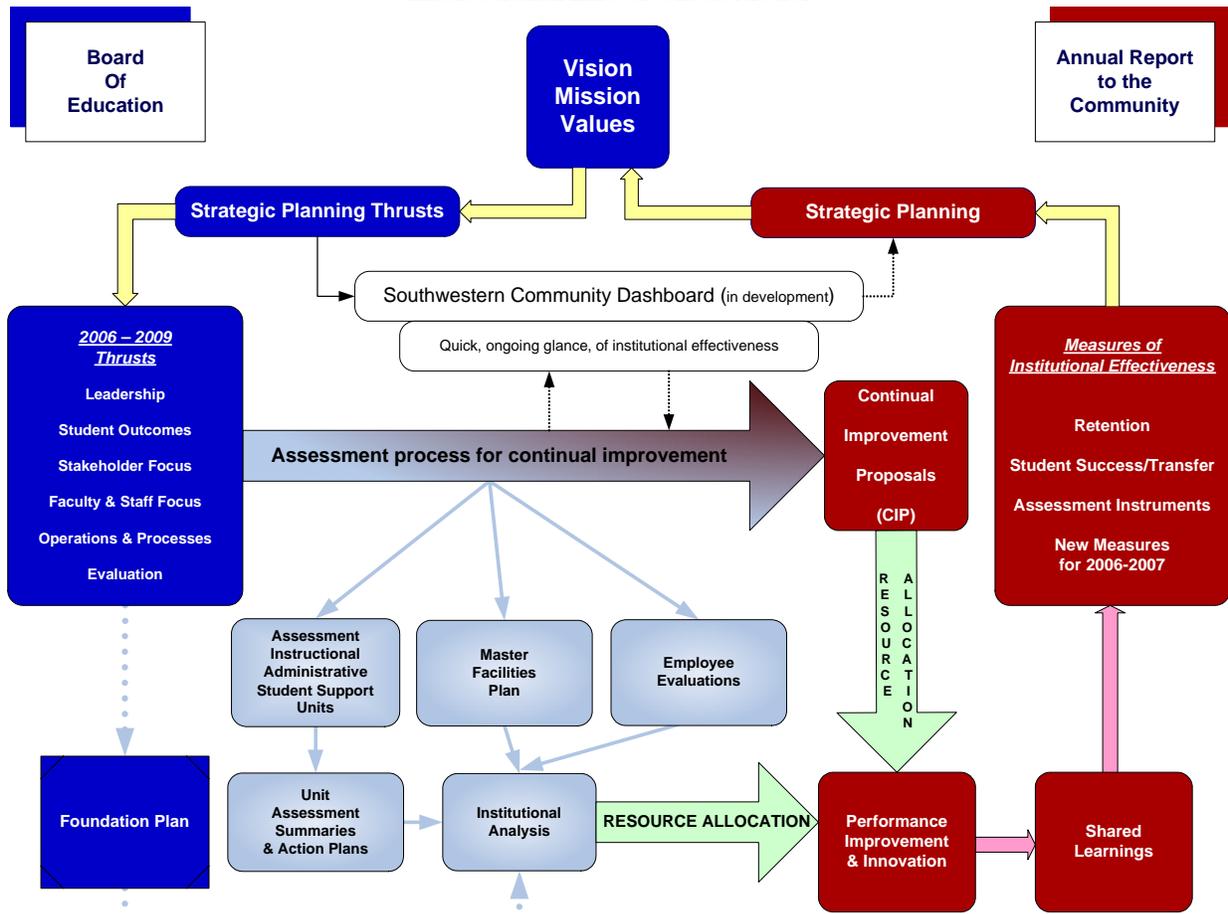
At the top of the model are the vision, mission, and values of Southwestern. Guided through the policy governance of Southwestern's Board of Education the vision, mission and values provide the pathway for the college to traverse.

The mission for Southwestern includes seven mission statements that offer overarching direction to the college's institutional effectiveness. These seven mission statements are:
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.

The college presents to the community an annual report based on these seven mission statements (Exhibit C.8: Annual Report to the Community: Draft 2006). Thus the model begins and ends at the top of the diagram, with input from the community-elected Board of Education and reporting back to the community on an annual basis. The remainder of the Institutional Effectiveness Model flows from, and back to, the college's vision, mission, and values.

Strategic planning thrusts form the foundation for institutional effectiveness assessment. The diagram identifies the six thrusts recently drafted for adoption at Southwestern:

1. Leadership
2. Student Outcomes
3. Stakeholder Focus
4. Faculty and Staff Focus
5. Operations and Processes
6. Evaluation

Two major outcomes from the strategic planning thrusts are plans and processes. The college's master facilities plan is contained within the model as part of the assessment process for continual improvement. The Southwestern Foundation's plan is linked to the six strategic planning thrusts and provides data for institutional analysis. These plans provide vital direction to ongoing efforts at the college to sustain viability and effectiveness.

Processes flow out of the strategic thrusts through the assessment process for continual improvement. These processes diverge: one pathway leads to quantitative and qualitative assessments at the divisional, departmental, and individual levels; the other pathway leads to the development, consideration, recommendation, and approval of Continual Improvement Proposals (CIP). Each CIP serves as a formative assessment of institutional effectiveness, which results in the conceptualization of change.

Both process pathways merge again through the resource allocation process. Ultimately the methods used to reach decisions on efficient allocation of resources are critical to the effectiveness of the institution. The vision, mission, values, and strategic thrusts for the college are the "talk" of institutional effectiveness; the assessment and resource allocation processes, and their resulting outcomes are the "walk" of effectiveness.

Once resources are allocated, support for innovation and performance improvement are identified and outlined. The elements in the model of innovation and performance improvement and shared learning are the change agents of the system. While shared learning is about the improvements and innovations initiated at this stage of the model, it is also about the process itself. The sharing of what is learned within the campus community enables those involved with any element of the model to increase the collective campus knowledge – and, in turn, increase the college's institutional effectiveness. While these are critical steps in the model, they are also ones that must be controlled and based on small changes. It is gradual steps toward change, rather than dramatic leaps, which are essential for affecting positive and continual change to institutional effectiveness.

Measures of institutional effectiveness help the college document and report the data collected through the planning and assessment processes, and to evaluate the learning as well as the effectiveness of any performance improvements and innovations attempted. Southwestern has had measures of effectiveness for many years. Their consistency has helped show longitudinal trends; however, with new college leadership there is interest in developing new measures that build upon the existing ones in order to capture the dynamic nature of continual improvement.

The measurement of institutional effectiveness leads back to strategic planning. Strategic planning initiates and completes the model; resulting in reporting out to the internal and external communities, and engaging all stakeholders in the process of continual improvement by planning based on what has been learned from the last rotation through the model.

A Southwestern Community Dashboard is represented in the diagram but is still being developed. It is a feedback loop between strategic planning thrusts and the strategic planning process. The dashboard will measure key performance indicators for a quick, ongoing glance at institutional effectiveness. When completed, the dashboard will not only show degrees of success for each indicator, but will also help the college assess the balance between measures.

Planning and Assessment Cycle
The Institutional Effectiveness Model has embedded within it a Planning and Assessment Cycle that focuses on goal setting, assessment, resource allocation, and implementation and evaluation as the four processes of planning and assessment (Exhibit C.1: Planning and Assessment Cycle). The cycle was created before the model. Much of the college's early work in measuring institutional effectiveness helped develop and refine the processes of the Planning and Assessment Cycle. The cycle and its processes are described in greater detail in the report, along with evidence of implementation and improvements as a result of completing the full cycle of processes.

Report Overview
The report begins with an overview of Southwestern processes. The report provides evidence of progress in measuring institutional effectiveness and the completion of the goal setting, assessment, resource allocation, and implementation and evaluation elements of the Planning and Assessment Cycle. The report further documents recent changes in college leadership, institutional organization, resource allocation, and strategic planning based on evidence collected and analyzed through the Institutional Effectiveness Model.

Finally, the report goes back and documents each element of the Southwestern Planning and Assessment Cycle, listing progress and accomplishments in the processes' development since 2002; further illustrating the completion of the current cycle, as well as providing indicators for future directions in the college's continual improvement process.

The exhibits at the end of the report are grouped by:
  A. Evidence of Progress
  B. Referenced Forms
  C. Supporting Documents

Each exhibit is therefore given a letter and number for ease of locating and reviewing. For example, *Exhibit A.4: Measures of Institutional Effectiveness* refers to the fourth exhibit in the "Evidence of Progress" grouping of exhibits. These exhibits are referenced within the text of the report as in the example above, providing both the letter and number of the exhibit, and the exhibit's title.

Planning and assessing institutional effectiveness is a continually improving cyclical process at Southwestern. The success documented in this report illustrates the pathway Southwestern has embarked upon for, and continues to make progress towards, a more effective institution of higher education. As strategic plans, assessments, resource allocations, and evaluations continue to be addressed systematically on individual, departmental, programmatic, divisional, and institutional levels at Southwestern, the more effective the college becomes as an institution.

Progress Report on General Recommendation 1.C

Recommendation 1.C

1.C. "That the institution and programs demonstrate the use of these data to judge achievement of goals, guide resource allocation, and where necessary to effect modifications (1.B.4, 1.B.5, 1.B.6, 1.B.7, 1.B.8, 1.B.9)."

Overview

Since the 2002 Commission accreditation visit, Southwestern has increased its activity and commitment to a more formal, rigorous, and comprehensive Institutional Effectiveness Model (Exhibit A.1: Institutional Effectiveness Model). This model is a direct result of progressive improvements to the college's efforts to measure and improve institutional effectiveness.

The college initially developed a Planning and Assessment Cycle to measure institutional effectiveness in 2002-2003. As mentioned in the introduction, the cycle contains four processes:
1. Goal Setting
2. Assessment
3. Resource Allocation
4. Implementation and Evaluation

At first, Southwestern implemented systemic qualitative assessment across all instructional and administrative units of the college beginning in the 2003-04 academic year. This allowed the college to establish baseline data for 100% of the instructional and administrative departments. In spring 2004, at the time of the last Commission visit, the cycle had not been completely implemented.

Completion of the Planning and Assessment Cycle was evidenced on campus by the use of data collected in the first cycle of assessments. The use of these data resulted in increased allocation of resources for measuring institutional effectiveness, and the implementation of changes for each of the cycle's four processes. A triennial cycle for assessment of instructional programs, and a biennial cycle for administrative and student support services were implemented. Quantitative assessments were also developed to enhance the breadth and depth of data collected.

At the end of the current 2005-06 academic year, Southwestern will complete the second year of its first three-year cycle for instruction, and the first year of the administrative and support services' biennial cycles. Full completion of these second sets of cycles will occur, as scheduled, by the conclusion of the 2006-07 academic year.

As the college embraces more of the planning and assessment processes, a model for institutional effectiveness has been emerging. New leadership at the college in 2005-06 has also been contributing to the evolution of the college's efforts in measuring institutional effectiveness. President Hansen and Vice President Schoonmaker are helping infuse campus energy, diversify planning and assessment responsibilities, initiate collaborative decision making, and combine their expertise with those already on campus to create the Institutional Effectiveness Model illustrated and explained in the report's introduction.

Laying a solid foundation for systemic planning and assessment takes time. While the first few years saw only modest advancements, momentum has been increasing exponentially. Progress

during the past year has been significant; the college's commitment to implementing and sustaining a more rigorous model of continual improvement is substantiated by the following developments:

1. Membership in the nationally recognized Continuous Quality Improvement Network (CQIN).
2. Reorganization by new presidential and vice president of instruction and student services leadership included new staff positions supporting assessment and effectiveness measures. These positions are:
   a. Instructional researcher with explicit institutional assessment duties, and
   b. Assistant to the vice president of instruction and student services with specific accreditation duties.
3. Continuation of annual program and services review, and establishment of additional and modified institutional effectiveness measures.
4. Sustaining biennial Community College Survey of Student Engagement (CCSSE) assessment.
5. Identification of five college-wide academic program core competencies. Connection of these core competencies with course learning outcomes, and implementation of these learning outcomes and core competencies at the class, course and program levels has been initiated.
6. Fiscal and programmatic support of the retention task force (formed in 2004) with college-wide impact on advising, retention, and student engagement.
7. Completion of a strategic planning process that is incorporated in the Institutional Effectiveness Model. The newly designed Institutional Effectiveness Model provides Southwestern with a framework to set goals, assess measures, allocate resources, utilize analyses of quantitative and qualitative data, and implement and evaluate each strategic thrust with processes designed to improve the institution and its programs and services.

Ongoing efforts over the past several years have resulted in systematically replacing the less formal continual improvement process of the past. Comprehensive changes to all four of the Planning and Assessment Cycle's processes are now in place, ensuring a complete cycle of institutional effectiveness. With the cycle implemented, a great deal of evidence has been amassed over time indicating solid progress towards improving institutional effectiveness at Southwestern. Additionally, evidence has begun to indicate the model strengthening, becoming more ingrained in the college culture.

Evidence of Progress and Completion of Cycle

Southwestern has focused a great deal of attention and effort since the Commission's 2004 focused interim visit on addressing institutional effectiveness at the college, with special emphasis given to the three areas identified by the Commission:
1. measuring progress toward goals
2. allocating resources
3. making changes to improve the institution and its programs

These efforts have been building upon the foundations laid previously in the design and implementation of the Institutional Effectiveness Model, including the Planning and Assessment Cycle and its processes. These processes are described in detail later in the report.

Measuring Effective Progress towards Goals
Following the accreditation visit in April 2002, the college developed the process and templates for a comprehensive institutional assessment program. Part of that process was the development of *Continual Improvement Proposal* (CIP) forms (Exhibit B.1: Continual Improvement Proposal (CIP) Forms). This tool is designed to help faculty and staff reflect on the needs of the program or unit and to propose improvements to positively impact institutional effectiveness. The use of this form is widespread on campus. The CIP form is intended for use in instruction, student services, and administrative services. The form covers proposed improvements ranging from the purchase of a piece of equipment to the adoption of a new program of study. Use of the CIP ensures that the initiator of the form has considered how the change assists Southwestern's progress towards one or more of the college's strategic thrusts (Accreditation Standard 1.B.5 - *The institution integrates its evaluation and planning processes to identify institutional priorities for improvement.*).

In the instructional area, curriculum development and revisions are dynamic. Changes to academic programs are initiated by individual faculty, academic departments, certificate and degree programs, instructional divisions, or college-wide. This process is standardized using the CIP, which documents the objectives for improvement. Once the CIP is completed, it is reviewed by the instructional director who adds a recommendation and then forwards the CIP to the college's Instructional Council for consideration and approval. The use of the CIP is designed to ensure that key conversations with stakeholders occur in a timely manner. Completing the CIP helps ensure that the proposed changes relate to the units identified goals and objectives from the Planning and Assessment Cycle, and that faculty have considered a number of factors regarding changes to their programs, including:
- impact on students
- impact on other instructional departments
- additional funding needs
- equipment and staffing resources

The use of the CIP has raised the level of awareness on campus that continual improvement occurs through each decision made, not just during annual reviews of goals or during a scheduled rotation program review. While more in-depth assessments are important tools in measuring progress towards goals, the CIP has facilitated the shift in campus culture towards ongoing assessment of institutional effectiveness. In Exhibit A.2: Compilation of Continual Improvement Proposal (CIP) Forms: 2003-2006, several examples are provided. These examples illustrate how the forms are used in the decision-making and assessment processes of the college to implement unit goals, as well as to share the variation that exists between CIP versions depending on the proposed improvement. The CIP is used for 100% of instructional

program changes and is also linked to budgetary processes (Exhibit C.2: Budget Planning Calendar).

For more in-depth assessments of institutional effectiveness, an *Assessment Summary and Action Plan* (ASAP) is completed every other year for administrative units and every third year for instructional programs (Exhibit B.2: Assessment Summary and Action Plan (ASAP) Forms.) The ASAP is an internal document developed to track accountability. It is completed by appropriate faculty, staff or administrators with input from campus and community constituencies (e.g., students, businesses, industries, non-profits, and governmental organizations). The ASAP requires a narrative analysis and summary of both qualitative and quantitative data collected through select assessment instruments.

Based on that analysis, the assessor proposes measurable objectives and appropriate actions to achieve those objectives for the next assessment cycle. The objectives must be mapped to the college's vision, mission, values, strategic thrusts, and/or annual goals and objectives (which are established by the Board of Education, faculty, staff and administration at planning retreats each fall). For administrative ASAPs, plans are reviewed by the direct supervisor and approved by the appropriate vice president in charge of the administrative area in question. For instructional ASAPs, plans are reviewed by the instructional director, who forwards it to the Instructional Council for approval before being considered and approved by the vice president of instruction and student services. Examples of ASAP forms from a variety of units can be found in Exhibit A.3: Compilation of Assessment Summary and Action Plan (ASAP) Forms.

Both the CIP and ASAP forms used at Southwestern are now the cornerstones of an extensive assessment process to measure effective progress towards strategic thrusts and annual goals at a micro-assessment, or programmatic and department, level. At a macro-assessment, or campus, level data are compiled and analyzed through measures of institutional effectiveness that Southwestern has developed over time. A complete list of these measures can be found in Exhibit A.4: Measures of Institutional Effectiveness.

As mentioned in the report's introduction, many of these institutional measures have remained constant for years, providing Southwestern with important longitudinal data. These data are used to identify trends in the college's effectiveness. Positive trends help the institution determine what efforts are working, while negative trends uncover emerging problems. Not only does this information provide valuable feedback to the goal-setting processes in the Planning and Assessment Cycle, these data can be used for immediate reallocation of resources in order that the college remains responsive to maintaining and improving institutional effectiveness.

Baseline quantitative and qualitative measurements were assessed for 100% of the instructional programs, and qualitative assessments were completed for 100% of the administrative units in 2003-2004. Since then, a schedule has been developed for the triennial instructional programs cycle as well as a biennial administrative cycle to ensure adequate assessment continues across all units on a regular basis (Exhibit A.5: and A.6: Instructional and Administrative Assessment Schedules). The integration of quantitative and qualitative assessments into the college's goal-setting and resource allocation processes enables Southwestern to measure progress toward goals, effectively allocate resources and make changes to improve the institution (Exhibit A.7: Planning and Assessment Matrices).

One of Southwestern's measures of institutional effectiveness is the transfer of students to other colleges/universities within 150% of the student's start date, or 3 years, to further their education. This measure defines a primary mission of the college – an education begun at

Southwestern leads a student to additional education towards the completion of degrees more advanced than the certificates and Associate Degrees offered by the college. Collecting this data longitudinally has shown Southwestern that more students are transferring now than in the past (Exhibit A.8: Transfer of Students). The last data available is for students who first enrolled in 2002-03 and transferred by 2006:

	2001-2002	2002-2003	Percent Change
Transferring to college/university	54.24%	69.29%	+15.05%

Additional measures of college-wide progress are routinely conducted. For example, the college is a member of a statewide consortium that administers the ACT Student Opinion Survey biennially. Data collected is used in assessing and evaluating student satisfaction with services on campus and in compiling focus areas for ongoing strategies for institutional improvement. Results are also tracked over time and incorporated into college qualitative assessments.

In spring 2004 – and in spring 2006 – Southwestern participated in the CCSSE through the League for Innovation in the Community College. The 2004 Institutional report established baseline measures which the college used as benchmarks to subsequently measure whether institutional effectiveness improves in five areas assessed by CCSSE:
1. active and collaborative learning
2. student effort
3. academic challenge
4. student-faculty interaction
5. support for learners

The report measured students' engagement (as defined by CCSSE, the amount of time and energy that students invest in meaningful educational practices) in these five areas and compared the results with the 2004 CCSSE responses from 152 institutions across the nation. Based on research these institutional practices and student behaviors are indicators of positive student engagement. Using this data, Southwestern was able to prompt discussions and focus attention on programs, procedures and practices where CCSSE results indicated a need for improvement and to support college efforts to improve student learning and retention.

The CCSSE results for 2006 are not yet available; however, Southwestern will compare the data from the 2006 report with the baseline data from 2004 to assess the college's progress towards these five benchmarks. Additionally, the college plans to incorporate the 2006 results into the strategic planning process as Southwestern did after receiving the 2004 results.

To add additional support for faculty and staff, Southwestern developed a faculty and staff resource page on the internet allowing 24-hour access to needed documents and forms whether on or off-campus (Exhibit A.9: Faculty Resource Page). To support new employees, the New Employee Orientation program was enhanced fall 2005 and included additional support during the winter 2006 in-service. The in-service committee (with membership from faculty, classified staff and administration) also develop programs for current staff to receive ongoing training (Exhibit A.10: In-Service Program Fall, and A.11: In-Service Program Winter).

Based upon the institutional effectiveness measures as well as the summary assessment plans (ASAP) submitted through the Planning and Assessment Cycle, Southwestern has diligently and intentionally made changes for improvement. Moreover, the ability to implement the changes through proposing continual improvements utilizing the CIP forms, allows the institution to

proactively adapt to the evolving educational needs of the students, community and staff. This level of strategic planning and assessment helps ensure effective allocation of resources.

Effective Allocation of Resources

During the 2005-2006 academic year, a new budgeting process was implemented that more fully integrated the resource allocation process into the Planning and Assessment Cycle of institutional effectiveness. While input from the campus was solicited in the past, the budgeting process used this year made two significant changes: CIP forms were required for each requested increase in budget line items; and more campus-wide participation was built into the process of proposing budget changes. This participation included two feedback loops to the campus community and increased campus involvement in "gap analysis meetings" which were held to reduce the proposed budget expenditures to match projected revenues.

Throughout the new process, questions of how resources are allocated were measured against Southwestern's mission and goals for improving institutional effectiveness. As a result, the 2006-07 proposed budget is aligned with the campus' mission statements, as well as the cycle of planning and assessment. With the imminent adoption of a strategic plan, which includes the six strategic thrusts outlined in the introduction, it is the college's intention to improve the resource allocation process next year by incorporating more elements of the Institutional Effectiveness Model. (Accreditation Standard 1.B.4 - *The institution uses the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services, and activities).*

With these new resource allocation processes, the college makes intentional resource allocation decisions as a result of systemic planning and assessment. The college has also increased the ability to identify and prioritize immediate needs due to revised processes and availability of new data. For example, components identified in the CCSSE report resulted in redefining how funding was prioritized and dispersed by Southwestern's Staff Development Committee. This committee adopted three components from the CCSSE report as the criteria for funding faculty professional development requests:
1. active collaboration
2. student and faculty interaction
3. support for learners

Tying funding for professional development requests from faculty to the CCSSE results helps remind faculty of the connections between training and life-long learning for employees, resource allocation based on established college priorities, continual improvement based on assessment, and overall institutional effectiveness.

Another outcome from the 2004 CCSSE results was the formation of a cross-functional, college-wide Retention Task Force. President Kridelbaugh allocated resources for this task force based on needs identified through the survey results. The task force's first project was to recommend establishing core competencies for all Southwestern degree graduates. The task force developed five core competencies, which were shared with both Instructional Council and Faculty Senate. As a result of these collaborative efforts, the five core competencies were adopted by the Faculty Senate in January 2005 and became effective fall 2005 (Exhibit A.17: Five Core Competencies). The five core competencies are:
1. communication
2. computation
3. creative, critical and analytical thinking
4. community/global consciousness and responsibility
5. discipline content

These core competencies, modified from League for Innovation in the Community College research, were included in course syllabi starting fall 2005 and are being updated on course outlines as they are examined as part of the college's three-year program review rotation.

Based on this foundation of core competencies, the vice president of instruction and student services has developed a plan for establishing learning outcomes for all courses taught at Southwestern. Faculty will continue to work collaboratively to include individual course learning outcomes to syllabi and course outlines in addition to the overall core competencies for degree graduates. The goals of the vice president's plan will be achieved when faculty assess student learning in each class and are able to connect those learning outcome assessments with students' progress in mastering Southwestern's established core competencies.

Faculty buy-in to using various classroom assessment techniques is underway. Training on multiple classroom assessments is being planned for 2006-07 in-services. Examples of potential techniques faculty may adopt in their courses include the assessing of:

- Prior Knowledge and Recall – Muddiest Point Linked to Bloom's Taxonomy
- Problem Solving – Protocols and Problem Recognition
- Application and Performance – Human Tableau
- Synthesis and Creative Thinking – Concept Mapping
- Learner Self-awareness – Goal Ranking and Matching
- Attitudinal and Value Awareness – Human Continuum
- Learner Reactions to Teachers and Authority – Chain Notes
- Course Construction and its Impact on Learning – Start, Stop, Continue
- Analysis and Critical Thinking – Pro and Con Grid
- Learning and Study Skills – Process Analysis

These assessment ideas are based on Angelo, T.A., and Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.

The college recently flattened its administrative structure to better provide services to faculty, students, staff, and the community. This reorganization was both a representation of new college leadership's views on effective resource allocation, and an intentional response to assessment and evaluative data collected on institutional effectiveness.

The major elements of the changes to the organizational structure included combining student support services under one vice president, and eliminating an entire layer of academic administration. This resulted in a new structure in which positions report to a single supervisor rather than to multiple supervisors in the former structure. Also, the change increased the connectivity between the front line staff and faculty with the campus leadership from the vice presidents and president. The reorganization is further discussed in the section below on changes for improvement of programs and institutional effectiveness.

Furthermore, the restructuring created several new positions on campus. Two of these positions help support the college's efforts in assessing and improving institutional effectiveness. They are the instructional researcher and the assistant to the vice president of instruction and student services. Each position has a unique focus on the college's institutional effectiveness efforts.

The instructional researcher's role is to coordinate the campus-wide assessment process by developing a current, accurate, and straight-forward method of data collection; record keeping; and to help in the dissemination of data. While access to raw data was available in the past, the critical tasks of data analysis and synthesis were lacking. The instructional researcher is responsible for identifying the sources of institutional data needed to complete the college's

reporting obligations as well as ensuring the quality and validity of data used to assess programs and services. For example, the proper identification of data sources ensures consistent linking of faculty development, course assessment and program review with the types of data that are generated and maintained by the instructional researcher. These connections are critical for effective resource allocation. The new instructional researcher is already helping Southwestern make great strides in compiling, consolidating, integrating, analyzing and communicating data collected on institutional effectiveness. (Accreditation Standard 1.B.7 – *The institution's research is integrated with and supportive of institutional evaluation and planning.*)

The assistant to the vice president's responsibilities involve accreditation; liaison work with local, state, and regional partnerships; and new program development. These duties contribute to the college's effectiveness in meeting standards of excellence, and remaining current in the rapidly changing educational, political, and societal environment of the 21st century.

Both of these positions are fully funded through the college's general fund, illustrating the college's commitment to the function of assessment, research, data collection and dissemination regarding institutional effectiveness. These positions are a direct result of assessing resource allocations and redistributing them to be more effective. (Accreditation Standard 1.B.6 – *The institution provides the necessary resources for effective evaluation and planning processes.*)

Planning for more effective allocation of resources in the future is underway. Next year the college will modify the Master Facility Plan as part of the planning and assessment process. In cooperation with, and collaboration between, the college Board of Education and the Southwestern Foundation Board, resources will be allocated to assess effective use of the campus' facilities, as well as planning for how new facilities can be effectively integrated into the overall campus' master facilities, and strategic, plans. These efforts will further improve the college's ability to measure institutional effectiveness and allocate resources to maximize benefits to the students, faculty, staff, and community Southwestern serves.

Changes for Improvement of Programs and Institutional Effectiveness
A direct outcome of the Planning and Assessment Cycle is demonstrated by the reorganization of college leadership in February 2006. Southwestern effectively reorganized key leadership positions to meet institutional demands as the college grows from a small to a medium-sized institution as identified by the Board of Education, the president and deans during the Board of Education Retreat in October 2005 (Exhibit C.3: Organizational Chart).

Major components of the reorganization include:
- All of instruction and most of student services came together under one vice president. Centralizing instruction and student services leadership addresses institutional effectiveness assessment data indicating a lack of direction and inefficient use of resources by scattering student services amongst three deans, and deals with data indicating a disconnect between faculty and the dean of instruction caused by too many layers of administration. Creating one vice president position to lead both instruction and student services, was not enough; the new vice president subsequently reorganized, reassigned personnel to newly created duties, and redistributed instruction and student services functions. These changes resulted in a flattening of the organization, increasing collaboration between student services and instruction, and encouraging communication with faculty; all needs identified through the Planning and Assessment Cycle.
- Creation of dean of students and director of enrollment management positions in student services, reporting directly to the vice president. The personnel in these positions previously reported to the administrative services unit even though they

performed student services functions. Creating these two positions, and reallocating personnel resources, once again addresses data collected and analyzed through the Planning and Assessment Cycle indicating an inefficient use of resources.

- The addition of an assistant to the vice president of instruction and student services, and an instructional researcher, are a direct outcome of the Planning and Assessment Cycle. Both of these positions, described in the effective allocation of resources section, help diversify responsibility for addressing institutional effectiveness campus-wide.
- The college advancement area added a director of communication. This position was created in response to assessments indicating that institutional effectiveness could be improved through internal and external communication efforts.
- The Southwestern Oregon Community College Foundation utilized assessment data to allocate funds for a director of major gifts. Hiring is currently underway.

The college's retention task force provides effective and measurable changes as part of the institutional effectiveness initiatives at Southwestern. As mentioned in the previous section on effectively allocating resources, one of the first tasks of this group was the establishment of core competencies for Southwestern degree graduates. A second undertaking was the advancement of advising with both faculty and students as a means to increase student retention and success. Toward that end the task force purchased for each faculty member a copy of Parker Palmer's book, *The Courage to Teach,* for all faculty to begin a dialog amongst the faculty on effective teaching, advising, and relating with students to engage them in their own learning process. The book was distributed at fall 2005 in-service where faculty were asked to read it in preparation for a workshop session during winter 2006 in-service. The book became a focal point of professional discussion during fall 2005. Faculty and staff enthusiastically – and passionately – discussed how to bring the insights from the book into their classrooms. The workshop became one of the highest attended and highest rated in-service programs ever held at Southwestern.

As a result of these intentional initiatives, student success and retention data indicate improvements in the experiences obtained by students attending Southwestern (Exhibit A.12: Retention Task Force Initiatives and Exhibit A.13: Student Retention Year 1 to Year 2.) Gaining momentum from this initial effort, the retention task force went through the Planning and Assessment Cycle a second time. This past year the emphasis has been on defining and assessing effective advisement on campus. Special campus-wide advising sessions were held during fall, winter, and spring terms for advisors and students, with funding from the task force for door prizes and refreshments to encourage attendance and participation. Also, meetings with faculty have occurred throughout the year, resulting in new language defining the advisor's role that is proposed for a vote of the general faculty in June 2006.

Southwestern is now a member of the Continuous Quality Improvement Network (CQIN), a network of organizations, institutions and companies committed to enhancing the quality of higher education through the sharing of best practices, training in quality processes and advocacy of results-oriented educational and management practices (Exhibit A.14: Continuous Quality Improvement Network (CQIN) General Information and more information at: www.cqin.org.) Active participation in this organization is led by President Hansen and the instructional researcher. Membership in this organization aids the institution through annual institutes designed to provide training in quality processes as well as developing strategies to enhance institutional learning. A diverse team will attend the 2006 Summer Institute entitled *"Breakthrough Learning – Creating Dramatic Improvements through Innovation".*

To further Southwestern's commitment to data collection, analysis, storage and retrieval, the newly appointed instructional researcher is also a member of the Association for Institutional

Research (AIR) and the Pacific Northwest Association for Institutional Research (PNAIRP). These organizations provide Southwestern staff with access to the latest resources (including valid and reliable assessment tools, data analysis software, and free and low-cost webinars explaining the most up-to-date information needed for institutional research) available to continue college efforts to appropriately assess and improve institutional effectiveness. (Accreditation Standard 1.B.8 – *The institution systematically reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness.*)

These repeatable and continually improved changes have been intentional efforts by the college to positively affect institutional effectiveness. The decisions made to implement these changes came as a direct result of completing the Planning and Assessment Cycle.

Completion of the Planning and Assessment Cycle
Southwestern has refocused energy and staff efforts across campus on completing the processes involved in the Planning and Assessment Cycle. Much of the recent activity around institutional effectiveness can be attributed to a change in campus leadership. While new leadership has produced very positive results on campus, it has also set in motion an evolutionary process in modeling institutional effectiveness. This resulted in the development of the Institutional Effectiveness Model which has been discussed throughout this report and described in detail in the report's introduction (Exhibit A.1: Institutional Effectiveness Model).

The recent development of the overarching Institutional Effectiveness Model incorporates the established Planning and Assessment Cycle demonstrating improvement of the processes. While changes have been initiated this year focusing on strategic planning (part of the college's goal setting processes), evidence of the cycle's completion remain in the annual assessment, budgeting, evaluation and community reporting processes.

Dr. Judith M.L. Hansen was hired in spring 2005 as Southwestern's fifth president. She began her presidency in July 2005 succeeding retiring President Stephen Kridelbaugh. The development of a collaboratively constructed strategic plan has been a primary focus of President Hansen's first year at Southwestern.

The strategic planning process began in the fall of 2005, with President Hansen facilitating 36 community visioning meetings to elicit and capture ideas for the college's strategic plan. Attendance and participation in these meetings included members of the communities within the district, students, faculty, and staff contributing to the data gathered through these forums. From these visioning meetings, a community commission was formed (Exhibit A.15: Community Commission Membership) to review and synthesize more than 60 single-spaced pages of community (both internal and external) comments about Southwestern's past, present and future. The commission's work resulted in the identification of major themes from which the college could develop thrusts for its strategic plan spanning the next five to ten years.

The commission's work became the foundation from which broad-based campus leadership drafted a strategic plan. The strategic planning process at the college level included redefining Southwestern's vision, mission, and values; while, at the same time, establishing strategic thrusts, and strategies to achieve these thrusts. Once adopted, the campus' strategic plan will be used in establishing college goals, objectives, and strategies. A draft of the strategic plan was completed in April, 2006 (Exhibit A.16: Strategic Plan: Draft April 2006).

A task force has recently been formed to finalize the strategic plan and review the college's current institutional effectiveness measures (Exhibit A.4: Measures of Institutional

Effectiveness). The development of the plan is expected to be completed by July 2006. The completion of the Planning and Assessment Cycle initially developed under President Kridelbaugh's leadership has evolved through President Hansen's collaborative leadership style and commitment to develop a strategic plan linking the community, students, faculty and staff.

Another example of completing the Planning and Assessment Cycle is evidenced by the Board of Education's recent analysis of board practices and the resulting commitment to fully implement a policy-based form of governance. This was the direct result of using tools designed to assess, allocate resources, implement changes, and evaluate progress. The Board's work, facilitated by the Board Chair and President Hansen, was the culmination of efforts over several years to work through the cycle in order to enhance institutional effectiveness. The improvements represented the completion of one cycle and the beginning of a new cycle of planning and assessment. Practically, as well as symbolically, the work of the Board of Education and new campus leadership was a transition towards the newly adopted focus on policy-based governance.

Additionally, the *Annual Report to the Community* is compiled each spring and published late summer/early fall. This year's report documents the completion of the cycle of planning and assessment by sharing the accomplishments of the past year as they relate to Southwestern's seven mission statements. The report also introduces the community to new elements of the more comprehensive Institutional Effectiveness Model now in use at the college. (Accreditation Standard 1.B.9 – *The institution uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public.*)

Completion of the Planning and Assessment Cycle has allowed the college to assess its effectiveness and enabled the cycle to evolve over time. The cycle is continually enhanced to meet changing instructional and administrative needs. One result of completing the cycle for administrative services has been the decision to place the administrative units on a rotating biennial cycle; this decision was supported by evidence collected during an evaluation of the process clearly indicating annual submissions were not warranted (Exhibit A.6: Administrative Assessment Schedules). Forms have likewise been examined, assessed and modified to ensure administrative considerations, which differ from instructional issues, are addressed.

Completion of the cycle within instruction has provided useful data to make refinements in this arena as well. Findings indicated that a three-year cycle for instructional programs was less responsive than desired to changing student needs, workforce fluctuations, and emerging economic demands. The college determined a more sensitive, data-driven mechanism was needed to trigger program review outside of the established triennial rotation. Work is nearly complete on a set of thresholds for instructional programs that will allow for quarterly reviews of programs to alert the college to emerging areas of concern. Instructional programs that do not meet an established set of threshold measures will undergo an immediate assessment to determine whether the program requires a Level Two, or heightened, review of its effectiveness. Outmoded curriculum and programs are thus revealed through objective measures every three months, rather than through anecdotal hunches every three years.
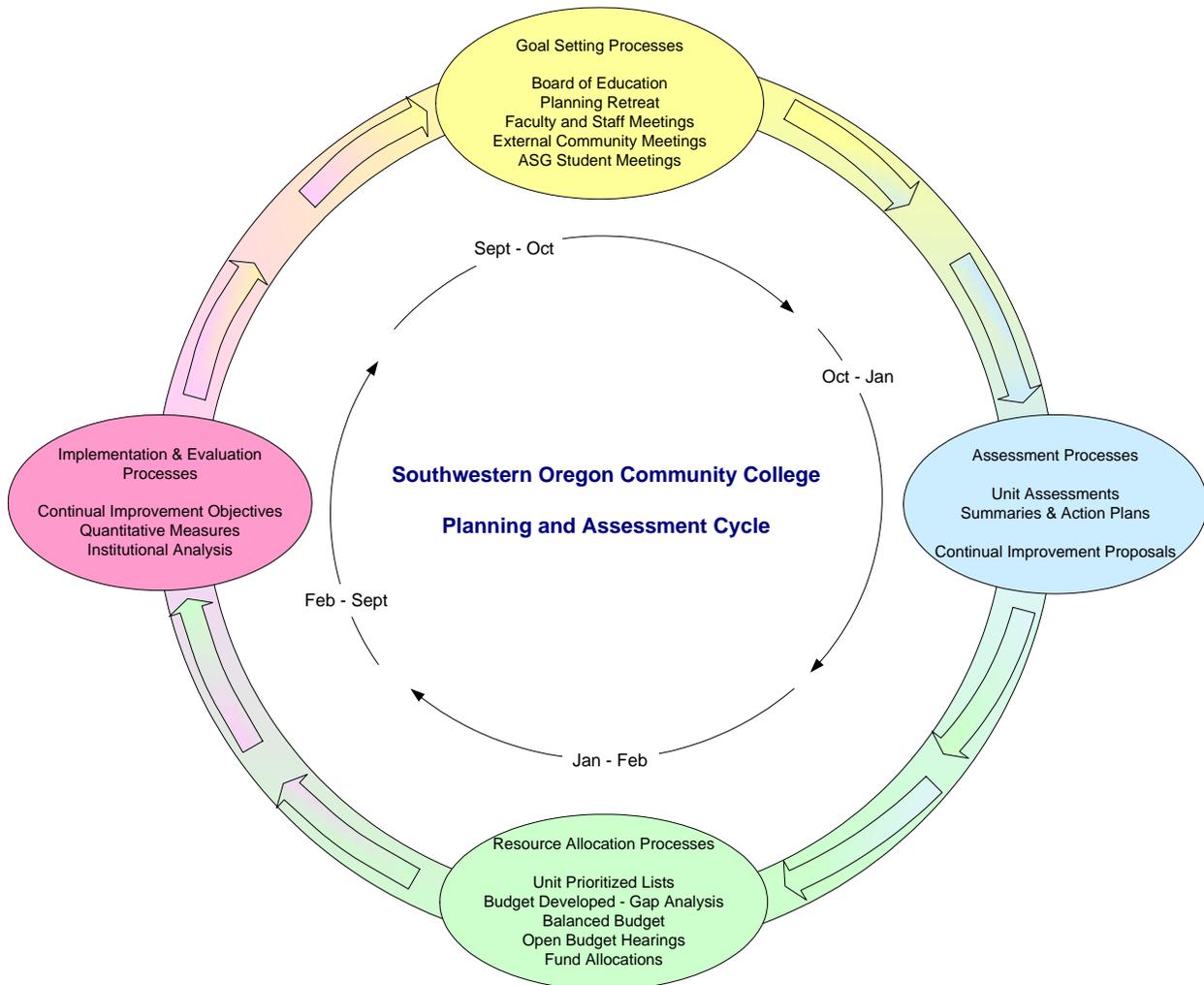
The Planning and Assessment Cycle has become embedded in daily strategic work on campus; it is also undergoing its own continual improvement. The assessment templates that have been developed are being updated and improved as users recommend changes and adoption progresses. For example, in the original design, qualitative templates were used for the discipline as well as each degree and certificate. This was judged as redundant once reviewed; therefore, the instructional unit may now select to use the degree/certificate specific forms or

just use the discipline qualitative templates addressing the degree/certificate information in the single form. Each degree and certificate has a quantitative assessment.

Under the leadership of President Hansen and Vice President Schoonmaker, the college is clearly on a path of institutionalizing the process of continual improvement as evidenced by the Institutional Effectiveness Model. This model is rooted in the Planning and Assessment Cycle which incorporates the goal setting, assessment, budget resource allocation, and implementation and evaluation processes into a fluid continuous cycle.

Planning and Assessment Cycle

The design of this process began in the 2002-2003 academic year with a College Assessment Committee consisting of college-wide membership that was charged with general oversight and leadership of the process. The comprehensive Planning and Assessment Cycle reported on in the April 12, 2004 *Accreditation Progress Report* is now in the second year of a triennial rotation for instructional programs and the first year of a biennial rotation for administrative units (Exhibit C.1: Planning and Assessment Cycle). This process links goal setting, assessment, resource allocation, and implementation and evaluation into a complete cycle and is integrated into the Institutional Effectiveness Model.

Goal Setting Processes

The college's goal setting processes (Exhibit C.4: Planning and Assessment Cycle – Goal Setting Processes) begin with the October Board of Education retreat; most recently held on October 21–23, 2005. It was the first retreat for the new president and vice president of instruction and student services. Members of the board and key administrators assess data on the current and anticipated changes that could impact the operations of the college. Board members and key administrators review the institutional mission and goals, as well as the strategic plan.

After the board retreat, the president's council (administrators, faculty, staff and students) and Faculty Senate participate in annual planning activities. Using the annual goals established by the board and within the context of appropriate internal and external environments, participants identify specific goals for the following academic year. Proposed activities to achieve these objectives are approved through the CIP process.

2002-2003
- Established committees and teams for continual improvement process
- Allocated funding for lead assessment position
- Developed the process and incorporate process into college culture
- Developed the Instructional Unit Assessment tool (qualitative assessment template) to be piloted by instruction
- 4 instructional units identified to complete assessment tool prototype
- Reviewed Measures of Institutional Effectiveness
- Developed Assessment Summary Action Plan (ASAP) Template
- Developed Continual Improvement Proposal(CIP) Template

2003-2004
- Planning and assessment first cycle completed
- Board of Education developed institutional objectives
- Master Facilities Plan identified for development
- CCSSE Engagement Survey instrument identified as institution-wide assessment tool
- Retention Task Force team established

2004-2005
- Established triennial assessment cycle for instructional programs
- Board of Education reviewed institutional objectives and goals
- Master Facilities Plan completed
- All-staff planning retreat held in early Fall

2005-2006
- Current Strategic Plan development
- Annual Board Retreat – policy-based governance
- Community Visioning Meetings – internal and external input into the planning process
- Established biennial assessment cycle for administrative units

Assessment Processes

The assessment processes (Exhibit C.5: Planning and Assessment Cycle – Assessment Processes) integrates both quantitative (annually) and qualitative (biennially or triennially) assessments in the Planning and Assessment Cycle. Input is gathered from the college mission, institutional goals, and the annual strategic planning process. These assessments are summarized in the ASAP forms and utilized during the college's annual resource allocation budgeting process to help identify college expenditures consistent with the college's mission. These assessments help the college measure continual improvement and positive change.
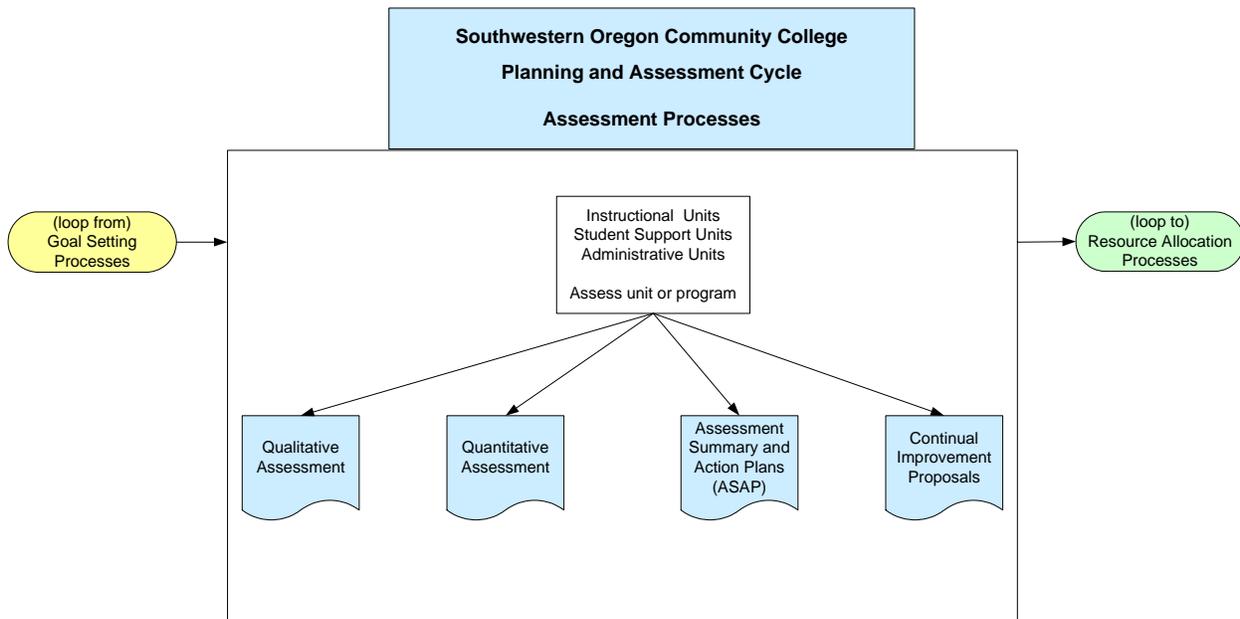
2002-2003
- 4 instructional units completed qualitative assessment and ASAP form
- Template for quantitative assessment development underway
- Template for qualitative assessment for degrees reviewed by Academic Affairs Faculty Senate Committee
- Administrative qualitative assessment template completed

2003-2004
- All units completed qualitative assessments – first Planning and Assessment Cycle
- All instructional units completed ASAP forms
- All units utilizing CIPs
- Created surveys to assess services
- Administered the CCSSE Student Engagement Survey
- Administered the ACT Survey

2004-2005
- All qualitative and quantitative assessments completed along with ASAP forms
- All units utilizing CIPs for changes and funding requests
- Retention Committee established initiatives
- Templates revised for qualitative and quantitative assessments
- Templates revised for CIPs
- Professional development for staff on assessment

2005-2006
- All instructional and administrative qualitative and quantitative assessments completed or in-progress
- All instructional and administrative ASAP forms completed or in-progress
- CIPs received for all resource and improvement requests
- CIPs revised in preparation for electronic format

Resource Allocation Processes

The college budget is developed collaboratively, based on needs identified in the assessment processes and institutional analysis, and through CIP forms. The process Southwestern uses was described in detail in the effectively allocating resources section. Demand for resources always surpasses the supply of revenues; therefore priorities must be constantly assessed during the budget planning process as well as during the fiscal year.

After budgets are planned and balanced, reviewed publicly and approved by the Board of Education, they remain planning documents. Once the fiscal year is underway, college leaders must continually identify resources available from many sources that may be appropriate for funding any identified activity that was prioritized during the budgeting phase of the resource allocation process, or any emerging need identified on a CIP (Exhibit C.6: Planning and Assessment Cycle – Resource Allocation Processes). Resources may include, but are not limited to: staff development committee funds, faculty mini-grants, general fund cost accounts, foundation resources, existing and new grants, and enterprise funds.
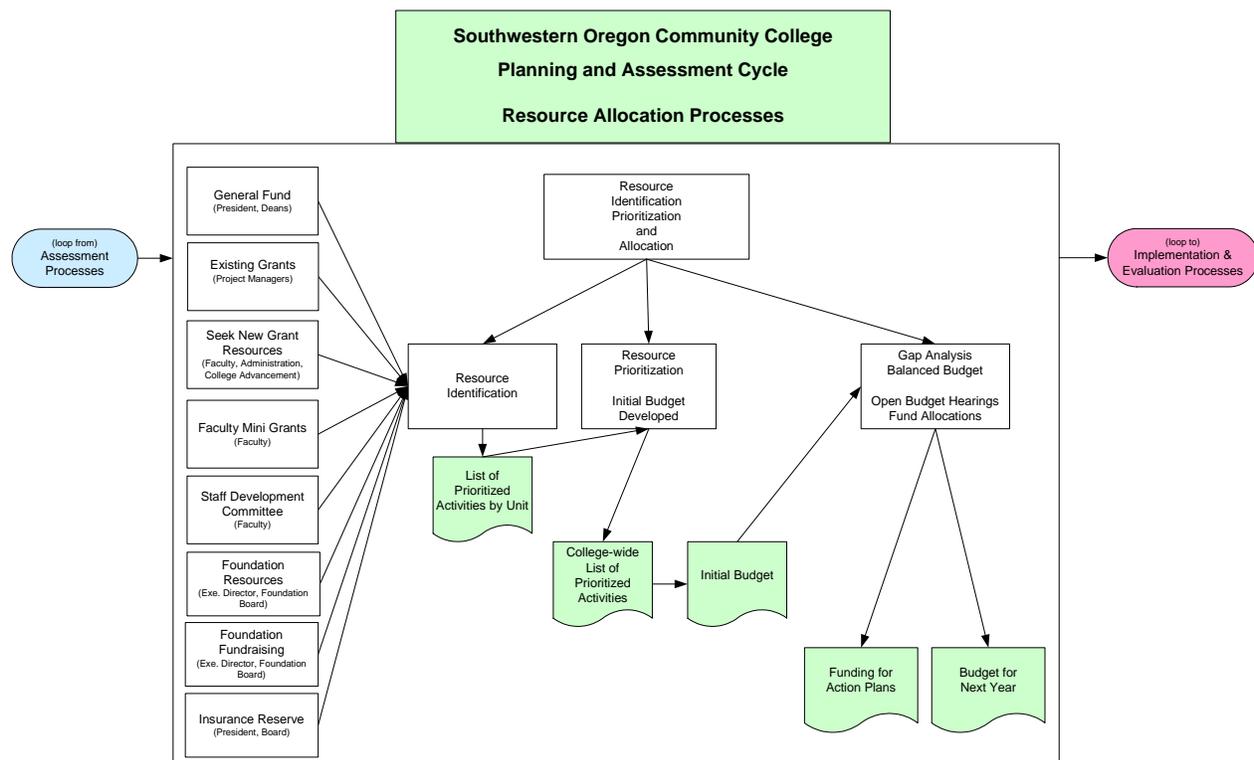
2002-2003
- Allocated funds for assessment position (1/2 time instructional and ½ time administrative)
- Process developed for the 2003-2004 cycle

2003-2004
- Funds allocated for CCSSE Survey Instrument
- Funds allocated for the Retention Task Force
- Funds allocated for in-service training
- Funds allocated utilizing the CIPs and the prioritization process
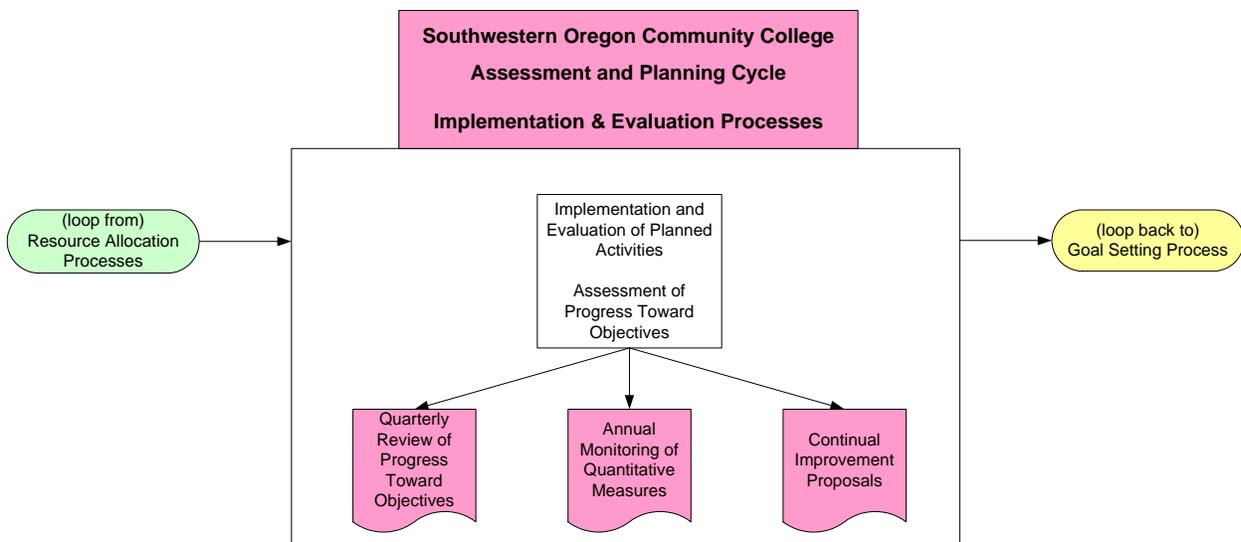
2004-2005
- Funds allocated for professional development workshops for assessment staff
- Instructional units allocated funds based on CIP submission and the approved prioritized list
- Recreation Center project final funding approved
- OCCI project final funding approved

2005-2006
- New process implemented for prioritization of resource requests
- New process implemented for budget planning, gap analysis and finalizing budget
- Funds allocated for assistant to the vice president of instruction and student services and the instructional researcher positions
- Funds allocated for a director of college relations and major gifts positions

Implementation and Evaluation Processes

Once resources are allocated, the implementation process begins (Exhibit C.7: Planning and Assessment Cycle – Implementation & Evaluation Processes). Implementation might include piloting new support services, purchasing new equipment, starting a new degree program or changing existing curriculum, and/or hiring additional staffing or faculty. Objectives are reviewed quarterly and quantitative data are compiled annually to assist with measuring progress. CIPs are utilized to modify or revise programs and curricula and to record changes.

Southwestern Oregon Community College

Assessment and Planning Cycle

Implementation & Evaluation Processes

(loop from) Resource Allocation Processes

Implementation and Evaluation of Planned Activities

Assessment of Progress Toward Objectives

(loop back to) Goal Setting Process

Quarterly Review of Progress Toward Objectives

Annual Monitoring of Quantitative Measures

Continual Improvement Proposals

2002-2003
- Prototypes completed and undergo review in next cycle
- College-wide committee reviews current process for changes in next cycle

2003-2004
- Site Visit conducted by Dr. Jill Wakefield
- Reviewed process with faculty and small groups for future change
- Implemented training for all units

2004-2005
- CCSSE results reviewed and changes implemented based on feedback
- ACT Survey results reviewed and changes implemented based on areas identified for improvement
- Triennial rotation cycle established for instructional units
- Biennial rotation cycle established for administrative units

2005-2006
- CCSSE Survey administered Spring 2006
- ACT Survey administered Spring 2006
- Visioning meetings and development of strategic plan
- Health, Science and Technology Task Force established to perform needs analysis for a new facility

Each set of processes leads to the next in the cycle. Once implementation and evaluation processes are complete, the rotation cycles back to goal setting. However, all of these efforts are also inter-connected. Data and/or information gathered from any of the four processes in the cycle can impact another. For example, a change in resource allocation data (e.g., less state funding) will likely affect goal setting and assessment processes, and not just implementation and evaluation.

Institutional Effectiveness Model
Future Directions

While this report has documented improvements Southwestern has made in completing the Planning and Assessment Cycle, and implementing a more comprehensive Institutional Effectiveness Model, more can be done. Improvements that ensue in the coming years will be incorporated into existing efforts rather than changing from one system of planning and assessment to another. The ultimate goal at Southwestern remains for the Planning and Assessment Cycle, and its processes, to be an integral part and an overarching theme in the daily activities on the Southwestern campus.

The next iteration planned for ASAP forms will involve integrating the administrative and instructional objectives into the personnel evaluation process. For the administrative units, objectives would be incorporated into the annual personnel evaluations of the appropriate administrators. Instructional objectives would be built into faculty evaluations during their regular three-year cycle. This will help faculty and staff make the connections between an assessment of institutional effectiveness through programmatic objectives and an individual's personnel measure of effectiveness.

As the processes of the Planning and Assessment Cycle affect change college-wide, the processes themselves are also undergoing their own improvement process. The following is a list of some initiatives and activities planned for the near future as part of the Planning and Assessment Cycle at Southwestern:

- In-service workshop sessions: Continue plans to offer in-service workshops on the Planning and Assessment Cycle processes for all college units to promote understanding, appreciation, and ownership in measuring institutional effectiveness.
- Website and digital handbook: Develop a Planning and Assessment Cycle internal website to help campus community understand the processes' purposes. Information on the website will include college vision, mission, and values; a glossary of campus institutional effectiveness terms and tools; frequently asked questions (FAQs); links to forms and assessments, with completed samples; and other related resources. This would be a resource for all personnel, used in new employee orientation as well.
- Faculty resources: Increase faculty knowledge of assessment methods/techniques and increase assessment resources available to them.
- Computerized information system: Continue efforts to convert forms to electronic versions to digitally collect data, generate reports, and provide workflow information. Development of the Southwestern Community Dashboard is a major component of these efforts.
- Benchmarking quantitative data: Continue review and refinement of quantitative data needs for assessment of instructional program and courses. Develop dynamic query system for instruction to retrieve data from college's management information system.
- Assessment of the cycle: Continuation of assessment activities for the Planning and Assessment Cycle to improve processes.
- Additional Resources: subscribe to CQIN for additional resources in this endeavor.

The implementation of the Institutional Effectiveness Model is dynamic. While elements have been part of our planning and assessment efforts for decades, new elements – such as the "Southwestern Community Dashboard" are concepts that will soon be realized. The accumulated data offers ample evidence that progress at Southwestern has occurred in measuring institutional effectiveness from a comprehensive, and comprehensible, set of processes. Still, the

future holds the promise of more innovations in the model to better synthesize as well as synchronize the current components of institutional effectiveness.

Summary

In the fall of 2002, the process to continually improve as an institution began with an Institutional Effectiveness Committee, one full-time faculty as leader of the instructional component and overall process design, one administrator to lead the administrative unit component, and a cross representational faculty-administration assessment committee. In this academic year, 2005-2006, Southwestern has devoted more personnel to the development and completion of the process with the additions of an instructional researcher position with explicit institutional assessment duties, an assistant to the vice president of instruction and student services position with explicit accreditation duties, and a more authoritative college-wide Institutional Effectiveness Committee. The processes remain fluid as the college continues to integrate the model into the permanent culture of the institution. While the process has not been without resistance, it has evolved with the use of forms and requirements becoming standard operating procedure.

In 2004-2005, Southwestern began to use the instructional unit assessment information to show resource needs for faculty and equipment and is getting closer to the full implementation of the process. The college completed its first cycle of the envisioned process with finalization of the 2005-2006 budget.

Over the last four years, the attitude toward, understanding of, and commitment to institutional effectiveness as a process for continual improvement has increased at the college. These positive developments have resulted from institutional in-service, ongoing campus conversations, policy and procedure implementation, and the arrival of new college leadership. Generally, College personnel recognize that the 'relaxed' processes of the past do not meet the needs and standards of the current national requirements for continual improvement. The new process has begun to be integrated into the language and practices of the college with compliance increasing with each activity. The process continues to evolve and undergo its own assessment and continual improvement. The administration is committed to escalating this effort and increasing the effectiveness of the process from setting priorities to allocating funds for the activities.

Each year the college has increased the comprehensiveness of the Planning and Assessment Cycle. For example, the instructional assessment process has systematically evolved in depth and complexity. The process began with a requirement to perform a qualitative assessment of the disciplines courses and programs (or course of study). During the 2004-2005 academic year, quantitative data and charts were added for courses, programs, and instructional disciplines. Southwestern is on a path of continual goal setting, planning, assessment, resource allocation, and evaluation. Southwestern is on a path of continual goal setting, planning, assessment, resource allocation, and evaluation. The processes established are dynamic and continue to evolve fully linking the Institutional Effectiveness Model.

While the Institutional Effectiveness Model is still in its infancy, Southwestern has made significant progress implementing the Planning and Assessment Cycle to determine strategic planning, goal setting, assessment, resource allocation, implementation, and evaluation. This is evidenced by many of the issues and examples addressed in this report, including the use of the CIP and ASAP forms, the ongoing discussions of planning and assessment occurring across campus in meetings, the increased ownership of assessment beyond a single position, the

introduction of core competencies to all course syllabi, the new leadership and organization on campus, the new resource allocation process, and the new strategic plan for the college.

It can be said now that the college's attitude has evolved to a point where continual improvement on campus is seen as a natural response. As the planning, assessments and processes become more formalized, the value of measuring institutional effectiveness will become increasingly internalized in the campus culture. Likewise, as the Planning and Assessment Cycle continues to be completed in subsequent rotations, the ability to analyze data longitudinally will prove increasingly useful and applicable in the college's institutional effectiveness improvement efforts.

The goal is for the processes Southwestern has developed through the Planning and Assessment Cycle (and imbedded into the Institutional Effectiveness Model) to become systemic, not negatively invasive. The college is looking forward to a depth of cultural change at Southwestern indicative of more individual input, ownership and aspirations to fulfill the college mission *to provide quality education that helps students achieve their goals*. This mission can only be accomplished well if the institution and all of its services, programs, curriculum, and resources are measurably effective.

Exhibits

A. Evidence of Progress
1. Institutional Effectiveness Model
2. Compilation of Continual Improvement Proposal (CIP) Forms: 2003-2006
3. Compilation of Assessment Summary and Action Plan (ASAP) Forms: 2003-2006
4. Measures of Institutional Effectiveness
5. Instructional Assessment Schedule
6. Administrative Assessment Schedule
7. Planning and Assessment Matrices
8. Transfer of Students
9. Faculty Resource Page
10. In-Service Program Fall
11. In-Service Program Winter
12. Retention Task Force Initiatives
13. Student Retention Year 1 to Year 2
14. Continuous Quality Improvement Network (CQIN) General Information
15. Community Commission Membership
16. Strategic Plan: Draft April 2006
17. Five Core Competencies

B. Referenced Forms
1. Continual Improvement Proposal (CIP) Forms – Templates
   a. CIP Administrative Unit Template
   b. CIP Instructional Credit Course Template
   c. CIP Instructional Equipment Materials Personnel Other Template
2. Assessment Summary & Action Plan (ASAP) Forms - Templates
   a. ASAP Administrative Unit Template
   b. ASAP Instructional Unit Template
3. Qualitative Assessment Forms - Templates
   a. Qualitative Assessment Administrative Unit Template
   b. Qualitative Assessment AAOT Template
   c. Qualitative Assessment Discipline with Rating Template
4. Quantitative Assessment Forms - Templates
   a. Quantitative Assessment Administrative Unit Template
   b. Quantitative Assessment AAOT Template
   c. Quantitative Assessment Discipline with Rating Template

C. Supporting Documents
1. Planning and Assessment Cycle
2. Budget Planning Calendar
3. Organizational Chart
4. Planning and Assessment Cycle – Goal Setting Processes
5. Planning and Assessment Cycle – Assessment Processes
6. Planning and Assessment Cycle – Resource Allocation Processes
7. Planning and Assessment Cycle – Implementation & Evaluation Processes
8. Annual Report to the Community: Draft 2006