



**Southwestern Oregon Community College**

**Year One Report  
Mission, Core Themes, and Expectations**

**Prepared by  
Accreditation Core Team (ACT)  
Robin Bunnell, Institutional Researcher  
Valerie Martinez, Vice President of Instruction  
Sharon Smith, Accreditation Liaison Officer**

**Submitted to  
The Northwest Commission on Colleges and Universities  
March 1, 2011**

**Submitted by  
Dr. Patty Scott, President**

## Contents

Introduction.....	2
Institutional Context .....	3
Preface .....	4
Recommendation 1: Focused Interim Report.....	5
Chapter One: Mission, Core Themes, and Expectations.....	6
Section I: Southwestern Oregon Community College Mission .....	6
Interpretation of Fulfillment of the Institution’s Mission .....	8
Articulation of an Acceptable Threshold or Extent of Mission Fulfillment .....	8
Section II: Core Themes .....	9
Core Theme 1: Access .....	10
Core Theme 2: Learning and Achievement .....	11
Core Theme 3: Innovation and Sustainability .....	13
Core Theme 4: Community Engagement .....	14
Conclusion .....	15
List of Appendices .....	16

## Introduction

Southwestern Oregon Community College is a comprehensive community college that serves as a center of learning, information, and culture for Coos, Curry, and Western Douglas counties. Southwestern Oregon Community College (Southwestern) was formed in May 1961. The original district included Coos and Western Douglas counties with services contracted to Curry County. In 1995, Curry County annexed themselves into the district, doubling and extending to the California border, Southwestern's primary service area. A full range of college services are now offered in Curry County. The Coos campus is located on Empire Lakes in Coos Bay, with Curry County outreach sites in Port Orford, Gold Beach and Brookings. All high schools in the district provide instructional space. The Coos campus facilities include 17 buildings that house classrooms along with administrative, staff, and faculty offices; the Newmark Center for Community Partnerships; apartment-style student housing; and the Oregon Coast Culinary Institute (OCCI); Family Center; and Recreation Center. Groundbreaking for the new Curry campus building occurred July 1, 2010.

The State Department of Community Colleges and Workforce Development (CCWD) has the legal authority for statewide coordination of the approval of community college courses and curricula as granted through Chapter 589, Division 6 of the Oregon Administrative Rules adopted by the State Board of Education under the authority of Chapter 341 of the Oregon Revised Statutes.

The seven member College Board is elected by residents of the College district. The Board sets governance policies to be administered by the President of the College. Through Board of Education policies, administrative functions, the College committee structure, and the organizational reporting structure, the faculty, staff, administrators, and students share in the operation of the College.

Southwestern is led by President Patty Scott and the Executive Team, which includes the Vice-Presidents of Administrative Services and Instruction/Chief Academic Officer; Executive Directors of Enrollment Management, Integrated Technology Services, and Human Resources; and the Athletic Director. This leadership is responsible for creating and sharing a common vision, supporting the goals of the College, and for ensuring a high degree of collaboration between the administrative, student, support staff, and instructional areas of the College (Appendix A: 2010-11 Organizational Chart).

The academic units of the College are organized into five instructional divisions—Transitional Education, Family Center, Small Business Development Center, Workforce Development/Community Education, Transfer and Career Technical Education (CTE)—led by associate deans and directors, with complete oversight by the Chief Academic Officer.

The administrative departments of Southwestern are organized into operational support units and enterprise units. Operational units provide college-wide support for all human, fiscal, technological, and physical resources, which include Integrated Technology Services, Business Services, Human Resources, Print Services, Campus Security, and Facilities Services. The enterprise units are revenue generating and self-supporting and include the Oregon Coast Culinary Institute, Dining Services, Bookstore, Student Housing, and Tenant Services.

Student Support Services are organized and provide college-wide student support through the offices of Enrollment Management and Educational Support Programs and Services (ESPS). Enrollment Management services include Admissions, Student First Stop, Financial Aid, Registration and Records, High School Relations, Student Recruitment, and International Students and Student Life. The ESPS area provides Counseling, Academic Advising, Placement and Testing, Disability and Student Services, and TRIO programs.

## *Institutional Context*

Marking its 50<sup>th</sup> anniversary in May, Southwestern is one of the 17 comprehensive and publicly funded community colleges in Oregon. The College is committed to providing rural learning community members access to quality learning opportunities and cultural resources along with helping students to meet the education and skills demanded by a twenty-first century regional and global workforce. Over the past 50 years, the College has evolved many diverse programs of study to include two-year associate degrees, certificates, short-term occupational certificates, adult education, adult high school diploma, adult enrichment classes, and summer camps for all ages. The College enrollment has grown from 266 students in 1961 to the present 10,000 students, with more than 3,300 full-time equivalent (FTE) student enrollment. Instructional staff has grown from 15 to more than 64 full-time faculty and 275 part-time instructors. Cultural and athletic events at the College attract 20,000 community members each year.

The present Mission and Core Themes of the College were adapted to address the dynamic population needs and conditions of our rural region and learning community as well as to address shifts in industry and employment, an aging population, and the College's commitment to innovation, sustainability, and resource development. The depressed economy of our region, coupled with the recent economic downturn exacerbated by the unprecedented and multiple state reductions in funding, have impacted every level of institutional operation. Given this current challenging fiscal climate, it is now more important than ever for the College to serve the community, yet funding shortfalls have challenged the College's ability to meet the increase in demand.

Over the past few years, prior leadership overestimated revenues, underestimated expenditures, and overspent budgets. As a result, the College Board had to declare financial exigency in November 2008 and approve a rebalanced 2008-2009 budget. The budget was balanced mid-year by the elimination of 13 percent of our workforce and approval of seven furlough days for the remaining staff along with additional budget saving strategies. In addition, the State, in an attempt to rebalance their biennium budget, reduced our third quarter (January 2009) payment by \$200,000. This led to an unanticipated reduction in our ending fund balance.

Since November 2008, the State economy has seen a double-digit rise in the unemployment rate to levels not seen in decades and revenue shortfall of \$3.5 billion to \$4 billion for the 2009-11 and 2011-13 biennia. As a result, our state revenue, which was 51 percent of our general fund budget in the 1999-2001 biennium, is only 29 percent of our general fund budget in the current 2009-2011 biennium (Appendix B: General Fund Summary Biennium Report).

The College is working toward a return to the fiscal stability that was enjoyed in prior years. Due to fluctuation in cash flow, the College needs \$1 million to \$2 million in cash reserves to meet operational expenses and prevent the need for borrowing when the fourth quarter payment is delayed. This will require a solid commitment by the employees to rebuild funds and to create the necessary cash flow required to meet operational needs.

## *Preface*

In accordance with the new Northwest Commission on Colleges and Universities (NWCCU) accreditation process, this Year One Report represents an overview and analysis of the College Mission, Core Themes and Objectives, and the means used to assess Mission Fulfillment. The work of preparing the report involved administrators, faculty, and staff from many areas of the College. Since Southwestern is slated for a comprehensive visit under the new standards in spring 2012, college staff has been involved in many discussions about how the accreditation process is changing and what we must do, collectively, to measure and evaluate progress toward meeting the needs of our students and communities.

Through highly collaborative and inclusive processes, Southwestern faculty, staff, and administrators reviewed the Mission Statement and identified Core Themes beginning September 2009, extending through March 2010. The Board of Education accepted and adopted the campus' work and revisions to the Mission Statement in January 2010, and adopted the Core Themes at their April 26, 2010 meeting. Institutional changes at Southwestern since the last five year report to NWCCU include:

- Changes to College Mission Statement;
- Identification of the essential elements of the College Mission as Core Themes;
- Establishment of Objectives for each of the Core Themes;
- Identification of assessable Indicators of Achievement of Core Theme Objectives;
- Development of systematic processes to analyze assessment data to determine level of Mission Fulfillment; and
- Development of systems to support, sustain and/or improve activities to increase Institutional Effectiveness.

The primary significant change influencing institutional operations continues to be the shifting fiscal landscape for colleges and the region. The College is adjusting to devastating state funding cuts made in 2008-09. More than 20 positions were cut and many others remain unfilled. This work did not go away and many staff added extra work to their already full loads. Faculty willingly increased class sizes so that more students could be served. All employees have worked hard to save the College money. We continue to work to streamline our operation and be as efficient as possible despite many key positions remaining unfilled. The College is functioning, but we are extremely lean at this time because of reductions in force and deep cuts in materials and services. During this challenging time to achieve a balanced budget, we made difficult decisions to do the least amount of harm while attempting to keep the core values of our educational system intact.

The College community continues to strategically weather the financial crisis and is planning for economic improvement and better days. As a result, Sustainability and Innovation became a Core Theme and a Sustainability Taskforce was created. This committee looks at ways to reduce waste, conduct energy audits, and work to infuse sustainability measures and policies into all practices and instructional curricula. All staff are looking at college-wide processes and making determinations if there are more efficient ways to perform work and/or serve students. We have been pragmatic in making our decisions; always keeping in mind our Vision and Mission Statements and the College Strategic Goals and Themes, while trying to move Southwestern forward through the tough times.

In addition to the institutional changes made since our 2007 Fifth Year Interim Report, Southwestern hosted a Focused Interim accreditation visit, spring 2009. After the evaluator's visit and written report submission to the NWCCU, the Commission requested a progress report in fall 2010 to address Recommendation 1 of the Focused Interim Evaluator's Report.

## **Recommendation 1: Focused Interim Report**

*The Evaluator recommends that the College demonstrate, through regular and systematic assessment, that students who complete its programs of study have achieved the expected outcomes. In addition, the College must show that assessment activities lead to the improvement of teaching and learning. (Standards 2.B.2 and 2.B.3)*

The College submitted a progress report on the recommendation in October 2010. In a letter dated February 11, 2011, Dr. Sandra Elman notified the College that the Commission accepted the progress report and is satisfied that progress has been made regarding Recommendation 1. Although the Commission finds that Recommendation 1 is now substantially in compliance, there is room for improvement. The Commission requests that Recommendation 1 be addressed in an addendum to the spring 2012 Comprehensive Self-Evaluation Report.

## **Chapter One: Mission, Core Themes, and Expectations**

### **Section I: Southwestern Oregon Community College Mission**

- 1.A.1 *The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

The campus is unified through its demonstrated connection to the Mission. The guidepost for institutional planning, assessment and resource allocation is the Southwestern Oregon Community College Mission Statement. All plans, actions, and resources needed at the College are designed to fulfill the College's Mission. The College Mission Statement and Goals are essentially promises that the College is making to its students and their families, employers, and our communities. The College has revised the Mission Statement three times since 2000. In 2006, a short, concise statement was adopted by the Board of Education, reflecting the comprehensive and inclusive nature of the College. In 2009, in response to anticipated changes to the NWCCU Accreditation Standards, the Board of Education agreed to revisit the 2006 Mission Statement.

At a special work session in September 2009, the Board of Education drafted a new Mission Statement and identified four Core Themes, which manifested the essential elements of the new draft Mission Statement. The draft Mission Statement was vetted and revised within the College community prior to formal adoption. The College Mission Statement was approved by the Board of Education on January 25, 2010.

*Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.*

In October 2008, the Chair of the Board of Education stepped the members through a process to identify the College Core Values. A draft of these Core Values was taken to the President's Executive Team for review and revision. During the 2009 winter in-service, the World Café facilitation process was used to vet the draft Core Values with members of the campus community. The President shared the revised Core Values with the Board of Education, but no formal action was taken until their July 10, 2010 Board meeting at which time the following Core Value Statement and Core Values were adopted (Appendix C: Vision-Mission 2010).

**Through its policies, procedures, and daily operations in the fulfillment of its mission, Southwestern Oregon Community College exemplifies the following core values:**

***Community*** – Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.

***Learning*** – Filter every decision, activity, and function through the lens of learning.

***Innovation*** – Empower creative, progressive thinking that results in a sustainable, positive change.

***Professionalism*** – Present ourselves with honesty and integrity working together to achieve our goals.

***Stewardship*** – Sustainably manage our environment and fiscal resources to support our staff, students, and community.

Four Core Themes identified from within the new Mission Statement and adopted by the Board of Education emerged from the Mission revision process. Core Theme Leaders guided the accreditation process for Standard One, and by working with the academic, operational and support areas identified the Core Theme Objectives. The Core Themes, Objectives, and relationship to the institutional Strategic Plan Goals provide the framework from which the College demonstrates Institutional Effectiveness.

## **Core Themes and Objectives with Strategic Plan Associated Goals:**

**Access** – Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.

### **Core Theme Objectives:**

Access to multiple learning opportunities  
Support services for students, staff, and community

### **Strategic Plan Association:**

*Goal 1:* Ensure access to diverse learning opportunities.  
*Goal 2:* Provide access to support services for students, staff, and the community.

**Learning and Achievement** – Student learning and student achievement are at the core of the College Mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

### **Core Theme Objectives:**

Students achieve their academic goals  
Curriculum for academic courses and programs is relevant and current  
Students achieve course, program and institutional learning outcomes

### **Strategic Plan Association:**

*Goal 3:* Maintain and develop quality learning opportunities to encourage student success and achievement.  
*Goal 4:* Support student lifelong learning and attainment of goals.

**Innovation and Sustainability** – Innovation and sustainability are interwoven by seizing opportunities for resource development by means of entrepreneurship, grant development, and the College Foundation that support the maintenance of a strong infrastructure of employees, technologies, facilities, resource management, and educational programs through the continual improvement process.

### **Core Theme Objectives:**

Long-term sustainability and growth  
Strong infrastructure of employees, technologies, and facilities

### **Strategic Plan Association:**

*Goal 5:* Create the vision and structure for long-term college sustainability and growth.  
*Goal 6:* Support college growth through planning, budgeting, and assessment.  
*Goal 7:* Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, facilities, and educational programs.

**Community Engagement** – Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

### **Core Theme Objectives:**

Effective collaboration and partnerships with local and district organizations  
Community engagement in diverse activities and events

### **Strategic Plan Association:**

*Goal 8:* Sustain and build strong community, business, and agency partnerships.  
*Goal 9:* Promote and provide opportunities for the community to engage in diverse activities and events.



## ***Interpretation of Fulfillment of the Institution's Mission***

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

Southwestern demonstrates achievement of Mission Fulfillment by successfully meeting the Objectives of our Core Themes. To ensure itself and the public that Southwestern is meeting its goals and fulfilling its Mission, the College monitors the Institutional Level Success Indicators for each of the Core Theme Objectives. Core Themes are mapped to individual Institutional Level Success Indicators and reviewed each year for applicability, annual target levels, and with consideration of new or the deletion of an indicator or measure (Appendix D: Institutional Effectiveness All College Success Indicators). All success indicators are assessable and meaningful to the College whether at an institutional level, reporting unit level, or unit level. The Institutional Effectiveness All College Success Indicators were used to identify the Institutional Level Success Indicators used to demonstrate Mission Fulfillment and the effectiveness of the College. Each Core Theme Objective is measured against a baseline figure established in the 2009-10 academic year and then annual targets were set for each success indicator.

The new success indicators were approved by the Accreditation Steering Committee and are currently in the process of being approved by the Planning Council as of February 2011. Southwestern previously reported internal and external indicators supporting the College Mission through Measures of Institutional Effectiveness during the years 1994 through 2006. From January 2007 to November 2008, Southwestern and the State of Oregon individually reviewed core indicators to measure effectiveness. As a result of the 'Measure What You Treasure' report issued by the Oregon Community Colleges and Workforce Development Commissioner Cam Preus along with the alignment of existing College measures with the new state indicators and accreditation requirements, an initial set of measures was proposed for consideration by the Board of Education which were used from April 2009 through 2010.

Southwestern is committed to a practice of evaluating and assessing the effectiveness of the College. The College's Institutional Effectiveness process is an ongoing, institution wide process of planning and assessment for the purpose of continuous improvement and to provide evidence that the College is effectively achieving its Mission (Appendix E: Institutional Effectiveness, Planning, and Assessment Handbook). The planning and assessment processes support institutional effectiveness through the development of a Strategic Plan and associated goals. The Strategic Plan goals are derived from the program reviews conducted across campus and from the planning process that occurs at the unit, reporting unit, functional areas, and institutional levels of the College. Planning and goal setting provide the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities leading to fulfillment of the College Mission (Appendix F: Institutional Effectiveness Pyramid).

### ***Articulation of an Acceptable Threshold or Extent of Mission Fulfillment***

The Institutional Effectiveness All College Success Indicators are maintained by the Institutional Researcher. Assessment of the indicators is documented in academic and administrative unit reviews, enrollment plans, campus master plans, Board of Education presentations and posted on the College website. The President, Vice President of Administrative Services, and Executive Director of Integrated Technical Services reviewed the Institutional Level Success Indicators and proposed to the Planning Council an acceptable threshold of Mission Fulfillment, which was approved on January 26, 2011:

#### **Mission Fulfillment Threshold**

*The College will meet established targets for 70% of Institutional Level Success Indicators.*

## Section II: Core Themes

*1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

As discussed in the introduction, Southwestern adopted Core Themes on April 26, 2010, for purposes of the new accreditation standards and provides identifiable and measurable essential elements of our Mission: ***Access, Learning and Achievement, Innovation and Sustainability, and Community Engagement.***

*1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

Core Theme Leaders were identified by the Accreditation Steering Committee and tasked with developing the Core Theme Objectives and associated success indicators. Each Core Theme Leader worked with staff from across campus to identify the Core Theme Objectives and determine Institutional Level Success Indicators. The Objectives were then presented to the Accreditation Steering Committee for approval and then presented to the Strategic Planning Council for final approval. The following Core Theme Objectives were identified as one component providing the framework from which Southwestern will demonstrate Mission Fulfillment:

### **Core Themes and Objectives:**

#### **Access**

- Access to multiple learning opportunities
- Support services for students, staff, and community

#### **Learning and Achievement**

- Students achieve their academic goals
- Curriculum for academic courses and programs is relevant and current
- Students achieve course, program and institutional learning outcomes

#### **Innovation and Sustainability**

- Long-term sustainability and growth
- Strong infrastructure of employees, technologies, and facilities

#### **Community Engagement**

- Effective collaboration and partnerships with local and district organizations
- Community engagement in diverse activities and events

Once the Objectives were finalized, the Core Theme Leaders worked with the Institutional Researcher to develop a set of reliable and valid success indicators. The Institutional Level Success Indicators and measures for each Core Theme Objective are based upon the Institutional Effectiveness All College Success Indicators that incorporate institutional level indicators, reporting unit and unit indicators, and the State of Oregon Key Performance Measures and Student Success Indicators (Appendix D). The Core Theme Leaders, in collaboration with staff across campus, determined the institutional level indicators which, if achieved will indicate successful accomplishment of the Core Theme Objectives. Analysis of whether successful achievement of each Core Theme Objective has been attained contributes to the determination if College Mission Fulfillment has been achieved when 70 percent of all Institutional Level Success Indicators have been achieved.

### *Core Theme 1: Access*

**Theme Definition:** Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.

Southwestern provides access to learning through programs including developmental education, online courses, college/transfer level courses, high school, and community outreach. We support students through successful recruitment, academic advising, financial aid and scholarships, and career planning.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
Access to multiple learning opportunities	<b>SI 1: FTE Credit and Non-Credit Report:</b> Measured by the percent of increase over the prior year by demographic status	FTE is basis for state funding and revenue generation
	<b>SI 2: Student Headcount Credit and Non-Credit Report:</b> Measured by the percent of increase over the prior year by demographic status	Enrollment trends monitor learning opportunities accessed by students
	<b>SI 3: Course Offerings Credit and Non-Credit Report:</b> Measured by the percent of increase over the prior year by location and demographic status	Monitors trends of courses accessed by students and the community to meet current and future needs
Support services for students, staff, and community	<b>SI 4: Community and Student Satisfaction:</b> Measured by the average rating level for services on the Community and Student Satisfaction Survey	Student feedback is essential to providing quality services and enhancing and improving services to meet students' needs
	<b>SI 6: Student Engagement Activities:</b> Measured by A. all SENSE benchmark targets met or exceeded, and B. CCSSE benchmark targets on Support for Learners and Student Effort met or exceeded	Student engagement activities influence academic performance and degree attainment
	<b>SI 14: Structured Work Experience:</b> Measured by the percent of A. majors participating in work experience by course type, and B. change in participating employers from year to year	Supports the goal of helping students earn quality credentials with real value for the new economy

## *Core Theme 2: Learning and Achievement*

**Theme Definition:** Student learning and student achievement are at the core of the College Mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

At Southwestern, our faculty practitioners serve our students by providing real world applications, a strong diverse curriculum, and student and institutional support.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
Students achieve their academic goals	<b>SI 5: Student Intended Goals Achieved:</b> Measured by the percent of exiting students indicating self-disclosed goals attained	A better understanding of the variation in retention and graduation by different types of postsecondary students—particularly adult, nontraditional learners—may lead to improved student success and degree attainment
	<b>SI 6: Student Engagement Activities:</b> Measured by A. all CCSSE benchmark targets met or exceeded, and B. all SENSE benchmark targets met or exceeded	Student engagement activities influence academic performance and degree attainment
Curriculum for academic courses and programs is relevant and current	<b>SI 7: Labor Trends:</b> Measured by the percent of programs meeting high demand labor trends	Accelerated postsecondary degree and credentials programs are an immediate and impactful way to connect high-demand, high-wage jobs with the required postsecondary education to ensure that goal completers have the skills relevant to labor trends in our region  Our programs will align with Oregon Skill Standards and/or hold separate accreditation from a recognized external organization to ensure exit competencies and meeting industry expectations
	<b>SI 14A: Structured Work Experience:</b> Measured by A. the percent of majors participating in work experience by course type	Supports the goal of helping students earn quality credentials with real value for the new economy

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
<p>Students achieve course, program and institutional learning outcomes</p>	<p><b>SI 12: Student Achievement:</b>            Measured by the</p> <ul style="list-style-type: none"> <li>A. percent of passing grades in courses and by course type;</li> <li>B. percent of passing courses after being placed on Early Alert;</li> <li>C. average GPA of program students; and</li> <li>D. average GPA of graduates</li> </ul>	<p>Demonstrates student progress toward goals and level of student achievement</p>
	<p><b>SI 13: Student Outcomes:</b>            Measured by the benchmark target met or exceeded on a National Survey (CAAP), or other recognized method to gauge student outcomes, specifically for General Student Learning Outcomes</p>	<p>Demonstrates student progress toward meeting established general education outcomes</p>

**Core Theme 3: Innovation and Sustainability**

**Theme Definition:** Innovation and sustainability are interwoven by seizing opportunities for resource development by means of entrepreneurship, grant development, and the College Foundation that support the maintenance of a strong infrastructure of employees, technologies, facilities, resource management, and educational programs through the continual improvement process.

At Southwestern, we are dedicated to sustaining all of our resources: human, fiscal, technological, and physical. We strive to provide effective fiscal management; provide safe learning, living, and working physical environments; provide college-wide operational support to staff and students; provide human resources functions with professional development opportunities; provide innovative and sustainable technology; and lead entrepreneurial endeavors to support financial independence.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
Long-term sustainability and growth	<b>SI 15: Fiscal Cash Flow Responsibilities:</b> Measured by the Cash Flow Statement showing positive growing cash flow to meet ending fund balance target	Ensures ending fund balance meets projected short-term liabilities and to meet daily operating costs
	<b>SI 16: Fiscal Responsibilities - All Funds:</b> Measured by the target met or exceeded for A. ending fund balance, B. current ratio, and C. asset ratio for receivables turnover	Ensures assets and ending fund balances are adequate to meet long-term sustainability and growth  Monitors outstanding student receivables
	<b>SI 17: Fiscal Enterprise Fund Responsibilities:</b> Measured by the A. combined ending fund balance target met prior to general fund transfers out, and B. asset ratio for receivables turnover target met or exceeded	Ensures enterprise fund profitability to meet long-term growth  Monitors outstanding student receivables
	<b>SI 23: Strategic Plan Accomplishments:</b> Measured by the percent of Strategic Plan annual priorities completed	Monitors the Strategic Plan accomplishments related to the strategic goals to ensure annual priorities are accomplished as planned
Strong infrastructure of employees, technologies, and facilities	<b>SI 9: Employee Opinion and Satisfaction:</b> Measured by the level of employee satisfaction and opinion ratings on the annual survey	Satisfied employees are productive contributors to the College environment
	<b>SI 19: Infrastructure Equipment and Software Maintenance:</b> Measured by the percent of materials and supplies budgeted and spent on administrative and instructional equipment and software	Ensures that equipment used by students and staff meets industry standards
	<b>SI 20: Infrastructure Maintenance:</b> Measured by the percent of identified deferred maintenance and safety projects completed	Ensures the safety of within the college environment and the sustainability of the infrastructure

### *Core Theme 4: Community Engagement*

**Theme Definition:** Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

Southwestern engages our community in activities that enhance personal and academic growth. We work collaboratively to build positive relationships through visioning, program development, communication, and partnerships. Our staff, faculty, and facilities are the leading educational and cultural resources for individuals, businesses, organizations, and government throughout our region.

Objective	Institutional Level Success Indicators (SI)	Why Indicator is Meaningful
Effective collaboration and partnerships with local and district organizations	<p><b>SI 8: Employer Perceptions:</b> Measured by average rating levels on the Employer Satisfaction and Opinion Survey</p>	Ensures employer satisfaction with student outcomes
	<p><b>SI 14B: Structured Work Experience:</b> Measured by the B. percent of change in participating employers from year to year</p>	Supports the goal of helping students earn quality credentials with real value for the new economy
	<p><b>SI 26: BITS Company Satisfaction:</b> Measured by the percent of companies ranking training they received through community college Business and Industry Training System (BITS) – KPM 10</p>	Determines the level of satisfaction of training provided to companies and to meet state standards and requirements
Community engagement in diverse activities and events	<p><b>SI 3: Course Offerings Credit and Non-Credit Report:</b> Measured by the percent of increase over the prior year by location and demographic status</p>	Monitors trends of courses accessed by students and the community to meet current and future needs
	<p><b>SI 4: Community and Student Satisfaction:</b> Measured by the average rating level for services on the Community and Student Satisfaction Survey</p>	Student feedback is essential to providing quality services and enhancing and improving services to meet students' needs
	<p><b>SI 22: Community Participation and Satisfaction in Activities and Events:</b> Measured by the A. percent of activities and events compared to prior year, and B. rating level for facilities services</p>	Ensures activities and events are offered and attended  Determines level of satisfaction for the services provided by the College

## **Conclusion**

The Year One Report addresses the requirements of Standard One with an overview of Mission, Core Themes, Core Theme Objectives and Institutional Level Success Indicators associated with each Core Theme. The Core Themes address Access, Learning and Achievement, Innovation and Sustainability, and Community Engagement. Taken together, the themes reflect the aspirations and intent of the Mission of Southwestern Oregon Community College.

The transition from the previous Accreditation Standards to the current standards adopted in 2010 prompted a thorough review of the Mission and many thoughtful discussions to articulate and measure the extent of Mission Fulfillment. The framework presented in Section II (Core Theme, Definition, Objective(s), Institutional Level Success Indicators and the contextual meaning of the indicator) evolved through broad-based participation of groups and individuals from all segments of the campus community.

Extensive involvement and discussion helped to narrow a wide range of potential indicators to a more focused set of Institutional Level Success Indicators on which to base an acceptable threshold of Mission Fulfillment. Review and assessment at the operational level will help the College measure effectiveness, allocate resources, and plan for the future. We are building a solid foundation of evidence for our achievements; holding ourselves accountable to our students, our colleagues, and the communities we serve.

Based upon the work presented here for Standard One, the College is positioned to address the requirements of Standards Two through Five.



## *List of Appendices*

Appendix A	2010-11 Organizational Chart
Appendix B	General Fund Summary Biennium Report
Appendix C	Vision-Mission 2010
Appendix D	Institutional Effectiveness All College Success Indicators
Appendix E	Institutional Effectiveness, Planning, and Assessment Handbook
Appendix F	Institutional Effectiveness Pyramid