Mission Fulfillment, Core Themes, Objectives and Indicators
2015-2016

Mission

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

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

Mission Fulfillment

Southwestern has defined mission fulfillment based on an established threshold:

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

Measuring Achievement

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

Green—achieved   Yellow—minimally achieved   Red—not achieved

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

Core Themes, Objectives, and Success Indicators for 2015-2016

The following list comprises the refined core theme objectives and success indicators effective 2015-2016. The refinements and new indicators represent a comprehensive assessment of mission fulfillment as a component of the overall institutional effectiveness of the college that includes a comprehensive planning and budgeting process. Measurement of the indicators allows for analyses of data to determine future changes and plan projects designed to support meeting mission fulfillment and achieving the thresholds set for the success indicators, core theme objectives, core themes and ultimately mission fulfillment.

Learning and Achievement

Learning and Achievement is at the core of the College Mission focusing on aspects of student achievement and success.

Core Theme Learning and Achievement	Threshold	Purpose and Meaning
Objective LA.1: Student demonstrate progress		
LA.1.1: SI 44 – Remedial Success Rate Measured by the percentage of students passing remedial Math or English courses with a C grade or better	Green: ≥ 60% Yellow: 48% up to 59% Red: < 48%	This milestone indicates student progress in preparing for success by completing remedial instruction to develop skills needed to succeed in college gateway courses and beyond.
LA.1.2: SI 28 - Progress – Credits Earned Measured by the percentage of program students earning 30 college credits in the academic year	Green: 23% or greater Yellow: Between 18% and 22% Red: Below 18%	This momentum point is a measurable educational attainment that was empirically correlated with the completion of a milestone and progress toward a meaningful outcome by research conducted in Washington state by Lienbach and Jenkins (2008). Results of this measurement gauges student progress. This evidence will direct further assessment of specific factors at the operational level that will guide planning and implementation of strategies to help students advance toward milestones that mark educations success. This indicator offers a measure of student progress toward achievement on an annual basis.
LA.1.3: SI 47 – LDC and CTE Success Rate Measured by the percentage of students passing LDC and CTE courses with a C grade or better	Green: ≥ 80% Yellow: Between 75% and 79% Red: < 75%	Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes.
LA.1.4: SI 48 – Retention Rate Measured by the cohort retention rate for first time freshman (fall to fall) as reported to IPEDS	Green: ≥ 5 percentage points above Oregon CC average Yellow: Between 4 percentage points below and 4 percentage above Oregon CC average Red: > 4 percentage points below the Oregon CC average	This momentum point is a measurable educational attainment that was empirically correlated with the completion of a milestone and progress toward a meaningful outcome by research conducted in Washington state by Lienbach and Jenkins (2008). Results of this measurement gauges student progress. This evidence will direct further assessment of specific factors at the operational level that will guide planning and implementation of strategies to help students advance toward milestones that mark educations success. This indicator offers a measure of student progress toward achievement on an annual basis.

Core Theme Learning and Achievement	Threshold	Purpose and Meaning
Objective LA.2: Students complete certificates, degrees, and transfer		
LA.2.1: SI 11 – Graduation Rate Measured by the cohort 4 year graduation rate of first-time freshman (fall) as reported to IPEDS.	Green: ≥ 3 percentage points above Oregon CC average Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average Red: > 3 percentage points below the Oregon CC average	Measures student achievement gauged by degree or certificates awarded and reflects student attainment of personal educational milestones.
LA.2.2: SI 46 – Transfer Rate Measured by the cohort transfer rate for first time freshman as reported to IPEDS.	Green: ≥ 3 percentage points above Oregon CC average Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average Red: > 3 percentage points below the Oregon CC average	Measures student achievement gauged by the transfer rate and reflects student attainment of personal educational milestones.
Objective LA.3: Students demonstrate that they have met learning outcomes		
LA.3.1: SI 8 - Employer Perceptions Measured by the average rating level for the overall rating of student employee job performance from data reported by employers as part of the internship process	Green: ≥ 4.25 Yellow: 3.5 to 4.25 Red: < 3.5	Measures attainment of the learning outcomes; relies on the feedback of employers to reflect the success in achieving learning outcomes at a level that meets the needs of partner employers.
LA.3.2: SI 13 - Student Technical Skills Outcomes Measured by the percentage of students who pass the Technical Skills Assessments (TSAS) as reported to the State of Oregon Data for Analysis System	Green: 90% or greater Yellow: Between 70% and 89% Red: Below 70%	Measures student achievement of technical skills learning outcomes and the means of measurement for this indicator are determined by state and nationally approved tests. Assesses the extent to which students meet learning outcomes.

Core Theme Learning and Achievement	Threshold	Purpose and Meaning
Objective LA.3: Students demonstrate that they have met learning outcomes		
LA.3.3: SI 50: Course and Program/Discipline Student Outcomes Assessment Measured by the percentage of programs/disciplines that demonstrate successful level of course and program/discipline outcomes achievement by their students based on measurements of key course assessments as recorded on the course/program assessment report forms.	Green: ≥ 85% Yellow: Between 70% and 84% Red: < 70%	Faculty identify a specific course program/discipline outcome to measure student achievement. Using the Course/Program Assessment Report Form (part of the SWOCC Student Learning Outcomes Assessment Plan), faculty identify a measurement tool that will measure the specific course or program/discipline outcome and a measurement criterion to indicate success. They collect the data from the students after using the tool and then analyze the results to show the rate of success of students achieving that outcome. Faculty will have goals on how many course and program outcomes must be measured each academic year. This SI will use all of the course and program/discipline outcomes assessment report forms completed in the previous academic year against the thresholds.
LA.3.4: SI 51: General Education Student Outcomes Measured by the percentage of students who demonstrate general education student learning outcomes achievement based on scores achieved taking the ETS general education outcomes surveys.	Green: ≥ 85% Yellow: Between 70% and 84% Red: < 70%	SWOCC has to clearly measure and show how well students are achieving the general education outcomes required of all graduates. This SI focuses on students in last term at SWOCC before graduating with an AAS, AS, or AAOT degree, randomly selecting 200 students to take a nationally normed survey from ETS that measures achievement of the General Education Outcomes.

Access

Access is an essential element of the mission for Southwestern to provide learning opportunities that meet current and future educational needs of the student and communities it serves.

Core Theme Access	Threshold	Purpose and Meaning
Objective A.1: Students access varied learning opportunities		
A.1.1: SI 2 – Enrollment Report Measured by the three-year average of all student enrollments	Green: 9600 or greater Yellow: Between 9200 - 9599 Red: Below 9200	Institutional and program specific indicator for enrollment (FTE) of the numbers and types of courses accessed by students. Overall, reimbursable FTE is the majority basis for state funding and an indicator for generation of tuition and fee revenues. Examination of this indicator supports the institution in its decision making regarding budget planning and for program and course offerings. Effectiveness of this indicator is determined at the unit level measuring course enrollments percentages by method of delivery, by day and time, and by program to determine the viability of, and/or need for, courses and programs that students are accessing to meet their educational wants and needs.
A.1.2: SI 3 – Course Offerings Measured by the average three-year total course enrollments	Green: 46,000 or greater Yellow: Between 41,000 – 45,999 Red: Below 41,000	Assesses the trends of courses accessed by degree/program seeking and community education students, shows current needs, and allows for forecasting of future courses/program offerings ensuring that students are able to complete their course of study in a timely and convenient manner. Effectiveness of this indicator is determined at the unit level measuring course offering percentages by method of delivery, by day and time, and by sequence of course offerings to ensure student access to the courses needed to complete a degree/certificate in a convenient and timely manner.
A.1.3: SI 35 – Foundation Support Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.	Green: $70,00 or greater Yellow: Between $40,000 and $69,000 Red: Less than $40,000	Informs the college of how much monetary support the Foundation offers to students, which increases access to education and allows for the planning of annual giving campaigns designed to ensure that students have access to the monies needed to complete their intended courses of study.

Core Theme Access	Threshold	Purpose and Meaning
Objective A.1: Students access varied learning opportunities		
A.1.4: SI 39 – Institutional Financial Assistance Measured by the percent of institutional grant assistance provided as a three-year average reported to IPEDS compared to the IPEDS selected similar college cohort comparison group of full-time, first-time degree/certificate seeking students as the percentage point gap between Southwestern and comparison colleges.	Green: ≥ 10% Yellow: Between 0 % and 9% Red: < 0%	Allows the institution to measure itself against a cohort of like institutions nationwide regarding institutionally provided funding for students with limited financial resources to access.
Objective A.2: Students access services that support learning		
A.2.1: SI 5 - Student Engagement Activities - CCSSE Measured by the three-survey CCSSE benchmark average "Support for Learners"	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45	Student engagement activities influence academic performance and degree attainment. The purpose is to assess the quality of student engagement in order to strengthen those areas that are currently supporting student engagement and to improve those areas that are not excelling. The most critical period of vulnerability for student attrition is the first year of college. More than half of all students who withdraw from college do so during their first year.
A.2.2: SI 6 – Student Engagement Activities – SENSE Measured by the three-survey combined SENSE benchmark for "Early Connections:, "Clear Academic Plan & Pathway", "Effective Track to Learning", and "Academic & Social Support Network"	Green: 55 and above Yellow: Between 45 and 54 Red: Below 45	Enables the institution to examine the support services accessed by students for effectiveness of activities, including online support, related to the early experience of students based upon responses from the nationally normed SENSE survey.
A.2.3: SI 38 – Student Satisfaction and Opinion Measured by the overall rating of student expectations and needs from internal survey data	Green: ≥ 4 Yellow: Between 3 - 3.99 Red: < 3	Examines student perceptions of an aggregate of student support services accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.

Core Theme Access	Threshold	Purpose and Meaning
Objective A.3: Students access relevant curricula that support lifelong learning and achievement		
A.3.1: SI 14A – Structured Work Experience Measured by the percent of degree seeking students who participated in an internship within majors offering work experience calculated as a three-year average compared to the threshold	Green: 18% or greater Yellow: Between 8% and 17% Red: Below 8%	Access to opportunities for students to earn quality credentials with real value occurs through participation in work experience/internships. By providing access to internships, students receive real life experiences with local employers and assessment at the unit level provides insight into what programs need additional opportunities provided to students as well as the rate of local employer participation.
A.3.2: SI 29 – Connections – High School Dual Enrolled Measured by the district percentage of junior and seniors enrolled participating in high school connection opportunities	Green: ≥ 50% Yellow: Between 25% and 49% Below 25%	Enables the institution to plan for additional dual-enrolled opportunities for high school students designed to meet state-wide goals for K-12 and community college Achievement and Completion Compacts. Effectiveness is measured at the unit level by the percentage of enrollments by high school and by high school level. This reduces the amount of time students spend to complete their certificates/degrees and results in a reduction of the financial resources needed to pay for college.
A.3.3: SI 37 – Graduate Survey Measured by the overall rating of student expectations and needs from internal survey data	Green: Average rating ≥ 4 Yellow: Average rating between 3 - 3.99 Red: Average rating < 3	Assesses student perceptions of programs and services after they have completed their degrees, providing important feedback for the planning and improvement of those services accessed by students.

Community Engagement

The College supports the building of strong partnerships and provides opportunities for the staff and community to participate in diverse activities and events.

Core Theme Community Engagement	Threshold	Purpose and Meaning
Objective CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs		
CE.1.1: SI 14B - Structured Work Experience Measured by the ratio of employers per student calculated as a three-year average compared to the threshold.	Green: ≥ 1:2 Yellow: Between 1:2.1 and 1:4 Red: < 1:4	This relationship helps grow the employer base for internships, guarantees more internship sites and offers ever-increasingly innovative internships. This measures how well connected Southwestern is to the local employers and provides a resource for the local economy and employer base.
CE.1.2: SI 32 – Training Participant Satisfaction Measured by the average rating on the question for overall satisfaction from the Workforce Training survey.	Green: ≥ 4 Yellow: Between 3 to 3.99 Red: < 3 On a 5 point scale	Providing surveys to the participants of workforce training will determine the level of satisfaction of the participants, ensuring college offerings are meeting the needs of students and enabling the college to make improvements as well as plan for future needs when necessary.
CE.1.3: SI 33 – Service to Business Measured by the percentage of businesses served by the SBDC calculated as a three-year average compared to the national annual rate from internal reports/national data	Green: 2.5% or greater Yellow: Between 1.5% and 2.49% Red: Below 1.5%	Healthy businesses create economic stability in the region. That in turn leads to employment opportunities for Southwestern graduates either as employees or as employers, allowing them to stay in the community and prosper. National research done by the Association of Small Business Development Centers (ASBDC) has shown businesses who receive five or more hours of SBDC services are, on average, more likely to stay in business and grow.

Core Theme Community Engagement	Threshold	Purpose and Meaning
Objective CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities		
CE.2.1: SI 22A – Community Activities and Events Measured by the percent of activities and events requested by the community compared to prior	Green: > prior year Yellow: Between 4 percentage points below prior year to equal to prior year Red: > 5 percentage points below the prior year	Assesses participation in events and activities provided to the community, as Southwestern understands that campus and community access to activities and events is paramount in meeting this Core Theme Objective. Data collected measures the specific number of activities and events hosted and by watching trends staff can gauge the level of community involvement.
CE.2.2: SI 22B – Community Activities and Events Measured by the average rating for overall satisfaction of services on the Facilities and Events Services Satisfaction survey	Green: ≥ 4 Yellow: 3 to 3.99 Red: < 3	Assesses satisfaction of events and activities provided to the community, as Southwestern understands that campus and community access to activities and events is paramount in meeting this Core Theme Objective. Data collected measures the satisfaction of attendees and feedback from the subsequent satisfaction survey allows the college to evaluate and identify how to build lasting relationships with community, staff, and students. This information serves to strengthen community relationships and identify where the college can improve upon activities and events for the community and build on its core values.
CE.2.3: SI 34 – Staff Service to Community Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey	Green: 65% or greater Yellow: Between 45% and 64% Red: Below 45%	Actively engaged staff in the community promotes the college's Mission of providing community engagement in a sustainable manner. Staff are involved in many avenues of service in the community such as Rotary, school boards, foundations, Zonta, and many other volunteer activities that enhance the educational and cultural experience of our community throughout the college district.
CE.2.4: SI 49 – Lifelong Learning Participant Satisfaction Measured by the average rating on the question for overall satisfaction from the Community Education Class survey.	Green: ≥ 4 Yellow: Between 3 to 3.99 Red: < 3	Providing surveys to the participants of lifelong learning community education courses will determine the level of satisfaction of the participants, ensuring college offerings are meeting the needs of students and enabling the college to make improvements as well as plan for future needs when necessary.

Core Theme Community Engagement	Threshold	Purpose and Meaning
Objective CE.3: Our community members participate and contribute to the Foundation in support of the College		
CE.3.1: SI 42 – Foundation Annual Fundraising Measured by the three-year average amount of contributions, grants and scholarships raised from annual fundraising events as reported by the foundation from foundation-raised funds.	Green: $200,000 or greater Yellow: Between $100,000 and $199,999 Red: Less than $100,000	The amount of increase in dollars raised will demonstrate how well the Foundation has been able to connect with the population that values the educational and cultural opportunities provided by the college in the region.
CE.3.2: SI 43 – Foundation Endowments Measured by the three-year average amount of endowment funds raised as reported by the foundation from foundation-raised funds.	Green: $40,000 or greater Yellow: Between $20,000 and $39,999 Red: Less than $20,000	Gifts to endowments are normally a gift from an individual's portfolio, rather than their income, so the amount of endowment funds raised and the number of new endowments indicates a higher level of investment in the college's future. The endowment gift is therefore a higher level of engagement and provides a more permanent commitment to the future of the college, and therefore perpetuates the extension of more opportunities for the region's citizens.
CE.3.3: SI 45 – Alumni Participation Measured by the three-year average of unduplicated alumni who give to the college foundation combined with alumni who participate in foundation activities and events as reported by the Foundation.	Green: 100 or greater Yellow: Between 40 and 99 Red: Less than 40	The measure of the percent of increase in alumnus giving to the Foundation offers a cohort of community in which to measure growth.

Sustainability

Sustainability is represented by the statement *meeting the needs of today without sacrificing the needs of the future.* Southwestern recognizes that a strong infrastructure of all resources supports all the other Core Themes to achieve solid instructional and student services programs. Southwestern is dedicated to sustaining all of our resources: human, fiscal, technological, and physical.

Core Theme Sustainability	Threshold	Purpose and Meaning
Objective S.1: Southwestern provides responsible fiscal management		
S.1.1: SI 15 – General Fund Unrestricted Cash Measured by the actual to the target amount as a percent associated with the threshold level achieved for the General Fund Ending Fund Balance as derived from final audited figures and Board of Education Reports	Green: 100% or greater Yellow: Between 85% and 99% Red: Less than 85%	Supports responsible fiscal management of the general fund by a combination of achieving a positive cash flow throughout the year and meeting the target ending-fund-balance for the general fund. Meeting this measure indicates the control of daily operating expenditures and liabilities and in totality, the implementation of the planned general fund budget of revenue and expenditures were realizable.

S.1.2: SI 16 -Fiscal Responsibilities – All Funds
Measured by the threshold
A. calculated as the ending fund balance to target ending fund balance for all funds from final audited figures
 	
B. for the current ratio of assets to liabilities from internal reports/final audited figures
	A - Green: 100% or greater
	  Yellow: Between 70% to 84%
	  Red: Less than 70%
	
	B - Green: Greater than 2.49
	  Yellow: 1.00 to 2.49
	  Red: Less than 1.00
		A. Focuses on the fiscal stability of all funds managed by the college with indicator by measuring the ending-fund-balance of all the funds. Achieving the target goals for each fund shows the diligent management of the entire budget for the College and that all the funds were well managed and the planned budget was well thought-out and realizable. Indicator S.1.3 supports the Objective by identifying the college's assets and liabilities to determine the ratio trending to meet long-term sustainability and future liabilities. The data is from the annual financial audit report.
		B. Focuses on the fiscal stability of all funds managed by the college through identifying the College's current assets and liabilities then determining the ratio that indicates the College's ability to meet current obligations and future liabilities. The data is obtained from the annual financial audit report.

S.1.3: S 17 - Fiscal Enterprise Fund Responsibilities Measured by the Enterprise Fund Operating Margin derived from Enterprise Fund combined operating income over gross revenue	Green: $500,00 or greater Yellow: Between $300,000 - $499,999 Red: Less than $300,000	Supports the responsible fiscal management by the endeavors in the Enterprise Fund to show self-support through a positive ending fund balance and a steady FTE contribution to the General Fund. State support is dependent on FTE and is received as revenue in the general fund.

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Core Theme Sustainability	Threshold	Purpose and Meaning
Objective S.2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources		
S.2.1: SI 9 - Employee Satisfaction and Opinion Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For	Green: 65% or greater Yellow: Between 45% and 64% Red: Less than 45%	Satisfied employees are productive contributors to the college environment. The national survey used to measure this indicator, Great Colleges to Work For, allows the college administration to gather data on employee satisfaction in multiple areas such as teaching environment, professional development, communication, and overall relations between staff and administration. This data is then used to support the continuous improvement efforts necessary for a strong infrastructure of employees. A strong employee base with high level of satisfaction in the institution and teaching environment leads to improved student engagement which in turn leads to improved student success and completion. This is essential to Mission fulfillment.
S.2.2: SI 19 - Infrastructure Equipment and Software Maintenance Measured by the percent of planned expenditures required to replace equipment and software according to the Integrated Technology Replacement Plan compared to the actual expenditures based on a three-year expenditure average from internal reports and general ledger expenditures	Green: 85% or greater Yellow: Between 70% and 84% Red: Less than 70%	Assists the college administration to determine whether funds expended for equipment purchased are adequate to meet operational and student needs based on planning activities (specifically, the Integrated Technology Replacement plan).
S.2.3: SI 20 - Infrastructure Maintenance Measured by the threshold level achieved for the percent of identified maintenance and safety projects completed. Projects are identified in the Master Facility Plan and Annual Budget book.	Green: 85% or greater Yellow: Between 70% and 84% Red: Less than 70%	Supports a sustainable facility infrastructure through completion of maintenance and safety projects as identified during the budgeting process.

Core Theme Sustainability	Threshold	Purpose and Meaning
Objective S.3: Southwestern delivers viable quality instruction		
S.3.1: SI 40 – Program Quality Measured by the percentage of academic programs/disciplines that score in the top two quintiles (>60 pts) using the SWOCC Program Viability scoring criteria	Green: 85% or greater Yellow: Between 70% - 84% Red: Less than 70%	Measures the viability and health of the academic programs at SWOCC using the 100 point program viability process. All academic programs/disciplines are scored on a scale of 1-100 points based on program data used for program review in five categories.
S.3.2: SI 41 – Quality Instruction Measured by the student rating of faculty on the faculty survey	Green: ≥ 4.25 Yellow: Between 3 to 4.24 Red: < 3	Measures the delivery of instructional programs through the evaluation of students assessing the quality of the course and instruction.

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

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

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

Between October and December, the academic and operational areas led by the SI report lead reviewed all of the success indicators and recommended changes to refine and strengthen the indicators, measures and thresholds in order to provide stronger evidence to support mission fulfillment. The recommendations were reviewed by the Instructional Deans and the Administrative management team and then forwarded to the Managers group and College Council for a final review and implementation of the changes. The goal is to enhance the validity of the success indicators used to measure the level of Mission Fulfillment at the College. Any changes are implemented for the next reporting cycle and designed to further strengthen the level of evidence to assess mission fulfillment and sustainability.

or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.