

Each year the college reviews the mission and mission fulfillment definition along with the core themes, objectives and indicators. The updated and refined list of Core Themes and Objectives as well as the Success Indicators for 2017-18 are listed on the following pages.

## 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.

## 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	Lead Writer Data Available
<b>Objective LA.1: Students demonstrate progress</b>			
<p><b>LA.1.1: SI 44 – Success Rate - Developmental Courses</b>            Measured by the percentage of students who became college ready by completing all developmental coursework as reported to VFA for the credential seeking cohort; disaggregated by student demographics</p>	<p>Green: <math>\geq 3\%</math> above the Oregon CC rate            Yellow: Between 3% above and below the Oregon CC rate            Red: <math>&gt; 3\%</math> below the Oregon CC rate</p>	<p><b>Measure Type:</b> Indirect – Grades            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.</p>	<p>Lead Writer: Dean LDC/Developmental             Data Available: Early October after final state submission of data and reporting to VFA             Board Presentation: February Meeting</p>
<p><b>LA.1.2: SI 28 - Progress – Credits Earned</b>            Measured by the percentage of students who reach the two-year credit threshold (63 credits) as reported to VFA for the credential seeking cohort; disaggregated by student demographics</p>	<p>Green: <math>\geq 3\%</math> above the Oregon CC rate            Yellow: Between 3% above and below the Oregon CC rate            Red: <math>&gt; 3\%</math> below the Oregon CC rate</p>	<p><b>Measure Type:</b> Direct – Credit Count            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 education's success. This indicator offers a measure of student progress toward achievement on an annual basis.</p>	<p>Lead Writer: VP Instruction             Data Available: Early October after final state submission of data and reporting to VFA             Board Presentation: May Meeting</p>

Core Theme Learning and Achievement	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>LA.1.3: SI 47 – Success Rate - LDC Courses</b>            Measured by the percentage of students passing LDC courses with a C grade or better; disaggregated by student demographics</p>	<p>Green: <math>\geq 80\%</math>            Yellow: Between 75% and 79%            Red: <math>&lt; 75\%</math></p>	<p><b>Measure Type:</b> Indirect – Grades            Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes.</p>	<p>Lead Writer: Dean LDC/Developmental             Data Available: Early September after final state submission of data            Board Presentation: February Meeting</p>
<p><b>LA.1.4: SI 53 – Success Rate - CTE Courses</b>            Measured by the percentage of students passing CTE courses with a C grade or better; disaggregated by student demographics</p>	<p>Green: <math>\geq 80\%</math>            Yellow: Between 75% and 79%            Red: <math>&lt; 75\%</math></p>	<p><b>Measure Type:</b> Indirect – Grades            Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes.</p>	<p>Lead Writer: Dean CTE             Data Available: Early September after final state submission of data             Board Presentation: February Meeting</p>
<p><b>LA.1.5: SI 48 – Retention Rate</b>            Measured by the cohort retention rate for first time full-time freshman (fall to fall) as reported to IPEDS; disaggregated by student demographics</p>	<p>Green: <math>\geq 5</math> percentage points above Oregon CC average            Yellow: Between 4 percentage points below and 4 percentage above Oregon CC average            Red: <math>&gt; 4</math> percentage points below the Oregon CC average</p>	<p><b>Measure Type:</b> Indirect – Counts/Percent            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 education's success. This indicator offers a measure of student progress toward</p>	<p>Lead Writer: Dean Student Services             Data Available: Late Spring after IPEDS submission of data             Board Presentation: May Meeting</p>

Core Theme Learning and Achievement	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>LA.1.6: SI 54 – Success Rate – Subsequent Courses</b> Measured by the percentage of students passing gateway level LDC Math and Writing courses who originally enrolled in a developmental math/writing course; disaggregated by student demographics</p>	<p>Green: <math>\geq 80\%</math> Yellow: Between 75% and 79% Red <math>&lt; 75\%</math></p>	<p><b>Measure Type:</b> Indirect – Grades Measures student learning and achievement gauged by the passing grade success rate in subsequent college level courses of students who originally enrolled in developmental courses and reflects student attainment of assignment and course outcomes.</p>	<p>Lead Writer: Dean LDC/Developmental  Data Available: Early September after final state submission of data  Board Presentation: February Meeting</p>
<p><b>LA.1.7: SI 55 – Retention Rate - Transitional Education</b> Measured by the retention rate for Transitional Education students from beginning of quarter until end of quarter as reported to TOPSpro Enterprise.</p>	<p>Green: <math>\geq 5</math> percentage points above the average Oregon target rate for all Educational Functioning Levels (EFLs) Yellow: Between 4 percentage points below and 4 percentage points above the Oregon target rate for all EFLs Red: <math>&gt; 4</math> percentage points below the Oregon target rate for all EFLs</p>	<p><b>Measure Type:</b> Indirect – Counts/Percent This indicator offers a measure of student progress toward achievement on a quarterly basis. Educational Functioning Levels indicate that a student has taken both a pre- and post-test for skill gain. A test pair indicates that a student was retained from beginning to end of a quarter.</p>	<p>Lead Writer: Director Transitional Education  Data Available: Early September after final state submission of data  Board Presentation: November Meeting</p>
<p><b>Objective LA.2: Students complete certificates, degrees, and transfer</b></p>			
<p><b>LA.2.1: SI 11 – Graduation Rate</b> Measured by the cohort 4 year graduation rate of first-time full-time freshman (fall) as reported to IPEDS; disaggregated by student demographics</p>	<p>Green: <math>\geq 3</math> percentage points above Oregon CC average Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average Red: <math>&gt; 3</math> percentage points below the Oregon CC average</p>	<p><b>Measure Type:</b> Indirect – Counts/Percent Measures student achievement gauged by degree or certificates awarded and reflects student attainment of personal educational milestones.</p>	<p>Lead Writer: Dean Student Services  Data Available: Early Spring after IPEDS submission of data Board Presentation: May Meeting</p>
<p><b>LA.2.2: SI 46 – Transfer Rate</b> Measured by the cohort transfer rate for first time full-time freshman as reported to IPEDS; disaggregated by student demographics</p>	<p>Green: <math>\geq 3</math> percentage points above Oregon CC average Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average Red: <math>&gt; 3</math> percentage points below the Oregon CC average</p>	<p><b>Measure Type:</b> Indirect – Counts/Percent Measures student achievement gauged by the transfer rate and reflects student attainment of personal educational milestones.</p>	<p>Lead Writer: VP Instruction  Data Available: Early Spring after IPEDS submission of data  Board Presentation: May Meeting</p>

Core Theme Learning and Achievement	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>LA.2.3: SI 56 - GED Completer Transition Rate</b> Measured by the percentage of students who complete the GED and transition into Education or Training.</p>	<p>Green: <math>\geq 3</math> percentage points above the Oregon target rate Yellow: Between 3 percentage points below and 2 percentage points above the Oregon target rate Red: <math>&gt; 3</math> percentage points below the Oregon target rate</p>	<p><b>Measure Type:</b> Direct – Transition Measures student achievement by the transition rate from the Transitional Education program to a credit-bearing college certificate/program.</p>	<p>Lead Writer: Director Transitional Education</p> <p>Data Available: Early September after final state submission</p> <p>Board Presentation: November Meeting</p>
<p><b>LA.2.4: SI 52 – Success Rate- Completion and Transfer</b> Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics A. Two-year completion and transfer rate B. Six-year completion and transfer rate</p>	<p>A and B: Green: <math>\geq 3</math> percentage points above Oregon CC average Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average Red: <math>&gt; 3</math> percentage points below the Oregon CC average</p>	<p><b>Measure Type:</b> Indirect – Counts/Percent Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.</p>	<p>Lead Writer: VP Instruction</p> <p>Data Available: Early October after final state submission of data and reporting to VFA</p> <p>Board Presentation: May Meeting</p>
<b>Objective LA.3: Students demonstrate that they have met learning outcomes</b>			
<p><b>LA.3.1: SI 8 - Employer Perceptions</b> Measured by the average rating level for the overall rating of student employee job performance from data reported by employers as part of the internship process</p>	<p>Green: <math>\geq 4.25</math> Yellow: 3.5 to 4.25 Red: <math>&lt; 3.5</math></p>	<p><b>Measure Type:</b> Indirect – Survey 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</p>	<p>Lead Writer: Dean CTE Data Available: Mid June after surveys completed Board Presentation: April Meeting</p>
<p><b>LA.3.2: SI 13 - Student Technical Skills Outcomes</b> Measured by the percentage of students who pass the Technical Skills Assessments (TSAS) as reported to the State of Oregon Data for Analysis System</p>	<p>Green: 90% or greater Yellow: Between 70% and 89% Red: Below 70%</p>	<p><b>Measure Type:</b> Direct – External Assessment 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.</p>	<p>Lead Writer: Dean CTE</p> <p>Data Available: Early September after final state submission of data</p> <p>Board Presentation: March Meeting</p>

Core Theme Learning and Achievement	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>LA.3.3 : SI 60 - Course Student Learning Outcomes Assessment</b>            Measured by the % of students who meet course level outcomes as measured by faculty identified assessment tool for each course.</p>	<p>Green: <math>\geq 85\%</math>            Yellow: Between 70% and 84%            Red: <math>&lt; 70\%</math></p>	<p><b>Measure Type:</b> Direct – SLO Assessment            Faculty identify specific course outcomes 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 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 outcomes must be measured each academic year.</p>	<p>Lead Writer: VP Instruction             Data Available: July after outcomes reports submitted             Board Presentation: March Meeting</p>
<p><b>LA3.4: SI 51 - General Education Student Learning Outcomes Assessment</b>            Measured by the percentage of students who demonstrate general education student learning outcomes achievement based on scores achieved as reported to state or consortium outcomes benchmarking or as internally assessed.</p>	<p>Green: <math>\geq 85\%</math>            Yellow: Between 70% and 84%            Red: <math>&lt; 70\%</math></p>	<p><b>Measure Type:</b> Direct – SLO Assessment            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 and/or from the Value Rubrics that faculty will use throughout our programs to assess student learning.</p>	<p>Lead Writer: Dean LDC             Data Available: September after outcomes reports submitted and ETS data received             Board Presentation: March Meeting</p>

Core Theme Learning and Achievement	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>LA.3.5 : SI 61 – Program/Discipline Student Learning Outcomes Assessment</b>            Measured by the % of students who meet program/discipline outcomes as measured by faculty-identified assessment tools for each program.</p>	<p>Green: <math>\geq 85\%</math>            Yellow: Between 70% and 84%            Red: <math>&lt; 70\%</math></p>	<p><b>Measure Type:</b> Direct – SLO Assessment            Faculty identify specific program/discipline outcomes 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 program/discipline outcomes 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</p>	<p>Lead Writer: VP Instruction             Data Available: July after outcomes reports submitted             Board Presentation:            March Meeting</p>

## 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	Lead Writer Data Available
<b>Objective A.1: Students access varied learning opportunities</b>			
<p><b>A.1.1: SI 2 – Enrollment Report</b>            Measured by the three-year average of all student enrollments disaggregated by student demographics and delivery demographics (method, time, location)</p>	<p>Green: 9600 or greater            Yellow: Between 9200 - 9599            Red: Below 9200</p>	<p><b>Measure Type:</b> Direct – Service Counts            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.</p>	<p>Lead Writer: Executive Director Enrollment Management</p> <p>Data Available: Early September after final state submission of data</p> <p>Board Presentation: October Meeting</p>



Core Theme Access	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>A.1.2: SI 3 – Course Offerings</b>            Measured by the average three-year total course enrollments disaggregated by student demographics and delivery demographics (method, time, location)</p>	<p>Green: 46,000 or greater            Yellow: Between 41,000 – 45,999            Red: Below 41,000</p>	<p><b>Measure Type:</b> Direct – Service Capacity            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.</p>	<p>Lead Writer: VP Instruction             Data Available: Early September after final state submission of data             Board Presentation: October Meeting</p>
<p><b>A.1.3: SI 35 – Foundation Support</b>            Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.</p>	<p>Green: \$70,00 or greater            Yellow: Between \$40,000 and \$69,000            Red: Less than \$40,000</p>	<p><b>Measure Type:</b> Direct – Service Capacity            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.</p>	<p>Lead Writer: Executive Director Foundation             Data Available: Early September after final year end data             Board Presentation: Board Retreat</p>
<p><b>A.1.4: SI 39 – Institutional Financial Assistance</b>            Measured by the percent of institutional grant assistance provided as a three-year average reported to IPEDS compared to the IPEDS selected similar college cohort comparison group of full-time, first-time degree/certificate seeking students as the percentage point gap between Southwestern and comparison colleges.</p>	<p>Green: <math>\geq 10\%</math>            Yellow: Between 0 % and 9%            Red: <math>&lt; 0\%</math></p>	<p><b>Measure Type:</b> Direct – Service Capacity            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.</p>	<p>Lead Writer: Executive Enrollment Management             Data Available: Early September after final year end data             Board Presentation: October Meeting</p>

**Objective A.2: Students access services that support learning**

Core Theme Access	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>A.2.1: SI 38 – Student Opinion</b>            Measured by the overall rating of student expectations and needs from internal survey data – measured every two years</p>	<p>Green: <math>\geq 4</math>            Yellow: Between 3 - 3.99            Red: <math>&lt; 3</math></p>	<p><b>Measure Type:</b> Indirect – Internal Survey            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.</p>	<p>Lead Writer: Dean Student Services             Data Available: Early July after survey completion             Board Presentation: January Meeting</p>
<p><b>A.2.2: SI 57 – Student Satisfaction</b>            Measured by the overall satisfaction rating on the Student Satisfaction Inventory (SSI) compared to the national community college rating</p>	<p>Green: <math>\geq .15</math> Mean Difference            Yellow: Between 0 and .15 Mean Difference            Red: <math>&lt; 0</math> Mean Difference</p>	<p><b>Measure Type:</b> Indirect – National Survey            Examines student perceptions of an aggregate of all instruction and services accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.</p>	<p>Lead Writer: Dean Student Services             Data Available: Early August after survey completion             Board Presentation: January Meeting</p>
<p><b>Objective A.3: Students access relevant curricula that support lifelong learning and achievement</b></p>			
<p><b>A.3.1: SI 14A – Structured Work Experience</b>            Measured by the percent of degree seeking students who participated in an internship within majors offering work experience calculated as a three-year average compared to the threshold</p>	<p>Green: 18% or greater            Yellow: Between 8% and 17%            Red: Below 8%</p>	<p><b>Measure Type:</b> Direct – Participation Counts            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.</p>	<p>Lead Writer: Dean CTE             Data Available: Early September after final state submission of data             Board Presentation: April Meeting</p>

Core Theme Access	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>A.3.2: SI 29 – Connections – High School Dual Enrolled</b> Measured by the district percentage of junior and seniors enrolled participating in high school connection opportunities</p>	<p>Green: <math>\geq 50\%</math> Yellow: Between 25% and 49% Below 25%</p>	<p><b>Measure Type:</b> Direct – Participation Counts 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.</p>	<p>Lead Writer: HS Connections  Data Available: Early September after final state submission of data  Board Presentation: October Meeting</p>
<p><b>A.3.3: SI 37 – Graduate Survey</b> Measured by the overall rating of student expectations and needs from internal survey data</p>	<p>Green: Average rating <math>\geq 4</math> Yellow: Average rating between 3 - 3.99 Red: Average rating <math>&lt; 3</math></p>	<p><b>Measure Type:</b> Indirect – Internal Survey 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.</p>	<p>Lead Writer: Dean Student Services  Data Available: Early July after survey completion  Board Presentation: January Meeting</p>

## 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	Lead Writer Data Available
<b>Objective CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs</b>			
<p><b>CE.1.1: SI 14B - Structured Work Experience</b> Measured by the ratio of employers per student calculated as a three-year average compared to the threshold.</p>	<p>Green: <math>\geq 1:2</math> Yellow: Between 1:2.1 and 1:4 Red: <math>&lt; 1:4</math></p>	<p><b>Measure Type:</b> Direct – Service Capacity 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</p>	<p>Lead Writer: Dean CTE  Data Available: Early July after survey completion  Board Presentation: April Meeting</p>
<p><b>CE.1.2: SI 32 – Training Participant Satisfaction</b> Measured by the average rating on the question for overall satisfaction from the Workforce Training survey.</p>	<p>Green: <math>\geq 4</math> Yellow: Between 3 to 3.99 Red: <math>&lt; 3</math> On a 5 point scale</p>	<p><b>Measure Type:</b> Indirect – Internal Survey 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.</p>	<p>Lead Writer: Dean Extended Learning  Data Available: Early July after survey completion  Board Presentation: April Meeting</p>
<p><b>CE.1.3: SI 33 – Service to Business</b> Measured by the percentage of businesses served by the SBDC calculated as a three-year average compared to the national annual rate from internal reports/national data</p>	<p>Green: 2.5% or greater Yellow: Between 1.5% and 2.49% Red: Below 1.5%</p>	<p><b>Measure Type:</b> Direct – Service Counts 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.</p>	<p>Lead Writer: Director SBDC  Data Available: Early July after SBDC data release  Board Presentation: April Meeting</p>
<b>Objective CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities</b>			

Core Theme Community Engagement	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>CE.2.1: SI 34 – Staff Service to Community</b> Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey</p>	<p>Green: 65% or greater Yellow: Between 45% and 64% Red: Below 45%</p>	<p><b>Measure Type:</b> Indirect – Internal Survey 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.</p>	<p>Lead Writer: Executive Director Human Resources  Data Available: Mid June after survey completion  Board Presentation: November Meeting</p>
<p><b>CE.2.2: SI 49 – Lifelong Learning Participant Satisfaction</b> Measured by the average rating on the question for overall satisfaction from the Community Education Class survey.</p>	<p>Green: <math>\geq 4</math> Yellow: Between 3 to 3.99 Red: <math>&lt; 3</math></p>	<p><b>Measure Type:</b> Indirect – Internal Survey 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.</p>	<p>Lead Writer: Dean Extended Learning  Data Available: Early July after survey completion  Board Presentation: January Meeting</p>
<p><b>Objective CE.3: Our community members participate and contribute to the College</b></p>			
<p><b>CE.3.1: SI 42 – Foundation Annual Fundraising</b> 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.</p>	<p>Green: \$200,000 or greater Yellow: Between \$100,000 and \$199,999 Red: Less than \$100,000</p>	<p><b>Measure Type:</b> Direct – Service Capacity 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.</p>	<p>Lead Writer: Executive Director Foundation  Data Available: Early September after final year end data Board Presentation: Board Retreat</p>

Core Theme Community Engagement	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>CE.3.2: SI 43 – Foundation Endowments</b>            Measured by the three-year average amount of endowment funds raised as reported by the foundation from foundation-raised funds.</p>	<p>Green: \$40,000 or greater            Yellow: Between \$20,000 and \$39,999            Red: Less than \$20,000</p>	<p><b>Measure Type:</b> Direct – Service Capacity            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.</p>	<p>Lead Writer: Executive Director Foundation             Data Available: Early September after final year end data             Board Presentation: Board Retreat</p>
<p><b>CE.3.3: SI 45 – Alumni Participation</b>            Measured by the three-year average of unduplicated alumni who give to the college foundation combined with alumni who participate in foundation activities and events as reported by the Foundation.</p>	<p>Green: 100 or greater            Yellow: Between 40 and 99            Red: Less than 40</p>	<p><b>Measure Type:</b> Direct – Participation Counts            The measure of the percent of increase in alumnus giving to the Foundation offers a cohort of community in which to measure growth.</p>	<p>Lead Writer: Executive Director Foundation             Data Available: Early September after final year end data             Board Presentation: Board Retreat</p>

## 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	Lead Writer Data Available
<b>Objective S.1: Southwestern provides responsible fiscal management</b>			
<p><b>S.1.1: SI 15 – General Fund Ending Fund Balance</b></p> <p>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</p>	<p>Green: 100% or greater Yellow: Between 85% and 99% Red: Less than 85%</p>	<p><b>Measure Type:</b> Direct – Inter-generational equity 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.</p>	<p>Lead Writer: Executive Director Business Services</p> <p>Data Available: Early October after final year end data</p> <p>Board Presentation: March Meeting</p>
<p><b>S.1.2: SI 16 -Fiscal Responsibilities – All Funds</b></p> <p>Measured by the threshold</p> <p><b>A.</b> calculated as the ending fund balance to target ending fund balance for all funds from final audited figures</p> <p><b>B.</b> for the current ratio of assets to liabilities from internal reports/final audited figures</p>	<p><b>A</b> - Green: 100% or greater Yellow: Between 70% to 84% Red: Less than 70%</p> <p><b>B</b> - Green: Greater than 2.49 Yellow: 1.00 to 2.49 Red: Less than 1.00</p>	<p><b>A. Measure Type:</b> Direct – Inter-generational equity - 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. 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.</p> <p><b>B. Measure Type:</b> Direct – Liquidity Ratio - 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.</p>	<p>Lead Writer: Executive Director Business Services</p> <p>Data Available: Early October after final year end data</p> <p>Board Presentation: March Meeting</p>



Core Theme Sustainability	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>S.1.3: SI 17 - Fiscal Enterprise Fund Responsibilities</b>            Measured by the Enterprise Fund Operating Margin derived from Enterprise Fund combined operating income over gross revenue</p>	<p>Green: \$500,00 or greater            Yellow: Between \$300,000 - \$499,999            Red: Less than \$300,000</p>	<p><b>Measure Type:</b> Direct – Liquidity            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.</p>	<p>Lead Writer: Executive Director Business Services            Data Available: Early October after final year end data            Board Presentation: March Meeting</p>
<p><b>Objective S.2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources</b></p>			
<p><b>S.2.1: SI 9 - Employee Satisfaction and Opinion</b>            Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For</p>	<p>Green: 65% or greater            Yellow: Between 45% and 64%            Red: Less than 45%</p>	<p><b>Measure Type:</b> Indirect – National Survey            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.</p>	<p>Lead Writer: Executive Director Human Resources            Data Available: Early August after survey completion and results released            Board Presentation: November Meeting</p>



Core Theme Sustainability	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>S.2.2: SI 19 - Infrastructure Equipment and Software Maintenance</b> Measured by the percent of planned expenditures required to replace equipment and software according to the Integrated Technology Replacement Plan compared to the actual expenditures based on a three-year expenditure average from internal reports and general ledger expenditures</p>	<p>Green: 85% or greater Yellow: Between 70% and 84% Red: Less than 70%</p>	<p><b>Measure Type:</b> Direct – Capacity 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).</p>	<p>Lead Writer: Executive Director ITS  Data Available: Early October after final year end data Board Presentation With ITS Presentation</p>
<p><b>S.2.3: SI 20 - Infrastructure Maintenance</b> Measured by the threshold level achieved for the percent of identified maintenance and safety projects completed. Projects are identified in the Master Facility Plan and Annual Budget book.</p>	<p>Green: 85% or greater Yellow: Between 70% and 84% Red: Less than 70%</p>	<p><b>Measure Type:</b> Direct – Capacity Supports a sustainable facility infrastructure through completion of maintenance and safety projects as identified during the budgeting process.</p>	<p>Lead Writer: Executive Director Business Services  Data Available: Early October after final year end data  Board Presentation With Facility Presentation</p>
<p><b>S.2.4: SI 58 – Institutional Capacity</b> Measured by the average rating on the ICAT assessment; disaggregated by key area</p>	<p>Green: <math>\geq 3.5</math> Yellow: Between 2 and 3.5 Red: <math>&lt; 2</math></p>	<p><b>Measure Type:</b> Indirect – External Survey The Institutional Capacity Assessment Tool (ICAT) helps colleges assess capacity and identify strengths and areas for improvement in light of best practices in seven key areas: 1) Leadership and Vision; 2) Data and Technology; 3) Equity; 4) Teaching and Learning; 5) Engagement and Communication; 6) Strategy and Planning; and 7) Policies and Practices. The tool provides a structure for stakeholders from all areas of a college to collectively examine critical elements necessary to support student success.</p>	<p>Success Committee  Data Available: June after survey completion  Board Presentation Board Retreat</p>
<p><b>Objective S.3: Southwestern delivers viable quality instruction</b></p>			

Core Theme Sustainability	Threshold	Purpose and Meaning	Lead Writer Data Available
<p><b>S.3.1: SI 7 - Program Relevance</b>            Measured by the percentage of CTE and articulated programs that meet high demand labor trends for the service area derived from Oregon 10 year job opening labor trends from OLMIS</p>	<p>Green: 90% of service area high demand labor            Yellow: Between 75% and 90% of service area high demand labor            Red: Below 75% of service area high demand labor</p>	<p><b>Measure Type:</b> Direct – Program Counts            Monitor future job projections and high demand occupations to ensure appropriate learning opportunities are available for students and the community to provide the training and education so students will have the required skills needed to meet industry expectations.</p> <p>Accelerated postsecondary degree and credentials programs are an immediate and impactful way to connect high-demand, high-wage jobs with the required postsecondary education</p>	<p>Lead Writer: VP Instruction</p> <p>Data Available: Early January after state publication of data</p> <p>Board Presentation:            April Meeting</p>
<p><b>S.3.2: SI 59 – Instructional Effectiveness and Quality</b>            Measured by the scaled item category for Instructional Effectiveness rating on the Student Satisfaction Inventory (SSI) compared to the community college western region; disaggregated by question</p>	<p>Green: <math>\geq .15</math> SD Difference            Yellow: Between 0 and <math>.15</math> SD Difference            Red: <math>&lt; 0</math> SD Difference</p>	<p><b>Measure Type:</b> Indirect –National Survey            Examines student perceptions of an aggregate of instructional activities and learning opportunities accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.</p>	<p>Lead Writer: VP Instruction</p> <p>Data Available: Early July after survey results received</p> <p>Board Presentation:            April Meeting</p>

## 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.

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