



Southwestern Oregon Community College

2018-2019 and 2019-2020 Reports

Success Indicators (SIs)

Mission Statement

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner. (Adopted November 19, 2012)

Measures

Core Themes and Objectives

Learning and Achievement

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

Outcome: Objective LA.1: Students demonstrate progress

- ▼ **Measure:** LA.1.1: SI 44 – Success Rate - Developmental Courses
Institution level Indirect - Other

Indicator (Measurement):	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
Thresholds:	Green: $\geq 3\%$ above the Oregon CC rate Yellow: Between 3% above and below the Oregon CC rate Red: $> 3\%$ below the Oregon CC rate
Purpose and Meaning:	Measure Type: Indirect – Grades This milestone indicates student progress in preparing for success by completing remedial instruction to develop skills needed to succeed in

Key/Responsible
Personnel:

college gateway courses and beyond.

Lead Writer: Dean LDC/Developmental
Data Available: Early October after final state
submission of data and reporting to VFA
Board Presentation: February Meeting

▼ **Measure:** LA.1.2: SI 28 - Progress – Credits Earned
Institution level Direct - Other

Indicator (Measurement):

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

Thresholds:

Green: $\geq 3\%$ above the Oregon CC rate
Yellow: Between 3% above and below the Oregon CC rate
Red: $> 3\%$ below the Oregon CC rate

Purpose and Meaning:

Measure Type: 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.

Key/Responsible
Personnel:

Lead Writer: VP Instruction
Data Available: Early October after final state
submission of data and reporting to VFA
Board Presentation: May Meeting

▼ **Measure:** LA.1.3: SI 47 – Success Rate - LDC Courses
Institution level Indirect - Other

Indicator (Measurement):

Measured by the percentage of students passing LDC courses with a C grade or better; disaggregated by student demographics

Thresholds:	Green: ≥ 80% Yellow: Between 75% and 79% Red: < 75%
Purpose and Meaning:	Measure Type: Indirect – Grades Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes.
Key/Responsible Personnel:	Lead Writer: Dean LDC/Developmental Data Available: Early September after final state submission of data Board Presentation: February Meeting

▼ **Measure:** LA.1.4: SI 53 – Success Rate - CTE Courses
Institution level Indirect - Other

Indicator (Measurement):	Measured by the percentage of students passing CTE courses with a C grade or better; disaggregated by student demographics
Thresholds:	Green: ≥ 80% Yellow: Between 75% and 79% Red: < 75%
Purpose and Meaning:	Measure Type: Indirect – Grades Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early September after final state submission of data Board Presentation: February Meeting

▼ **Measure:** LA.1.5: SI 48 – Retention Rate
Institution level Indirect - Other

Indicator (Measurement):	Measured by the cohort retention rate for first time full-time freshman (fall to fall) as reported to IPEDS; disaggregated by student demographics
Thresholds:	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
Purpose and Meaning:	Measure Type: 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 educations success. This indicator offers a measure of student progress toward achievement on an annual basis.
Key/Responsible Personnel:	Lead Writer: Dean Student Success and Transfer Data Available: Late Spring after IPEDS submission of data Board Presentation: May Meeting

▼ **Measure:** LA.1.6: SI 54 – Success Rate – Subsequent Courses
Institution level Indirect - Other

Indicator (Measurement):	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
Thresholds:	Green: $\geq 80\%$ Yellow: Between 75% and 79% Red $< 75\%$
Purpose and Meaning:	Measure Type: 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.

Key/Responsible
Personnel:

Lead Writer: VP Instruction
Data Available: Early September after final state submission of data
Board Presentation: February Meeting

▼ **Measure:** LA.1.7: SI 55 – Retention Rate - Transitional Education
Institution level Indirect - Other

Indicator (Measurement):

Measured by the retention rate for Transitional Education students from beginning of quarter until end of quarter as reported to TOPSpro Enterprise.

Thresholds:

Green: ≥ 5 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: > 4 percentage points below the Oregon target rate for all EFLs

Purpose and Meaning:

Measure Type: 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.

Key/Responsible
Personnel:

Lead Writer: Director Transitional Education
Data Available: Early September after final state submission of data
Board Presentation: November Meeting

Outcome: Objective LA.2.1: Students complete certificates, degrees, and transfer

▼ **Measure:** LA.2.1: SI 11 – Graduation Rate *Institution level Indirect - Other*

Indicator (Measurement):	Measured by the cohort 4 year graduation rate of first-time full-time freshman (fall) as reported to IPEDS; disaggregated by student demographics
Thresholds:	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
Purpose and Meaning:	Measure Type: Indirect – Counts/Percent Measures student achievement gauged by degree or certificates awarded and reflects student attainment of personal educational milestones.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early Spring after IPEDS submission of data Board Presentation: May Meeting

▼ **Measure:** LA.2.2: SI 46 – Transfer Rate *Institution level Indirect - Other*

Indicator (Measurement):	Measured by the cohort transfer rate for first time full-time freshman as reported to IPEDS; disaggregated by student demographics
Thresholds:	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

Purpose and Meaning:

Measure Type: Indirect – Counts/Percent
Measures student achievement gauged by the transfer rate and reflects student attainment of personal educational milestones.

Key/Responsible Personnel:

Lead Writer: Dean Student Success and Transfer
Data Available: Early Spring after IPEDS submission of data
Board Presentation: May Meeting

▼ **Measure:** LA.2.3: SI 56 - GED Completer Transition Rate
Institution level Direct - Other

Indicator (Measurement):

Measured by the percentage of students who complete the GED and transition into Education or Training.

Thresholds:

Green: ≥ 3 percentage points above the Oregon target rate
Yellow: Between 3 percentage points below and 2 percentage points above the Oregon target rate
Red: > 3 percentage points below the Oregon target rate

Purpose and Meaning:

Measure Type: Direct – Transition
Measures student achievement by the transition rate from the Transitional Education program to a credit-bearing college certificate/program.

Key/Responsible Personnel:

Lead Writer: Director Transitional Education
Data Available: Early September after final state submission
Board Presentation: November Meeting

▼ **Measure:** LA.2.4A: SI 52A – Success Rate- Completion and Transfer
Institution level Indirect - Other

Indicator (Measurement):

LA.2.4: SI 52 – Success Rate- Completion and Transfer
Measured by the combined completion and transfer rates as reported to VFA for the credential

	<p>seeking cohort disaggregated by student demographics reported as the two-year completion and transfer rate</p>
Thresholds:	<p>Green: ≥ 3 percentage points above Oregon CC average</p> <p>Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average</p> <p>Red: > 3 percentage points below the Oregon CC average</p>
Purpose and Meaning:	<p>Measure Type: Indirect – Counts/Percent</p> <p>Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.</p>
Key/Responsible Personnel:	<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>

▼ **Measure:** LA.2.4B: SI 52B – Success Rate- Completion and Transfer
Institution level Indirect - Other

Indicator (Measurement):	<p>Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics reported as the six-year completion and transfer rate</p>
Thresholds:	<p>Green: ≥ 3 percentage points above Oregon CC average</p> <p>Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average</p> <p>Red: > 3 percentage points below the Oregon CC average</p>
Purpose and Meaning:	<p>Measure Type: Indirect – Counts/Percent</p> <p>Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.</p>
Key/Responsible	<p>Lead Writer: VP Instruction</p>

Personnel:

Data Available: Early October after final state submission of data and reporting to VFA
Board Presentation: May Meeting

Outcome: LA.3: Students demonstrate that they have met learning outcomes

▼ **Measure:** LA.3.1: SI 8 - Employer Perceptions
Institution level Direct - Other

Indicator (Measurement):	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
Thresholds:	Green: ≥ 4.25 Yellow: 3.5 to 4.25 Red: < 3.5
Purpose and Meaning:	Measure Type: 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 needs of partner employers.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Mid June after surveys completed Board Presentation: April Meeting

▼ **Measure:** LA.3.2: SI 13 - Student Technical Skills Outcomes
Institution level Direct - Exam

Indicator (Measurement):	Measured by the percentage of students who pass the Technical Skills Assessments (TSAS) as reported to the State of Oregon Data for Analysis System
Thresholds:	Green: 90% or greater

	<p>Yellow: Between 70% and 89%</p> <p>Red: Below 70%</p>
Purpose and Meaning:	<p>Measure Type: Direct – External Assessment</p> <p>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>
Key/Responsible Personnel:	<p>Lead Writer: Dean CTE</p> <p>Data Available: Early September after final state submission of data</p> <p>Board Presentation: March Meeting</p>

▼ **Measure:** LA.3.3 : SI 60 - Course Student Learning Outcomes Assessment
Institution level Direct - Other

Indicator (Measurement):	<p>LA.3.3 : SI 60 - Course Student Learning Outcomes Assessment</p> <p>Measured by the % of students who meet course level outcomes as measured by faculty identified assessment tool for each course.</p>
Thresholds:	<p>Green: ≥ 85%</p> <p>Yellow: Between 70% and 84%</p> <p>Red: < 70%</p>
Purpose and Meaning:	<p>Measure Type: Direct – SLO Assessment</p> <p>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>
Key/Responsible Personnel:	<p>Lead Writer: VP Instruction</p> <p>Data Available: July after outcomes reports</p>

submitted

Board Presentation: March Meeting

▼ **Measure:** LA.3.5 : SI 61 – Program/Discipline Student Learning Outcomes Assessment

Program level Direct - Student Artifact

Indicator (Measurement):	Measured by the % of students who meet program/discipline outcomes as measured by faculty-identified assessment tools for each program.
Thresholds:	Green: $\geq 85\%$ Yellow: Between 70% and 84% Red: $< 70\%$
Purpose and Meaning:	Measure Type: 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 success of students achieving that outcome. Faculty will have goals on how many course outcomes must be measured each academic year.
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: July after outcomes reports submitted Board Presentation: March Meeting

▼ **Measure:** LA3.4: SI 51 - General Education Student Learning Outcomes Assessment

Institution level Direct - Other

Indicator (Measurement):	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.
Thresholds:	Green: ≥ 85% Yellow: Between 70% and 84% Red: < 70%
Purpose and Meaning:	Measure Type: 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.
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: September after outcomes reports submitted and ETS data received Board Presentation: March Meeting

Access

A: 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.

Outcome: Objective A.1: Students access varied learning opportunities

▼ **Measure:** A.1.1: SI 2 – Enrollment Report
Institution level Direct - Other

Indicator (Measurement):	Measured by the three-year average of all student enrollments disaggregated by student
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Thresholds:	demographics and delivery demographics (method, time, location) Green: 9600 or greater Yellow: Between 6000 - 9599 Red: Below 6000
Purpose and Meaning:	Measure Type: 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. 2018-19 thresholds updated to reflect current economic conditions and budget development
Key/Responsible Personnel:	Lead Writer: Executive Director Enrollment Management Data Available: Early September after final state submission of data Board Presentation: October Meeting

▼ **Measure:** A.1.2: SI 3 – Course Offerings
Institution level Direct - Other

Indicator (Measurement):	Measured by the average four-year total course enrollments disaggregated by student demographics and delivery demographics (method, time, location)
Thresholds:	Green: 46,000 or greater Yellow: Between 35,000 – 45,999 Red: Below 35,000
Purpose and Meaning:	Measure Type: 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.

2018-19 thresholds updated to reflect current economic conditions and budget development

Key/Responsible
Personnel:

Lead Writer: VP Instruction
Data Available: Early September after final state submission of data.
Board Presentation: October Meeting

▼ **Measure:** A.1.3: SI 35 – Foundation Support
Institution level Direct - Other

Indicator (Measurement): Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.

Thresholds: Green: \$70,00 or greater
Yellow: Between \$40,000 and \$69,000
Red: Less than \$40,000

Purpose and Meaning: Measure Type: 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.

Key/Responsible
Personnel:

Lead Writer: Executive Director Foundation
Data Available: Early September after final year end data
Board Presentation: Board Retreat

▼ **Measure:** A.1.4: SI 39 – Institutional Financial Assistance
Institution level Direct - Other

Indicator (Measurement):	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.
Thresholds:	Green: ≥ 10% Yellow: Between 0 % and 9% Red: < 0%
Purpose and Meaning:	Measure Type: 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.
Key/Responsible Personnel:	Lead Writer: Executive Director Enrollment Management Data Available: Early September after final year end data Board Presentation: October Meeting

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

▼ **Measure:** A.2.1: SI 38 – Student Opinion
Institution level Indirect - Survey

Indicator (Measurement):	Measured by the overall rating of student expectations and needs from internal survey data –
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Thresholds:	measured every two years Green: ≥ 4 Yellow: Between 3 - 3.99 Red: < 3
Purpose and Meaning:	Measure Type: 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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early July after survey completion Board Presentation: January Meeting

▼ **Measure:** A.2.2: SI 57 – Student Satisfaction
Institution level Indirect - Survey

Indicator (Measurement):	Measured by the overall satisfaction rating on the Student Satisfaction Inventory (SSI) compared to the community college national rating; measured every three years
Thresholds:	Green: $\geq .15$ Mean Difference Yellow: Between 0 and $.15$ Mean Difference Red: < 0 Mean Difference
Purpose and Meaning:	Measure Type: 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.
Key/Responsible Personnel:	Lead Writer: VP Enrollment and Student Services Data Available: Early August after survey completion Board Presentation: January Meeting

Outcome: Objective A.3: Students access relevant curricula that support lifelong learning and achievement

▼ **Measure:** A.3.1: SI 14A – Structured Work Experience
Institution level Direct - Other

Indicator (Measurement):	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
Thresholds:	Green: 18% or greater Yellow: Between 8% and 17% Red: Below 8%
Purpose and Meaning:	Measure Type: 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.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early September after final state submission of data Board Presentation: April Meeting

▼ **Measure:** A.3.2: SI 29 – Connections – High School Dual Enrolled
Institution level Direct - Other

Indicator (Measurement):	Measured by the district percentage of junior and seniors enrolled participating in high school connection opportunities
Thresholds:	Green: ≥ 50% Yellow: Between 25% and 49%

Purpose and Meaning:

Below 25%

Measure Type: 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.

Key/Responsible Personnel:

Lead Writer: HS Connections
Data Available: Early September after final state submission of data
Board Presentation: October Meeting

▼ **Measure:** A.3.3: SI 37 – Graduate Survey
Institution level Indirect - Survey

Indicator (Measurement):

Measured by the overall rating of student expectations and needs from internal survey data; measured every two years

Thresholds:

Green: Average rating ≥ 4
Yellow: Average rating between 3 - 3.99
Red: Average rating < 3

Purpose and Meaning:

Measure Type: 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.

Key/Responsible Personnel:

Lead Writer: VP Enrollment and Student Services
Data Available: Early July after survey completion
Board Presentation: January Meeting

Community Engagement

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

Outcome: Core Theme Community Engagement Objective CE.1: Southwestern serves our communities by providing quality training and business development

▼ **Measure:** CE.1.1: SI 14B - Structured Work Experience

Institution level Direct - Other

Indicator (Measurement):	Measured by the ratio of employers per student calculated as a three-year average compared to the threshold.
Thresholds:	Green: $\geq 1:2$ Yellow: Between 1:2.1 and 1:4 Red: $< 1:4$
Purpose and Meaning:	Measure Type: 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 local economy and employer base.
Key/Responsible Personnel:	Lead Writer: Dean CTE Data Available: Early July after survey completion Board Presentation: April Meeting

▼ **Measure:** CE.1.2: SI 32 – Training Participant Satisfaction

Institution level Indirect - Survey

Indicator (Measurement):	Measured by the average rating on the question for overall satisfaction from the Workforce Training survey.
Thresholds:	Green: ≥ 4 Yellow: Between 3 to 3.99 Red: < 3

Purpose and Meaning:

Measure Type: 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.

Key/Responsible Personnel:

Lead Writer: Dean Extended Learning
Data Available: Early July after survey completion
Board Presentation: April Meeting

▼ **Measure:** CE.1.3: SI 33 – Service to Business
Institution level Direct - Other

Indicator (Measurement):

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

Thresholds:

Green: 2.5% or greater
Yellow: Between 1.5% and 2.49%
Red: Below 1.5%

Purpose and Meaning:

Measure Type: 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.

Key/Responsible Personnel:

Lead Writer: Director SBDC
Data Available: Early July after SBDC data release
Board Presentation: April Meeting

Outcome: Objective CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities

▼ **Measure:** CE.2.1: SI 34 – Staff Service to Community
Institution level Indirect - Other

Indicator (Measurement): Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey; measured every three years

Thresholds: Green: 65% or greater
Yellow: Between 45% and 64%
Red: Below 45%

Purpose and Meaning: Measure Type: 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.

Key/Responsible Personnel: Lead Writer: Chief Human Resource Officer
Data Available: Mid June after survey completion
Board Presentation: November Meeting

▼ **Measure:** CE.2.2: SI 49 – Lifelong Learning Participant Satisfaction
Institution level Indirect - Survey

Indicator (Measurement): Measured by the average rating on the question for overall satisfaction from the Community Education Class survey.

Thresholds: Green: ≥ 4
Yellow: 3 to 3.99
Red: < 3

Purpose and Meaning:	Measure Type: 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.
Key/Responsible Personnel:	Lead Writer: Dean Extended Learning Data Available: Early July after survey completion Board Presentation: January Meeting

Outcome: Objective CE.3: Our community members participate and contribute to the College

Refinement intended in 2015-16 to remove the verbiage "foundation in support of the" was not removed in all documents until 2016-17. The intent of the objective was the same, the verbiage was refined to more clearly state intent.

▼ **Measure:** CE.3.1: SI 42 – Foundation Annual Fundraising
Institution level Direct - Other

Indicator (Measurement):	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.
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Thresholds:	Green: \$200,000 or greater Yellow: Between \$100,000 and \$199,999 Red: Less than \$100,000
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Purpose and Meaning:	Measure Type: Direct – Service 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.
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Key/Responsible	Lead Writer: Executive Director Foundation
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Personnel: Data Available: Early September after final year end data
Board Presentation: Board Retreat

▼ **Measure:** CE.3.2: SI 43 – Foundation Endowments
Institution level Direct - Other

Indicator (Measurement): Measured by the three-year average amount of endowment funds raised as reported by the foundation from foundation-raised funds.

Thresholds: Green: \$40,000 or greater
Yellow: Between \$20,000 and \$39,999
Red: Less than \$20,000

Purpose and Meaning: Measure Type: 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.

Key/Responsible Personnel: Lead Writer: Executive Director Foundation
Data Available: Early September after final year end data
Board Presentation: Board Retreat

▼ **Measure:** CE.3.3: SI 45 – Alumni Participation
Institution level Direct - Other

Indicator (Measurement): 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.

Thresholds:	Green: 100 or greater Yellow: Between 40 and 99 Red: Less than 40
Purpose and Meaning:	Measure Type: 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.
Key/Responsible Personnel:	Lead Writer: Executive Director Foundation Data Available: Early September after final year end data Board Presentation: Board Retreat

Sustainability

S: 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.

Outcome: Objective S.1: Southwestern provides responsible fiscal management

▼ **Measure:** S.1.1: SI 15 – General Fund Ending Fund Balance *Institution level Direct - Other*

Indicator (Measurement):	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
Thresholds:	Green: 100% or greater Yellow: Between 85% and 99% Red: Less than 85%
Purpose and Meaning:	Measure Type: 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.

Key/Responsible
Personnel:

Lead Writer: Executive Director Business Services
Data Available: Early October after final year end data
Board Presentation: March Meeting

▼ **Measure:** S.1.2A: SI 16A -Fiscal Responsibilities – All Funds
Institution level Direct - Other

Indicator (Measurement): Measured by the threshold calculated as the ending fund balance to target ending fund balance for all funds from final audited figures

Thresholds:
Green: 85% or greater
Yellow: Between 70% to 84%
Red: Less than 70%

Purpose and Meaning: Measure Type: 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. 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.

Key/Responsible
Personnel:

Lead Writer: Executive Director Business Services
Data Available: Early October after final year end data
Board Presentation: March Meeting

▼ **Measure:** S.1.2B: SI 16B -Fiscal Responsibilities – All Funds
Institution level Direct - Other

Indicator (Measurement):	Measured by the threshold for the current ratio of assets to liabilities from internal reports/final audited figures
Thresholds:	Green: Greater than 2.49 Yellow: 1.00 to 2.49 Red: Less than 1.00
Purpose and Meaning:	Measure Type: 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.
Key/Responsible Personnel:	Lead Writer: Executive Director Business Services Data Available: Early October after final year end data Board Presentation: March Meeting

▼ **Measure:** S.1.3: SI 17 - Fiscal Enterprise Fund Responsibilities
Institution level Direct - Other

Indicator (Measurement):	Measured by the Enterprise Fund Operating Margin derived from Enterprise Fund combined operating income over net revenue
Thresholds:	Green: Over 15% Yellow: 10% to 15% Red: Less than 10%
Purpose and Meaning:	Measure Type: 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.
Key/Responsible	Lead Writer: Executive Director Business Services

Personnel:

Data Available: Early October after final year end data
Board Presentation: March Meeting

Outcome: Objective S.2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources

▼ **Measure:** S.2.1: SI 9 - Employee Satisfaction and Opinion
Institution level Indirect - Survey

Indicator (Measurement):	Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For or other identified survey with an administration once every three year
Thresholds:	Green: 65% or greater Yellow: Between 45% and 64% Red: Less than 45%
Purpose and Meaning:	Measure Type: 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.

Key/Responsible
Personnel:

Lead Writer: Chief Human Resource Officer
Data Available: Early August after survey
completion and results released
Board Presentation: November Meeting

▼ **Measure:** S.2.2: SI 19 - Infrastructure Equipment and Software Maintenance
Institution level Direct - Other

Indicator (Measurement):

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

Thresholds:

Green: 85% or greater
Yellow: Between 70% and 84%
Red: Less than 70%

Purpose and Meaning:

Measure Type: 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).

Key/Responsible
Personnel:

Lead Writer: Executive Director ITS
Data Available: Early October after final year end data
Board Presentation With ITS Presentation

▼ **Measure:** S.2.3: SI 20 - Infrastructure Maintenance
Institution level Direct - Other

Indicator (Measurement):

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.

Thresholds:

Green: 85% or greater

Yellow: Between 70% and 84%
 Red: Less than 70%

Purpose and Meaning: Measure Type: Direct – Capacity
 Supports a sustainable facility infrastructure through completion of maintenance and safety projects as identified during the budgeting process.

Key/Responsible Personnel: Lead Writer: Director Facility Services
 Data Available: Early October after final year end data
 Board Presentation With Facility Presentation

▼ **Measure:** S.2.4: SI 58 – Institutional Capacity
Institution level Indirect - Survey

Indicator (Measurement): Measured by the average rating on the ICAT assessment; disaggregated by key area with administration of once every three years

Thresholds: Green: ≥ 3.5
 Yellow: Between 2 and 3.5
 Red: < 2

Purpose and Meaning: Measure Type: 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.

Key/Responsible Personnel: Success Committee
 Data Available: June after survey completion
 Board Presentation Board Retreat

Outcome: Objective S.3: Southwestern delivers viable quality instruction

▼ **Measure:** S.3.1: SI 7 - Program Relevance
Institution level Indirect - Other

Indicator (Measurement):	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
Thresholds:	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
Purpose and Meaning:	Measure Type: 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. Accelerated postsecondary degree and credentials programs are an immediate and impactful way to connect high-demand, high-wage jobs with the required postsecondary education
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: Early January after state publication of data Board Presentation: April Meeting

▼ **Measure:** S.3.2: SI 59 – Instructional Effectiveness and Quality
Institution level Indirect - Survey

Indicator (Measurement):	Measured by the scaled item category for Instructional Effectiveness rating on the Student
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	Satisfaction Inventory (SSI) compared to the community college western region; disaggregated by question
Thresholds:	Green: $\geq .15$ SD Difference Yellow: Between 0 and $.15$ SD Difference Red: < 0 SD Difference
Purpose and Meaning:	Measure Type: 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.
Key/Responsible Personnel:	Lead Writer: VP Instruction Data Available: Early July after survey results received Board Presentation: April Meeting

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