

Southwestern Oregon Community College

After the Flood

Mission Fulfillment Annual Review

January 27, 2025

Southwestern Oregon Community College fulfills the educational and cultural needs of our diverse communities by providing equitable access to exceptional teaching and learning in a collaborative, engaging environment.

The strategic plan adopted in 2021 elicited four strategic priorities, through which leadership, faculty, and staff committed to carry out the mission.

- **Student Success.** Promote student success with an engaging and supportive learning environment in and out of the classroom.
- **Enrollment.** Stabilize enrollment and expand educational opportunities in our district.
- **Equity.** Identify and reduce equity gaps through evaluation and use of data.
- **Capital.** Enhance capital through stewardship of human, fiscal,

technological, and structural resources.

These Priorities have become the focal point of decisions and actions across the College, over and above the ordinary day-to-day operations of registering students, teaching classes, and maintaining the workforce and facilities. Even since these Priorities were introduced, their definitions have matured to meet the needs of the institution as it develops organizationally. Accordingly, annual planning has become more structured, more intentional, and more sophisticated.

Mission-Based Budgeting

Prior practices to tie budget requests to Strategic Priorities led Southwestern leaders to formalize mission-based budgeting during the strategic planning process. The annual planning and budgeting processes have become more tightly entwined, and will continue to weave more seamlessly.

Southwestern's first annual Planning Day was held in December 2023, which proved more fruitful than anticipated at the strategic decision level. Planning Day was structured for administrative and departmental leads to evaluate current projects, and to outline goals and the respective activities in preparation for the annual budget cycle. The coordinated event inspired a series of collaborative, interdepartmental dialogues engaging all work groups. The result became a planning framework wherein staff identified common themes across their individual departmental goals and strategies, and specific strategies that can only take place through the collaboration of multiple departments. Five institutional goals emerged:

- **Culture of Care.** Foster a culture of care among the entire college community to better serve our students and staff.
- **Professional Development.** Develop a campus-wide approach for ongoing professional development.
- **Collaboration and Communication.** Increase collaboration and communication across all workgroups and college stakeholders.
- **Community Relations.** Strengthen relations between SWOCC and the communities we serve.

- **Modernize Campus.** Maintain and modernize campuses to better match current and future needs.

These five Institutional Goals do not replace the Strategic Priorities, but rather support them through the way faculty, staff, and administrators work and the choices they make to support the mission. These Goals give voice to the underlying culture and espoused values of Southwestern—Intentional Excellence, Student Centeredness, Lifelong Learning, and Collaborative Innovation. They also provide an anchor between the operational-level action plans and the global-level Strategic Priorities for staff to observe if they are really doing what they intend as individual and disparate tasks proceed.

The continuing exchanges generated several interdepartmental strategies to accomplish each of the Institutional Goals. The strategies represent a formal acknowledgement of the work plans that cross intra-organizational boundaries, reflected in the departmental action plans identified during Planning Day. Each of the examples illustrating success or stagnation of a Strategic Priority is either a component or product of a work plan evaluated and/or identified during Planning Day.



Planning Day continues as an annual, College-wide event with even more formal structure. A plenary meeting opened Planning Day 2024, to outline the process and context for the day, to review the developments of the prior year, and to ground the Strategic Priorities in the budget process and overall funding model. The meeting proved earth-shattering, with an earthquake triggering simultaneously just south of the college district boundary. A tsunami evacuation notice interrupted the meeting and delayed formal annual planning. However, the incident reinforced collaboration, bringing people together in unexpected ways that day.

Evidence suggests the mission-based budgeting process is resilient and intact. Evaluation of current and planning of new projects continues as department leads are able to re-schedule and outline a clear understanding of their capacities and needs prior to making new budget requests. By this writing, all departments have completed their initial planning, and are poised to meet all of the budget deadlines comfortably.

Measuring the Mission

The key success indicators for each of the Strategic Priorities were developed through an extensive, participatory process of

examination and discussion with working groups such as the Student Success Committee and College Council, as well as key stakeholders in administrative units who are most familiar with their work that drives the outcomes. These metrics do not represent all data points necessary to understand the depths of the mission, nor the scope of activities that fulfill it. Rather, these metrics have been selected to work together to tell the story of the student and the college experience. Many of the measures are composites made up of several component parts that are examined separately by the work groups and departments responsible for them.

Many of the metrics focus on relatively near-term outcomes, experiences and behaviors learners need to exhibit within their first year for the best chances of success. The short-distance focus brings the attention of the College community to the individual steps required for learners to reach their overall goal.

The metrics for Student Success, Equity, and a portion of the Enrollment profile, are based on student cohorts to include an indicator of time. A cohort represents all students who first became degree-seeking during fall, winter, or spring of the academic year, regardless of the number of credits enrolled that term, or whether they brought credits from another institution.

Each of the measures are supported by one or more interventions, College initiatives, or departmental action plans. Success is evaluated by changes in relevant strategic success indicators or one of its component parts. Holding the metric at the fore encourages faculty and staff to visualize the effect of their personal actions on student achievement. The evaluative process is devolved to the collaborating departments, and is also centralized through the Student Success and Institutional Data Committees.

Goals for continuous improvement illustrate movement and progress. A departure from prior annual summaries based on maintaining a fixed outcome, each strategic indicator is accompanied by an aspirational target to achieve by the end of the strategic planning cycle in 2027, with incremental progress goals for annual improvement. Summarized on a three-level rubric, achievement of the annual rate of progress “meets the goal; inadequate progress “needs improvement”; and negative change “does not meet” the annual goal. A handful of indicators have already surpassed their longer-term target and have “exceeded” annual progress thresholds. Goals for a handful of indicators that require near perfection annually, or are already at a satisfactory threshold, are based on sustaining achievement.

Student Success

At its core, Southwestern serves the community through education and lifelong learning. Student Success, the number one priority for the College, is defined as *promoting student success with an engaging and supportive learning environment in and out of the classroom*. Three pairs of metrics indicate the extent that Student Success is being accomplished: retention, transfer, and graduation; credit accumulation; and gateway course completion.

Results are mixed. Perhaps the most illustrative are the changes in rates that students continue, transfer, or graduate after one year at Southwestern, and after three years. The rate of student success at three years increased since the most recent reporting period, while the rate of success decreased among students enrolled just one year. These opposing trajectories, after two consecutive years of stagnation, may be the product of the pandemic's impact on students at different stages of their academic journey.

Among full-time and part-time students, the rate that learners accumulated sufficient credits to make progress toward a degree within their first year increased, but was inadequate to sustain the annual progress required to meet the 2027 goal. Also in contrast, the rate that students completed gateway-level math within their first year declined, while the rate that they completed writing increased.

On average, growth appears tepid across the strategic indicators of Student Success, however, the annual planning process and larger-scale institutional initiatives have laid a strong foundation for improvement. A reflective analysis of advising procedures is in progress, with the intent to restructure the advising model and support learners more effectively the minute they reach our doorstep and every term thereafter. Faculty have begun training and certification in Quality Matters to improve instruction, especially in online classes. In addition, the Title III grant awarded in fall 2023 has funded a full-time staff position to support faculty development among other goals, and, new as of this writing, an Instructional Designer.

The new Major Transfer Maps issued by the HECC are being adapted into the curriculum to simplify the transfer process; three programs have already been added to the catalog and two more will be ready by the next annual update.

To increase opportunities for credit accumulation a compressed course schedule was piloted between fall and winter terms in 2023-24. At small scale the findings were inconclusive, though warranted further development and a second pilot again in 2023-24.

To improve math completion rates, students who completed their first gateway math course in 2023-24 were offered six free credits the following term. This

intervention was the result of ongoing analysis of math participation and success rates, coupled with planning to reduce the length of the developmental pathway in math to a maximum of three courses, and mandatory co-requisite support for gateway math starting in the 2025-26 academic year. Early results should start becoming visible in the next annual update.

The Facilities and Safety staff have been working to improve the learning environment by introducing new safety technology available on students' phones, and a new video monitoring system for more comprehensive protection and faster response when needed. The United for Student Success campaign underlies these and other activities. Continuing participation in Achieving the Dream and Rural Guided Pathways will bolster efforts.

Enrollment

Stabilizing enrollment and expanding educational opportunities in our district is a strategic priority in that students can only succeed if they are enrolled. Like all open access institutions, Enrollment at Southwestern has flagged since the pandemic. Rebuilding is both a necessity of the budget and, more importantly, an investment in our community's human capital. Six items measure Enrollment success.

Enrollment made impressive gains in both the number of new degree-seeking students and the headcount in non-credit courses. However, the long-term goal to restore pre-pandemic enrollments by 2027 is ambitious and progress fell just short of the annual growth rate necessary to stay on track. Matriculation of non-degree seeking students exhibited mixed results. The rate that College Now high school graduates enrolled as college students declined, while the rate that SWOCC's own GED completers continued toward a postsecondary degree or certificate continued to increase. The rate that degree-seekers apply for student financial aid slipped back to baseline levels in 2023-24, while the rate that learners re-enroll after their first term kept pace with the annual growth goal.

At a glance, growth appears flat across the indicators of Enrollment. The real message evident in the numbers, however, is appreciable progress, keeping the long-term targets viable. Notably, the rate that learners applied for aid sustained at baseline levels amidst major FAFSA revisions that hampered aid applications across the nation, and was associated with declining aid offers and enrollments at some institutions.

The humble-looking rate of first-term persistence is especially profound, with students who took classes toward a degree for the first time winter and spring terms exhibiting the greatest gains—after the

inception of the United for Student Success campaign, and with it, participation in the Culture of Care project.

Non-credit enrollments are promising as well, with the Pre-Apprenticeship in Heavy Equipment program flourishing since its launch in winter 2023-24. New opportunities are forthcoming with a newly announced U.S. Department of Labor grant set to begin imminently, including programs in Diesel Mechanics, Apprenticeships, and Commercial Driver License. In addition, new community partnerships and streamlined registration procedures have strengthened enrollment in continuing education programs such as Maritime, fire service training, Small Business Development Center, and Community Choir. These programs will continue to grow.

Equity

Southwestern's mission holds that as an institution, and as the individuals behind it, we welcome all learners and ensure everyone has an equitable opportunity to achieve their goals. Perhaps the most difficult Strategic Priority to operationalize, Equity is defined as *identifying and reducing equity gaps through evaluation and use of data*.

Equity is measured uniquely by six comparisons of a single Student Success metric: continue, transfer, or graduate one year after enrolling for a degree or

certificate. This metric is a strategic outcome unto itself with numerous antecedents, and is also a milestone required to succeed by three years after enrollment. Each comparison includes a binary pair of a specific sub-population contrasted with all other students, including learners who were age 25 or older when they first enrolled; learners who identify as Hispanic or Latino/a/x; learners who identify as American Indian or Alaska Native; learners who received a Pell Grant as a proxy for affluence; learners who first enrolled as part-time; and learners who identify as male. These populations are not the exclusive concern of College staff and leaders. Evaluation of operational activities integrates other populations, such as students with disabilities, Veterans, or first-generation postsecondary students.

The long-term aspirational target by 2027 for Equity is to reduce differences in outcomes to less than three percentage points, with an annual progress goal of improving by one percentage point a year. Annual improvement rates are uniform across population groups. Populations for whom the difference in outcome cannot be reduced to less than three percentage points by 2027 have an adjusted metric based on consistent annual improvement from the baseline difference. As discussed previously, the rate of overall success after the first year declined from that of the prior cohort year.

Learners who identify as Hispanic or Latino/a/x often outperform other learners, and while the difference in outcome grew, results for the current reporting year are within the long-term target threshold. Unlike many other institutions, at Southwestern, students who receive a Pell Grant often perform better than their more affluent peers, as exhibited in these annual change indicators. Students who identify as male represent a declining share of enrollment, though historically, outcomes have been on par with other students. During the current reporting year, however, the difference in first-year success increased, tipping the balance outside the 2027 acceptable target threshold. The difference in outcome also grew among learners who identify as American Indian or Alaska Native, Southwestern's second largest population of students of color. Learners who were age 25 or older at the time they first enrolled exhibited no change in the difference in outcome compared to their younger peers. In contrast, among students enrolled part-time, the difference in first-year success compared to their full-time peers is quite large, though exhibited considerable improvement and, if sustained, is on track to exceed its 2027 goal.

Though novices at operationalizing and measuring equity, staff across all departments and at all levels of the organization attempt to promote and improve equity. Staple programs and resources such as TRIO, SNAP Training and

Employment, Vocational Rehabilitation, and Open Educational Resources improve opportunities for success for students experiencing specific challenges pursuing their educational goals. The advent of Southwestern's Care Team provides tailored intervention and support for students who may be experiencing crisis or other urgent non-academic obstacles interfering with their success. The facilities maintenance team has added braille signs to every door at Curry and Coos campuses alike. The Inclusion, Diversity, Equity, and Access (IDEA) Committee has made the decision to prepare Southwestern to become a Hispanic-Serving Institution, for the benefit of all learners and the community.

Capital

The stewardship of human, fiscal, technological, and structural resources includes a compilation of the infrastructure required to operate the College, and to achieve the mission providing the foundation to grow each of the other Strategic Priorities. Capital is measured by two human, six fiscal, and three technological indicators of successful stewardship at the strategic level.

Successful stewardship of Human Capital is demonstrated through employee satisfaction, as measured by Modern Think's Great Colleges to Work For survey's overall positivity scale, and condition of the

workforce as measured by median tenure. Employee satisfaction exhibited an uptick during the reporting year, however not sufficient to overcome the initial decline after baseline. Median tenure of the core workforce has declined from seven to six years, though remains stable, above the target threshold.

All six indicators of successful stewardship of Fiscal Capital exhibited success, that if sustained, will facilitate fiscal stability. The primary reserve ratio, an indicator of fiscal strength and flexibility, exhibited sufficient growth during the current reporting period to meet the minimum target of 20 to 30 percent, after two years below the mark of stability. Its corollary indicator, net operating margin ratio, also improved. The indicators of revenue generation, FTE and general fund billing credits, both demonstrated growth. Fundraising and scholarships awarded continue to exceed their long-term goals.

The three indicators of successful stewardship of Technological Capital are new and still in testing. Many of the resources and monitoring tools are recent additions to the team's operational work. Technological security and availability are measured by two composite metrics, total uptime of the network, servers, and other resources, and the ratio of verified breach attempts to successful attacks. Technology availability performs at near perfection, at even higher levels than should be expected.

Security protections have performed flawlessly. Quality of services is a new metric, measured by a construct of response time to new help tickets. This report year marks its baseline measurement. An associated goal and annual growth expectations are forthcoming.

Overall, indicators of Capital success demonstrate much-needed growth after several years of falling enrollments that strained both the budget and the workforce amidst unprecedented technology demands. A number of recent activities are laying the groundwork for continued growth. Extending the planning and budgeting processes to divine future conditions and risks sooner in the budget and planning cycle has enabled more timely and more shrewd fiscal decisions. The Development team implemented a new CRM which will improve outreach to alumni and increase friend-raising prospects. A new student payment system and new point-of-sale systems in the Bookstore and Print and Mail Services have been implemented fully and savings will be realized by next year's annual update. The planning process highlighted a new commitment to professional development across all departments and levels of the institution, resulting in a named institutional goal. Union contracts for both faculty and classified staff were re-negotiated and renewed for the first time since before the pandemic, bringing wages into alignment with the cost of living. Despite persistent

staff shortages, the Technology team has continued providing services and developing resources, such as continuing the migration to cloud-based services for more cost-effective technology administration and storage, new firewalls and other security protections, continued development of SharePoint as a collaboration tool, and the establishment of a new data center, as well as a technology-enhanced center for teaching-and-learning. In the fall, partners across facilities, technology, instruction, and other departments celebrated the re-opening of Coaledo and Sumner halls, complete with a cutting-edge ambulance simulator, a dental lab, forestry and agroecology labs, and hy-flex classrooms.

Solid Grounding

The flood waters are receding after several years of social and policy upheaval borne from an invisible virus. During the greatest period of uncertainty, many students who would have thrived in open-access institutions like Southwestern opted-out of postsecondary opportunities altogether. The educational experience was transformed profoundly among younger students, who have been impacted indefinitely. The students who enrolled when others stopped out or opted out may have been the learners

with the most support and resources, and are just now reaching the three-year mark since they have been a part of Southwestern. Conditions finally may feel inviting for those who found other paths in 2020 and 2021, and now need additional support, as well as for younger learners who did not thrive when their high school experience was upended. The ripples are sure to be seen and felt for several years to come.

Overall, Southwestern is making progress toward its mission, showing evidence of finding stability after the surge of the recent global public health crisis that affected every aspect of operations. More than half (15) of the indicators of successful fulfillment of the mission met their annual progress target. Another seven made progress—some quite considerable, even if not enough to keep pace with the annual growth required to meet longer-term, more ambitious goals. Six strategic indicators of mission fulfillment, however, lost ground, for various reasons. In some cases, external events in the background may have had more of an influence than the work of Southwestern’s student-centered staff. In all cases, plans are already underway to make changes that will advance the mission and promote the long-term development of the community

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.

Southwestern Oregon Community College Strategic Success Indicators

Student Success: Promote student success with an engaging and supportive learning environment in and out of the classroom									
Initiatives (2023-2028 Planning Period)	<ul style="list-style-type: none"> •Establish strategic care initiatives (CARE) •Promote “United for Student Success” campaign (CARE) •Increase innovative and learner centered opportunities (CARE) •Create and maintain career connected learning opportunities (PD) 								
	Reporting Year							Change from Prior	Annual Level of Target Achievement
Indicator	Baseline	2023-24	2024-25	2025-26	2026-24	2027-28	Target by 2027		
SS1. Percent of new, degree-seeking student cohort who graduate, transfer, or retain at 3 years (2020-21 cohort, N = 682) Annual goal \geq 0.5% increase per year from baseline toward target	52% 2018-19 cohort	52% 2019-20	57% 2020-21				55% +0.5% / yr	5%	met
SS2. Percent of student cohorts who continue, graduate, or transfer by one year (2022-23 cohort, N = 743) Annual goal \geq 1% increase per year from baseline toward target	60% 2020-21 cohort	60% 2021-22	57% 2022-23				65% +1% / yr	-3%	did not meet
SS3. Percent of student cohorts who accumulate 30+/12+ credits within first year (2022-23 cohort)									
(a) 30+ credits for students who start full-time (N = 493) Annual goal \geq 1% increase per year from baseline toward target	57% 2020-21 cohort	54% 2021-22	55% 2022-23				62% +1% / yr	1%	needs improvement
(b) 12+ credits for students who start part-time (N = 250) Annual goal \geq 1% increase per year from baseline toward target	26% 2020-21 cohort	28% 2021-22	28% 2022-23				31% +1% / yr	1%	needs improvement
SS4. Percent of student cohorts who complete gateway courses within first year (2022-23 cohort)									
(a) Passed gateway math with C or above (N = 447) Annual goal \geq 1% increase per year from baseline toward target	29% 2020-21 cohort	29% 2021-22	27% 2022-23				34% +1% / yr	-2%	did not meet
(b) Passed gateway writing with C or above (N = 449) Annual goal \geq 1% increase per year from baseline toward target	44% 2020-21 cohort	45% 2021-22	47% 2022-23				49% +1% / yr	2%	exceeded

Enrollment: Stabilize enrollment and expand educational opportunities in our district									
Initiatives (2023-2028 Planning Period)	<div>•Increase student financial planning and financial literacy (CARE)</div> <div>•Develop a campus calendar that is comprehensive and assists in facilitating collaboration (COLLABORATE)</div> <div>•Streamline information so that it is easily accessible (COLLABORATE)</div> <div>•Promote and maintain collaboration and networking with community (COLLABORATE)</div> <div>•Cultivate external partnerships (COMMUNITY)</div>								
	Reporting Year							Change from Prior	Annual Level of Target Achievement
Indicator	Baseline	2023-24	2024-25	2025-26	2026-24	2027-28	Target by 2027		
En1. Annual growth rate of new student cohort and total enrollment									
(a) New, degree-seeking students (2023-24 cohort)	690	743	763				810	3%	needs improvement
Annual goal \geq 3.5% increase per year from baseline toward target	2021-22 cohort	2022-23	2023-24	2024-25	2025-26	2026-27	+3.5% / yr		
(b) Total headcount in non-credit courses (2023-24 AY)	2,289	2,674	3,210				4,865	20%	needs improvement
Annual goal \geq 22% increase per year from baseline toward target	2021-22 data	2022-23	2023-24	2024-25	2025-26	2026-27	+22% / yr		
En2. Matriculation rate of pre-college and high school students									
(a) Percent of College Now students who matriculate (2022-23 AY, N = 469)	44%	43%	39%				49%	-3%	did not meet
Annual goal \geq 1% increase per year from baseline toward target	2020-21 data	2021-22	2022-23	2023-24	2024-25	2025-26	+1% / yr		
(b) Percent of GED completers who matriculate (2023-24 AY, N = 51)	41%	50%	51%				46%	1%	exceeded
Annual goal \geq 1% increase per year from baseline toward target	2021-22 completers	2022-23	2023-24	2024-25	2025-26	2026-27	+1% / yr		
En3. Percent of student cohorts who stay enrolled after one term (2023-24 cohort, N = 763)	71%	71%	72%				76%	1%	met
Annual goal \geq 1% increase per year from baseline toward target	2021-22 cohort	2022-23	2023-24	2024-25	2025-26	2026-27	+1% / yr		
En4. Percent of student cohorts who apply for financial aid (2023-24 cohort, N = 763)	73%	74%	73%				78%	-1%	did not meet
Annual goal \geq 1% increase per year from baseline toward target	2021-22 cohort	2022-23	2023-24	2024-25	2025-26	2026-27	+1% / yr		

Equity: Identify and reduce equity gaps through evaluation and use of data									
Initiatives (2023-2028 Planning Period)		•Enhance equitable outreach for enrollment (COMMUNITY) •Develop a series of trainings that connect back to being a caring campus (e.g., CPR/First Aid, Trauma Informed (ACES) training, Suicide Prevention) (PD) •Promote and enhance community engagement (COMMUNITY)							
Difference between the primary group and all other students in the percent of student cohorts who continue, graduate, or transfer by one year (2022-23 cohort, N = 743)									
Long-term target < 3% difference across groups; Annual goal ≥ 1% reduction in the difference in outcome across groups									
Indicator	Reporting Year							Change from Prior	Annual Level of Target Achievement
	Baseline Gap	2023-24	2024-25	2025-26	2026-24	2027-28	Target by 2027		
	2020-21 cohort	2021-22	2022-23	2023-24	2024-25	2025-26	- 1% / yr		
Eq(a) Students age 25 and older (N = 197)	-12%	-10%	-10%				< 7%	0%	needs improvement
Eq(b) Students who identify as Hispanic or Latino(a) (N = 102)	-7%	4%	-1%				< 3%	5%	met
Eq(c) Students who identify as American Indian or Alaska Native (N = 66)	-14%	-3%	-14%				< 6%	11%	did not meet
Eq(d) Students who received a Pell Grant (N = 259)	-5%	-6%	9%				< 3%	-14%	met
Eq(e) Students who started as part-time (N = 250)	-27%	-25%	-19%				< 22%	-6%	met
Eq(f) Student who identify as male (N = 298)	1%	-3%	-5%				< 3%	2%	did not meet

Capital: Enhance capital through stewardship of human, fiscal, technological, and structural resources									
Initiatives (2023-2028 Planning Period)	<ul style="list-style-type: none"> •Revise and revitalize Leadership SWOCC (PD) •Maintain and enhance learner-centered opportunities for professional development across all units (PD) •Establish protocols for committee planning and reporting (COLLABORATE) •Maintain a deferred maintenance plan for facilities and equipment (MODERNIZE) •Maintain a systematic master plan (MODERNIZE) •Enhance IT infrastructure (MODERNIZE) 								
	Reporting Year							Change from Prior	Annual Level of Target Achievement
Indicator	Baseline	2023-24	2024-25	2025-26	2026-24	2027-28	Target by 2027		
HC1. Employee satisfaction estimated by Modern Think overall positivity score (2024, n = 95) Annual goal >= 1% increase per year from baseline or sustain within 1%	55% spring 2022 survey	49% spring 2023	50% spring 2024				60% +1% / yr	1%	needs improvement
HC2. Condition of the workforce as median tenure of benefitted employees (N = X) Annual goal = sustain within 0.5 year of target	6 years 2021 fall snapshot	7 years 2022-23	6 years 2023-24				4.1 years	-1 year	exceeded
FC1. Net operating margin ratio (3-yr average ending 2023-24) Annual goal >= 0.5% increase per year from baseline toward target	9% 2019-20 to 2021-22	15% 2020-21 to 2022-23	11% 2021-22 to 2023-24				>= 2% +0.5% / yr	-4.0%	exceeded
FC2. Primary reserve ratio (3-year average ending 2023-24) Annual goal >= 3% increase per year from baseline toward target	12% 2019-20 to 2021-22	17% 2020-21 to 2022-23	22% 2021-22 to 2023-24				20% to 30% + 3% / yr	5.0%	met
FC3. Percent of general fund billing credits within budget target (2023-24) Annual goal >= 0.5% increase per year from baseline toward target	96.9% 2021-22 AY	93.9% 2022-23	97.5% 2023-24				within 3% +0.5% / yr	3.5%	met
FC4. Annual FTE generation as a percent of FTE state allocation (3-yr weighted average ending 2023-24) Annual goal >= 3% of allocation	86.9% 2021-22	91.4% 2022-23	106.8% 2023-24				within 3%	15.4%	exceeded
FC5. Fundraise between \$100,000 and \$200,000 annually for the Foundation Endowment Fund (3-yr average) Annual goal >= target range	\$185,847 2019-20 to 2021-22	\$224,438 2020-21 to 2022-23	\$302,581 2021-22 to 2023-24				\$200,000	\$78,143	exceeded
FC6. Award at least \$250,000 in Foundation Scholarships annually Annual goal >= target	\$234,000 2021-22 FY	\$293,939 2022-23 FY	\$300,805 2023-24 FY				\$250,000	\$6,866	exceeded
TC1. Security and availability									
(a) Total availability of network, servers, phones, and ERP Annual goal >= maintain 99.7% across all systems	99.9% 2023-24 projection	99.99% 2023-24 projection	99.99% 2023-24 AY				within 0.05%	0.0%	exceeded
(b) Ratio of successful security breaches to total breach attempts Annual goal = maintain 0/∞	0/165 2023-24 projection	0/365 2023-24 projection	0/165 2023-24 FY				0 / ∞		met
TC2. Support for students as indicated by quality of service measured by ticketing system Annual goal = TBD	TBD 2024-25 FY	n/a	TBD 2023-24 FY						TBD

Mission Fulfillment Success Indicators
Southwestern Oregon Community College
Explanatory Notes

Annual goals for each indicator are designated as “met” if the change in the metric is sufficient to achieve the 2027 target, assuming steady improvement through the end of the strategic planning period. Indicators that exhibit no change over a year, or insufficient growth to achieve the target are designated as “needs improvement.” Indicators that exhibit negative change are designated as “does not meet” the annual goal. Items for which the 2027 target requires near 100 percent compliance, and those items for which the target is met or exceeded, the annual goal is based on sustaining success.

For the Student Success, Enrollment, and Equity strategic indicators, student cohorts include learners who enroll as degree-seeking for the first time during fall, winter, or spring of a given academic year, including:

- learners whose first degree-seeking term may be full-time (12 or more credits) or part-time (11 or fewer credits);
- those who have never earned college credits;
- those who transfer into Southwestern with credits from another college;
- high school graduates who earned college credits previously through Southwestern's College Now programs;

- or students who earned other credits previously as non-degree seekers.

Because a cohort includes students who became degree-seeking at any point during the academic year, student success indicators based on a time standard, such as first year progress, can only be computed after the end of the following academic year. For instance, students who become degree-seeking during spring of 2023-24 academic year have until spring of 2024-25 to complete their gateway requirements within their first year, the results of which are not available until after the end of the term.

All indicators of Student Success outcomes are based on cohorts. Three indicators of Enrollment growth are based on cohorts, En1(a), En3, and En4. All indicators of Equity outcomes are based on cohorts. Success indicators for other classifications of students include the population of learners who were enrolled during summer, fall, winter, or spring of a given academic year. See notes on individual items for details.

Several items are combined metrics, either composite or index scores. Other items represent milestone outcomes that are supported by one or more antecedent measures, or are examined for operational guidance in shorter time increments, such as monthly or quarterly. In all cases, supervisors and work groups evaluate the

individual component, incremental, and antecedent metrics to inform management decisions, innovation, and resource allocation.

Student Success

SS1. Three-year success is a lagging indicator, and set at 0.5 percentage point increase per year from baseline.

SS2, SS3(a), SS3(b), SS4(a), SS4(b). For early indicators, targets for 2027 achievement levels, and corresponding annual goals for continuous improvement, are set at 1 percentage point increase per year from baseline, similar to measurement used by Achieving the Dream.

SS4. An error in the computation for students who are required by their degree program to complete gateway level math or writing was corrected. Figures for the baseline and 2021-22 cohorts have been updated accordingly.

Enrollment

En1(a), En1(b). Aspirational targets for indicators of overall enrollment growth by 2027 set at 2018-19, pre-pandemic levels. Annual growth goals sufficient to meet the target by 2027 requires increasing one-fifth of the difference from baseline.

En1(a). The definition of new degree-seekers matches the definition of cohorts used to measure the indicators student success (SS) and equity (Eq). Students are only counted in one cohort.

En1(b). The number of learners enrolled in non-credit courses represents the total, unduplicated headcount for the academic year. Learners are counted only once over the course of the academic year, but may be counted in multiple academic years.

En2(a), En2(b), represent indicators of matriculation of non-degree seeking students who have participated in Southwestern's adult pre-college and high school programs. Targets for 2027 and annual improvement goals set at one percentage point increase per year, from baseline.

En2(a). Matriculation of College Now participants is based on enrollment in regular college courses at Southwestern within two years of students' most recent College Now term. College Now students who enroll in summer term only are not included as matriculants. Learners who earn an associate's degree during College Now participation are counted as matriculants due to earning a fully-transferrable degree from Southwestern.

En2(b). The adult pre-college programs are more expansive than GED completions, though GED is the only one of the three programs that aligns directly with adult educational attainment in the service district. In addition, GED completion is, by definition, a milestone designating an end-point in the pre-college program, enabling an estimate of matriculation within one year of completion. The other adult pre-college programs do not have a clear endpoint or completion milestone.

En(3), En(4), represent indicators of access. These indicators are measured by student cohorts, as defined for Student Success, new degree-seekers (En1(a)), and Equity. Targets for 2027 and incremental goals for annual growth are set at one percentage point increase per year.

Equity

Eq. Indicators of equity focus on equitable achievement of one key student outcome across several sub-populations within student cohorts. The difference in outcome is compared between the population of interest and all other students in the cohort.

Student persistence and retention, transfer, or completion after one full year at Southwestern was selected as an indicator of early achievement, and one of the most important antecedents to longer term success. Long-term, the aspirational target for equity requires a difference, or gap, of less than three percentage points in outcome achievement between the primary population of interest and all other students in the cohort. Reducing the difference in outcomes to an acceptable level for some populations will likely require continuous improvement beyond the time period of the current strategic plan. For these populations, mid-term targets for 2027 and annual improvement goals are set at one percentage point reduction in the outcome gap each year. This rate of improvement in equity across groups is slightly more aggressive than that established by Achieving the Dream, with targets for equity

improvement set a two percentage point gap reduction over a three-year period.

Negative gap figures indicate the amount the primary group underperformed compared to the contrast group. Positive gap results indicate the percentage points by which the primary population outperformed the contrast group.

A student may be included in multiple populations of interest, though is only counted once for each population comparison. Notably, race and ethnicity typically are presented as reported to IPEDS, in a single, combined category in which students can fall into exactly one category, one of which is multiracial. For this summary, learners are allowed to be counted in more than one category for race, and Hispanic or Latino(a) is treated as a separate ethnicity, similar to the way data are collected by the U.S. Census. A student who identifies as American Indian or Alaska Native, and also identifies as white is included in the primary population of interest for Eq(c), though would be reported to IPEDS as multiracial. If this same student also identifies as Hispanic or Latino(a), the student would be counted in the primary population of interest for both Eq(b) and Eq(c), though would be reported to IPEDS as Hispanic or Latino(a) rather than multiracial. Representing learners in a series of binary comparisons is a more accurate portrayal of the population at Southwestern, and accounts for multiple intersecting identifies in a way that can inform planning and resource allocation.

Rate of Success at First Year, 2022-23 Cohort (Continue, Complete, or Transfer)			
	Primary Group	All Other Learners	Difference
Age > 24 years	50%	60%	-10%
Hispanic/Latino	56%	57%	-1%
American Indian or Alaska Native	44%	58%	-14%
Pell Recipients	63%	54%	9%
Part Time	44%	63%	-19%
Male	54%	61%	-5%

Capital

Capital represents the strategic assets and infrastructure required to promote the primary vision for mission achievement: Student Success, Enrollment, and Equity.

Human Capital

HC1. Employee satisfaction is measured by Modern Think's annual Great Colleges to Work For Survey. The overall positivity score is an index value that summarizes employee sentiment about the employer during the time period, drawing from a number of survey questions.

An error was corrected in the results for the 2023 spring survey administration and updated accordingly.

HC2. Condition of the workforce is an estimate of employment security and workforce stability as indicated by the

balance of new and veteran employees.

Data presented include employees in positions with benefits who were included in the annual snapshot as of November 1.

Benefitted employee positions include both part-time and full-time employees, though excludes employees in temporary, student, retired, and adjunct positions.

An error in the computation for median tenure was corrected in the 2023 snapshot, and the result has been updated accordingly.

The median tenure target is benchmarked on data from the U.S. Bureau of Labor Statistics most recent survey of employee tenure with their employer for employees in the education services industry. The target for 2027 is set at 4.1 years ([USDL-22-1894](#)). Radical shifts in the biennial survey result that suggest changes in the national

employment and economic trends will prompt re-evaluation of the long-term target.

Fiscal Capital

FC1, FC2. Goals for net operating margin ratio (FC1) and primary reserve ratio (FC2) are based on guidelines set by National Association of College and University Business Officers as an estimate of the strength and flexibility of institutional resources. Net operating margin ratio (FC1) is the annual revenues minus annual expenses divided by the annual revenues, computed as a three-year average. Primary reserve ratio (FC2), also reported as a three-year average, is computed by the expendable assets divided by total expenses as a reflection of the length of time the college could continue to operate if revenues are interrupted. An error in computation for the

primary reserve ratio was discovered after initial reporting for the 2023-24 fiscal year; the revised summary reflects the correct figures.

FC3, FC4. Targets for 2027 and annual goals for percent within budget targets of general fund billing credits (FC3) and reimbursable FTE generated (FC4) set for budget stability

FC5, FC6. Endowment fundraising (FC5) and Foundation scholarship (FC6) are goals set by the independent, 501(c)3 Southwestern Foundation Board of Trustees. The target scholarship fundraising goal is set at a minimum level sufficient to sustain student awards. The target corpus fundraising goal is set to weather short-term market fluctuation and ensure annual gift aid keeps pace with inflation and/or grows to increase support for the college, its students, and its programs.

General Fund Billing Credits			FTE Generated/Allocation	
Fiscal Year	Target	Actual	Actual FTE Generated	FTE Allocation
2019-20	51,000	47,578	1962	2304
2020-21	44,000	42,542	1569	2137
2021-22	44,000	42,626	1606	1848
2022-23	43,000	40,398	1555	1702
2023-24	42,500	41,430	1682	1575

Technological Capital

TC1. Technology security and availability are represented by two metrics. Data

monitoring tools and procedures have only recently become available uniformly across systems and thus the 2023-24 fiscal year has been used to establish the baseline.

TC1(a), technology availability is summarized with a composite measure of the scheduled uptime for key technology resources, including the internal and external networks, servers, phone system, and ERP. Internal, uptime targets are based on standard expectations of service-level agreements with vendors. Measurement is based on the grand mean of the average uptime for critical systems.

TC1(b), technology security is summarized by the ratio of successful security attacks to all verified attacks during the fiscal year. Security breaches can be successful without causing down time, so are not necessarily captured in the summary of total technology

availability. Critical incidents that result in averted attacks will be noted in the annual narrative.

TC2. Support for students as measured by the quality of services is a new metric that has not been tracked previously. Quality of service is estimated by a construct of the response time to initial service requests. Other indicators were rejected, including number of tickets received which estimates volume of workload, and ratio of tickets completed, which depends more on the complexity of the problem than the responsiveness or skills of the staff.

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.