Mission Fulfillment Success Indicators
Southwestern Oregon Community College
Explanatory Notes

Annual goals for each indicator are 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 need improvement. Indicators that exhibit negative change do 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 those who have never earned college credits, those who transfer into Southwestern with credits from another college, high school graduates who previously earned college credits through Southwestern's College Now programs, or students who earned other credits as non-degree seekers. Student cohorts include learners whose first degree-seeking term may be full-time (12 or more credits) or part-time (11 or fewer credits).

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 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.

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). New degree-seekers matches the definition of cohorts used to measure indicators student success and equity. 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 a satisfactory 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 outperformed all other students.

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 Oregon, and accounts for multiple intersecting identifies in a way that can inform planning and resource allocation.

Rate of Success at First Year, 2021-22 Cohort (Continue, Complete, or Transfer)			
	Primary Group	All Other Learners	Difference
Age > 24 years	52%	61%	9%
Hispanic/Latino	62%	59%	-3%
American Indian or Alaska Native	57%	60%	2%
Pell Recipients	56%	61%	5%
Part Time	42%	67%	24%
Male	58%	60%	2%

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 has been 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.

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. 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. Primary reserve ratio (FC2) 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.

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 Directors. 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

Technological Capital

TC1. Technology security and availability is represented by two metrics. Data monitoring tools and procedures have not been available uniformly across system and thus the current reporting year (2023-24) has been used to establish the baseline. Data for the 2023-24 academic year includes only partial year results, though will be sufficient to estimate baseline outcomes and to set goals for sustaining success. Data for the complete academic year will be reported in full during the subsequent reporting year, and the baseline data will be updated to reflect actual results at that time.

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 during the academic year. Internal, uptime targets are based on standard expectations of service-level agreements with vendors, and does not include scheduled downtime required for preventative maintenance and upgrades. Using a combined metric accounts for major interferences to security or availability that may prevent students, staff, or community members from accessing resources through one system, but would not affect their access on another system.

TC1(b), technology security is summarized by the ratio of successful security attacks to all verified attacks during the academic 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. The ticketing system is being reconfigured to track the number of responses required to resolve a ticket, length of time a ticket remains open before resolve, student or staff help requests, whole group or class requests versus individual requests, and requests for support to resolve personal or college-related technology needs. Together these metrics for effective management are an estimate of quality rather than quantity of services. Tracking will begin by spring 2023-24, with preliminary results available after the close of the academic year to estimate targets, though full baseline measurement will begin summer 2024-25.