Academic Master Plan (AMP)

2019-2020

CONTENTS

I.   INTRODUCTION

Southwestern Oregon Community College's Academic Master Plan provides guidance to the College and to the instructional and support services units of the College. The Academic Master Plan (AMP) provides ongoing assessment, accountability, and continuous improvement measures to guide future planning and decision making for all units of the College.

The Faculty Senate shall be responsible for the interpretation, application, and regular revision of the Academic Master Plan to guarantee the plan effectively contributes to the academic direction and growth of the College.

The College's Mission and Core Themes are implemented under governance policies set by the seven member Board of Education (Board) and are administered by the President of the College and senior staff. Ultimately under the direction of the Board, the faculty, staff, administrators, and students share in the operation of the College through Board policies, administrative functions, the College committee structure, and the organizational reporting structure. See Appendix A for the current organizational structure of the college.

In this guide, the five principles for Academic Master Planning provide direction for framers of the AMP, who are tasked with using both the Mission and Core Themes of the college in their work.

Mission Statement
(Adopted November 19, 2012)

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

Core Themes
(Revised February 24, 2013)

Learning and Achievement
Access
Community Engagement
Sustainability

II. THE FIVE PRINCIPLES FOR ACADEMIC MASTER PLANNING:

The current AMP includes five goals that take into account the following five principle components of a good plan:

Principle one: Instructional Strategic Initiatives establish criteria for future initiatives, operational and facilities initiatives, and new program proposals to expand instruction, learning, and effectiveness. These initiatives help move the College in new, strategic directions.

As part of the AMP, any new grant proposal or future initiatives will be outlined in the annual faculty senate goals. The proposal will include faculty involvement from the beginning stages of considering new programs at the College. Use the Faculty Senate committee structure as a place to bring new program ideas forward for discussion and feedback prior to taking to Instructional Council. Take new program proposals to Instructional Council for discussion and action recommendations for the Vice President of Instruction (VPI).

Faculty will be involved in determining the cost benefit analyses of potential new programs. Senate will encourage transparency and open discussion on potential new programs with emphasis on accountability at all levels.

With respect to operational and facility needs all of the following items will be taken into consideration:

a) Plan for instructional and student services capital improvement projects and equipment/furnishings acquisition with the guidance of a committee with representation of faculty, plant services, instructional technology, administration and recommendations from the Facilities Use Group.
b) Review and develop an instructional schedule to minimize student conflicts, optimize facilities use, and maximize student access to courses.
c) Involve Strategic Enrollment Management Plan committee, advisors, staff and faculty to identify and resolve scheduling and facility issues.
d) Conduct a needs analysis to guide facilities scheduling and planning including office needs, meeting spaces, student facilities, technology and software, furnishings, and utilities.
e) Develop matrix, scheduling process, and operational guidelines for selected scheduling schema; review by all departments including student services department, office of instruction, faculty, and IT. Operational guidelines should include criteria and approval process for requesting exceptions to the schema.
f) Employ universal classroom design concepts appropriate to support contemporary, collaborative, and effective student-centered pedagogy.

Principle two: Student Success asserts a commitment to improve student performance by fostering a culture of excellence in learning and by aligning work and resources across the College.

Student success is determined by a combination of factors, including, but not limited to the following: Did the student achieve or advance toward the academic, employment preparation, or personal enrichment goal that brought them to the College? Was the student exposed to art and cultural literacy? Did the student experience programming to prepare him/her for informed citizenship both nationally and internationally? Was the student, with the degrees and certificates conferred by Southwestern, prepared to directly enter the workforce and/or transfer successfully to pursue degrees at institutions of higher learning?

Initiatives that do any of the following are considered helpful in improving student performance:

a) Steadily increase completion rates based on data including GEDs, Certificate/Oregon Transfer Modules, Associate degrees, and Transfers to four-year institutions.
b) Increase and expedite number of students successfully transitioning from Developmental Education classes to gateway classes in Reading, Writing, and Mathematics.
c) Develop, initiate, and review evidence-based student programs and services designed to enhance persistence and completion on an annual basis.
d) Provide exposure to and opportunities for artistic expression, culturally diverse activities, and politically relevant programming.
e) Create and deliver alternative, evidence-based programming (e.g. accelerated learning, boot camps, placement test preparation, collaboration with high schools) to improve college-readiness and diminish reliance on developmental courses.
f) Develop Applied Baccalaureate degrees that benefit students' professional goals.

Principle Three: Role of Faculty establishes criteria to nurture the **professional growth** of faculty through professional excellence, scholarship, and training and increased participation in **budgeting** and **accreditation**.

I) **Professional development** will include the development of instructional and professional excellence; promote professional/occupational scholarship and training; encourage individual education and personal growth. Some of the ways this can be accomplished can be any of the following:

a) Plan and budget for professional and occupational development on a college and departmental level.
b) Establish best practices of instruction, and seek grants or other sources of financial support for professional development.
c) Create a coherent plan for the development of faculty through peer evaluations and mentoring.
d) Encourage and enable faculty and staff to attend conferences, workshops and to take courses that will keep them current in their academic discipline.
e) Establish, perhaps through a survey, a baseline of faculty and staff development activity (professional memberships, conference attendance, etc.) against which the College can measure improvement and demonstrate support of individual education and personal growth.
f) Develop and monitor processes that provide both formal and informal training for new faculty, including the incorporation of a mentoring program. The training and mentoring processes should be incorporated into the evaluation process.
g) Maintain faculty enthusiasm by designing and implementing effective orientation and training. Develop in-service activities that encourage ongoing discussion and planning, to facilitate collaboration and implementation of best practices in teaching.
h) Develop opportunities to facilitate interaction among multiple disciplines, for example through coordinated studies, learning communities and cohorts, and integrated curriculum. Possible first year experience programs should be evaluated for the potential to increase student success and retention.

II) The **Budget Process** will be as transparent and inclusive as possible. To that end, the annual Budget Process should include a Budget Summary that is written to briefly outline the significant decisions that were made to successfully balance the budget. This would be a communication tool that shows how faculty were included in the decision making process. The summary can reduce misperceptions of imbalance and quantify reductions, increases, losses and overall funding changes in instructional areas. It would also give faculty an improved historical knowledge of the College's financial position from year-to-year.

To improve the level at which faculty are involved in the annual budget process, the AMP will increase participation in and guidance of the Budget Process. The Budget Process will consider continuous improvements which encourage faculty participation through:

a) **Involving Faculty in the Budget Process.** Faculty are invited to provide input during initial budget development phase. Some examples of faculty input can include: position priorities, new faculty hires, programs, and supplies/equipment

b) **Increasing the understanding of budget using common terminology/measurements**. For example, dollar figures will be used when discussing FTE numbers and billing credits; clearly delineated fixed expenses from those funds available for discretionary spending; Providing equivalency measures (i.e. estimated dollars generated per student

c) **Creating a Budget Process that is fully transparent and inclusive.** A summary of the adopted budget shared with faculty. The Budget Summary should be brief and include bullet points on: the details to apprise faculty of final budget outcomes and document significant decisions; the outline funded areas/items and unfunded areas/items; instructional interests that are unfunded, will be earmarked for consideration in the following year's budget process.

d) **Developing a process for long term financial planning.** Faculty senate will encourage established practice of annual budget committee meetings all year long; create two and five year budget forecasts; Consider long term investment and return on new programs and offerings

III) The AMP will help to make specific goals for the **Accreditation process** more relevant to faculty by identifying specific Accreditation standards which relate directly to the classroom and defining ways Accreditation standards improve instruction. In order to accomplish a valid system of accreditation, an AMP can provide support to administration in developing an Accreditation Planning Timeline. A planning timeline will be developed and shared with the campus at the start of each academic year. The timeline will outline Accreditation reports due or activities related to upcoming reporting. It will outline what needs to be accomplished by the campus and responsible department/individual. Once the report is evaluated, a review of any NWCCU recommendations will be part of the continuous improvement focus for Accreditation standards for the following year

Principle Four: Fostering a Culture of Excellence asserts a commitment to create a culture of excellence by fully supporting all areas of the college to nurture excellence in students, faculty, staff, resources, goals, policies, and purposes. The College asserts a commitment to create a culture of excellence expressed by fully supporting teaching and learning; scholarship, creativity, and service; the growth and development of its members; recruitment and retention of a diverse faculty and staff; shared governance; fiscal responsibility and stewardship of resources; and academic decisions guided by their impact on these college goals and purposes.[1]

Southwestern Oregon Community College Faculty are committed to diversity, non-discrimination and inclusions and to maintaining a safe environment for all members of our community , and this is true regardless of race, religion, gender sexual orientation, disability, nationality, immigration status, social class, or any other similar characteristics. Southwestern is a place to learn, explore, and pursue intellectual interests and career opportunities. We value and support all students pursuing their education at Southwestern, and we will protect students' privacy and maintain a safe and supportive environment in which to pursue their studies. Southwestern students are protected by the Family Educational Rights and Privacy Act (FERPA) and we will adhere to these guidelines for all of our students, including those who are undocumented or those covered by the Deferred Action for Childhood Arrivals (DACA) program. We are committed to making this vision inclusive to all and will uphold it with steadfast vigilance. [1]

Plans that consider any of the following will match the principle in creating excellence:

a) Encourage the development of a culture of excellence of teaching and learning by using the available resources and infrastructure efficiently, and by making a concerted effort to enhance those resources. Promote an educational philosophy that takes advantage of the unique location and identity of the College and the physical and community environment.
b) Establish the evidence-based strategies that improve student retention, achievement, and future success. Promote academic depth in field and breadth across disciplines, and incorporate the philosophy of learning by doing.
c) Incorporate the values of reflection, planning, and collaboration in the educational process, and provide resources to enhance opportunities.
d) Create a learning community that promotes academic excellence and intellectual curiosity among faculty and students. Encourage and support the development of programs and activities to promote best practices and innovations in teaching. Faculty at SOCC are committed to exhibiting the highest ethical standards in our interactions, communications and decision-making. Our values include honesty, fairness, diligence, collaboration and integrity. We are dedicated to showing the kindness, support, and compassion that create a work environment that we can be proud of.
e) Build on our existing college and local resources by utilizing field studies, case studies, and field experiences. Provide resources to encourage development of courses and activities that use the local community and natural environment.
f) Develop a consistent methodology for the evaluation of new or rejuvenated courses. The process should recognize the distinction between viability and vitality of programs and courses. The Office of Instruction will investigate methods to enhance vitality of courses through allowing and encouraging scheduling flexibility and rotation of course offerings among instructors.
g) Incorporate our expectations for student preparation and future success in the recruiting process. Expand recruiting to encourage student diversity, for example by expanding recruitment of international students.
h) Evaluate methods of placement testing and prerequisite enforcement, and revise these processes where necessary.
i) Enhance the advising process, by establishing and employing best practices of advising. Consider the development of a dedicated cadre of advisors.
j) Investigate possible avenues for funding and establishing supplemental instruction programs, or similar student-led tutoring and mentoring programs, to complement existing tutoring services.
k) and pedagogical development

[1] Definition modified from University of Indiana Northwest working paper on "Academic Excellence," 2005.

Principle 5: Shared Governance establishes guidance criteria for **Faculty Senate, Instructional Council, the Vice President of Instruction (VPI), community partnerships** and community engagement.

The **Faculty Senate** is the representative body of faculty who are recognized as "essential participants in both making and carrying out decisions on educational policy."* The senate will act upon educational policies that improve student success. Generate and evaluate College initiatives on a yearly basis with annual faculty senate goals. Indicate the AMP section that is utilized to support/generate goals. Archive the goals within the appendix of the AMP. The senate will represent faculty regarding educational policy, academic excellence, and freedom of expression. They will generate and evaluate College initiatives on a yearly basis with annual faculty senate goals. An archive of the goals will be kept within the appendix of the AMP.

The faculty senate will work with administration, Instructional and College Councils noting AMP use. Ideally, the AMP will be used in screening, interviewing, and hiring of new employees. The AMP will also be used in peer reviews and annually be reviewed and updated.

The **Instructional Council** is the advisory council to the VPI on all instructional activities. The purpose of this Council is to promote teamwork and joint problem solving among all campus groups.

Instructional Council will accomplish their advisory role by doing all of the following:

a) All major decisions, including review of new academic programs and course curricula, course schedules and academic calendars are made by the **Instructional Council**. It will serve as advisory to VPI.
b) The VPISS will lead and organize IC meetings.
c) Membership should include full time faculty members, Registrar, Financial Aid Director, Instructional Deans, Student Services Dean, Workforce Development Dean, all Instructional Directors, ITS Director, Learning Resources Director and High School Relations Coordinator.
d) Membership may also include Ad Hoc faculty and/or staff members involved in taskforces/teams that impact instruction, curriculum, assessment (e.g. Achieving the Dream, Accreditation, Title III).
e) Additional Southwestern staff are welcome to attend meetings for informational purposes.
f) Include as a standing item on agenda opportunity for campus/state/national information sharing.

The **Vice President of Instruction (VPI)** will provide effective administration and oversight of continuous improvement for instructional operations; supervision and direction for Deans and the Office of Instruction; and meet all Accreditation standards along with State and Federal guidelines for instruction and students services for community colleges.

In order to fulfill the requirements with respect to the AMP, the VPI will:

a) Implement the AMP and ensure integrity of instruction, curriculum, and assessment.
b) Ensure that quality of degree and certificate programs created through the AMP are maintained through evidence based assessment.
c) Ensure that new course outlines adopted through the AMP are mapped to programs during the 4 year review cycle
d) The VPI will communicate with the College President as an Executive Level Cabinet member, representing the concerns, recommendations, and requests associated with instruction and student services faculty and staff.
e) Coordinate the academic actions created through the AMP meet Northwest Community Colleges and University (NWCCU) recommendations and future reporting that secures Southwestern's continued accreditation status.

Community Partnerships and Community Engagement: The AMP will include community engagement by: creating a campus culture that values and promotes community partnerships and public service; supporting and strengthening partnership between faculty members and communities to promote learning, scholarship and service opportunities; provide thoughtful collaboration and partnership building to support student success and contribute to the social, cultural and economic development of our communities.

To accomplish shared governance with community members, the AMP may include any of the following:

a) Develop a process to annually track the activities of Advisory Committees and student learning projects.
b) Report the activities of Advisory Committees, internships, and student service learning through appropriate meetings, newsletters, college announcements and assessment software.
c) Recognize and communicate the outstanding efforts by faculty in community engagement through press releases, board reports, and college announcements.
d) Pursue partnerships and service opportunities at the local, state and national level.
e) Plan and budget new resources to enhance and strengthen faculty partnerships and service programs.

f) Facilitate faculty presentations in content areas that will facilitate a speakers' bureau for the communities in our college district.

* See *General Faculty and Faculty Senate Constitution* (Preamble and Article 2 Section 2)

III.   ACADEMIC MASTER PLAN 2019-20

Identified in section III are the specific academic goals for Southwestern Oregon Community College with short and long term steps to achieving them. These goals seek to be concrete enough that we can tell when they are achieved. Senators, Office of Instruction, and staff will work together to look for opportunities and resources that will help implement and at times change the course of action as each goal becomes a reality.

Goal One: The College will expand and enrich liberal art programs, courses, and events in ways that nourish life-long learning, increase student success, sustain the college financially, and create a culture of excellence.

Faculty Senate will support this initiative by connecting information across departments to help staff, manage resources, and make sure we are fiscally able to achieve the goal. The Faculty Senate and administration will work together to develop committees and subcommittees to pursue this goal. We will need to assess the budget process (grants, fixed expenses, overhead costs, staffing needs) and the overall feasibility of each initiative and activity. All relevant data will be studied to determine the viability of every initiative.

Short Term:

- Discover the degrees, talent, and expertise of our current staff and determine what resources we already have for enrichment of the liberal arts.

- Create an Arts Council that would research which courses and programs are feasible and meet the needs of students and the community. This should include those in the community who can support and advise new initiatives.

- Write job descriptions for all faculty positions and hire people so as to increase the number of liberal arts courses that we can offer. For instance, we may be able to hire people who can teach both writing courses and media communications or theater.

- Discover how other colleges in similar settings have nourished the liberal arts.

Long Term:

- The restoration of the theater, foreign languages and broadcast journalism courses. Feasibility of restarting programs in these areas will be assessed along with acquiring articulations and following a Guided Pathway.

- The return of student publications

- Support of new initiatives in areas like dance, film, forensics, and music production.

- An increase in number and variety of ways students can engage with art.

Goal Two: The College will enhance student success and strengthen the role faculty play by improving the instruction of traditional and nontraditional students.

Faculty senate will support this goal through its curriculum, faculty professional development and instructional technology committees. The intent of this effort is to bring educational opportunities that will promote intellectual growth for both faculty and students. Plans can include facilitating faculty peer mentoring, assessment and recognition of excellent teaching; andragogy seminars; grant writing opportunities; cross discipline assignments; support for new course creation; quality checks for 2+2 and online instruction; and team teaching opportunities.

Faculty senate will share initiatives with administration to assess budget needs and if necessary credit release.

Short term:

- Plan throughout the year to incorporate andragogy sessions in faculty meetings (in-service, brown bags, general faculty, committee meetings, division meetings, department meetings). Topics might include team-teaching, grant writing, mentoring, cross discipline assignments.

- Encourage in-service presentations by faculty exploring the successes and pitfalls of different instructional innovations and projects.

- Continue in-service training for part-time faculty

- Revive the administrative review for 2+2 and part-time teachers. Faculty partnering with administration to help in evaluation

- Facilitate a formal structure to faculty peer-mentoring

Long term:

- Task appropriate senate committees to assess the efficacy of the andragogy sessions offered throughout the year. The training that has the most benefit can be considered for senate committee adoption to further their use.

- Incentivize part-time faculty evaluations with pay increases. For example, prorate the first 3 years, then tie pay increases to every 3rd year positive evaluation.

Goal Three: The College will nurture a community of scholars by supporting student and professor research and educational opportunities both locally and abroad.

Faculty senate will support efforts to plan and budget new research opportunities that connect students with their professors Research shows that study abroad improves completion, retention, and transfer rates (studies by Georgia learning outcomes, California Community College, and University of Minnesota). Studies by Georgetown University show that study abroad improves language learning. Other studies by Georgetown and others show that study abroad fosters intercultural understanding, provides a global context and builds enlightened nationalism. Study abroad also increases employability and career skills. (five studies)*. Instructional strategies will be assessed first in curriculum committee for their efficacy and budgetary concerns. Instructional council will then assess rigor and non-academic issues surrounding the project. Credit release and budget concerns will be shared with administration.

- **Short term:** Survey general faculty for ideas that foster scholars through research and educational opportunities both locally and abroad.

- Identify the resources necessary

- Form a pilot grant writing committee to assess grants available and to provide guidance for those wishing to pursue grants.

- Work with the work-experience coordinator to set up local opportunities

Long term:

- Set up faculty liaisons with study abroad programs

- Offer at least two study abroad programs per year through different disciplines

- Host other study abroad students here at SOCC

- Write grants to get AmeriCorps volunteers here to help with service learning projects

- Advertise SOCC's yearly study abroad programs.

- Track and assess the benefits and success of students who study abroad

*https://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/Independent_Research_Measuring_the_Impact_of_Study_Abroad/

Goal 4: The College will expand and support Career and Technical Education (CTE) programs, courses and non-credit workforce training.

CTE faculty, senate and the VPI will work together to achieve this goal. Committees such as curriculum, faculty professional development and instructional technology are sources of support. Effort will be made to have career and technical education faculty up to date with current industry standards. Evidence based trainings will be provided both within and outside the institution. Industry partners will be consulted. Tracking systems that provide feedback on retention and success rates will be developed.

Short Term:

- Develop a ten-year CTE program development plan that coincides with both the facilities master plan and the academic master plan.

- Seek adequate funding for CTE faculty professional, from first year experience to providing time and support for faculty to stay current in their industry.

- Facilitate cross-department cooperation about best practices in accreditation, program review, and outcomes assessment.

Long Term:

- Seek grants as a part of a strategic grant procurement system and other funding to support CTE programs.

- Develop interagency agreements with industry partners by facilitating robust advisory committees and supporting needs of community partners.

- Develop a system to track graduates and to engage with CTE alumni for the purposes of improving programs and providing students with a network across industries.

- Develop an Applied Baccalaureate degree in two CTE areas within the next five years.

Goal 5: The College will support and encourage the growth of STEAM (Science, Technology Engineering Art and Mathematics) education.

The college will encourage professional development among faculty that incorporates research topics in their respective fields. Interdisciplinary connectivity within credit courses and community outreach efforts will be made to support innovation in instruction. Collaboration between Southwestern and outside institutions (colleges, universities, research, and community organizations) will be encouraged to provide faculty and students with opportunities in STEAM projects.

Short-Term Goals:

- Develop a 10-year science and engineering program development plan that coincides with both the facilities master plan and the academic master plan.
- Seek grant and other funding to equip the lab space in the Umpqua Health Science and Technology Building with upgraded lab equipment and instrumentation.
- Foster academic and industrial partnerships between the college and community partners (educational outreach, internships, etc.)
- Continue to serve as a community research for science education through guest lecture series and other supported STEAM programs
- Foster collaborations between schools both locally and outside of Oregon to facilitate student and faculty research opportunities
- Encourage interdisciplinary collaborations to strengthen communications and interaction between disciplines.

Long-Term Goals:

- Seek grants as part of a strategic grant procurement system and other funding to support STEAM programs, research, and community outreach opportunities
- Develop a system to track graduates and to engage with STEAM program alumni for the purposes of improving programs and giving current students a network of contacts to aid with transfer and preparation for upper division research.
- Develop an Applied Baccalaureate degree in two STEAM areas within the next five years.

APPENDIX

A. First Edition Team Members

Phillip Anderson	Interim, Vice President of Instruction and Student Services (2011-2013)
Brenda Brecke	Consultant, Facilitator
Anna Chavez	Office of Instruction
Jessica Engelke	Business/Marketing Instructor
Robert Fields	Professor, Biology/General Science
Karen Helland-Domine	Dean of Extended Learning
Rod Keller	Dean LDC & Developmental Education
Anne Matthews	Graphic Design/Marketing Specialist
Trish McMichael	Job Placement, Internship Coordinator
Anny Mueller	Professor, Psychology
Thomas Nicholls	Executive Director Enrollment Management
Diana Schab	Dean of Career Technical Education
Patty Scott	President
Beverly Segner	Professor, Counselor
Ross Tomlin	Vice President of Instruction and Student Services
Chris Williamson	Professor, Computer Information Systems
Mark Wilson	Professor, English

B. AMP Process

Southwestern's (SWOCC) AMP (AMP) was developed through the intensive involvement of the AMP Team comprised of 16 individuals, chosen by the Vice President of Instruction and Student Services in December 2011, representing the College's instructional/student service areas. In preparation for the planning process the AMP team: identified key functions of the AMP, the role of the AMP team members, and the role of the consultant; reviewed items as part of an environmental scan; and decided on the design approach.

The AMP team established that the Southwestern's AMP will: be developed with the participation of faculty and staff of the College; provide guidance to instructional unit; provide a framework for decision making and resource allocation; align with and support the College's Strategic Plan, Core Theme Objectives and associated Success Indicators; and is intended to provide ongoing assessment, accountability, and continuous improvement measures that will guide future decisions affecting student learning at every level throughout the College.

To inform the AMP team of current status and future trends, environmental scan items were reviewed including: Board Goals and Core Themes, Labor Market Trends, Financial Aid Trends, National and State Community College Trends, College Completion data, student demographics, community forum discussions, appreciative inquiry notes, county demographics from Coos and Curry, FTE reports and Student Success data. See Appendix for list of Environmental scan resources.

The team brainstormed items that would likely continue to impact the College during the next five years and created a list of assumptions. That list included:

- Filling student housing and OCCI will remain a priority
- Students will continue to be un- and underprepared for college
- Distance Education will continue to be an option
- SWOCC will continue to compete for students with for profit and nonprofit entities
- Increasing the number of certificates and degrees awarded will continue to be a goal of SWOCC
- Partnership with four year universities will continue
- There will still be a need to engage the business community and

- We will see numbers of veterans increase on campus

Additionally, it was noted that the numbers of high school graduates have decreased over the past years, increasing the need to recruit from out of the College's district.

The AMP team members researched other community college AMPs as well as George Copa's New Design before adopting Copa's approach to creating the AMP process.

Over the next year the AMP team addressed each of the Learning Elements found in George Copa's New Designs:

- A SWOT analysis approach was completed for the **Learning Context Element**.

- To identify our **Learning Audience** the team reviewed Measures of Achievement, Enrollment Management data, Student FTE reports, focus group summary, campus discussions, Target Group Identification for Marketing and Recruitment, Kickoff Institute information, Appreciative Inquiry results and Course Completion information.

- *Excel Naturally* was adopted for SWOCC's **Learning Signature.**

- **Learning Expectations** discussions began with review of General Student Outcomes. General Student Outcomes were revised.

- **Learning Process** discussion led to review of current program guidelines/requirements, course outline approval process, program modification guidelines , program review, state guideline review, and accreditation recommendations. Resulted in Guidelines for Course outlines, Guidance for Instructional Council, and Guidance for CAO/VP, and Guidelines for New Academic Programs. Questions to be included in Program Review were developed.

- **Learning Organization** Three priorities were established for Learning Organization: *(time organization) supports flexibility (e.g., just in time, variable schedules, learning in breadth and depth) in learning process. (environmental organization) creates flexibility, access to multiple learning settings, and building learning community (staff organization) supports becoming very knowledgeable of learners, building strong learning communities, using the community as a learning context, and integrating subject matters.*

- **Learning Partnerships** led to identification of four priorities for forming partnerships: l*everages resources/positive results in synergy, enhances the learning experience, impacts the entire community and includes a diverse set of partners.*

- **Learning Staff & Staff Development** resulted in development of *Guidance for Professional Development*

- **Learning Environment** Three priorities were established for Learning Environment Facilities: *responds to differences in learners, supports use of technology, enables and provides for continuous renovation and updating.* Four priorities were established for Learning Environment Technology: *is up to date and easily up dated and expanded, includes all forms of technology, encourages creativity and innovation, and is cost-effective.*

- **Learning Accountability** -- measures or indicators of accomplishment that are acceptable to the policy-making group, typically the board/trustees in a public institution. To that end each of the AMP sections includes success indicators.

- **Learning Celebration** Three priorities were established for Learning Celebration: *strengthens sense of community, encourages pride and joy, and focuses on learning as a lifelong experience and important to learners.*

- **Learning Finance-** Four priorities were established for Learning Finance: *supports reengineering and innovative actions, stabilizes funding patterns, aggressively seeks resources from a wide variety of sources, and integrates local, state, national, and international goals, planning, and resources.*

In the fall of 2013, under the guidance of the new Vice President of Instruction and Student Services, the AMP team created an outline for the plan itself. The components of the outline with timeframes and responsibilities provided a framework for the written plan and allowed the AMP team to assure alignment with Southwestern's core themes. A format for writing the sections was established which identified the goals and processes for each section. Success indicators were later added to each section. Team members drafted each section and then presented it to the full team for discussion leading to edits and changes that were brought back to the group for further review and approval.

C. Our Learning Signature: Excel Naturally

The *Learning Signature* of **Excel Naturally** uniquely identifies Southwestern. Given our desire to focus on our students excelling and our campus's connection with the lake and its natural surroundings, the *Learning Signature* of **Excel Naturally** is a forceful symbol/image to identify Southwestern. It provides a focus for further academic planning based upon students excelling in a natural environment. **Excel Naturally** embodies an accurate and worthy identity for SWOCC. This signature phrase highlights what is special about us and our location situated on the beautiful Oregon Coast.

G O A L S

- Create an academic and campus culture where the pursuit of excellence comes naturally.
- Be wise and appreciative stewards of the natural setting of the College and surrounding area.
- Create avenues and incentives for faculty, staff, and students to integrate the *Excel Naturally* signature into courses, partnerships, programs, conferences, marketing, and recruitment.
- Grow our programs in Forestry and Natural Resource Management.
- Employ best (nature friendly) practices on campus, in our buildings and grounds, in caring for our undeveloped lands (i.e.: habitat protection, removal of invasive species, nature trail signage, etc.).
- Emphasize the numerous opportunities for enjoying and exploring the natural areas near the College campuses in our marketing.
- Pursue nature-related conferences and workshops the College could host for the community.

Associated Success Indicators: 2, 3, 37, 40, 41

P R O C E S S

- Under the leadership of the College Executive team, the College will create an action plan to integrate *Excel Naturally* into all aspects of campus life and learning.

- Each department (Housing, Athletics, Student Services, Instruction, Facilities, Marketing, Recruitment, Community Education, BDC, etc.) will be asked to outline steps they will take – or have already taken – to embrace and highlight the *Excel Naturally* signature.

- Campus Communication – Beginning with Fall In-service *Excel Naturally* will begin to be discussed among faculty, staff and students as a learning signature, and draft departmental plans will be created.

D. George Copa's "New Designs for Learning"

New Designs for Learning is located in the new School of Education at Oregon State University and directed by George H. Copa, Professor of Education. He can be contacted at copag@orst.edu or 541-737-8201.

New Designs for Learning
Change is not an option--it is inevitable. And yet, many educational institutions grappling with the practical logistics of change cannot help but see change as an inconvenience and often a threat. On the other hand, what would it be like to make change a friend, not an enemy to be resisted? What would it mean to think of change as a guide to a better future for the institution and a means to become an even more significant force in strengthening our cultural state of affairs in personal, family, work, and community life? We must begin a much more earnest search for the synergies that will better connect our educational institutions to our culture in ways that free and create resources and multiply desired results. This is the challenge and the opportunity of New Designs for Learning.

A Bit of Background
The research and development described in this paper began in January 1991, with the project, New Designs for the Comprehensive High School funded by the U.S. Department of Education (Copa & Pease, 1992; Copa, 1999), Office of Vocational and Adult Education through the National Center for Research in Vocational Education. That work was continued in 1996 with the project, New Designs for the Two-Year Institution of Higher Education (Copa & Ammentorp, 1997), with the same funding source. The work was done in the College of Education and Human Development at the University of Minnesota site of the Center. The project has since moved to Oregon State University and is now called New Designs for Learning because of the applications to a wide variety of contexts. The work has undergone continued refinements as it has been the focus of presentations, workshops, and technical assistance to educational institutions and state agencies at all education levels that are interested in implementing the design process and concepts.

Design Vision
How should the ideal twenty-first century educational institution be designed? What should its learning experiences be like? How should the institution be organized? Who should be the staff, and what should they be doing? What should the facility look like, and how should it be equipped? And how should the institution be financed so as to operate effectively while continuing to be up-to-date in pedagogy and technology?
Envision …
> … an educational institution that reawakens the potential of all learners, staff, and community.
> … an educational institution that has a special spirit that gives coherence and meaning to all dimensions of the learning experience, as well as pride and joy in its results.
> … an educational institution that levels the playing field for all learners, giving multiple pathways to learn what is most valuable to know and be able to do.
> … an educational institution that works so closely with the community that borders are completely blurred and blended so learning can occur any place and any time.
> … an educational institution that is always vibrant, responsive, and on the cutting edge in what is learned and how it is learned.
> … an educational institution that can confidently find the resources to do what it sets out to do.
> This is the new vision implicit in the process and desired features for New Designs for Learning.

Design Process
The New Designs for Learning process strives to provide a framework and strategy for an institution to reach for and grasp the vision portrayed above. The process has two central dimensions: Design Values and Design Elements.

Design Values
Values that guide the New Designs for Learning design process serve as foundational principles or presuppositions to the way one goes about the process. The key values are:

- Involving and trusting stakeholders - closely involve those who had a stake in the educational institution and trust that they will act wisely.
- Designing down and checking up -- ask most important questions first and align responses to later questions accordingly; check back among questions and answers to see that there is coherence and consistency.
- Addressing comprehensively - consider all elements of the institution rather than focusing on only one area as many of the desired features are interrelated, one element to another.
- Building on assets - every institution has some areas of strength within its border and among it partners and external stakeholders; use these to advantage in the design process.
- Looking outside - sometimes it is necessary to literally go outside (the institution) to get back into educational excellence; those involved the planning from outside should at least equal in number those from inside the institution.
- Provoking and respecting - the role of process facilitator is to raise questions and bring ideas and examples that provoke thinking and discussion and then respect those involved to make good decisions.
- Thinking long term - real institutional takes a long time and involves many ingredients beyond new plans or designs, including leadership, staff development, and resource.

Design Elements

The design process consists of twelve elements, executed in a particular order, and referred to as "designing down" and "checking up." The elements of the design-down process are as follows:

Learning Context - Attention to the *learning context* specifically recognizes and reinforces the need to tailor the design of the educational institution to its unique situation. During this element of the design process, the focus is on the unique assets, challenges, opportunities, and aspirations of the institution under consideration. In general, *assets* are features about the institution that are working and which should be retained in the new design; *challenges* are features that are not working and which need to be fixed; *opportunities* are features that cannot be taken advantage of with the way the institution is currently operating; and *aspirations* are the future hopes and dreams for the institution.

- **Learning Audience --** The *learning audience* in the design process and refers to who the institution school is to serve and their needs. Originally, we thought of the institutions as only serving students, young and old. However, educational institutions may also serve other organizations and communities as well as being a place for their own staff to continue to learn. Being clear about the audience for the institution can have a major impact on the institution's organization, staffing, partnerships, technology, and facilities.

- **Learning Signature** -- The *learning signature* focuses on what is to be special and unique about the educational institution under design or redesign. While most educational planning processes include consideration of mission, vision, values, and logo, these components are rarely linked together in a compelling and highly meaningful signature for the institution. The literature on effective schools and colleges concludes that giving the institution a special focus provides coherence, consistency, and spirit to the institution, and thereby adds to the quality of the learning experience and accomplishments. If the learning signature is real and meaningful, you should be able to ask anyone involved in the institution-- teacher, student, parent, custodian, or secretary --what is special about the institution and get the same basic answer. Usually, institution design groups are asked to develop a symbol, picture, phrase, story, or object that communicates clearly what will be special about the institution they are designing. A shared signature for the institution is collectively developed from personal signatures through a process of sharing, reflection, compromise, and consensus-seeking.

- **Learning Expectations** -- *Learning expectations* address what is promised in terms of learning results or outcomes from the institution being planned. The list of learning expectations represents the students' accomplishments as promised by the institution in exchange for the public's investment in teaching and learning.

- **Learning Process** -- Typically, the *learning process* consists of design specifications for curriculum, instruction, and assessment. In implementing this process, we emphasized moving from learning

expectations directly to identification of learning products that would demonstrate that the learning expectations have been achieved. Additionally, we focused on the identification and design of learning projects that would result in the desired learning products. These learning projects, which consist of learning events or activities, naturally and strategically link assessment, curriculum, and instruction-- assessment is continuous, curriculum is interdisciplinary, and instruction is "construction" with learners as active participants building their own personal knowledge. With this strategy, subject areas are necessarily and naturally integrated, learning inside the institution and in the community are both valued and closely coordinated, and learning is viewed as a continuous process all through early childhood and youth requiring seamless transitions from pre-school through elementary, middle, high, and postsecondary schools.

- **Learning Organization** -- Attention to the *learning organization* element results in decisions about how to organize the time schedule, learners, staff, learning process, decision-making, technology, and learning settings in order to best support the learning process described above. The focus of the learning organization element of the design process is on how to organize these elements. In developing desired features for learning organization, we typically divide a larger design group into small groups of four or five individuals, and have each group work on developing the specifications for one aspect of organization (for example, time, students, or technology). We ask each group to develop a list of areas of agreement as well as issues for further discussion and information gathering. Each sub-group then presents to the whole design group and, through discussion, issues are resolved or given further study and a coherent and mutually reinforcing set of organizational attributes is eventually selected.

- **Learning Partnerships** -- The *learning partnerships* element of the design process focuses on who needs to be involved in making the learning organization and learning process work to achieve the learning expectations. An important consideration involving learning partnerships is identifying the many partners, both internal and external, that are needed. For example, the list of partners for a K-12 school included: families, business and industry, government, churches, community-based organizations and agencies, higher education institutions, school staff, students, alumni, senior citizens, funding sources (that is, foundations), parent teacher associations, neighboring schools, and a regional cooperative service agency. It is also important to attend to the desired characteristics of the partners and the various resources and services that might be shared. This sharing of resources is a two-way process that includes not only external partners providing resources and services to the institution, but also includes the institution providing resources and services to the external partners. Institutions are encouraged to form a portfolio of strategic alliances, some formal and others informal, some long-term and others short-term, to support the learning process and organization. It is imperative to make the partnerships real, and not just paper transactions. Partners must be given recognition and voice in the learning experience. Extra funds may be needed for legal advice and extensive meetings to address the legal features of partnerships to everyone's satisfaction.

- **Learning Staff & Staff Development** -- It is important to consider the make-up of the *learning staff* and their desired features. Learning staff should be thought about in terms of learning teams as well as individuals. With increased emphasis on learning projects and informal learning in New Designs for Learning, students are emerging as an important component of the learning staff. And, with stronger and more intense partnerships, the partners are increasingly being viewed as a part of the learning staff. Staff development should focus on current and future needs, as well as consideration of who is in the best position to provide effective staff training. Institutions must invest in the needed staff development to make New Designs for Learning work effectively. Some New Designs sites have included a three-year professional development plan for teachers coinciding with the design and building of a new facility and unique professional development settings within the facility.

- **Learning Environment** -- The *learning environment* is frequently the point at which institution design groups choose to start their design process. We discourage this approach, because it is important to be clear about the desired features of the learning experience as a basis for designing a supporting learning environment. The learning environment, which includes decisions about technology, equipment, and

facilities, extends well beyond the school or campus buildings to include all of the learning settings used by learners (for example, workplace, home, public library, and community). Smaller learning environments placed strategically around the community optimize the use of partnerships. The close blending of school or college and community ensures that learning is rigorous and relevant. A learning environment networked by computers provides each learner with essentially her or his own personal learning environment. Designing the learning environment begins with a detailed review of the learning process, organization, partnerships, and staffing, and then selecting the best supporting environment.

- **Learning Accountability** -- *Learning accountability* addresses the need to take very seriously the recommendations and commitments of an institution's stakeholders in setting forth new designs for the institution. It ensures that there will be a reporting back on how the implementation is progressing. The design attributes for accountability describe who is responsible and when and how reporting back will occur. The focus of accountability should tie directly back to the design criteria developed in the learning context element at the beginning of the design-down process and then to the design attributes developed in response to each of the other design elements. Institution staffs are usually assigned the responsibility of developing measures or indicators of accomplishment that are acceptable to the policy-making group, typically the board/trustees in a public institution.

- **Learning Celebration** -- *Learning celebration* addresses the need to align incentives and recognition of progress and success in moving toward New Designs features. Many of our traditional learning celebrations need to be revised to communicate and reinforce the changes in learning and the operation of schools or colleges being recommended by New Designs. Annual graduation ceremonies, quarterly competitive grades, and sports trophies may not be aligned with learning expectations that focus on preparing for lifelong learning; the challenges of work, family, community, and personal responsibilities; high expectations for all learners; and productively working together as a learning community. Learning celebrations should reinforce the design specifications for all elements of the design process, particularly the learning expectations and learning signature. Learning celebrations might include: displays of student learning products located all through the institution and in many places in the community, closed circuit television screens around the institution showing the names and contributions of all the learning partnerships working on a given day, and teams of students being recognized by community-based organizations for their solutions to important community problems.

- **Learning Finance** -- The *learning finance* element of the design process focuses broadly costs and revenues for building and operating a new or restructured school or college. Our goal has remained to bring the New Designs school or college into place and to operate it for no more cost than an average existing institution. Cost considerations often involve a trade-off among technology, staffing, and partnerships. The focus on revenue often leads to exploring new sources of revenue for the institution as a partner in social and economic development of a community. Working on the learning finance element has led to developing a new financial portfolio for the institution and a plan for securing needed community awareness and political support.

The design process follows this specified sequence so as to get careful alignment among the elements and to get "first questions first." The idea is to ensure that the design fits the needs of the local situation and proceeds in a logical order from aims to actions to supporting structure, processes, and environment, and last to needed resources. The design process for New Designs for Learning has emerged from research and best practices as well as the experience of working with several schools and colleges across the United States and in other countries. No doubt, it will continue to change as we gain more experience and as changes occur in the learning context. While the New Designs process is presented in a very linear fashion, focusing on the most important questions first, there is also a need to move upwards and across all elements in the design process in order to gain the careful alignment needed for high quality and efficiency.

Transition to New Designs
Putting new designs to work in the school is a major undertaking. Old paradigms and their associated practices must be challenged and, in many cases, fundamentally changed. To assist in thinking through, more operationally, the priorities and processes to move toward new designs, the New Designs elements can be used to think about and

describe the present state of affairs at the school and the new designs that the school has in mind. The new designs should be the result of working through each of the design elements in the design-down process for the school or college, similar to what was described above. What should be evident after completing the framework are the gaps between what is and what should be. These gaps can then be prioritized to identify where to focus the initial efforts of the transition to new designs.

Benchmarking is set up to identify institutions that exemplify new design ideas in practice. Using the ideas and practices from other organizations is not counterproductive to the design-down process. The desire for close alignment among design features always implies the need to adapt rather than direct copying from other places. One needs to search nationally and internationally for such institutions. Benchmark schools and colleges may be more "maverick" in implementing new innovations than simply "top-notch" schools. In some cases, the benchmark institution will be another educational organization, but it may even be more productive to look beyond educational institutions (that is, at business and industry, community-based organizations, or government agencies) for new design concepts and practices. Benchmarking studies can then be completed to identify the aims and processes that are of interest and how they were put in place. Benchmark institutions and organizations can become mentors for the school or college of concern.

Closing
New Designs for Learning is an attempt to begin conversations concerning the paradigm underlying educational institutions, to question the capacity of the conventional "school or college" to survive in the turbulent environment of the future. These conversations are at the center of the change process. They are not the result of change. They are the initiators of change, making it possible for individuals to see the organization and their work in new ways. Conversations are the dynamic that transforms outdated paradigms into new patterns of thinking and acting. By way of summary, the processes of benchmarking, conversing, leadership, and organizational learning are continuous. There is, in effect, no end to the processes. The organization continues to re-design itself so that it is continually examining its context, its work patterns, and the efficacy of its structures. To lead such processes requires a vision that sets moving targets--always seeking the promises of new designs for a future where major social issues interact with resource constraints and exploding knowledge to produce a more desired state of affairs.

References
Copa, George H. (1999). New designs for learning: K-12 schools. *CenterPoint (6)*. Berkeley, CA: National Center for Research in Vocational Education. (see http://ncrve.berkeley.edu/CenterPoint/CP6/CP6.html Copa, G. H., & Ammentorp, W. (1998). *New designs for the two-year institutions of higher education.* Berkeley, CA: National Center for Research in Vocational Education. (see http://newdesigns.orst.edu/) Copa, G. H., & Pease, V.H. (1992). *New designs for the comprehensive high school.* Berkeley, CA: National Center for Research in Vocational Education.

E. History on the Budgeting Process and Faculty Involvement

Historically, **the Budget Process** has been largely overseen by administration and is discussed through administrative channels such as the Executive Team and the campus Budget Committee, then on to the Board of Education for adoption. Once a budget draft was developed by administration for faculty review, it was considered informational only as most significant decisions on funding had been finalized.   Article 30 of the Full Time Faculty Bargaining Agreement (July 1, 2012- June 30, 2015) outlines that, 'faculty shall be allowed to participate in the development of the College budget through the appropriate administrative channels.'

F. Environmental Scans

Southwestern Oregon Community College's (SWOCC) AMP has benefited from doing an environmental scan of National, State, and Local trend/data/information. Documents were posted to Angel for the team to read and/or material was distributed in meetings from the facilitator. Articles on the following topics were reviewed by the AMP team early in the AMP process.

National trends/data/information: Trends in Student Aid (2011), Trends in Community College Education (2011), Government Educational Policies, Reclaiming the American Dream April (2012), Community College Achievement Compact(March 2012), Pew Research Center: Future of the Internet (July 2012), American Association of Community College: Report on 21st Century Initiative Listening Tour (August 11, 2011), American Association of Community College: The Completion Agenda (April 2011)

State trends/data/information: Oregon Learns: Executive Summary (Or Education Investment Board) (December 2011), Oregon Labor Market Information (2010-2011), Oregon Learns: The Strategies to get to 40/40/20August 2011), Oregon Community College Profiles (2009-2010 and 2010-2011), Retention Best Practices for Oregon Community Colleges (February 18, 2008), Task Force on Higher Education Student and Institutional Success (2011), Oregon Community College Student Persistence and Completion Strategies (January 5,2012), Oregon Community College Student Success Plan: Measure What You Treasure (September 2008)

Local trends/data/information: Coos and Curry Labor Market Information (2010-2011), Coos and Curry US Census Data (2010), Coos and Curry Counties Status of Oregon's Children 2010

SWOCC trends/data/information: Southwestern Oregon Community College Focus Groups Executive Summary(2007), Campus Conversations (date unknown), SWOCC Strategic Plans (2011/2012 and 2012/2013), SWOCC Profile (2009/10 and 2010/11),SWOCC Core Themes with Associated Strategic Plan Goals(updated 2013), SWOCC Section Leader Retreat SWOT(no date), Notes from SWOCC Entrepreneurial Meetings (November 200-March 2011), SWOCC Recruitment Plan (no date), SWOCC Success Indicators Reports (2010-2011), Enrollment Demographics (2010-2011), Appreciative Inquiry Notes (September 2009)

G. Exhibits

a. Future Initiative Fill-In Form

b. Initiative Matrix Template

c. Student Outcomes (Learning Expectations)

SOUTHWESTERN OREGON COMMUNITY COLLEGE
FUTURE INITIATIVES NARRATIVE FORM

PROPOSER NAME AND CONTACT INFORMATION

AMOUNT OF PROPOSAL (IF APPLICABLE)

DEADLINE FOR COMMITTEE REVIEW

DEADLINE FOR SUBMISSION

PROJECT TITLE AND BRIEF DESCRIPTION OF DURATION, LOCATION, PURPOSE:

DESCRIBE THE 'NEED' THAT THE INITIATIVE ADDRESSES:

DESCRIBE YOUR EXPERIENCE AND/OR AVAILABLE SWOCC EXPERTISE IN THE PROJECT AREA:

DESCRIBE YOUR ABILITY TO MANAGE FINANCIAL REQUIREMENTS:

IDENTIFY ALL STAKEHOLDERS INCLUDING COLLEGE PARTNERS AND MAJOR SUBCONTRACTORS:

IDENTIFY ALL NEEDED COLLEGE RESOURCES SUCH AS OFFICE SPACE, PERSONNEL [ADMINISTRATIVE AND IT PERSONNEL], AND MATCHING FUNDS REQUESTED:

DESCRIBE THE LONG TERM FINANCIAL COMMITMENT AND SUSTAINABILITY OF THE INITIATIVES ACTIVITIES:

PROVIDE FUNDING AGENCY CONTACT INFORMATION, HISTORY OF FUNDED AND/OR UNFUNDED PROPOSALS, COMPETITION AND FUNDING PROBABILITIES:

Exhibit a

DESCRIBE HOW THE INITIATIVE ADDRESSES ONE OR MORE OF THE COLLEGE'S CORE THEMES –
INCLUDE WHICH SUCCESS INDICATORS (S.I.) FROM THE COLLEGE'S STRATEGIC PLAN WILL BE ADDRESSED BY THE PROPOSAL:

☐ **ACCESS –** DESCRIBE HOW THE PROJECT ACTIVITIES ENSURE ACCESS TO DIVERSE LEARNING OPPORTUNITIES AND/OR PROVIDE ACCESS TO SUPPORT SERVICES FOR STUDENTS AND THE COMMUNITY:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES WILL MEET ACCESS OBJECTIVES AS DESCRIBED ABOVE:

☐ **LEARNING AND ACHIEVEMENT** – DESCRIBE HOW THE PROJECT MAINTAINS AND DEVELOPS QUALITY LEARNING OPPORTUNITIES TO ENCOURAGE STUDENT ACHIEVEMENT AND SUPPORT STUDENT LIFE LONG LEARNING AND ATTAINMENT OF GOALS:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES WILL MEET LEARNING AND ACHIEVEMENT OBJECTIVES AS DESCRIBED ABOVE:

☐ **INNOVATION AND SUSTAINABILITY –** DESCRIBE HOW THE PROJECT SUPPORTS SUSTAINABILITY AND GROWTH OF THE COLLEGE THROUGH PLANNING, BUDGETING, AND ASSESSMENT OUTLINING HOW RESOURCES ARE ALLOCATED TO SUPPORT CONTINUOUS IMPROVEMENT FOR STRONG INFRASTRUCTURE OF EMPLOYEES, TECHNOLOGIES, AND FACILITIES:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES WILL MEET INNOVATION AND SUSTAINABILITY OBJECTIVES AS DESCRIBED ABOVE:

☐ **COMMUNITY ENGAGEMENT** – DESCRIBE HOW THE PROJECT SUSTAINS AND BUILDS STRONG COMMUNITY, BUSINESS, AND AGENCY PARTNERSHIPS AND PROMOTES OR PROVIDES DIVERSE ACTIVITIES AND EVENTS FOR THE COMMUNITY TO ENGAGE IN:

OUTLINE A PLAN TO MEASURE AND EVALUATE HOW ACTIVITIES MEET COMMUNITY ENGAGEMENT OBJECTIVES AS DESCRIBED ABOVE:

REVIEWER COMMENTS:

RECOMMENDATIONS:

REVIEWER DECISION:

Exhibit b

Southwestern Oregon Community College
Future Initiative Matrix

Initiative Title:			
SWOCC Contact Person:	Name of Reviewer:		
Factors	**Rating Scale 0 - 5**	**N/A**	**Rating**
1. SUPPORTS ONE OR MORE OF THE CORE THEMES Success Indicators (SI):			
a. Access	Supports Access objectives		
b. Learning & Achievement	Supports Learning & Achievement objectives		
c. Innovation & Sustainability	Supports Innovation & Sustainability objectives		
d. Community Engagement	Supports Community Engagement objectives		
2. PARTNERSHIPS	Initiative has support from community partners and other constituencies		
3. RESOURCE SUFFICIENCY/ CAPACITY (available college resources: space, personnel, financial resources)	Requires reasonable (or minimal) investment of college resources		
4. DESIGN	Initiative leads to improved student success, increased efficiency, sustainability, an enhanced learning environment; or other measurable improvements to the campus or campus life		
5. MARKET DEMAND: Regional, State and National Trends/ Opportunities	Initiative is aligned with appropriate Educational and Workforce needs, and Labor Market Data		
6. FINANCIAL IMPACT Include other funding sources	Initiative will yield revenue and/or FTE, or decrease costs		
7. SUSTAINABILITY OF THE INITIATIVE	Initiative predicted to be self-sustaining, or becomes integrated into campus operations		
8. PERSONNEL	Adequate staff/faculty time available to achieve long and short term objectives		
9. ALIGNMENT	Aligns with relevant College plan(s) (ie: Strategic, Academic, Facilities, Technology)		
10. RETENTION AND COMPLETION	Initiative encourages students to stay and complete a program or course of study		
TOTAL SCORE			

Comments:

Signature of Reviewer: _____ Date: _____ Approved: YES NO

Exhibit c

Learning Expectation (Outcomes) statements Revision: January 2013

Students graduating from Southwestern Oregon Community College with a **one or** two-year **program** are expected to have gained the knowledge, skills and attitudes (dispositions) and to demonstrate competency for the following institutional general learning outcomes:

- ***Communication*** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and information.
- ***Computation*** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.
- ***Creative, Critical & Analytical Thinking*** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
- ***Community/Global Consciousness & Responsibility*** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, ***stewardship of natural resources*** and empathy.
- ***Discipline Content*** Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Students enrolled in Transitional Education will be expected to meet the federal and state performance guidelines as they move through and transition out of Transitional Education.

All students completing a certificate will demonstrate proficiency in identified skill sets of the certificate. Skill sets of certificates will meet the relevant academic business and/or industry standards.

All students completing a Southwestern course will be expected to demonstrate effective skills and attitudes that are specific to that course.

All students will be welcomed into the Southwestern community of learners and ***will be encouraged to*** identify as SWOCC students.

Southwestern Oregon Community College Organizational Chart 2018-2019

Board of Education

President

Executive Assistant to the President and Board

Foundation Board

Vice President of Instruction CAO/ALO
- Administrative Assistant/ Office Manager
  - Accreditation
  - Class Scheduling
- Instructional Dean
  - Office Support
  - Community & Emergency Services
    - Career Pathways
    - Cosmetology
    - Welding
    - Criminal Justice
    - EMT/Paramedic
    - Fire Science
  - Director of Family Studies and Childhood Education
    - Childhood Education and Family Studies
    - CDF Practicums
    - Educare Coordinator
    - Program Manager
    - Care Connections
    - Healthy Families Oregon Specialist
    - Bilingual Eligibility Screener & Community Outreach Specialist
    - Parenting Education Specialist
  - Director of Nursing/ Allied Health
    - Basic Nursing
    - Clinical Lab Assistant
    - Dental Assisting
    - Medical Office
    - Nursing
    - Pharmacy Tech
    - Rural Health
  - Director of Transitional Education
    - Office Support
    - Adult Basic Skills
    - ESOL
    - GED
    - Test Proctoring
    - Tutoring Lab
    - Writing Lab
  - Director of Corrections Education
    - Shutter Creek
    - Perkins Grant
- Instructional Dean
  - Office Support
  - Business and Technology
    - Accounting
    - Business
    - Computer Information Systems/ Computer Science
  - Health and Physical Education
    - Health
    - Physical Education
  - Science
    - Forestry/Natural Resources
    - Life Science
    - Physical Science
    - Science Labs
  - Director of Learning Resources
    - LMS Support
  - Executive Dean of Curry Campus
    - Curry Bookstore
    - Curry First Stop
    - Curry Nursing
    - Curry Tech Support
    - Curry Testing Center
    - Curry Writing
    - Digital Design
    - Facilities/Maintenance
    - Assistant Director
    - Academic Advisor/Student Services Coordinator
    - Gold Beach Center Coordinator
- Instructional Dean
  - Office Support
  - Humanities
    - Art
    - Foreign Language
    - Literature
    - Music
    - Philosophy
    - Speech
    - Writing
  - Social Science
    - Anthropology
    - History
    - Political Science
    - Psychology
    - Sociology
  - Mathematics
  - Executive Director of Oregon Coast Culinary Institute
    - Baking and Pastry Program
    - Culinary Program
    - OCCI Operations Coordinator
  - Executive Director of Small Business Development Center/REEF
    - Office Support
    - Business Development Center
    - Community Ed & Workforce Development Coordinator
    - SBDC Counselor/ Instructor
  - Librarian
  - Recreation Center Supervisor

Vice President of Enrollment and Student Services
- First Year Experience
- Human Dev. Classes
- Title IX
- Dean of Student Success and Transfer
  - Office Support
  - Director of Disability Support Services & Retention Specialist
    - Academic Advisors (2)
  - Director of Educational Support Services/TRIO
    - Internship Coordinator
    - Specialists (8)
    - Director of Student Support Services & Talent Search Upward Bound/TRIO
    - Student Success Advisors (2)
  - University Center Advisor
  - Director of Financial Aid
    - Financial Aid HECA Compliance Loans Scholarships
  - Director of Athletics
    - Baseball
    - Basketball M/W
    - Cheer
    - Cross County M/W
    - Golf M/W
    - Soccer M/W
    - Softball
    - Swimming M/W
    - Track M/W
    - Volleyball
    - Wrestling M/W
  - Athletic Trainer
  - Title III Grant
    - Title III Completion Specialist
    - Title III Student Services Data Analyst
- Dean of Enrollment Services
  - Office Support
  - Admissions/ Recruitment Coordinator
    - Admissions
    - Campus Visits
    - Enrollment Analysis
    - Enrollment Mapping
    - High School Transcripts
    - SAT/ACT
    - Student Immunization Verifications
    - Student Recruitment
    - Tuition Waivers
  - Director of Residence Life
    - College Fairs
    - College Now
    - Faculty Liaison
    - Residence Halls
    - Road Scholar Programs
    - Student Life
    - College Ambassador Program
    - Resident Assistants (11)
    - Resident Directors (3)
  - In-District High School Pathways Liaison
  - In-District High School Relations Coordinator
  - International Student Recruitment & Programs Coordinator
    - English Language Program
  - Registrar
    - First Stop Center
    - Graduation
    - Payment Plans
    - Registration
    - Switchboard
    - Transcripts
  - OCCI Recruitment Specialist
  - Recruitment Specialist
  - Student Life/Events Coordinator
    - Associated Student Government
    - Student Activities
  - Veterans Services
    - Educational Benefits
    - Recruitment Services

Executive Director of Integrated Technology Services/CIO
- Director of Technology Support
  - Technology Software and Media Support
  - Coordinator of Media and Events
    - Event Technology
    - Live Streaming
    - Media Services
    - Video Production
  - Procurement and Communications Technology Specialist
    - Network Administration
    - Software Licensing
    - Technology Purchasing
    - Telephony Administration
  - Technology Training and Support Specialist
  - Enterprise Resource Planning Systems Administrator
    - ERP Security
    - Jenzabar EX
    - MyLaker Linkage
    - Programming
    - System Administration
  - Programmer Specialist
    - EX User Assistance
    - Programming
    - Reporting
  - Web System Specialist
    - Application Services
    - Web Infrastructure
    - Web Security
  - Windows Systems Administrator
    - Application Security
    - Data Security
    - Email Administration
    - SAN Administration
    - Server Farm Administration

Vice President of Administrative Services/ AAO/EEO
- AAO Officer
- Audit
- Budget Development
- Deputy Clerk
- EEO Officer
- Health & Science Bldg Financing
- Labor Management
- Legal Liaison
- Labor Negotiations
- Non-Union Tenant Services
- Safety Officer
- Special Projects
- Title IX Officer
- Administrative Assistant/ Safety Coordinator
  - Emergency Management
  - Director of Campus Security
  - Payroll Specialists (1.5)
  - Mail & Print Services Manager
    - Printing
    - Receiving
    - Shipping
    - Bookstore/ Mail & Print Services Supervisor
  - Assistant Director
  - Executive Director of Finance & Budget
    - Accounts Payable
    - Accounts Receivable
    - Fiscal Management
    - Grant Accounting
    - Budget Development
  - Executive Chef of Dining Services
    - Catering
    - Housing Food Services
    - Catering/Events Director
  - Director of Facilities Services
    - Custodial Services
    - Facilities Scheduling
    - Grounds
    - Maintenance
    - Motor Pool
    - Facilities Services Supervisor

Chief Human Resources Officer
- Contract Administration
- Personnel Records
- Assistant Director
  - Benefits
  - Contract Administration
  - Personnel Records
- Recruitment Analyst

Institutional Researcher
- Assessment & Program Review
- Data Requests
- Institutional Effectiveness & Reporting
- Mission Fulfillment Reporting
- Programming
- Software Administration
- Institutional Reporting Specialist
  - Data Governance
  - State & Federal Reporting
  - Survey Approval
  - Webpage & Portal Updated for IR

Dean of Resource Development and Foundation
- Fundraising
- Grant Liaison
- Laker Alumni Association
- Scholarships
- Communications Developer/ Administrator
  - Communications
  - Graphic Design
  - Media
  - Press Releases
- Graphic Designer/ Communications Developer (.50)
- Marketing Director
  - Marketing
  - Social Media
  - Web Development