

Strategic Plan: 2017-2020

Instructional Services Projects: Year 3 2019-2020

The **Strategic Plan** projects are derived from the program reviews conducted across campus and from the planning process that occurs at the unit, reporting unit, functional areas, and institutional levels of the College. Planning and project development provide the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities leading to fulfillment of the College Mission. The plan encompasses the yearly Board Goals with initial projects for the three-year period notated in regular font and may be referred to as Year 1 of the plan. *Projects added or enhanced for 2018-2019 are notated in italics and may be referred to as Year 2 of the plan. **Projects for 2019-2020 notated in bold italics and may be referred to as Year 3 of the plan.***

Core Theme	Objective	Strategic Plan Projects	Instructional Services Projects	Success Indicator	Champion	Start Date Projected End Date
Learning & Achievement	<u>LA.1: Students demonstrate progress</u>	LA.1.1: Statewide Developmental Education Recommendation Implementation and Developmental delivery options (SI44)				
		LA.1.2: Title III – improve persistence through student success projects implementation <i>integrating an equity lens of success</i> (SI 28, SI 47, SI 48, SI 53, SI 54, SI 55)	LA.1.2.1ISP: Continue to redesign gateway level courses to support student success and persistence, as well as incorporate enhanced course support options, including supplemental instruction; <i>assess multiple measures placement and other placement mechanisms;</i>	SI 28, 47, 48, 54	Rod Keller	09/01/2017- 09/01/2018 <i>Spring 2021</i> Spring 2021
	<u>LA.2: Students complete certificates, degrees, and transfer degrees, and transfer</u>	LA.2.1: Identify program enhancements to increase student success and improve student completion <i>integrating an equity lens of success</i> (SI 11, SI 46, and SI 56)	LA.2.1.1ISP: Identify guided pathway models to assist students in achieving academic goals in a timely manner; <i>apply the equity lens to student categories to identify gap success and achievement; identify report options to monitor student progress. Implement Guided Pathways scale of adoption.</i>	SI 11 SI 40	Rod Keller Ali Mageehon	Fall 2017 Fall 2020 <i>Spring 2021</i> Spring 2021
			LA.2.1.2ISP: Collaborate with HECC to plan for pilot and implementation of HB 2998 transfer bill; develop a work plan to collaborate with HECC to fulfill HB 2998.	SI 46	Rod	Fall 2017 Fall 2020

		LA.2.2: Credit for Prior Learning Project – process development (SI 11)	LA.2.2.1ISP: Continue CPL committee implementation project; <i>participate in CPL study to assess CPL practices</i>	SI 11	Committee	Ongoing <i>Spring 2021</i>
		LA.2.3: Title III – improve graduation rates through Student Success program projects implementation <i>integrating an equity lens of success</i> (SI 11 and SI 46)	LA.2.3.1ISP: Continue Student Success Committee implementation projects; <i>apply the equity lens to student categories to identify gap success and achievement. Identify report options to monitor student progress, develop public report capabilities; develop sustainable reporting and real-time access to data</i>	SI 11 SI 46	Committee	Ongoing <i>Spring 2021</i>
	<u>LA.3: Students demonstrate that they have met learning outcomes</u>	LA.3.1: Outcomes Assessment – Multi-State Collaborative and Program Student Learning Outcomes; <i>develop campus-wide process to demonstrate program outcomes</i> (SI 50 and SI 51)	LA.3.1.1ISP: Continue to explore opportunities to conduct GSLO and program outcome assessment via nationally normed tools, including ETS tests and Multi-State Collaborative artifact assessment	SI 50 SI 51	Rod Keller Ali Mageehon	Fall 2017 Fall 2020
		LA.3.2: Course and program outcomes developed and assessed including Title III student assessment project (SI 8, SI 13 and SI 50)	LA.3.2.1ISP: Scale-up SWOCC’s Student Learning Outcomes Assessment Plan (SLOAP) to assess course, program or discipline, and GSLO outcomes leading towards the accreditation visit by expanding and institutionalizing SLOAP through the faculty assessment lead, the assessment committee, and the faculty to assess course, program or discipline and GSLO outcomes	SI 50 SI 51	Rod Keller	Fall 2017 Fall 2019
Access	<u>A.1: Students access varied learning opportunities</u>	A.1.1: Enhance opportunities for students to access learning opportunities (dual credit, articulated agreements, extended 4-year campus) <i>integrating an equity lens of success</i> (SI 2, SI 3, SI 35 and SI 39)	A.1.1.1ISP: Establish year-round schedule for programs and courses; develop a work plan to establish with the faculty a year-round schedule for programs and courses. <i>Implement Guided Pathways scale of adoption.</i>	SI 3 SI 2	Rod Keller Ali Mageehon Mike Herbert Curry Executive Director	Fall 2017 Spring 2018 <i>Spring 2021</i>
	<u>A.2: Students access services that support learning</u>	A.2.1: Title III - student support projects implementation to enhance and improve student services; lean audit change implementation and tutor/writing center redesign (SI 38)	A.2.1.1ISP: Continue committee implementation projects	SI 38	Committee	Ongoing
		A.2.2: Title III – implement Jenzabar retention module; assess advising and placement policies and process development <i>integrating an equity lens of success</i> (SI 38)	A.2.2.1ISP: Continue committee implementation projects	SI 38	Committee	Ongoing

		<p><i>enhance government-to-government relationships with federally recognized tribes in the College's district to develop a framework for how the College and these tribes will continue to communicate and collaborate in the future; execute MOUs with interested tribes. Board Goal 6 - YR 3 – Support and monitor community enhancement efforts (outlying Douglas, Curry, Coos counties) (SI 34 and SI 49)</i></p>				
		<p>CE.2.2: Student and staff support and engage in community activities – both on-campus and off-campus. Board Goal 1 YR1– Collaborate with the Southwestern Foundation Board to Support and participate in Foundation activities, support the development of a Health and Science Technology building matching funds campaign, increase unrestricted donations Board Goal 1 YR2 and YR 3 – Collaborate with the Southwestern Foundation Board to Support and participate in Foundation activities; increase unrestricted donations; and participate as scholarship readers. (SI 34 and SI 49)</p>	<p>CE.2.2.1ISP: Form a work group to research strategies and funding opportunities toward a support Family Literacy program to improve long-term economic prospects for families; plan would include a combination of adult education, parenting education, parent-child literacy activities such as facilitated play groups, and child care supports; intention to apply for Title II support when funding cycle allows (potentially 2019).</p>	SI 34	Taya Noland and Noelle Ebert	Winter 2018 - Spring 2019
	<p>CE.3: <u>Our community members participate and contribute to the Foundation in support of the college</u></p>	<p>CE.3.1: Promote the value of contributing to the Foundation and identify sources of support for new programs and the Health & Science Building (SI 42, SI 43, SI 45)</p>				
Sustainability		<p>S.1.1: Multi-year budget and cashflow reports (SI 15 and SI 17)</p>				
	<p>S.1: <u>Southwestern provides responsible fiscal management</u></p>	<p>S.1.2: Enhance planning process to fully integrate into the budget process based on mission fulfillment success indicator planning, academic (AMP) and facility planning (FMP), ITS planning, Strategic Enrollment Management (EMP) planning, and program review planning (academic and operational) including implementation of electronic tools/resources for reporting. Board Goal 5 YR 3 - Debt retirement planning (SI 16A, SI 16B, SI 17)</p>	<p>S.1.2.1ISP: Engage with all instructional areas to develop budget for 2017-2018 using the program and operational review areas as the basis for building the budget.</p>	SI16	Ali Mageehon	January 2018-May 2018
	<p>S.2: <u>Southwestern builds and</u></p>	<p>S.2.1: Ensure compliance and submit required reports consistent with accreditation requirements, HEOA, federal</p>				

<u>maintains a sustainable infrastructure of human, technology, and facility resources</u>	<p>and state requirements, grant requirements and the like. (Compliance)</p>				
	<p>S.2.2: Complete the transition to administrative policies/procedures and review of policies and procedures at the department level. Board Goal 4 YR1– Review and revise Board policy sections 8000-10000. Board Goal 3 YR2 – Review and revise Board policy sections 1000, 2000 9000 and 10000 and others as needed. . Board Goal 2 YR3 – Review and revise board policies on a three-year cycle (Compliance)</p>				
	<p>S.2.3: Implement campus-wide plans including redesigning existing processes (Academic Master Plan, Planning software, Enrollment Management Plan, etc); Strategic Plan process redesign and Board Goal 5 YR1 – Work with administration to develop a long range vision (Master Plan), including deferred maintenance. Board Goal 4 YR2 – Complete the Facilities Master Plan to: include deferred maintenance issues; consider utilization of properties to enable flexibility. Board Goal 3 YR3 – Complete the Facilities Master Plan to: finalize the document and prioritize the first 5-years of the Master Plan. (SI 19 and SI 20)</p>	<p>S.2.3.1ISP: Work on lean processes for the Office of Instruction to ensure efficiency. <i>Website re-design and myLakerLink re-design. Academic Master Plan updates.</i></p>	<p>Planning & Process Redesign</p>	<p>Anna Cole</p>	<p>Fall 2017- May 2018</p> <p>Spring 2021</p>
	<p>S.2.4: Planning work on new Health & Science Building; begin building construction phase. . Board Goal 4 YR 3 – Monitor Johnson Controls and Umpqua Hall Construction (AMP, FMP)</p>				
	<p>S.2.5: Upgrade technology requirements per the ITS plan and to support identified campus-wide projects including Title III projects (SI 19)</p>				
	<p>S.2.6: Foster positive relationships between faculty, staff, and administration <i>integrating an equity culture.</i> (SI 9)</p>	<p>S.2.6.1ISP: Office of Instruction will work with Deans to establish effective practices of supporting part-time faculty, including regular part-time faculty review and evaluation</p>	<p>SI 9</p>	<p>Ali Mageehon Rod Keller Mike Herbert</p>	<p>September 2017 to May 2019</p>
<p><u>S3: Southwestern delivers viable</u></p>	<p>S.3.1: Further develop and provide faculty support by locating and publishing professional/instructional development opportunities.</p>	<p>S.3.1.ISP: The library will develop communication avenues to inform faculty of professional development opportunities and</p>	<p>SI's 38, 9, and 41</p>	<p>Jessica Engelke and</p>	<p>September 2017 to May 2017</p>

	<u>quality instruction</u>	(SI 9)	resources including coordinating with the senate faculty development committee for workshop opportunities		Noelle Ebert	
			S.3.1.21SP: Office of Instruction will work with Deans to establish effective practices of supporting part-time faculty, including regular part-time faculty review and evaluation; <i>increase professional development opportunities</i>	SI 9	Ali Mageehon Rod Keller Mike Herbert <i>Deans</i>	September 2017 to May 2019 <i>Spring 2021</i>
		S.3.2: Program Review implementation with integrated planning and budgeting and rollout of LiveText pilots; <i>transition assessment software to value rubrics and alternative methods to assess learning outcomes (SI 40)</i>	S.3.2.1ISP: Revise and implement program or discipline review process and form; <i>assessment process enhancements expanding Dean role</i>	SI 40	Ali Mageehon Mike Herbert Rod Keller <i>Deans</i>	Fall 2017 Fall 2020 <i>Spring 2021</i>
		S.3.3: Program Viability development and integration into program review (SI 41)				

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.