

Strategic Plan 2022-2027



SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

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Southwestern Oregon Community College
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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.

Planning never really stops at learning institutions where team members are tuning for continuous improvement. Every decision is evaluated through a holistic lens, better known as the mission. Every outcome is examined in the context of the institution and the community. Learning leaders ask themselves constantly: Are we doing what we say we are doing? Are we doing it for and with whom we should be serving? How can we do it better? This document represents just one brief checkpoint in the ongoing cycle of strategic planning and continuous improvement at Southwestern Oregon Community College.

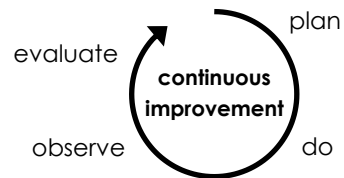
Planning for Continuous Improvement

At Southwestern, its previous seven-year strategic plan concluded with accreditation renewal by the Northwest Commission on Colleges and Universities (NWCCU) in June 2020—notably, at the start of the COVID-19 pandemic, which seems to regenerate itself in endless waves. While strategic planning, evaluation, and continuous improvement are required by accreditation standards 1.B.1 and 1.B.3, these processes are fundamental to sound leadership and management. Strategic thinking is key.

This strategic plan is fueled by an extended season of king tides washing the debris of social and economic storms onto our shores at the South Coast and beyond. Renewing

the planning cycle in spring of 2020, leaders at Southwestern adopted four Guiding Principles to shepherd mission activities in response to the internal and external conditions undulating from moment to moment. Broadly defined, these Principles supported flexibility when it was needed most. By the end of the calendar year, however, in December 2021, leaders adapted their approach, using the Guiding Principles as Southwestern’s explicit values to outline five, more clearly defined Strategic Priorities. Honing the focus has afforded a sharper vision among leaders and team members as society’s upheavals continue.

The Strategic Priorities and ensuing strategic activities are the products of evaluating the mission, a traditional environmental analysis, several stakeholder workgroups among other participatory activities, and departmental teams that crafted strategic projects fulfilling the mission through their individual unit. As a plan for continuous improvement, this document resembles a process constructed from action research: plan, do, observe, evaluate, repeat.



The budget cycle is a natural sequence to frame planning and evaluation activities, and ensures that institutional resources are directed toward the Strategic Priorities that carry the mission.

Vision, Mission, and Values

As a public institution, Southwestern fulfills a number of roles specified by state and federal government agencies, along with the written and unwritten expectations of stakeholders from a range of local education, workforce, culture, and social service agencies. These external mandates give shape to the mission defined by the governing board. First and foremost, Southwestern is an institution of higher education, serving all postsecondary students and potential students in the community, regardless of their educational needs or goals. Learners from youth to grandparents, with no academic credentials or graduate degrees, must rely on Southwestern for their workforce and career goals, transfer goals, or personal development goals, regardless of where they are in their career or life cycle.

Vision and Mission

*Southwestern leads and inspires
lifelong learning.*

The governing board adopted this vision for Southwestern in 2006, and has reaffirmed it since. The board evaluates the mission, vision, and values routinely in its governance and stewardship work. In 2020, the board asserted formally that

*Southwestern Oregon Community College
fulfills the educational and cultural needs of
our diverse communities by providing
equitable access to exceptional teaching and*

*learning in a collaborative, engaging,
sustainable environment, which supports
innovation, lifelong enrichment, and
contribution to global society.*

Values as Guiding Principles

More important than ever, the Guiding Principles have become the way work is done at Southwestern. These Principles represent the underlying values and culture that nurture the mission and the priorities driving decision-making at every level.

- ***Intentional Excellence.*** Use objective information to guide our decisions and value all people with whom we interact.
- ***Lifelong Learning.*** Cultivate the natural human need for individual growth and intellectual development.
- ***Student Centeredness.*** Focus on helping students achieve their learning goals and supporting opportunities for individual success.
- ***Collaborative Innovation.*** Build a community in the pursuit of new ideas, informed risk-taking, and entrepreneurial endeavors.

Stakeholders

Internal and external stakeholder participation has been central to the planning process, and remains so during implementation. Two working groups divined the five strategic priorities of this plan from the institution's strengths,

weaknesses, opportunities, and challenges. In total, nearly 50 stakeholders had a hand in goal setting, representing the Southwestern community, students, Board, faculty, and staff, in addition to anonymous faculty and student surveys, and participation from the leadership team. Since that time, department leads across campus have worked with their individual teams to develop concrete, strategic action plans. Stakeholder mapping and broad-based community engagement continues through the institutional initiatives driving achievement of the strategic priorities.

Environmental Analysis

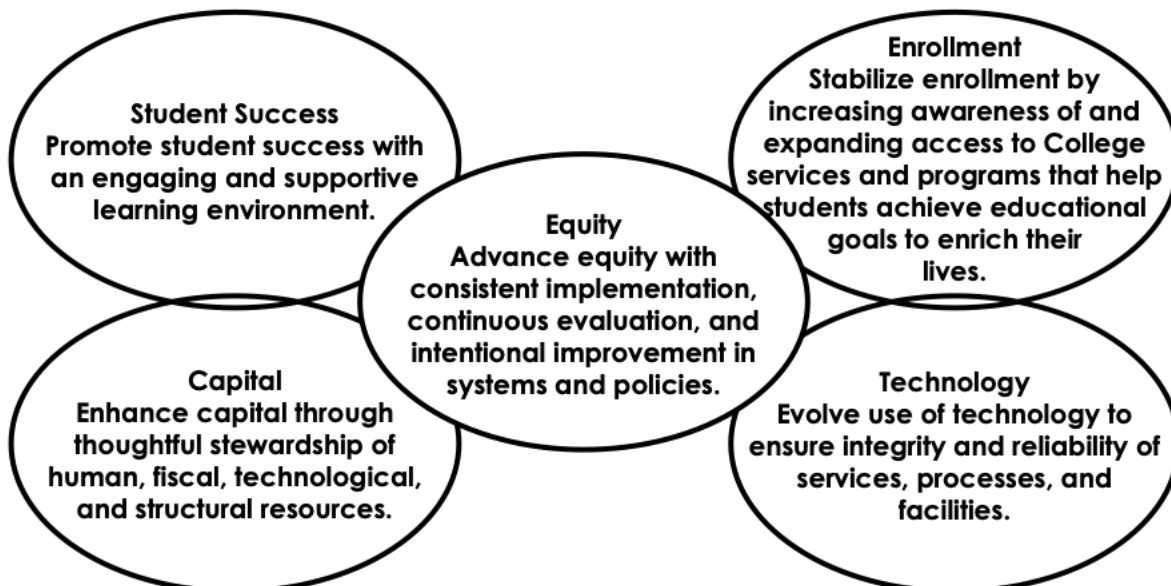
The value of analyzing the internal and external contexts cannot be overestimated in the planning process, especially during this emergent era of pandemic normal. COVID-19 does not define Southwestern nor its community, though its effects have accentuated trends in student behaviors and expectations, and altered the way humans interact with one another. While internal weaknesses and external challenges became profoundly evident across higher education institutions during the early days of this planning cycle in the 2020 pandemic fog, the wake of disease has surfaced new opportunities revealing a position of strength for Southwestern. This summary of the environmental scan represents a snapshot of an ongoing process of analysis and discussion.

Strengths represent internal assets for Southwestern. Perhaps most remarkably, Southwestern continues to perform well overall on both lagging and early momentum indicators of student success, staying the course of a 10-year leadership initiative to improve core outcomes. This despite the external impediments that fell on every open-access institution in the U.S. during the height of the COVID-19 pandemic. These external challenges exposed internal weaknesses, notably, accelerated enrollment declines, demographic gaps in enrollment and student outcomes, and rapid changes in the technology infrastructure needed to support new modes of teaching-and-learning that will better support all learners. But these challenges have also brought forth burgeoning external opportunities, including a range of public and privately funded financial and technical assistance programs to reach underserved learners, to develop more robust course resources and offerings, and to improve the quality and breadth of academic and community partnerships to support the full potential of employers and workforce in Southwestern's district.

Planning participants identified the paths that will transform the weaknesses into strengths, and that will take advantage of the opportunities embedded within each of the challenges, thus bolstering Southwestern's mission overall. The strategic priorities that emerged from the environmental analysis are Student Success, Enrollment, Equity, Capital, and Technology. Action is in motion already.

Strategic Analysis

		← internal	→ external
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">↑</div> <div style="margin-bottom: 10px;">asset</div> <div style="margin-bottom: 10px;">↓</div> <div style="margin-bottom: 10px;">impediment</div> </div>	strengths <ul style="list-style-type: none"> SWOCC outperforms OR17 on EMMs, OCCA 4/22 Data resources, PDP, EMSI et al., Instructional technology (Canvas, VR) HS and dual credit Guided pathways underway and developing Greenspace 	opportunities <ul style="list-style-type: none"> New state, federal, private \$\$ (NCII, FRO, BBA, TFFF males, CARES) Increased collaboration with SWOCC Foundation Technical assistance, BBA, RP/NCII Applied baccalaureate Non-credit workforce dev Alternative education models (competency based, on demand, modular) Course sharing consortium Remote work trends and REEF, SBDC Entrepreneurship and SBDC in LDC/CTE courses Equity, new data tracking requirements 	
	weaknesses <ul style="list-style-type: none"> Course scheduling Uncertainty of students preferred and most effective course modes Hy-flex capacity Equity (HS/dual credit, adults, males, other underrepresented populations) Student participation and engagement 	challenges <ul style="list-style-type: none"> Enrollment and retention declines, especially among adult, male-identifying, and students of color Cybersecurity HS enrollment cliff by 2025 Restricted funds CTE equipment and maintenance costs Non-academic needs of students 	



Strategic Priorities

The strategic issues percolating from the ongoing environmental analysis represent the five central goals of this strategic plan: Student Success, Enrollment, Equity, Capital, and Technology. Each issue is defined by a Strategic Priority, in turn operationalized by two objectives. As an institution of higher learning, Student Success is the most important priority at Southwestern and is the backbone of the

other four priorities, each of which are crucial for student success.

Student success is only an achievement to the extent that all learners succeed. Equity is a central priority that cuts through the other four priorities as leaders and staff members at Southwestern learn to see and to navigate the institution through the unique experiences of all students and community members. The first of the two objectives that operationalize equity is to develop a college-wide framework from which to proceed.

Table 1

Strategic Priorities Definitions and Objectives 2022-2027	
Strategic Priority	Definition Objectives
Student Success	Promote student success with an engaging and supportive learning environment.
	1a. Provide student-centered learning and co-curricular opportunities to develop job skills, earn credentials, and broaden personal enrichment.
	1b. Continually explore, analyze, and refresh curriculum and programs.
Enrollment	Stabilize enrollment by increasing awareness of and expanding access to College services and programs that help students achieve educational goals to enrich their lives.
	2a. Advance recruitment, marketing, and enrollment strategies and improve processes.
	2b. Expand holistic advising support throughout the course of a student's college career.
Equity	Advance equity with consistent implementation, continuous evaluation, and intentional improvement in systems and policies.
	3a. Develop a college-wide equity framework.
	3b. Engage staff and students in training on equitable practices.
Capital	Enhance capital through thoughtful stewardship of human, fiscal, technological, and structural resources.
	4a. Improve fiscal processes and maintain capital reserves through college planning processes.
	4b. Implement, evaluate, and improve systems, training, and policies.
Technology	Evolve use of technology to ensure integrity and reliability of services, processes, and facilities.
	5a. Enhance the College's cybersecurity readiness and systems.
	5b. Adopt and continually refine best practices and training

Measurement

With the adoption of the Strategic Priorities, leaders identified up to four institutional-level indicators of achievement for each of the corresponding objectives defining four of the five Priorities. Equity is a unique priority in that equitable achievement of Student Success, Enrollment, Capital, and Technology is most meaningful in the context of overall achievement. Thus, each of the indicators of achievement includes an equity analysis. While equity has long been important at Southwestern, new in this strategic plan is a focus on defining, observing, and achieving equity across the institution. Leaders across departments have expressed interest in evaluating equitable services and outcomes by race, ethnicity, age, gender identity, abilities, full- or part-time status, and job classification among others populations that have been marginalized historically in their pursuit of academic, professional, and social activities.

Fulfilling objective 3a., Southwestern’s Board of Education has adopted an equity policy to apply in the decision process. The bullet-points following the success indicators of each strategic priority represent working lists of potential disaggregation of overall results for use in evaluating equity. Measurement of Equity as actionable indicators of achievement will evolve and become clearer through the course of this plan.

When the first annual report of progress on this plan is released, each indicator of achievement will be accompanied by the baseline measure of Southwestern’s level of achievement at the conclusion of the 2021-22 academic year, and a benchmark threshold as a mark of acceptable achievement relative to the institution’s own performance, as well as that of peer institutions. The data for some measures will not available until several months after the conclusion of the academic year.

Table 2

Indicators of Overall Achievement		
<u>Student Success:</u> Promote student success with an engaging and supportive learning environment.		
Indicator	2021-22 Baseline	Benchmark
1a. 150% and 200% completion, transfer, or retention rates		
1a. Percent of first-time students who accumulate 30+ credits in 3 terms		
1a. Average time to completion for 2-year credentials		
1a. Rate of credits completed/attempted in first 3 terms		
1a. Percent of students who complete gateway courses within first year		
1b. Academic program reviews completed with action plan and budget	rubric	
1b. Courses requiring experiential learning, student research, study abroad	rubric	

Student Success Equity Analysis

- Race
- Age (by gender)
- PT/FT
- Household income (FAFSA filers only)
- Location by campus, in/out of district resident

Table 3

Indicators of Overall Achievement		
<u>Enrollment</u>: Stabilize enrollment by increasing awareness of and expanding access to College services and programs that help students achieve educational goals to enrich their lives.		
Indicator	2021-22 Baseline	Benchmark
2a. Overall enrollment growth rate		
2a. First-term persistence and fall-to-fall retention (fall 2020-21 FT enrollments)		
2b. Student satisfaction (RNL survey?)		
2b. 3-year average institutional grant support or unmet need if available		

Enrollment Equity Analysis

- Race
- Age (by gender)
- PT/FT
- Household income
- Location by campus, in/out of district

Table 4

Indicators of Overall Achievement		
<u>Capital</u>: Enhance capital through thoughtful stewardship of human, fiscal, technological, and structural resources.		
Indicator	2021-22 Baseline	Benchmark
4a. Employee satisfaction (defined from Modern Think survey)		
4a. Employee evaluations	rubric	
4a. Ratio of actual to target EOY fund balances	rubric	
4b. Policies and procedures reviewed, revised, and implemented for equity	rubric	
4b. Professional development	rubric	

Capital Equity Analysis

- Race
- Gender
- Bargaining Unit/Job Classification
- Define equitable funding

Table 5

Indicators of Overall Achievement		
Technology: Evolve use of technology to ensure integrity and reliability of services, processes, and facilities.		
Indicator	2021-22 Baseline	Benchmark
5a. Improvement of cybersecurity and threat assessment mechanisms	rubric	
5a. Systems integration, collaboration, and disaster recovery improvement	rubric	
5b. Data governance infrastructure and resources	rubric	
5b. Staff and faculty training and professional development in technology	rubric	

Technology Equity Analysis

- Race
- Gender
- Ability

Institutional Initiatives

Several institutional-level initiatives provide leadership and direction across all departments at Southwestern to fulfill each of the Strategic Priorities. Institutional initiatives are, by definition, interdepartmental, and incorporate community-based partnerships. These broad initiatives create structure and support for department-level projects and decisions that align with the Strategic Priorities propelling mission achievement.

Pathways

The Pathways initiative began first in Student Services to provide clarity and

support for career-minded learners who needed non-academic resources to succeed. The evolution in Student Services continued with the redesign of advising procedures and mechanisms to introduce students to fields of interest and counsel them into programs that align with their long-term goals. The nationally developed Pathways model extends the college experience to funnel PK-12 students gradually through their broad areas of interest into narrower fields of study and eventually programs to support university articulation and career success. The initiative is focused on Student Success and cuts across all Strategic Priorities, requires participation from all academic, student services, and administrative

departments, and elevates and integrates our community. The Pathways model is built on a collaborative community impact structure and is premised on the assumption that students may be of any age, with a range of career and family experiences.

Teaching and Learning

Southwestern's concerted focus on continuous improvement in Teaching and Learning began unfurling prior to the COVID-19 pandemic that forcibly jolted faculty and students into new modes and technologies required for effective and equitable teaching-and-learning. Continuous improvement in Teaching and Learning, too, cuts across all Strategic Priorities while focused explicitly on Student Success. The previously unfolding assessment initiative became a faculty-driven process that prompted instructors to reflect critically on students' as well as their own new habits, performance, and teaching-and-learning practices. Continued advancement relies on faculty development and uptake of new technology infrastructure across at least three platforms. Classrooms, software, equipment, and student resources across Southwestern's two campuses are being re-evaluated with the prospect of monumental development that will meet diverse learners' needs in myriad new ways.

Learner-Centered Culture

The evolution of the student centered guiding principle to student centered values has illuminated a much deeper instinct among leaders to create an intentional Learner-Centered Culture that will manifest

clear visible and unspoken artifacts. While the present campus culture is very much driven by student needs, a new culture will shift to an asset lens through which every decision takes into account the potential for students' success as whole people, both on the strategic scale and in each moment for each individual learner. The Pathways and the Teaching and Learning initiatives produce the tangible work that will yield culture change over time. Evaluating equity will enable a truly asset-based, learner-centered culture to take form. As yet aspirational and thus difficult to define, deep culture change requires considerable time to develop across all departments and through all levels of an organization.

Resources for Strategic Momentum

Visioning alone does not drive continuous improvement or institutional-level changes. Strategic change requires individual action on-the-ground. To advance the Strategic Priorities, department leads across campus worked with their teams to develop strategic action plans, departmental-level projects to implement over the course of the next one to four years. Action plans are developed from the ground up to secure ownership and follow-through by those responsible for implementation. To ensure adequate financial resources are available for each project, strategic action planning was an integral part of the budget process. Evaluation of strategic priorities at the level of Southwestern's administrative units will

ensure a clear link between staff implementing individual decisions and the overall purpose and mission.

Overall, department leads submitted 54 strategic action projects across Southwestern's six administrative units: Instruction, Enrollment and Student Services, Administrative Services, Human Resources, Integrated Technology Services, and Development. A few action plans span more than one Strategic Priority.

At this time, just four action plans are designed to improve Equity specifically. While equity has long been a guiding principle at Southwestern, measuring equity as a strategy to accomplish the mission is new. The Board's new equity statement creates a decision framework from which to evaluate actions and outcomes. Learning to measure equity effectively, and developing departmental action plans shaped by the new framework, will begin the cycle of continuous improvement.

The action plans fall into one or more of six broader categories that create several points of cohesion explicating the learner-centered purpose within and across the institution's administrative units: Applied Curriculum Content, Instructional Practice, Instructional

and Retention Resources, Learning Environment, Community Outreach and Engagement, Institutional Resources and Procedures. While defined in the context of Southwestern's habitus, these broad action categories can be found in the nationally-established principles of effective and equitable teaching-and-learning.

Each action plan includes a workplan outlining key implementation steps, and intended outputs and/or outcomes. Project-level deliverables and outcomes will be monitored by the unit administrator and individual department leads, with the assistance of the Office of Institutional Effectiveness where appropriate. Multi-year action plans will be updated and revised annually. New action plans will be developed each year in response to results and findings of existing action plans. During this first year implementing the current planning cycle, evaluating equity in accomplishing each of the four other Strategic Priorities will spur new individual actions on-the-ground. Success of these projects will foster improvement in measurable results of the institutional level Strategic Priorities overall.

Table 6

Student Success Action Plans	
Student Success (15)	Promote student success with an engaging and supportive learning environment
Office of Instruction (8)	<p>Learner-Centered Applied Curriculum Content and Instructional Practice</p> <ul style="list-style-type: none"> • Develop Applied Baccalaureate in Management and Leadership (also Enrollment) • Develop Child Care Business Accelerator program • Develop Study Abroad program • Add a three-term LPN credential with exit option to increase Nursing program capacity from 56 to 64 (also Enrollment) • Integrate virtual reality into curriculum and instructional practice (also Enrollment) • Expand in-person course offerings on Curry Campus <p>Learner-Centered Instructional Resources and Learning Environment</p> <ul style="list-style-type: none"> • Increase science lab class capacity and improve equipment to enroll more students with the same resources on Curry and on Coos campuses Redesign Southwestern's Library website to improve information searches, Coastline partnership resources, and security (also Capital and Technology) • Increase and implement awareness and streamline procedures for PK-12 partner participation in College Now (also Enrollment and Technology)
Enrollment and Student Services (5)	<p>Learner-Centered Retention Resources and Learning Environment</p> <ul style="list-style-type: none"> • Create Student Services "hub" for Financial Aid, Student Success Center, Advising, Admissions & Recruitment, Counseling • Redevelop housing's Quiet Study room to improve student experience • Develop a comprehensive First Year Experience structure • Create video explaining prerequisites required to apply for the Nursing program (also Enrollment) • Increase the number of student leaders by developing a student Athletic Oversight Committee (also Enrollment)
Administrative Services (2)	<p>Learner-Centered Instructional Resources</p> <ul style="list-style-type: none"> • Increase student participation in Verba Inclusive Access digital materials program to streamline distribution of and payment for course resources and reduce student costs (also Technology) <p>Learner-Centered Retention Resources</p> <ul style="list-style-type: none"> • Redesign Dining Services Student Board Plan to support special dietary needs (also Enrollment and Equity)

Table 7

Enrollment Action Plans	
Enrollment (11)	Stabilize enrollment by increasing awareness of and expanding access to College services and programs that help students achieve educational goals to enrich their lives
Office of Instruction (3)	<p>Learner-Centered Instructional and Retention Resources</p> <ul style="list-style-type: none"> • Collaborate with five other rural Oregon community colleges to develop a course share system using a common LMS • Increase STEM enrollments to 6 first-year and 6 second-year students, retention, completion, and transfer (also Student Success) <p>Learner-Centered Community Outreach and Engagement</p> <ul style="list-style-type: none"> • Expand Small Business Development and Workforce Development leadership and outreach across the district, with special attention in Curry County
Enrollment and Student Services (5)	<p>Learner Centered Community Outreach and Retention Resources</p> <ul style="list-style-type: none"> • Increase enrollment of adults age 25 and over by at least three percent • Eliminate the Super Fee to improve transparency and associate revenues with correct cost centers (also Capital) • See grants that target underrepresented student populations (e.g., rural male-identifying students, students of color) <p>Learner-Centered Retention Resources</p> <ul style="list-style-type: none"> • Create Curry Campus Opportunity Programs Liaison position to provide holistic, wraparound services • Develop and implement procedures to evaluate students who receive GPA tuition waivers, but subsequently performed below the GPA requirement
Development (3)	<p>Learner-Centered Community Outreach and Engagement</p> <ul style="list-style-type: none"> • Create and implement targeted marketing campaigns for three academic programs annually • Add new signage at Curry campus and at Coos campus main, east, and west entrances to improve visibility and community awareness of Southwestern (also Capital) • Develop and improve Southwestern's website content, theme, and visuals to increase and sustain traffic and increase recruitment leads

Table 8

Equity Action Plans	
Equity (4)	Advance equity with consistent implementation, continuous evaluation, and intentional improvement in systems and policies.
Enrollment and Student Services (3)	<p>Learner-Centered Environment</p> <ul style="list-style-type: none"> • Pilot gender inclusive housing creating an improved living-learning environment • Establish sub-group of Student Athletic Oversight Committee focused on student-led equity initiatives <p>Learner-Centered Applied Curriculum Content</p> <ul style="list-style-type: none"> • Develop credit-bearing BA 101 course for Adult and Pre-College Education students to enter the Business Pathway

Human Resources (1)	Learner-Centered Services and Procedures <ul style="list-style-type: none"> Review, revise, and publish all HR and payroll policies and procedures to align with board policies, Administrative procedures, federal and state laws, and industry best practices, and to ensure equitable and inclusive language (also Capital)
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Table 9

Capital Action Plans	
Capital (17)	Enhance capital through thoughtful stewardship of human, fiscal, technological, and structural resources.
Administrative Services (16)	Learner-Centered Environment <ul style="list-style-type: none"> Develop and implement a comprehensive Emergency Management Plan Develop and implement a risk management process for campus operations and activities Develop and implement a comprehensive training program for security officers Evaluate and improve Environmental Services' building routes and floor cleaning schedules (3 work plans) Develop comprehensive deferred maintenance schedule to define, prioritize, obtain resources, and implement work plans to restore safety and usability of physical assets Develop comprehensive routine operations schedule for planned renewal and replacement of physical assets Learner-Centered Services and Procedures <ul style="list-style-type: none"> Map Business Services processes and procedures from fiscal Administrative Policies and Procedures to Administrative Procedures Develop, implement, and update Business Services processes and procedures manuals for improved accuracy and efficiency Create more payment options for students and others across campus by improving fiscal payments and receipting transaction processes Improve and adopt software to improve usability and accuracy to support changing needs in payment and grant systems (also Technology) Update and digitize procedures manual for Campus Store Automate Print Services and reduce manual processes by outsourcing and adopting new technology to reduce overhead costs, and to improve accuracy and efficiency (also Technology) Update and digitize procedures manual for Mail and Print Services Develop comprehensive fiscal operations sustainability plan to align Dining Services' enterprise goals with current community, labor, and industry trends Learner-Centered Instructional Resources <ul style="list-style-type: none"> Relocate the Campus Store to a larger location and expand curricular and personal resources available to student and staff (also Student Success) Automate MailRoom procedures and reduce manual processes by adopting new technology to increase hours, and to improve accuracy and efficiency (also Technology)

Integrated Technology Services (1)	Learner-Centered Instructional Resources <ul style="list-style-type: none"> Reconfigure and upgrade R9 high-tech training room to improve software and training resources, and to expand and improve training and professional development opportunities (also Technology)
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Table 10

Technology Action Plans	
Technology (7)	Evolve use of technology to ensure integrity and reliability of services, processes, and facilities.
Integrated Technology Services (6)	Learner-Centered Environment <ul style="list-style-type: none"> Improve existing and adopt new cybersecurity controls to protect against internal and external threats with a new private network, multi-factor authentication, end-user training, and threat-assessment tool Migrate to cloud-hosted systems to improve technology reliability, security, disaster recovery, and off-campus access Review, develop, and implement Data Governance, including employee onboarding and offboarding, and data reporting tools and procedures Learner-Centered Institutional Resources <ul style="list-style-type: none"> Improve procedures and practices for Integrated Technology Services to communicate with and to the college community, including service requests, departmental professional development, internal budgeting, event streaming, and end-use outreach Develop and implement a plan for review, information, and allocation of resources for timely replacement of technology resources Integrate and improve Enterprise Resource Planning, Student Information, and Learning Management Systems
Enrollment and Student Services (1)	Learner-Centered Retention Resources <ul style="list-style-type: none"> Implement artificial intelligence platform to assist in connecting students with resources and tools to be successful

Conclusion

Community learning is the destination, five-point strategy the route, and learners' intricacies the current that flows through the next five years at Southwestern.

Implementation is underway for Strategic Plan 2022-2027. The work happening on the ground across campus is the strategic priorities in action: Student Success, Enrollment, Equity, Capital, Technology.

As the discrete projects come into fruition, each will be evaluated and next steps determined based on the results for continuous learning and institutional renewal. From a position of strength, change-makers at every level of Southwestern invest their daily reality in the community's lifelong educational and cultural journey that touches all parts of our world.

Appendix: Equity Statement

Southwestern Oregon Community College

BP 5300 Equity Statement

PURPOSE

To advance a culture that provides equitable access to education for all people.

STATEMENT

Southwestern Oregon Community College is dedicated to advancing a culture that provides equitable access to education and embraces diversity and inclusion of all people. This student-centered approach to education is fundamental to creating a sense of belonging and contribution toward a successful workforce, democracy and global society.

The College shall, with conscious intention, foster a diverse student body and workplace that is welcoming to underrepresented individuals and actively engages all.

The College shall create learning environments where people are encouraged toward curiosity and self-awareness, where students can be reflective and find individual purpose, and where globally-minded citizens are shaped.

Further, the College shall demonstrate this commitment by systemic infusion of cultural competency standards for employees within: professional development; the teaching and learning environment; administrative policies, procedures and practices; functional operations of the College; and services to students and communities within the college district.

Adopted: May 23, 2022

Legal Reference(s):

ORS 341.005

ORS 350.375