IMPLEMENTATION STRATEGIES

Site Partnership: **Southwestern Oregon Community College**   Updated: 02/21/2007

Provide a brief report citing five of the major strategies that you are using in your project. A short paragraph describing how these strategies are being used is also required.

STRATEGY:	**Extend the pathways work at Southwestern across disciplines and to meet the needs of incumbent workers and adult reentry students.**
DESCRIPTION:	Southwestern will work with the professional education programs to create pathways that meet the needs of current workers to upgrade skills and the needs of returning adults seeking employment. Short term certificates will be created that align with program requirements, industry based standards and labor market trends. Outreach to regionally high schools beyond those in our CCTI project will be invited to align high school offerings to transition to college. Resources will be explored to support the expansion of the CCTI model. To date, Southwestern has already extended the model to a variety of pathways including short-term certificate programs in Fire Science Technology, Personal Trainer: Aging Adult Specialty and Group Exercise Leader, Introduction and Supervision in Criminal Justice, Early Childhood Education, Retail Management, Manufacturing Technology (welding), Horticulture, and Medical Assistant. Southwestern will continue to partner regionally to leverage resources that enhance the pathways work. These leveraged resources allow us to fund a pathways specialist on campus.
STRATEGY:	**Participate in statewide initiatives that support the goals of CCTI and the implementation of career pathways**
DESCRIPTION:	Southwestern will participate in the State Pathways Team and the State Opportunities College Team to focus on avenues/strategies to support pathway initiatives. The team will leverage funding and guide policy that will assist our 17 community colleges as they implement their Pathways Action Plan. Southwestern will provide technical assistance to other Oregon community Colleges. Through this involvement, Southwestern serves on the statewide pathways marketing team. Additionally, Southwestern participates in statewide pathways evaluation team and has contributed to accountability framework draft with David Jenkins which will allow us to establish a statewide evaluation process of pathway endeavors.
STRATEGY:	**Use of formative academic and employability assessments to alert students to academic or skill deficits they may have. Remediation beginning as early as necessary to ensure success in rigorous program of study.**
DESCRIPTION:	The CCTI team continues to actively participate in campus activities to help reduce the need for remediation and help facilitate student success. The college retention committee has been very active in enhancing advising and retention. Advising and recruiting sub-committees continued to function within the committee to insure faculty are driving the process and corresponding activities. The retention committee was charged with staff development activities for returning staff Fall 2005 and over the last year the committee has sponsored several initiatives such as an depth advising night and a evening examining scholarships and how to apply for them. Intensive consultations continue to evolving on how to enhance our advising program at Southwestern. A major document has been generated to help better define advising and it is currently being discussed with the faculty. Advisors have been encouraged to following up

on at risk students by phone calls, email and other forms of more direct contact. The retention committee's major goal is to infuse a new and deeper awareness of the key role faculty play in their work as advisors to students in our programs.

Within the information technology department initiatives are being pursued to re-contact students that have left our programs. Our advising effort is being structured to have IT faculty contact partner high school cohort students to actively recruit them into our IT programs at the college. Thus IT faculty will become part of the advising process in our high school cohort programs. Similar initiatives are evolving in early childhood and human services program areas.

The Community College Survey of Student Engagement (CCSSE) is used to assess five national benchmarks associated with student success. The previous CCSSE report (Spring 2004) was reviewed thoroughly by administration, faculty, and support staff and various campus groups, including Campus Retention Committee, Faculty Senate, etc. Efforts were redoubled to help generate greater student engagement in their educational experience. The CCSSE was again administered during winter quarter 2006 and the results were reported summer 2006. The CCSSE will again be administered during winter quarter 2007.

College placement tests (i.e. ASSET) continue to be given to sophomores in high school to alert the student to their current academic standing in comparison to college level work. This gives the student two years to gain identified skills and knowledge needed to transition to college or the workplace. Academic and career counseling are provided to assist the student and their parents in making informed schedule decisions. This spring, college placement tests will be extended to sophomore students at Reedsport and Coquille High Schools as well as North Bend and Marshfield high Schools.

The High Schools That Work Initiative was completed and their report continues to provide a framework for integrated work with our partner high schools within the three principle areas of mathematics, writing and reading, and information technology.

STRATEGY:	**Design Pathways by alignment with national standards, recognized business and industry standards, or other relevant standards.**
DESCRIPTION:	Using ACM, NETS, ALA, NWCET, ISTE Standards, Southwestern is developing an IT Career Pathway using the credit-based transition model employing a variety of techniques, such as, 2+2, course challenge, and online courses. Southwestern is partnering with two high schools in the college district, a technology-infused charter school (ORCO Tech) and a high school that is adding technology courses into their offerings (Marshfield High School). Three new partners are joining this year.

In Spring 2006, both partner high schools and Southwestern conducted a gap analysis for the IT Career Clusters Foundation skills and knowledge. In response to the analysis, Southwestern has realigned its IT programs and courses to align with these standards as well a variety of industry certifications. Both partner high schools are redesigning and/or developing high school offerings for alignment as well. Additionally, Southwestern is continuing to work with the partner high schools to extend credit-based opportunities in those schools that align with those certifications as well.

The state of Oregon has developed skill set tools for use by the high schools and community colleges to identify skill sets that align with the Career Cluster Initiatives as well as the state career related learning standards.

Additionally, Southwestern is working in support of the State to close the gap between graduation requirements and college entrance standards on a state-wide basis as well as our local efforts. The State has strengthened the secondary math requirements and is examining additional changes to the state standards.

STRATEGY:	**Support state-wide efforts to develop state-wide alignment of post secondary IT courses.**
DESCRIPTION:	Southwestern Oregon Community College is an active participant in the Oregon Computer Chairs Committee which is currently focusing on the state-wide alignment of IT courses. The organization is developing a list of standard course numbers to be used throughout the state and is identifying standard content standards for the courses as well. The committee works closely with the Oregon Department of Education in this endeavor. This year the committee successfully standardized the numbering and content of the computer literacy course and the both 2-year and 4-year institutions are aligning their offerings to this standard thereby ensuring statewide articulation. The committee has submitted a proposal for a state computer literacy core competency requirement and is evaluating identification and standardization of IT courses that meet the AAOT sequence/distribution requirement in math and science.