STANDARD IV - LEADERSHIP AND GOVERNANCE

IV. The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

Southwestern College recognizes the importance of ethical leadership for making sound decisions to ensure institutional effectiveness and improve student learning. This importance is reflected in the College District's values, goals, and strategic priorities. The values guide how the institution thinks and acts – essentially defining the character of the organization. They are formally articulated in Board Policy 1200 and listed here with emphasis added to indicate the importance of ethical behavior. (Insert Evidence:Link to BP 1200)

- *Mutual respect* – to treat one another with *respect, dignity, trust, and fairness*, appreciating the diversity of our community, students, and work force, in a *collegial and cooperative manner*
- Shared planning and decision making – to engage in a collaborative process in which creative thinking, ideas and perspectives contribute to the well-being of the entire College community
- *Integrity – to say what we mean, to deliver what we promise, to fulfill our commitments, and to stand for what SWC values*
- *Accountability* – to *assume responsibility* for our College's future as stated in our mission and goals
- Cultural competence and commonality – to positively engage our College community in developing a deep appreciation of and *collegiality among all cultures*
- Scholarship and love of learning – to foster and pursue one's curiosity and passion to seek knowledge and gain deeper understanding
- Critical inquiry and thinking – to nurture intellectual exploration and develop the analytical skills to problem-solve in new situations throughout life
- Life-long learning – to inspire a vital and imaginative learning environment
- Practical and responsive – to provide practical educational experiences

Self Evaluation

The overarching goals of the College District are defined in three areas. First, the strategic plan states the three year plan with its goals. Second, the Superintendent/President assesses and revises her goals annually and assures that they integrate into and support the strategic plan. Third, the Governing Board members also annually assess and revise their goals. Again, these are integrated into and support the strategic plan. (insert the integration document)

The 2012 – 2015 Strategic Plan has two sets of priorities: those that fulfill our mission and those that strengthen our institution. It is within the latter that ethical leadership is most evident. Specifically, the Human Resources goals states that a key objective is to "create and sustain a culture of inclusion at SWC that…promotes trust, respect and collaboration." Additionally, the Organizational Effectiveness goals state that SWC will:
- Support, promote and sustain shared planning and decision-making through the Shared Consultation Council as the central point of constituency review and approval of institutional infrastructure processes.
- Review and update College District policies and approve procedures for such policies with full constituency input.

The Superintendent/President's has four goal areas which are updated each year. Goal #3 is to improve culture and climate, mutual trust and respect. The first objective for 2014/15 is to restore collegiality and hope. The CEO works each year to assure a leadership presence by visiting all schools and centers at least once each semester as well as conducting coffee chats each month. Also, each month a block of office time is set aside for any staff member or student to meet privately with the Superintendent/President. These meetings have allowed a much greater exposure for the CEO with the goal of more effectively encouraging all staff to embrace a student first culture and to encourage all to contribute to decision-making and student first actions.

The Governing Board also sets goals annually. Their 2014/15 goals include a Campus Climate goal area which aligns with the Organizational Effectiveness and Human Resources Strategic Priorities. Specifically, their goals are to:

- Foster a climate of trust and collegiality by modeling civility and respect and continuing to adhere to the Board's ethical standards
  - a. Engage in periodic informal assessment of Board
  - b. Uphold established protocols for Board/CEO communication
  - c. Address instances of perceived trustee managing of staff work

- Expect and support administrative and constituency efforts that promote a respectful campus culture
  - a. Participate in "listening tours"
  - b. Promote and uphold a collaborative approach to collective bargaining

The College meets this Standard.

Actionable Improvement Plan

None.

IV.A.1. **Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

Descriptive Summary

The college leaders have created an environment for empowerment, innovation, and excellence for all college constituencies. Individual faculty and staff are encouraged, through different means and venues to contribute to institutional excellence. Leadership and an environment of empowerment and innovation for individual faculty and staff has also been created with the College District's Opening Day exercises. With the Fall 2012 Opening Day exercises, College District leadership in collaboration with Staff Development decided on a student success focus for all employees. The college has established a Student Success and Completion Agenda using as the foundation the Student Success Initiative and data from the CCC Scorecard on student completion. The Student Success and Completion Agenda is comprised of three initiatives that were directly derived from the Opening Day break out sessions in Fall 2012 and Spring 2013. (Evidence:Timeline Of Action).

The three initiatives for 2013-2014 were: (Naomi to make Renee's edits to initiatives)

1. **Student Success Initiative #1: Degree Audit**
   (Student Education Planning)
   - Implement new Student Education Planning and Degree Audit modules accessible through WebAdvisor.
   - Identify and prompt students who are eligible for certificate or degree to petition for award.
2. **Student Success Initiative #2: Analyze Completion Rates by Program**
   - Analyze existing student and program data
     o What trends exist regarding student course-taking behavior and program completion?
     o How does program design (e.g. # units/course, # units/degree, schedule of classes) impact completion rates?
   - Obtain and analyze additional student/program data
     o Debrief students in capstone courses. Compare profile of student completers vs. non-completers.
   - Provide a welcoming environment
     o Involve students in major-specific communiqués and activities.
     o Determine how we can improve customer service to our students.

        o

3. **Student Success Initiative #3: First Year Experience Program**

Develop summer bridge components (3) – prior to assessment/placement with guarantee of placement if successfully completed.
- Orientation
- Student Education Planning
- Major planning, basic skills development and learning communities

These three initiatives were derived from the grassroots up, from the very first all constituency break out session in Fall 2012 and have become the fiber of the college's macro-level action plans. The first initiative is being addressed as part of the Ellucian Action plan, which is to implement the student education planning module. Full implementation began in Spring 2015.

The second initiative is seated primarily in the Academic Affairs division. Detailed analysis began in 2013 and is a continuous process. This work is resulting in curriculum changes which include unit reductions, program discontinuance, and the implementation of a compressed calendar. Additionally, customer service training has been and continues to be a focus of Human Resources work via the professional development office.

The third initiative is focused on establishing a First Year Experience (FYE) program. The College District started this with a summer boot camp in 2014. In October of 2014 the College District was awarded a $2.4 million Title V grant that includes FYE as a primary focus based on the previous development of this initiative.

Furthermore, as SSSP and SEP funds became available to the College the foundational work begun in the breakout sessions in 2012 became the basis for the SSSP and SEP plans. Through these plans and implementation, the College leaders have created an environment for empowerment, innovation and excellence.

In addition, numerous groups at the College are involved with creating an environment of trust and respect that fosters institutional excellence. All groups across the College work diligently to improve policies, procedures, and practices related to ethical and effective leadership. The primary groups in which this work is done are the Shared Consultation Council (SCC) and its standing committees, the Associated Student Organization (ASO), the Academic Senate, the College Management Team (CMT), the Governing Board and the SWC Foundation. In addition to these regular groups, the entire employee body comes together twice a year in Opening Day sessions which have effectively served to create an environment for empowerment, innovation and institutional excellence.

The SCC serves as the primary shared planning and decision-making body of the District. The SCC makes recommendations to the Superintendent/President regarding strategic planning, policy and procedure approval, issue management and campus communication. The SCC regularly reviews its Operating Principles, the last approved revision being October 15, 2014.

The SCC self-evaluates itself annually and sets goals. These goals include responsibilities and expected behaviors of committee members. During the 2014 annual SCC retreat one of the four annual goals approved was to improve morale across the district. There were four strategies identified to support this achievement of this goal. One such strategy was to

recommit to having the Ground Rules for Civility posted in every meeting room. This was done with a newly designed poster format which was distributed to all offices and is displayed in meeting rooms. Additionally, each SCC member agreed to make a commitment to ethical behavior and to uphold the Ground Rules

The SCC has also accomplished considerable work in improving effective discussion, planning, implementation, and evaluation. At each of the three previous annual retreats, the SCC members have set as a goal improved communications and have taken actions to achieve this. At each of the three previous retreats, the SCC members have discussed and recognized opportunities for improvement for decision-making and processes. For example, at the 2012 retreat the SCC established a task force that recommended improvements to the policy and procedure development, review and approval process which were adopted by the SCC. (Evidence: document that summarizes the improvements noted here, such as task force minutes or written reports to SCC from the Task Force). Additionally, at this retreat it was established that the SCC would model their meetings after the Governing Board such that one meeting per month would be a business meeting where action items would be addressed and the second meeting would be training/communication/information. This model has been effective and is still being followed.

At the 2013 SCC retreat the previous year's goals were reviewed and assessed with a new set of goals established and adopted. The four goals clearly provide evidence that SCC encourages its members who represent all constituencies to take the initiative in improving practices and processes such that effective discussion, planning and implementation take place. The goals are provided here:
(https://portal.swccd.edu/Committees/SCC/Minutes/2012-2013%20Minutes/08-15-13%20SCC%20Retreat%20Minutes.docx)

1. Establish regular and effective two-way communication between standing committees and SCC, among SCC members and between SCC members and their constituents.
2. Student achievement-centered decision making which improves success metrics and promotes district success initiatives.
3. Improve morale by valuing personal initiative and creative solutions and model proactive leadership through increased self- awareness, responsibility and accountability.
4. Explore and define collegial consultation and the difference between it and operational decision making.

At the 2014 SCC retreat, the committee members again reviewed their previous year's goals and assessed performance. It was acknowledged that the previous year's Goal #4 had not been achieved. The committee reaffirmed the appropriateness of the basic goal areas and modified them as follows:
(https://portal.swccd.edu/Committees/SCC/Standardized%20Document%20Library/08-14-14%20SCC%20Retreat%20Minutes.docx)

1. Strengthen regular and effective two-way communication among SCC members and their constituents.
2. Advocate for student achievement centered decision making and promote district success initiatives.

3. Improve morale across the district.
4. Determine which policies and actions should come under the purview of the SCC and which should remain local operational decisions.

This process of annually reviewing past goals, assessing performance, and then re-establishing new/revised annual goals is evidence that the SCC practices continuous quality improvement and does so as an example to all other shared governance committees.

The Academic Senate is a strong and dedicated faculty body that has a long history of creating an environment for faculty empowerment and initiative. The Senate bylaws state decision-making protocol (INSERT EVIDENCE) for the Senate and its senators and committees. Additionally, the Senate is continuously reviewing policies and procedures specific to faculty as well as participating on task forces for other areas of policy/procedure development, review and approval.

Some recent examples of the Senate's work to support ethical leadership include the following:
- Senate Committee on Core Curriculum (2012/2013) which established criteria for prioritizing curriculum offerings. (EVIDENCE Senate meeting minutes)
- Moratorium on new Distance Education courses in Fall 2011 and establishment in Spring 2012 of a DE Task Force to address DE deficiencies which has provided ideas for improvement now leading to planning and implementation. (EVIDENCE curriculum committee minutes)
- Establishment of the Organizational Leadership Academy (OLA) in Fall of 2013 which has created an all constituency inclusive environment for leadership empowerment. (EVIDENCE see Senate minutes and also ask Janelle for recent evidence)
- Senate success in moving forward the compressed calendar decision through the passing of a resolution in Spring 2013 via parliamentary debate and effective participation in the Calendar Committee co-presenting seven forums and a webinar. (Evidence is calendar committee minutes)
- A long history of Faculty Recognition Awards which create an environment that values educational innovation and honors part-time faculty as well as regular faculty members and faculty teams. (Recent evidence with 2013 revised BP/AP 4710)

The Academic Senate President serves as the co-chair with the Superintendent/President to the SCC. The title of co-chair is not an honorific distinction. The Senate President fully assists in the development of the agenda, facilitation of meeting discussion and debate, and assists in the drafting of all summaries and minutes. The SCC's strength is in great part due to the exemplary performance of co-chair duties. Each of the SCC's standing committees repeats this leadership model with a Senate appointed faculty co-chair serving with an administrator. In many cases, the Senate co-chair is the Senate President. While this is significant time investment, it allows the Senate President to be fully versed in the various initiatives of the College District and assures another venue for Senate/faculty leadership. This further demonstrates the implementation of participatory governance at SWC.

The Associated Student Organization (ASO) is the official recognized voice of the college's student population, which includes over 19,000 students. All currently enrolled students are members of the ASO. Through BP/AP 5400, the ASO is recognized as the official student voice in the college's consultation process.

The ASO President/Student Trustee holds the constitutional duty to appoint ASO Representatives to college committees and boards, with Senate approval (IV:3:3:9). This includes four seats on the Shared Consultation Council, and one or more seats on various campus-wide standing committees. The ASO participates in monthly Student Campus Relations (SCR) meetings with the Superintendent/President. Chaired by the ASO President/Student Trustee, these meetings are intended to create on-going dialogue related to campus climate matters and address overarching student needs and concerns. Recent campus-wide initiatives and discussions that the ASO has participated in directly include: the new Compressed Academic Calendar, Student Equity Plan, the SSSP budget proposal, administrative procedure revisions for 5530 5530 – Student Rights and Grievances, 5500 – Standards of Student Conduct, 4235 – Credit by Examination, and 4101 – Independent Study.

The ASO President also serves as the Student Trustee. In this role, the student is seated with the Governing Board and considered a full member at Governing Board meetings (2015 BP). He/She may participate in discussions, receive Board materials (except for closed session items) and have an advisory vote. They may receive additional privileges at the Board's discretion, which in recent years have been granted to the fullest extent allowed under policy.

The ASO Executive Board holds a planning retreat at the start of each semester. In addition, there is an ASO Senate retreat in the fall, and a Spring Leadership Retreat for student leaders involved in campus clubs and organizations. Retreats provide an intensive, developmental experience for student leadership development. Training sessions are led by college personnel, as well as other student leaders utilizing a peer-to-peer model of teaching and learning. Retreats not only provide education to students, but also provide a space to build trust and create strong networks among students to develop healthy working relationships.

Some of the discussion topics during the retreats have included college district and ASO organization and function. This session helps students understand the workings of the college, and applicable procedures for the handling of finances, resolution writing, event planning, and representation in shared governance. Communication workshops educate students in the areas of public relations and professionalism, as well as strategies for improving interpersonal relationships through teamwork and conflict resolution. Students also learn leadership development through established models such as "Leadership for Social Change" and personality assessments.

The CMT meets monthly, with an annual summer planning retreat, and serves as a training/professional development venue for all administrators. These meetings have evolved over the past three years based on the assessed needs of the management team and in close collaboration with the Southwestern Community College District Administrators Association (SCCDAA).

The evolution of CMT is evident over the past three years. In January of 2012, the management team underwent ethics training (CMT agenda and summary of January 24, 2012). This was in response to the procurement allegations at the time concerning Prop R projects and at the direction of the new Superintendent/President who leads the management team. CMT

members then self-reflected on what they wanted the CMT group meetings to accomplish. Prior to this, CMT meetings has primarily been a vehicle for the CEO to provide updates to managers but had not been perceived by the management team to be a forum for open discussion nor an effective vehicle for training.

CMT last reviewed and approved its "Statement of Purpose" in March 2013. (https://portal.swccd.edu/Committees/CMT/Shared%20Documents/CMT%20Statement%20of%20Purpose%20Revised%203-01-13%20Approved%203-19-13.pdf) Whereas, it was agreed that the Superintendent/President convenes and facilitates these meetings, the mission statement developed by the entire body states that CMT is "a forum for examining information and engaging in open discussion among the college management team to best implement the mission of the District." Six major functions were defined which included management relevant training. This demonstrates the empowerment that has occurred in this body, moving it from a passive forum to a participatory forum of idea exchange and professional development.

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For example, the first CMT meeting in the 2014/2015 academic year was conducted in September and reflected the summer retreat decision to have every regular CMT meeting be a training session. This first training session was focused on civil discourse as a means of helping administrators set the example of how to discuss difficult topics and still maintain morale and continue to build a culture of inclusiveness. As an important gesture of inclusiveness, the CMT members invited all constituency leaders to attend and all did, including students. (https://portal.swccd.edu/Committees/CMT/Minutes/8-19-14%20CMT%20Minutes%20Draft.pdf)

As the ultimate institutional leaders, the Governing Board members strongly support collegial consultation and set the tone for the College District through their meetings and the manner in which they engage constituency groups. The agenda for the Governing Board meeting is organized in a manner that allows the various constituency groups and administrative reports to be provided prior to the Board addressing business-related items. This change in agenda structure was in direct response to the constituency leaders requesting that these reports be moved from the end of the agenda to the beginning of the agenda. This practice began in January 2011. (http://swccd.edu/modules/showdocument.aspx?documentid=2872). More details regarding the Governing Board and its role in creating an environment for empowerment, innovation, and institutional excellence is provided in Standard IV.B.

The Southwestern College Foundation, founded in 1982, is a 501c3 organization that functions as a fundraising body assisting the College District by providing scholarships to students and grants to support co-curricular activities that promote student success and enrich the student learning experience. In alignment with the Governing Board's Code of Ethics policy, the Foundation developed a new Code of Ethics and Conflict of Interest policies that were adopted by the Foundation's Board of Directors on May 22, 2012. (EVIDENCE Foundation's Ethics/Conflict of Interest Policy http://www.swccd.edu/modules/showdocument.aspx?documentid=4488

Further, the Foundation developed a Vendor Solicitation Policy, which was approved in January 2014, to ensure that charitable solicitation of donations from existing or potential College District vendors are processed professionally, efficiently and ethically. (Evidence:

Foundation Board Directors participate in College District strategic planning efforts, graduation activities, distinguished student scholarship award ceremonies, opening day activities and other appropriate special events that celebrate the advancement of College District programs and services. The Foundation Board also conducts annual retreats to better understand future funding needs of the College District. SWC Governing Board representatives as well as the Superintendent/President participate in this annual leadership retreat which helps to reinforce the already meaningful fundraising engagement between College and Foundation.

<u>Self Evaluation</u>

All the lead governance bodies of the College are effective groups for which evidence readily demonstrates a well-functioning system of empowerment and initiative. Beyond just these formal governance bodies, as evidenced by the creation of the three student success initiatives, there is an environment that encourages all staff members to participate in improving processes.

The SCC is an effective body that provides faculty, staff, administrators and students a venue for collegial consultation It demonstrates itself to be a group that practices continuous improvement by leading in the execution of the planning, implementation, and assessment framework. It consistently works to improve the decision-making processes of the College District, assuring transparency as well as providing a forum for discussion and issue management.

The Academic Senate has a long history of being an effective body for faculty discussion and decision-making. The Senate, as demonstrated by the establishment of OLA, creates an environment that empowers all staff to participate in institutional leadership training. The Senate efficiently and effectively allows for discussion and implementation of decisions within their recognized areas of responsibility.

The ASO has been committed to full participation in the Shared Governance of the College. The ASO President understands the need to appoint students to campus-wide committees and fill vacancies so that student perspectives are included in the shared planning and decision making processes at the college.. The ASO frequently invites members of the campus community to speak at Executive and Senate meetings to present on new initiatives and policy/procedure revisions, and the ASO regularly provides feedback. The Student Campus Relations (SCR) meetings have created an ongoing and open dialogue between the ASO and the Superintendent/President that has led to an improved student experience.

The CMT has a long history of being the vehicle for information sharing; however, through the process of regular evaluation, it is now structured to address the current needs of the management team. It is currently an effective training venue for all College District administrators. This current focus is the outcome of the annual retreats which effectively allow the management team to determine together the needs of the team and then execute the decisions taken. This again is a good example of the planning, implementation, and assessment framework being executed.

The Governing Board members are deeply committed to the empowerment of all employees and

students. They demonstrate this commitment in how they conduct their regular business meetings and the topics they address in their special workshop meetings. They are student focused and provide a policy framework in which the College District functions ethically, effectively, and transparently.

The SWC Foundation has a strong relationship with the leadership of the College as evidenced by the Superintendent/President and a Governing Board member serving as ex-officio members of the SWC Foundation Board. Reports by these College executive representatives are provided at each Foundation meeting which keep Foundation directors abreast of and engaged in college initiatives and special events.

The institution meets this Standard.

Actionable Improvement Plans

None

> **IV.A.2.** **The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

Descriptive Summary

The College believes that high quality decision-making and planning is dependent upon a collaborative process among all constituent groups. (Policy/Procedure 2510). Policy and Procedure 2510 establish the foundation providing faculty, classified professionals, administrator, and student participation in decision-making processes. (INSERT LINK to 2510). Policy and Procedure 2515 articulate the specific role of the Academic Senate and reference the "10+1" areas of Senate decision-making responsibility. (INSERT LINK 2515)

Procedure 2510 specifies the decision-making role for faculty, administrators, classified staff, and students. In addition, Policy and Procedure 2515 recognizes the role of the Academic Senate in all appropriate decision-making areas, except those that entail compensation, workload and working conditions which are the purview of the SCEA.

In alignment with Policies and Procedures 2510 and 2515, there are specific decision-making handbooks that further describe the role of each constituency group in decision-making. The SCC has codified its decision-making processes in the Shared Planning and Decision Making Handbook. (INSERT LINK) This handbook is reviewed annually and updated as needed. The last revision was in 2014.

The Academic Senate operates via its By-Laws and its Constitution. (INSERT LINK) .
The classified staff are represented by CSEA in both contractual and shared governance matters as there is no separate classified senate. (NEED TO INSERT HERE bylaws or other documentation. Have emailed Andre). The administrators are represented by SCCDAA and have an approved handbook that outlines their role in decision-making (INSERT LINK). In addition SCCDAA has recently formed a union and is in the early stages of negotiating a

contract with the College. The Associated Student Organization (ASO) of Southwestern College are guided by their Constitution, By-laws, and House Rules.
http://swccd.edu/modules/showdocument.aspx?documentid=6778

Self Evaluation

The College is committed to full compliance of Policies and Procedures 2510 and 2515. There is a strong practice of shared decision-making with assurance that all constituencies are represented in the development of policy, procedures, processes and practices.

The College meets this Standard.

Actionable Improvement Plans

None

IV.A.2.a. **Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

Descriptive Summary

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

The Shared Consultation Council is the primary institutional governance body, with representation from the various constituency groups.   The Operating Principles outline the purpose of SCC, membership, and responsibilities of membership. Constituency representation is modeled as "4+4+4+4+1+1." This translates to four voting members each from the Academic Senate, ASO, CSEA, and SCCDAA, plus one voting member from the SCEA and one from the confidential employee group. There are two non-voting co-chairs being the Senate President and the Superintendent/President as well as eight non-voting resource members from the standing committees. -However, the common decision taking method is consensus of all present members, including non-voting members. If a consensus is not reached, then consensus will be attempted at the next scheduled meeting. If consensus is not reached at the subsequent meeting, a vote of the voting members will be taken, with a 2/3 majority necessary to advance the recommendation. Proposals that do not achieve a 2/3 majority may be reintroduced in future meetings at the discretion of the co-chairs. The initial process of consensus building allows for the substantial voice of all groups represented, and if necessary, the process of voting allows any member the right to impact the passage of a motion by voting against it if they feel they cannot support such as decision.

All institutional policies, administrative procedures planning processes, and institutional budget decisions are vetted by SCC members, and all members have opportunity to voice concerns, especially in their areas of responsibility and expertise. The SCC, using the consensus practice, has a strong record of passing proposals. During the 2014/15 academic year, the SCC reviewed and approved or reaffirmed many policies/procedures, and policies were then forwarded to the Governing Board and approved. (Evidence is Kari K's list.) Additionally, the SCC has reviewed and approved the Shared Planning and Decision Making Handbook, various procedures including AP 1200 Institutional Mission, Vision & Values, the SCC Guiding Principles and Operating Procedures, Approval Process for Vacant Positions and the 2014 – 2017 Student Equity Plan. (Evidence = Kari's List).

The SCC is a public meeting. Any member of the campus or local community is welcome to attend. EVIDENCE is in the operating principles under VII Meeting Procedures: SCC Meetings are open meetings and are not required to follow the Brown Act.

Each group participating in the SCC has established mechanisms in place as designed by their organizations for providing input directly to the SCC via their representative(s). The Academic Senate President serves as an SCC co-chair with the Superintendent/President which assures that the Senate has full participation in the drafting of each agenda. Additionally, there are four faculty voting committee members selected by the Senate. The Senate regularly discusses proposals which are then brought to the SCC for approval or for information if the Senate has primary approval responsibility.

CSEA has four voting members and generally the CSEA President serves as one of the four members. CSEA values their voice at SCC and has been important in helping ensure the Higher Education Centers are included in deliberations as well as working to improve communications of SCC agendas and actions to their members.

SCCDAA has four voting members and has a practice of regularly sending the SCC meeting summaries to all administrators as well as discussing agenda issues and perspectives at their meetings. SCCDAA has been a leader in several areas such as the renewal of the Ground Rules for Civility (NEED DATE) and the establishment of the 2014/15 SCC goal to determine which actions should come under the purview of the SCC and which should remain local operational decisions.

The ASO has been an important participant in the discussion regarding creation of a smoke free campus environment. After thorough and thoughtful discussion, Policy 3570: SMOKING & USE OF TOBACCO PRODUCTS was approved by SCC and approved by the Governing Board at their December 17, 2014 meeting. http://www.boarddocs.com/ca/swccd/Board.nsf/vpublic?open The ASO has also been an active voice in discussing student-related policies and procedures.

Policy and Procedure 2510 include planning and budget development roles for group governance. The planning role is conducted primarily via the Strategic Planning Committee (SPC) which is one of the eight standing committees of the SCC. This committee consists of one confidential member, one classified staff member, one faculty member, and one administrator. It is co-chaired by the Academic Senate President and the Director of Institutional Research and Planning. This allows all constituencies a voice in the first level review and assessment of the Strategic Plan. It is also this committee that assures a full College District participatory process for the development of

the new three year plan. This began formally on January 28, 2015 with an all constituency kick-off meeting conducted as a special meeting of the Governing Board. (EVIDENCE)

All constituencies participate in budget development via the Budget Committee and the development of budget policies and procedures. The Budget Committee is also a standing committee of the SCC and has all constituency representation. For example, the Budget Committee members assisted in the drafting of Policies and Procedures 6200 Budget Preparation, 6250 Budget Management, and 6300 Fiscal Management. (NEED BC MINUTES). The committee is currently working on Procedures 6300 Fiscal Management and 6330 Purchasing and Contracting. Additionally, the Budget Committee and the Strategic Planning Committee have been conducting joint meetings to ensure a transparent link between strategic planning and budgeting. (NEED JOINT BC SPC AGENDAS/MINUTES).

Policies and Procedures 2510 and 2515 have helped all college groups to work together more effectively in all aspects of planning, budget development, and decision-making. This is evident through the annual assessment conducted by the SCC and climate surveys conducted each spring. (MUST INSERT EVIDENCE LINK)

Another example of the effectiveness of SWC's shared planning and decision making model is the development of Policy and Procedure 6700 Civic Center & Other Facilities Use. Prior to 2012, the college did not have a policy or procedure which outlined the process used to administer facilities use by external organizations, The creation of this policy and procedure have served to clarify the process used by the college to rent facilities for both the external and internal community. The College is now able effectively and efficiently to negotiate facilities use agreements, which have become an important part of auxiliary revenue used to support college initiatives. A recent example of such an agreement was with the CIF for tournament finals played at the DeVore Stadium.

Self Evaluation

Faculty, administrators, classified staff, and students have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget development that relate to their areas of responsibility and expertise. There is a strong practice of shared planning and decision-making with assurance that all constituencies are represented in the development of policy, procedures, processes and practices.

The College meets this Standard.

Actionable Improvement Plans

None

IV.A.2.b.   The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Through BP/AP 2515: Role and Scope of the Academic Senate, the College complies with Ed Code and Title 5 regulations which assure that the Academic Senate is either relied primarily upon when making decisions or is mutually agreeable to decisions with respect to the following academic matters commonly referred to as the "10+1":

Areas of Rely Primarily:

1 Curriculum, including establishing prerequisites and placing courses within disciplines.
2 Degree and certificate requirements.
3 Grading Policies.
4 Educational programs development.
5 District and college governance structures as related to faculty roles.
6 Policies for faculty professional development activities.
7 Standards and Policies regarding student preparation and success
8 Processes for Academic Program Review.

Areas of Mutual Agreement:

9 Faculty roles and involvement in accreditation processes, including self study and annual reports.
10 Processes for institutional planning, budget development, and program review.
11 Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

One of the most important and critical functions of the Academic Senate is the creation and approval of curriculum. The Curriculum Handbook outlines this process (EVIDENCE HERE). Each month the Governing Board reviews and approves the Senate's Curriculum Summary as part of the Board's consent calendar. As Curriculum Committee meeting minutes and Board agenda's attest, there is considerable curriculum development taking place each year. Most notably, Southwestern College has developed and approved (including Chancellor's Office approval) 23 Associate Degrees for Transfer. (Evidence: Snapshot of CCCCO list of approved ADTs)

The Tenure Review Committee, made up of faculty and administrators, determines how tenure track faculty evaluations are conducted. Similarly, the Faculty Hiring Prioritization Committee made up of faculty and administrators makes recommendations to the Superintendent/President regarding new faculty hires and this list is formally accepted by the Governing Board each January. (Evidence: http://www.boarddocs.com/ca/swccd/Board.nsf/goto?open&id=9RVG4D631B02)

The Education Planning and Enrollment Committee, co-chaired by an administrator and a faculty member, is composed of six faculty members, four academic administrators, and four classified professionals. This committee oversees the Educational Master Plan, develops and implements the Enrollment Management Plan, is responsible for shepherding ACCJC Standard II and maintains the Economic and Workforce Development Plan. (Evidence: https://portal.swccd.edu/Committees/epemc/SitePages/CommitteeHome.aspx)

At SWC, there is strong faculty engagement on most, if not all, district committees. They are required members for all shared consultation standing committees. The college demonstrates a commitment to collegial consultation that is embedded in the college's practices and processes. For

example, the faculty, through the Curriculum Committee, took the decision to place a moratorium on distance education (DE) development in fall 2011 and in spring of 2012 established a DE Task Forces to address DE deficiencies. This led to the development of a DE Handbook and the recommendation to create a DE Coordinator Position to guide faculty in creating improved DE curriculum. This demonstrates the faculty's ability to address issues of quality, to provide ideas for improvement leading to planning and implementation. (Curriculum Committee Minutes)

Other examples include the formation of the Senate Committee on Core Curriculum (FA 12-SP13) which established criteria for prioritizing curriculum offerings. (Senate meeting minutes) Faculty members serve on many policy/procedure review task forces for all chapters.

The Academic Senate with the SCEA recently negotiated additional reassigned time for Senate leadership to promote faculty engagement in decision making and more heavily rely on faculty leadership. This allowed for increased reassigned time for the Curriculum Committee faculty co-chair position. Additionally, the Institutional Program Review and Outcomes Coordinator (IPROC), a faculty member on full reassignment, assures a faculty voice at center of program review and learning outcomes. The IPROC also serves on the Senate Executive committee. Faculty co-chair the Accreditation Oversight Committee (AOC).

Self Evaluation

The institution meets this Standard.

Actionable Improvement Plans

None

IV.A.3. **Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Descriptive Summary

The College has established governance structures, processes, and practices that are exemplified in the SCC structure, the Academic Senate, the ASO structure, the employee association bodies, and the Governing Board approved polices. Board Policy and Procedure 2510 specify rules for all staff and students. The key principle articulated in 2510 is that "participation is to be encouraged in all sectors to encourage all members of the College's constituency groups to ensure equal opportunity to participate fully in governance activities." Board Policy and Procedure 2515 specifies the academic roles of the faculty in areas of student education programs and services planning, commonly known as the "10+1." (Link to 2515).

Each constituency is represented and supported via the collegial consultation processes of the SCC. This structure is illustrated here.

PROVIDE ORG/FLOW CHART HERE.

To maintain focus on the college mission, vision, values, and goals, established governance processes and practices are designed to ensure all employees work for the good of the institution.

    a.   The mission, vision, and values statements (Evidence:)
    b.   The Strategic Plan, Priorities, Goals (Evidence:)
    c.   The Rules of Civility (posters) (Evidence:)

Processes are designed to facilitate discussions of ideas and maintain effective communication among the institution's constituency groups. For example, the SCC maintains the process for facilitating discussions shared planning and decision making. (Evidence: The Shared Planning and Decision Making Handbook) There are many examples of purposefully facilitating discussion among campus constituencies at SWC. Opening Day breakout sessions in August 2012 and January 2013 were specifically used to gather student success strategies from all constituencies. The input from these sessions was used to create three over-arching student success initiatives which in turn served as the foundation for the Title V Puertas al Futuro grant received in 2014, the SSSP plan and the SEP plan. Other examples include significant constituency input in the development of the Educational Master Plan and Facilities Master Plan. Forums were conducted as well as special presentations to the Academic Senate, the ASO, the SCC and various standing committees.

Recently, the Calendar Committee, through its substantial role in participatory governance, played a pivotal role in the decision to   move from an 18 week semester to a compressed 16 week semester . This process created an opportunity for college wide inclusive discussions regarding the challenges and opportunities inherent in this transition. In 2014, the Academic Senate voted to endorse a compressed calendar, and this resulted in the college community mobilizing to plan for the transition during the 14-15 year.   As a result, the college will now make the transition to the compressed calendar effective fall 2015. It is, however, important to note that dialogue regarding the merits of moving to a compressed calendar began over 10 years ago.

Other examples of the college's inclusive approach are evidenced by the Governing Board whose members annually attend the January CCLC legislative conference and invite Senate representatives and ASO representatives to join them. The Governing Board also assured constituent leadership participation in the vetting of Governing Board appointees in 2011 and 2013.

The college processes as illustrated above facilitate discussion of ideas, and college leaders communicate those ideas and their outcomes effectively through a variety of means. Effective communication is promoted during Opening Day ceremonies, when the the Superintendent/President gives a "State of the District" report. Additionally, the Superintendent/President and Governing Board regularly communicate with the campus community through regular newsletters posted on the college website and emailed globally. Other means of effective communication include the Superintendent//President attendance at school/division meetings, open office hours, coffee chats, college forums, and established participatory governance structures. .

Staff and students are regularly informed of their respective governance roles. This is done each August during the SCC Annual Retreat. The ASO also conducts annual leadership retreats (EVIDENCE) where discussion regarding role and scope of responsibility take place. The Academic Senate begins each new academic year with a training/retreat. Also, the Academic Senate, working in collaboration with Staff Development, designed the Organizational Leadership Academy (OLA) for participation in

and by all constituency groups on campus (Evidence: SP14's list of workshops). One of OLA's goals is to familiarize college employees with organizational structures and assure that all OLA participants are well versed in the role that each constituency group has in the shared planning and decision-making process

Finally, there are various administrative retreats held in June that include the annual CMT , as well as retreats for the Academic Affairs Council and Student Services Council Governance roles and issues are regular discussion topics at all retreats.

The College is committed to providing effective and accessible communication in a in a variety of formats thus ensuring availability to all campus employees and the external college community. For example, the SCC set a goal of improving campus wide communication regarding recommendations that result from discussion at the Shared Consultation Council. (Evidence: SCC Minutes from Nov. 20, 2013, item 6) This has resulted in a one-page summary of each meeting which is now distributed to all employees via campus email. Additionally, the SCC regularly discusses with members the efficacy of communications and best practices for communicating with their respective constituency groups (Minutes of SCC January 28, 2015 meeting).

The SWC website is common source of information, including serving as a repository for .Governing Board News (Evidence: http://swccd.edu/index.aspx?page=2351) and the Superintendent/President's Column Update (Evidence: http://swccd.edu/index.aspx?page=2276). These regular updates, distributed via campus email, provide all staff members ongoing information regarding over-arching College news as well as governance updates.

As is common in most colleges, announcements at key meetings such as SCC, AS, and CMT serve as a primary communication channel for governance issues. All meeting agendas and minutes are also posted in SharePoint for review. (Evidence: https://portal.swccd.edu/Committees/SitePages/Home.aspx)

Self Evaluation

The efficacy of communications within a large organization composed of approximately 2000 employees is an ongoing priority as outlined in the SCC's goals, and reiterated in the Superintendent/President's goals. . In an effort to asses the extent to which information is clear, understood, widely available, and current, the college conducts a Campus Climate Survey. The SCC has established communication improvement goals each year for the past three years and regularly assesses progress via constituency reports.

Essential information regarding institutional efforts to achieve goals and improve learning is provided during full-campus gatherings (Opening Day, forums) and in department, unit, constituency and leadership meetings.

The College meets this Standard.

Actionable Improvement Plans

None

IV.A.4. **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

Descriptive Summary

Southwestern Community College District has worked very closely with all external agencies, and in particular with all accrediting bodies. This includes the ACCJC and other external agencies which assure quality instruction for the Associate Degree in Nursing, Surgical Technologist, Certified Nurse Assistant, Licensed Vocational Nurse, Paramedic, Dental Hygiene, Medical Lab Technician and Automotive Technician. (Evidence: List names of external agencies associated with the programs mentioned above).

The College strives to, at all times, comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements. The College moves expeditiously to respond to recommendations made by the Commission. Southwestern College has maintained it accredited status since 1964.

With respect to the Accrediting Commission and the sanctions from the last self evaluation process begun in 2009, SWC has demonstrate integrity in this relationship through the Midterm Report, Follow Up Report and Special Report (Need specific names). The District responded quickly to resolve recommendations from the ACCJC with a timely response to the January 2010 Commission Letter as well as the response to Follow-Up Report requested after evaluation team visit on November 2009. (Evidence: Follow Up Reports dated October 2010 and April 2011). As a result of actions taken, the ACCJC fully reaffirmed accreditation in June 2011. (Evidence: Copy of Letter)

The College submitted a Midterm Report in 2012 and provided a timely response to the February 2013 Commission Letter requesting a Special Report by April 1, 2013. (Evidence: copy of report) This resulted in the July 3, 2013 letter from the Commission confirming full compliance with ACCJC Standards, policies, ERs and federal requirements as well as commending the College for its work to improve institutional business practices. (Evidence: copy of letter http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=6961). Additionally, the College has successfully resolved all Self-Identified Issues to the satisfaction of the institution and Commission.

The institution's integrity regarding its relationship with the Commission has always remained sound. Deficiencies noted in the 2009 Self Study lead to continued Probation after the submittal of the (what report?). Institutional commitment to to address and resolving the Commission's recommendations was witnessed in 2010 and continues today with improvements to policies, procedures, and practices in alignment with the . Commission's policies, standards, eligibility requirements, and federal policies.

The institution's communications of educational quality and institutional effectiveness to the public are accurate. Accreditation documents are available for public viewing on the SWC website

(http://swccd.edu/index.aspx?page=265). Data and evidence regarding student achievement (Evidence: link to SWC page on Scorecard http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=091), institutional student learning outcomes (Evidence: http://www.swccd.edu/index.aspx?page=2572), program student learning outcomes (Evidence: http://www.swccd.edu/index.aspx?page=2857) are available publicly on the College's website.

Self Evaluation

The College advocates and demonstrates honesty and integrity in its relationships with all external agencies including the ACCJC. The College has moved expeditiously to respond to any and all recommendations made by the Commission.

The College meets this Standard.

Actionable Improvement Plans

None

IV.A.5.   **The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Descriptive Summary

The role of leadership and the College's governance and decision-making structures and processes are regularly reviewed to assure their integrity and effectiveness. For example, the Shared Planning and Decision-Making Handbook is reviewed and revised every 3 years (Evidence: Action Item June 18, 2014 SCC Agenda, link final copy of SPDM). The Strategic Plan is also evaluated, and revised every three years, with the 2016-2019 Strategic Planning process started with an all constituency planning session conducted January 28, 2015 (https://www.boarddocs.com/ca/swccd/Board.nsf/Private?open&login). The Academic Senate By-Laws are updated annually (Evidence: AS Exec and AS agendas and minutes). The Governing Board has a Policy Committee which assures that all Chapter Two policies and procedures are reviewed and up-to-date (Evidence Policy Committee agendas and minutes on BoardDocs).

Governance and decision-making structures are evaluated annually through a variety of means. The annual Campus Climate Survey is the most overarching means of assessing the efficacy of decision-making processes at the College. During the spring of 2014, the College conducted two surveys as this was the transition year from the campus-developed survey used for five years to a national validated survey instrument.

The SCC, as well as the Academic Senate, and CMT carefully review and discuss the survey results. As a result of this thoughtful review, many campus governance groups have adopted and worked diligently on campus morale and climate goals.
The Governing Board also reviews and discusses the survey results during its annual self-evaluation. Results are made available to the campus and District communities on the SWC website (Evidence: Report as posted in Research Unit on OIE webpages http://www.swccd.edu/modules/showdocument.aspx?documentid=6738)

Self Evaluation

The role of leadership and the College's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness through the annual Campus Climate survey and other means discussed above. The College widely communicates the results of these evaluations and uses them as the basis for improvement.

The College meets this Standard.

Actionable Improvement Plans

None

IV.B. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

Southwestern College recognizes the designated responsibilities of the Board of Trustees (Board) for setting policies. Evidence of this is found in Board Policy 2200: Board Duties and Responsibilities (Evidence: Policy 2200 http://www.swccd.edu/modules/showdocument.aspx?documentid=4404). Further, the CCLC Annual Effective Trusteeship Workshop each January is one important means by which all Board trustees are trained and understand their important policy-making role. Additionally, College trustees establish an annual training calendar and conduct approximately ten or more training sessions each year. (Evidence: cite attendance for CCLC and provide workshop schedules)

Board members make significant efforts to appropriately set policy. For example, three trustees, with the Superintendent/President, attended the Association of Community College Trustees (ACCT) Governance Institute on Student Success (GISS) in October 2013. The knowledge gained resulted in a new Policy and Procedure 2780, which supports student completion and assuring accountability. Additionally, trustees attend the CCLC Legislative Conference each January in Sacramento and the ACCT Legislative Conference each February in Washington D.C. to become aware of important issues in education and to advocate for the College. (Evidence is years for CCLC and Feb 14 and 15 ACCT Leg attendance).

The Superintendent/President continues to clarify the delegation of duties on an ongoing basis. This is accomplished via annual accreditation workshops and the annual Board retreat each

June. (Evidence: Workshop schedule and Retreat Minutes; Aug GB agenda). A component of the annual CEO evaluation also includes reflection of the delegation of duties, from both the CEO's and trustees' perspective, and allows for a confidential discussion each year.

The Board President is responsible for the Board speaking as one voice. This is discussed at each Board retreat – minutes from 2011 – 2015. The Board President is recognized as the lead spokesperson, stating Board decisions. There is ample evidence of this, including the announcement from Board President Nader to the community to hire Superintendent/President Nish in November 2011 (??) and Board President Hernandez's Letter to the Editor published in the *San Diego Union-Tribune* regarding procurement (Jan. 2012). In 2013, Board President Peraza In 2014, Board President Valladolid. In 2015, Board President Hernandez made the announcement of a 3.5% reimbursement to all staff.

Other examples include the Board newsletters which are authored by the Board President and represent the view of the entire Board. Also, letters of support are signed by the Board President on behalf of trustees (SB 850 support letter –ask Lillian).

Trustees have assured that policies and procedures are developed and modified as necessary. The following are a few recent examples:

- Political contribution (Policy 2020, in 3/14/2012)
- Code of Ethics Policy (revised)
- Free Speech Policy (revised)
- Policy 2435: Evaluation, (follow up on procedure)
- Student Trustee 2015
- Student Success 2015

The institution recognizes the role of the Superintendent/President in the effective operation of the College. The Board President is responsible for leading the Board in respecting the role of the Superintendent/President. This is achieved by annually addressing roles and responsibilities, including the role of the Superintendent/President, at the Board retreats each June. Discussion of the role of the CEO is part of each CCLC Annual Effective Trusteeship Workshop in January. Additionally, the Board President meets each week with the Superintendent/President, thus assuring ongoing dialogue of roles and responsibilities.

The Superintendent/President works closely with all Board members to identify behaviors that could be interpreted as micromanagement. Each year at Board retreats roles are addressed and performance is assessed. The trustees' self-assessment demonstrates their awareness of their policy-making role. The Board has been committed to trustee education as described above. Every January at the CCLC conference the majority of trustees are trained. Every Board member has attended this training multiple times. Micromanagement is a regular topic of discussion at these training sessions. Additionally, the Superintendent/President uses her annual performance evaluation as a means by which to discuss behaviors, including any perceived instances of micromanagement. In addition, the Superintendent/President meets monthly with each trustee. This meeting is to discuss the regular meeting agenda but also affords each trustee the opportunity to discuss roles and behaviors with the CEO. The Superintendent/President is keenly aware of maintaining strong Board relations and is evaluated on her performance on doing so regularly.

The Southwestern College Board sets policies to assure the quality, integrity, and effectiveness of the student learning programs and services offered by the institution. In accordance with ACCJC Standards, Policy 2200: Board Duties and Responsibilities lists the scope of the Board's obligations. (Evidence: Policy 2220 http://www.swccd.edu/modules/showdocument.aspx?documentid=4404)   .

Policy and Procedure 2515: Role and Scope of the Academic Senate assures compliance with the "10+1 areas" of Academic Senate purview. This ensures faculty provide a central role in maintaining the quality, integrity and effectiveness of student learning programs and services. (Evidence: Policy 2515 http://www.swccd.edu/modules/showdocument.aspx?documentid=4392, Procedure 2515 http://www.swccd.edu/modules/showdocument.aspx?documentid=4393)

Recently, the Board developed and approved Policy and Procedure 2780: Student Success (Need to get this on the website so can LINK) at the January 14, 2015, meeting. This was the outcome of the October- November 2013 Governance Institute on Student Success, the spring 2014 (need date) Student Success Governing Board Workshop, the October 22, 2014, Governing Board Student Success Forum, and the work of the Policy Committee.

In addition to policy, the Board works to assure quality via its annual goals (Give Examples) One of the primary means by which the Board ensures accountability is via regular reports/presentations. These include reports presented at Board meetings on Career Technical Education programs, outcomes and planning, the Scorecard, the SSSP, the SEP, Southwestern student success initiatives, regular curriculum reports and regular distance education reports.

The Southwestern College Board assures the quality, integrity, and effectiveness of the student learning programs and services. Statements about the quality of programs, integrity of institutional actions, and effectiveness of student learning program and services are found in policy and planning documents. For example, Policy 1200: Institution Mission, Vision and Values (Evidence: Policy 1200 http://swccd.edu/modules/showdocument.aspx?documentid=4413) states that the mission, vision, and values shall be evaluated and revised on a cyclical basis to correspond with institutional strategic planning timelines. The last updates occurred in February 2011, February 2012, February 2015 (check date) and May/June 2015 (check date). The College revised and the Board approved the ISLOs, the mission, and the procedures related to the mission. The Board also adopted a new Student Success Policy (Board Policy /Academic Procedure 2780 and updated the Ethics Policy on institutional actions.

Examples of planning documents that assure the Board's maintenance of quality, integrity, and effectiveness of student learning programs and services are extensive. These include the Strategic Plan (Evidence: Strategic Plan http://www.swccd.edu/index.aspx?page=910), the Education Master Plan (Evidence: Educational Master Plan http://www.swccd.edu/modules/showdocument.aspx?documentid=9244), the Facilities Master Plan (Evidence: Facilities Master Plan http://www.swccd.edu/modules/showdocument.aspx?documentid=4868), the Student Equity Plan, the Board Goals (updated annually), the Student Success Initiative (Board workshop, October 2014), the Student Access Equity Success Completion Statement (May adoption?), and

the annual approval of the Superintendent/President's goals (insert evidence link).

The Board is responsible for maintaining the financial stability of the College. The following policies provide the formal framework for this:

- Policy 6100: Delegation of Authority (Evidence: Policy 6100 http://www.swccd.edu/modules/showdocument.aspx?documentid=4298)
- Policy 6200: Budget Preparation (Evidence: Policy 6200 http://www.swccd.edu/modules/showdocument.aspx?documentid=5756)
- Policy 6210: General Fund Reserve (Evidence: Policy 6210 http://www.swccd.edu/modules/showdocument.aspx?documentid=4300)
- Policy 6250: Budget Management (Evidence: Policy 6250 http://www.swccd.edu/modules/showdocument.aspx?documentid=5755)
- Policy 6300: Fiscal Management (Evidence: Policy 6300 http://www.swccd.edu/modules/showdocument.aspx?documentid=5754)

The Board reviews the budget in detail two times per year during the tentative budget workshop and the adopted budget workshop. These workshops occur in May and August.

The Board, via Policy 6210, lowered the required reserve from 7% to 5% in 2012. This required modification of the policy and also included adding a new requirement that the Board formally review this policy annually. The intent of the trustees was that the reserve level would be increased as soon as it was deemed possible and appropriate. Subsequently, the Board has conducted this review each year. Currently the required reserve level remains at 5 percent.

The trustees have engaged in regular discussion of linking the budget to student success. The Budget Committee has taken on the work of budget development methods to ensure that alignment with student success through the strategic priorities occurs. The Vice President of Business and Financial Affairs reports to the trustees at the tentative and adopted budget workshops about how this is being done.

In addition, the trustees have encouraged and directed staff to develop auxiliary revenue sources and corresponding budgets. The revenue sources are primarily via facilities rentals, partnership agreements, and non-resident tuition and fees. An auxiliary budget plan is currently being vetted via the shared consultation process and structure, and it will be presented to the Board.

The Board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College District. Policy 2431: Superintendent/President Selection and Policy 2435: Evaluation of the Superintendent/President clearly define the process for selecting and evaluating the Superintendent/President. (Evidence: Policy 2431 http://www.swccd.edu/modules/showdocument.aspx?documentid=4398, Policy 2435 http://www.swccd.edu/modules/showdocument.aspx?documentid=4376)

The last Superintendent/President selection process took place in 2011. The process included hiring a recruitment firm and inclusively creating a job announcement with the preferred candidate profile. There was an open recruitment as well as public forums. All constituencies were represented on the screening and first interview committee. (Evidence: GB has documentation from creating committee, who participated, etc. Locate Process in

notes/minutes)

The Superintendent/President is formally evaluated each year. The Board President is responsible for leading the process and works directly with the Superintendent/President to agree on the timeline and tools for evaluation. The trustees took action in 2014 to hire an experienced consultant to help codify an improved practice for implementation in 2015. Additionally, the Superintendent/President's contract (EVIDENCE) states there will be an annual evaluation. Finally, Policy 2200 demonstrates that the role of the Board is hiring and evaluating the Superintendent/President. Policies 2431 and 2435 were created via 2200. These policies have been reviewed regularly.

Self Evaluation

As outlined in the section above, the College Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board also adheres to a clearly defined policy for selecting and evaluating the Superintendent/President for the College.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.1.a.The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Board of Trustees (Board) acts as an independent policy-making body that reflects the public interest in Board activities and decisions. Specifically, the trustees are committed to acting as a whole once a decision has been reached, whether by unanimous vote or not. There are numerous recent examples. In 2012, by majority vote, the vice presidents' salary schedule was augmented to provide more competitive compensation and aid in recruitment of executive positions. Despite pushback from the faculty union, the board voted to increase pay and new vice presidents were hired. The Board supported the salary changes and the hiring of the new administrators.

Similarly, in a majority vote, the Board approved a project labor agreement. Despite some opposition, the Board acted as a whole and staff has implemented the agreement. In a related example, a staff member recommended the exclusion of a small landscape project from the labor agreement (as allowed by the terms of the agreement). Despite a split vote to reject the staff recommendation and place the project within the agreement, all Board members accepted the ultimate majority decision, and staff quickly acted to implement it.

A final example of Board cohesion is the support for SB 850, recently approved legislation

allowing a baccalaureate pilot for community colleges. Prior to the approval of the bill, the Board debated the adoption of a local resolution in support of the bill. The vote was not unanimous, but a majority agreed to support it. The College then filed an application to participate in the pilot, and despite the split vote on the resolution, there was unanimous approval of the application to participate by the Board.

The Board advocates for, protects, and defends the institution from undue influence or pressure. A recent and uncommon example is the Board's actions to assure Prop R procurement compliance. On March 14, 2012, Southwestern College's Board approved the release of a Focused Special Review conducted by an independent auditor to address procurement and related issues associated with Proposition R. The College and its Board members acted in a thorough and responsive manner as soon as the institution became aware of potential procurement issues. Not only did the College move forward with the review but the institution has also worked tirelessly to strengthen its procedures, to improve policies, and to proactively set new standards. (Evidence: Link to 2013 Special Report)

In all of its activities and decisions, the Board is appropriately representative of the public interest and lacking conflict of interest. As stated in Policy 2200: Board Duties and Responsibilities, the Board is committed to representing the public interest (Evidence: Policy 2200 http://swccd.edu/modules/showdocument.aspx?documentid=4404). For example, the Board regularly hears from community members during oral communication at the regular Board meetings. At the November 2014 meeting, community members expressed their opinions regarding programming for capital improvements to the physical plant at the Chula Vista campus. The Board considered this input and the considerable analysis of staff members, and then it acted impartially to direct staff on the scope of the project.

The Board members are very civic-minded and each trustee is involved in community outreach. At times this may present potential conflict of interest, but at each regular Board meeting, trustees announce recusal for any such items of business as a standing agenda item.

Board members are elected by voters within the College District and all Board members live within the District. By nature of the electoral system in the State of California, the composition of the Board membership reflects the public interest in the institution. Furthermore, as a public institution of higher education, Board members are not owners of the institution.

Self Evaluation

As outlined in the section above, the Board is an independent policy-making body that reflects the public interest in its activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for, protects, and defends the institution from undue influence or pressure.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

All Board of Trustees (Board) established policies consistently align with the College Mission Statement. Policy 1200: Mission, Vision and Values is consulted whenever writing, reviewing, or revising policies. To help ensure consistency, the Mission Statement is included on Governing Board agendas for reference during policy creation and revision. (Evidence: a current GB agenda)

Several examples of policies that align with the Mission Statement include Policy 2780: Student Success Policy and Procedure, Policy 3430: Prohibition of Harassment and Discrimination, and Policy 6210: General Fund Reserve. Policy and Procedure 2780 states that "The Governing Board of the Southwestern Community College District affirms its commitment to ensure access, success and equity for all students…" which clearly aligns with the Mission Statement of providing "services to a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services…" (citation to both quotes needed)

Policy 3430: Prohibition of Harassment and Discrimination states that the College is "…committed to providing an academic and workplace environment which demonstrates respect for the dignity of all individuals… This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity." (link to policy)

Policy 6210: General Fund Reserve states, "The District shall maintain a general fund reserve of 5% of unrestricted fund adopted budgeted expenditures to provide for economic uncertainties. Expenditures from this reserve require the approval of the Governing Board. The policy shall be reviewed annually." (link to policy) Prior to 2012, the reserve was established to be 7% by Policy 6210. However, to ensure the resources necessary to support student learning and support programs were available, the Board took action in 2012 to reduce the reserve, thereby avoiding other cuts such as personnel cuts. This action was in direct response to reduced state-level funding due to the general economic recession. The Board amended the policy to state that it must be reviewed annually. This allows the trustees to discuss each year what the reserve level should be within the general context of the budget and, again, with a view to providing resources to support the programs of the College.

In another example, the Board is piloting a new function in BoardDocs. BoardDocs is the application used by the College for the development and distribution of the Board agendas, minutes and supporting materials. BoardDocs is now also used during the Board meetings as a communication management tool. The software facilitates the display of agenda items to the public, as well as the display and record of Board members' votes.

In developing the meeting agendas, each item may be linked to a Board goal. In turn, the Board develops annual goals each year at its retreat in June where the mission and the Strategic Plan

serve as the foundation and frame the annual goals. By linking agenda items to annual goals, which are based on the mission and strategic plan, this provides one other means by which to ensure Board actions are consistent and align with the College's mission. This process is still in a pilot phase and will require further evaluation and training for those that submit agenda items, but it is an intentional and innovative method for assuring consistency.

Policy 1200: Mission, Vision and Values describes the Board expectations for quality, integrity, and improvement of student learning programs and services. The Board is fully aware of institution-set standards, student achievement results, and analyses for improvement of student achievement and learning. This awareness is accomplished primarily via monthly special meeting workshops. For example, the accreditation presentations (including Institution-Set Standards) to the Board on Wednesday, March 19, 2014, and Wednesday, May 6, 2015, (Evidence: PPT from presentations) provided an in-depth training and the opportunity for information sharing for the trustees. Additionally, the Board has conducted a number of student success sessions, including the Student Success Summit presented to the Board on Wednesday, April 30, 2014, (Evidence: PPT from presentation) and the Student Success Summit conducted by the trustees on October 2014 (Get date and agenda,etc).

In addition to special meeting workshops, at each regular meeting of the Board brief presentations are made by various college programs/services. At the May 13, 2015, regular meeting, the Institutional Student Learning Outcomes (ISLOs) and results were presented. The Governing Board may consider adding Institution-Set Standards to Policy 1200 in conjunction with Institutional Performance Indicators.

The Board ensures the availability of resources necessary to support its policies via its budget and fiscal oversight authority. Each year during the tentative budget workshop in May, the trustees engage in dialogue with staff to assure that the proposed budget aligns with and supports student success goals (insert minutes from last two or three years).

Self Evaluation

As outlined in the section above, the Board establishes policies consistent with the Mission Statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees (Board) roles and responsibilities are articulated in policies. Policy 2200: Board Duties and Responsibilities establishes the Board's ultimate role and responsibility for

educational quality, legal matters, and financial integrity (Evidence: Policy 2200 http://swccd.edu/modules/showdocument.aspx?documentid=4404). California Education Code establishes and requires such a policy. The Southwestern College Board Policy Committee regularly reviews all "chapter 2" board-specific policies and procedures to ensure that they are up-to-date and are being adhered to.

The Board is an independent entity, and its actions are final and not subject to the actions of any other entity.

Self Evaluation

As outlined in the section above, the Board has ultimate responsibility for educational quality, legal matters, and financial integrity.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Board of Trustees (Board) regularly publishes Board policies which are readily available online in the "Chapter 2" section of policies specific to the Board. These include Policy 2010: Board Membership, which describes Board size and term lengths (Evidence: http://swccd.edu/modules/showdocument.aspx?documentid=4402), and Policy 2200: Board Duties and Responsibilities (Evidence: http://swccd.edu/modules/showdocument.aspx?documentid=4404). The full list of policies that outline structure and operating procedures of the Board includes 37 policies and 15 procedures (http://www.swccd.edu/index.aspx?page=956).

Self Evaluation

As outlined in the section above, the Board publishes the Board bylaws and policies which specify the Board's size, duties, responsibilities, structure, and operating procedures.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board of Trustees (Board) acts in a manner that is consistent with its policies and bylaws. Examples of consistency include all meetings are properly noticed, minutes are accurate and consistent with policies of quorums and voting, and agendas are established through policy and procedure. Additionally, the role and scope of Academic Senate is honored by Governing Board as outlined in Policy and Procedure 2515: Role and Scope of the Academic Senate: 10+1 Agreement. Further, annual Governing Board education and evaluation ensure consistency. (Insert Copy Of Board Eval Survey) Behaviors that are inconsistent with policy are monitored by the trustees, and there have been no public self-sanctions for non-compliance.

Self Evaluation

As outlined in the section above, the Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The Board of Trustees (Board) has an annual calendar of events that includes training for Board development and new member orientation. (Evidence: copy of calendar) New trustee training begins by meeting with the Superintendent/President as a candidate. Each candidate is provided with a CCLC Trustee Handbook as well as College-specific documents. Once a candidate is elected or appointed, the new trustee again meets with the Superintendent/President and the Board President for additional one-on-one training. All new trustees attend the CCLA annual January Effective Trustee Conference. All trustees receive annual training. Brown Act, Conflict of Interest, and Ethics training is required each year as stipulated by Policy and Procedure 2740: Board Education. Additional required training is provided annually via workshops and presentations including accreditation training and Student Success Scorecard presentations.

The Board engages in many training opportunities beyond those required in policy and procedure. For example, three of the trustees participated in the Governance Institute for Student Success (GISS) in October 2013. Two trustees attended the Campaign for College Opportunity Student Success Forum in 2014. Trustees regularly attend annual CCLC and ACCT conferences.

A formal, written method of providing for continuing membership and staggered terms of office is provided in Education Code Sections 5009, 5016©, 5017, and 72023. Policy 2100: Board Elections codifies the same information locally and specifies 4 year staggered terms. Additionally, as required by California Education Code, the College maintains Policy and Procedure 2110: Vacancies on the Governing Board which describes the process by which appointments or elections shall take place if a vacancy occurs.

Self Evaluation

As outlined in the section above, the Board has a program for Board development and new member orientation. It also has a mechanism for providing for continuity of Board membership and staggered terms of office.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Board of Trustees (Board) has self-evaluation processes for assessing Board performance that are clearly defined, implemented, and published in its policies. Procedure 2745: Governing Board Self Evaluation is published on the Southwestern College website and defines the process for Board self-evaluation. (Evidence: Procedure 2745 http://swccd.edu/modules/showdocument.aspx?documentid=4379)

According to Procedure 2745, the Board develops goals both for itself and the College. It states, "In addition to identifying specific issues, discussion of the Governing Board's roles and responsibilities may build communication and understanding of Governing Board members' values and strengths as individuals, and lead to a stronger, more cohesive working group." (link to procedure) Procedure 2745 calls for an annual self-evaluation of the Board. This evaluation has been conducted a on a consistent basis for the past four years (Evidence: minutes reflecting Governing Board self evaluation). Each year the review of self-evaluation results and the evaluation form is conducted at the Board's annual retreat (Evidence: Governing Board Self Evaluation form). The results of the self-evaluation are published in the agenda of a regularly scheduled Board meeting no later than two months following the retreat (Evidence: Governing Board agenda August 13, 2014).

Self Evaluation

As outlined in the section above, the Board's self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies or bylaws.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

Policy 2715: Code of Ethics clearly defines the Governing Board's code of ethics (Evidence: http://swccd.edu/modules/showdocument.aspx?documentid=4366). Procedure 2715 delineates how the Governing Board handles behavior that violates its code (Evidence: Procedure 2715: http://swccd.edu/modules/showdocument.aspx?documentid=4941) Specifically, the procedure states that any alleged violation be reported within 90 days of coming to light. Then, a detailed assessment and review of the complaint takes place. There have been no Board violations of the Code of Ethics by any current Governing Board member. In addition, in 2011, the Governing Board implemented a practice of formally requesting for recusals at each regular Board meeting. Members regularly recuse themselves from voting on any agenda item where there may be any conflict of interest. The most common recusal is abstaining from a vote to compensate a trustee for a meeting they did not attend. Finally, all Statements of Economic Interest Form 700 have been filed.

Self Evaluation

As outlined in the section above, the Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

All Board of Trustees (Board) members are informed about and have been trained in the accreditation process. They are participants in accreditation. Board members have annual training in the accreditation process and Standards. One source of this training is via Board attendance at CCLC Annual Effective Trustees Conference each January (Evidence:)

The Superintendent/President and Accreditation Liaison Officer (ALO) regularly update and inform Board members of accreditation processes at Southwestern College, including the SER, Special Reports, and Annual Reports.

Board members participate appropriately in the self-evaluation and planning by assisting in the writing of accreditation reports, as completed last year via an ad hoc trustee workgroup for Standard IVB (Evidence: notes from meetings) on October 17, 2014. All trustees review and accept final accreditation reports before they are sent to the Commission. For example, this Self Evaluation Report was presented to the Board in draft form in February and April of 2015. It was then reviewed and accepted in final form on July 8, 2015.

Each year, there are College wide workshops via the OLA program explaining the role of the Board in accreditation. The Board President and Superintendent/President participate as presenters in OLA Standard IV session.(Evidence: OLA workshop announcement)

Additionally, the Board reviews and approves campus plans. Most notably, they review and approve the Educational Master Plan and the Facilities Master Plan, which was most recently accomplished in 2013 (get GB meeting date). Additionally, the trustees participate in the development of and the approval of the three year Strategic Plans. (EVIDENCE)

The Board is committed to making improvements based on the results of the self-evaluation and accreditation processes. For example, the 2009 self-study and subsequent 2010 response from ACCJC provided two recommendations specific to the Board. In one, the team recommends that the Board adhere to its role as a policy-making body and not interfere with the authority and responsibility of the Superintendent/President for College operations. The team further recommends that the Board act as a whole once it reaches a decision and as an advocate for the College. In the second Board-specific recommendation, the team recommends that the Board establish and implement a formal procedure for handling potential conflict of interest and ethics policy violations, and document adherence to the protocol.

In the first recommendation, the trustees have intentionally worked to adhere to their policy-making role. They discuss this publicly each year at their annual retreat and self-evaluation. Each year, the Superintendent/President provides her perspective on their policy-making role adherence via her self-evaluation process. As discussed above in IV.B.1.a. the Board members have acted as a whole once decisions are taken, even if the decision was not unanimous.

Related to the second recommendation, the Board established Policy and Procedure 2710: Conflict of Interest in 2008, and Policy and Procedure 2712: Conflict of Interest Code in 2010, along with Policy and Procedure 2715: Code of Ethics in 2008 with revision in 2010. All trustees have adhered to these policies and procedures since the time of their approval.

The Board is committed to supporting and improving Student Learning Outcomes (SLOs) (as reflected in the Standards) for institutional improvement. Supportive Board actions include the approval of an additional research analyst position to assist with the assessment of SLOs in 2014. (need evidence of establishing position and filling position). The Board has reviewed Institution-Set Standards for use in decision-making (Evidence: Student Success presentation to the Governing Board April 30, 2014) and has very actively and publicly made student success an overarching goal and decision-making standard. This is seen formally in the Board's development and approval of Policy and Procedure 2780: Student Success. Additionally, the Board directed staff to develop a statement of commitment to student success to be approved by all constituencies, including formal Board approval. This has been done with Board approval at

the May 13, 2015 regular meeting (evidence).

All accreditation reports sent to the Commission are reviewed by the Board, and the Board reviews/accepts all Self Evaluation, Midterm, Special Reports and Follow-Up reports. (evidence here: List of board actions since 2009 and Each year thereafter.) Finally, accreditation Standards were used when developing the Governing Board Self Evaluation form. (Evidence: Governing Board Self Evaluation form)

Self Evaluation

As outlined in the section above, the Board is informed about and involved in the accreditation process.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.1.j.   The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

The Southwestern College Board of Trustees (Board) selects and evaluates the Superintendent/President. Policy 2431: Selection of the Superintendent/President (Evidence: Policy 2431 http://swccd.edu/modules/showdocument.aspx?documentid=4398) provides the formal authority. The process is developed by the trustees and was most recently completed in 2011. After a national search, the selection committee consisting of representatives from all constituency groups, reviewed and interviewed several candidates. The three finalists conducted public forums which were attended by Board members as well as community members. Site visits were conducted for each finalist as well as Board interviews. This process concluded with the successful selection of the current Superintendent/President. The processes are documented (Evidence: documents from most recent search Fall 2011).

Policy 2430: Delegation of Authority to the Superintendent/President delegates to the Superintendent/President the execution of all decisions of the Board requiring administrative action. The Superintendent/President is granted full authority and responsibility for the proper conduct of the business and education programs of the College District. (Evidence: http://swccd.edu/modules/showdocument.aspx?documentid=4375). This delegation is clearly stated in District documents and the topic has been raised and discussed in Shared Consultation Council (SCC) meetings and Board workshops. (Evidence: Accreditation Workshop March 19,

2014) The delegation of duty is also discussed annually by the Board in their self- evaluation and by the Superintendent/President in her self-evaluation.(Evidence: Agenda August 19, 2014)

Policy 2435: Evaluation of the Superintendent/President (Evidence: Policy 2435 http://swccd.edu/modules/showdocument.aspx?documentid=4376) provides the formal framework for the CEO evaluation and states that the "Governing Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President." Each year the Board President, in consultation with the Superintendent/President, reviews and develops the evaluation process. Most recently, an outside expert in CEO evaluations has been hired to provide a best practice framework for the evaluation process.

Policy 2430 states, "The Superintendent/President shall generate any reports requested by the Governing Board as a whole or by any Board Committee." Reports are also generated at the request of individual Board members during an open meeting or in writing to the Superintendent/President and the full Board (Evidence: http://swccd.edu/modules/showdocument.aspx?documentid=4375). Board expectations for sufficient information on institutional performance are listed in Policy 2430 as well, including expectation regarding educational quality, legal matters, and financial integrity.

Self Evaluation

As outlined in the section above, the Board has the responsibility for selecting and evaluating the Superintendent/President. The Board delegates full responsibility and authority to the Superintendent/President to implement and administer Board policies without Board interference and holds her accountable for the operation of the College.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The Superintendent/President has the primary responsibility for the quality of the College and its effective leadership. As established by Board Policy 2430: Delegation of Authority to the Superintendent/President, the responsibility for the proper conduct of the business and education programs of the College is delegated to the Superintendent/President. This delegation includes creating lines of authority and fixing general duties. The Superintendent/President's primary

delegation is to Cabinet members who consist of the chief operational officers for academic affairs, student affairs, business and financial affairs, information services, and employee services. The Superintendent/President also oversees the Public Information and Government Relations Officer, the Dean of the Office of Institutional Effectiveness, and the Accreditation Liaison Officer. The delegation to these direct reports, along with the regular and frequent work with the executive team, ensures effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The Superintendent/President has established processes for filling (including determining the need to fill) staff and faculty vacancies. (Evidence from SCC) All administrator and staff hiring requests are reviewed by the Superintendent/President and Cabinet members prior to submitting to the Board of Trustees (Board) for approval. Faculty hires are initiated via program review and recommended to the president by the Faculty Hiring Prioritization (FHP) Committee.

Delegation of duties is provided within the "division" organizational structure of the College District. The academic division is headed by the Vice President of Academic Affairs who oversees all academic school deans as well as instructional support services. The student services division is headed by the Vice President of Student Affairs who oversees all student support services to include counseling and other s support and development services. The business division is headed by the Vice President of Business and Financial Affairs who oversees finance, procurement, payroll, and facilities. The employee services division is headed by Vice President of Employee Services who oversees human resources, benefits, risk management, and campus police. The information technology division is headed by the Chief Information and Systems Officer who oversees all aspects of institutional and academic technology services and audio/visual support. The final president's division is headed by the Superintendent/President who oversees institutional effectiveness, public information and governmental relations, and institutional advancement as well as serving as the secretary to the Governing Board.

Self Evaluation

As outlined in the section above, the Superintendent/President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College's purposes, size, and complexity. The Superintendent/President delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:
1. **establishing a collegial process that sets values, goals, and priorities;**
2. **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**

3. **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
4. **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The Shared Consultation Council (SCC) has been the centerpiece to the collegial process, providing participation in governance since its creation in 2010. This body consists of representatives from the student body, faculty, staff, and administration. It meets the requirements in statute for input into College decision-making and Board Policy. Vice presidents and other administrators serve as ex-officio members. The SCC is co-chaired by the Academic Senate President and the Superintendent/President. All meetings are open to the college community. The detailed description of the shared planning and decision-making process are discussed in I.B and III.D and are detailed in the Shared Decision Making and Planning Handbook.

Evaluation and planning rely on research and analysis of external and internal conditions, and these processes are of high quality. One of the best examples of this is the recent Educational Master Plan and Facilities Master Plan. Both were grounded in high quality research and thorough analysis. These plans have served as foundational documents for ongoing capital improvements and for educational initiatives such as the expansion of the Higher Education Center in National City. Additionally, the College has significantly increased the size and expertise of its institutional research unit since the last self-report. Since 2010 the College has added four positions directly related to institutional research (the Director of Institutional Research, Planning, and Grants; a Senior Research Analyst, and two Research Analysts, and an additional analyst currently in recruitment). This has ensured that research and analysis resources are adequately available.

To assure that planning and resource allocation are integrated, the Strategic Planning Committee and the Budget Committee conduct joint meetings each month. These two committees are both standing committees of the Shared Consultation Council (SCC). They operate independently but also ensure with the joint meetings that budget processes, including distribution processes, support the strategic plan of the College. The two committees have found that the joint meetings have been an effective means of integration. The meetings have mutually strengthened the functioning of both groups.

The evaluation of planning and implementation is conducted at several levels. Annually, each program, operational unit, and division conducts a program review. In this review, each reports on their self-assessment of established outcomes. Further, to ensure alignment with the College mission, outcomes are aligned with strategic priorities and objectives. Every August, SCC conducts an assessment of goal achievement over the past year and sets new goals for the upcoming year. The Superintendent/President and the Academic Senate President (SCC co-chairs) oversee this assessment process and assure that the SCC regularly reflects on its goals, assesses achievement, and discusses implementation improvements. Additionally, the Superintendent/President sets overarching goals each year and assesses these annually. These goals are aligned with the strategic goals of the College as well as the Board's annual goals. This ensures that overarching, executive level goals are all mutually supportive.

Self Evaluation

As outlined in the section above, the Superintendent/President guides institutional improvement of the teaching and learning environment

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The Superintendent/President maintains a set of Administrative Procedures designed to implement Board of Trustees (Board) Policies and external requirements in the context of the College mission and policies. Most often each Administrative Procedure links to a corresponding Board Policy in order to provide consistency. Statutes, regulations, and accreditation standards are referenced in each Board policy.

To ensure effective implementation, the Superintendent/President utilizes three primary methods. The first method is the dissemination of information via Cabinet members to their respective divisions. For example, all Cabinet members are responsible to ensure that accreditation standards specific to their division are being met and that they report this via the Self Evaluation Report. A second method for implementation is via the College Management Team meetings. These monthly meetings of all managers are chaired by the Superintendent/President and provide a forum for training and discussion. In as much, compliance issues are regularly discussed as well as implementation, timelines, resources, and other related compliance items. Finally, a third method used by the Superintendent/President is the shared consultation structure. The SCC and its standing committees are often used to ensure that polices are being implemented and adhered to. For example, the new non-smoking policy was initiated in the Institutional Facilities Committee (IFC), where implementation was part of the discussion and debate. The SCC not only approved the policy but also discussed and agreed to implementation strategies including a soft roll out and a community policing approach rather than a hard line, punishment first approach (need minutes).

Self Evaluation

As outlined in the section above, the Superintendent/President assures the implementation of statutes, regulations, and Board policies and ensures that institutional practices are consistent with institutional mission and policies.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The Superintendent/President maintains an Administrative Services Area, headed by the Vice President of Business and Financial Affairs, who serves as Chief Business Officer. This area is responsible for controlling budget and expenditures. Administrative Procedure 6100 states:

> *The Governing Board delegates to the Superintendent/President the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit, and accounting of funds; the acquisition of supplies, equipment, and property; and the protection of assets and persons. All transactions shall comply with applicable laws and regulations and with the California Community Colleges Budget and Accounting Manual.*
>
> *No contract shall constitute an enforceable obligation against the District until it has been approved or ratified by the Governing Board.*
>
> *The Superintendent/President in consultation with the Vice President for Business and Financial Affairs shall make appropriate periodic reports to the Governing Board and shall keep the Governing Board fully advised regarding the financial status of the District.*

Pursuant to Administrative Procedure 6100, Business and Financial Affairs maintains and implements financial controls over budget, accounts payable, accounts receivable, and payroll.

These controls are audited annually, the results of which are reported to the Board and submitted to the California Community College Chancellor's Office by December 31, as well as the ACCJC as required.

Budget and expenditure decisions are also linked through the program review process via the SCC prioritization process and annual budget review and development at the Cabinet level. The College community provides input through the SCC's Budget Committee.

Self Evaluation

As outlined in the section above, the Superintendent/President effectively controls budget and expenditures.

The College meets the Standard.

Actionable Improvement Plans

None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The Superintendent/President works and communicates very effectively with both the internal College community and the external communities served by the institution.

With respect to the internal community, prior to the start of each semester, on Opening Day, the Superintendent/President presents the State of the College speech. The speech is open to the public and provides a general update on recent activities, strategic goals, and the opportunities and challenges posed in the near future. The Superintendent/President also makes regular presentations to local community groups. Topics have included regular updates on the College's performance and statuses on the College's Prop R Bond program. Community groups range from chambers of commerce to fraternal organizations and subject-specific bodies such as the Altrusa Club and the Bonita Optimists. Additionally, each regular meeting of the Board is open to the public and agendas contain a Superintendent/President's report as well as academic, student services, fiscal, and bond presentations made under her delegation.

The Superintendent/President also meets regularly with many groups and committees within the College. She co-chairs semi-monthly meetings of the SCC, which is comprised of faculty, staff, students, and administrators. She also attends monthly Budget Committee meetings, a subcommittee of the SCC. In addition, the Superintendent/President holds regular meetings with the vice presidents and with the College Leadership Group, which includes Cabinet members, Senate, ASO, and union leaders.

The Superintendent/President meets at least once monthly with all constituency leaders, in addition to the monthly Leadership meetings. One week prior to the regular Governing Board meetings and prior to the official posting of the agenda, the Superintendent/President meets with all constituency leaders to review the agenda and address any questions.

The Superintendent/President chairs the monthly College Management Team (CMT) meetings. This provides a regular venue for communication and training.

The president held a series of budget forums during the worst of the budget crisis (2012-2013) when all employees were asked and approved a 5% pay decrease. All members of the College community were welcome to attend these forums. At the forums, she provided budget updates as well as allowed time for questions.

The Superintendent/President attends school and center meetings each semester. At these meetings, she has been open to address any concern, question, or issue raised by faculty and staff. She periodically attends academic deans' meetings, faculty Academic Senate meetings, and union leader meetings.

The Superintendent/President meets with student leaders on a monthly basis as part of the Student College Relations Committee (check w/ Brett on Title) to discuss concerns, opportunities, and new student initiatives.

With respect to the external community, the Superintendent/President is particularly active and effective in communications. The president regularly attends community meetings and events which include state of the city addresses, economic development council meetings, non-profit service organization meetings, and other community forums as appropriate. The Superintendent/President served for several years as a member of the Board of Directors for the local YMCA and continues to serve as a board member for the South County Economic Development Council. Additionally, the Superintendent/President communicates effectively with partners in the cross-border region, serving as a founding member of the Cali-Baja Education Consortium, designed to explore cross border educational partnerships. This initiative resulted in the development of memoranda between two Tijuana based universities and Southwestern College (link to MOUs).

The Superintendent/President has been the featured keynote speaker at numerous public meetings over the past year. In her presentations, she informs the community of the outcomes of the college as well as the capital improvement plans currently underway. She has addressed the Chula Vista City Council on several occasions. She is a member of a local assembly member's selection committee on higher education, and she is an active member of the San Diego and Imperial County Community College Association (SDICCCA), having served as its president in 2013-14. Her efforts are seen as successful as evidenced by numerous awards including the Chula Vista Chamber of Commerce Rindone Excellence in Education Award, Assembly Member Lorena Gonzales Woman of the Year 2014, the PRSA Diogenes Award 2013, and the SBA Director's Award 2015.

Self Evaluation

As outlined in the section above, the Superintendent/President works with and communicates very effectively with both the internal College community and the external communities served by the institution.

The College meets the Standard.

Actionable Improvement Plans

None