



March 15, 2011 Follow-Up Report

*Submitted to the Accrediting Commission
For Community and Junior Colleges,
Western Association of Schools and Colleges
March 15, 2011*

Southwestern Community College District
900 Otay Lakes Road
Chula Vista, CA 91910

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SUPERINTENDENT/PRESIDENT'S PROLOGUE

INTERIM SUPERINTENDENT/PRESIDENT MESSAGE TO THE ACCREDITATION COMMISSION AND SITE VISITATION TEAM:

Having been a Team Member on many WASC teams over the past 25 years, I appreciate the work the Commission, the Team, and particularly the Team Chair does in helping a College retain their accreditation. I also know that when the Commission has been flexible, giving institutions years to resolve Recommendations, there comes a point when the excuses and explanations no longer matter. I have shared this perspective with the constituents at Southwestern College, as I would not be helping them by presenting anything other than the truth.

Within a few days of my arrival as Interim Superintendent/President in late January 2011, I realized that the Southwestern College community had been diligent about addressing all of the Accreditation Recommendations during the prior year and that nearly all of the Recommendations were ready or nearly ready for full resolution by the time I arrived. What was missing was the conduit to pull the pieces together, spearheading action to make all of their efforts realized, if not by March 15, by the end of the spring 2011 semester.

All were aware of the requirement to fully resolve Recommendation Numbers Six, Nine, and Ten by this spring and were ready and prepared to do so. For Recommendation Numbers One, Two, Three, Four, and Eight, the constituent leaders and participants believed they had two full years responding to and resolving these items. Although the necessary work and preparation had been completed to fully resolve all of the remaining Recommendations, the Accreditation Oversight Committee intended to use the spring 2011 semester, to fine-tune operations with the intent of full resolution occurring next fall (occurring within the two-year timeframe). Because the College was ready for full implementation, there was no reason to delay action. As a result, meetings were held with the College leadership groups and we worked the timeline backwards from an anticipated November 2011 site visit and October 2011 final report. Everyone quickly realized that there was no reason to delay the action required to completely address all ten (10) of the Recommendations within the spring 2011 semester, demonstrating commitment and sustainability during the remainder of the two-year timeframe. The institution was ready. Because the detailed work and effort had been completed during 2010, the institution is firmly positioned to move to full resolution on all of the Recommendations, carrying out the work and focusing on continuous improvement.

The College goal is to legitimately and ethically earn the determination of *Full Reaffirmation* as quickly as possible. In reading the College's October 2010 Report, although much dialog and preparation had taken place, there had not been a focused effort to take the next step: action steps. SWC, recognizing they had not taken major action steps at the time of the previous site visit, agreed they were ready and committed to taking immediate action beginning in January 2011, providing documented proof of resolving the Recommendations and moving forward toward continuous improvement. Faculty members, administrators, staff, and students contributed hours of evening and weekend time to provide the Commission with documented proof of reconciliation of the issues. The College also deserves commendation for accepting the Interim Superintendent/ President's guidance and suggestions for putting into action all that had been designed and developed over the past year. It took a leap of faith to believe it could be done, not waiting until October's report to demonstrate full resolution, and recognizing a need to do it now. Many discussions were held at all levels and in many venues in which the constituents

determined that we cannot misrepresent what we are doing or what has been accomplished. Just because we want desperately to be off of probation is not enough, we have to ethically demonstrate that we have earned it.

The College District and community have suffered greatly as a result of having the *Probation* status placed on them, and the intense desire to alleviate the community's perception that SWC had lost their accreditation motivated everyone to expedite the resolution process.

I am sharing this with you because it is important to understand our motivation for diligently addressing all of the Recommendations in an escalated timeframe. Starting with the Office of the Superintendent/President, I can personally and professionally attest that Southwestern College ensures College-wide understanding and full implementation (resolution) of the Accreditation Recommendations by providing:

- An environment of trust in the Office of the Superintendent/President and in senior management overall.
- An environment for improved morale.
- A forthright approach to the collegial consultation/shared decision-making process afforded through Title 5 and the Education Code.
- Institutional leadership for:
 - a structure for an effective and transparent collegial consultation model,
 - a structure for a transparent budget development process whereby institutional priorities generated through Program Review and ranked in order by the Shared Consultation Council drive budget decisions,
 - an integrated Strategic Planning process,
 - an institutional cycle and value for Program Review,
 - an institutional cycle and value for Student Learning Outcomes Assessments and Measurements,
 - an effective Institutional Technology Plan that is integrated with other planning efforts,
 - an effective Staff Development Plan that meets the needs of a diverse teaching and learning environment, and
 - the annual meaningful review of the Mission statement through the Shared Consultation Council.

Evidence will show that the current Governing Board has already publicly demonstrated its understanding of their role in governance. They are committed to the ethical practices required of elected officials showing respect for differing opinions, but maintaining an emphasis on policy development while entrusting the operations of the institution to the Superintendent/President.

LEADERSHIP: My tenure as Interim Superintendent/President at Southwestern College began on Monday, January 24, 2011. This is the sixth Superintendent/President within the past eight years. In the same amount of time, there have been over 12 changes in vice president positions. Even under the best of circumstances, this amount of change would leave its mark. The Commission has previously noted stability in management has to be addressed. However, much of the recent change at the Superintendent/President and vice president levels were necessary to restore stability, collegiality, and to move the College forward. The Governing Board and I are working towards remedying these leadership deficits, providing direction for greater longevity and stability in Southwestern College's senior management. I have agreed to stay on through the end of the fall semester, maintaining continuity and stability, overseeing and guiding the action required to maintain and advance all Accreditation Standards,

and providing general leadership in the integrated Strategic Planning process so that by the time the permanent Superintendent/President is hired in January 2012, all major operations are running smoothly.

SHARED CONSULTATION COUNCIL AND ANNUAL REVIEW OF THE MISSION STATEMENT: Although SWC's Shared Consultation Council (SCC) has been active for many years, meeting monthly, the actual collegial consultation/shared decision-making impact was minimal and marginalized. SCC accepted the Interim Superintendent/President's recommendation to meet weekly, redesigning and enhancing its purpose and operations to serve as a valid and effective shared decision-making model. The newly revised model for shared decision-making is fully operational and is serving as the constituent-based, recommending body to the Superintendent/President. There now exists a clear structure for planning and shared decision-making (diagram included in Response to Recommendation Two). In addition, a comprehensive *Shared Decision-Making Handbook* has been designed to provide support to the collegial consultation process. The faculty who have worked diligently on developing and producing the impressive handbook are to be commended for their insights and efforts.

It is important that the processes and structures that are being strengthened are not "person-dependent." They must be strong and secure and fit with any leadership style. Constituents are confident that the Shared Consultation Council with its new purposes of *Strategic Planning, Issue Management, Policy and Procedure Approval, and College Communication*, and the *Shared Planning and Decision-Making Handbook*, consistent with Board Policy 2515, will serve effectively as the primary leadership entity for the institution. I am also confident that the members understand that "collegial consultation" does not mean that all groups always get what they want but rather that there is a guarantee for respectful dialog, exchange of ideas, and opportunities for feedback and input. This process and commitment to the shared planning and decision-making process ensures that there are no surprises when final decisions are made. The changes surrounding shared planning and decision-making are significant in fully resolving Recommendation Eight.

SCC has also re-implemented an updated *Request for Consultation* form that provides the process and accountability for the dissemination of information to constituent groups. There is also a very strong commitment from the Academic Senate, Faculty (SCEA) and Classified (CSEA) unions, the Associated Student Organization (ASO), Administrators Association (SCCDAA), and the Confidential Employee Group for an effective collegial consultation process that is based on trust and mutual respect. The College community has demonstrated nothing but the utmost desire to regain an environment that experiences a forthright approach to transparency and shared decision-making. As a result of many constituency presentations and much institutional discussion, in fall 2010 the Shared Consultation Council (SCC), through a collegial consultation process, reviewed, vetted and made changes to the Mission Statement. The Mission Statement has been widely disseminated and is on display throughout the SWC campus and in each of the College's Centers. SCC recognizes the value of annually reviewing the Mission Statement and has placed this as an item on the first SCC meeting agenda of each fall semester to attest to the Commission that Recommendation One has been addressed and has been fully resolved.

BUDGET DEVELOPMENT AND PRIORITY-BASED BUDGET ALLOCATION: Although not specifically noted in the original Accreditation Evaluation Report, part of the mistrust noted in Recommendation Eight had to do with the lack of function and transparency in the SWC budget. Previously, the Budget Committee received the prioritized lists from the four vice presidents and made allocation decisions (priority determinations) based on the availability of funding. The Budget Committee also had little to do with the actual budget development process, creating an environment of mistrust. Changes made through the collegial consultation process in the scope and purpose of the Budget Development Committee (see diagram on the following page), have promoted trust and transparency, contributing to resolving Recommendation Eight.

The SWCCD budget overall is healthier than most in light of the critical nature of the impending State reductions. Although controversial for inconsistent internal reporting and lack of transparency in the past, the College District's fund balance and Board reserves are significant and will allow the institution to plan ahead for the next 3-5 years to minimize damage done by severe state budget cuts.

Within 10 days of the arrival of the Interim Superintendent/President, the former Vice President, Business and Financial Affairs resigned. The College has secured an Interim Vice President, Business and Financial Affairs, who has the reputation for competency and collegial budget development processes (transparency).

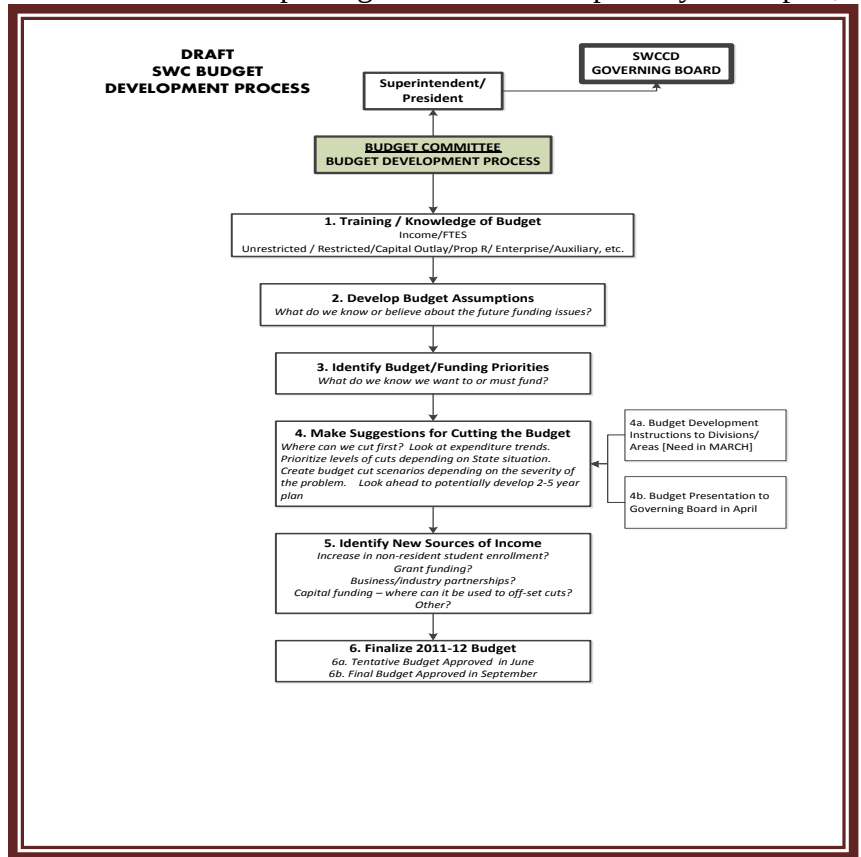
To mitigate speculation regarding inappropriate prior budget decisions, contract awards, and Prop R contracts, in conjunction with the Interim Vice President, Business and Financial Affairs, the Governing Board has approved the recommendation that a comprehensive special audit review take place whereby the College can

dispel rumors and/or correct past problems if found. At this writing, it is unclear how long such a special audit review will take but the important aspect is that the institution is taking direct action to assess and mitigate the speculations and negative perceptions surrounding the budget which will enhance the confidence and credibility of the College's fiscal status.

Faculty leadership for years have disputed fund balance and reserve numbers but received little or no response from the College senior administration. Given that there has been little transparency regarding the budget, speculation and mistrust festers. This mistrust was due to past misunderstanding of the collegial consultation process and integrated strategic planning by past administration. This is being actively addressed to foster a transparent and collegial approach to the budget process.

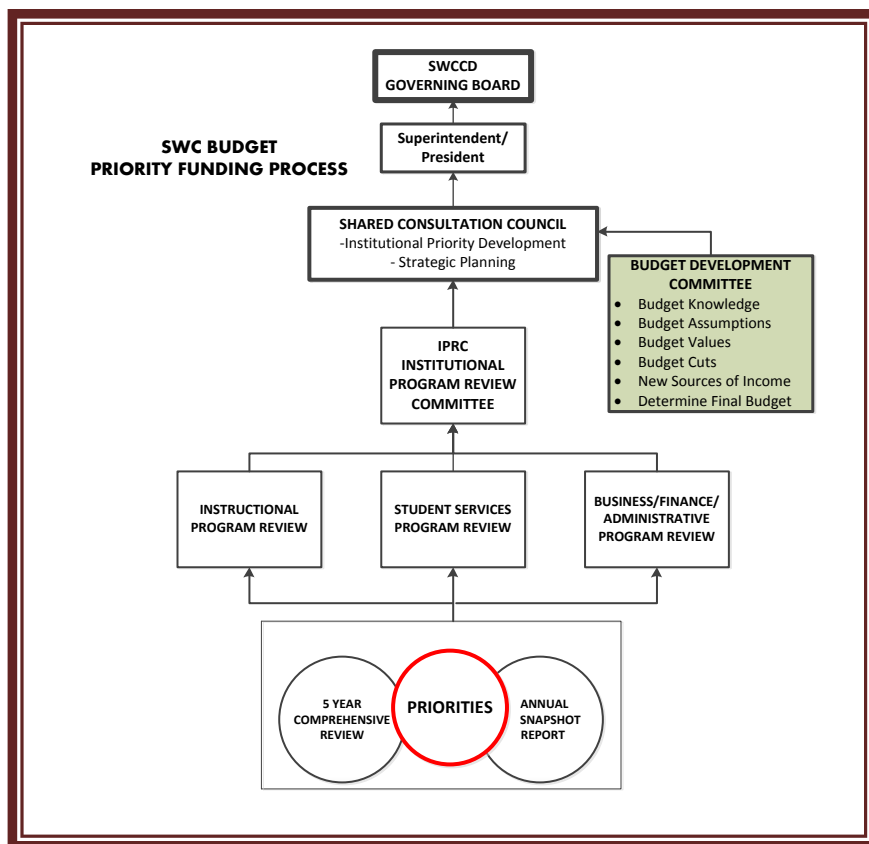
The Budget Committee had been making priority and budget decisions (budget driving the plan). In meeting with College constituent leaders and describing a process in which priorities, generated through Program Reviews and incorporated into planning, drive the budget plan, the College has shifted the Budget Committee's purpose to:

- Provide complete transparency in the budget development process,
- Understand the budget process,
- Review revenue and expenditure trend data for patterns,
- Develop budget assumptions based on State funding projections, FTES projections, mandated costs, etc.,
- Develop budget priorities for funding,
- Identify alternatives for implementing budget cuts,



- Identify options for new sources of income/revenue,
- Provide direction for the budget development process, and
- Provide a finished budget and submit to the Shared Consultation Council for funding college priorities.

The Budget Committee, and other interested individuals, participated in training in February 2011. The Committee is meeting no less than weekly to provide College-wide direction to the budget development process. Efforts for transparency in the budget funding and budget development process have already significantly improved morale and trust in management as well as in the budget committee. These processes are reflected in the charts on the previous page. As the College community goes through this process, I anticipate that a higher level of budget knowledge and involvement will ultimately mitigate former concerns.



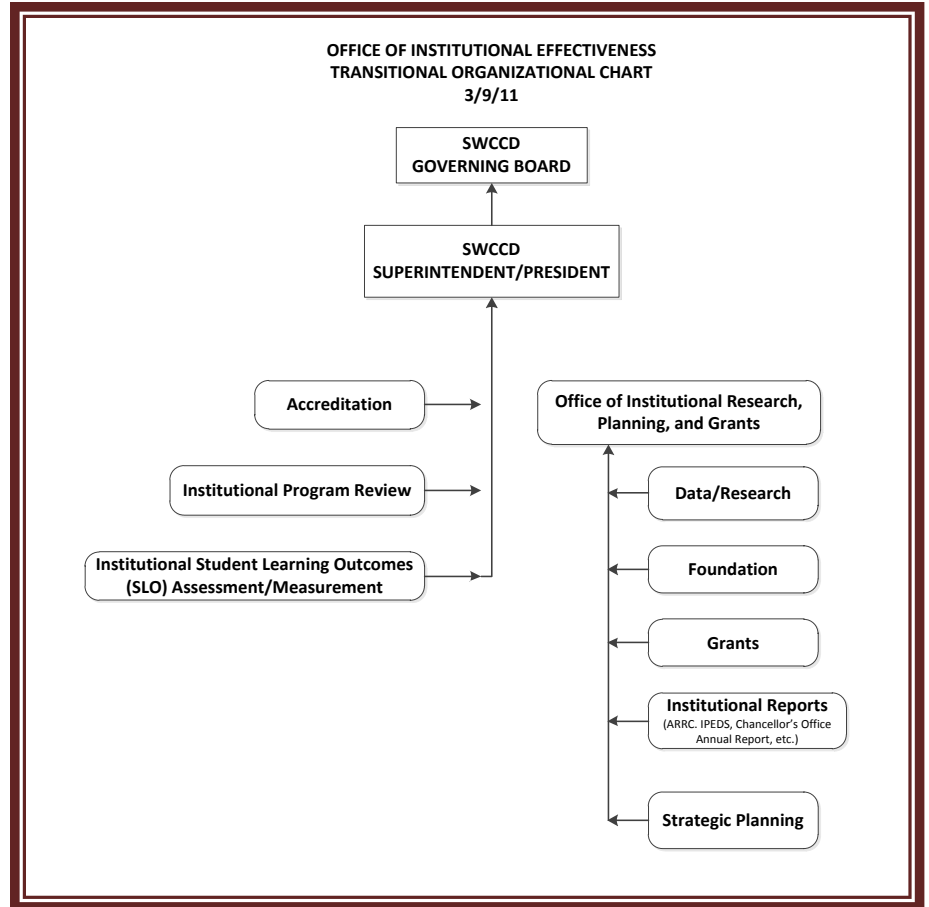
INTEGRATED STRATEGIC PLANNING:

The Commission will continue to find that SWC has a dynamic Strategic Planning process that is co-chaired by the Academic Senate President and the Superintendent/President through the Shared Consultation Council (SCC). A formal structure and sub-structures continue to be utilized to clearly depict the planning processes. Strategic Planning now reports directly to the Superintendent/President. It also is the primary responsibility of the SCC, providing on-going attention and involvement College-wide. The Commission will find that the College community has a clear understanding of the depth and breadth of the strategic planning cycle, how various planning efforts feed into the master plan, and how internal and external data are used for evaluation and continuous quality improvement resulting in a living document that is not shelved or ignored. The College is confident that SWC's integrated planning process is providing direction for College decisions and is sustainable over time. The College also recognizes that the complete integrated planning cycle has not yet been fully realized but action is underway to demonstrate that institutional planning is being effectively implemented, resulting in full resolution of Recommendation Two in the near future, demonstrating to the Commission that our process is working as expected by Accreditation Standards. Integrated planning diagrams are included in the Responses to Recommendations Two, Three, Four, and Eight.

RE-STRUCTURING FOR AN OFFICE OF INSTITUTIONAL EFFECTIVENESS:

It is critical that the Superintendent/President demonstrate clarity about the strategic planning process and take direct responsibility for planning leadership. Approximately seven years ago, the former Office of Institutional Advancement, which centralized all of the planning, data, and program review components, was disbanded. This disruption and decentralization of key planning, data, and research elements, resulted to a large degree, in many of the Accreditation problems facing the institution today. Although data had been used to provide for data-driven decision-making, the lack of leadership left the planning

and follow-up process lacking. Recently, the Shared Consultation Council approved the recommendation that these components be re-centralized into the newly formed Office of Institutional Effectiveness to report directly to the Superintendent/President and includes the following components: research/data, strategic planning, program review, student learning outcomes, grants, development, and the Foundation. At the present time, each of these components report directly to the Superintendent/President, ensuring on-going sustainability of effort. Although the reporting structure may change over time, at this point in the institution's progress in resolving Accreditation Recommendations, having these important components report directly to the Superintendent/President ensures diligent monitoring to assure the Commission that the College is doing exactly what they say they are doing. It is anticipated that structure will be modified after the Shared Consultation Council reviews data as to how other colleges organize such components.



INSTITUTIONAL PROGRAM REVIEW: Program Review is fully institutionalized having all units and areas completing comprehensive Program Reviews or Snapshot Reports during fall 2010 or spring 2011. Although it did not happen quickly, the College clearly understands the “institutional” Program Review concept and has created an integrated cycle whereby all areas complete a comprehensive Program Review over a two-, three-, or six-year period. Having said that, for the Business, Financial, and Human Resources areas, spring 2011 is the first time they have ever participated in a Program Review cycle. Although it was initially discussed that these areas would complete a comprehensive Program Review, it was determined that such a process would lack integrity. During spring 2011, all Business, Financial, and Human Resources areas will complete the Program Review Snapshot Report and go through Program Review orientation/training for the on-cycle comprehensive reports commencing fall 2011.

The College desires to demonstrate action and sustainability by going through the spring 2011 and fall 2011 cycles and area trainings. To this extent, Recommendation Three is “Nearly Resolved” at this point in time. While academic program reviews had been occurring prior to its incorporation into a larger institutional approach, I cannot provide the Commission with an explanation for why it took the institution so long to include all administrative units, but the important consideration now is that all sectors of the College are on-board and current action is occurring to ensure full institutional compliance.

Institutional Program Review is comprised of two aspects: Comprehensive Program Review occurring intermittently over time, and the Snapshot Report, which occurs annually. The concept of annual Snapshot Reports is newly-designed to provide a venue for a brief annual review, along with the

prioritization of needs which will be used in the funding allocation process. Combined, all areas submit some form of Program Review annually as required by the WASC Rubric for Institutional Effectiveness for Program Review.

A full-time faculty Institutional Program Review Co-Chair, with full reassigned time and reporting directly to the Superintendent/President, has been identified to spearhead College-wide Program Review participation. The College understands that the regular fall cycle for Program Review/ Snapshot Reporting allows for institutional priorities to be generated typically in anticipation of the Budget Development process occurring in the following spring. An institutional SLO Assessment/Program Review/ Prioritization/and Budget annual cycle has been adopted, linking the components together in a logical sequence [Note: Diagram A is provided in the Response to Recommendation Three and depicts the Program Review Cycle that is linked to the Shared Consultation Council for funding and allocation]. Because Program Review had not been completed by all non-instructional areas in the past, all non-instructional areas are currently participating in a “transition cycle” by either completing a comprehensive Program Review or a Snapshot Report off-cycle, allowing the College to utilize an SCC-generated Prioritization list (from Program Reviews/Snapshot Reports) for use in the budget cycle this spring. To implement changes in how the budget is developed and allocated, all areas had to have the opportunity this spring to complete their Program Reviews or Snapshot Reports off-cycle.

To provide research, data, and support for full Institutional Program Review efforts (as well as SLO efforts) the Office of Institutional Effectiveness is being provided with additional data/research assistance. A request for an additional full-time Research Analyst is being submitted through the Program Review and prioritization process this spring.

STUDENT LEARNING OUTCOMES ASSESSMENT/MEASUREMENTS: Although you may find that some were completed recently, as required, and with integrity, the institution has fully defined SLOs at the course and program levels in accordance with “Development” status of the Accreditation Rubric by the March 15, 2011 deadline. Furthermore, the Academic Senate and the Faculty Union (SCEA) have publicly voiced commitment for the completion and integration of the SLO Assessment cycle by the 2012 deadline. Although there may continue to be issues regarding faculty work load and compensation, there is no issue regarding the commitment to fully complete and integrate SLO/Assessments into the institutional efforts for continuous improvement.

A full-time Institutional SLO Coordinator has been identified and is responsible for providing leadership for the development and assessment of student learning outcomes College-wide. SLO Assessments may occur in any semester, including summer, so that faculty have the opportunity at any time to review data as to the progress students are making in meeting Student Learning Outcomes. Diagram A is included in the Response to Recommendation Four and depicts the typical spring and fall cycles for SLO Assessment allowing this information to be used in the Program Review and prioritization for funding allocations. Training, workshops, and meetings will continue to be held with instructional and non-instructional departments and divisions ensuring active participation in SLO development and assessment. With the Institutional SLO Coordinator currently reporting directly to the Superintendent/President, the Accreditation Commission can trust that appropriate leadership, guidance, and support is provided to ensure on-going sustainability and integrated use of SLO assessment data for continuous improvement.

INSTITUTIONAL TECHNOLOGY PLAN: SWC has been diligent about Technology Planning in that there have been two plans since 1999. The previous technology issues appear to be around “integrated” planning and action to actually implement the prior plans, in part due to lack of administrative leadership. Certain plan components have been addressed and fully implemented, and some have not.

The Interim Superintendent/President witnessed a lack of leadership in Computer Systems and Services (CSS) and had concerns with the process used to develop the proposed Institutional Technology Plan. Although the initially proposed Institutional Technology Plan was developed and designed starting in spring 2010 and had been presented to constituents in early fall 2010, there was considerable disagreement to the technology planning *process* and objections to having a consultant, and as a result, the plan was stymied. [Note: Had the initial plan been approved by the Academic Senate due to the pressure of time constraints to meet the March 15 Accreditation Report, it never would have been effectively implemented or supported because there were simply too many objections to the manner in which this plan was developed.]

To move the plan to action, it was necessary to suspend Work Group 6 (with support and approval from the Academic Senate and the Shared Consultation Council) in January 2011, allowing a newly assigned Technology Task Team to step back, review the College's draft plan, and former SWC institutional plans, review other college plans, and re-write (as necessary) and re-submit a collegially-designed Institutional Technology Plan to the Academic Senate and the Shared Consultation Council for inclusion in the March 15 Report. The campus community understood the time pressures required to meet the March 15 deadlines, but chose to re-write the previous technology draft plan rather than accept and submit one that had many objections due to the non-collegial *process* used in the plan development. Although it would have been easier to simply accept the submitted written draft plan, the campus community took the more difficult route to ethically produce a dynamic plan that now represents a true collegial plan development process. The Technology Task Team (comprised of faculty, staff, students, and administrators) are to be commended for their phenomenal efforts in producing a quality Institutional Technology Plan. Hundreds of hours were spent in a very short timeframe to produce a quality plan that is now integrated with other planning components and meets College needs. It is a tribute to these individuals for their dedication, expertise, and forthright commitment to imbue the Institutional Technology Plan with integrity.

To mitigate former leadership issues and to assure that the Institutional Technology Plan is not only integrated with other planning processes and the institutional Strategic Plan, but also implemented, monitored, and evaluated, it was recommended to the current Computer Support Services staff and to the Shared Consultation Council (and subsequently approved) that:

1. The area reports directly to the Superintendent/President as an "institutional" entity because decisions made regarding technology ultimately impact every aspect of the College community.
2. The official name of the area becomes "Institutional Technology," representing that technology goes beyond support for computers (while maintaining CSS as a necessary and important component of IT).

I am also working with staff to identify and support an IT organizational structure that provides on-going competency and leadership in providing SWC, its students, faculty, and staff, with state-of-the-art technology. The Director of Institutional Technology (formerly Director of Computer Systems and Services) vacant position is to be hired this spring. With these changes, I am confident that you will agree that Recommendation Six is fully resolved.

STAFF DEVELOPMENT PLAN: SWC's Staff Development Plan and issues were nearly resolved when the Superintendent/President was recently notified by the Commission that Recommendation Seven needed to be fully resolved by the June 1, 2011 extended deadline. The institution decided to take advantage of the extended deadline to present a fully operational Staff Development Plan and a thorough response to the Commission's concerns. I have no concern or hesitation in attesting that Recommendation Seven will be fully resolved to the Commission's satisfaction by the June 1, 2011 submittal deadline.

GOVERNING BOARD: Not unlike the College, the Governing Board has also suffered over the past few years, but the dynamics of the new Board have already set forth a noticeable trusting environment. Not only the College but also the surrounding community had concerns about the leadership and used their electoral vote to make changes. The current Board is unified, respectful of differences, and committed to providing an ethical approach in serving in their elected capacity. As presented in Response to Recommendations Nine and Ten, the Commission will find that the current Board has moved forward, demonstrating sustainability in adhering to Standard IV.

FINAL THOUGHTS: It is difficult for me to describe what I found when I arrived. I have not experienced the wave of negativity or depression that members of the College and community refer to, due to past non-transparent, non-collegial consultation, and other detrimental practices; but I feel their wounds.

What does exist is a faculty, staff, student, administrative, and College effort to address diligently and with integrity, resolution of the Accreditation Recommendations, in spite of tremendous operational and leadership challenges.

What I have witnessed is a College community that did not allow the negativity surrounding them, to interfere with the teaching and learning environment. What you will witness is a College and community that now have *hope*—*hope* that will lead to trust as they witness for themselves changes in the Governing Board, the Superintendent/President, and senior management, honoring collegial consultation, and respectfully working together to address and resolve institutional issues.

I submit this report to you with pride for the College community, and look forward to meeting with you in April.

If there is anything I can do to provide you with additional information, please let me know.

Denise Whittaker
Interim Superintendent/President, Southwestern College



CERTIFICATION OF ACCREDITATION FOLLOW-UP REPORT

March 14, 2011

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Southwestern Community College District
900 Otay Lakes Road
Chula Vista, CA 91910-7299

The Accreditation Follow-Up Report is submitted for the purpose of addressing the recommendations cited in the Commission letter and providing a statement of progress on those recommendations.

We certify that there was broad participation by the College community, and we believe the Follow-Up Report accurately reflects the facts and events herein described as of March 12, 2011. Facts and events after March 12, 2011 will be addressed in an addendum to this Follow-Up Report.

Signed:

Tim Nader, Governing Board President

Denise Whittaker, Interim Superintendent/President

Angelina E. Stuart, Academic Senate President

Ron Vess, Accreditation Oversight Committee Faculty Co-Chair

Terry Davis, Southwestern Community College District Administrators Association

Bruce MacNintch, President, California School Employees Association

Andrew MacNeill, President, Southwestern College Education Association

Manuel R. López, Jr., Associated Student Organization President, Student Trustee

Mink Stavenga, DBA, Accreditation Liaison Officer

1. STATEMENT OF REPORT PREPARATION:

This report is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in response to the Action Letter dated January 29, 2010 whereby Southwestern College was placed on probation [1.1]. The College has addressed all ten recommendations and either resolved the issue or developed an action plan that defines when it will be fully resolved as required by the Commission and welcomes the opportunity to discuss these accomplishments. A list of acronyms used throughout this Report can be found in the Appendix section as Appendix A.

After receiving the initial Action Letter on February 1, 2010, town hall forums were scheduled at the Chula Vista campus and each Higher Education Center (HEC) campus to assist with disseminating the findings and recommendations of the Commission to the College community, students, and community at large [1.2]. The College Superintendent/President, a Cabinet member and/or the Accreditation Liaison Officer (ALO) attended each forum to discuss the recommendations and answer questions raised by the College community. All constituent groups mobilized to resolve the recommendations outlined in the Evaluation Report.

To address the inquiries the College began to receive regarding its probationary status, the existing website was updated with relevant information. This information was made available to the internal and external community. Other relevant areas of the website have continued to be updated as new information becomes available.

A committee of key College personnel was convened to assist in addressing the recommendations and findings cited in both the Action Letter and the Evaluation Report. The Accreditation Liaison Officer (ALO) worked with the Academic Senate President (AS President) and the Vice President for Academic Affairs (VPAA) to identify faculty, staff, students, and administrators to serve on this committee [1.3]. The members selected represent a cross-constituency of individuals who hold historical College reference, previously worked on the self-study, have prior experience working on Accreditation Teams, and/or co-chaired Steering Committees.

The Committee held the first meeting on February 4, 2010 and achieved the following outcomes [1.4]: 1) committee composition [1.5]; 2) name; 3) purpose, mission, and vision statement [1.6]; 4) formation of work groups to address the ten (10) individual ACCJC recommendations [1.7]; and 5) preparation of the meeting schedule [1.8].

The mission and vision statement of the Accreditation Oversight Committee (AOC) were adopted as follows:

Mission: Oversight and coordination of Southwestern College's ongoing accreditation process; development and review of responses to ACCJC recommendations and action plans.

Vision: Achieve ongoing reaffirmation of accreditation.*

*This vision statement was subsequently changed in September 2010 to read as follows:

Ensure that the College is meeting the ACCJC Standards to achieve ongoing reaffirmation of accreditation.

The composition of the Accreditation Oversight Committee (AOC) includes co-leads for each respective work group and work group members representing all constituencies. To ensure broad

representation, and to start re-building an environment of trust and respect, each constituency group was asked to appoint its own representatives. The initial members were as follows (full titles of members are listed in the appendices):

Mink Stavenga, Accreditation Liaison Officer
(AOC Co-Chair)

Angelina E. Stuart (Faculty)

Diane Gustafson (Faculty)

Philip Lopez (Faculty)

Michele Fenlon (Classified)

Kathy Tyner (Administrator)

Randy Beach (Faculty)

Margie Stinson (Faculty, SLOs)

Angelica Suarez (Administrator)

Nicholas Alioto (Administrator)

Gilbert Songalia (Student)

Ron Vess, Faculty

(AOC Co-Chair)

Valerie Goodwin-Colbert (Faculty)

Alexis Davidson (Faculty)

Mia McClellan (Administrator)

Bruce MacNintch (Classified)

Terry Davis (Administrator)

Kimberlie Rader (Confidential)

Marsha Rutter (Adjunct Faculty)

Mark Meadows (Administrator)

Michael Kerns (Administrator)

Veronica Burton (Faculty)

There has been some change in composition of the membership as new leaders of the constituent groups came on board for the 2010–2011 academic year. A list of current members of the AOC is also shown in the appendices.

The AOC formed ten work groups to address the ten recommendations identified in the Action Letter. Co-Leads and members for each work group were identified by the AOC, and faculty, staff, administrators, and students were invited to join any work group in which they had interest in participating. Work groups interpreted the recommendation, planned strategy, and developed a meeting schedule and timeline. In addition, the Accreditation Office prepared guides for the work groups to follow as they addressed each recommendation [1.9].

The AOC was established as an official standing committee of the College and on February 18, 2010 was moved under the Shared Consultation Council (SCC), the College's shared planning and decision-making committee [1.10]. A process for recommendation, communication, and approval was developed by the members [1.11]. This approval process included the work groups, AOC, SCC, Cabinet, and finally the Governing Board when appropriate. The Governing Board's role in the approval process was to act as a policy-making body. This clarified the shared planning and decision-making process.

On March 1, 2010, a special Governing Board meeting was held to update the Board on the findings of the Accrediting Commission and describe the plan and timeline developed by College leaders to address each of the recommendations by their respective due dates. The update was provided by the ALO and Faculty Co-Chair [1.12]. Subsequent status reports were provided to the Governing Board by the AOC Co-Chairs at special Board meetings on April 28, 2010 [1.13] and February 5, 2011 [1.14], as well as regular Board meetings on July 14, 2010 [1.15] and September 8, 2010 [1.16]. During the July Governing Board meeting, Board members requested a status report of the College's response to Recommendation Six regarding Technology. This update was provided to the Governing Board at its August 11, 2010 meeting. In addition, a one-hour Accreditation Presentation was made to the entire College during the Opening Day Program [1.17] on August 16, 2010.

Numerous actions were taken to assure transparent processes and communications. AOC minutes and agendas were posted to the Outlook email system [1.18], the College website [1.19], and BlackBoard [1.20]. The Superintendent/President provided accreditation updates to the College community and

the community-at-large [1.21]. The Governing Board highlighted the accreditation progress and accomplishments in its monthly GB News [1.22]. The ALO and the Community & Media Relations Office prepared a variety of communiqués to keep the College community informed and up-to-date [1.23]. Constituencies were updated and informed through their respective representatives on the work groups and the AOC. The College website was the central location in which to post all communications, reports, newsletters, and minutes in order to make information accessible.

The AOC meetings were occasions for robust dialogue. Bringing everyone to the table to work through issues brought constituency points-of-view to the forefront. Although agreement was sometimes difficult to reach, and topics were sometimes brought back for further discussion, committee members exhibited commitment to the process. The AOC met throughout the academic year on the second, third, and fourth Wednesdays of each month.

It became evident to the AOC that all of the Commission's recommendations, even though addressed individually, are interdependent. It was determined that the review of the mission statement, integrated planning, and program review should be addressed together by combining work groups 1, 2, and 3. Details of these activities are described in subsequent sections of this March 15, 2011 Follow-Up Report.

The ALO recognized the need to continue AOC meetings during the summer session when most faculty would be off-contract [1.24]. Funding was identified and provided for faculty to participate in the AOC meetings during the summer. AOC summer meetings were conducted twice a month so that the rate of progress could be maintained.

The individual work groups assigned to address the recommendations due by March 15, 2011 submitted their draft reports on January 18, 2011. These drafts were initially distributed among the AOC members for input and comments. The drafts were constantly updated as progress was made and a Pre-Final Draft of this Follow-Up Report was distributed to the constituent groups on February 25, 2011.

The Office of Accreditation was responsible for forwarding all input to each work group co-lead for discussion and/or inclusion. Constituent group members were encouraged to direct their comments and suggestions to the Accreditation Office.

The timelines for final completion and approval of the report are attached [1.25]. The Governing Board reviewed and accepted this Follow-Up Report at the March 9, 2011 Governing Board meeting. After final edits were completed and supporting evidence was collected, the Governing Board President and the Interim Superintendent/President (I S/P) provided their signatures on March 12, 2011.

Throughout the process of preparing this report the ALO consulted regularly with ACCJC staff for clarification and direction. The AOC Co-Chairs held regular meetings with the Superintendent/President to seek advice, communicate progress, and solicit input [1.26]. In addition, consultants from Professional Personnel Leasing, Inc. (PPL) were retained in early September, 2010 [1.27] to provide suggestions and advice regarding this Follow-Up Report, and to provide accreditation assistance to the College as it worked to resolve all ten recommendations by March 15, 2011.

Although there was a leadership change with the resignation of Superintendent/President Raj K. Chopra on November 30, 2010 this transition did not impede progress resolving the recommendations. The Superintendent/President position was temporarily filled by vice presidents who had been directly involved with the AOC since its initial formation in March of 2010.

Interim Superintendent/President (I S/P) Whittaker was specifically selected by the Governing Board for her experience and expertise with the ACCJC accreditation standards and her primary charge was to lead the effort to achieve reaffirmation of accreditation [1.28]. The I S/P was selected and took office on January 24, 2011 and immediately planned for a joint meeting of the AOC and the Shared Consultation Council to identify any areas, or gaps, in the recommendations that needed to be addressed in order to resolve the recommendations before the March 15 Follow-Up Report. A College-wide summit, hosted by the AOC and SCC, was held on February 10, 2011. Summit I was extremely successful in terms of attendance and outcomes. The College community was invited and over one hundred College and community members actively participated in this evening summit. During the evening, participants identified remaining action items toward resolution of recommendations. This venue was another step in regaining a sense of collegiality, unity, and improved morale. Summit II will be held on March 24 and will be another opportunity to report on the completion of action items and continue to foster collegiality and improved campus climate [1.29].

In addition, the I S/P arranged for a Governing Board Study Session on February 16, 2011, and fully resolved the two issues related to the Governing Board (Recommendations Nine and Ten). More detail on this Governing Board Study Session is provided in the sections related to Recommendations Nine and Ten.

Denise Whittaker
Interim Superintendent/President, Southwestern College

EVIDENCE:

Section 1	
#	Evidence Cited
S of P	
1.1	ACCJC Action Letter: January 29, 2010
1.2	Town Hall Forums
1.3	VPAA Accreditation Email Invitation
1.4	AOC Minutes: February 4, 2010
1.5	AOC Committee Composition (February 2010)
1.6	AOC Vision Statement
1.7	AOC Work Group Composition
1.8	AOC Weekly Activity Calendar
1.9	AOC Work Group Guides
1.10	SCC Agenda and Minutes: February 18, 2010
1.11	AOC Recommendation, Process, and Approval Chart
1.12	Governing Board Presentation: March
1.13	Governing Board Presentation: April
1.14	Governing Board Presentation: February 2011
1.15	Governing Board Presentation: July
1.16	Governing Board Presentation: September

1.17	AOC Opening Day Presentation
1.18	Public Folders: Accreditation
1.19	SWCCD Accreditation Link
1.20	SWCCD BlackBoard Accreditation Organization Link
1.21	Community Updates: Dr. Chopra
1.22	Governing Board Newsletters
1.23	CMR Communications: Outlook, General
1.24	AOC Agendas and Minutes: Summer Meetings
1.25	Follow-Up Report Project Timeline
1.26	ALO—Superintendent/President Meeting Agendas
1.27	Governing Board Agenda—PPL Contract Approval: September 8, 2010
1.28	Denise Whittaker Selection Flyer
1.29	AOC/SCC Summit Agenda

2. RESPONSES TO TEAM RECOMMENDATIONS:

The College's response to the Accrediting Commission Recommendations follows below.

a. RECOMMENDATION ONE:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends that the college systematically and regularly evaluate and update the mission statement; assure that it defines the college educational purposes, its intended student population, and its commitment to student learning; and use it to guide institutional decisions and improvement goals [1.A.3; 1.B.2; 11.A.1].

1. RESOLUTION OF RECOMMENDATION ONE: RESOLVED

Southwestern College systematically and regularly evaluates and updates the Mission Statement assuring that it defines the college educational purposes and its intended student population, and its commitment to student learning. A formal structure has been implemented to ensure the annual review is completed. It is reviewed at the first meeting of the fall semester by the Shared Consultation Council, revised if needed, and is used to guide institutional decisions and the improvement of goals.

ACTION DEMONSTRATING RESOLUTION: District Policy 1200: Mission and Values, was revised [2.a.1] and approved by the Shared Consultation Council (SCC) on November 18, 2010 [2.a.2] and by the Governing Board on February 9, 2011. The College Mission is reviewed annually by the Shared Consultation Council, disseminated and vetted to constituent groups, and serves as the guide to institutional planning and decision-making. It is visibly placed on the agendas of our major collegial consultation committees and councils. The Mission Statement posters have been widely disseminated on campus and at all of the Centers and are visibly located throughout the buildings.

ESTABLISHED INITIAL WORK GROUP 1: MEMBERS

Lisa Ballesteros*(Faculty)
Alexis Davidson (Faculty)

Viara Giraffe* (Administrator)

*Work Group Co-Leads

As progress was made with this recommendation it became evident during the spring of 2010 that Recommendations One, Two, and Three were inextricably linked. In order to achieve integration

Work Groups 1, 2, and 3 realized a need to merge. To that end, a new Work Group was established in June, 2010 and became Work Group 123.

WORK GROUP 123 MEMBERS

Valerie Goodwin (Faculty)
Patti Larkin (Administrator)
Angelica L. Suarez* (Administrator)
Kathy Tyner (Administrator)

Linda Hensley* (Faculty)
Angelina Stuart* (Faculty)
Dawn Taft (Classified)
Ron Vess (Faculty)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

Southwestern College has a board-approved mission statement that is published in the catalog and on college business cards (I.A.2). The statement by itself, however, is vague and does not define the college's education purposes or intended student population. The commitment to student learning is stated as a commitment to providing an appropriate learning environment (I.A.1). The mission statement therefore lacks the specificity needed to make it a usable touchstone for determining the appropriateness of student programs and services. Some information about the college's education purposes, such as meeting the needs of under-prepared students and developing career skills, is provided in the district policy (I.A)

There is also no documented process about how the statement is reviewed, the criteria used to evaluate it, or a cycle that ensures its regular review (I.A.3).

Due to the vagueness of the mission statement and the lack of ongoing college planning, the college's assertion that the mission is central to institutional planning and decision making could not be corroborated. The college's interpretation of using the mission statement for planning is instead the identification of the need to make the mission statement more visible. This supposes that the college community is either unaware of the mission of the college, or, once aware, will automatically consider the mission in all subsequent planning. A more concrete process needs to be established for using the mission to provide parameters for institutional plans and decisions (I.A.4).

The College acknowledges and accepts the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION ONE:

2. DESCRIPTION OF PROGRESS:

Work Group 1 was established in February with membership that included faculty and staff. Work Group 1 operated with the same membership throughout the spring 2010, and merged with Work Groups 2 and 3 in summer 2010.

The groundwork conducted by the initial work group included the following:

- A. Reviewed the WASC Evaluation Report Findings and California Education Code. The group learned that there are three items that WASC requires a community college mission statement to address: a) intended student population, b) broad educational purposes, c) commitment to achieving student learning based on Education Code 66010.4.
- B. Reviewed mission statements from nine other colleges who had received reaffirmation of accreditation to identify key items that should be incorporated into the SWC Mission

Statement. The following college's mission statements were reviewed: American River College, Chabot College, Citrus College, Cosumnes River College, Folsom Lake College, Las Positas College, Napa Valley College, Sacramento City College, and Santa Barbara City College.

Throughout this process, the work group learned that there has been a fundamental shift in Mission Statements—a shift from short, business models to longer more educationally—based statements that reflect the fact that community colleges are public institutions of higher learning as stated in California Education Code. Consequently, community colleges are moving away from developing mission statements that resemble the business model approach.

- C. Developed proposed revision language for the existing District Policy 1200: District Mission and Philosophy for consultation [2.a.3]. The revised Mission statement included three components: a) Mission Statement, b) Commitment to Achieving Student Learning, and c) Institutional Values. A “Talking Points” handout was developed outlining how these areas are linked to existing planning documents [2.a.4].

On June 23, 2010, the Accreditation Oversight Committee voted to combine Work Groups 1, 2, and 3 [2.a.5]. The combined group was named Work Group 123.

During the summer 2010, the informal consultation process started on the draft mission statement. The following actions took place:

- A. May 14, 2010 [2.a.3]: Draft Mission and Talking Points documents were distributed by email College-wide for preliminary review and input.
- B. August 13, 2010 [2.a.6]: Vice President for Academic Affairs, Vice President for Student Affairs, and Academic Senate President requested that the College community review and provide input on the draft mission statement during School/Center meetings.
- C. August 16, 2010 [2.a.7]: Draft Mission Statement was presented during the Fall Opening Day Ceremony for review and input.

During the fall 2010 and spring 2011 semesters, a subgroup of work group 123 spearheaded by the AS President and the VPSA engaged in the formal consultation process/dialogue on the draft mission statement. The following actions took place:

- A. October 27, 2010 [2.a.8]: At the AOC meeting, AS President and VPSA presented the expanded plan for formal consultation to the AOC and requested approval. AOC approved the expanded process for consultation. The expanded process included target presentations and opportunity for dialogue with the various constituent groups.
- B. October 27, 2010 [2.a.9]: The Formal Consultation Request form, accompanied by the draft mission statement was e-mailed to all constituent groups (e.g., Academic Senate, CSEA, SCEA, ASO, SCCDAA, Deans Council) with a deadline of December 1, 2010.
- C. November 4, 2010 [2.a.10]: VPSA presented to the Higher Education Center in National City at the regular faculty and staff meeting with opportunity for dialogue and feedback.
- D. November 9, 2010 [2.a.11]: AS President and VPSA presented to the Academic Senate for first reading, with opportunity for dialogue and feedback.

- E. November 10, 2010 [2.a.12]: AS President and VPSA to the Deans Council with opportunity for dialogue and feedback.
- F. November 11, 2010 [2.a.13]: VPSA presented to the Higher Education Center in Otay Mesa at the regular faculty and staff meeting with opportunity for dialogue and feedback.
- G. November 16, 2010 [2.a.14]: AS President and VPSA presented to the Academic Senate for second reading (approval), with opportunity for dialogue and feedback. The Academic Senate voted to approve the draft mission statement.
- H. November 16, 2010 [2.a.15]: AS President and VPSA presented to the College Management Team with opportunity for dialogue and feedback.
- I. November 18, 2010 [2.a.16]: AS President and VPSA presented to the Shared Consultation Council for formal approval. The Shared Consultation Council voted to approve the draft mission statement.
- J. November 22, 2010 [2.a.17]: AS President presented to the CSEA Executive Board with opportunity for dialogue and feedback.
- K. November 30, 2010 [2.a.18]: AS President presented to the Associated Student Organization Executive Board with opportunity for dialogue and feedback.
- L. December 1, 2010 [2.a.19]: AS President and VPSA presented to the Governing Board Agenda and Policy/Procedure Review Committee (GBA&PPRC) for approval. The GBA&PPRC voted to approve the draft mission statement.
- M. December 14, 2010 [2.a.20]: The AOC voted to approve the draft mission statement.
- N. December 14, 2010 [2.a.21]: Cabinet reviewed and approved the draft mission statement.
- O. January 19, 2011 [2.a.22]: District Policy 1200: Mission and Values was submitted to the Governing Board for first reading.
- P. February 9, 2011 [2.a.23]: District Policy 1200: Mission and Values was submitted to the Governing Board for second reading (approval). The Governing Board voted to approve District Policy 1200: Mission and Values.

During the consultation phase with the various constituency groups, the dialogue included the connection between the stated mission, institutional values, strategic priorities (and action items) and the assessment and evaluation phase, which include institutional performance indicators, student learning outcomes, and institutional program review. As an example, revision to the draft mission and values was made to include “shared planning and decision making”—an institutional value outlined in our strategic priorities. As we focused on the linkage between our mission and values, and strategic priorities, it was evident that they were clearly reflected and integrated with our institutional performance indicators and student learning outcomes.

The approved District Policy 1200: Mission and Values underwent several revisions to ensure that it more clearly reflected the current priorities and values of our College in serving the student population in Southern San Diego County.

Once the new District Policy 1200 was approved, a marketing campaign was initiated to promote the Mission and Values throughout the District. This included displaying the Mission and Values on the College website, in all publications, and in highly visible areas in the District.

3. ANALYSIS OF RESULTS:

The College Mission is reviewed annually and updated as necessary at the SCC retreat in August. As part of the integrated planning cycle to correspond with strategic planning timelines, a comprehensive review is conducted [2.a.24]. The criteria for the evaluation of the College Mission is based upon and linked with the established institutional performance indicators and Institutional Student Learning

Outcomes (ISLOs). There is commitment, awareness and understanding that decisions must be based on the College Mission.

4. ADDITIONAL ACTION PLANS:

The integrated planning process, with the Mission at the heart of the process, links the Strategic Plan, Institutional Program Review, Institutional Performance Indicators and Student Learning Outcomes with the annual budget process. All of the policies and procedures to implement this process are now in place. The College will complete a full cycle of implementation and evaluate the effectiveness of these changes in the 2011–2012 Academic Year.

As part of our cyclical strategic planning process, forums will continue to be held with participation by the College community; another presentation has been planned for the Opening Day Ceremony for fall 2011.

Results of this dialogue will be widely communicated. The SCC will review and analyze the results at its September 2011 meeting and incorporate any changes to the Mission as appropriate and submit any proposed changes to the I S/P and to the Governing Board for adoption. This annual review of the mission will take place every year at the September SCC meeting.

The College has fully resolved this recommendation.

5. EVIDENCE:

SECTION 2.a	
2.a	Evidence Cited
2.a.1	District Policy 1200: Mission and Values
2.a.2	November 18, 2010 Agenda/Minutes: Shared Consultation Council (SCC)
2.a.3	May 14, 2010 Email to College community: Review of Mission Statement
2.a.4	August 13, 2010: Mission Statement Talking Points
2.a.5	June 23, 2010 Agenda/Minutes: Accreditation Oversight Committee (AOC)
2.a.6	August 13, 2010 Memo from VPAA: Review of Draft Mission
2.a.7	August 16, 2010 Opening Day Presentation
2.a.8	October 27, 2010 AOC Agenda/Minutes/Attachment on Mission consultation process
2.a.9	October 27, 2010 Email/Attachments: Formal request for consultation
2.a.10	November 4, 2010 Agenda: HEC National City Staff Meeting
2.a.11	November 9, 2010 Agenda/Minutes: Academic Senate Meeting
2.a.12	November 10, 2010 Agenda: Deans' Council
2.a.13	November 11, 2010 Agenda/Minutes: HEC Otay Mesa Staff Meeting
2.a.14	November 16, 2010 Agenda/Minutes: Academic Senate Meeting
2.a.15	November 16, 2010 Agenda/Minutes: College Management Team
2.a.16	November 18, 2010 SCC Formal Approval of Mission Statement
2.a.17	November 22 2010 AS President Calendar shot: CSEA Meeting
2.a.18	November 30, 2010 Agenda/Minutes: ASO Executive Council
2.a.19	December 1, 2010 Agenda/Minutes: GBA&PPRC
2.a.20	December 14, 2010 Email: AOC approval
2.a.21	December 14, 2010 Calendar: Cabinet Meeting
2.a.22	January 19, 2011 Agenda/Minutes: Governing Board
2.a.23	February 9, 2011 Agenda/Minutes: Governing Board
2.a.24	Integrated Planning Chart

b. RECOMMENDATION TWO:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends that the college establish and implement a collegial and comprehensive planning process that assures improvement in student learning. Such a process integrates the various college plans; is informed by quantitative and qualitative data and analysis; systematically assesses outcome within both instruction and noninstructional services; and provides for an ongoing and systematic cycle of goal setting, resource allocation; implementation, and evaluation [Eligibility Requirement 19; Standards 1.B.2; 1.B.3.; 1.B.4; 1.B.7; 111.A.6; 111.B.2.a; III.B.2.b].

1. RESOLUTION OF RECOMMENDATION TWO: NEARLY RESOLVED

A collegial and comprehensive integrated planning process that utilizes quantitative and qualitative data for trend analysis and unit/area assessments, assuring improvement in student learning is designed and operational. Through SCC, the annual systematic planning cycle includes internal and external data, a review and modification of goals, prioritization of needs through Program Review/Annual Snapshot Report, resource allocation, and evaluation.

ACTION DEMONSTRATING RESOLUTION: It was agreed through consultation that the Shared Consultation Council (SCC), formerly the College Leadership Council (CLC), serve as the *point in the decision-making process that considers all of its plans, determines how to align them and which ones it will commit to, determines the sequence in which they might best be achieved, sets priorities, and allocates resources and responsibilities to achieve the needed changes by determined dates.* [Source: *Integrated Planning to Implement College Quality Improvement*, ACCJC News Fall 2009]. The Shared Consultation Council (SCC) provides the following infrastructure to oversee program review, develop institutional plans, and set budget priorities. The Institutional Program Review Committee (IPRC) funnels requests generated through the program review process to the appropriate Committee outlined below, which then forwards the request to the working committee. The committees listed below form an integrated structure which will be described in more detail on the following pages.

- **Strategic Plan and Accreditation Oversight Committee**
 - Oversees the Institutional Strategic Plan and accreditation
 - Strategic Planning is Co-Chaired by Director of Research, Planning, & Grants (RPG) and the Academic Senate President
 - The Accreditation Oversight Committee (AOC) is Co-Chaired by Accreditation Liaison Officer & a tenured faculty member
- **Institutional Program Review Committee and Student Learning Outcomes/Assessments**
 - Oversees the Institutional Program Review process
 - Co-Chaired by Dean of Instructional Support Services (ISS) and Academic Senate Vice President
 - SLO Coordinator oversees the SLOs/AUOs
- **Educational Planning Committee**
 - Oversees the Educational Master Plan and Enrollment Management plans and related budget priorities
 - Educational Master Plan is Co-Chaired by Director of Facilities and Faculty member
 - Enrollment Management Committee is Co-Chaired by the Dean of ISS & the Presiding Chair of the Council of Chairs

- **Human Resources Committee**

- Oversees the Human Resources Plan, Staff Development Plan, and related budget priorities
- Human Resources Plan Committee is Co-Chaired by Vice President for Human Resources (VPHR) or designee and Faculty member
- Staff Development Plan Committee is Co-Chaired by the VPHR and the Staff Development Coordinator

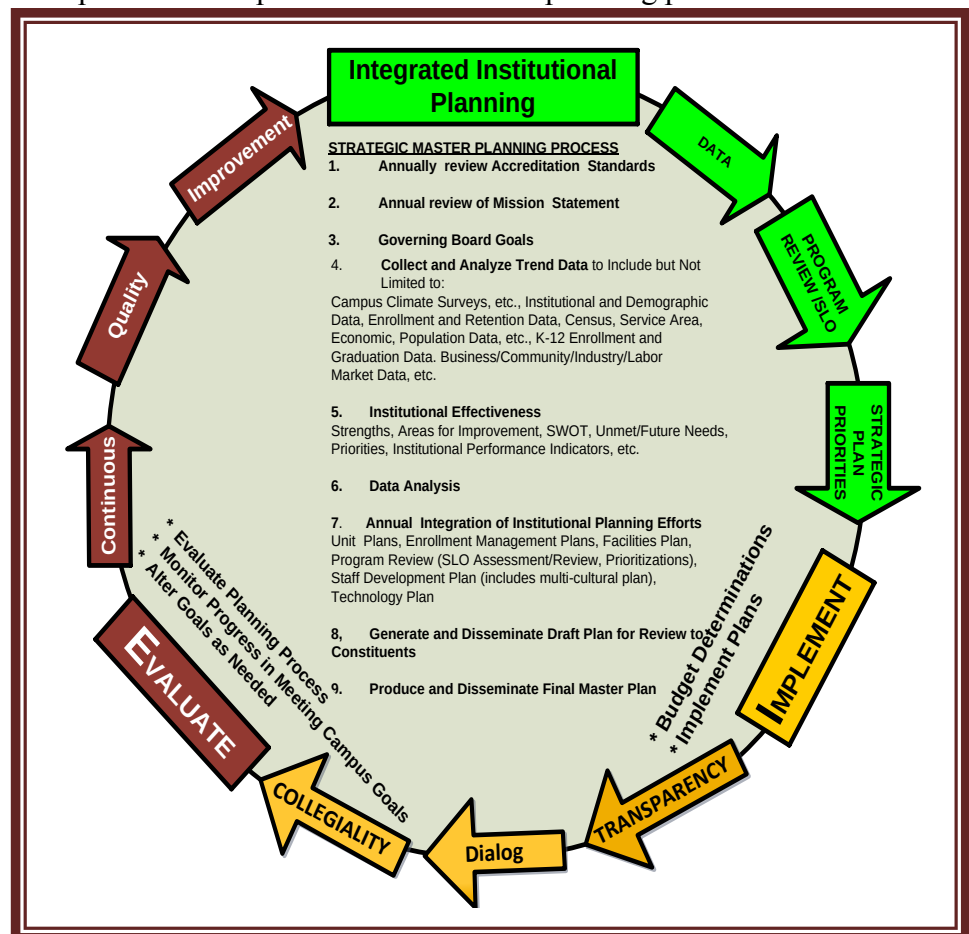
- **Technology and Facilities Committee**

- Oversees the Technology Plan, implementation & prioritization and related budget priorities, and the Master Facilities Plan & Construction Projects and related budget priorities
- The Technology Plan is Co-Chaired by Vice President for Business and Financial Affairs (VPBFA) or designee and Faculty member
- The Master Facilities Plan is Co-Chaired by VPBFA or designee and a Faculty member

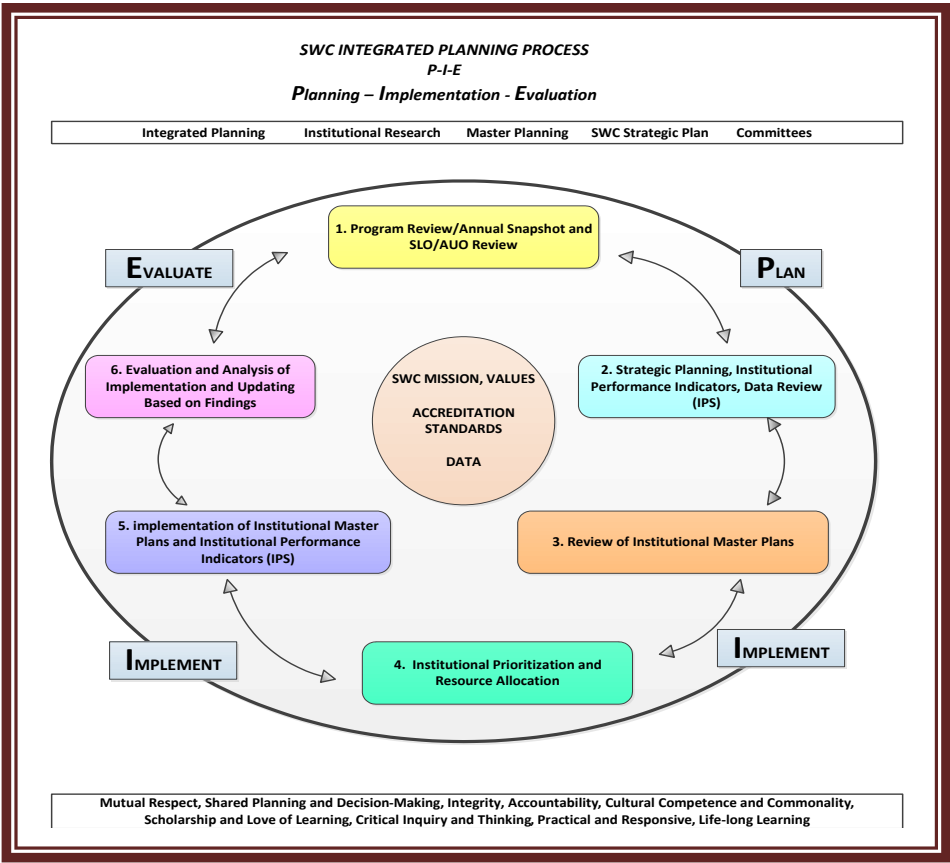
In addition to the planning committees listed above, the newly revised Budget Committee develops the institutional process that integrates budget with planning, establishes budget assumptions, sets funding values, conducts budget development, and submits the final budget allocation for use by the Shared Consultation Council in priority allocation.

For purposes of ensuring that the college community as a whole clearly understands the strategic planning process, and for depicting this process in a visual form, the Shared Consultation Council designed and approved graphic “layers” which represent the depth and breadth of the planning process.

The overall leading diagram is shown to the right and is represented and known as “P-I-E”: Planning, Implementation, and Evaluation. This process is cyclical, comprehensive, based on data, and is evaluated for continuous quality improvement and institutional effectiveness. Presentations to the College regarding this integrated strategic planning process continue to be made, ensuring College-wide understanding of the planning process.

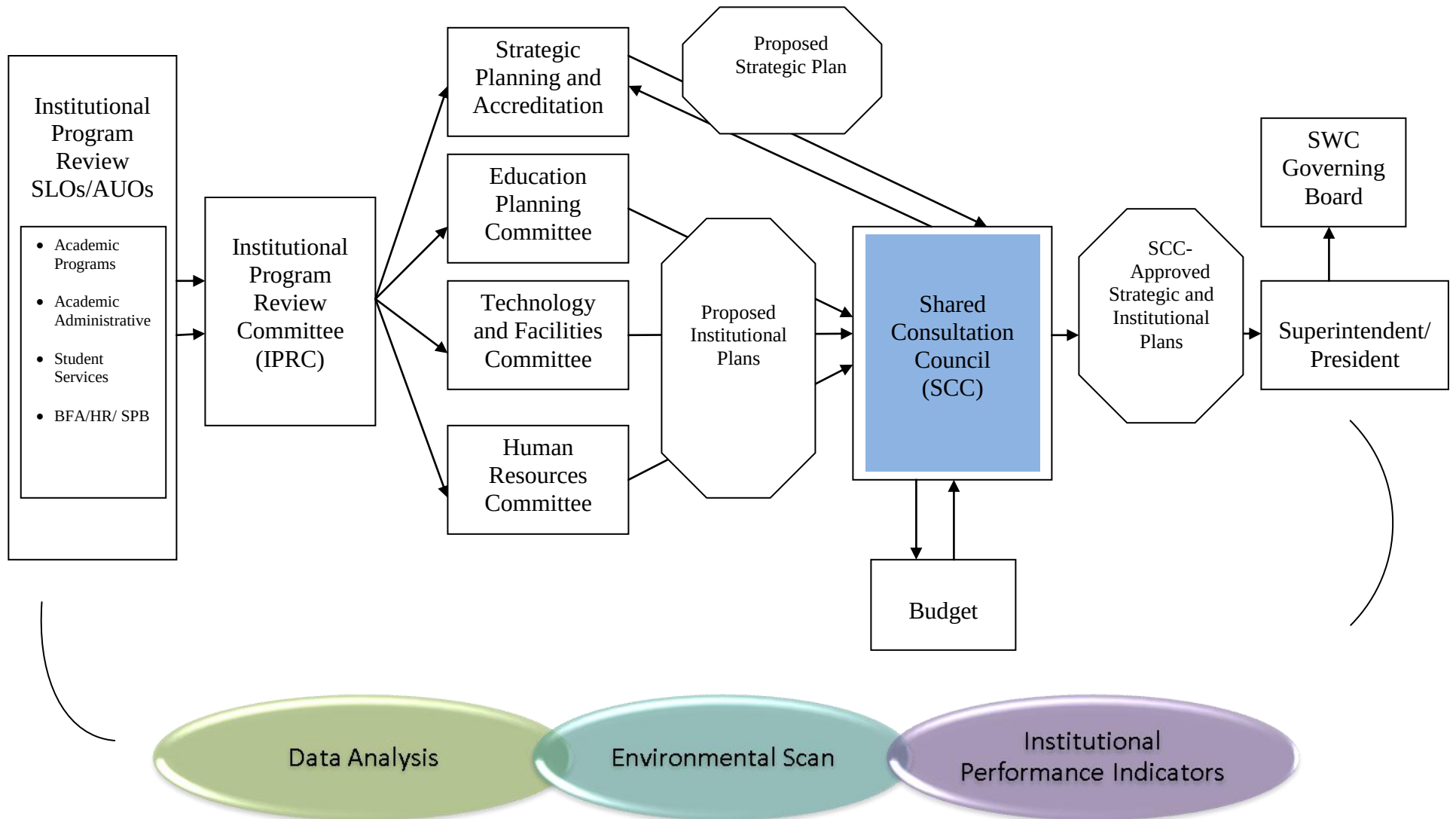


The diagram below depicts the next layer in the SWC planning process, providing greater SWC detail and with a direct connection with our planning goals.



The conceptual design for the integrated planning and institutional program review processes (as shown on the following page) was approved by the AOC and SCC [2.b.1]; [2.b.2] and has been vetted by the College community and constituent groups via the formal consultation process [2.b.3].

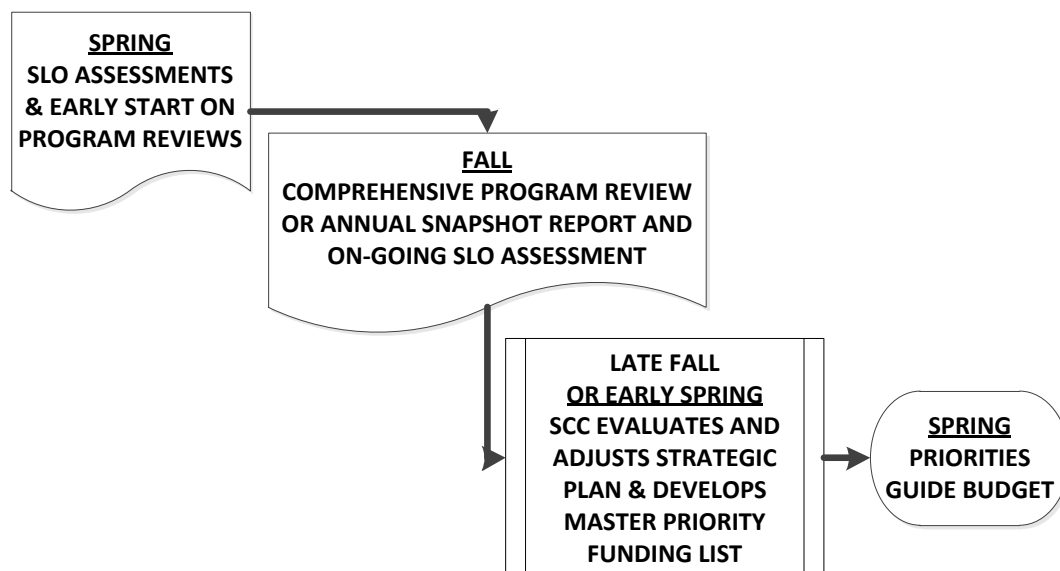
Integrated Planning Operational Model



An important component of integrated strategic planning is Program Review. The College has a Program Review cycle in which all divisions/units complete a comprehensive Program Review no less than once every six years (CTE completes a comprehensive Program Review every two years; Student Services and Administrative Services complete comprehensive reviews every six years). In non-comprehensive years, every year, all divisions/units complete the Snapshot Report which is used to prioritize annual needs so that every year there is a form of Program Review being completed. By April 1, nearly all units and programs are scheduled to complete either an annual Program Review Snapshot or comprehensive Program Review for 2010–2011 according to the established schedule. These program reviews are forwarded to the IPRC and used to develop recommendations for institutional planning and funding priorities, which are then forward to the Shared Consultation Council for final College-wide prioritization for funding.

As shown in the diagram below, the Program Review reports ultimately result in the generation of institutional priorities which drive the College’s budget allocation process.

Diagram “A”: SWC Annual Cycle for Integrated Planning Utilizing Program Review/SLO Assessments Leading to Budget Funding



The Office of Institutional Effectiveness (organization chart is shown in the *Message from the Superintendent/President*), under the direction of the Superintendent/President, and the Shared Consultation Council, provides the infrastructure to oversee annual planning updates and establishes budget priorities that are generated from Program Review. This annual process takes place in April. Data is provided to Divisions/Units for evaluation of program effectiveness and for continuous improvement.

We are currently in the planning cycle for review and update for the 2011–2012 Strategic Plan, and also reviewing internal and external data and evaluating success in meeting prior goals. A comprehensive Strategic Planning cycle for 2012–2015 will begin in fall 2011.

Integrated Strategic Planning is in full operation. Components of planning are active and the Shared Consultation Council is currently reviewing data as part of the 2011–2012 renewal process.

Southwestern College has integrated planning structures and, although a full cycle has not been completed, submits that full resolution has occurred relevant to Recommendation Two.

ESTABLISHED INITIAL WORK GROUP 2 MEMBERS:

Angélica L. Suarez* (Administrator)
Kathy Tyner* (Administrator)
Dawn Taft (Faculty)
Rudy Villegas (Student)
Ron Vess (Faculty)
Patti Larkin (Faculty)

Valerie Goodwin-Colbert (Faculty)
Lisa Ballesteros (Faculty)
Dan Moody (Faculty)
Linda Hensley* (Faculty)
Angelina E. Stuart* (Faculty)

*Work Group Co-Leads

As progress was made with this recommendation it became evident during the spring of 2010 that recommendations 1, 2, and 3 were inextricably linked. In order to achieve integration Work Groups 1, 2, and 3 realized a need to merge. To that end, a new Work Group was established in June, 2010 and became Work Group 123.

WORK GROUP 123 MEMBERS

Valerie Goodwin (Faculty)
Patti Larkin (Administrator)
Angelica L. Suarez* (Administrator)
Kathy Tyner (Administrator)

Linda Hensley* (Faculty)
Angelina Stuart* (Faculty)
Dawn Taft (Classified)
Ron Vess (Faculty)

*Work Group Co-Leads

Relevant Excerpts from the Evaluation Report:

The team recommends that the college establish, implement, and make known to the college community its planning processes, integrating financial, facilities, technology, and human resources plans to support its Educational Master Plan.

From 2003 through 2005, the college engaged in a collegial and systematic planning process that resulted in a strategic plan based on enrollment trends and budget. This process appears to have stalled in 2006, probably due to a rapid succession in college leadership. Very recently (since the pre-visit in September), the Superintendent/President has restarted the planning processes by keeping the goals of the 2006–2009 Strategic Plan in an effect until an updated plan can be created. The Superintendent/President has recognized the confusion over the roles of the various college committees and has begun to distinguish the roles of the College Leadership Council (CLC) and the Executive Leadership Team (ELT) and their responsibilities in college planning. However, the team validated that recent planning processes are dominated by administrators with few opportunities for widespread input and that there is a lack of information about how financial planning occurs and is monitored by the college.

The college has made a recent push to improve planning, and it recognized the need to integrate its multiple plans and to connect planning with resource allocation. The Educational and Facilities Master Plan, approved by the Governing Board in 2008, is one element of the strategic plan and is an attempt to integrate institutional planning across two areas.

The College acknowledges and accepts the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION TWO:

2. DESCRIPTION OF PROGRESS:

The AOC work group 2 was established in February, 2010 to work on Recommendation Two and met weekly in spring 2010 [2.b.4]. The three co-chairs of work group 2 initially carried out some of the necessary groundwork and held periodic planning meetings [2.b.5] and eventually the membership was expanded on April 15, 2010 to seven by adding two faculty members, one classified staff member, and one student representative from the ASO [2.b.6]. Work Group 2 was merged with work groups 3 and 1 in summer 2010 when it became apparent that Recommendations 1, 2, and 3 were interrelated and required a coordinated effort by the three workgroups for resolution. At the AOC meeting on June 23, 2010, the committee voted to combine the three work groups [2.b.7].

During the first few planning meetings of work group 2, documents collected from numerous community colleges in California were reviewed by the Co-Chairs prior to designing our own integrated planning process. The documents reviewed included those from community colleges in Citrus, Cerro, San Diego City, and San Mateo districts [2.b.8]. The need for an Organization and Governance Handbook was identified early on and one of the Co-Chairs put together an initial draft [2.b.9]. Its purpose is to inform the College community about the institution's organizational structure, governance, and institutional planning processes. In November 2010, the AOC decided that the Governance Handbook would be best addressed by Work Group 8 [2.b.10].

Program review was established as the core driver of College planning. The committee recognized its fundamental importance to improving institutional effectiveness and student learning. The committee designed a structure and process in which the findings from the program review process would be integrated into all major College plans, including the Strategic Plan, the Technology Plan, and the Educational Master Plan and, most importantly, budget priorities. The initial step in this undertaking involved evaluating the existing planning and program review processes at SWC in order to build upon what was already in place. Based on the fall 2010 evaluation of the Program Review process by work group 2, the following four key components were added to the planning and program review processes:

- the design of an oversight committee, the Institutional Program Review Committee (IPRC), and infrastructure to shepherd the program review process forward and connect it to institutional planning, the budget process, and the Shared Consultation Council (SCC);
- the alignment and integration of program reviews and those committees involved in key institutional planning processes including educational master planning and enrollment management, technology and facilities, accreditation and strategic planning, and human resources. Program Review drives the budget, which funds SCC priorities;
- the development of a cyclical program review timeline that includes yearly program review snapshots and allows for a transition from the current program review process to the new one without substantially disrupting existing processes; and
- the integration of the program review findings of each unit into the program review of the next higher administrative level (e.g. academic disciplines within a school, schools within a division) over an annual sequence of comprehensive program reviews that will include the prioritization of all requests for budget, facilities, human, and other resources.

Establishment and assessment of measurable outcomes is paramount to the program review process, thus access to data continues to be essential to the success of the planning process.

The new Interim Superintendent/President (I S/P) provided substantial guidance to the College community and the AOC work group 123 that lead to a clarification of the role of the Shared Consultation Council (SCC). She made numerous presentations to constituent groups on campus that provided useful information on integrated planning. She offered suggestions to improve on the plans that had been developed prior to her arrival that clarified the role of the SCC in setting priorities that would be used by the Budget Committee in allocating funds. In addition, she set an aggressive agenda for the College to completely resolve all WASC recommendations by March, 15, 2011 in order for the processes to be fully operational in spring 2011. In order for the SCC to carry out its newly clarified role, the meetings were changed from once a month for one hour to weekly for one hour immediately following the weekly one-hour AOC meetings, beginning in late January 2011.

In order to inform all constituencies about the proposed integrated planning and re-designed institutional program review processes and request their feedback, the formal consultation process was initiated in which three members of the AOC work group 123 gave presentations [2.b.11] to and received input from the following groups on the dates indicated [2.b.3]:

Constituent Group	Initial Consultation	Follow-Up Consultation
Student Services Council	October 18, 2010	
CSEA	October 15, 2010	
Academic Senate	October 26, 2010	November 16, 2010
AOC	October 20, 2010	
Deans' Council	September 22, 2010	
Academic Affairs Council	June 30, 2010	
AOC with Consultants	December 1, 2010	
CMT	October 19, 2010	November 16, 2010
Academic Program Review	October 20, 2010	
Shared Consultation Council	February 16, 2011	
Governing Board	February 5, 2011	

Work Group 2 submitted the following recommendations, to the AOC, shown in abridged form below [2.b.12], which were approved by the Shared Consultation Council and the Cabinet [2.b.13].

1. Recommend the College establish the necessary infrastructure to provide data for use in planning and assessing institutional effectiveness.
2. Recommend the College reinstate the AIM (Achieving Institutional Mission) process developed in 1999.
3. Recommend the College establish the Institutional Program Review Committee (IPRC) with specified membership as a standing committee of the Shared Consultation Council to oversee the yearly program review process.
4. Recommend the College engage in the consultation process for the proposed draft integrated planning model.
5. Recommend the College establish that all planning processes and plans formally incorporate program review and strategic priorities as a criterion for prioritization of requests for resources.
6. Recommend the College approve the modification to the proposed integrated planning model.

3. ANALYSIS OF RESULTS:

The integrated planning and institutional program review processes address the issues raised by Recommendation Two and include the following elements [2.b.14]:

- a. Is driven by the College's Mission and program review findings. Provides opportunities for participation by all constituencies through their involvement in the program review process and on standing committees responsible for developing the various College planning documents.
- b. Is based on quantitative and qualitative data.
- c. Systematically assesses outcomes of both instructional and non-instructional services.
- d. Assures improvement in student learning through its integration with program review.
- e. Establishes an ongoing and systematic cycle of goal setting, resource allocation, implementation, and evaluation.
- f. Responds to change through yearly program review snapshots and comprehensive program review cycles.
- g. Incorporates the prioritization of human resources, facilities, equipment, and technology needs into the program review process within each of the four institutional divisions.
- h. Aligns program review with the yearly budget process and allocation of resources.
- i. Integrates the program review process with all major College plans including the strategic plan, the educational master plan, facilities planning, human resources planning, enrollment management, and the technology plan.
- j. Aligns all College plans with the budget process.
- k. Establishes the necessary committee infrastructure to assure program review and institutional planning is carried out appropriately each year and that program review is integrated into institutional planning processes.
- l. Is regularly assessed and, as needed, revised to assure institutional effectiveness of the planning process.
- m. Establishes an annual and comprehensive review of the College's Mission Statement followed by the development of the strategic plan, the technology plan, and the educational master plan.
- n. Requires the approval from the Shared Consultation Council of all institutional plans.
- o. Designates the SCC to consider all plans, determine the sequence in which they might best be achieved, sets institutional priorities, and allocates resources and responsibilities to achieve the needed changes by determined dates.

4. ADDITIONAL ACTION PLANS:

Implementation of the re-designed institutional program review process began in January 2011 with the first meeting of the IPRC. All academic and administrative units are completing annual program review updates and cyclical comprehensive program reviews in 2010–2011. These will be completed by April 13, 2011 [2.b.15]. Program review findings will be incorporated into the 2001–2012 annual budget process and the established integrated planning process will assure that Program Review findings are incorporated into all future College plans including the Strategic Plan, the Technology Plan, the Educational Master Plan, etc. and drive the budget allocation process.

Starting at the end of April 2011, the institutional program review process and the integrated planning process will be assessed annually and revised as necessary by the IPRC beginning in September 2011.

A revised institutional budget process is being implemented in spring 2011 by the Budget Committee. In the past, budget requests were submitted by each administrative unit, the Budget Committee prioritized these requests, and thereafter the prioritized list showing which requests were funded was distributed to the College community. The Institutional Program review process serves as the foundation to establish institutional priorities which drive the budget allocation process for all budget cycles.

5. EVIDENCE:

Section 2.b	
2.b	Evidence Cited
2.b.1	AOC Agenda and Minutes: Approval of Integrated Planning Model
2.b.2	Shared Consultation Council Agenda and Minutes: Approval of Integrated Planning Model
2.b.3	Agendas and Minutes of Presentation of Integrated Planning Process to Constituent Groups via the Formal Consultation Process
2.b.4	February 4, 2010 AOC Agenda and Minutes
2.b.5	WG 2 Agenda and Meeting Notes: February 25, 2010; May 27, 2010
2.b.6	WG 2 Agenda and Meeting Notes: April 15, 2010; April 22, 2010; April 29, 2010; May 13, 2010
2.b.7	WG 123 Agenda and Meeting Notes: June 16, 2010; June 23, 2010; July 1, 2010; August 13, 2010; September 13, 2010; October 11, 2010
2.b.8	Planning Documents from Citrus, Cerro, San Diego City, Mateo Community College District
2.b.9	Organization and Governance Handbook (draft) Note: the title was revised in Fall 2010 to the <i>Shared Planning and Decision-Making Handbook</i>
2.b.10	WG 8 (b) Agenda And Meeting Notes re: development of Governance Handbook
2.b.11	Integrated Planning PowerPoint Presentation
2.b.12	Work group recommendations from the Accreditation Oversight Committee
2.b.13	AOC, SCC, and Cabinet Agenda and Minutes
2.b.14	Institutional Program Review Process and related documents
2.b.15	Program Review Timeline for Academic Program Review and Snapshots

c. RECOMMENDATION THREE:

The team recommends that the college improve program review across all areas; integrate it with student learning outcomes; and ensure that it is evidence based and is occurring at regular intervals sufficient to provide a foundation for college planning and allocation of human, physical, technological, and fiscal resources. At issue since 1996, the team recommends that the college implement its policy on program discontinuance [Eligibility Requirement 19; Standards 1.A.4; 1.B.1; 1.B.5; I.B.6; II.A; II.A.1.a; II.A.1.c; II.A.2.e; II.A.2.f; II.B.4; II.C; II.C.1.a; III.B.2].

1. RESOLUTION OF RECOMMENDATION THREE:

NEARLY RESOLVED

Southwestern College has significantly improved *Program Review across all areas of the College, integrating it with Student Learning Outcomes/Assessments, ensuring that it is evidence-based.* A Program Review cycle has been developed by the Institutional Program Review Committee (IPRC) and adopted by the Academic Senate and the Shared Consultation Council and is included in the *Shared Planning and Decision-Making Handbook*. Cycles vary by division/unit and state requirements. Academic Programs are on three-year comprehensive cycles and Student Services and Administrative Units are on six-year cycles. Career and Technology programs are on a required two-year cycle. The Master Cycle Schedule is provided in the Addendum as documentation evidence. The Snapshot Report form has been newly designed to provide the opportunity for all divisions/units complete a Snapshot Report in non-comprehensive years. The policy on program discontinuance has been implemented and is dependent on program review.

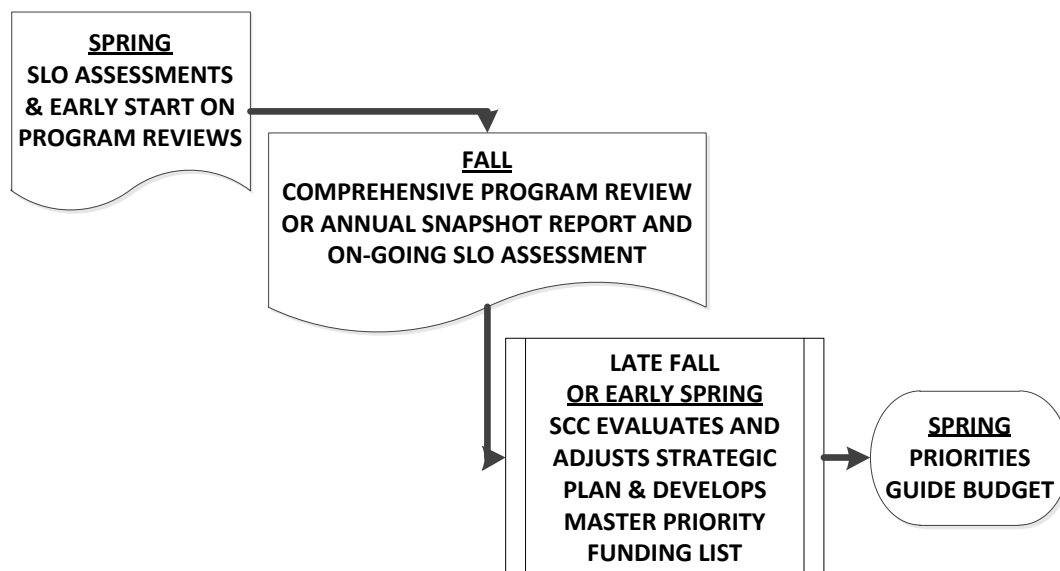
ACTION DEMONSTRATING RESOLUTION: Program Review utilizes data and is evidence-based. The Director of Research, Planning, and Grants (RPG) provides institutional performance indicators as shown in the table to the right. Other data elements include the transfer preparedness, licensure pass rates, number of degrees, certificates, three-year growth trends, and demographic information by age, gender, and ethnicity. Because data is available to the divisions/units/areas in advance, some preliminary data review work may be accomplished in the spring semester as noted in the diagram on the following page, allowing additional time in the fall semester to review relevant student data from the previous semester.

The College's Program Review process *provides the foundation for college planning and the allocation of human, physical, technological, and fiscal resources*. Program review is fully institutionalized across instruction, student services and administrative services. Instructional and student services have been involved in comprehensive program review for many years. Program Review for the Business, Financial, and Human Resources areas is new this spring. One hundred percent of these areas are completing the Program Review Snapshot Report this spring, and implementing the comprehensive cycles beginning fall 2011. Although the Business, Financial, and Human Resource area vice presidents have been involved in program review discussions, due to the administrative changes this spring, it was determined that all areas would complete the Snapshot Report, allowing for data collection and training in anticipation of comprehensive cycle implementation beginning fall.

INSTITUTIONAL PERFORMANCE INDICATORS
Retention Rates
Success Rates
Persistence Rates
Transfer Preparedness [TBD]
Overall Student Satisfaction [TBD]
Licensure/Certification Pass Rates
Student Goal Attainment [TBD]

A full-time faculty Institutional Program Review Co-Chair, with full reassigned time and reporting directly to the Superintendent/President, spearheads the College-wide program review process. As shown in the diagram on the following page, the College understands that the regular cycle for Program Review/Snapshot Reporting allows for institutional priorities to be generated for prioritization funding allocations in the spring. Because program review had not been completed by all non-instructional areas in the past, all non-instructional areas are currently participating in a "transition cycle" by either completing a comprehensive program review or a Snapshot Report.

Diagram “A”: SWC Annual Cycle for Integrated Planning Utilizing Program Review/SLO Assessments Leading to Budget Funding



Through the full-time faculty Institutional Program Review Coordinator, the Institutional Program Review Committee (IPRC) establishes and disseminates program review timelines and forms for the annual process, receiving and archiving the completed program review reports, ensuring that reports are complete, implementing and tracking the program review process each year. In addition, the IPRC provides oversight to ensure that the program review process for every area is carried out in accordance with WASC standards and established IPRC Program Review procedures. The IPRC gathers program review information, providing the priority lists to the Shared Consultation Council for their review and development of the master priority list for funding allocation (priorities driving the budget).

A revised Program Discontinuance Policy 4021, which was approved by the Governing Board on February 9, 2011, has had full constituency review and approval. This new policy (and accompanying procedure) will see its implementation during the next year. Three programs are currently going through the discontinuance process as these and any future discontinuance issues will be based on program review data as described in detail in the program discontinuance procedures.

ESTABLISHED INITIAL WORK GROUP 3: MEMBERS

Angélica L. Suarez* (Administrator)
Ron Vess (Faculty)
Patti Larkin (Administrator)
Carla Kirkwood (Faculty)

Linda Hensley* (Faculty)
Angelina E. Stuart* (Faculty)
Veronica Burton (Faculty)

*Work Group Co-Leads

As progress was made with this recommendation it became evident during the spring of 2010 that recommendations 1, 2, and 3 were inextricably linked. In order to achieve integration Work Groups

1, 2, and 3 realized a need to merge. To that end, a new Work Group was established in June, 2010 and became Work Group 123.

WORK GROUP 123 MEMBERS

Valerie Goodwin (Faculty)

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Angelica L. Suarez* (Administrator)

Kathy Tyner (Administrator)

Linda Hensley* (Faculty)

Angelina Stuart* (Faculty)

Dawn Taft (Classified)

Ron Vess (Faculty)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

The self study reports that there has been years of dialogue about student learning outcomes, but action to actually implement SLOs has only occurred in the past year and a half. Assessment of SLOs is a process in its infancy, so there has been no evaluation of the effectiveness of the student learning outcomes and certainly no integration into the process of determining institutional effectiveness.

The absence of a research office since 2005 has hindered the establishment of a robust culture of evidence, and there is little reference within the self study to any meaningful links between data, analysis, and planning.

As far back as 1996 the college was instructed to develop and implement a process for program discontinuance. Two issues arise regarding the college's response to meeting this recommendation. While the district approved Policy #4020 for program discontinuance in January 2006, the Governing Board then charged the Superintendent/President, Vice President of Academic Affairs, and the Academic Senate to establish procedures for program discontinuance. However, the procedures, while I place, have not been formalized. Additionally, the procedures as outlined in the self study are dependent on a fully functioning program review that includes utilizing data, assessing needs, and evaluating effectiveness in light of the evidence. Given the absence of a research office, it has not been possible for the program discontinuance process to be fully implemented. The college has not established the recommend culture of evidence and used it to ensure improvement of programs and services.

The College acknowledges and accepts the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION THREE:

2. DESCRIPTION OF PROGRESS:

Work Group 3 first met in February 2010 to assess the effectiveness of the existing program review plan entitled “*Achieving Institutional Mission (AIM): Institutional Program Review*” and revise as necessary to assure integration with College planning processes. AIM was edited, updated, and re-named “Institutional Program Review.” As indicated previously, Work Group 3 merged with work groups 1 and 2 to become Work Group 123 in June, 2010. In the fall of 2010 Work Group 123 integrated all areas of program review, which provided the foundation for the establishment of the Institutional Program Review Committee (IPRC).

The IPRC is responsible for establishing and disseminating program review timelines and forms for the annual process, receiving and archiving the completed program review reports, ensuring reports are complete, and implementing the program review process each year. In addition, the IPRC provides oversight to ensure that the program review process for every area is carried out in accordance with WASC standards and established IPRC program review procedures. The IPRC is

also responsible for distributing program review executive summaries of findings and requests to the appropriate decision-making committees for full integration of institutional process, including budgeting, staffing, hiring and technology acquisition and prioritization.

Work Group 3 recommended the continuation of the existing Academic Program Review Committee and the Student Services Program Review Committee, with the establishment of two additional program review committees:

- Academic Affairs Administrative Program Reviews
- Business/Finance/Human Resources/Superintendent/President Administrative Program Reviews.

The Program Review Committees review reports for completeness, clarity and accuracy prior to submitting them to the IPRC.

The membership of the IPRC is composed of the following:

3 Faculty:

- Vice President of the Academic Senate (VPAS);
- Student Learning Outcomes (SLO) Coordinator,
- One faculty member at large appointed by the Academic Senate President.

Note: The VPAS also serves as the Co-Chair of the Academic Program Review Committee, thus enabling direct communication between the IPRC and the Academic Program Review Committee.

3 Administrators:

- The Dean of Instructional Support Services (ISS),
- Director/Dean of Student Services (SS), and a
- Dean/Director of Business and Financial Affairs (BFA)/Human Resources (HR)/Office of the Superintendent/President (SP).

The Dean of ISS also serves as the Chair of the Academic Affairs Administrative Program Review Committee; the Director/Dean of Student Services serves as the Chair of the Student Services Program Review Committee; the Dean/Director of BFA/HR/SP serves as the Chair of the BFA/HR/SP Program Review Committee, thus enabling a direct communication pathway between the IPRC and the Program Review Committees.

3 Classified Employees:

- One from each area (SS, AA, BFA/HR/SP) appointed by the Classified Senate. (Note: Understand that we currently do not have a Classified Senate; therefore CSEA would make the appointments).
- Director of Research, Planning, and Grants shall be a non-voting resource person.
- The IPRC will also include one ASO representative.

The AOC, SCC, and Cabinet approved the following recommendations:

1. *Recommend that the institutional program review process be reinstated following the spirit of AIM (Achieving Institutional Mission) developed in 1999 and revised in 2003 that includes all units of the District (Administrative, Student Services, and Academic). The proposed institutional program review process will serve as the core for the College's integrated planning process and serve as the link to all other major planning processes (e.g., budget, enrollment management, strategic planning, technology, facilities, etc.). This recommendation also serves to address the actions*

items identified in the 2009 Accreditation Self-Study in section IIIA6, IIID1, and IVA1, which states, "Reactivate and update Achieving Institutional Mission (AIM) Program Review Committee and conduct department reviews."

Background on AIM: Approximately 11 years ago, the College had a regularly utilized, institution-wide review of all departments and academic programs, called Achieving Institutional Mission (AIM). As stated in the 2003 AIM Procedural Guide, "to signify the College's commitment to its students, the committee, working with a program review consultant, built the assessment process upon the college mission statement and took the name of the "Achieving Institutional Mission (AIM)" Committee. The result was a review process that encompasses those elements that are common to all areas as well as those unique to each area. Data elements, survey instruments, and self-study criteria were determined. A procedural guide was developed, the result of a full academic year of collaboration and designed to guide each unit in a comprehensive self-evaluation of its role in achieving institutional mission" (AIM Procedural Guide, 2003, pg. 1).

2. *Recommend the establishment of an **Institutional Program Review Committee (IPRC)** as a standing committee of the Shared Consultation Council. The IPRC will be responsible for implementing the Institutional Program Review process each year and for providing oversight to assure the process is carried out in accordance with the revised AIM document. This role includes, but is not limited to, establishing and disseminating the timeline and forms for the yearly process, receiving the completed Program Review reports, and distributing the executive summaries of findings to the appropriate standing committees of SCC. See attached draft flow chart for the institutional program review process.*

The College established and implemented a collegial and comprehensive planning process that ensures improvement in student learning and integrates the College's master plans. The IPRC held its first meeting on January 26, 2011 [2.c.1]. The role of the IPRC is to implement the yearly Institutional Program Review process and to provide oversight to ensure that the program review process is carried out in accordance with the Institutional Program Review Handbook.

The procedures outlined above were discussed at length not only within work group 123 but also vetted by various campus constituency groups, such as Deans' Council, Academic Senate, the Accreditation Oversight Committee, Shared Consultation Council, College Management Team, SCEA and CSEA.

Program Discontinuance: The College had previously implemented its Program Discontinuance Policy 4020. In the 2004–2005 academic year two programs were discontinued, in fall 2007 four programs were discontinued, in spring 2007 twenty-three programs were discontinued, and in fall 2007 twenty-eight programs were discontinued [2.c.2]. However, as pointed out in the 2009 WASC Site Visit Report, the program discontinuance procedures were not formalized and were not dependent on a fully functioning program review.

In the spring of 2010, the VPAA assigned School deans and faculty to work on revising and strengthening the Program Discontinuance Policy and Procedures. The School Dean at Higher Education Center Otay Mesa and the Academic Senate President-Elect then began collaboration on the Program Discontinuance Policy, which took a few weeks as other college's policies and other documents regarding program discontinuance were reviewed and used as background. Since the original SWC Policy 4020 included not only program discontinuance, but also program modification, continuance and educational program development, the leads decided that program discontinuance deserved its own separate policy and procedures. As a result, it was bifurcated from Policy 4020 and

re-numbered Policy 4021. After they completed work on Policy 4021, both the policy and new procedures for 4021 were submitted to the Academic Senate. This first round of approval was obtained in April 27, 2010.

After receiving additional feedback from the Deans' Council, more revisions were made over the summer. In fall 2010, the Academic Senate was presented with Policy 4021 again along with its procedures and was approved once again. The policy was placed on the January 19, 2011 Governing Board agenda for first reading and received Governing Board second reading and approval at the Board meeting on February 9, 2011 [2.c.3].

3. ANALYSIS OF RESULTS:

Significant progress has been made in resolving this recommendation. Program Review has been improved across all areas; it is integrated with SLOs, and is evidence based.

The College is committed to an integrated institutional planning process driven by program review. As part of the College's commitment in establishing an institutional program review system, the IPRC Co-Chairs work closely with the Director of Research, Planning, and Grants (RPG) to ensure that decisions are based on quantitative data. In addition, the Co-Chairs have met with the Director of Computer Systems and Services to discuss data and technology needs for the Office of RPG to be sustainable.

The revised policy and procedure on program discontinuance has been implemented and is dependent on program review. Three programs are currently going through the discontinuation process and will be fully discontinued in the 2012–2013 Catalog year.

4. ADDITIONAL ACTION PLANS:

The process in the Institutional Program Review Handbook outlines the annual and continuous assessment of the processes' effectiveness. Evaluations conducted by the IPRC, as well as those by program/unit program review committees, will include a review of the institutional program review process, evaluation and modification of forms as necessary, ensuring that program review results have been integrated into all College functions (budget, facilities, hiring, etc.) and will be driven by the Mission of the College. These evaluations will be conducted by the IPRC in September every year.

The Academic and Student Services Program Review cycles remain as originally scheduled [2.c.4]; however, for this transitional year alone, all other programs/units will conduct an annual program review snapshot during spring 2011 [2.c.5]. The information in these reports will be forwarded to a higher-level supervisor, who will then prepare their program review annual snapshots including recommendations from their programs/units. By March 29, 2011, the vice presidents will complete their report and forward them to the appropriate IPRC sub-committee. By April 13, 2011 all reports will have been submitted to the IPRC who in turn will forward to the SCC [2.c.6].

Beginning fall 2011, all program reviews are due to the respective program review committees by October 30 and must include data from the previous year as well as SLO/AUO update and assessment. This process ensures that program reviews are truly integrated and occur at regular intervals sufficient to provide a sustainable foundation for College planning and allocation of human, physical, technological and fiscal resources. In addition, the process will provide for an ongoing and systematic cycle of goal setting, resource allocation, implementation and evaluation. Once the 2011–2012 cycle of program reviews is complete it will be evaluated by the IPRC in September 2012, and any necessary modifications will be made accordingly.

Administrative service areas will receive training by the Institutional Program Review Coordinator in comprehensive Program Review in spring 2011 in anticipation of the fall cycle for their areas.

5. EVIDENCE:

Section 2.c	
2.c	Evidence Cited
2.c.1	IPRC Meeting Agenda/Minutes: January 26, 2011
2.c.2	Programs that have been discontinued: Email from Director of Instructional Support Services
2.c.3	GB Agenda: February 9, 2011 re: Policy 4021
2.c.4	3-6 year PR Cycle
2.c.5	Program Review Snapshot Form
2.c.6	Transitional Cycle and Timeline

d. RECOMMENDATION FOUR:

The team recommends that the college identify SLOs for all of its courses, academic programs, learning and support services; and identify administrative unit outcomes for noninstructional areas. It is further recommended that the college use data and analysis to assess student achievement of those outcomes and use assessment results to make improvements [II.A; II.A.2.e; II.A.2.f].

1. RESOLUTION OF RECOMMENDATION FOUR: RESOLVED SLOS AT THE DEVELOPMENTAL LEVEL

Southwestern College understands that it needed to have 100% SLO completion at the “Development Level” by the March 15, 2011 Accreditation Response submittal. In accordance with the *Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes* (ACCJC), the College has completed the Development Level of Implementation of SLOs for all courses, academic programs, learning and support services, and Administrative Unit Outcomes for all non-instructional areas are completed, fully resolving this Recommendation.

This assessment is based on the following developmental level items:

- College established and is using an institutional framework for definition of SLOs,
- College established and is using authentic assessment strategies for assessing SLOs as appropriate,
- Existing organizational structures are supporting strategies for SLOs definition and assessment,
- Leadership groups have accepted responsibility for SLO implementation ,
- Appropriate resources are being allocated to support SLOs and assessment, and
- Faculty and staff are fully engaged in SLO development.

It should be noted that although we have met this requirement, in a timely manner with the completion of 100% SLOs for all instructional courses and 100% AUOs for non-instructional areas. Many of the academic program SLOs were developed within the first week of March 2011.

When the Accreditation Oversight Committee was verifying the content and accuracy of our Response to Recommendation Four, it was noted that not all of the academic program SLOs were completed. Although it is unclear how this information was overlooked by the College, the Interim Superintendent/President, Vice President of Academic Affairs, Academic Senate President, Faculty Union President (SCEA), the Accreditation Liaison Officer, and the SLO Coordinator met with Department Chairs and Academic Deans to determine if the academic program SLOs could be completed with integrity, in an honest, forthright manner to meet the March 15 deadline.

The Interim Superintendent/President indicated that we would submit only the truth to the Commission in our March report and that if we could not address the deficiency with integrity, then we needed to acknowledge it. Although there may have been past SCEA and faculty issues over the payment for SLO work, no one disputed that the work was to be completed. The attendees at this meeting confirmed that they believed they could complete the academic program SLOs with diligence and integrity, meeting the March 15 deadline. The College understands the seriousness of the situation and has no explanation for how this oversight occurred or why the academic program SLOs were not completed in a less hurried manner. The College was able to fulfill the obligation to complete 100% of the course and program SLOs and AUOs and will be following-up internally to assess its procedures to ensure such an oversight does not occur again in the future.

ACTION DEMONSTRATING RESOLUTION: A SLO cycle has been implemented to meet the 2012 deadline. All instructional and non-instructional areas are aware of the compliance deadline and are working on completing SLO Assessments and Measurements, fully implementing the evaluation and continuous improvement cycle.

One hundred percent of courses and programs now have SLOs; AUOs and Student Services SLOs have been developed by every department; SLOs/AUOs have been piloted in spring 2010 and fall 2010. SLOs/AUOs were assessed and data collected using eLumen and other tools; and results are used in educational and institutional planning improvements. [2.d.1]

Regarding the second portion of the Recommendation to use data and analysis to assess student achievement of those outcomes and use these results to make improvements, the institution is in the next cycle for SLO Assessment to meet the 2012 deadline and the Office of Institutional Effectiveness and the Director of Research, Planning, and Grants is providing such data to assess student achievement of those outcomes to then use the results for continuous improvement.

The College has entered the Proficiency Level of Implementation:

- SLOs and authentic assessment are in place for Academic courses, programs (degrees, transfer, certificate, and licensure programs of study), Student Service Programs, and Administrative Unit Outcomes (AUOs),
- Results of assessment are being used for improvement and further alignment of institutional practices,
- There is widespread institutional dialog about the results, and
- Appropriate resources continue to be allocated and fine-tuned.

ESTABLISHED WORK GROUP 4: MEMBERS

Margie Stinson (Faculty)
Patricia Flores-Charter* (Faculty)
Valerie Goodwin-Colbert (Faculty)
Alejandro Orozco (Faculty)
Sylvia Garcia-Navarrete (Adjunct Faculty)
Diana Kelly (Faculty)
Kathy Tyner (Administrator)
Linda Gilstrap (Administrator)

Mark Meadows* (Administrator)
Aaron Starck* (Administrator)
Lukas Buehler (Faculty)
Victoria Lopez (Faculty)
Laura Galvan Estrada (Faculty)
Joel Levine (Administrator)
Nelson Riley (Administrator)
Michael Ford (Classified)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

The self study reports that there has been years of dialogue about student learning outcomes, but action to actually implement SLOs has only occurred in the past year and a half. Assessment of SLOs is a process in its infancy, so there has been no evaluation of the effectiveness of the student learning outcomes and certainly no integration into the process of determining institutional effectiveness.

The absence of a research office since 2005 has hindered the establishment of a robust culture of evidence, and there is little reference within the self study to any meaningful links between data, analysis, and planning.

As far back as 1996 the college was instructed to develop and implement a process for program discontinuance. Two issues arise regarding the college's response to meeting this recommendation. While the district approved Policy #4020 for program discontinuance in January 2006, the Governing Board then charged the Superintendent/President, Vice President of Academic Affairs, and the Academic Senate to establish procedures for program discontinuance. However, the procedures, while in place, have not been formalized. Additionally, the procedures as outlined in the self study are dependent on a fully functioning program review that includes utilizing data, assessing needs, and evaluating effectiveness in light of the evidence. Given the absence of a research office, it has not established the recommended culture of evidence and used it to ensure improvement of programs and services.

The College acknowledges and accepts the findings of the Commission.**BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION FOUR:****2. DESCRIPTION OF PROGRESS:**History of SLOs at SWC

At SWC, Core Competencies (now titled "Institutional SLOs") were approved by the Governing Board with the following four ISLOs:

- Communication Skills (Listening, Speaking, Reading and Writing)
- Thinking and Reasoning (Creative Thinking, Critical Thinking and Quantitative Reasoning)
- Information Competency (Research and Technology)
- Global Awareness (Social, Cultural and Civic Responsibility)

These were developed and adopted by the Governing Board in an effort to meet WASC Accreditation standards regarding Student Learning Outcomes (SLOs/AUOs) [2.d.2].

The SLO Committee, a standing committee of the Academic Senate, incorporated SLOs officially as a part of Academic Program Review (APR) in 2006 (as evidenced in APR Component V Criterion 1). In addition, SWC faculty members have been required to create SLOs for their curriculum since 2008 [2.d.3].

From fall 2007 to fall 2009, an Academic SLO Committee planned and implemented development of SLOs by course/program and a system for assessment, reporting and planning the use of SLO results for program improvement. In addition, our past SLO Co-Coordinators, one each for Academic and Student Services, organized and offered multiple staff development workshops as well as an Opening Day SLO Orientation and Workshop [2.d.4]. By recommendation of the SLO Coordinators at the time, eLumen was officially adopted as the District's official SLO assessment software on

November 12, 2008 [2.d.5]. By January of 2009, all Student Services SUOs were completed and several areas had in fact completed assessment.

In fall 2009, draft Policy and Procedures for SLO Assessment were presented to the Academic Senate Executive Committee, which had in conjunction with the ASCCC (Academic Senate of California Community Colleges) gone on the record as being in support of Student Learning Outcomes and their use.

More information about the “History and Development of Student Learning Outcomes at Southwestern College” can be found on the SLO website [2.d.6].

Since February 2010

The AOC established Work Group 4 to address the SLO recommendation and develop a plan to provide progress and closure to Recommendation Four. Work group 4 expanded membership to include participants from each constituency.

The SLO Committee membership expanded to integrate planning and oversight of Academic SLOs, Student Service SLOs, and Administrative Unit Outcomes into a single committee. The Dean of Research, Planning and Evaluation joined the SLO committee as a resource [2.d.7]. SLO Committee meetings were held regularly and established goals and a timeline [2.d.8].

The SLO Coordinator provided primary leadership and facilitation of SLO efforts during spring 2010 while the Student Affairs representative provided leadership for Student Services. As a member of the SLO committee, the Vice President for Academic Affairs provided institutional support [2.d.9].

The SLO Committee, whose purpose is to research and develop SLO guidelines for consultation and adoption by the Academic Senate and College community, has been very active:

1. Established CurricUNET to house SLOs for programs and courses.
2. Continued to research progress in the development of SLOs on a statewide and national level.
3. Refined draft documents on the development, implementation, and assessment of SLOs and Student Services Student Learning Outcomes to “close the loop” by using the analysis of student learning to make recommendations for integrated institutional planning and resource allocation.
4. Included Staff Development Coordinator as a resource member to the SLO Committee.
5. Provided individual and group training as well as Staff Development activities on SLO development [2.d.10]; [2.d.11].
6. Organized pilot during fall 2009 for SLO implementation, assessment, and evaluation
 - a. Researched the use of rubrics and assessment methods that utilized *Scantron*, *Excel* spreadsheets, *eLumen* and *CAL-PASS* (California Partnership for Achieving Student Success) for analyzing SLO data.
 - b. Piloted an Excel spreadsheet developed to gather and preserve assessment results. Documented workload [2.d.12]
 - c. Assessed results. [2.d.13]
 - d. Presented workshops to Academic faculty who piloted eLumen as well as to Student Services SLO Committee members [2.d.14].
 - e. Posted results in eLumen
7. Held webinars and full day workshops on January 3 and 13, 2011 to provide training on the utilization of eLumen.

8. Upgraded eLumen software to version 2.9 and uploaded Datatel elements for instructional services for spring 2010, fall 2010, and spring 2011.
9. Developed and used SLO/AUO Implementing Guidelines, available to faculty and managers beginning on February 4, 2011 [2.d.15].
10. Provided clerical support to input course and program SLOs/AUOs into eLumen.
11. Uploaded SLO training materials to the College website, revised to show the change from “Core Competency” terminology to “Institutional SLOs.”
12. Uploaded SLO Plan to the SLO website [2.d.16].
13. Combined Academic and Student Services SLO Coordinators into one faculty position with 60% reassigned time, which was filled by a state-recognized tenured faculty member [2.d.17]; [2.d.18].

Opening Day activities in spring 2011 included SLO training break-out sessions [2.d.19]. In January 2011, the Director of RPG joined the SLO Committee, adding the critical relationship needed between SLO development and the Office of RPG. The Director of RPG has oversight of Administrative Unit Outcomes. In conjunction with the SCC and Workgroups 123, the SLO Committee focused on the three essential steps of institutional planning as they apply to SLOs: Planning, Implementation and Evaluation (P-I-E).

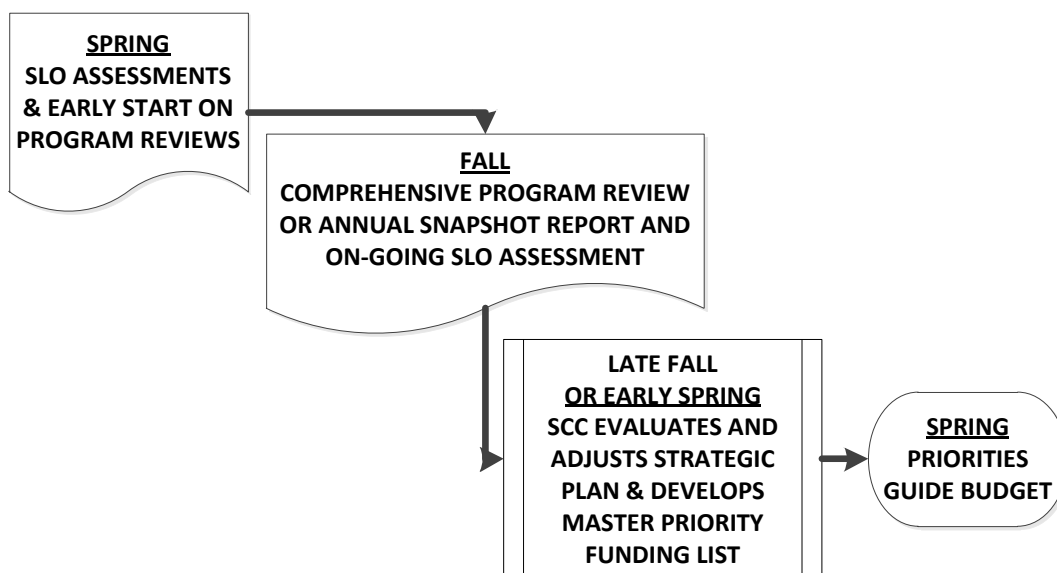
In February 2011, the SLO Coordinator position was elevated to 100% reassigned time. The SLO Coordinator trained SWC faculty and staff on the use of eLumen. In addition, the SLO Coordinator and Director of RPG are responsible for the implementation of eLumen for the posting of SLO assessment results. This collaboration between the Director of RPG and the SLO Coordinator solidifies a College-wide approach to implementing, assessing, and planning based on student outcomes [2.d.20].

With an institutional commitment to the Office of RPG, these Institutional Program SLOs will now be incorporated into our Institutional Program Review process as data for identifying student achievement. The Office of RPG is responsible for maintaining and storing data on student learning and student achievement via eLumen. The Office also stores the annual Program Review reports, which include data analysis and planning using SLOs.

The SLO Coordinator and Director of RPG are members of the Institutional Program Review Committee (IPRC). Their inclusion in the IPRC ensures that the development, implementation, and planning incorporates the results of SLOs/AUOs into Program Review, integral to planning and resource allocation. The IPRC is co-chaired by the Vice President of the Academic Senate and the Dean for Instructional Support Services (ISS), who chair the Academic Program Review Committee (APRC) and the Administrative Program Review Committee (AdPRC), respectively. They have oversight responsibility as IPRC subcommittee Co-Chairs, which is a standing committee of the Shared Consultation Council (SCC). The College will re-evaluate planning and resource allocation so it focuses on the role and weighting of student learning outcomes in both areas.

The SLO Assessment Policy and Procedures were reviewed and approved by the Academic Senate and SCC in March 2011. The SLO Assessment Policy and Procedures included a detailed plan for implementation of SLO Assessment and use of results in institutional planning. Furthermore, these documents provide clear purpose, scope, definitions, roles, and responsibilities associated with SLOs and our institutional assessment of SLOs [2.d.21].

Diagram “A”: SWC Annual Cycle for Integrated Planning Utilizing Program Review/SLO Assessments Leading to Budget Funding



With the integration of SLOs into our institutional planning processes, including resource allocation, SLOs/AUOs have become an integral part of the decision-making process at the College (see Diagram “A” above). The SCC continues to lead the College in this paradigm shift of planning and budget development from a resource-based model to an SLO/Program Review-based model. This elevates the value of both SLO/AUO implementation and assessment as well as the value of participating in the Institutional Program Review process.

3. ANALYSIS OF RESULTS:

In accordance with the *Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes* (ACCJC), the College has completed the Development Level of Implementation of SLOs [2.d.22]. This assessment is based on the following developmental level accomplishments:

- College has established an institutional framework for definition of SLOs,
- College has established authentic assessment strategies for assessing SLOs as appropriate,
- Existing organizational structures are supporting strategies for SLOs definition and assessment,
- Leadership groups have accepted responsibility for SLO implementation,
- Appropriate resources are being allocated to support SLOs and assessment, and
- Faculty and staff are fully engaged in SLO development.

The College has entered the Proficiency Level of Implementation:

- SLOs and authentic assessment are in place for courses, programs, and degrees,
- Results of assessment are being used for improvement and further alignment of institutional practices,
- There is widespread institutional dialog about the results, and
- Appropriate resources continue to be allocated and fine-tuned.

SWC is proud to state that one hundred percent of its courses and academic programs now have SLOs. In addition, AUOs and Student Services SLOs have been developed, SLOs/AUOs have been

assessed and data collected using eLumen and other tools, and results are used in educational and institutional planning improvements [2.d.1].

4. ADDITIONAL ACTION PLANS:

- ACCJC requires *progress towards a Proficiency Level of Implementation by fall 2012*. Beyond that requirement, the College will continue to implement and measure SLOs/AUOs as an integral part of the institutional program review process and integrated planning. Course and program SLO assessment results will continue to be evaluated, used in planning educational and student services improvements, and inform the resource allocation process. The College will continue to develop and refine assessments of student learning on an annual basis.
- By April 30, 2011, the College will have assessed its internal procedures as to how it overlooked the absence of a large number of academic program SLOs ensuring that this type of situation will not occur again.
- By May 30, 2011 all programs/units will have received training on data management using eLumen for the purpose of comprehensive review and revision of SLOs, as appropriate. These reports will be run every six (6) weeks during the semester.
- By fall 2012, the College will be at or above the Proficiency Level of Implementation.

5. EVIDENCE:

Section 2.d	
2.d	Evidence Cited
2.d.1	SWC Student Services SLOs
2.d.2	SWC Mission Statement
2.d.3	CurricUNET Screenshot
2.d.4	Staff Development Workshops: January 2008
2.d.5	GB Agenda/Minutes November 12, 2008 re: approval of eLumen software purchase
2.d.6	SWC Web Link: History and Development of SLOs at SWC
2.d.7	SLO Committee meeting minutes: January 10, 2011
2.d.8	SLO Committee Goals and Timeline
2.d.9	SLO Course Report
2.d.10	Assessment of SLOs and Rubric Writing
2.d.11	AUO Training CD
2.d.12	SLO Implementation Pilot Results
2.d.13	Philosophy discipline SLO Results
2.d.14	Academic Faculty and Student Services Workshop agendas and eLumen handouts
2.d.15	SLO/ AUO Implementing Guidelines
2.d.16	SLO Web Link
2.d.17	SLO Collaborative POWER (Promising Outcomes Work and Exemplary Research) 2009 SLO Mentor of the Year
2.d.18	SLO and Assessment – Academic and Student Affairs Coordinator
2.d.19	Opening Day Staff Development Calendar of Activities: January 11, 2011
2.d.20	Site Handout, PowerPoint, and Pre/Post email to attendees
2.d.21	SLO/ AUO Assessment Policy and Procedure
2.d.22	SLO Implementation Chart

e. RECOMMENDATION SIX:

As previously identified in the 1996 and 2003 ACCJC WASC Accreditation Reports, the team recommends that the college implement a Technology Plan that is integrated with the Strategic Plan and college goals; relies on Program Review; and provides reliable budgetary process for renewing technology and for providing appropriate technology staffing, support, and training college wide [II.C.1.a, III.C.1.a, and II.C.1.c].

1 . RESOLUTION OF RECOMMENDATION SIX: RESOLVED

Building upon the 1999 and 2005–2010 Technology Plans, the College collaborated through the Technology Task Team to develop the SWC 2011-2015 Technology Plan [2.e.1]. The Technology Plan was approved by SCC on March 2, 2011, and the by the Governing Board on March 9, 2011 [2.e.2]. Further, the 2011–2015 Technology Plan *is integrated with the Strategic Plan and college goals; relies on Program Review; and provides reliable budgetary process for renewing technology and for providing appropriate technology staffing, support, and training college-wide.*

ACTION DEMONSTRATING RESOLUTION:

Although the Technology Plan had been worked on for the past year, due to continued controversy over the process used for plan development, approval by the Academic Senate could not be provided. It became clear that the College had one of two options: 1) accept the plan because of the Accreditation timeline which would have ultimately resulted in a plan in which no one had confidence; or 2) re-group and re-write a meaningful plan that had full constituent buy-in. The College agreed that they would rather submit a plan that was recently developed but was supported campus-wide than, for the sake of meeting an Accreditation timeline, accept a plan in which no one had confidence. Accordingly, the Interim Superintendent/President suspended work group 6 and accepted volunteers for the daunting task of re-writing the plan.

On February 24, 2011, at Summit I, the newly designed Technology Task Team agreed that they would review the institution's prior plans. The team established a rigorous timeline for re-writing the plan, taking into consideration that it needed to be vetted through the collegial consultation process.

With hundreds of people-hours, the team produced a Technology Plan that represents the needs of the institution, is integrated with the Strategic Plan, Program Review, and with other planning processes, and also provides for an aggressive action plan for addressing and implementing technology at Southwestern College.

The Interim Superintendent/President proposed to Computer Systems and Services (CSS) that they consider the following two suggestions:

1. That the area be re-named to "Institutional Technology," with CSS a part of the organizational structure, to reflect that "technology" goes beyond "computers"; and
2. That, effective March 10, 2011, the division report directly to the Superintendent/President to demonstrate the over-all institutional nature of technology.

CSS staff discussed and agreed to both suggestions. At the March 9, 2011 Shared Consultation Council, these recommendations were endorsed. Reporting directly to the Office of the Superintendent/President provides leadership and the assurance that technology needs will be addressed and that the Technology Plan will be fully implemented.

Submitted below and on the following pages is a chronology and description of the Technology Plan development and the ethical manner in which it is being submitted for full resolution of Recommendation Six.

ESTABLISHED WORK GROUP 6: MEMBERS

Larry Lambert* (Classified)
Paul Norris* (Administrator)
Veronica Burton (Faculty)
Claudia Duran (Student)
Al Garrett (Classified)
Carla Kirkwood (Faculty)
Caree Lesh (Faculty)
Patti Larkin (Administrator)
Maria E. Martinez (Faculty)
Barbara Speidel-Haughey (Faculty)
Ron Vess (Faculty)

Tom Luibel* (Faculty)
Tom Bugzavich (Classified)
Kathleen Canney-Lopez (Faculty)
Scott Finn (Faculty)
Jerry Gonzalez (Classified)
Elisabeth Shapiro (Faculty)
Victoria Lopez (Faculty)
Christopher Martinez (Classified)
Carl Scarbnick (Faculty)
Angelina E. Stuart (Faculty)

Additional Past Members:

Nicholas Alioto* (Administrator)
Steve Bossi (Administrator)

Terry Davis* (Administrator)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

The College supplies technology to support the needs of learning, teaching, and operational systems. However, technology, professional support, and technical staffing levels appear to have been reduced significantly by recent budget cuts.

The College currently is not assuring that technology support is meeting college needs (III.C.1.a). Committees are in place, but there is question regarding efficacy. The structure for technology services is not effective and the ability for Computer Support Services to replace computers is stymied by these processes, as evidenced by the inadequate Technology Plan 2005–2010.

The team feels that technology support, facilities, hardware, and software are not supporting the operation of the college. Staffing levels seem to be inadequate for the size of the institution. The college is not planning, acquiring, maintaining, upgrading, or replacing technology infrastructure or equipment to meet college needs, as evidenced by a college-wide crisis of outdated equipment. There is also no evidence that this plan has been properly vetted through the appropriate committees (III.C.1.c).

The team observed that technology planning is not aligned with college planning. Administrative program review is vital in this area and is conspicuously absent. While efforts have been initiated to integrate the college technology plan with other plans at the college, no evidence of evaluation, assessment, or analysis of how well they integrate or their efficacy was found (III.C.2).

The College acknowledges and accepts the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION SIX:

2. DESCRIPTION OF PROGRESS:

In February 2010, the AOC established an initial work group 6 to address this recommendation with the following membership:

Nicholas Alioto (administration)
Tom Bugzavich (classified)
Steve Bossi (classified)
Tom Luibel (faculty)

Terry Davis (administration)
Larry Lambert (classified)
Caree Lesh (faculty)
Christopher Martinez (classified)

Following receipt of the WASC Evaluation Report and the WASC Commission's Action Letter, the reporting structure for CSS was changed from the Dean of Research, Planning and Evaluation to the Vice President for Business and Financial Affairs.

Equipment Upgrades

In February 2010, members of the College community reviewed the SWC 2005–2010 Technology Plan and identified additional technology needs in terms of hardware, software, maintenance and programming. These requests were submitted, through the appropriate channels, to CSS. Through this process, the College addressed the issue of outdated equipment (identified in the Evaluation Report) by replacing antiquated equipment with approximately 626 new computers. These computers were deployed based on the parameters outlined in the 2005–2010 Technology Plan.

During summer and fall 2010, the College invested in desktop and support systems by purchasing and deploying an additional 879 computers as part of a concerted effort to upgrade faculty, staff, and instructional labs based upon feedback from campus-wide stakeholders. The College purchased additional servers to increase data storage capacity. In addition, a formalized process was implemented to ensure the timely replacement of technology. This process has, to date, replaced a substantial number of identified instructional, support and administrative desktop systems. The College also implemented an electronic purchase order system to replace the lengthy manual system, ensuring the timely execution of technology procurement.

Item	Cost
Upgrade/Replace Storage Area Network	\$304,722
Upgrade/Replace Back-up System	\$116,501
Replace and Add Blades	\$44,133
Purchase additional Web Advisor Licenses and update IBM AIX system to address performance problems in registration	\$88,755

In summary, the College has made a financial investment in excess of \$2.1 million in technology replacement and enhancement in the past year to upgrade instructional technology and to ensure the College's infrastructure can support present and future information technology.

Staffing

In spring 2010, the Vice President for Business and Financial Affairs (VPBFA Work Group 6 co-lead) recommended hiring a consulting firm, WTC Inc., to assess the skill sets, training requirements and staffing needs of Computer Systems and Services staff, and assess the technology needs of the

College. In addition, they were asked to determine whether additional human resources were needed in CSS or if a reorganization of existing staff, accompanied by a significant investment in staff development, would be adequate to meet the College's technology needs. Several members of work group 6 expressed their concern with the hiring of a consultant for this purpose. Despite these concerns, the consultants were hired.

The consultant's assessment concluded that the staffing level was comparable to or better than the College's peer institutions regarding necessary support of existing equipment, particularly in instructional labs. It recommended the creation of a committee to review the number and use of instructional computer labs. The consultant's assessment also recommended increased staffing in the area of general user support, online learning, and programming.

Some of the consultant's recommendations were addressed as part of the overall institutional prioritization of needs [2.e.3]. In August 2010, the College hired a computer programmer to provide assistance with the College website and programming areas. As part of the 2010–2011 budgeting process, a recommendation to hire a Training Services Coordinator (TSC) and to increase the staff development training budget for CSS were also approved [2.e.4]. The full-time TSC provides training and support for all software supported by Southwestern College to meet the needs of all constituencies on campus.

CSS has undergone leadership changes. The Director of CSS retired at the end of December 2010. An Acting Director was identified to fill this position. The job title has been changed to Director of Institutional Technology (IT) and the job announcement for a replacement Director of CSS has been posted and a search committee established. The new IT Director will be hired by June 2011 and one of the Director's top priorities will be to make sure the IT Department will have appropriate staffing to support the needs for students, faculty, and staff. Adding additional staff will rely on Program Reviews and the integrated planning process described earlier in this Report.

Work Group 6 and the New Technology Plan Development

The consulting firm was asked to identify two community college technology plans that had been recently successfully reviewed by WASC to use as models to help develop a new plan at Southwestern College. The College sought a plan that identified goals, input processes, established criteria for developing priorities, and identified current and mid-term needs. Diablo Valley College seemed to be the strongest model researched by the consultants.

An electronic survey, soliciting employees and student leaders to identify their college technology needs and concerns was sent out by the consultants. The surveys were returned directly to the consulting firm. These results were not reviewed by the members of work group 6.

In May 2010, the consultants conducted two "open-door" forums where individuals could walk-in and express input and/or concerns. With the assistance of the Technology Committee and work group 6, twelve distinct constituencies were identified for one-on-one input and participation in the development of a Draft Technology Plan. The constituents identified were as follows:

- Associated Student Organization Executive Committee
- Academic Technology Committee (ATC)
- SCC Technology Committee
- AOC Work Group 6
- Deans Council
- Superintendent/President's Cabinet
- Council of Chairs

- Classified Executive Committee
- Student Services Council
- CSS Staff
- Business Directors Council
- Center Deans/Directors and Technology Coordinators

The consultants conducted in-person and/or teleconference calls with each of these organizations and developed individualized surveys to ensure confidential input. However, work group 6 was not kept apprised of the input received through this process, as was the expectation.

Establishment of the Technology Task Team

In January 2011, work group 6 and the Technology Committee met in joint session with other AOC Work Groups to resolve issues surrounding the need to include the Academic Technology Committee (ATC) in decisions related to instructional technology. In this same meeting, technology issues that prevented the College from meeting its strategic priorities were also addressed. This combined group of constituency members agreed that all elements of technology utilized at the College were inextricably linked, should not exist in a vacuum, and that a committee appointed to address a College-wide technology plan should be much more inclusive than the current work group 6.

On February 2, 2011, members of work group 6 held a meeting with the AOC Co-Chairs and invited the SCEA President as a guest. During this meeting, discussion took place regarding problems with the current process for developing a technology plan (e.g., lack of collaboration, constituency consultation, integration, inclusiveness).

February 3, 2011, the Accreditation Liaison Officer (ALO), the Interim Superintendent/President (I S/P) and the Academic Senate (AS) President met to discuss the situation and in the interest of meeting the goals and objectives of Recommendation Six, disbanded the original work group 6, replacing it with the Technology Task Team (TTT) (refer to membership list below). Building upon the 2005-2010 Technology Plan, the Technology Task Team committed to develop the SWC 2011–2015 Technology Plan [2.e.1] based on the principles of a consultative process, members of the Academic Technology Committee, and campus leaders willing to commit the necessary time and energy needed to meet Accreditation timelines and recommendations.

On February 8, 2011, the VPBFA resigned and the I S/P asked constituent leaders to waive the consultation process in order to move quickly in identifying an interim replacement for this position. Constituency leaders consulted with their respective groups and approval was given for an immediate search for an interim vice president, with the recruitment for a permanent replacement to begin immediately after the hire of the interim. The interim VPBFA started on March 3, 2011 and serves on the SCC Technology Committee.

Accreditation Oversight Committee and Shared Consultation Council Summit

A College-wide Summit, hosted by the AOC and SCC, was held on February 10, 2011. During the Summit, the AS President facilitated a technology plan breakout session, which established the membership and goals for the TTT. The TTT was charged with the following tasks:

- an updated SWC Technology Plan using the 2005–2010 Technology Plan as a foundation,
- an implementation and evaluation plan,
- a response to Recommendation Six,
- a prioritized technology needs list for the 2010–2011 academic year, and
- a procedure for prioritizing future technology needs.

The primary focus of the TTT was to ensure that updated Technology Plan was integrated with the Strategic Plan and Institutional Program Review process.

Campus members committed to working on the TTT included the following:

Elected Co-Chairs (3)

Larry Lambert, Online Learning Center

Tom Luibel, Faculty, School of Business

Paul Norris, Supervisor Computer Operations

Members (18)

Tom Bugzavich, Graphics Lab Specialist

Veronica Burton, Faculty/Articulation Officer/Student Services

Kathleen Canney-Lopez, Faculty, School of Business /ATC

Claudia Duran, Associated Student Organization, Representative

Scott Finn, Faculty/Chair, Counseling and PD/ATC

Al Garrett, Network Analyst /CSS

Jerry Gonzalez, Senior Systems Analyst /CSS

Carla Kirkwood, Professor/International Programs Coordinator

Elisabeth Shapiro, Faculty, School of Business /ATC Chair

Caree Lesh, Counseling Faculty/Student Services

Victoria Lopez, Faculty, School of Business /Presiding Chair of Chairs

Patti Larkin, Director/Bookstore, Acting Director CSS

Christopher Martinez, Word Processor/Office of Support Services (OSS)

Maria E. Martinez, Faculty, School of Business

Carl Scarbnick, Faculty, School of Math Sciences and Engineering/ATC

Barbara Speidel-Haughey, Academic Success Center Coordinator/ATC

Angelina E. Stuart, Faculty/Academic Senate President

Ron Vess, Faculty/AOC Co-Chair

After reviewing the timeline for completion of these tasks, the TTT agreed to meet daily 1–6 pm until the recommendation was resolved.

Technology Task Team Develops the SWC 2011-15 Technology Plan

On February 11, 2011, the TTT Co-Chairs met to set out a work plan. Meeting ground rules were established—allowing for the shared input of all members of the Team—and a decision on how to proceed with the plan and implementation process was agreed upon. The TTT utilized information contained in the previous Technology Plan drafted by the consulting firm, such as research, data produced by various surveys and open forums as well as individual constituents' input. This previous Draft Technology Plan was renamed the “Technology Report” and portions of it were included in the new SWC 2011-2015 Technology Plan [2.e.5].

In addition, the SWC 1994–1998, 1999–2004, and 2005–2010 College Technology Plans and components of the Diablo Valley College Technology Plan were also reviewed for the new SWC Technology Plan. A synthesis of these various documents took shape in the five-hour meeting. At the end of the TTT meeting, members were asked to comment on how the process was working; many members remarked that they felt energized by the new process of collaboration, which had been absent in the previous year's work. The TTT emphasized that all technology goals must support the newly approved SWC Mission Statement and strategic priorities.

The rough draft of the 2011–2015 Technology Plan was assigned to one of the TTT members, who compiled the various elements discussed in the meeting into a single document. The Online Learning Center staff created a Blackboard online site to facilitate the posting and review of documents, and access was provided to TTT members. This process provided an on going format for discussions

outside of scheduled meetings and a blueprint for the work that needed to be produced in the TTT meetings.

February 14, 2011, the TTT reviewed and discussed the draft 2011–2015 Technology Plan, and a series of goals emerged from these discussions which were tied directly to the Strategic Plan. These goals and priorities were then included in the document. It became clear that there were a few gaps in the draft, such as student services needs. Two TTT members were tasked with identifying and compiling the specific goals related to Student Services identified in the previous institutional plans, as well as any new items, and bringing these to the TTT for review and inclusion.

At the conclusion of the meeting, one TTT member began work on finalizing the language of the draft plan and included important technology aspects and planning ideas that came out of the TTT conversations. At the next meeting, the Student Services goals were integrated into the document and the TTT adopted the draft plan as the working model for the updated 2011–2015 Technology Plan. The draft Plan was then forwarded to the Accreditation consultant (Professional Personnel Leasing, Inc) to provide feedback to the TTT. The consultant returned the draft 2011–2015 Technology Plan with a series of formatting suggestions, some minor recommendations to be included in the layout of the final document, and a comment that the plan looked “extremely strong.”

The TTT determined that the 2011–2015 Technology Plan would be reviewed annually during the first fall meeting of the Technology Committee. The Technology Committee will then report any updates to the SCC. Prioritization procedures for technology needs, based on institutional program review findings, have been included in the 2011–2015 Technology Plan. Thus, program review needs will drive all institutional technology decisions.

Technology Task Team five-Year Technology Implementation Action Plan

The TTT met again on February 15, 2011 to work on the implementation process for the 2011–2015 Technology Plan. This discussion addressed Accreditation Team Recommendation Six, and a number of the College’s Strategic Priorities. Specific strategic action plans addressed were [2.e.6]:

Priority 1 & 2— Student Access and Success

2. Implement use functionality of the Student Data Warehouse system to assist faculty and administrators with their data needs.
5. Implement a college based student email system.
6. Increase instructor and staff development training in the delivery of hybrid courses/programs.

Priority 4—Fiscal Resources and Development

8. Implement ACH (electronic deposit) for financial aid checks.

Input from TTT members from the CSS department was critical in outlining project costs and workable timelines for completion.

The draft SWC 2011-2015 Technology Plan was presented to the Academic Senate on March 1, 2011 for input and approval.

Integrating Institutional Program Review

In addition to the five-year implementation action plan of the goals in the SWC 2011–2015 Technology Plan, the central role of Institutional Program Review outcomes as the driver for annual budget decisions related to technology needs was of major concern to the TTT. Consequently, a flowchart was developed by the TTT depicting the integration between the Institutional Program Review, ATC and Technology Committee recommendations, SCC decision-making and budget

allocation processes. This new flowchart now illustrates that institutional priorities drive budget decisions.

The TTT discussed the composition of the SCC Technology Committee and recommended that it be reconfigured to include technology expertise provided by the Director of CSS, Network Analyst, the Supervisor of the Computer Services, the Systems Analyst as well as instructional technology expertise provided by the ATC and the Online Learning Center staff, which had been previously lacking. This reconfiguration was tentatively approved by the I S/P pending approval by the SCC as a whole. With this tentative approval, the Technology Committee now included a majority of the TTT members, which provided for integrated strategic planning with all constituency members. The SCC unanimously approved this reconfiguration of the Technology Committee March 2, 2011.

Three TTT members reviewed technology requests from program reviews completed during the academic years of 2008–09 and 2009–10. A Technology Needs chart [2.e.7] was developed to follow through on the requests from the programs contacted. Contact was made with the Deans/Chairs of the programs who underwent review in those years to inquire about their technology needs. Assessment was made of the technology needs identified in the review outcomes to determine whether those needs had been met. Items that remained unaddressed from those program review outcomes were forwarded to the entire TTT for inclusion and prioritized in this year's cycle.

On March 10, 2011, the TTT identified the remaining technology requests following the review of the 2008–09 and 2009–10 goals outlined in the 2005–2010 Technology Plan. TTT members established completion dates, cited campus entities tasked to complete the work, and forwarded the priorities to the SCC for consideration in conjunction with other institutional priorities.

Institutional Approval of SWC 2011–2015 Technology Plan

March 1, 2011: The Academic Senate approved the 2011–2015 Technology Plan, which includes the implementation and action plan.

March 1, 2011: A prioritization list, compiled by the TTT, was delivered to the SCC for inclusion in the College's institutional prioritization process.

March 2, 2011: The AOC approved the 2011–2015 Technology Plan, which includes the implementation and action plan.

March 2, 2011: The SCC approved the 2011–2015 Technology Plan, which includes the implementation and action plan.

In the various approval processes, highlights of the SWC 2011–2015 Technology Plan and Implementation Action Plan were discussed:

- The integration of technology components as outlined in the WASC Accreditation Team's recommendations one, two, three & six has been accomplished and implemented.
- Institutional Program Review serves as the driver for budgetary decision-making related to all annual technology needs.
- The upgrading of technology has undergone a process of review by constituent groups including but not limited to: the ATC, Technology Committee, SCC, and SCC Budget Committee. This process includes the ability to gather data as well as identify instructional and administrative technology needs.
- The faculty software license issue previously noted by the visiting team has been resolved; funding was provided and faculty currently have office copies of all relevant instructional software.

- The College developed a plan and implemented funding for a technology replacement and improvement plan.
- By “snapshot” reviews to be submitted annually by all campus programs, under the auspices of the IRPC, the schism between faculty needs and campus technology needs is resolved.
- District Policy 2515 and the ATC’s recommendations regarding instructional technology in all academic and professional matters have been confirmed by the TTT’s and Technology Committee’s prioritization and decision-making process.

3. ANALYSIS OF RESULTS:

The College has renewed its commitment to an enterprise solution for college technology, and to a technology plan that involves all stakeholders and a renewed energy to technology efficacy across all platforms and systems. Integration, program review and long-term strategy are the focus of this plan.

Building upon the positive elements of the previous year’s work in the areas of data collection, constituent contact, open forums, email survey results and the results of the hired consulting firm’s research and initial plan, and rejecting the non-consultative and non-inclusive process led by an administration no longer in place at the College, the TTT resolved all of the remaining issues addressed in Recommendation Six in the Accreditation Team’s Report.

The TTT was able to include in the discussion, key players in the area of College-wide technology, which proved to be vital to the discussions on technology planning and implementation. A number of non-technology-focused campus members provided organizational structure and editing and drafting skills, which allowed them to create a clear and effective plan for addressing institutional technology needs.

After the resignation of the VPBFA, the TTT was created as a consultative and inclusive decision-making committee and the Technology Committee was reorganized. Through this process, the entire College was reminded of the fact that given the proper leadership and organizational structures, SWC has all the skills, intelligence and passion it needs to do the one overarching task we are here to accomplish, to serve our students.

4. ADDITIONAL ACTION PLANS:

In mid-April 2011, the Institutional Program Review Committee (IPRC) will evaluate the completed program reviews submitted for the academic year 2010–11. Technology needs identified through program review outcomes will be forwarded to the expanded Technology Committee. The Technology Committee will identify completion dates; cite campus entities tasked to complete the work, and forward that information to the Shared Consultation Council for consideration in conjunction with other institutional priorities. This process will be repeated every academic year to ensure that program review outcomes drive annual technology funding.

Building on previous technology plans and input from constituent groups, the action plans included in the 2011–2015 Technology Plan will ensure a logical and efficient transition to a more collaborative and enterprise solution. Program review and collegial consultation is aptly built into the framework of the technology plan to guide the college through a technology evolution commensurate with the College mission and goals [2.e.8].

Some of the specific action items outlined in the technology plan include:

- Work with Academic Technology Committee and through them, the Academic Senate to prioritize and streamline the process for academic technology,

- Work closely with the program review group IPRC to ensure that technical logistics are considered and used in the program review process,
- Work with the Office of Research, Planning & Grants to provide statistical data to support program review recommendations,
- Ensure a rigorous evaluation process to realistically determine realistic technology needs across the enterprise,
- Work with the CSEA to develop collaborative recommendations for classified professionals technology,
- Set short- and long-term goals that are realistic and increase the efficacy of College technology,
- Review the effectiveness and pertinence of the online learning system and determine if it continues to meet our educational and priority needs consistent with the College's mission,
- Work with the safety committee to establish an emergency communication system to alert and protect our campus community, and
- Provide secure student access to learning resources and support services for all College locations.

Members of the Technology Task Team continue to work on plan implementation. Summit II, scheduled for March 24, 2011, provides the venue for furthering the action plan through December 2012, demonstrating longevity and sustainability. In addition, technology needs, even in light of the current budget constraints, are being gathered to submit through Program Review Snapshot Reports and eventually to the Shared Consultation Council for final prioritization for funding allocations.

The new Institutional Technology (IT) Director will be hired by June 2011 and one of the Director's top priorities will be to make sure the IT Department will have appropriate staffing to support the needs for students, faculty, and staff. Adding additional staff will rely on Program Reviews and the integrated planning process described earlier in this Report.

5. EVIDENCE:

Section 2.e	
2.e	Evidence Cited
2.e.1	Technology Task Team (TTT) 2011–2015 Technology Plan
2.e.2	Approval of Technology Plan: SCC Agenda/Minutes: March 2, 2011; GB Agenda: March 9, 2011
2.e.3	GB Agenda: August 2010 re: Approval to hire Computer Programmer
2.e.4	GB Agenda: Approval of funds to hire Training Services Coordinator
2.e.5	Consultants 2011–2015 Technology Plan
2.e.6	2010–2011 Strategic Priority Action Plans
2.e.7	Technology Chart: Program Reviews
2.e.8	TTT Action Plans

f. RECOMMENDATION SEVEN:

The team recommends that the college plan and conduct professional development activities to meet the needs of its personnel and implement a formal evaluation process of activities.

1 . RESOLUTION OF RECOMMENDATION SEVEN: NEARLY RESOLVED

This recommendation from the 2009 ACCJC Site Visit team was not mentioned in the January 2010 Commission Action Letter. Nevertheless, the AOC felt it was important that this recommendation be addressed sooner rather than later since resolution of this recommendation is tied to the resolution of several other recommendations, so work on this recommendation started in March 2010. When this recommendation appeared as a new requirement in the January 2011 Commission Action Letter, the College redoubled its efforts to completely resolve this Recommendation by March 15, 2011 (the ACCJC subsequently gave an extension to June 1, 2011 for this Recommendation to be resolved). The recommendation will be fully resolved by June 1, 2011 in accordance with the June 1 extension granted by WASC.

ACTION DEMONSTRATING RESOLUTION: The Staff Development Program provides appropriate professional development opportunities for all personnel. The College has filled the Staff Development Coordinator position. The College allocated an adequate budget for Staff Development. The Staff Development Committee will complete a formal plan for the Staff Development program and a formal evaluation will be conducted by June 1, 2011. In addition work group 7 and the Staff Development Committee are working together and are meeting regularly to develop a District policy and procedure for Professional Development. Also the work group continues to make recommendations to the Accreditation Oversight Committee regarding professional development.

ESTABLISHED WORK GROUP 7: MEMBERS

Diana Kelly* (Faculty)	Randy Beach* (Faculty)
Claudia De La Toba (Faculty)	Bruce MacNintch* (Classified)
Patricia Hinck (Classified)	Mia McClellan (Administrator)
Jessica Posey (Faculty)	Helen Elias (Administrator)
Omar Orihuela (Administrator)	Arlie Ricasa (Administrator)
Kesa Hopkins (Administrator)	Zeidy Barrera (Administrator)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

The team recommends that the college plan and conduct professional development activities to meet the needs of its personnel and implement a formal evaluation process of the activities (Standards III.A.5, III.A.5.a and III.A.5.b)

There is no evidence in the self study that the college provides all personnel with appropriate opportunities for continued professional development. The college does not plan and conduct professional development activities to meet the needs of its personnel, and to date the vacant Staff Development coordinator position has not been filled. There is no evidence of an adequate budget to conduct professional development activities. In the past five years there has not been a formal evaluation process completed for the staff development program.” (Standards III.A.5, III.A.5.a, and III.A.5.b).

The College acknowledges and accepts the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION SEVEN:

2. DESCRIPTION OF PROGRESS:**A. Planning Staff Development to Meet the Needs of all Personnel**

1. Since the WASC report in January 2010, work group 7 has focused on meeting this recommendation by reorganizing the infrastructure of the Staff Development Committee. Work Group 7 created a flow chart that depicts the specific roles and responsibilities of the administration, coordinators, and respective committees in order to establish a fair and standardized process for Staff Development planning and activities [2.f.1]. This clarification of the organizational structure established accountability for Staff Development goals and defined committee compositions in the spirit of shared planning and decision-making.
2. The Staff Development Coordinator and the Staff Development Committee developed needs assessment instruments that surveyed all the constituency groups of the College to ensure that Staff Development programs would be all inclusive and responsive to constituent recommendations for Staff Development improvement [2.f.2]. The surveys were administered electronically in spring 2010 and spring 2011 to gather input on the professional development needs of each constituent group: Full-time Faculty, Part-time Faculty, Classified Professionals, and Administrators/Managers. Information from these surveys was used by the Committee to plan professional development activities for College-wide Opening Day break-out sessions in fall 2010 and spring 2011 and throughout the year [2.f.3]. These Needs Assessment Surveys are revised and administered each spring to monitor the needs of each constituent group so that professional development activities are planned and provided to meet those needs.

B. Providing All Personnel with Opportunities for Continued Professional Development

Professional development activities were provided for all constituent groups during Opening Days prior to the start of the semester fall 2010 and spring 2011 and throughout the year. In addition, specific activities were provided for all constituent groups [2.f.4].

Faculty: Full-time and part-time faculty have opportunities to participate in professional development activities throughout the year. These include workshops on teaching and learning strategies and discipline-specific workshops. Recommendations from the Part-time Faculty Needs Assessment Survey included online workshops and discussion groups. A book club meets throughout the year with an online discussion board in Blackboard for those who are unable to come to the face-to-face workshops. Teaching and Learning Resources are posted to the Staff Development Website [2.f.4].

1. Classified Staff: Opportunities for Classified Staff are offered throughout the year. In addition, there are two days during each Academic Year in which professional development opportunities specifically for Classified Staff are offered. The Classified Staff Development Days focus on the needs of this constituent group. The district also implements ongoing training for classified employees. For example, one division, Business and Financial Affairs, closed for two days in May 2010 and January 2011 so that all Classified employees and Classified managers in the division could take part in a variety of Staff Development activities [2.f.4].

2. Administrators: Administrators and Managers are invited to all Staff Development programs throughout the year. The College Management Team (CMT) and the Southwestern College District Administrators Association (SCCDAA) hold their annual retreat after the end of spring semester. This event is planned by the CMT and SCCDAA in collaboration with the Staff Development Coordinator [2.f.5].

C. Adequate Budget for Staff Development

The budget request from the Staff Development Committee is driven by the results of the Needs Assessment Surveys:

1. The full-time Training Services Coordinator provides training and support for all software supported by Southwestern College to meet the needs of all constituencies on campus. [2.f.6].
2. Staff Development funding was increased to provide for both faculty and classified staff to attend professional conferences and workshops [2.f.7].
3. In response to recommendations from the Opening Day Fall 2010 Feedback Survey, funding was provided to have an inspirational keynote speaker at Opening Day Spring 2011.

D. Staff Development Coordinator Position

The Staff Development Coordinator was hired in November 2009 and worked with the Staff Development Committee to review the program in order to address the recommendations of the Accreditation Team [2.f.8].

E. Formal Evaluation of Staff Development Program

In order to assess the efficacy and relevancy of Staff Development offerings, Staff Development events and activities are routinely evaluated using the guidelines in ***Evaluating Staff and Organizational Development*** (1993—revised 2003) by the California Community College Council for Staff & Organizational Development (4C/SD) and the Community College League of California (CCLC). Staff Development workshops and events are evaluated at Levels 1 and 2 (Participant Reaction and Perceived Learning, respectively) [2.f.9].

In addition to the evaluation of workshops and events, overall evaluation of the Staff Development Program is also addressed in the Needs Assessment Surveys, conducted annually, which identify areas for improvement [2.f.2].

As part of a formal evaluation process, the Flex Guidelines are reviewed and revised annually to be compliant with Title 5 and statewide Flex Guidelines. These Flex Guidelines are reviewed and revised each spring by the Staff Development Committee for Academic Senate approval each fall [2.f.10].

3. ANALYSIS OF RESULTS:

Recommendation Seven will be fully resolved in June 2011 in accordance with the extension granted by WASC in its letter of February 3, 2011 [Appendix F: Dr. Beno letter granting extension for Rec. 7]. Appropriate professional development opportunities for all personnel are ongoing, giving more opportunity for professional growth. As a result of the hiring of a Staff Development Coordinator, a more comprehensive and effective Staff Development Program was implemented. After several years of under-funding, an adequate budget was funded based on the needs of all constituents as documented in the ongoing Needs Assessment Surveys. The budget was allocated to provide faculty and staff the opportunity to attend professional workshops, conferences, and classes. The Staff Development Committee consistently evaluates all Staff Development offerings at evaluation levels 1) Participant Reaction, and 2) Perceived Learning and engages in an annual program review.

4. ADDITIONAL ACTION PLANS:

At the campus-wide Summit I meeting on February 10, 2011, work group 7 developed a variety of action plans in a matrix format [2.f.11]. Additional details on some of these plans follow below.

A. Planning Staff Development to Meet the Needs of all Personnel

1. The results of the Needs Assessment Surveys continue to be used in developing a College-wide Plan for Professional Development which incorporates the needs of each constituent group. This information will also inform the development of the Staff Development plans and priorities for the coming year 2011/2012 (June 2011).

B. Providing All Personnel with Opportunities for Continued Professional Development

1. The work group recommends that the Staff Development Committee create a subcommittee to address issues related to part-time faculty participation in professional development activities (June 2011).
2. The work group recommends that the College adopt a procedure of closing all offices from 8 a.m. to noon on Opening Day of each semester to allow all staff to have the opportunity to participate in Opening Day activities.
3. The work group recommends that all supervisors be directed by Human Resources to require classified staff to attend Classified Professional Development Day activities.

C. Adequate Budget for Staff Development

1. The College-wide Needs Assessments and the Staff Development Plan, a part of the Strategic Priorities, drives budget requests (June 2011).

D. Formal Evaluation of Staff Development Program

1. The Staff Development Plan will include methods for the evaluation of Staff Development to include Level 3 Evaluation: Behavior and Attitude Change (June 2011).
2. In the Staff Development planning process, a long-term approach will be developed for addressing Level 4 Evaluation: Institutional Impact (June 2011).

3. The Staff Development Committee, under direction of the Staff Development Coordinator, will complete a program review and follow a cycle of program review in accordance with IPRC guidelines. This will include a self-assessment of the Staff Development Committee each year to verify that its operating principles, structures and priorities are consistent with the Staff Development Plan and College-wide integrated planning processes and priorities (June 2011).

5. EVIDENCE:

Section 2.f	
2.f	Evidence Cited
2.f.1	Staff Development Organizational Flow Chart
2.f.2	Results from four Needs Assessment Surveys in spring 2010 and 2011
2.f.3	Fall 2010 and Spring 2011 Opening Day Break-out Session Agendas
2.f.4	Attendance records for events and workshops offered through Staff Development
2.f.5	SCCDAA Retreat Agendas
2.f.6	Training Services Coordinator Job Description
2.f.7	Staff Development Budget: 2010–2011
2.f.8	Staff Development Coordinator Job Description
2.f.9	Evaluations for events and workshops offered through Staff Development
2.f.10	Flex Guidelines committee meeting agenda and notes
2.f.11	Work Group 7 Action Matrix from Summit I

g. RECOMMENDATION EIGHT (a):

The Team recommends that the college set as a priority fostering an environment of trust and respect for all employees and students that allows the college community to promote administrative stability and to work together for the good of the college [III.A.4.c and IV.A].

1. RESOLUTION OF RECOMMENDATION EIGHT (a): NEARLY RESOLVED

The Accreditation Oversight Committee (AOC) separated Recommendation Eight into 8(a), *fostering an environment of trust and respect* and 8(b), *shared decision making* as outlined in the Action Letter in order to address the development of approved written policy and procedure for shared planning and decision-making. Professional Personnel Leasing, Inc. (PPL) was retained in early September 2010 and has proven to be instrumental in assisting the college in addressing Recommendation 8(a).

The environment that existed during the last administration, and even during the writing of the October report, which caused many of the issues surrounding an environment that did not foster trust or respect as well as impacting College morale, has vastly improved. This is a direct result of having two newly elected Governing Board members as well as the resignation of the past Superintendent/President. With the arrival of the Interim Superintendent/President, morale continued to improve as constituency leaders witnessed a spirit of collaboration, consultation and involvement in shared planning and decision-making. Further improvement to campus morale was added by the sudden resignation of the Vice President for Business and Financial Affairs as recently as February 2011.

While trust and mutual respect are difficult to measure, constituency leaders and groups agree that esprit de corps has taken root, improving employee and student morale greatly and creating an environment wherein conflicts can be resolved in such a way that all constituents feel treated

professionally. A multitude of events have contributed to the improved campus climate and collaboration *to work together for the good of the College*.

ACTION DEMONSTRATING RESOLUTION:

Current action to demonstrate resolution of Recommendation Eight (a) includes:

- Visible improvement in the way the Interim Superintendent/President and all representative vice presidents' relate to employees,
- Respectful treatment of employees in meetings,
- Respect for the collegial decision-making process by taking time to refer items to constituent groups for consideration,
- Two-way dialog before decisions are made,
- College-wide communications directly from the Office of the Superintendent/President,
- Respectful treatment of members of the public during oral communication as well as respectful treatment and consultation with constituency leaders during Governing Board meetings,
- Open inclusion of student representatives on committees and for seeking input
- Providing Summit I and II as opportunities for collegial dialog about Accreditation progress,
- Results from the mini-survey indicating significant improvement in morale and in Governing Board and Superintendent/President issues.
- Regular weekly meetings between the Superintendent/President and constituency leaders,
- Open door access to consult with the Superintendent/President during this stressful transition to meet accreditation timelines,
- No titles used during meetings, allowing for more fluid conversations (e.g., Budget Committee, SCC, AOC and its work groups),
- District commitment to work towards resolving outstanding grievances, and
- Improved dialogue during negotiations to swiftly resolve previously difficult issues with the past administration.

As noted previously, healing takes time. A history of mistrust, failed collegiality, flawed shared decision-making, and disrespect for others is not one that is quickly forgotten; but with ongoing consistent and stable action and in an environment of trust and respect as previously described, the issues facing the institution in Recommendation 8(a) have been resolved.

ESTABLISHED WORK GROUP 8 (a): MEMBERS

Kathleen Canney-Lopez (Faculty)
Jackie Thomas (Faculty)
Maya Bloch (Faculty)
Ann Lindshield (Classified)
Gonzalo Quintero (Classified)
Torrey Hubbell (Classified)
Myrna Tucker (Classified)
Miguel Aguilera (Classified)
Michele Fenlon* (Classified)
Steve Tadlock (Administrator)
Bea Zamora (Administrator)
Julie Woock (Student)

Marsha Rutter (Adjunct Faculty)
Rebecca Wolniewicz (Faculty)
Diane Gustafson* (Faculty)
Virginia Martinez (Classified) *retired*
Anna Banda-Flores (Classified)
Salvador Ramirez (Classified)
Edith Ruvalcaba (Classified)
Veronica Abitia-Rubio (Classified)
Cathy Mc Jannet (Administrator)
Silvia Cornejo-Darcy (Administrator)
Michael Kerns* (Administrator)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

In 1996 and 2003 the college was given similar recommendations regarding issues of trust and creating an environment of mutual respect. Faculty, staff, and students reported to the visiting team that they operate in a “culture of fear and intimidations” and “lack of trust.” At both of the very well attended college forums, employees vocally indicated that this recommendation has not been adequately addressed. Employees stated that they were fearful for their jobs and that an atmosphere of distrust permeated the college. This negative climate was attributed to the Superintendent/President’s action to terminate some staff members following a vote of no confidence by both the faculty and the classified unions. In addition, students stated that they felt confidence by both the faculty and classified union. In addition, students stated that they felt their input in the decision-making process was not valued, their proposals were ignored, and decisions regarding class cuts and reduction in library hours were not made with their best interests in mind. The long-standing nature of the recommendation, dating back over ten years, suggests that the negative climate is not the doing of the Superintendent/President, but the current administration has not succeeded in addressing the recommendation.

The College acknowledges and accepts the findings of the Commission.**BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION EIGHT (a):****2. DESCRIPTION OF PROGRESS:**

At the February 10, 2010 AOC meeting, it was agreed that Work Group 8(a) would include one co-lead from each constituency—faculty, classified, and administration—providing the opportunity for shared planning and decision-making [2.g.1].

The three co-leads reviewed the WASC recommendation and decided it addressed two separate areas. The first area dealt with improving campus morale and *fostering an environment of trust and respect*. The second area was to develop and implement a written process for shared decision-making. It was then decided to bifurcate work group 8 into two separate sub-work groups, (a) and (b), to address the two areas of the recommendation. As a result, work group 8(a) addressed the need to foster an environment of trust and respect for employees, and work group 8(b) was charged with developing a written process and structure providing faculty, staff, administrators, and students a substantial voice in decision-making processes. Because Shared Governance Policy and Procedure Task Group had already been working on a new Shared Planning and Decision-Making policy for more than a year, the co-chairs decided to make this the 8(b) group. The recommendation section addressing work group 8(b) follows this section.

The AOC sent an invitation to the campus community soliciting participation on the respective work groups. Work Group 8 received an overwhelming response for participation. The Work Group faculty and classified co-chairs also approached individuals from various constituencies about joining work group 8(a). Word of mouth spread, and soon others were asking to be part of the group. Many of the other work groups have 3–4 members, but 8(a) is represented by a large cross constituency with 22 members.

Work Group 8(a) held its first meeting on March 12, 2010 [2.g.2]. During that meeting the co-Leads identified their charge as follows:

1. Identify actions that would support an environment of trust and respect for employees, and
2. Forward recommendations to the Accreditation Oversight Committee.

Although not all 22 members were able to attend the first meeting, there was a good turnout and the members began to dialogue about the current climate on campus. The group began to identify issues of morale, to discuss difficulties in overcoming the sense of apathy that pervaded the campus, and to develop recommendations for improvement.

Dialogue regarding the issue of campus climate had been limited to “water cooler” conversations for the previous few years and generally remained within individual constituencies or among close confidantes. As alluded to in the visiting team’s Evaluation Report, many members of the campus felt that expressing opinions openly was potentially hazardous to their employment. Information, whether true or false, spread quickly within the campus community. Additionally, a sense of fear of retaliation existed, so a healthy dialogue in an “open” venue was not only rare but also risky. In order to create a safe environment for all committee members to dialogue openly, the group agreed to the following ground rules: 1) to treat one another with civility and respect, and 2) to allow all to express their opinions. With the ground rules set, the group began to discuss hindrances to achieving *an environment of trust and respect* among all College employees and students. That discussion led to several recommendations, including the development of a Campus Climate Survey, in order to ascertain the actual campus morale [2.g.3].

The twelve members in attendance on March 12, 2010 drafted twenty-four recommendations to improve campus climate [2.g.4]. At a meeting on April 20, 2010, three more recommendations were added [2.g.5], bringing the total recommendations to twenty-seven [2.g.6]. Later, a follow-up meeting was held on December 9, 2010, during which Work Group 8(a) members (ten present) trimmed the twenty-seven recommendations into a shorter list and prioritized them [2.g.7].

Of the twenty-seven recommendations, three had been implemented by the beginning of fall semester (August 2010). These included 1) re-opening of the Staff Dining Room, a place for colleagues to relax and converse, in the Student Union East; [2.g.8] 2) two workshops on bullying held on Opening Day; [2.g.9] and 3) two workshops on interpersonal communication held on Opening Day. More workshops on these topics were held on Classified Staff Development Day (January 5, 2011) and Spring Opening Day (January 11, 2011) [2.g.9].

Work Group 8(a) recommended a Campus Climate Survey. Although the co-chairs looked into a previous Campus Climate Survey from 2003, they decided it was outdated and many of the issues that were plaguing the College currently were not addressed in the original survey. In early March 2010, two of the 8(a) co-chairs and a delegate from the third co-chair met with the Dean of Research, Planning, and Evaluation and prepared a draft survey [2.g.12]. However, the following week the Dean was dismissed from the College. The College temporarily replaced this position with an hourly researcher until a permanent replacement could be found. The hourly researcher assisted with the development, deployment, and analysis of the survey. The survey was successfully deployed in November 2010.

In November, two faculty members suggested a Thanksgiving Tree, which received the approval of the Superintendent/President and Cabinet. On Monday, Tuesday, and Wednesday before Thanksgiving Day, one of the large trees in the center of the campus was wrapped in yellow plastic. Students, faculty, staff, and administrators were invited to write on note cards that for which they were thankful, place their lists in plastic bags (rain was predicted), and pin the bags to the tree. Bags and pins were provided. A staff member made a large sign which has been kept for next year. Members of the campus community have said that the Tree was one of the turning points in morale [2.g.13].

There were two other events in November 2010 which have had significant impact on the campus. First, the Governing Board election on November 2 resulted in two new members and a new majority on the Board. The campus community expressed an inability to work collegially with the previous Board, so the elections had an immediate impact on morale. Second, at the end of November, the Superintendent/President resigned. College constituencies had also expressed an inability to work collegially with the Superintendent/President who was supported by the then Board majority. His departure was viewed by some as a fresh start for the College. With the hiring of the I S/P on January 19, 2011, morale further improved because of her collaborative leadership style.

One of the recommendations developed by the work group responded to a need involving the venue used for Governing Board meetings. Previously, large crowds were not permitted inside once the venue had reached max capacity, leaving some attendees outdoors. The December 8, 2010 Governing Board meeting, the first with the newly-elected members, was held in Mayan Hall (capacity 399) instead of in the Governing Board meeting room (capacity 85). This move was number one of the twenty-seven recommendations drafted by work group 8(a).

Additionally at that meeting, the Governing Board President announced that beginning in January 2011, reports by constituency leaders (Academic Senate, Faculty Union, Classified Union, Administrators' Association, etc.) would be moved to the beginning of the Board meetings. This was recommendation number two from work group 8(a). Constituency groups have long been asking to move their reports to the beginning of the Governing Board agenda to ensure their viewpoints are considered before voting on an issue. Policy 2310 had set adjournment of Governing Board meetings at 10 p.m., even if there were agenda items yet to be addressed [2.g.14]. Until approximately six years ago, these reports were routinely scheduled at the beginning of the Board meetings, and constituency groups had protested the change since then.

These changes have led to a noticeable difference in the Governing Board meetings, with none of the previous discord among Board members. The Governing Board also has significantly improved its interaction with the campus constituencies and members of the public at the Board meetings [2.g.15].

Another significant morale booster occurred in December 2010. On December 14, 2010, a joint communiqué from the District's negotiators and SCEA announced that a tentative agreement had been reached for reassigned time for the SLO Coordinator, the newspaper advisor, and the forensics team advisors. The SCEA contract, which had expired in 2010, was finalized in January 2011 [2.g.16]. CSEA had been working without a contract since 2008 but reached tentative agreement in December 2010. Final approval was received after a vote by the membership to accept the contract on February 25, 2011.

Further evidence of improved morale was evident at the annual CSEA Holiday Breakfast, Friday, December 17, 2010. This has been a tradition for many years and represents a time when all groups gather together for a light-hearted celebration. Administrators, faculty, staff, and students participate. Donations are collected the month prior across the campus among all constituencies for raffle prizes and door prizes, and winners are announced at the breakfast. The mood of the gathering was significantly more joyful than in recent years. Among the notable changes: Vice Presidents and Governing Board members sat not together but scattered at tables with faculty and staff. The atmosphere of the event was more relaxed. It was very evident from conversations during and afterwards that the majority noticed the difference and enjoyed the camaraderie [2.g.17].

Crucial events occurred in January to boost morale:

- The Governing Board president reported at the January 19, 2011 meeting that the Board had decided to withdraw the letters of reprimand from the personnel files of the professors suspended in October 2009 after a group of students protested massive class cuts. The suspensions had garnered attention both locally and nation-wide in October and November 2009 because the suspensions arose out of a violation of the constitutional right to freedom of speech [2.g.18]. On March 9, 2011 the Governing Board approved Policy 3900: Freedom of Expression [2.g.19]. Both the removal of the letters of reprimand and the approval of Policy 3900 contributed to improving morale across campus among all constituencies, including our students.
- In January 2011, the Governing Board rescinded the decision of the previous Board with regard to the arbitrator's decision in the case of a classified staff member who had been dismissed by the previous Superintendent/President in April 2009. The reason given for the dismissal was that the position was no longer needed. However, there had been no program review indications that the position was superfluous. This dismissal was taken to arbitration by CSEA, and the arbitrator rendered his decision that the employee should be reinstated [2.g.20]. In August 2010 the previous Governing Board voted to reject the arbitrator's decision [2.g.21]. This action caused further deterioration in the morale among employees at the College. At the Governing Board meeting of February 5, 2011, an announcement was made by the current Governing Board president: "By a unanimous vote, the Board has directed the Superintendent/President to take action on resolving the issue and to report back at the March Governing Board meeting." [2.g.22]
- The Director of Grants who had been dismissed in March 2009 was rehired as Director of Research, Planning, and Grants (RPG) in January 2011. This boosted morale because many people felt the firing was unsubstantiated and arbitrary.

Further morale improvement occurred at the beginning of spring 2011. The Opening Day Ceremony for spring semester (January 11, 2011) will long be remembered as one of the best Opening Days in recent memory [2.g.23]. The day began with breakfast provided (as usual) but proceeded to a mini-concert by the award-winning SWC mariachi group. Three Governing Board members distributed programs to those who entered Mayan Hall for the Opening Day Ceremony. Welcoming addresses were given by constituency leaders, including the president of the faculty union. For several years, the SCEA leader had been excluded from speaking, resulting a year ago in a walk-out from the Opening Day ceremony by most of the faculty.

The president of the Faculty Union asked members of the audience to stand if they support our accreditation efforts. Everyone did.

The Staff Development Committee, consisting of representatives of all constituencies, developed the agenda for Opening Day, and the Staff Development Coordinator served as Mistress of Ceremonies.

Among the students honored were the statewide champion women's cross-country team (first SWC team ever to win a state title) and the staff of the Southwestern Sun newspaper, who have won more than 300 awards.

The Mistress of Ceremonies asked all to stand who had been students at the College and later came back to work here. She announced that an "honor roll" of these names would be posted in the Staff Development Office foyer. This begins to fulfill a morale-boosting campaign which had been

proposed by work group 8(a) co-leads and members in summer 2010. At that time a slogan, “Proud alum! Proud employee!” had been suggested, and experiences of individuals had begun to be collected. Co-leads of work group 8(a) had met with the Community and Media Relations Department about including some of these on the new College website.

The keynote address on Opening Day was given by Sonia Rhodes of the Sharp Experience. Sharp Healthcare decided ten years ago that they wanted to stress excellence and teamwork, and she explained how they had made it happen. This speaker had been chosen by the Staff Development Committee because of the similarities between Sharp and Southwestern College. By the following day, the Dialogue Task Force was beginning to talk about following Sharp’s example here.

The Grand Finale to the opening ceremony was a song, “Phoenix,” written by Max Branscomb, the advisor to the Sun (Student Newspaper), and performed by a group of volunteers spanning the campus constituencies from the Acting Superintendent/President to students and even children who will one day attend the College. The performance received a standing ovation, and the SCC, at their meeting of January 20, 2011, discussed adopting it as the official College song [2.g.24].

Also in January 2011, a summary of selected results of the Campus Climate Survey were made available to the members of work group 8(a) [2.g.25]. Shortly thereafter, the same set of results were disseminated to the campus community. Work Group 8(a) co-leads met with the AOC co-chairs and researcher to discuss the results and analysis and to develop action plans that would address the findings.

In late February a “mini” and very focused Campus Climate Survey with only eleven questions concerning the Board was deployed [2.g.26]. The November survey had revealed significant discontent and dissatisfaction among all constituencies with the Governing Board and Superintendent/President at that time. The current Governing Board, which was seated on December 8, 2010, wished to ascertain whether there had been a change in perception of the Board among the constituencies.

In addition, the ASO conducted a Student Campus Climate Survey during the last week of February [2.g.27]. The results will be used to develop their priorities and to illustrate the change in climate this semester.

The Interim Superintendent/President called a “summit” which was held on February 10, 2011, from 4 to 8 p.m. in the Student Union [2.g.28]. Invitations were extended to constituency leaders, members of the Accreditation Oversight Committee, and members of the work groups addressing accreditation recommendations. There were approximately one hundred in attendance, including many students, and the students took a very active part in the break-out sessions.

The purposes of the summit were, 1) to clarify the issues which must be addressed in the March report, 2) to encourage those working on the report as most of the work had been completed, needing only final documentation, 3) to create timelines for the next three weeks and beyond, and 4) to continue to foster a healthy environment of trust, respect, and collegiality.

The evening was a resounding success as the comments afterward attest:

- “Loved that students were integrated into the process”
- “The supporting materials gave us direction”
- “There was a positive energy level in the room”
- “We are one”

- “Today was a big jumpstart; I can speak for all the students that we are happy to have been included and to provide a lot of evidence for the 8(a) report”
- “You all are committed to us students”

The only negative expressed was that the acoustics of the room made it hard sometimes to hear in breakout sessions.

Also in mid-February, a reporter from KGTV (Channel 10 in San Diego) visited the campus for a feature on the changes in morale on campus this semester. The story, which was aired on February 17, 2011 reflected the positive attitude felt by many employees and students [2.g.29].

3. ANALYSIS OF RESULTS:

Measuring campus morale is difficult to quantify and will best be evaluated when the College re-deploys the Campus Climate Survey scheduled for the end of the spring semester. However, what has occurred and is measurable are the opportunities for meaningful dialogue, a noticeable respect for the intent and spirit of Policy 2510: Shared Planning and Decision-Making, and an overall willingness to work collegially together to achieve resolution of this recommendation.

Notable Achievements:

- The creation of the Accreditation Oversight Committee, which meets weekly to address the recommendations given to the College on February 1, 2010, illustrates progress done in a collegial manner. This broad-based committee is helping to create trust and respect and will continue to be a standing committee to support ongoing dialogue and the continuous evaluation required of accreditation.
- The creation of the Dialogue Task Force, which met to discuss issues that had the potential to become difficult. The task force was made up of all four vice presidents, all constituency leaders, and student leaders. The group discussed, among other things, the lack of input from constituencies regarding a major website overhaul. These website changes had previously received a great deal of resistance for the lack of collegiality. As a result of dialogue among this group, a user group was created to make recommendations before a new website is launched. The Dialogue Task Force was determined as no longer necessary because SCC is the appropriate venue to handle campus-wide, all-constituency issues, as was pointed out by the new Interim Superintendent/President.
- In the past, there had been little support from the administration for the Faculty Recognition Awards. In January 2011, however, the reception was attended by almost all the vice presidents and most of the Governing Board members.
- The president of CSEA reported that the budget process for 2011 was more open and that requests for funding were itemized and discussed in depth. Committee members may not have gotten all that they wanted, but all felt that they had been heard. The president of CSEA also reported that issues which in the past had taken far too long to acknowledge and address are now handled with a phone call.
- The president of the Academic Senate reported that in the past she had to schedule meetings with the Superintendent/President as much as two weeks in advance. She has found that the Acting Superintendent/Presidents (for December and January) and now the Interim Superintendent/President maintain an open door and are able to meet on short notice for urgent matters.
- The search for an Interim Superintendent/President, culminating in the announcement on January 19, 2011, was an open and efficient process. Input from constituencies fulfilled not only shared governance expectations for collegial consultation, but also respect for the constituencies by the Governing Board. At the special meeting of the Board on December 14, 2010, the

environment was described by the Academic Senate President as “drastically different, shocking in a good way.” There were questions to and from the Board members, who were open and willing to listen.

- Results from the March 2011 mini-survey show significant improvement in all 11 survey statements. Eighty-four percent of the respondents described morale as being better this semester (spring 2011) than it was last semester (fall 2010). Seventy-three percent of the respondents were in agreement that the Governing Board creates an environment that promotes trust and respect. This figure was 20% in the November/December 2010 survey, a change of 53%.
- There was an even greater increase (59%) in the question asking if the Superintendent/President creates an environment of trust and respect. In November/December 2010, 24% were in agreement, in March 2011 it was 83%. A similar increase (58%) was found in the question that asked if the Governing Board listens and responds to recommendations from College constituencies. The positive responses increased from 16% in 2010 to 74% in 2011. All of the increases described above are statistically significant. The remaining seven questions, related to the Governing Board and Interim Superintendent/President showed similar remarkable increases [2.g.30].

4. ADDITIONAL ACTION PLANS:

The Action Plans outlined in the evidence will ensure sustainability of a culture of mutual respect at SWC [2.g.31].

Although the College has set these short- and mid-range goals to achieve sustainability of the recommendation, *fostering an environment of trust and respect for all employees and students that allows the college community to promote administrative stability and to work together for the good of the college* is a long term goal that will be continuously developed. The next all-campus summit (Summit II) will take place on March 24, 2011. Further discussion will take place and additional action plans will be made, to achieve sustainability in *fostering an environment of trust and respect*.

The College plans to re-survey the campus community, using the same comprehensive survey instrument used in November, before the end of spring semester to ascertain improvement.

5. EVIDENCE:

SECTION 2.g	
2.g	Evidence Cited
2.g.1	Accreditation Oversight Committee (AOC) Minutes: February 10, 2010
2.g.2	Work Group 8(a) Minutes and sign-in sheet: March 12, 2010
2.g.3	Campus Climate Survey questions
2.g.4	Work Group 8(a) Recommendations
2.g.5	Work Group 8(a) Minutes: April 20, 2010
2.g.6	Work Group 8(a) Progress Flow Chart
2.g.7	Work Group 8(a) Meeting Minutes and Revised List: December 9, 2010
2.g.8	Staff Dining Room Re-Opening Email
2.g.9	Fall 2010 Opening Day Agenda
2.g.10	Spring 2011 Opening Day
2.g.11	Workshops—Classified Staff Development Day: January 5, 2011 and Spring Opening Day: January 11, 2011
2.g.12	Campus Climate Survey Meeting Notes: March 2010
2.g.13	Thanksgiving Tree Email Announcement

2.g.14	Policy 2310: Adjournment of Meetings
2.g.15	Email from constituents re: Governing Board Meeting: January 2011
2.g.16	SCEA/District Email re: Faculty Contract
2.g.17	Email/Evite and Thank you from CSEA President
2.g.18	SWC SUN Special Edition: February 11, 2011 page One
2.g.19	SWC Policy 3900: Freedom of Expression
2.g.20	Arbitrator's Ruling: Elisandra Singh
2.g.21	Governing Board Meeting Minutes re: Rejection of Arbitrator's ruling; SUN article
2.g.22	Governing Board Meeting Minutes: February 5, 2011 re: Recall Eli Singh decision
2.g.23	Opening Day Follow Up Survey
2.g.24	"Phoenix" Song Link to YouTube Video; lyrics
2.g.25	Campus Climate Survey 2010: Results
2.g.26	Mini-Survey: spring 2011
2.g.27	ASO Announcement of Student Survey; Survey
2.g.28	AOC/SCC Summit I: February 10, 2011: Agenda, PowerPoint, Sign-In Sheets
2.g.29	KGTV Television Coverage of SWC: spring 2011
2.g.30	Mini Survey: spring 2011 Results
2.g.31	Evidence: Southwestern Community College District Work Group 8 Action Plans, October 15, 2011).

h. RECOMMENDATION EIGHT (b):

The team further recommends that the college establish and follow a written process and structure providing faculty, staff, administrators, and students a substantial voice in decision making processes [IV.A; and IV.B.2.b].

1. RESOLUTION OF RECOMMENDATION EIGHT (b): RESOLVED

Southwestern College confirms that the College has *established and is following a written process and structure providing faculty, staff, administrators, and students a substantial voice in decision-making processes*, which have been formalized in the *SWC Shared Planning and Decision-Making Handbook*.

ACTION DEMONSTRATING RESOLUTION:

With the arrival of the Interim Superintendent/President (I S/P) in January 2011, changes in implementation of shared planning and decision-making moved forward quickly. Examples include weekly meetings between the Academic Senate President and I S/P, and revision of the Shared Consultation Council (SCC) agenda to include 10 + 1 items. On February 9, 2011, the SCC approved the re-organizational reporting structure for the Academic Senate so that it no longer reports to a vice president but rather reports directly to the Governing Board. The change in reporting structure was approved by the Governing Board at the March 9, 2011 meeting [2.h.1]. This change, among others, is reflected in the *Shared Planning and Decision-Making Handbook* which serves as a guide and a manual for the collegial consultation process [2.h.2].

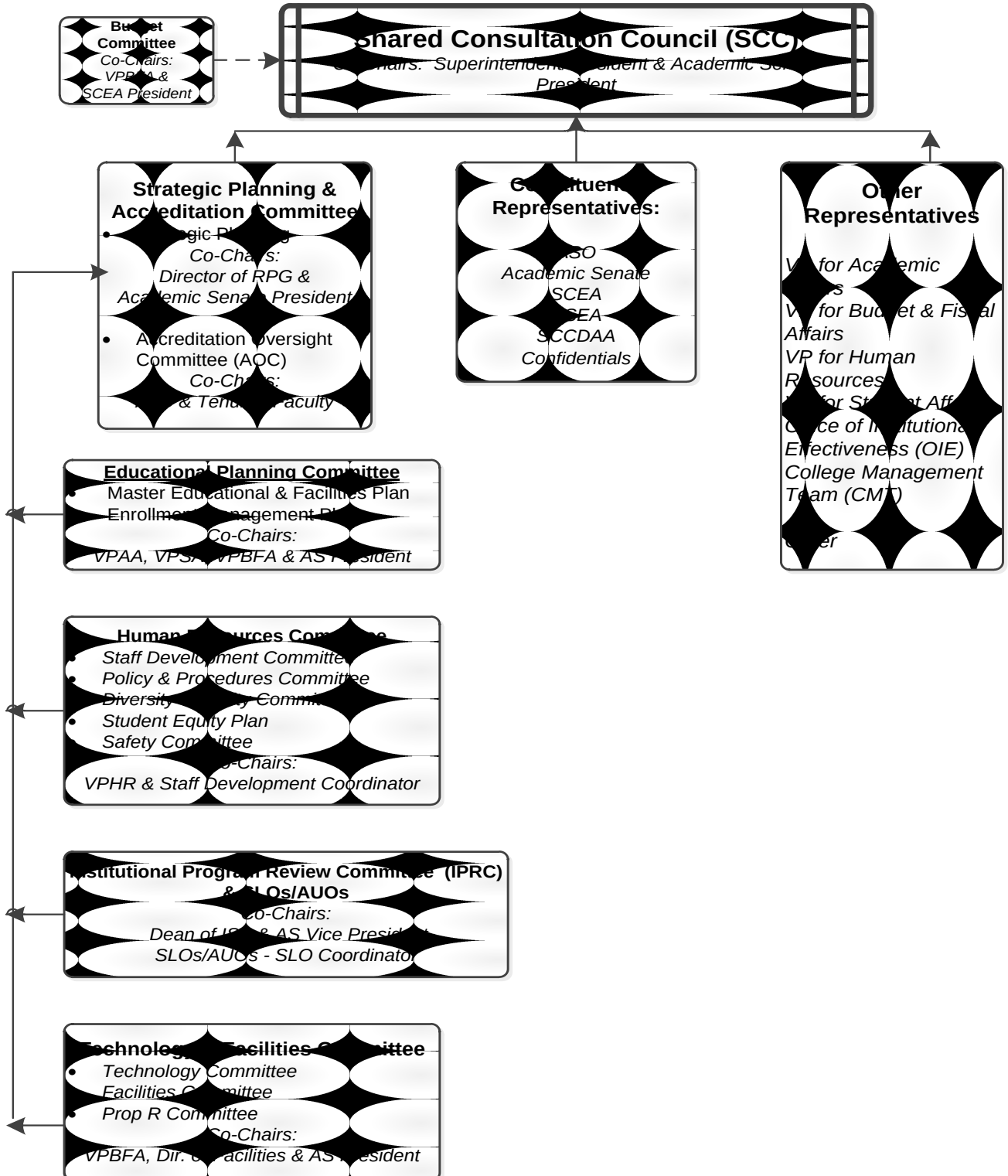
One of the major changes is the development of the *Shared Planning and Decision-Making Handbook* which serves as a guide and a manual for the collegial consultation process.

As a result of stronger communications with the I S/P, the Shared Consultation Council (SCC) has re-defined its purpose to the following:

- Strategic Planning
- Policy and Procedures Approval

- Issue Management
- Collegial Communications

As the primary recommending body to the Superintendent/President, the SCC also changed its meeting schedule from meeting monthly to meeting weekly to address the numerous constituent-driven issues. A sample SCC Agenda demonstrates the collegial decision-making process prior to final decisions being made. The structure of the SCC is shown in the diagram below.



SCC has reinitiated the use of the Request for Consultation Form, which has been revised per Policy 2510 and Policy 2515. This revision was done to ensure proper consultation, clear steps, and to serve as a record of decisions on institutional documents. The SCC Consultation Form in the Handbook is used by members to poll their constituencies. It also assists in improving shared decision-making communications to allow for full collegial consultation with all constituencies. This not only meets Recommendation 8(b) but it also serves to address the College's Strategic Priorities 5 & 6:

"1. Review and clarify the purpose, roles and responsibilities of participatory decision-making for all stakeholders and ensure a cyclical review."

The AOC/SCC Summit I, held on Thursday, February 10, is a recent example of the strengthened collegial and shared decision-making process. Under leadership of the I S/P, constituents discussed integrated planning, strategic planning cycles and program review/SLO cycles. The AOC/SCC Summit I served as a basis for the College's efforts to resolve WASC's recommendations. A collateral benefit was the further reinforcement of the shared planning and decision-making process [2.h.3].

Re-establishing trust and a collegial environment takes time. Structures (Handbook, SCC, AOC, Budget Committee, etc.) are being put in place that are not person-dependent to ensure that shared decision-making follows a process regardless of College leadership. The College continues to recover from past offenses which lead to previous mistrust, hostility, and failed shared decision-making. Under the new Governing Board and Superintendent/ President, and senior administrative leadership, the foundation for a new era of trust, collegiality, and shared decision-making is being laid.

ESTABLISHED WORK GROUP 8 (b): MEMBERS

Valerie Goodwin-Colbert (Faculty)
Angelina Stuart (Faculty)
Andrew MacNeill (Faculty)
Bruce MacNintch (Classified)
Mark Meadows (Administrator)
Terry Davis (Administrator)
Manuel R. López, Jr., (Student)

Randy Beach (Faculty)
Diane Gustafson* (Faculty)
Phil López (Faculty)
Patti Blevins (Confidential)
Michael Kerns* (Administrator)
Joel Levine (Administrator)
Nick Serrano (Student)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

In response to the last visit, the college created policies for more widespread input. Faculty and administration were given a prescribed role in governance and a voice in their areas of responsibility and expertise. Policies provided for student and staff input. However, college constituents report that, subsequent to the hiring of the current Superintendent/President, the policies which specify how information is brought forward from one committee or task force to the next level in the process have not been followed (IV.A.2, IV.A.3).

Despite policies and processes designed for college-wide participating in decision making, these structures have not resulted in everyone working together for the good of the college. As a result of a collective inability to work together, the college has not carried through on many important issues identified in the last accreditation cycle. Faculty and students appear to want the last word on college decisions; administration appears to take a hard-line top-down approach to decisions [IV.A.1].

The 2003 team recommendations include “...that the college define the purpose and function of collegial consultation committees and councils, effectively involving faculty, staff, administrators, and students...” as well as ensuring a “...support environment of trust and respect for all employees...” While such consultation committees have either been instituted or re-purposed, it is apparent their purpose and function is unclear, and, in the midst of this confusion, collegial processes are rendered ineffective (IV.A.2). It could be construed that the college either is making a good faith effort to address the recommendation and foster collegiality, or that the college is merely, paying lip service; it is evident that too many within the campus community presume the latter. The obvious adversarial climate that exists on campus is destructive and disruptive to student learning. The college does not meet Standard IV.A. [2009 WASC Evaluation Report, pp. 33–34].

The College acknowledges and accepts the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENATION EIGHT (B):
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2. DESCRIPTION OF PROGRESS:

Policy 2510: Shared Planning & Decision-Making (formerly titled, Participation in Local Decision-Making) was reviewed and modified to meet the October 15 deadline; in addition, procedures for 2510 were created, reviewed, and approved by the Governing Board on October 13, 2010. The documents that support the resolution of Recommendation 8(b), as related to the establishment of written policy and procedures, are living documents that may change as the College addresses the first part of the recommendation regarding building trust relationships. The *SWC Shared Planning and Decision-Making Handbook* was created in order to support the implementation of the approved shared planning and decision-making process and to help constituents follow the process and understand their roles as well as those of others at the College.

In February 2010, the AOC separated Recommendation Eight into 8(a), *fostering and environment of trust and respect* and 8(b), *shared decision-making* as outlined in the Action Letter in order to address the development of approved written policy and procedure for shared planning and decision making.

To address this recommendation by October 2010, work group 8(b) was charged with reviewing, revising, and strengthening the language of Policy 2510: Participation in Local Decision-Making, and developing an accompanying procedure to provide “faculty, staff, administrators, and students a substantial voice in decision-making processes.”

In January 2007 Policy 0009: Shared Governance Philosophy and Policy 0011: Academic Senate Shared Governance Guidelines were replaced by Policy 2510; however, the new policy did not contain the 10 + 1 Agreement and had not gone through proper consultation with the Academic Senate. The Academic Senate President (AS President), Vice President for Academic Affairs (VPAA), and the Vice President for Human Resources (VPHR) met in October 2009 to discuss how to proceed with their mutual concern regarding the current shared governance policy and the lack of procedures. It was decided that District Policy 2510 needed to be revised, accompanying procedures needed to be developed, and all stakeholders should be involved in the process.

In December 2009, the Shared Governance Policy and Procedure Task Group was formed. In that same month, policies and procedures from other California Community Colleges that dealt with Shared Governance, Delegation of Authority, and the Role and Scope of the Academic Senate were collected. On January 28, 2010 [2.h.4] the Shared Governance Policy and Procedure Task Group met to develop a statement of purpose, tasks to be accomplished, a timeline, meeting structure, and an

aggressive spring 2010 meeting schedule. The purpose was to revise District Policy 2510 and to develop procedures that were deemed necessary to modify and implement the policy.

The Southwestern College Education Association (SCEA) President and Work Group 8 Co-Leads joined the group after the WASC evaluation report was received at the beginning of February and work groups were created by the AOC. The Shared Governance Policy and Procedure Task Group then became incorporated into Work Group 8 as Work Group 8(b).

Beginning in January 28, 2010 [2.h.5], meetings occurred regularly in order to stay on task to revise District Policy 2510 and develop corresponding procedures.

Resolution:

During that time the task group accomplished the following goals:

- Revised and renamed Policy 2510: Participation in Local Decision-Making, now called District Policy 2510: Shared Planning and Decision-Making [2.h.6; 2.h.7].
- Developed District Procedures 2510: Shared Planning and Decision-Making to accompany revised policy [2.4.8].
- Developed a new District Policy 2515: The Role and Scope of Academic Senate: 10 + 1 Agreement [2.4.9].
- Developed a new corresponding District Procedure 2515: The Role and Scope of Academic Senate: 10 + 1 Agreement [2.h.10].

The revised and new policies and procedures were sent out in late April and early May to the College community for review, consultation, and input [2.h.11]. The Governing Board Policy Review Committee returned the policy for revision because there was no language for staff, students or administrators as required by Recommendation Eight. It was agreed that Policy and Procedure 2510 needed revision to include representation from all constituencies in line with Recommendation Eight guidelines. The outcome was that there were two policies drafted: one for shared planning and decision-making at the College, which addresses all constituencies (2510), and one strictly to address the 10 + 1 items for the faculty as required by Education Code and Title 5 (2515). The new 10 + 1 Agreement policy and procedures were drafted and titled “The Role and the Scope of the Academic Senate: 10 + 1 Agreement.”

At the August 5, 2010 SCC Retreat [2.h.12], a joint presentation on participatory decision-making was given by Scott Lay, President and CEO of the Community College League of California (CCLC), and Jane Patton, state-wide President of the Academic Senate for California Community Colleges [2.h.13]. The Governing Board was invited and all attended along with all constituency leaders and Committee members. After this presentation, there was an Accreditation report in which the ALO reported that Policy 2510 was ready for SCC review and approval. However, he stated that the Academic Senate had given its approval for Policy 2510 to proceed through the process for Governing Board approval only if the new “Role and the Scope of the Academic Senate: 10 + 1” Policy and Procedures was approved simultaneously. The SCC reviewed, discussed, edited and approved new Policy 2510 language with only minor changes: a friendly amendment to include the items of student purview under each of the student sections in policy and procedures, and a change of the language “shared governance” to “participatory decision-making” throughout the documents. At the SCC retreat, the new 10 + 1 Agreement policy and procedures were shared as an information item only and then forwarded through the consultation process, which included approval by the Governing Board designee, Superintendent/President, and the Academic Senate. The 10 + 1 Agreement policy was then assigned policy number 2515.

Appropriate consultation for Policy 2515 continued when the Superintendent/President and the AS President met on July 26, 2010 [2.h.14] to discuss Policy 2515 and its procedures as they relate to participatory decision-making. The Superintendent/President reported that he was in favor of having this agreement in policy.

The revised Policy and Procedures 2515 were approved by the Academic Senate Executive Committee on August 11, 2010 [2.h.15], and then agreed upon by the Superintendent/President and the AS President on August 20, 2010.

On August 24, 2010, the following policies and procedures regarding shared planning and decision-making were presented to the GBPR Committee [2.h.16]:

- 1) 2510: Shared Planning and Decision-Making
- 2) 2515: The Role & Scope of the Academic Senate: 10 + 1 Agreement

Both Policy 2510 and its procedures for Shared Planning and Decision-Making, and Policy 2515 and its procedures “The Role & The Scope of the Academic Senate: 10 + 1 Agreement,” were approved at the October 13, 2010 Board meeting [2.h.17].

In November 2010, the AOC decided that the *Shared Planning and Decision Making Handbook* appropriately should fall under the purview of work group 8(b).

Work Group 8(b) held several meetings to develop the Handbook. This Handbook defines the consultation process, the roles each constituency has within the institution and establishes a clear process for shared planning and decision-making. Furthermore, the Handbook outlines the integration of strategic planning, program review, SLOs, and institutional processes. It serves as a comprehensive catalog of College committees, indicating which conform to the Brown Act, to whom these committees report, where information can be found on the web and the role the committees have within the broader District shared planning and decision-making process. Work Group 8(b) met December 6, 2010, January 7, 2011, and February 28, 2011, and communicated electronically, to revise the Handbook draft in preparation for consultation.

The Handbook was edited to include not only shared planning and decision-making policies, procedures and committees, but also explanations about integrated planning, strategic planning, organizational structures and institutional program review/SLO flowcharts that appear elsewhere in this report. The introductory memo from the previous Superintendent/President was taken out and in its place the Co-Chairs of the SCC have drafted a joint introduction to the book, demonstrating in this action that this Handbook is about structure, process, teamwork and collaboration and is not person-dependent. Finally, a specialized cover was designed by the Community and Media Relations Office to depict pictures of our own students, staff and campus, truly making this Handbook our own.

The Handbook was presented at SCC on February 16, sent out to the SCC members and globally to all staff [2.h.18]. Approval was received by the Academic Senate and by the AOC and SCC in early March [2.h.19]. The Handbook, as the consultants informed us, did not require Governing Board approval since it is a shared consultation document to be used by the College constituents. Therefore, it will be provided to the Governing Board as an information item only because the Governing Board is a policy-making body and does not micromanage daily operations. The Handbook was implemented immediately and was posted on the website as well as in Public Folders [2.h.20].

3. ANALYSIS OF RESULTS:

The College continues to implement these policies (and procedures) 2510 and 2515 as outlined below.

Implementation of Policy and Procedure 2510:

1. Several institutional proposals have gone through the consultation process since October with constituency groups for approval. Proposals were then approved by the SCC including: the Mission Statement, the Strategic Plan and revised Strategic Priorities, the Enrollment Management Plan, the Technology Plan, the establishment of the IPRC, the establishment of the Office of Institutional Effectiveness, and the integrated planning process.
2. The SCC reorganized its structure and revised its purpose and function [2.h.21].
3. The College uses a Request for Consultation form to track policy and procedures consultation among constituency groups. Since November 2010, there have been numerous requests for consultation using this form, which has been recently updated [2.h.22].
4. Work Group 8(b) developed the *Shared Planning and Decision-Making Handbook*.
5. The Request for Consultation form was already informally evaluated and revised in February 2011 and subsequently approved by the SCC in March as part of the *Shared Planning and Decision-Making Handbook*.

Evaluation/Assessment Process of Implementation of 2510

1. The Academic Senate President completes a survey of constituent leaders of the SCC to determine if the Request for Consultation form is supporting the consultation process.
2. Meeting items and minutes are carefully reviewed by the SCC Co-chairs prior to action to determine that changes required, when appropriate, are incorporated into policies and procedures through the collegial consultation process and that results reflect shared planning and decision-making.
3. The SCC reviews its operational procedures, purpose and function, membership, and shared planning and decision-making process at its August retreat.

Implementation of Policy and Procedure 2515:

1. Policy 2515 is currently being amended to include language denoting the unique relationship between the Academic Senate and the Governing Board. Changes include the use of “Governing Board” instead of “District” as the 10 + 1 is an agreement between the Governing Board and the Academic Senate, not between the District and the Senate.
2. The Governing Board has directed that the Academic Senate report be listed separately on the agenda from other constituency reports.
3. The Academic Senate consults on key institutional planning documents. One recent example was the inclusion of the ATC’s recommendations to the SWC 2011–2015 Technology Plan.
4. The SCC includes 10 + 1 items on the agenda, which also pertain to Policy 2515.
5. The Academic Senate reports directly to the Governing Board on the consultation flowchart as supported by 2515.
6. The SCC identifies 10 + 1 items by placing an asterisk next to them on the agenda. One recent example can be seen in the procedures 4021: Program Discontinuance.

Evaluation/Assessment Process of Implementation of 2515

1. The SCC reviews the College’s implementation of 2515 and assesses how 10 + 1 is advancing the goal of shared planning and decision-making among the constituencies at its August retreat.

The College has enthusiastically implemented Policy 2510 and 2515 and their corresponding procedures. With two newly elected Governing Board trustees and the I S/P, the implementation of

these shared planning and decision-making policies and procedures has been swift. Constituency reports have been moved to the beginning of the Governing Board meetings effective January 2011, consulting constituent leaders on relevant issues during the meetings to better inform the Board prior to making decisions, and completing all pertinent business on the Governing Board agendas. In addition, 10 + 1 items are widely and openly discussed and are reflected in decision-making. “Shared planning and decision-making” is becoming a commonly used phrase between constituent groups and the expectation is that the consultation process will be followed.

Although officially approved in August 2010, the language in the procedures for Policy 2510 had not recognized the Confidential Employees Group. Prompted by other constituent leaders, new language was added, duly recognizing the Confidentials as a constituency.

All of the aforementioned changes have resulted in active participation by all stakeholders in institutional decision-making. In addition, the resulting open dialogue reflects not only a growing understanding and acceptance of the paradigm shift that has occurred, but also has resulted in positive morale as an added and unexpected bonus.

4. ADDITIONAL ACTION PLANS:

The SCC will review its operational procedures, purpose and function, membership, and shared planning and decision-making process at its August retreat.

The newly developed *Shared Planning and Decision-Making Handbook* will be updated at the beginning of every academic year to reflect any organizational changes that took place in the previous academic year. In addition, the SCC will appoint a Task Force at the start of every academic year to review the entire content of the Handbook and make suggestions to the SCC for any improvements that might be made.

A campus-wide Summit II is calendared to be held on March 24, 2011 to continue the dialog regarding full implementation of the Accreditation Recommendations through December 2012.

5. EVIDENCE:

SECTION 2.h	
2.h	Evidence Cited
2.h.1	Shared Consultation Council Agenda: February 9, 2011
2.h.2	<i>Shared Planning and Decision-Making Handbook</i>
2.h.3	AOC/SCC Summit I February 9, 2011: Agenda and Handouts
2.h.4	Minutes of the Shared Governance Policy and Procedure Task Group (SGPPTP): January 28, 2010
2.h.5	Minutes of the SGPPTP-various
2.h.6	Previous District Policy 2510: Participation in Local Decision Making
2.h.7	Revised District Policy 2510: Shared Planning and Decision Making-August 2010
2.h.8	New District Procedure 2510: Shared Planning and Decision Making
2.h.9	New District Policy 2515: Role and Scope of the Academic Senate 10 + 1
2.h.10	New District Procedure 2515: Role and Scope of the Academic Senate 10 + 1
2.h.11	Constituent Email for 2510 Policy and Procedure Review
2.h.12	Agenda and Minutes of the SCC Retreat 8/5/10
2.h.13	SCC Shared Planning Presentation: Scott Lay

2.h.14	AS Agenda for Superintendent/President: 7/26/10
2.h.15	AS Executive Committee Meeting Notes: August 11, 2010
2.h.16	Agenda of the GBPRC: 8/24/10
2.h.17	Governing Board Agenda: 9/29/10
2.h.18	SCC Agenda February 16, 2011: Handbook Approval
2.h.19	Academic Senate, AOC, SCC Agendas: Approval of Handbook
2.h.20	Web Link to <i>Shared Planning and Decision-Making Handbook</i>
2.h.21	SCC Reorganization and Function: Flow Chart, Agenda, Minutes
2.h.22	SCC Request for Consultation Form

i. RECOMMENDATION NINE:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends the Governing 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 Governing Board act as a whole once it reaches a decision and as an advocate for the college [IV.B.1.a and IV.B.1.j].

1. RESOLUTION OF RECOMMENDATION NINE: RESOLVED

The Governing Board is *adhering to its role as a policy-making body and not interfering with the authority and responsibility of the Superintendent/President for college operations*. Since the change in Governing Board members, there is demonstrated respect for each other's opinions, even when not in agreement, and the Trustees are committed to and have *acted as a whole once decisions are reached*. They also continue to *advocate for the college*.

ACTION DEMONSTRATING RESOLUTION: The current Board and its two newest members participated in two training/study sessions in February and March 2011 to further address and resolve Recommendation Nine. The Trustees fully understand and agree to adhere to its policy-making role and is committed to not interfering with the authority and responsibility of the Interim Superintendent/President for College operations. The *Southwestern Community College District Governing Board Accreditation Resolution on Governance* was approved by the Governing Board on February 16, 2011 as a public commitment to adhere to its policy-making role [2.i.1]. The former Governing Board also participated in five training/study sessions specifically addressing issues identified in this recommendation and several Governing Board policies and procedures have been revised in response to issues identified in the Evaluation Report [2.i.2].

Upon the arrival of the Interim Superintendent/President on January 24, 2011, immediate action took place to resolve Recommendation Nine. A training manual [2.i.3] was compiled with relevant Board information and provided to the Trustees at a three-hour Governing Board Study Session on February 16, 2011, which was facilitated by the Interim Superintendent/President. The Study Session agenda covered the following items [2.i.4]:

- Accreditation Standard IV: Leadership and Governance.
- Open discussion regarding “micromanagement.”
 - Agreement that for College business, communication between the Trustees and College staff will occur through the Superintendent/President.
- Education Code applicable to Community College Governing Boards.
- The CCLC Trustees Handbook–Tab 2: The Governing Board.
- The Governing Board Resolution to be committed to the ACCJC/WASC Accreditation Standards, particularly applicable to leadership and governance [2.i.1].

- A Training Manual of materials was prepared for each Governing Board Member and will be used as a living document [2.i.3].
- Recognition that the departure of the former Superintendent/President and the hiring of the Interim Superintendent/President has eliminated tension and has provided an atmosphere and structure for mutual trust and respect.
 - Openly commented *“that the prior tension between Board members previously existed because some trustees were prevented from having access to the former Superintendent/ President; this is no longer an issue with the prompt and respectful manner in which the Interim Superintendent/President responds to Board requests.”*
 - Openly commented that Trustees’ *“negative comments against each other are no longer an issue; at this time, there is nothing but civility and cooperation since the incoming Trustees have been seated on the Board; there is unity of purpose and the Governing Board wants the Accreditation Commission to notice this.”*
 - Openly commented that as an example, *“the committee that President Nader formed for the selection of the Interim Superintendent/President involved both new and previous Trustee representation working well together and included constituent participation; ... the Trustees are confident that the appointment of Trustee Hernandez and Trustee Roesch for the permanent Superintendent/President Selection Committee will continue to work well together and demonstrates unity of purpose”*; the Trustees also noted that if there is not a unanimous vote on an item, the difference is no longer along factional lines.
- Recognition that the Trustees are committed to civility and respect, recognizing that there will be times when they have differing opinions.
- Accepted the comments from the Student Trustee that he, *“recognizes the lack of respect that divided the prior Board no longer exists”*.
- Discussion to *“acting as a whole”* once a final decision has been made without violating one’s freedom of speech.
- Recognizing the importance of not micromanaging as per the Accreditation Commission Standards and guidelines from CCLC; that these guidelines assume there is a competent Superintendent/President. However, when there are major concerns and issues with the competency or integrity of the Superintendent/President, the Governing Board agreed that what might appear as micromanagement may be their attempt to correct a problem.

All Governing Board meetings since December 2010 have been conducted in an atmosphere of civility and respect for each other and for those who participate in the meetings.

The Interim Superintendent/President confirms that Trustees are adhering to their policy-making role and not interfering in the general operations of the institution. Communication in the form of written reports and updates [2.i.5], between the Interim Superintendent/President and Trustees is provided on a regular basis to keep the Trustees informed. The Interim Superintendent/President also meets with each member as needed to review the monthly Board agenda, or on any other issue or concern as determined.

The Governing Board understands that failure to fully resolve Recommendation Nine could result in the Commission’s determination to move SWC from *Probation* to *Show Cause*. The Trustees recognize the seriousness of the situation, are committed to adhering to Standard IV, and believe they have submitted sufficient action to demonstrate compliance.

ESTABLISHED WORK GROUP 9: MEMBERS

Ron Vess* (Faculty)
Patti Blevins (Confidential)
Kimberlie Rader (confidential)

Mink Stavenga* (Administrator)
Michele Fenlon (Classified)
Bruce MacNintch* (Classified)

*Work Group Co-Leads

The work group worked closely with the former Superintendent/President to make sure the previous Governing Board was in agreement with the direction it was taking. It was decided from the onset that the work group would not include any Governing Board members but rather that the work group would serve, through the former Superintendent/President, in an advisory capacity to the Governing Board. Interim Superintendent/President Whittaker took over the leadership in resolving this recommendation on January 24, 2011.

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

There is disagreement among trustees on how the Board's role as a policy-making body reflecting the public interest is manifest. Some see themselves as budget watchdogs attending to small details of the operations of the District. Several interpret their role as a conduit for concerns from the college community, seeing a need to meet privately with college personnel (IV.B.1.a, IV.B.1.c).

There seems to be confusion among the board members over its role in setting college goals versus setting board and superintendent/president goals (IV.B.1.b).

The Board has an approved policy specifically delegating operational functions of the college to the Superintendent/President. Nevertheless, some college policies are inconsistent with the effective application of this policy. There is evidence that the Board has been kept apprised of the development of the self study (IV.B.1.i, IV.B.1.j).

Another example of Board interference occurred in 2006 when the Board insinuated itself into the hiring of the Vice President of Academic Affairs by not accepting the recommendation of the Superintendent/President and interviewing three finalists. As an apparent result of the Board selecting its own candidate, the Superintendent/President resigned. The current Superintendent/President reports that the Board elected to retain the right to interview finalists for vice president positions in its policy. According to multiple sources, under the current Superintendent/President the Board has not interviewed candidate in the hiring of the last four vice presidents. Trustees reported that they wanted the policy to remain in place until the newly hired Superintendent/President was established; the Superintendent/President has left the policy in place to build trust (IV.B.1.j).

Trustees interact regularly with college staff and think this direct communication is important; they report feedback to the rest of the Board and Superintendent/President. The Board reports that it seeks communication between its members and the college staff (IV.B.1.j).

The College acknowledges and accepts the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION NINE:
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2. DESCRIPTION OF PROGRESS:

The former Superintendent/President, the Accreditation Liaison Officer (ALO), and the previous Governing Board responded swiftly to the findings and recommendations of the site visitors and Accrediting Commission. In early March 2010, the ALO met with the former Superintendent/President to discuss goals, objectives, and develop timelines to address the recommendations regarding the Governing Board. The strategy included the scheduling of two separate Board training sessions. The first Board training session was sponsored by the Community College League of California and included the former Superintendent/President and all of the previous Governing Board members. Several outcomes were achieved as a result of the first training session [2.i.6] which took place on May 18, 2010:

- 1) The Board was given the opportunity to review and discuss its prescribed role with an objective and knowledgeable facilitator, Bill McGinnis, recommended by CCLC;
- 2) The facilitator was aware of and familiar with the concerns expressed in the Accreditation Report;
- 3) The Board was given handouts and guides to assist them throughout their tenure as members of the Governing Board; and
- 4) The Board was provided training on topics that included the following:
 - Ground Rules for discussions, meetings, and interactions
 - Board Governance
 - Board Goals
 - Accreditation Standards and Commission Recommendations
 - Achieving High Performance
 - Board Accountability

All of the previous Governing Board members also attended a presentation made at a Shared Consultation Council Retreat on August 5, 2010 [2.i.7; 2.i.8] by the President of the CCLC, Scott Lay, and the state-wide President of the Academic Senate for California Community Colleges, Jane Patton. The presentation focused on shared decision-making in California Community Colleges and addressed the roles of the Governing Board, the Administration, and faculty in the process [2.i.9].

The ALO also arranged for an intensive Board training session by Dr. Barbara A. Beno, President of the Accrediting Commission for Community and Junior Colleges, on September 23, 2010, which was attended by the former Superintendent/President and all previous Governing Board members. Dr. Beno communicated in advance with the CCLC facilitator to make sure that they were not duplicating their efforts. Dr. Beno's presentation is included in the appendices [2.i.10, 2.i.11, 2.i.12].

The Superintendent/President's Office also scheduled periodic Special Governing Board meetings to stay abreast of progress and Accreditation Oversight Committee work group updates (evidence cited in Section 1). During the Special Governing Board meetings, the trustees were able to discuss their concerns and receive feedback to their questions regarding the report as a whole, and this Standard in particular.

As a result of the Evaluation Report, the College has taken a closer look at policies related to the Governing Board and their role in fulfilling the requirements of service to the College. Following the

release of the Action Letter, the Governing Board took the following actions: 1) discontinued participation on the SCC Budget Committee (formerly known as the College Budget Task Force) and 2) eliminated Policy 2432, Selection of Vice Presidents [2.i.13]. In addition, the work group assigned to this recommendation followed up on other instances of Governing Board involvement mentioned in the Evaluation Report. It was confirmed that Board members no longer serve on, or sit in on, College committee meetings and at several Governing Board meetings it was made clear that communications between Board members and College staff need to be channeled through the Office of the Superintendent/President.

The following table provides a status report of relevant policies and/or procedures which have been reviewed, revised, approved, or eliminated:

#	Policy/Procedure	Status	GB Approval Date
2432	Selection of Vice Presidents	Eliminated	May 12, 2010
2710	Conflict of Interest Procedure [2.i.14, 2.i.15, 2.i.16]	Approved	June 9, 2010
2100	Board Elections Policy	2 nd Reading/Approval	March 9, 2011
3900	Freedom of Expression Policy	2 nd Reading/Approval	March 9, 2011
2510	Shared Planning and Decision-Making Procedure	2 nd Reading/Approval	March 9, 2011
2320	Special Emergency Meeting Policy	1 st Reading	March 9, 2011
2330	Quorum Policy	1 st Reading	March 9, 2011

As a result of the November 2, 2010 elections, two previous Governing Board members were not re-elected and two new Governing Board members were seated at the December 8, 2010 Governing Board meeting. In addition, as mentioned in an earlier section of this report, Superintendent/President Chopra resigned his position as of November 30, 2010.

Acting Superintendent/President Angelica Suarez arranged and led a New Governing Board Member Orientation Session on January 12, 2011 [2.i.17]. Several sections of this session were conducted by the College's Accreditation consultant, Don Averill. Additionally, the two new Board members attended the CCLC New Trustee Workshop and Legislative Conference, January 21–24, 2011 in Sacramento, California [2.i.18].

The Interim Superintendent/President has established a strong working relationship with the Trustees, providing them with guidance and information regarding their role in policy-making. They have accepted this information and support and are committed to adhering to Standard IV.

The comprehensive November/December 2010 campus climate survey described in Recommendation 8(a) contained the following question: “The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College”. Since 50% of the respondents disagreed (moderately or strongly) with this statement it was decided to include this question in the mini-survey conducted in March 2011. The results are described below.

3. ANALYSIS OF RESULTS:

As a result of the activities described above, there is clear understanding on the part of all current Governing Board members that the role of the Governing Board is to be a policy-making body and

that it is not to interfere with the authority and responsibility of the Superintendent/ President for College operations.

The departure of the former Superintendent/President and the hire of the Interim Superintendent/President has eliminated tension and has already provided an atmosphere of trust and respect. The making and signing of the Governing Board Resolution mentioned above is but one example of this environment. The process to select the Interim Superintendent/ President was itself an example of a new commitment to a unity of purpose. The Selection Committee consisted of one continuing Board member and one new Board member, as well as constituent group representatives. The Board's choice on the new Interim Superintendent/ President was unanimous and all involved commented on the process signaling a new positive direction for the Governing Board.

All Governing Board meetings since December 2010 have been conducted in an atmosphere of civility and respect for each other and for those that participate in the meetings. The February 9, 2011, Governing Board meeting was one such example. Constituent group reports were moved to the beginning of the agenda, thereby allowing the Board the benefit of input from those groups in advance of their deliberations. As a result, there was not one request for public comment at the beginning of the meeting—a process that had previously taken up an hour or more. Despite some healthy debate on various issues the meeting still ended at 9:30 p.m., 30 minutes before the scheduled closing time, with the entire agenda being covered. Most of the Governing Board meetings in 2010 concluded without allowing for any constituent group input. The appendices [2.i.19] include a statement from an Associated Student Organization representative who provided a reflection on her impressions of the February 9, 2011, Governing Board meeting.

As described above a campus-wide mini-survey was conducted in March 2011 which included the following question: “The current Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of management in the administration of the College”. Whereas in 2010 50% of the respondents disagreed with this statement that number was down to 12% in March 2011, a 38% decrease. Similarly, only 29% of the respondents agreed with the statement in 2010 versus 61% in March 2011. A comparison between the 2010 and 2011 results show a statistically significant increase in the level of agreement with this statement [2.i.20]. As described in the response to Recommendation 8(a) other questions related to the Governing Board showed similar, or even greater, increases in satisfaction levels.

4. ADDITIONAL ACTION PLANS:

- Beginning in April 2011, the Governing Board is committed to establishing an annual training calendar/schedule by identifying the fourth Wednesday of each month as a Study Session to address a variety of issues such as impending statewide budget cuts and enrollment projections and priorities [2.i.21]. The list of topics includes but is not limited to: Budget Development, Role of the Governing Board, Board Goals, Board Self-Evaluation, Accreditation, Categorical Funding, Understanding FTES, Foundation, Strategic Planning, Program Review, SLO Assessment and Measurement.
- The edits and revisions to the Ethics Policy and Procedures will be completed in March, submitted to the Governing Board for first reading in April, and approved in May. At that time, all members of the Governing Board will sign the Ethics Form.
- The Annual Governing Board Retreat will be held each March, unless the entire Board mutually agrees to a change. At this meeting, annual Board goals and the Board self-evaluation

will be discussed. The Superintendent/President is charged with making sure the annual Board Retreat is calendared.

- Funding is available for additional Governing Board external workshops and training sessions, if deemed necessary.
- As mentioned in the previous Recommendation 8(b), the College *Shared Planning and Decision-Making Handbook* has been finalized. This handbook further clarifies the role of the Governing Board and its individual members and will be helpful to the College community to understand the role of the Governing Board at Southwestern College and constituents' relationship to the Board.

5. EVIDENCE:

SECTION 2.i	
2.i	Evidence Cited
2.i.1	SWCCD Governing Board Accreditation Resolution on Governance
2.i.2	SWC Policy 2410: Policies and Administrative Procedure
2.i.3	SWCCD Governing Board Study Session Training Manual February 16, 2011
2.i.4	SWCCD Governing Board Study Session Agenda February 16, 2011
2.i.5	Interim Superintendent/President Reports to the Governing Board
2.i.6	CCLC Board Training
2.i.7	SCC Retreat: Agenda
2.i.8	SCC Retreat: Minutes
2.i.9	SCC Retreat Presentation: Participating Effectively in College Governance
2.i.10	ACCJC Board Training—Dr. Barbara Beno: Presentation
2.i.11	ACCJC Board Training: Annotated Standards
2.i.12	ACCJC Board Training: Holding Board Presidents Accountable
2.i.13	SWC Policy 2432: Selection of Vice Presidents
2.i.14	SWC Procedure 2710: Conflict of Interest
2.i.15	Governing Board Agenda: June 9, 2010 re: 2710 Conflict of Interest Procedure
2.i.16	Governing Board Minutes: June 9, 2010 re: Approval of 2710
2.i.17	New Governing Board Member Orientation Session: January 12, 2011
2.i.18	CCLC New Trustee Workshop and Legislative Conference: January 21-24, 2011
2.i.19	Associated Student Organization: Governing Board Meeting Statement: January 2011
2.i.20	Survey Responses Comparisons
2.i.21	Governing Board Meeting Minutes: February 9, 2011

j. RECOMMENDATION TEN:

The Team recommends that the Governing Board establish and implement a formal procedure for handling potential conflict of interest and ethics policy violations and document adherence to the protocol [IV.B.1.a and IV.B.1.j].

1. RESOLUTION OF RECOMMENDATION TEN: RESOLVED

The Governing Board has fully resolved Recommendation Ten from the 2010 ACCJC/WASC Accreditation Report. The SWCCD Board Ethics Policy and Procedures are in place and the Governing Board is confident they will address alleged violations effectively. A revised *Code of Ethics* Policy and a new accompanying procedure [2.j.1] were approved by the Governing Board on

October 13, 2010. The new Procedure 2710: *Conflict of Interest* was approved by the Governing Board on June 9, 2010. The alleged situation whereby a conflict of interest with a former Trustee and a senior administrator has been eliminated, as neither are part of the College District any longer. The Governing Board has also fully resolved Recommendation Ten from the 1996 and 2003 ACCJC /WASC Accreditation Reports by formally establishing a training calendar and Board development opportunities as described further in this response.

ACTION DEMONSTRATING RESOLUTION: Code of Ethics: Although previously included in 2010 training, the Governing Board was provided with a copy of the SWCCD Board's Code of Ethics Policy and Procedures at the February 16, 2011 Study Session. After considerable discussion and general comments about committing to the Code of Ethics, the Trustees were asked to sign the Code of Ethics form as required by the Board's Code of Ethics Policy 2715. All but one member signed the form. This Trustee stated that he felt strongly about being ethical and believed he had the responsibility to act ethically at all times but he felt that signing the form would be violating his own code of ethics. He believed there were items in the Ethics Policy and procedures to protect a Board minority from the "potential unrestrained tyranny of a Board majority." He also believed that one or more items in the Ethics Policy were vague and potentially in violation of the U.S. and California constitutional rights to due process and until those were resolved, he declined the opportunity to sign the Ethics form but, nevertheless, was committed to ethical behavior. This Governing Board member wanted to make it very clear that not signing the form should not be construed as opposition to ethical behavior.

The other Trustees accepted this Trustee's position because of the strengthened mutual respect among Board members. Accordingly, the Ethics Policy and Procedures were referred to the Board Policy Committee for review and recommendation. The Policy and Procedure will be reviewed at the March meeting of the Board Policy Committee for presentation to the full Board in April for first reading, and at the May meeting for second reading and final approval [2.j.2]. Once this policy is revised, this Trustee feels he will be able to sign the Ethics Form at that time. The Board will not allow this matter to linger.

As an institution, SWC understands that Recommendation Ten has to be *fully resolved* for the Commission not to take further action against the College. It was ascertained that it would have been unethical to force this particular Trustee to sign the Ethics Form against his wishes as if he were being held hostage by the threat of Accreditation. It was further ascertained that the process currently used regarding the Ethics Policy is consistent with Accreditation Standard IV and that this Trustee's decision not to sign the Ethics Form, should not be used as a signal that Recommendation Ten has not been fully met.

Conflict of Interest: There is now clear evidence that a recusal process is followed. Agreed to at the February 16, 2011 Study Session, commencing with the March 2011 Board Meeting, the following statement is being placed on the agenda and will be read by the Superintendent/ President at each meeting: *The Superintendent/President respectfully asks if any of the Governing Board members need to recuse themselves from any item where there might be a potential conflict of interest.*" [2.j.3]

It should be noted that there previously had been an awareness on the part of the former Governing Board members to recuse themselves from any Governing Board agenda items that would potentially be regarded as a conflict of interest [2.j.4].

In addition, consistent with other 2010 training, the Trustees had a lengthy discussion at the February 16, 2011 Study Session about the Conflict of Interest Policy and Procedures, confirming the process in place whereby a Trustee may ask the Superintendent/President to intervene if a Trustee

feels there may be a Conflict of Interest for another Trustee. The Trustees also confirmed the opportunity for any one of them to approach another Trustee individually, respectfully noting that there might be a Conflict of Interest situation that he/she might want to recuse himself/herself. Thus far, one Trustee recused himself on an item involving the acceptance of a monetary donation made to the SWC Sun student newspaper. Otherwise, there has not been a need for any current Governing Board members to recuse themselves for potential Conflict of Interest violations.

The Governing Board also recognizes that, as an elected body, there are external agencies that formally address Conflict of Interest allegations. At the February 16, 2011 Study Session, the Trustees were provided with the “Fair Political Practices Commission”(FPPC) statement on Conflict of Interest and the availability of e-training from FPPC. They are also aware that such allegations may be addressed by the Grand Jury or the Attorney General’s Office, all of which may investigate, sanction and file penalties as well as impose other consequences.

It should be noted that the two new Governing Board members received New Board Member Orientation on January 12, 2011 [2.j.5]. This Orientation Session specifically included coverage of the Governing Board Policy and Procedure related to the Conflict of Interest (2710) as well as the Code of Ethics (2715). At the Governing Board Study Session on February 16, 2011, the entire Governing Board again reviewed these two Policies and Procedures [2.j.6].

Board Training: The Governing Board has also fully resolved Recommendation Ten from the 1996 and 2003 ACCJC/WASC Accreditation Report by:

- Committing to the fourth Wednesday of each month as needed, a training/study session in which such topics may be presented and discussed:
 - Budget Development Process/Budget Issues/Budget Reduction Options/College Priorities, etc.
 - Role of the Governing Board
 - Collegial Consultation/Shared Decision-making and the Academic Senate
 - Clarification of individuals vs. the Board as a whole
 - Student Success and their achievement with various performance indicators
 - Strategic Planning
 - Program Review/SLO Assessments
 - Prop R, Facilities, and Facilities Planning
 - Centers’ Status
 - Office of Institutional Effectiveness
 - Other as identified
- Committing to calendaring the Annual Board Retreat
- Providing external opportunities through CCLC or ACCT for ongoing Board development
- Providing opportunities for specialized trainings or presentations from CCLC, ACCT, or the Accreditation Commission to further Board development
- Providing for the annual Board Retreat in which Board Goals and their Self-Evaluation will be Addressed.

Governing Board Annual Retreat, Board Goals, and Self-Evaluation: Although not noted in the actual recommendation, the Accreditation Team made the following comments: ***The Board has not conducted an annual retreat; the Board has not conducted a self-evaluation since early 2009, and there is no evidence indicating integration of the Code of Ethics into the Board’s self-evaluation process.***

Annual Board Retreat: Although the former Superintendent/President and Governing Board President were reminded by one Trustee to schedule the annual retreat per policy, it was not scheduled or held in 2010. The current Board understands this is a problem and has mitigated against such an omission again by establishing a firm date when Board Goals are developed and their self-evaluation will occur.

It should be noted that even though an annual retreat was not held in 2010 to develop Board Goals, in 2009, the Board developed three-year goals, which included the following mid-term goals for 2010–2011:

1. Develop and implement a timely comprehensive budget process that meets the Board’s goals
2. Appraise the organizational effectiveness through assessment of at least two areas annually

After reviewing and having a thorough understanding of Governing Board roles, the current Board conducted its annual Board Retreat on March 12, 2011. Cindra Smith, consultant for CCLC served as the facilitator, putting the Board through effective processes and open discussion about applicable to their self-evaluation and the development of 2011–2012 Governing Board Goals. The facilitator also presented the Board with suggested self-evaluation modifications, based on CCLC recommendations, for enhancing their self-evaluation tool and process [2.j.7].

Addressing one of the Commission’s self-evaluation comments about seeking external feedback, the Board also utilized results from the December 2010 Campus Climate Survey, the March 2011 Student Survey, and the March 2011 Mini Survey as evidence for their self-evaluation [2.j.8]. These surveys will be completed annually to allow for external feedback to the Board in conducting their self-evaluation.

The Governing Board understands that failure to fully resolve Recommendation Ten from 1996, 2003, and 2010 ACCJC/WASC Accreditation Reports could result in the Commission’s determination to move SWC from *Probation* to *Show Cause*. The Trustees recognize the seriousness of the situation, are committed to adhering to Standard IV, and believe they have submitted sufficient action to demonstrate compliance.

ESTABLISHED WORK GROUP 10: MEMBERS

Ron Vess* (Faculty)
Patti Blevins (Confidential)
Kimberlie Rader (Confidential)

Mink Stavenga* (Administrator)
Michele Fenlon (Classified)
Bruce MacNintch* (Classified)

*Work Group Co-Leads

The Work Group worked closely with the former Superintendent/President to make sure the previous Governing Board was in agreement with the direction it was taking. It was decided from the onset that the work group would not include any Governing Board members but rather that the work group would serve, through the former Superintendent/President, in an advisory capacity to the Governing Board. Interim Superintendent/President Whittaker took over the leadership in resolving this recommendation on January 24, 2011.

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

An ethics code and policy are in place, but the self study indicates that the Board does not deal with violations effectively. There is at least the appearance of a conflict of interest with a board member and senior administrator of the District having a personal relationship and with trustees sitting on

another board that is responsible for the oversight of a fellow trustee's employer. However, there is no evidence that a recusal process is followed when decisions arise that may be impacted by these conflicts (IV.B.1.h).

The College acknowledges and accepts the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION TEN:

2. DESCRIPTION OF PROGRESS:

A subcommittee of work groups 9 and 10 was formed to review the two Governing Board Policies referenced in Recommendation Ten: No. 2710: Conflict of Interest and No. 2715: Code of Ethics [2.j.9; 2.j.10]. Upon review of the existing policies, the WASC recommendations, and sample policies and procedures from the Community College League of California (CCLC) and other community college districts, the subcommittee determined the following [2.j.11; 2.j.12; 2.j.13; 2.j.14]:

1. No revisions were necessary to Policy 2710: Conflict of Interest, which was approved by the Governing Board in March 2008 [Item 17A] [2.j.15; 2.j.16].
2. Procedure 2710: Conflict of Interest, needed to be drafted by the work group and recommended to the Governing Board;
3. Policy 2715: Code of Ethics, approved by the Governing Board in March 2008, required revision; and
4. Procedure 2715: Code of Ethics, needed to be drafted by the work group and recommended to the Governing Board [2.j.17].

Progress made and reported on in the October 15, 2010, Follow-Up Report is described in the section below.

▪ Procedure 2710: Conflict of Interest

The Work Group found that the majority of California community colleges with a Conflict of Interest procedure used the sample language provided by the CCLC, and therefore, decided to use similar language.

Because the WASC recommendation specifically stated the Board should “*establish and implement a formal procedure for handling potential conflict of interest*,” the work group decided to strengthen the CCLC language in two ways [2.j.18]:

1. Include a reference to Government Code Section 1097 which states the legal consequences of violations of conflict of interest laws; and
2. Include a procedure for monitoring and handling allegations of conflict of interest. The work group used as its model the language provided in the CCLC sample Policy 2715 regarding potential violations of the Governing Board code of ethics.

The previous Governing Board approved this Procedure at its June 9, 2010 meeting [2.j.19].

▪ Policy 2715: Code of Ethics

This policy, initially adopted by the Governing Board in March 2008, incorporated language regarding the process for handling violations. The work group removed this procedural language from the Policy. In addition to using the existing policy and the CCLC sample policy as a template, the work group also used as resources the Code of Ethics policies and procedures of West Hills Community College District and Mira Costa Community College District [2.j.20]. The revised Policy 2715 was approved by the Accreditation Oversight Committee (AOC) on

July 14, 2010 and by the Governing Board Policy Review Committee on August 24, 2010. It went before the Governing Board for first reading at a special meeting on September 29, 2010; second reading and approval occurred at the following Board meeting on October 13, 2010.

- **Procedure 2715: Code of Ethics**

The new Code of Ethics Procedure 2715 is a comprehensive document supporting the Code of Ethics Policy. The work group recommended language stating the Governing Board's commitment to the importance of using and complying with the Code of Ethics. Again, the Code of Ethics policies and procedures of West Hills Community College District and Mira Costa Community College District were vital resources. Noting the WASC Team's recommendation to include a procedure for monitoring and handling violations of the Code of Ethics, the work group used the language provided in the CCLC sample Policy 2715 regarding potential violations of the Governing Board Code of Ethics as its model. The new Procedure 2715 was approved by the AOC on July 14, 2010 and by the Governing Board Policy Review Committee on August 24, 2010. It went before the full Board for first reading on September 29, 2010; second reading and approval occurred at the Board Meeting on October 13, 2010. The new Code of Ethics Procedure, addressed how the policy is to be enforced and how sanctions will be determined if the Policy is violated.

To avoid any potential appearances of conflicts of interest, Governing Board members have consistently followed a recusal process when decisions arose that may have been impacted by these conflicts.

3. ANALYSIS OF RESULTS:

The Governing Board has fully implemented formal procedures for handling potential Conflict of Interest and Ethics Policy violations as requested by WASC in January 2010. In addition, The Governing Board has established and implemented ongoing Board Training in the form of monthly Study Sessions and has established a dynamic but thoughtful self-evaluation process, which integrates external feedback along with the Code of Ethics into the process. The Board has also committed to a calendar that includes the Annual Board Retreat for the purpose of determining Board Goals and for review of the self-evaluation.

4. ADDITIONAL ACTION PLANS:

- The Governing Board's policy sub-committee will review the Code of Ethics Policy and Procedures at its March meeting. The plan is for the Governing Board to receive changes for first reading at their April Board meeting. The Governing Board is committed to finalizing the issues before the end of the spring 2011 semester, having all members sign the Ethics Form.
- While the Governing Board conducted its self-evaluation at its retreat on March 12, 2011, it is considering revising the current self-evaluation form based on the recommendations made by the facilitator.
- The Governing Board will calendar training/study sessions on the fourth Wednesday of each month during the regular academic year and provide additional external development opportunities through CCLC and ACCT.
- The Board minutes will serve as documentation when members recuse themselves due to a conflict of interest.

5. EVIDENCE:

SECTION 2.j	
2.j	Evidence Cited
2.j.1	SWC 2715 Policy and Procedure: Code of Ethics
2.j.2	Governing Board Ethics Signature Form
2.j.3	Governing Board Agenda Item 10: March 9, 2011
2.j.4	Governing Board minutes noting Recusal
2.j.5	Governing Board New Board Member Orientation: January 12, 2011
2.j.6	Governing Board Study Session: February 16, 2011 Item 10
2.j.7	Governing Board Retreat Agenda March 12, 2011: Self Evaluation
2.j.8	2010 Campus Climate Top 20, spring 2011 Student Survey; Mini Survey Results
2.j.9	Letter from Accrediting Commission for Community and Junior Colleges to Dr. Raj K. Chopra, President Southwestern College, January 29, 2010—Commission action to impose Probation on Southwestern College
2.j.10	Timeline for Work Group 9 & 10—March 16, 2010
2.j.11	Meeting Notes Work Group 9 & 10 March 12, 2010—Discussion of history and development of Board Policy and Procedure
2.j.12	Meeting Notes Work Group 9 & 10 March 23, 2010—The group’s two recommendations will be put in writing for presentation to AOC on 3/24/10.
2.j.13	Meeting Notes Work Group 9 & 10 April 13, 2010—developing language regarding the Code of Ethics Policy #2715 and Conflict of Interest Policy #2710
2.j.14	Meeting Notes Work Group 9 & 10 April 20, 2010—Draft procedures for Policy 2710 “Conflict of Interest” was reviewed and discussed. The draft incorporates language from the CCLC Procedure will be placed on the April 21 agenda for AOC.
2.j.15	SWC Procedure 2710: Conflict of Interest
2.j.16	Governing Board Minutes for Approval of Governing Board Policy 2710—Conflict of Interest, March 12, 2008
2.j.17	AOC Recommendation, Communication, and Approval Process
2.j.18	Description of violations from Evaluation Report; Southwestern College accreditation visit. This report represents the findings of the evaluation team that visited Southwestern College on October 5–8, 2009, p. 35, 38
2.j.19	Governing Board Minutes for Approval of Procedures regarding Board Policy 2710—Conflict of Interest, June 9, 2010
2.j.20	Community College League of California, Board Policy and Administrative Procedure Subscription Service. Models available via web access: http://www.ccleague.org/files/public/HowToGuide.pdf Board Policy 2710 & 2715, Administrative Policy 2710 & 2715, October 2007



March 15, 2011 Follow-Up Report

APPENDICES

*Submitted to the Accrediting Commission
For Community and Junior Colleges,
Western Association of Schools and Colleges
March 15, 2011*

Southwestern Community College District
900 Otay Lakes Road
Chula Vista, CA 91910

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3. Appendices

The following pages contain some of the evidence documented in this Follow-Up Report. Additional documentation of evidence will be made available to the Visiting Team during their follow up site visit. The listing of appendices attached to this report is as follows:

- A.** Acronym List
- B.** Master List of Evidence
- C.** SWC District Policy 1200: Mission and Values
- D.** Program Discontinuance Policy and Procedure
- E.** 3–6 Year Academic Program Review Cycle
- F.** Program Review Transitional Cycle
- G.** Program Review Snapshot Form
- H.** SLO Course Report Summary
- I.** Technology Task Team: 2011–2015 Technology Plan
- J.** WASC Letter: Recommendation 7
- K.** Work Group 7 Action Matrix
- L.** Campus Climate Survey Summary, Top 20 Highest, and Top 20 Lowest Scored Questions
- M.** Mini Survey Results
- N.** Work Group 8(a) Action Matrix
- O.** *Shared Planning and Decision-Making Handbook* (narrative section only)
- P.** SWCCD Governing Board Accreditation Resolution on Governance
- Q.** SWCCD Governing Board Study Session Agenda: February 16, 2011
- R.** Recommendation 9: Governing Board Signatures of Acknowledgement
- S.** Governing Board New Board Member Orientation Agenda: January 12, 2011
- T.** Governing Board Retreat Agenda: March 12, 2011
- U.** Recommendation 10: Governing Board Signatures of Acknowledgement

APPENDIX A

Acronyms

List of Acronyms Found in March 15 Follow Up Report

ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
AdPRC	Administrative Program Review Committee
AIM	Achieving Institutional Mission
ALO	Accreditation Liaison Officer
AOC	Accreditation Oversight Committee
APRC	Academic Program Review Committee
AS	Academic Senate
ASCCC	Academic Senate for California Community Colleges
ASO	Associated Student Organization
ATC	Academic Technology Committee
AUO	Administrative Unit Outcomes
BFA	Business and Financial Affairs
CAL-PASS	California Partnership for Achieving Student Success
CCLC	Community College League of California
CLC	College Leadership Council
CMR	Community and Media Relations
CMT	College Management Team
CSEA	California School Employees Association
CSS	Computer Systems and Services
CTE	Career and Technical Education
FHP	Faculty Hiring Prioritization
FPPC	Fair Political Practices Commission
GB	Governing Board
GBPR	Governing Board Policy Review
HEC	Higher Education Center
HR	Human Resources
IPRC	Institutional Program Review Committee
I S/P	Interim Superintendent/President
ISLO	Institutional Student Learning Outcome
ISS	Instructional Support Services
IT	Institutional Technology

PPL	Professional Personnel Leasing, Inc.
RPG	Research, Planning and Grants
S/P	Superintendent/President
SCC	Shared Consultation Council
SCCDAA	Southwestern Community College District Administrators Association
SCEA	Southwestern College Education Association
SLO	Student Learning Outcomes
SS	Student Services
SWC	Southwestern College
SWCCD	Southwestern Community College District
TSC	Training Services Coordinator
TTT	Technology Task Team
VPAA	Vice President for Academic Affairs
VPAS	Vice President, Academic Senate
VPBFA	Vice President for Business and Financial Affairs
VPHR	Vice President for Human Resource
VPSA	Vice President for Student Affairs
WASC	Western Association of Schools and Colleges

APPENDIX B

Master Evidence

Master List of Evidence

Section 1	
S of P	Evidence Cited
1.1	ACCJC Action Letter: January 29, 2010
1.2	Town Hall Forums
1.3	VPAA Accreditation Email Invitation
1.4	AOC Minutes: February 4, 2010
1.5	AOC Committee Composition (February 2010)
1.6	AOC Vision Statement
1.7	AOC Work Group Composition
1.8	AOC Weekly Activity Calendar
1.9	AOC Work Group Guides
1.10	SCC Agenda and Minutes: February 18, 2010
1.11	AOC Recommendation, Process, and Approval Chart
1.12	Governing Board Presentation: March
1.13	Governing Board Presentation: April
1.14	Governing Board Presentation: February 2011
1.15	Governing Board Presentation: July
1.16	Governing Board Presentation: September
1.17	AOC Opening Day Presentation
1.18	Public Folders: Accreditation
1.19	SWCCD Accreditation Link
1.20	SWCCD BlackBoard Accreditation Organization Link
1.21	Community Updates: Dr. Chopra
1.22	Governing Board Newsletters
1.23	CMR Communications: Outlook, General
1.24	AOC Agendas and Minutes: Summer Meetings
1.25	Follow-Up Report Project Timeline
1.26	ALO—Superintendent/President Meeting Agendas
1.27	Governing Board Agenda—PPL Contract Approval: September 8, 2010
1.28	Denise Whittaker Selection Flyer
1.29	AOC/SCC Summit Agenda

SECTION 2.a	
2.a	Evidence Cited
2.a.1	District Policy 1200: Mission and Values
2.a.2	November 18, 2010 Agenda/Minutes: Shared Consultation Council (SCC)
2.a.3	May 14, 2010 Email to College community: Review of Mission Statement
2.a.4	August 13, 2010: Mission Statement Talking Points
2.a.5	June 23, 2010 Agenda/Minutes: Accreditation Oversight Committee (AOC)
2.a.6	August 13, 2010 Memo from VPAA: Review of Draft Mission
2.a.7	August 16, 2010 Opening Day Presentation
2.a.8	October 27, 2010 AOC Agenda/Minutes/Attachment on Mission consultation process
2.a.9	October 27, 2010 Email/Attachments: Formal request for consultation
2.a.10	November 4, 2010 Agenda: HEC National City Staff Meeting
2.a.11	November 9, 2010 Agenda/Minutes: Academic Senate Meeting
2.a.12	November 10, 2010 Agenda: Deans' Council
2.a.13	November 11, 2010 Agenda/Minutes: HEC Otay Mesa Staff Meeting
2.a.14	November 16, 2010 Agenda/Minutes: Academic Senate Meeting
2.a.15	November 16, 2010 Agenda/Minutes: College Management Team
2.a.16	November 18, 2010 SCC Formal Approval of Mission Statement
2.a.17	November 22 2010 AS President Calendar shot: CSEA Meeting
2.a.18	November 30, 2010 Agenda/Minutes: ASO Executive Council
2.a.19	December 1, 2010 Agenda/Minutes: GBA&PPRC
2.a.20	December 14, 2010 Email: AOC approval
2.a.21	December 14, 2010 Calendar: Cabinet Meeting
2.a.22	January 19, 2011 Agenda/Minutes: Governing Board
2.a.23	February 9, 2011 Agenda/Minutes: Governing Board
2.a.24	Integrated Planning Chart
Section 2.b	
2.b	Evidence Cited
2.b.1	AOC Agenda and Minutes: Approval of Integrated Planning Model
2.b.2	Shared Consultation Council Agenda and Minutes: Approval of Integrated Planning Model
2.b.3	Agendas and Minutes of Presentation of Integrated Planning Process to Constituent Groups via the Formal Consultation Process
2.b.4	February 4, 2010 AOC Agenda and Minutes

2.b.5	WG 2 Agenda and Meeting Notes: February 25, 2010; May 27, 2010
2.b.6	WG 2 Agenda and Meeting Notes: April 15, 2010; April 22, 2010; April 29, 2010; May 13, 2010
2.b.7	WG 123 Agenda and Meeting Notes: June 16, 2010; June 23, 2010; July 1, 2010; August 13, 2010; September 13, 2010; October 11, 2010
2.b.8	Planning Documents from Citrus, Cerro, San Diego City, Mateo Community College District
2.b.9	Organization and Governance Handbook (draft) Note: the title was revised in Fall 2010 to the Shared Planning and Decision-Making Handbook
2.b.10	WG 8 (b) Agenda And Meeting Notes re: development of Governance Handbook
2.b.11	Integrated Planning PowerPoint Presentation
2.b.12	Work group recommendations from the Accreditation Oversight Committee
2.b.13	AOC, SCC, and Cabinet Agenda and Minutes
2.b.14	Institutional Program Review Process and related documents
2.b.15	Program Review Timeline for Academic Program Review and Snapshots
Section 2.c	
2.c	Evidence Cited
2.c.1	APRC Meeting Agenda/Minutes: January 26, 2011
2.c.2	Programs that have been discontinued: Email from Director of Instructional Support Services
2.c.3	GB Agenda: February 9, 2011 re: Policy and Procedure 4021
2.c.4	3-6 year PR Cycle
2.c.5	Program Review Snapshot Form
2.c.6	Transitional Cycle and Timeline
Section 2.d	
2.d	Evidence Cited
2.d.1	SWC Student Services SLOs
2.d.2	SWC Mission Statement
2.d.3	CurricUNET Screenshot
2.d.4	Staff Development Workshops: January 2008
2.d.5	GB Agenda/Minutes November 12, 2008 re: approval of eLumen software purchase
2.d.6	SWC Web Link: History and Development of SLOs at SWC
2.d.7	SLO Committee meeting minutes: January 10, 2011
2.d.8	SLO Committee Goals and Timeline
2.d.9	SLO Course Report

2.d.10	Assessment of SLOs and Rubric Writing
2.d.11	AUO Training CD
2.d.12	SLO Implementation Pilot Results
2.d.13	Philosophy discipline SLO Results
2.d.14	Academic Faculty and Student Services Workshop agendas and eLumen handouts
2.d.15	SLO/AUO Implementing Guidelines
2.d.16	SLO Web Link
2.d.17	SLO Collaborative POWER (Promising Outcomes Work and Exemplary Research) 2009 SLO Mentor of the Year
2.d.18	SLO and Assessment—Academic and Student Affairs Coordinator
2.d.19	Opening Day Staff Development Calendar of Activities: January 11, 2011
2.d.20	Site Handout, PowerPoint, and Pre/Post email to attendees
2.d.21	SLO/AUO Assessment Policy and Procedure
2.d.22	SLO Implementation Chart
Section 2.e	
2.e	Evidence Cited
2.e.1	Technology Task Team (TTT) 2011–2015 Technology Plan
2.e.2	Approval of Technology Plan: SCC Agenda/Minutes: March 2, 2011; GB Agenda: March 9, 2011
2.e.3	GB Agenda: August 2010 re: Approval to hire Computer Programmer
2.e.4	GB Agenda: Approval of funds to hire Training Services Coordinator
2.e.5	Consultants 2011–2015 Technology Plan
2.e.6	2010–2011 Strategic Priority Action Plans
2.e.7	Technology Chart: Program Reviews
2.e.8	TTT Action Plans
Section 2.f	
2.f	Evidence Cited
2.f.1	Staff Development Organizational Flow Chart
2.f.2	Results from four Needs Assessment Surveys in spring 2010 and 2011
2.f.3	Fall 2010 and Spring 2011 Opening Day Break-out Session Agendas
2.f.4	Attendance records for events and workshops offered through Staff Development
2.f.5	SCCDAA Retreat Agendas
2.f.6	Training Services Coordinator Job Description

2.f.7	Staff Development Budget: 2010–2011
2.f.8	Staff Development Coordinator Job Description
2.f.9	Evaluations for events and workshops offered through Staff Development
2.f.10	Flex Guidelines committee meeting agenda and notes
2.f.11	Work Group 7 Action Matrix from Summit I
SECTION 2.g	
2.g	Evidence Cited
2.g.1	Accreditation Oversight Committee (AOC) Minutes: February 10, 2010
2.g.2	Work Group 8(a) Minutes and sign-in sheet: March 12, 2010
2.g.3	Campus Climate Survey questions
2.g.4	Work Group 8(a) Recommendations
2.g.5	Work Group 8(a) Minutes: April 20, 2010
2.g.6	Work Group 8(a) Progress Flow Chart
2.g.7	Work Group 8(a) Meeting Minutes and Revised List: December 9, 2010
2.g.8	Staff Dining Room Re-Opening Email
2.g.9	Fall 2010 Opening Day Agenda
2.g.10	Spring 2011 Opening Day
2.g.11	Workshops—Classified Staff Development Day: January 5, 2011 and Spring Opening Day: January 11, 2011
2.g.12	Campus Climate Survey Meeting Notes: March 2010
2.g.13	Thanksgiving Tree Email Announcement
2.g.14	Policy 2310: Adjournment of Meetings
2.g.15	Email from constituents re: Governing Board Meeting: January 2011
2.g.16	SCEA/District Email re: Faculty Contract
2.g.17	Email/Evite and Thank you from CSEA President
2.g.18	SWC SUN Special Edition: February 11, 2011 page One
2.g.19	SWC Policy 3900: Freedom of Expression
2.g.20	Arbitrator’s Ruling: Elisandra Singh
2.g.21	Governing Board Meeting Minutes re: Rejection of Arbitrator’s ruling; SUN article
2.g.22	Governing Board Meeting Minutes: February 5, 2011 re: Recall Eli Singh decision
2.g.23	Opening Day Follow Up Survey
2.g.24	“Phoenix” Song Link to YouTube Video; lyrics
2.g.25	Campus Climate Survey 2010: Results

2.g.26	Mini-Survey: spring 2011
2.g.27	ASO Announcement of Student Survey; Survey
2.g.28	AOC/SCC Summit I: February 10, 2011: Agenda, PowerPoint, Sign-In Sheets
2.g.29	KGTV Television Coverage of SWC: spring 2011
2.g.30	Mini Survey: spring 2011 Results
2.g.31	Evidence: Southwestern Community College District Work Group 8 Action Plans, October 15, 2011).
SECTION 2.h	
2.h	Evidence Cited
2.h.1	Shared Consultation Council Agenda: February 9, 2011
2.h.2	Shared Planning and Decision-Making Handbook
2.h.3	AOC/SCC Summit I February 9, 2011: Agenda and Handouts
2.h.4	Minutes of the Shared Governance Policy and Procedure Task Group (SGPPTP): January 28, 2010
2.h.5	Minutes of the SGPPTP-various
2.h.6	Previous District Policy 2510: Participation in Local Decision Making
2.h.7	Revised District Policy 2510: Shared Planning and Decision Making-August 2010
2.h.8	New District Procedure 2510: Shared Planning and Decision Making
2.h.9	New District Policy 2515: Role and Scope of the Academic Senate 10 + 1
2.h.10	New District Procedure 2515: Role and Scope of the Academic Senate 10 + 1
2.h.11	Constituent Email for 2510 Policy and Procedure Review
2.h.12	Agenda and Minutes of the SCC Retreat 8/5/10
2.h.13	SCC Shared Planning Presentation: Scott Lay
2.h.14	AS Agenda for Superintendent/President: 7/26/10
2.h.15	AS Executive Committee Meeting Notes: August 11, 2010
2.h.16	Agenda of the GBPRC: 8/24/10
2.h.17	Governing Board Agenda: 9/29/10
2.h.18	SCC Agenda February 16, 2011: Handbook Approval
2.h.19	Academic Senate, AOC, SCC Agendas: Approval of Handbook
2.h.20	Web Link to Shared Planning and Decision-Making Handbook
2.h.21	SCC Reorganization and Function: Flow Chart, Agenda, Minutes
2.h.22	SCC Request for Consultation Form

SECTION 2.i	
2.i	Evidence Cited
2.i.1	SWCCD Governing Board Accreditation Resolution on Governance
2.i.2	SWC Policy 2410: Policies and Administrative Procedure
2.i.3	SWCCD Governing Board Study Session Training Manual February 16, 2011
2.i.4	SWCCD Governing Board Study Session Agenda February 16, 2011
2.i.5	Interim Superintendent/President Reports to the Governing Board
2.i.6	CCLC Board Training
2.i.7	SCC Retreat: Agenda
2.i.8	SCC Retreat: Minutes
2.i.9	SCC Retreat Presentation: Participating Effectively in College Governance
2.i.10	ACCJC Board Training—Dr. Barbara Beno: Presentation
2.i.11	ACCJC Board Training: Annotated Standards
2.i.12	ACCJC Board Training: Holding Board Presidents Accountable
2.i.13	SWC Policy 2432: Selection of Vice Presidents
2.i.14	SWC Procedure 2710: Conflict of Interest
2.i.15	Governing Board Agenda: June 9, 2010 re: 2710 Conflict of Interest Procedure
2.i.16	Governing Board Minutes: June 9, 2010 re: Approval of 2710
2.i.17	New Governing Board Member Orientation Session: January 12, 2011
2.i.18	CCLC New Trustee Workshop and Legislative Conference: January 21–24, 2011
2.i.19	Associated Student Organization: Governing Board Meeting Statement: January 2011
2.i.20	Survey Responses Comparisons
2.i.21	Governing Board Meeting Minutes: February 9, 2011
SECTION 2.j	
2.j	Evidence Cited
2.j.1	SWC 2715 Policy and Procedure: Code of Ethics
2.j.2	Governing Board Ethics Signature Form
2.j.3	Governing Board Agenda Item 10: March 9, 2011
2.j.4	Governing Board minutes noting Recusal
2.j.5	Governing Board New Board Member Orientation: January 12, 2011
2.j.6	Governing Board Study Session: February 16, 2011 Item 10
2.j.7	Governing Board Retreat Agenda March 12, 2011: Self Evaluation

2.j.8	2010 Campus Climate Top 20, spring 2011 Student Survey; Mini Survey Results
2.j.9	Letter from Accrediting Commission for Community and Junior Colleges to Dr. Raj K. Chopra, President Southwestern College, January 29, 2010—Commission action to impose Probation on Southwestern College
2.j.10	Timeline for Work Group 9 & 10—March 16, 2010
2.j.11	Meeting Notes Work Group 9 & 10 March 12, 2010—Discussion of history and development of Board Policy and Procedure
2.j.12	Meeting Notes Work Group 9 & 10 March 23, 2010—The group’s two recommendations will be put in writing for presentation to AOC on 3/24/10.
2.j.13	Meeting Notes Work Group 9 & 10 April 13, 2010—developing language regarding the Code of Ethics Policy #2715 and Conflict of Interest Policy #2710
2.j.14	Meeting Notes Work Group 9 & 10 April 20, 2010—Draft procedures for Policy 2710 “Conflict of Interest” was reviewed and discussed. The draft incorporates language from the CCLC Procedure will be placed on the April 21 agenda for AOC.
2.j.15	SWC Procedure 2710: Conflict of Interest
2.j.16	Governing Board Minutes for Approval of Governing Board Policy 2710—Conflict of Interest, March 12, 2008
2.j.17	AOC Recommendation, Communication, and Approval Process
2.j.18	Description of violations from Evaluation Report; Southwestern College accreditation visit. This report represents the findings of the evaluation team that visited Southwestern College on October 5–8, 2009, p. 35, 38
2.j.19	Governing Board Minutes for Approval of Procedures regarding Board Policy 2710—Conflict of Interest, June 9, 2010
2.j.20	Community College League of California, Board Policy and Administrative Procedure Subscription Service. Models available via web access: http://www.ccleague.org/files/public/HowToGuide.pdf Board Policy 2710 & 2715, Administrative Policy 2710 & 2715, October 2007

APPENDIX C

SWC District Policy 1200: Mission and Values

MISSION & VALUES

Reference: *Education Code 66010.4, Accreditation Standard One; Strategic Plan*

SWC Mission Statement

Southwestern Community College District serves a diverse community of students by providing a wide range of dynamic and high quality educational programs and comprehensive student services.

The District provides educational opportunities in the following areas:

- associate degree and certificate programs;
- transfer;
- professional, technical, and career advancement;
- basic skills;
- personal enrichment;
- non-credit adult education;
- community services; and
- economic, workforce, and community development

We promote student learning and success by committing to continuous improvement that includes planning, implementation, assessment, and evaluation.

Commitment to Achieving Student Learning

Institutional Student Learning Outcomes:

Upon completion of an organized program of study, students will demonstrate core competency in the following areas:

1. Communication Skills (listening, speaking, reading and writing)
2. Thinking and Reasoning (creative thinking, critical thinking, and quantitative reasoning)
3. Information Competency (research and technology)
4. Global Awareness (social, cultural, and civic responsibility)

Institutional Performance Indicators:

The District has identified seven Institutional Performance Indicators (IPIs) to track our progress toward accomplishing our Mission and Strategic Planning Priorities. These IPIs include: retention rates, success rates, persistence rates, transfer preparedness, overall student satisfaction, employment preparation, licensure/certification pass rates, and student goal attainment.

MISSION & VALUES

Institutional Values:

The following values guide how the institution thinks and acts – essentially defining the enduring character of the institution:

- 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

The Mission & Values shall be evaluated and revised on a cyclical basis to correspond with institutional strategic planning timelines.

APPENDIX D

Program Discontinuance Policy and Procedure

PROGRAM DISCONTINUANCE

*References: Education Code Sections 70902 (b) and 78016;
Title 5 Sections 51022 and 55130*

Southwestern Community College District is committed to providing excellent educational programs that prepare students to meet the challenges in their chosen field. Programs that are no longer viable, once identified by the School/Center and supported by the program review process, should be considered for discontinuance. The Program Discontinuance Policy and Procedure serves as the mechanism allowing District programs to remain contemporary, dynamic, and pragmatic.

District Policy and Procedure No. 2515 (the 10 + 1 Agreement between the District and the Academic Senate) provide for the District to rely primarily upon the Academic Senate to determine the criteria and process regarding curriculum and program viability. The Academic Program Review Committee, a standing committee of the Academic Senate, is assigned the task of administering Program Review. The Program Review process takes place on a rotating basis for each discipline. However, review may be initiated at any time, if and when it is determined that a program may be experiencing factors that have a negative impact on academic offerings. This determination will be made by faculty and administrators utilizing the Program Review process.

The following five criteria for program discontinuance are based on the current edition of *Program and Course Approval Handbook (PCAH)*, California Community Colleges Chancellor's Office:

1. The goals and objectives of the Program are no longer appropriate to the Mission of the California Community Colleges nor congruent with the Institutional Strategic Plan of the District.
2. The Program no longer meets industry needs and lacks demand in the current job market and is not considered an emerging industry or career or the program curriculum no longer aligns with university transfer majors or General Education requirements.
3. The Program does not meet curriculum standards as defined by Title 5 §55100.
4. There are insufficient resources to realistically support the program at a sufficient level of quality, **and** the Program has experienced continued low or declining enrollment (55% of class max or more) for a sustained period of time (generally four or more semesters), which is demonstrated by continued low persistence and completion rates in the program supported by reliable, valid and longitudinal data.
5. The Program has been determined to be out of compliance with existing state or federal laws, i.e. Title 5 §55130(d), or licensing laws in particular occupations.

PROGRAM DISCONTINUANCE

*References: Education Code §78016
Title 5 §51022 and §55130*

District Policy and Procedure No. 2515 (the 10 + 1 Agreement between the District and the Academic Senate) provide for the District to rely primarily upon the Academic Senate to determine the criteria and process regarding curriculum and program viability. The Academic Program Review Committee (APRC), a standing committee of the Academic Senate, is assigned the task of administering Academic Program Review (APR). The determination for consideration of program discontinuance will be made by faculty and administrators utilizing shared planning and decision-making processes as set out in District Policy & Procedure No. 2510 and the APR process.

Program Review may be initiated at any time, if and when it is determined by the APRC or by discipline faculty that a particular program, including long-standing grant-funded programs, may be experiencing factors that have a negative impact on academic offerings. In regards to program discontinuance for all grant-funded programs, the coordinator or the grant funded program must request funding by the District at least 18 months prior to the end of their grant funding in order to be considered for acceptance by the District.

When an APR report indicates that a Program does not meet one or more of the five criteria that form the basis for program discontinuance as referenced in District Policy No. 4021, it may be determined to be at risk of Program Discontinuance. This determination will be arrived at only after careful consideration by the APRC or the discipline faculty and of valid, reliable and longitudinal statistical data:

Timeline and Procedures: Academic Year 1

Fall Semester – Year 1

The Academic Program Review reports (APRs) are completed by discipline faculty for all programs within the APR cycle.

The Academic Program Review Committee (APRC) Chair may request an out-of-sequence APR if it is justified by valid statistical data and/or other concerns that affect program viability based on the five criteria for Program Discontinuance.

Spring Semester – Year 1:

By January 15, the APRC Chair forwards APRs for disciplines undergoing Program Review in the APR Cycle to the assigned APR Readers.

By March 1, APRs are read by the APRC readers and reviewed by the APRC.

PROGRAM DISCONTINUANCE

By April 1, the APRC Chair forwards concerns regarding programs that exhibit one or more program discontinuance criteria to the Academic Senate President (AS President). If the AS President concurs with the concerns, s/he forwards the concern(s) to the Vice President for Academic Affairs (VPAA) and alerts SCEA to the concerns.

By April 15, the APRC Chair forwards the final APR report with data, findings and program concerns to the AS President, the VPAA and the School Dean and, if a transfer program is involved, the SWC Articulation Officer, all of whom will discuss whether the Program Discontinuance process should be initiated.

By April, 30, the AS President calls a meeting with the VPAA, the APRC Chair, the Articulation Officer, the School/Center Dean, the Department Chair, and the affected discipline faculty and an SCEA Representative to report concerns, findings, data, criteria and discuss options and/or recommendations.

By May 1st, notification that Program Discontinuance and other options are being considered for a specific program are announce at a regularly scheduled Academic Senate meeting.

By May 15, the AS President and the VPAA present their recommendations to the School/Center Dean, Dept. Chair, discipline faculty and an SCEA Representative. The VPAA requests that faculty develop a Program Improvement Plan by September 1st of Academic Year 2. Discipline faculty may request additional data for their report at this time, which can also help develop their Program Improvement Plan.

Academic Year 2

Fall Semester – Year 2

By Sept. 1, the Program Improvement Plan written by discipline faculty is submitted to the VPAA, AS President, APRC Chair, and School/Center Dean for their review.

By October 1, The AS President and the VPAA consult with the APRC, the cognizant School/Center Dean, the Department Chair and discipline faculty to discuss the Program Improvement Plan and make a recommendation to:

- a) Approve the Improvement Plan for two years starting in the Spring Semester and conduct a reevaluation of the Program at the end of that period, OR
- b) Continue Program Discontinuance discussions for one year, OR
- c) Discontinue the Program.

By November 15, notification the outcome of the October 1 Program Discontinuance meeting for a specific program are announced at a regularly scheduled Academic Senate meeting.

PROGRAM DISCONTINUANCE

By December 15, the options above will be implemented respectively as follows:

- a) The Program Improvement Plan is approved for two years starting in Spring of Year 2; the APRC gives priority review to the Plan during the fall semester. APRC offers written suggestions for further improvement of the Plan to the discipline faculty.
- b) Program Discontinuance discussions continue for a year; the Program Improvement Plan will be reviewed in the fall semester of Year 3 as in year 1.
- c) The Program is determined to be discontinued.

Spring Semester – Year 2

Options a & b are implemented as stated above. By February 1, for Program Discontinuance (option c), the VPAA presents the Program Discontinuance Proposals to the Academic Senate Executive Committee for comment and recommendations as well as for inclusion on a future Senate agenda for official Academic Senate consultation and action.

By March 14, the Academic Senate votes on Program Discontinuance for the proposed Program. Once voted upon, the AS President forwards the action information to the VPAA in a written memo along with a brief rationale.

By April 1, VPAA submits the Program Discontinuance Proposal to the Superintendent/President's Office for inclusion on the May Governing Board meeting agenda.

By May 15, the Governing Board reviews the Proposed Program Discontinuance at a public, regularly-scheduled Governing Board meeting, discusses it and takes action to approve, table or disapprove. If approved, written notification regarding the Program Discontinuance is then sent to all affected discipline faculty, staff and students. The SCEA consults with affected faculty members regarding their employment rights and/or options.

By May 16, the cognizant School/Center Dean in collaboration with the VPAA and VPSA (Vice President for Student Affairs) consults with students regarding timely completion of their programs, transfer and/or options on a case by case basis. Such timelines and options will be made public.

Academic Year 3**Fall Semester – Year 3**

By Sept. 1, the cognizant School/Center Dean in collaboration with the VPAA and the AS President recommends redistribution of equipment, supplies, staff, facilities and

PROGRAM DISCONTINUANCE

School recommendations are then forwarded to the Shared Consultation Council (SCC) Budget Committee and then finally on to the entire SCC for review and approval in time to be forwarded for timely placement on a Governing Board agenda for final approval before June 30.

A program that remains under discussion from the previous year, start the APR process over again (see Academic Year 1).

By October 1, a program with an approved Program Improvement Plan that was implemented the previous Spring semester submits a progress report to the APRC Chair, who forward the progress report to the entire APRC, the VPAA, the AS President, the School/Center Dean, Department Chair and the SCEA President.

By October 15, The APRC Chair meets with the cognizant School/Center Dean, Department Chair, discipline faculty to review and assess the Program Improvement Plan progress report and to offer assistance and/or suggestions for the following year. The Program will undergo a final review at the end of the Spring semester in Year 4 to either discontinue the program or proceed as a fully supported program.

APPENDIX E

3–6 Year Academic Program Review Cycle

Business and Financial Affairs Division					
2009/2010	Spring 2011	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	Yearly Program Review Snapshot by All Units	Bond Project Cashiering College Police CSS Custodial Facilities/Leasing Food Services Grounds Maintenance OSS/Warehouse	Bookstore Contract Opportunities Ctr. Facilities & Operations Finance Payroll/Risk Mgmt Purchasing/Warehouse	Vice President of Business & Financial Affairs	Yearly Program Review Snapshot by All Units Rest/Review
		All other BFA units Yearly Program Review Snapshot	All other BFA units Yearly Program Review Snapshot	All other BFA units Yearly Program Review Snapshot	

Human Resources Division					
2009/2010	Spring 2011	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	Yearly Program Review Snapshot by All Units	Benefits Staff Development	Human Resources	Vice President of Human Resources	Yearly Program Review Snapshot by All Units Rest/Review
		All other units HR yearly Program Review Snapshot	All other units HR yearly Program Review Snapshot	All other units HR yearly Program Review Snapshot	

Superintendent/President Office of Institutional Effectiveness					
2009/2010	Spring 2011	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	Yearly Program Review Snapshot by All Units	Community/Media Relations College Foundation	Research, Grants, Planning	Superintendent/President	Yearly Program Review Snapshot by All Units Rest/Review
		All other units S/P yearly Program Review Snapshot	All other units S/P yearly Program Review Snapshot	All other units S/P yearly Program Review Snapshot	
Student Affairs Division					
Fall 2010	Spring 2011	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Admissions & Financial Aid	Annual Program Review Snapshot by All Units	Articulation Assessment Center	Office of Counseling & Matriculation (School of Counseling and Personal	Vice President for Student Affairs	All units Annual Program Review Snapshot

Career Center CTECS/WRC Records/ Outreach Transfer Center		Center for International Education/International Students DSS EOPS/CARE Evaluations Grievance & Order Health Services Scholarships Service Learning/CWEE Student Development & Leadership Student Employment Services Veterans	Development) Office of Student Services		
		All other units Annual Program Review Snapshot	All other units Annual Program Review Snapshot	All other units Annual Program Review Snapshot	

Academic Affairs Division					
Fall 2010	Spring 2011	Fall 2011	Fall 2012	Fall 2013	Fall 2014
1/2 Resident programs	Annual Program Review Snapshot by All Units 1/2 Resident programs	Academic Success Center Library Crown Cove Aquatic Center HEC, National City HEC, San Ysidro HEC, Otay Mesa	Instructional Support Services School of Arts & Communication School of Business, Professional and Technical Education School of Continuing Education & Workforce Development	Vice President for Academic Affairs	All units Annual Program Review Snapshot

		CalWORKs Small Business Development Center International Trade Center	School of Health, Exercise Science, and Athletics School of Language and Literature School of Math, Science and Engineering School of Social Sciences& Humanities		
	All other units Annual Program Review Snapshot	All other units Annual Program Review Snapshot	All other units Annual Program Review Snapshot	All other units Annual Program Review Snapshot	

APPENDIX F

Program Review Transitional Cycle

2010-2011 Institutional Program Review

Transitional Cycle

March 15, 2011 PR Annual Snapshot report due to highest level director from supervisor/director level

March 22, 2011 PR Annual Snapshot report due to vice president
From highest level director

March 29, 2011 Vice President PR Annual Snapshot report to IPRC
Sub Committees:*

Vice President Meadows completes and sends to
Mink Stavenga, Chair Academic Admin PR Committee

Vice President Suarez completes and sends to
Dean Bea Zamora, Chair SS Program Review Committee

Vice President Kerns completes and send to
Wayne Yanda, Chair BFA/HR/S/P Program Review
Committee

Vice President Temple completes and sends to
Wayne Yanda, Chair BFA/HR/S/P Program Review
Committee

April 13, 2011 IPRC submits PR Annual Snapshot reports to Shared
Consultation

***Please send all documents electronically and a hard copy to the
chair of the appropriate committee. Include all program/unit
snapshots.**

APPENDIX G

Program Review Snapshot Form

OUTCOME OF PROGRAM SLO/AUO ASSESSMENTS

List each identified Program SLO/Unit AUO	Which ISLO(s) relate to the Program SLO/Unit AUO	Summarize SLO/AUO Assessment Results	Summarize Plan for improvement
Click here to enter text.	☐ Global Awareness ☐ Thinking and Reasoning ☐ Information Competency ☐ Communication	Click here to enter text.	Click here to enter text.
Click here to enter text.	☐ Global Awareness ☐ Thinking and Reasoning ☐ Information Competency ☐ Communication	Click here to enter text.	Click here to enter text.

TECHNOLOGY RESOURCES

Such As: Computers, Software, Diagnostic lab machines, Copiers, Scanners, repairs to above (regardless of cost)

Rank #	List Equipment and/or Equipment Repairs Needed for the Following Academic Year:	Rationale for Requests	Estimated Cost	Strategic Priority
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

EQUIPMENT (<i>>or = \$5,000</i>) <i>Such As: Vehicles, Golf carts, Furniture, Desks</i>				
Rank #	List Equipment and/or Equipment Repairs Needed for the Following Academic Year:	Rationale for Requests	Estimated Cost	Strategic Priority
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

SUPPLIES/MINOR EQUIPMENT (<i>< than \$5,000</i>) <i>Such As: Books, Magazines, Instructional supplies, Office supplies</i>				
Rank #	List Equipment and/or Equipment Repairs Needed for the Following Academic Year:	Rationale for Requests	Estimated Cost	Strategic Priority
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

FACILITIES				
Rank #	List Facilities needed for the Following Academic Year (remodels, renovations, office spaces, days/times and additional classroom space)	Rationale for Requests	Estimated Cost	Strategic Priority
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

HUMAN RESOURCES: New Faculty and/or Staff				
Rank #	Position Requested	Rationale for New Position	Estimated Cost	Strategic Priority
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

NON-COST RESOURCES (<i>Training, Supplies, etc</i>)	
Institutional Research:	Click here to enter text.
Training & Support for Using Technology:	Click here to enter text.
Marketing & Outreach:	Click here to enter text.
Are there any other un-funded needs identified by your program/unit? (If so, provide a priority list, cost, rationale, and related strategic priority)	Click here to enter text.

1. Are there any institutional, division, center, school, unit, department, or program issue(s) that have impacted your program/unit positively or negatively in the previous fiscal year? If so, provide a detailed explanation. [Click here to enter text.](#)
2. What accomplishments were achieved by the program/unit in the previous fiscal year? [Click here to enter text.](#)

Signature _____

Date: [Click here to enter a date.](#)

Print Name: [Click here to enter text.](#)

Dept/Unit: [Click here to enter text.](#)

APPENDIX H

SLO Course Report Summary

Academic Course SLO Completion Report

TOTAL OVERALL	1484	0	1484	100%	0%
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	Courses Complete	Courses Incomplete	Total Number of Courses	Percent Complete	Percent Incomplete
--	-----------------------------	-------------------------------	--	-----------------------------	-------------------------------

Counseling and Personal Guidance

Cooperative Education	4	0	4	100%	0%
Personal Development	24	0	24	100%	0%
TOTAL	28	0	28	100%	0%

School of Applied Technology & Learning Assistance

Architecture	19	0	19	100%	0%
Administration of Justice	25	0	25	100%	0%
Automotive Technology	29	0	29	100%	0%
Child Development	45	0	45	100%	0%
Construction Inspection	9	0	9	100%	0%
Landscape Architecture	6	0	6	100%	0%
Landscape and Nursery Technology	44	0	44	100%	0%
Library	2	0	2	100%	0%
TOTAL	179	0	179	100%	0%

Higher Education Center San Ysidro

Higher Education Center Otay Mesa

ADN: Associate Degree Nursing	25	0	25	100%	0%
CNA: Certified Nursing Assistant	2	0	2	100%	0%
Emergency Medical Technology and Paramedic	15	0	15	100%	0%
Emergency Medical Technology	5	0	5	100%	0%
Fire Science	26	0	26	100%	0%
Insurance	5	0	5	100%	0%
Leadership	8	0	8	100%	0%
Operating Room Nurse	6	0	6	100%	0%
Surgical Technology	9	0	9	100%	0%
Vocational Nursing	11	0	11	100%	0%
	112	0	112	100%	0%

Higher Education Center National City

Dental Hygiene	30	0	30	100%	0%
Medical Office Professional	18	0	18	100%	0%
Medical Laboratory Technician	19	0	19	100%	0%
TOTAL	67	0	67	100%	0%

TOTAL FOR ENTIRE SCHOOL	358	0	358	100%	0%
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School of Arts and Communication

Art	76	0	76	100%	0%
Communication	18	0	18	100%	0%
Dance	55	0	55	100%	0%
Journalism	10	0	10	100%	0%
Music	86	0	86	100%	0%
Telemedia	27	0	27	100%	0%
Theatre Arts	21	0	21	100%	0%

TOTAL for ENTIRE SCHOOL	293	0	293	100%	0%
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School of Business and Information Systems

Accounting	12	0	12	100%	0%
Business	64	0	64	100%	0%
Culinary Arts	14	0	14	100%	0%
Computer Aided Design	10	0	10	100%	0%
Computer Information Systems	62	0	62	100%	0%
Computer Literacy	1	0	1	100%	0%
Electronics	35	0	35	100%	0%
Event Convention Planning	3	0	3	100%	0%
Hospitality Tourism Management	4	0	4	100%	0%
Legal	26	0	26	100%	0%
Real Estate	12	0	12	100%	0%
Recreation	9	0	9	100%	0%
Travel & Tourism	14	0	14	100%	0%

TOTAL FOR BUSINESS & Is	266	0	266	100%	0%
------------------------------------	------------	----------	------------	-------------	-----------

School of Health, Exercise Science & Athletics

Exercise Science/Activity	89	0	89	100%	0%
Exercise Science/Intercollegiate	36	0	36	100%	0%
Exercise Science/Limited	16	0	16	100%	0%

Exercise Science/Theory	53	0	53	100%	0%
Environmental Hazardous Materials	13	0	13	100%	0%
Health	8	0	8	100%	0%
TOTAL FOR HESA	215	0	215	100%	0%

School of Language & Literature

American Sign Language	2	0	2	100%	0%
Chinese	2	0	2	100%	0%
Education	5	0	5	100%	0%
English	40	0	40	100%	0%
English as a Second Language	31	0	31	100%	0%
Farsi	2	0	2	100%	0%
French	4	0	4	100%	0%
Italian	3	0	3	100%	0%
Japanese	5	0	5	100%	0%
Learning Skills	5	0	5	100%	0%
Pilipino	3	0	3	100%	0%
Portuguese	3	0	3	100%	0%
Reading	6	0	6	100%	0%
Spanish	12	0	12	100%	0%
TOTAL FOR LANGUAGE AND LITERATURE	123	0	123	100%	0%

School of Math, Science & Engineering

Astronomy	7	0	7	100%	0%
Biology	29	0	29	100%	0%
Chemistry	14	0	14	100%	0%
Engineering	11	0	11	100%	0%
Geography	12	0	12	100%	0%
Geology	3	0	3	100%	0%
Math	39	0	39	100%	0%
Physics	11	0	11	100%	0%
Physical Science	4	0	4	100%	0%
TOTAL FOR MSE	130	0	130	100%	0%

School of Social Sciences and Humanities

African-American Studies	5	0	5	100%	0%
Anthropology	5	0	5	100%	0%

Asian-American Studies	4	0	4	100%	0%
Economics	3	0	3	100%	0%
History	17	0	17	100%	0%
Humanities	7	0	7	100%	0%
Mexican American Studies	3	0	3	100%	0%
Philosophy	5	0	5	100%	0%
Psychology	9	0	9	100%	0%
Political Science	5	0	5	100%	0%
Sociology	8	0	8	100%	0%
TOTAL FOR SOCIAL SCIENCES AND HUM	71	0	71	100%	0%
TOTAL OVERALL	1484	0	1484	100%	0%

APPENIDX I

Technology Task Team: 2011–2015 Technology Plan

2011-2015 TECHNOLOGY PLAN

Southwestern Community
College District

Technology Task Team

2011-2015 TECHNOLOGY PLAN

Submitted by the Technology Task Team: February 25, 2011



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APPENDICES:

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Appendix B: Technology Needs Lists from Program Reviews 2007-2010

Appendix C: IT Assessment/Technology Plan Draft

Appendix D: Strategic Plan Integration Report

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Table 1: Groups Consulted for Technology Plan Development

Table 2: Technology Task Team members

Table 3: Prioritization Criteria and Weights

Table 4: SWC Technology Master Plan Implementation Grid

INTRODUCTION

The SWC Technology Master Plan 2011-2015 is a guide to the allocation and use of technology resources in support of student learning and institutional effectiveness at Southwestern College. The purpose of the plan is to further the mission, vision, and strategic direction of the college. It will be reviewed on an annual basis as it is integrated with Institutional Planning and Program Review.

SWC MISSION

Southwestern Community College District serves a diverse community of students by providing a wide range of dynamic and high quality educational programs and comprehensive student services.

The District provides educational opportunities in the following areas:

- Associate degree and certificate programs
- Transfer
- Professional, technical, and career advancement
- Basic skills
- Personal enrichment
- Non-credit adult education
- Community services
- Economic, workforce, and community development

We promote student learning and success by committing to continuous improvement that includes planning, implementation, assessment, and evaluation.

TECHNOLOGY PLANNING PROCESS

Building upon the 1993-1998, 1999-2004, and 2005-2010¹ plans, the SWC Technology Master Plan 2011-2015 is significantly different from previous plans. The 2011-2015 Plan is the product of a campus-wide dialogue, based on collaborative research, shared planning and decision-making and is integrated into the work of the Shared Consultation Committee. Since 1993, the College was actively involved in the planning process. Where the College fell short was in comprehensive implementation and evaluation. To ensure that not all relevant actions previously listed were ignored, the SWC Technology Master Plan 2011-2015 includes significant parts of the previous plans that serve as a foundation for the next five years.

During spring and fall 2010 semesters, members of the Accreditation Oversight Committee Work Group 6 coordinated the Technology Plan development process. The College also engaged the consulting firm WTC Consulting, Inc. to assist the Work Group with development of the Information Technology (IT) Assessment Final Report (Appendix C). Work Group 6, however, suffered from leadership problems and the goals of the work group were not met. As a result, in February 2011, the Superintendent/ President disbanded Work Group 6 and instituted the Technology Task Team. This Task Team was charged with integrating the 2011-2015

¹ Appendix A

Master Plan with institutional organizational structures, program reviews, and to create a document that would reflect the current and future technology needs of the College. This team operated as a shared planning and decision-making body, and included key constituent groups from across the campus.

As part of development process, a number of open forums and meetings were conducted with faculty and staff. Table 1 evidences the scheduling and groups contacted for these information-gathering sessions.

TABLE I**Groups Consulted for Technology Plan Development**

Group	Date
Multiple Open Forums for Faculty, Staff, and Students	May 3, 2010
Council of Chairs	May 6, 2010
Multiple Open Forums for Faculty, Staff, and Students	May 18, 2010
Meeting with Two Members of Academic Technology Committee	May 18, 2010
Computer Systems and Services Staff	May 18-20, 2010
Dean's Council	June 10, 2010
Student Services Council	June 10, 2010
Business Directors Council	June 10, 2010
Classified Executive Committee	July 19, 2010
Academic Technology Committee	September 7, 2010
Associated Student Organization Executive Committee	September 7, 2010
President's Cabinet	September 7, 2010
IT Audit Report	January 6, 2011
Work Group 6 Reorganization	February 10, 2011
Superintendent/President Summit	February 10, 2011
Technology Task Team Meeting #1	February 11, 2011

Technology Task Team Meeting #2	February 14, 2011
Technology Task Team Meeting #3	February 15, 2011
Technology Task Team Meeting #4	February 16, 2011
Technology Task Team Meeting #5	February 17, 2011
Technology Task Team Meeting #6	February 22, 2011
Technology Task Team Meeting #7	February 24, 2011
Technology Task Team Meeting #8	February 25, 2011
Technology Task Team Meeting #9	February 28, 2011
Submission of the SWC Technology Plan to the Academic Senate for Approval	March 1, 2011
Submission of the SWC Technology Plan to the Shared Consultation Council for Approval	March 2, 2011
Submission of the SWC Technology Plan to the Governing Board for Approval	March 9, 2011

The following topics were addressed in the open forums and meetings listed above:

- Technologies and technology support for faculty and students that are essential to the viability of the College's academic programs
- Ways in which the College's academic programs and student learning experiences could be enhanced through improved technology and technology support for faculty and students
- Ways in which the College administrative functions could be accomplished more effectively and efficiently
- Ways in which services to students could be enhanced through improved technology and technology support
- Ways in which technology and technology support requirements for the College may change during the next five years
- Technology and technology support improvements that would have the greatest positive impact on the College
- New planning processes needed to ensure that technology planning is integrated with institutional planning and institutional program review

CONTRIBUTORS TO THE 2011-2015 TECHNOLOGY PLAN

The 2011-2015 Technology Master Plan was developed through the contributions and support of the following Technology Task Team members (Table II).

TABLE II	
Name	Position
Larry Lambert, Co-Chair	Online Learning Instructional Support Specialist
Tom Luibel, Co-Chair	Professor, School of Business, Professional and Technical Education
Paul Norris, Co-Chair	Computer Systems and Services, Computer Operations Supervisor
Tom Bugzavich	Community Media Relations, Graphic Designer
Veronica Burton	Articulation Officer
Kathleen Canney-Lopez	Professor, School of Business, Professional and Technical Education
Claudia Duran	Associated Student Organization Representative
Scott Finn	Professor, School of Counseling and Personal Development
Al Garrett	Computer Systems and Services Network Administrator
Jerry Gonzalez	Computer Systems and Services Senior Systems Analyst
Carla Kirkwood	Professor, International Programs
Patti Larkin	Interim Director of Computer Systems and Services
Caree Lesh	Professor, School of Counseling and Personal Development
Chris Martinez	Office Support Services, Word Processor
Maria E. Martinez	Professor, School of Business, Professional and Technical Education
Carl Scarbnick	Professor, School of Math, Science, and Engineering
Elisabeth Shapiro	Professor, School of Business, Professional and Technical Education
Barbara Speidel	Professor, Learning Assistance Services
Mink Stavenga	Dean of Instructional Support Services
Angelina Stuart	Professor, Academic Senate President
Ron Vess	Library Faculty, AOC Co-chair

SWC TECHNOLOGY MASTER PLAN

The purpose of the SWC Technology Master Plan is to address college-wide technology, support, and resource planning in order to further the mission, vision, and strategic direction of the College. It is linked with other institutional plans and program reviews for instruction, student services, and administration. The Technology Master Plan differs from the Information and Technology Services Unit Plan in that the former focuses on college-wide resources, policies, and strategies and the latter focuses on departmental resources, procedures, and operations.

TECHNOLOGY VISION

Southwestern College uses technology and Universal Design principles to support its mission in order to enhance learning and instruction, educational opportunities, personalize student services, and provide effective administrative processes to meet the changing needs of the College and community.

TECHNOLOGY DEFINITION

Technology is a broad subject that applies to many aspects of teaching, learning, research, communication, and operations at SWC. Such technologies are typically categorized as instructional technology or information technology. The former is associated with resources for teaching and learning (academic) and the latter is associated with resources for communication and operations (administrative). These technologies typically include computers, servers, software, databases, printers, networks, network

applications, storage devices, video projectors, video conferencing, and the like. Many such technologies are used for both academic and administrative purposes, e.g., computers, networks, email, etc. Thus, it is necessary for the Technology Master Plan to address both information and instructional technologies.

Some technologies at SWC are specific to academic or vocational courses, such as photovoltaic systems, electronic music keyboards, microscopes, and spectrometers, etc. Such technologies are specialized instruments or tools that are discipline-specific or industry-specific. Indeed, faculty members regularly consult with external advisory councils to ensure the use of relevant technologies in their programs. Furthermore, instructional programs engage in Program Review cycles to evaluate the effectiveness of such technologies and develop plans. Program Review plans are tied to resource allocation processes that provide an avenue of funding for specialized technologies.

The SWC Technology Master Plan is focused on planning for instructional and information technology resources that have a broad application across the College. The technology plan addresses how technology resources will be implemented to further the mission of the College and improve institutional effectiveness. This plan does not go so far as to specify the details of all of the specialized technologies that would be included in program reviews; that is left to the subject experts. However, the Technology Master Plan addresses how specialized technologies will be integrated with the technology infrastructure and technology support services of the College.

GUIDING VALUES AND PRINCIPLES FOR TECHNOLOGY

The College's commitment to technology is translated into a set of guiding values and principles for how technology should be created, managed, and supported. These values and principles will serve as the foundation of any technology development in the district, and they will guide discussions on the suitability of future technology action plans.

ACCESS: Technology will be readily accessible to all students, faculty, and staff of the College. The College will ensure that all students, faculty, and staff, including those with disabilities, have required access to computers, software, and technology services. Capabilities will be developed to provide fully functional accessibility to the College and community we serve.

CURRENCY: The College will provide current, up-to-date hardware, software, and communication materials. Policies, procedures, and budgets will be established to ensure technology currency at the College.

RELIABLE TECHNOLOGY SERVICES: Information and instructional technology accessibility will be delivered via a secure, solidly established, centrally operated, redundant, and robust network and computer infrastructure.

TECHNOLOGY SUPPORT SERVICES: The District will provide customer service and training to help the college community access and use technology.

Access to information technology support will be provided to the college community through a variety of venues, e.g., phone, fax, e-mail, online, in-person. The availability of customer support will be continually monitored to provide appropriate staffing and coverage to meet the needs of the college community.

The College will review its technology support based on the following dimensions of customer service:

1. Flexibility: Ability to adapt and adjust when and as needed
2. Responsiveness: Willingness to help and provide prompt service
3. Reliability: Ability to perform the promised service dependably, accurately, and in a timely manner.
4. Assurance: Knowledge, courtesy, and the ability to convey trust and confidence
5. Empathy: Ability to provide caring, individualized attention

STAFFING AND RESOURCES: The College will provide the staffing and resources necessary to support and maintain the technology infrastructure, including

- Hardware
- Software
- Administrative systems
- Course management systems
- Content management systems
- Campus web site
- Faculty, interdepartmental/school websites
- Services
- Training

PLANNING: The technology objectives of the College need to be aligned with institutional priorities, and the technology planning process of the College needs to ensure a high level of inclusion and interaction. The technology planning process provides an opportunity to accomplish the following:

1. Determine the fundamental technology directions of the College.
2. Identify key strategies in taking the next steps.
3. Clarify the actions needed to help departments, divisions, and the College to achieve their broad missions and goals.
4. Articulate what leadership and services the district can expect from college technology organizations.
5. Disseminate knowledge about existing technology services, technology needs, and technology constraints.
6. Evaluate current services and practices, revise, and expand services as needed.

PRIORITIZATION RUBRIC: The following table is the rubric upon which SWC prioritizes technological needs. Program Review drives these prioritizations. However, in the case of State government, Federal government, or other funding agency mandates, these technology needs will receive top priority by the College.

TABLE III		
Prioritization Criteria and Weights		
Number	Criteria	Weight
1	Extent to which request is identified in institutional program review.	80%
2	Role of the technology in supporting curriculum or College services.	10%
3	Extent to which the request represents a collaborative effort to use technology resources more effectively.	5%
4	Sustainability of the technology in terms of ongoing support requirements and replacement costs.	5%
	Maximum Points	100%

SPEED: The College will make every effort to ensure the speeds of its network, computers, and telecommunications equipment are in keeping with college and statewide standards.

INNOVATION AND LEVERAGING TECHNOLOGY: The District will encourage the college community to explore how to use, leverage, and integrate innovative uses of technology in teaching, learning, and college operations.

TECHNOLOGY SERVICES SUMMARY

A. STUDENT ACCESS: Provide secure student access to learning resources and support services for all college locations.

A.1. Identity Management: Develop and implement a new user account system that requires students to individually log into college network resources, such as the wireless network or lab computers.

A.2. Computer Lab Operations: Develop college standards to adequately staff and support all current and future student computer labs. As technology is consistently evolving, the District will support and adapt to those changes.

A.3. Computer Lab Hardware and Software: Conduct ongoing evaluations of the adequacy of student computer lab hardware and software to meet the needs of instructional programs. These evaluations, to include program review plans and the age of the computers, will serve as important criteria for prioritizing the replacement of lab hardware and software.

A.4. Online Courses and Programs: To increase student access, provide the technical infrastructure and support for current and future additional online courses and programs, such as online tutoring.

A.5. Online Learning and Support Services: Provide online access to all learning resources and student support services to assure equitable access and to meet identified student needs.

A.6. Virtual Desktop Computing: Develop and implement a cloud-based and/or server-based virtual desktop environment that enables authorized network access to specialized instructional software from any college computer.

B. INSTRUCTIONAL TECHNOLOGY: Support the success of all students through the development of instructional technologies, including the delivery of instructional media for use on- and off-campus and Institutional Research. Instructional materials must meet the electronic and information technology accessibility requirements of Section 508, comply with applicable federal and state laws, and embrace Universal Design principles.

B.1. Instructor Support: Provide faculty training, support, and adequate staffing for the development and delivery of instructional technology resources to students on- and off-campus.

B.2. Online Lectures: Develop standardized and automated processes for capturing on-campus lectures (audio and/or video and/or lecture resources) to publish online.

B.3. Smart Classrooms: Complete the installation of interdisciplinary new media systems in all relevant classrooms. Then develop new standards for smart classrooms and begin upgrading older classrooms to meet the new standards.

B.4. Instructional Content: Develop new processes for efficiently licensing and delivering copyrighted and captioned instructional content to students on- and off-campus.

C. STUDENT SERVICES: Develop, update, and implement Student Services information system and communication services.

C.1. Processing Calendar Development: Develop and review on a periodic basis to determine sustainability and functionality.

C.2 Financial Aid: Conduct ongoing evaluation of Financial Aid services to determine student friendly access and consistency with mandated timelines.

C.3 Matriculation System: Update and maintain matriculation systems for getting information out to students in a timely manner through improved technology.

C.4 Reporting Enhancements: Enhance the reporting systems to improve and automate matriculation data and services.

D. CAMPUS COMPUTING: Develop and improve secure and reliable computing systems to increase institutional effectiveness and provide long-term support for campus computing needs.

D.1. Custom Application Development: Standardize the development and maintenance of custom applications for research, instruction, student services, and college operations in order to improve institutional effectiveness.

D.2. Network Application Support: Develop standardized procedures for requesting network applications and services. Use the SWC Help Desk to centralize user support requests for network applications.

D.3. Computer Hardware and Software Standards: Maintain up-to-date computer hardware and software standards for institutional purchasing and support. Replace computers as determined by Program Review to ensure adequate computing resources for students, faculty, staff, and managers.

D.4. Network Access from Off-Campus Sites: Develop a secure, client-less, login method for authorized employees to access network resources from off-campus locations. Ensure that this login method can be applied to future network applications. [ACCJC/WASC 2008]

D.5. Printer Standards and Support: Develop standards to fund the purchasing, installation, repair, and support of office and lab printers and supplies through a centralized clearinghouse.

D.6. Institutional Software Licenses: Create a centralized clearinghouse for institutional software licensing and require that all software purchases go through it. Provide ongoing funding for software, such as office-productivity, online courses, antivirus protection, website development and content management as determined by Program Review.

D.7. Policies and Procedures: Develop policies and procedures for college-wide technology requests, usage, services, and support, to be reviewed on an annual basis.

E. NETWORK INFRASTRUCTURE: Upgrade and maintain the network infrastructure to support comprehensive wireless, voice, video, and data communications with high availability and recoverability.

E.1. Wireless Access: Upgrade and expand the existing wireless infrastructure to implement comprehensive wireless access for students, employees and authorized guests throughout all college locations.

E.2. Network Infrastructure Standards: Continue to update network infrastructure standards to be applicable to all existing and new SWC buildings. Implement the new standards to ensure high availability and quality of service for voice, video, and data

throughout the College and District.

E.3. Network Management: Implement enterprise level network management tools to monitor and control all critical network resources at all college locations. Develop emergency response procedures for network outages or attacks.

E.4. Network Storage: Provide secure and centralized network storage, backup, and recovery services to meet the needs of the College. Develop a data archiving and retrieval process.

E.5. Disaster Recovery: Develop a multi-tiered disaster recovery plan to restore access to critical information resources in case of a catastrophic outage. Determine ways to proactively minimize risks.

E.6. Administrative Server Virtualization: Expand and maintain virtual servers to replace physical servers, promote “Green IT,” support disaster recovery, and extend the capacity to offer additional network services and solutions.

F. TECHNOLOGY SUPPORT: Provide ongoing training, staff, funding, and technology support services to meet the needs of students, faculty, staff, and managers.

F.1. Service Level Agreements: Develop service level agreements (SLAs) at all SWC Help Desk locations.

F.2. Technical Staff and Managers: Hire additional technical staff and managers to meet the recommendations of Program Review.

F.3. Technology Training for Operations and Support: Provide ongoing training and support in the use of productivity technologies for faculty, staff, and managers.

F.4. Technology Training for Learning and Instruction: Provide ongoing training and support in the use of instructional technologies for students, faculty, staff, and managers.

G. DIGITAL COMMUNICATIONS: Develop and support multiple, digital means of communication between the college, community, and all constituencies.

G.1. Unified Communications: Coordinate with CSS to implement a system that unifies all forms of communication, including voice-mail, email, and emerging technologies.

G.2. District Portal: Research, develop, and implement a district portal for college communications, student communications, and access to college support services and online forms.

G.3. Website Development: Continue to develop the navigational structure and provide adequate support and staff for the SWC website to improve access for all users at all levels of proficiency. Ensure that all faculty and all departments have current and accurate information on the college website.

G.4. Video Conferencing: Upgrade and support audio and video conferencing resources to connect individuals/groups between SWC and off-site locations.

G.5. Time-Sensitive Notifications: Implement a college-wide emergency notification system that can be used to send alerts to students and/or employees in a matter of minutes. Such a system would use multiple forms of communication, such as text messages, phone/voice-mail, email, and emerging technologies. Utilize the system for any time-sensitive notifications.

G.6. Emerging Communications: Experiment with emerging technologies to enhance effective communication and institutional effectiveness.

TECHNOLOGY GOALS AND STRATEGIES

The technology goals and strategies are based upon institutional program review, accreditation standards, an assessment of current needs, internal plans, and a review of external trends in academic and administrative computing in higher education. The technology goals are umbrella statements that provide direction for change. The following implementation grid includes a timeline of specific action items that are measurable activities to further the goals and strategies of the plan.

In order to demonstrate the relationship of the Technology Master Plan to the ACCJC/WASC Accreditation Standards and SWC Strategic Plan, each strategy is followed in brackets by references to the applicable accreditation standards and strategic directions of the College.

A. STUDENT ACCESS: Provide secure student access to learning resources and support services for all college locations.

A.1. Identity Management: Develop and implement a new user account system that requires students to individually log into college network resources, such as the wireless network or lab computers. [ACCJC/WASC 2008 Standards: IIC1d, IIIC1d. SWC Strategic Plan 2011-2015:]

A.2. Computer Lab Operations: Develop college standards to adequately staff and support all current and future student computer labs. As technology is consistently evolving, the District will support and adapt to those changes. [ACCJC/WASC 2008 Standards: IIC1c, IIC1d, IIIA2, IIIC1a. SWC Strategic Plan 2011-2015:]

A.3. Computer Lab Hardware and Software: Conduct ongoing evaluations of the adequacy of student computer lab hardware and software to meet the needs of instructional programs. These evaluations, to include program review plans and the age of the computers, will serve as important criteria for prioritizing the replacement of lab hardware and software. [ACCJC/WASC 2008 Standards: IIC1d, IIIC1c. SWC Strategic Plan 2011-2015:]

A.4. Online Courses and Programs: To increase student access, provide the technical infrastructure and support for current and future additional online courses and programs, such as online tutoring. [ACCJC/WASC 2008 Standards: IB7, II2d. SWC Strategic Plan 2011-2015:]

A.5. Online Learning and Support Services: Provide online access to all learning resources and student support services to assure equitable access and to meet identified student needs. [ACCJC/WASC 2008 Standards IIB3a, IIC1c. SWC Strategic Plan 2011-2015:]

A.6. Virtual Desktop Computing: Develop and implement a cloud-based and/or server-based virtual desktop environment that enables authorized network access to specialized instructional software from any college computer. [ACCJC/WASC 2008 Standards: IIICd. SWC Strategic Plan 2011-2015:]

B. INSTRUCTIONAL TECHNOLOGY: Support the success of all students through the development of instructional technologies, including the delivery of instructional media for use on- and off-campus and Institutional Research. Instructional materials must meet the electronic and information technology accessibility requirements of Section 508, comply with applicable federal and state laws, and embrace Universal Design for all people.

B.1. Instructor Support: Provide faculty training, support, and adequate staffing for the development and delivery of instructional technology resources to students on- and off-campus. [ACCJC/WASC 2008 Standards: IIC1b, IIIC1a. SWC Strategic Plan 2011-2015:]

B.2. Online Lectures: Develop standardized and automated processes for capturing on-campus lectures (audio and/or video and/or lecture resources) to publish online. [ACCJC/WASC 2008 Standards: IIIC1d. SWC Strategic Plan 2011-2015:]

B.3. Smart Classrooms: Complete the installation of interdisciplinary new media systems in all relevant classrooms. Then develop new standards for smart classrooms and begin upgrading older classrooms to meet the new standards. [ACCJC/WASC 2008 Standards: IIIC1c. SWC Strategic Plan 2011-2015:]

B.4. Instructional Content: Develop new processes for efficiently licensing and delivering copyrighted and captioned instructional content to students on- and off-campus. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic 2011-2015:]

C. STUDENT SERVICES: Develop, update, and implement Student Services information system and communication services.

C.1. Processing Calendar Development: Develop and review on a periodic basis to determine sustainability and functionality. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic 2011-2015:]

C.2 Financial Aid: Conduct ongoing evaluation of Financial Aid services to determine student friendly access and consistency with mandated timelines. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic 2011-2015:]

C.3 Matriculation System: Update and maintain matriculation systems for getting information out to students in a timely manner through improved technology. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic 2011-2015:]

C.4 Reporting Enhancements: Enhance the reporting systems to improve and automate matriculation data and services. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic 2011-2015:]

D. CAMPUS COMPUTING: Develop and improve secure and reliable computing systems to increase institutional effectiveness and provide long-term support for campus computing needs.

D.1. Custom Application Development: Standardize the development and maintenance of custom applications for research, instruction, student services, and college operations in order to improve institutional effectiveness. [ACCJC/WASC 2008 Standards: IIIC1. SWC Strategic Plan 2011-2015:]

D.2. Network Application Support: Develop standardized procedures for requesting network applications and services. Use the SWC Help Desk to centralize user support requests for network applications. [ACCJC/WASC 2008 Standards: IIC1d, IIIC1a. SWC Strategic Plan 2011-2015:]

D.3. Computer Hardware and Software Standards: Maintain up-to-date computer hardware and software standards for institutional purchasing and support. Replace computers as determined by Program Review to ensure adequate computing resources for students, faculty, staff, and managers. [ACCJC/WASC 2008 Standards: IIC1d, IIIC1c, IIID1a. SWC Strategic Plan 2011-2015:]

D.4. Network Access from Off-Campus Sites: Develop a secure, client-less, login method for authorized employees to access network resources from off-campus locations. Ensure that this login method can be applied to future network applications. [ACCJC/WASC 2008 Standards: IIC1d, IIIC1a, IIC1c. SWC Strategic Plan 2011-2015:]

D.5. Printer Standards and Support: Develop standards to fund the purchasing, installation, repair, and support of office and lab printers and supplies through a centralized clearinghouse. [ACCJC/WASC 2008 Standards: IIC1d, IIIC1d, IIID1a. SWC Strategic Plan 2011-2015:]

D.6. Institutional Software Licenses: Create a centralized clearinghouse for institutional software licensing and require that all software purchases go through it. Provide ongoing funding for software, such as office-productivity, online courses, antivirus protection, website development and content management as determined by Program Review. [ACCJC/WASC 2008 Standards: IIIC1a, IIID1a. SWC Strategic Plan 2011-2015:]

D.7. Policies and Procedures: Develop policies and procedures for college-wide technology requests, usage, services, and support, to be reviewed on an annual basis. (Appendix X). [ACCJC/WASC 2008 Standards: IIIC1a. SWC Strategic Plan 2011-2015:]

E. NETWORK INFRASTRUCTURE: Upgrade and maintain the network infrastructure to support comprehensive wireless, voice, video, and data communications with high availability and recoverability.

E.1. Wireless Access: Upgrade and expand the existing wireless infrastructure to implement comprehensive wireless access for students, employees and authorized guests throughout all college locations. [ACCJC/WASC 2008 Standards: IIIC1d, IID1a. SWC Strategic Plan 2011-2015:]

E.2. Network Infrastructure Standards: Continue to update network infrastructure standards to be applicable to all existing and new SWC buildings. Implement the new standards to ensure high availability and quality of service for voice, video, and data throughout the College and District. [ACCJC/WASC 2008 Standards: IIIC1c, IID1a. SWC Strategic Plan 2011-2015:]

E.3. Network Management: Implement enterprise level network management tools to monitor and control all critical network resources at all college locations. Develop emergency response procedures for network outages or attacks. [ACCJC/WASC 2008 Standards: IIIC1a, IID1a. SWC Strategic Plan 2011-2015:]

E.4. Network Storage: Provide secure and centralized network storage, backup, and recovery services to meet the needs of the College. Develop a data archiving and retrieval process. [ACCJC/WASC 2008 Standards: IIIC1a. SWC Strategic Plan 2011-2015:]

E.5. Disaster Recovery: Develop a multi-tiered disaster recovery plan to restore access to critical information resources in case of a catastrophic outage. Determine ways to proactively minimize risks. [ACCJC/WASC 2008 Standards: IIIC1a, IID1a. SWC Strategic Plan 2011-2015:]

E.6. Administrative Server Virtualization: Expand and maintain virtual servers to replace physical servers, promote “Green IT,” support disaster recovery, and extend the capacity to offer additional network services and solutions. [ACCJC/WASC 2008 Standards: IIIC1d, IID1a. SWC Strategic Plan 2011-2015:]

F. TECHNOLOGY SUPPORT: Provide ongoing training, staff, funding, and technology support services to meet the needs of students, faculty, staff, and managers.

F.1. Service Level Agreements: Develop service level agreements (SLAs) at all SWC Help Desk locations. [ACCJC/WASC 2008 Standards: IIC1d, IIA2, IIIC1a. SWC Strategic Plan 2011-2015:]

F.2. Technical Staff and Managers: Hire additional technical staff and managers to meet the recommendations of Program Review. [ACCJC/WASC 2008 Standards: IIC1d, IIA2, IIIC1a. SWC Strategic Plan 2011-2015:]

F.3. Technology Training for Operations and Support: Provide ongoing training and support in the use of productivity technologies for faculty, staff, and managers. [ACCJC/WASC 2008 Standards: IIC1b, IIIC1b. SWC Strategic Plan 2011-2015:]

F.4. Technology Training for Learning and Instruction: Provide ongoing training and support in the use of instructional technologies for students, faculty, staff, and managers. [ACCJC/WASC 2008 Standards: IIIC1b. SWC Strategic Plan 2011-2015:]

G. DIGITAL COMMUNICATIONS: Develop and support multiple, digital means of communication between the college, community, and all constituencies.

G.1. Unified Communications: Coordinate with CSS to implement a system that unifies all forms of communication, including voice-mail, email, and emerging technologies. [ACCJC/WASC 2008 Standards: IIIC1c, IID1a. SWC Strategic Plan 2005-2010:]

G.2. District Portal: Research, develop, and implement a district portal for college communications, student communications, and access to college support services and online forms. [ACCJC/WASC 2008 Standards: IIIC1d. SWC Strategic Plan 2011-2015:]

G.3. Website Development: Continue to develop the navigational structure and provide adequate support and staff for the SWC website to improve access for all users at all levels of proficiency. Ensure that all faculty and all departments have current and accurate information on the college website [ACCJC/WASC 2008 Standards: IIA6c, IIIC1b. SWC Strategic Plan 2011-2015:]

G.4. Video Conferencing: Upgrade and support audio and video conferencing resources to connect individuals/groups between SWC and off-site locations. [ACCJC/WASC 2008 Standards: IIIC1d. SWC Strategic Plan 2011-2015:]

G.5. Time-Sensitive Notifications: Implement a college-wide emergency notification system that can be used to send alerts to students and/or employees in a matter of minutes. Such a system would use multiple forms of communication, such as text messages, phone/voice-mail, email, and emerging technologies. Utilize the system for any time-sensitive notifications. [ACCJC/WASC 2008 Standards: IIIC1d, IIID1a. SWC Strategic Plan 2011-2015:]

G.6. Emerging Communications: Experiment with emerging technologies to enhance effective communication and institutional effectiveness. [ACCJC/WASC 2008 Standards: IIIC1d. SWC Strategic Plan 2011-2015:]

SWC TECHNOLOGY MASTER PLAN IMPLEMENTATION GRID

Start Date: 3/1/2011

The Implementation Grid shows the action items, lead manager, responsible units, timelines, performance indicators, dependencies, and required resources that are necessary to further the goals and strategies of the Technology Master Plan.

- ACTION ITEM:** Action items describe the activities for each of the technology strategies. Each action item has a unique ID. The first two characters of the ID refer to the related strategy. For example, action items A. 2a and A. 2d. Both refer to technology strategy A. 2.
- LEAD MANAGER:** The lead manager is responsible for initiating the action items and overseeing the completion of the activities.
- RESPONSIBLE UNITS:** Employees in responsible units will be involved in completing tasks or providing input for the activities.
- TIMELINES:** Timelines provide the fiscal years in which the activities will occur. Fiscal years begin July 1 and end June 30.
- PERFORMANCE INDICATORS:** Performance indicators describe the major outcome of the action items.
- DEPENDENCIES:** Dependencies need to be completed before the action item can be completed.
- REQUIRED RESOURCES:** Required resources are *estimates* that primarily refer to staff/manager time, equipment funding, or existing resources. The time and budget allocations are gross estimates that would be further refined for an actual project proposal.

ACTION ITEMS TABLES

A. STUDENT ACCESS: Provide secure student access to learning resources and support services for all college locations.

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
A.1	Develop and implement new user accounts for student access to wireless, lab computers and online courses	Director of CSS	CSS	2011-2013	Students use the new system to log on to wireless network, lab computers, and eventually online courses, etc.	Active directory user account system	500 hours for 12 months to implement; 8 hours per week for ongoing maintenance and user support. Use existing student domain servers and storage.
A.2.a	Develop a new organizational model for the operation, supervision and technical support of current and future campus SWC locations	Director of CSS Dean of (ISS)	Shared Consultation Council (SCC)	2011-2012	Proposal and service level agreements for an organizational model to provide adequate supervision, staff and technical support of all current and future labs.	Mutual collaboration and planning	120 hours to develop the proposal
A.2.b	Implement the new organizational model for providing adequate supervision, staff and technical support for all computer labs	Director of CSS Dean of ISS	Depends on model	2012-2013	All computer labs have adequate supervision, staff and technical support	Approval of new organizational model for labs	Additional and/or reassigned staff; possibly additional manager

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
A.3.a	Conduct an annual prioritization process to determine which student computer labs and related servers should be replaced, reissued, or removed for the following school year based upon the age of the computers and program review plans using project management reporting tools	Director of CSS Dean of ISS	Technology Committee in collaboration with Academic Technology Committee (ATC) and CSS	2011-2015	All labs have up to date computers and related servers per current hardware and software standards	Annual funding	\$1.2 million per year as determined by Program Review to replace older lab computers and servers; funding sources may include instructional equipment, building remodels, etc.; 640 hours each year to replace the computers and servers
A.3.b	Develop and implement new policies and procedures for installing updated software in student computer labs using project management reporting tools	Director of CSS Dean of ISS	Technology Committee in collaboration with ATC and CSS	2011-2012	Documentation of new policies and procedures for updating software in computer labs	Mutual collaboration and planning	80 hours to develop the policies and procedures; 120 hours per semester to implement
A.4.a	Install an effective, stable course management system	Dean of ISS	Technology Committee and Online Learning Center (OLC) in collaboration with ATC; ISS	2011-2012	Project plan for courses to be on an effective, stable course management system	Successful installation of effective, stable course management system in collaboration with ATC	240 hours to install and test effective, stable CMS; must renew CMS license each year; 96 hours of training for support staff

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
A.4.b	Provide reliable, synchronized communication among all systems that interface with the CMS	Dean of ISS	Technology Committee in collaboration with ATC and Dean of Student Services (SS); CSS; OLC	2011-2013	Students are added/dropped/ Re-enabled in CMS within 24 hours of adding/dropping in WebAdvisor; ideally, updates will occur within the hour.	Automation of student enrollment data transfers between Colleague, WebAdvisor, and CMS	240 hours for District IT to implement automation procedures; 160 hours for SWC to implement automation procedures; 8 hours per week for ongoing maintenance and user support
A.4.c	Provide support to instructional departments or divisions if they elect to develop fully online certificate or degree programs	Dean of ISS Online Learning Center Instructional Support Specialist	Office of Instructional Support Services Online Learning Center	2011-2013	New online programs	Substantive change approval from ACCJC/WASC Development of new online programs	Additional staff and technology resources to assist with online course development and faculty support; 120 hours per week for ongoing support
A.5.a	Collaboratively develop action plans and service level agreements with Student Services to provide new or enhanced online student support services (e.g., advising, counseling, enrolling, etc.)	Dean of ISS Dean of SS Dean of School of Counseling and Personal Development (SCPD)	CSS ISS	2011-2015	Increasing student success by providing additional student support services online	Mutual collaboration and planning	320 hours to develop plans; 20 hours per week for ongoing maintenance and user support

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
A.5.b	Collaboratively develop action plans and service level agreements through ISS for providing new or enhanced online instructional support services (e.g., tutoring, test taking, e-books, digital support, etc.)	Dean of ISS Vice President of Academic Affairs (VPAA)	ISS Library	2011-2013	Increasing student success and more effective instruction by providing additional instructional online support services	Mutual collaboration and planning	80 hours to develop plans; 120 hours per week for ongoing maintenance and user support
A.6.a	Explore options and pilot cloud-based computing environment for student access from lab computers	Director of CSS Dean of ISS	Technology Committee in collaboration with the ATC	2011-2013	Conduct a pilot cloud-based computing within labs	Survey pilot participants	160 hours to pilot test. Use existing technology resource
A.6.b	Implement cloud-based computing environment within labs	Director of CSS Dean of ISS	Technology Committee in collaboration with the ATC	2013-2015	Cloud-based access from labs	Successful cloud-based pilot	\$300,000 for server licenses/hardware; ongoing license costs (TBD); 20 hours per week for ongoing maintenance and user support; potential savings on computer replacements since this could extend the useful life of lab computers

B. INSTRUCTIONAL TECHNOLOGY: Support the success of all students through the development of instructional technologies, including the delivery of instructional media for use on- and off-campus and Institutional Research. Instructional materials must meet the electronic and information technology accessibility requirements of Section 508, comply with applicable federal and state laws, and embrace Universal Design

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
B.1.a	Provide additional support of faculty in the development of instructional media to be used on or off-campus and ensure that media meet Universal Design standards	Director of CSS	CSS VPAA	2011-2013	Increased quantity and quality of faculty-produced instructional media	Additional staff and management	80 hours per week for 2 Online Learning Specialists for ongoing support
B.1.b	Provide a comprehensive support system to meet the needs of instructors who are teaching online or preparing to teach online and ensure that online resources are accessible for all students	VPAA	ISS Technology Committee ATC OLC Office Support Services (SS)	2011-2015	Increased student retention and success in online courses.	Additional staff and management	60 additional hours per week for ongoing support by an Online Learning Specialist
B.1.c	Hire digital content media support staff	VPAA	ISS Staff Development	2011-2013	Faculty survey and student success rates	Funding and reorganization	80 hours per week for two digital content media support specialists

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
B.1.d	Adequate support for Office of Institutional Research using Data Warehouse to facilitate Program Review	SCC Director of CSS Director of Research	CSS Office of Research IPRC	2011-2015	Effective support through reliable and sufficient data from the Office of Research in support of Program Review for appropriate decision-making	Funding Staffing Scalable across the institution	160 hours per week for three information analysts
B.2.a	On a pilot, obtain input from faculty regarding instructional needs; present options to the Technology Committee and interested parties	Director of CSS VPAA	CSS Technology Committee ATC	2011-2013	Online faculty survey, full-time and adjuncts	Viable option(s)	120 hours to explore models and conduct pilot test; may need to purchase additional hardware/software for testing
B.2.b	Design a system to digitally capture, caption, and publish classroom lectures online	Director of CSS VPAA	CSS	2013-2015	Lectures are captured and delivered online to increase student access and success.	Successful pilot project	Dependent on funding and faculty; 20 hours per week to support the system
B.3	Develop a proposal to complete the installation of interdisciplinary new media systems and support in the classrooms, labs, and meeting rooms	Director of CSS	CSS Technology Committee ATC	2011-2013	All remaining viable classrooms, labs, and meeting rooms have systems installed	Funding	80 hours to identify the needs and develop the proposal.

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
B.4	Develop and implement new procedures for efficiently licensing and delivering copyrighted and captioned instructional media content to students on and off-campus; provide training for faculty and staff	VPAA	CSS Library Disability Support Services (DSS) Technology Committee ATC	2011-2013	Documentation of procedures for efficiently licensing, captioning and showing videos in online courses	Mutual collaboration and planning	80 hours to develop new procedures; 8 hours per week for implementation

C. STUDENT SERVICES TECHNOLOGY: Develop, update, and implement Student Services information system and communication services.

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance	Dependency	Required Resources
C.1	Ongoing planning, scheduling, system preparation, testing, training, and consultation to support information technology in processing calendars for the Admissions Office, attendance accounting, and state reporting; this will also include online registration and training network schedules.	Vice President of Student Services (VP5A) VPAA Director of CSS Dean of SS	ISS CSS Research Office	2011-2013	Staff available for input and development to define process and procedures	Mutual planning and collaboration	Support staff; 30 hours per week for research, assessment, planning
C.2.a	Refine an effective system that will execute student awards and electronic disbursements to avoid late payments to students	VP5A Dean of Student Services Dean of Financial Aid Director of CSS	Financial Aid Office CSS	2011-2013	Reduced wait time between FAFSA and pay outs	Funding, additional staff, and continual upgrade of systems	Funding needed to support design and implementation needs
C.2.b	Implement ACH (Electronic Fund Transfer) of financial aid awards to allow students to receive disbursements in an electronic mode with a deposit into their personal bank accounts	Dean of SS Director of Financial Aid	Financial Aid Office	2011-2012	Evidence of ACH deposits	Funding to support changes and/or additions to the system	Funding and staff; 20 hours per week to implement

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance	Dependency	Required Resources
C.2.c	Calculate and forecast average Pell Grant Award using a 2-year reporting period	VP5A Director for Financial Aid	Financial Aid Office	2011-2014	Data will be used to project distributions over a 2-year period.	Staff and system use	30 hours per week for system upgrades and for calculation and forecast
C.3.a	Ongoing user-requested enhancements and changes to degree audit and E-Advising module	VP5A Dean of SCPD Director of CSS	Admissions Office Dean of SCPD CSS	2011-2015	Modifications will be made to improve system use and functionality.	Mutual planning and collaboration	6 hours per week for enhancement and changes to degree audit
C.3.b	Continuous updates to SARS hardware and software	VP5A Dean of SCPD Director of CSS	Student Affairs Dean of SCPD Director of CSS	2011-2012 with annual review	Modifications will be made to improve system use and functionality.	Hardware, software, and staffing	10 hours per week for updates; funding consists of approximately \$20,000
C.3.c	Explore a process to provide students with unified communication and information dissemination, e.g., Facebook, Twitter, email	VP5A Director of CSS	Student Affairs SCPD CSS	2011-2012	Student communication mode will be used for mass dissemination of relevant college information.	Input from stakeholders and system capabilities	50 hours initially for set-up and use; ongoing administrative management for 20 per week
C.3.d	Create a Continuing Education application/registration web application	VP5A VPAA Director of Continuing Education	Student Services Continuing Education CSS	2011-2013	Development of application and implementation	System set-up, programming, monitoring, and response	20 hours per week for application processing

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance	Dependency	Required Resources
C.3.e	Modify the f2f Wait List functionality, including allowing students on Wait List first access to newly open sections and co-requisite courses	VP5A Director of CSS Dean of SS	Student Services CSS	2011-2013	Develop and implement a process to accommodate function	Policies and procedures development	120 hours for system modification
C.4.a	Ongoing improvement to MIS reporting, including matriculation data collection for improved accuracy using Data Warehouse as a management tool	VP5A VPAA Director of CSS Director of Research	SCPD CSS ISS	2011-2015	Develop project plan to improve reporting	Planning and collaboration	Sufficient staffing to monitor plan outcomes
C.4.b	Continued adherence to mandated reporting requirements to both external and internal agencies, e.g., includes FTES reporting, MIS, Enrollment tallies, CalWORKs, and electronic transcript transmission to SDSU	VP5A VPAA Director of CSS Director of Research	Student Services SCPD ISS CSS	2011-2015	Mandated reports are generated consistent with requirements.	Staffing and management	20 hours per week to generate and examine report accuracy
C.4.c	Design and implement an automated process to merge duplicate student records	VP5A Dean of SS Director of CSS	Student Services CSS	2011-2013	Build an automated process	Mutual collaboration and planning	80 hours per week for design and 120 hours for implementation

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance	Dependency	Required Resources
C.4.d	Consolidate student system records	VPSA Dean of SS Director of CC	Student Services CSS	2011-2014	Programming staff and management	Staffing for initial implementation, training, and sustainability	80 hours per week for design and 120 hours for implementation
C.4.e	Implement a CCC Tran for online transcript requests and electronic exchange with other community colleges, and with four-year public and private institutions.	Dean of Student Services Director of CSS	Admissions CSS	2011-2012	Near seamless transfers with other community colleges and with four-year public and private institutions with an effective electronic interchange	Admissions office and CSS collaboration; a clear and well-designed CCC Tran process	Funding and 160 hours for implementation
C.4.f	Implement online credit and non-credit positive attendance tracking Reporting for faculty and State reporting	Dean of Student Services Director of CSS Dean of ISS	Admissions CSS ISS	2011-2012	An accurate and comprehensive positive attendance tracking system that results in accurate and reportable numbers	Determine which software best fits the needs of stakeholders through collaboration	Funding needed for positive attendance software replacement and staffing; technical support at positive attendance tracking locations
C.4.g	Enhance Satisfactory Academic Progress (SAP) process in DATATEL to elevate or reduce manual processes and accommodate new regulatory requirements	Dean of Student Services Director of CSS Director of Financial Aid	Financial Aid	2011-2013	An electronic process that measures progress and effectively queries and reports needed associations with rules and regulations	Mutual planning and collaboration	Programming and reporting structure that returns adequate and useable data for SAP and access to new regulatory requirements; funding and staffing as necessary

D. CAMPUS COMPUTING : Develop and improve secure computing systems to increase institutional efficiencies and provide long-term support for campus computing needs.

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
D.1.a	Develop an online application for program reviews (Instruction, Student Services, Administration) based on the new forms and processes; design for future integration with other college planning and resource allocation databases	Dean of ISS	Director of Research Dean of ISS Dean of Student Services Dean of Counseling	2011-2014	A college-wide accessible system for entering, tracking, and archiving via digital, machine-readable means; annual program reviews	Sufficient programming staff and management	1,500 hours, depending upon the design specifications; 20 hours per week for ongoing maintenance and user support; use existing server and storage resources
D.1.b	Implement the assessment-tracking program for student learning outcomes (SLOs) that is integrated with the existing eLumen program	Director of CSS	CSS Office Research Office ISS Student Services	2011-2012	A college-wide, accessible system for assessing student learning outcomes of instruction and support services	Programming staff and management	1,500 hours depending upon the design specifications; 20 hours per week for ongoing maintenance and user support; use existing server and storage resources
D.1.c	Continuous development of CurricUNET	Curriculum Committee Dean of SS	Curriculum Committee ISS	2011-2015	An improved web curriculum system	Programming staff and management	20 hours per week for ongoing maintenance and user support

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
D.1.d	Develop, expand, and support SARS Suite applications (Trak, Grid, Call, Alert, eSARS) for managing student appointments and tracking student services, tutorial FTEs via positive attendance in compliance with Title 5, and instructional hours at all campus locations	Director of CSS Dean of Counseling Dean of SS Dean of ISS Learning Assistance Services Coordinator	Student Services ISS CSS	2011-2012	SARS Suite applications are installed and supported as needed	Programming staff and management	20 hours per week for ongoing maintenance and user support; annual license renewal cost of \$20,000
D.1.e	Develop online forms for students to register for events or apply for services. Develop technical standards for accessible entry, submission, confirmation, auditing, security, storage, approval, workflow, data protection, archiving, etc.	Director of CSS VP SA VP AA	ISS Student Services	2011-2015	All popular college and district student forms are available online.	Functional, reliable web site	Dependent on scope of project
D.1.f	Implement a resource scheduling application that integrates with Datatel Colleague to provide detailed information about room scheduling, inventory, and utilization	Director of CSS	CSS ISS	2011-2012	Schedulers can use this system to schedule classes, meetings, performances, etc., and get room reports.	Collaboration with ISS and Facilities	District to provide estimate of staff time; 120 hours to input resource information; ongoing license costs; staff training; ongoing maintenance and support

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
D.1.g	Expand the document imaging system to additional offices as requested	Dean of ISS Director of CSS	ISS CSS	2011-2013	Additional offices can use the ImageNow document imaging system to go paperless and conserve paper and storage resources	Funding for document imaging software and hardware; development of new business procedures for managing documents per office	120 hours per department; funding for document imaging software licenses and scanners; funding to replace servers and storage every 4 to 5 years; 8 hours per week for ongoing maintenance and user support
D.1.h	Develop Load Pay – changing formula for paying adjunct faculty from hourly to load-based	Director of CSS	HR CSS ISS Payroll SCEA	Tabled for now	Tabled by Administration	Tabled	ISS involvement with Human Resources and Payroll
D.1.i	Implement the Assignment Contract Tracking component of Datatel.	Director of HR	HR ISS CSS Payroll	2011-2015	Contracts are created electronically through Colleague	Funding, consulting and change business practices. Completion of D.1.t	24 months – change Chart of Accounts to baseline of Colleague standards

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
D.1.j	Implement Time and Attendance Entry directly into the County Payroll system for hourly employees and many special assignments. SWC Human Resources Benefits module.	Director of CSS Director of HR	CSS HR Payroll	2011-2013	Successful submissions of file(s) to County Department of Education	Funding, consulting and completion of D.1.t	Funding, consulting from County, 160 hours.
D.1.k	Develop and implement a HRT electronic workflow	Director of CSS	CSS HR	2011-2013	Forms successfully submitted to HR	Funding	Funding, consulting, 160 hours
D.1.l	Develop People Admin for adverse impact reporting requirement	Director of HR	CSS HR	2011-2012	Reports satisfactory produced	Funding, consulting, training	Funding, consulting, 120 hours
D.1.m	Implement on-line Benefits module	Director of CSS VPHR	CSS HR Payroll	2011-2013	Integration of benefit information in the HR module	Funding, consulting, training	Funding, consulting, 80 hours
D.1.n	Review and implement Self Service Copier Card Reader by which access to SWC's self-service copiers is controlled.	OSS Supervisor	OSS	2011-2013	Users trained and using process for self copying	Funding	80 hours from OSS

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
D.1.o	Develop and Implement Continuing Education Module, placing non-credit training into the college's primary systems.	Director of CSS	CSS Continuing Ed Admissions ISS	2011-2012	Successful registration of students through Web Advisor	Consulting	Programming and consulting, 80 hours
D.1.p	Implement Campus Organizations to tracking and support for student organizations	Director of CSS	CSS Student Activities	2011-2012	Campus clubs and organizations tracked	Consulting	Programming and consulting, 40 hours
D.1.q	Implementation of an Electronic Student Educational Plan (SEP), e-Advising and Degree Audit reporting for the School of Counseling and Personal Development, and Evaluations office	Director of CSS Dean of SCPD	CSS Counseling	2011-2013	Successful implementation of Student Ed Plan and Degree Audit	Funding, consulting	Consulting, programming, funding
D.1.r	Develop and implement the automation of Governing Board documents	Director of CSS	Superintendent – President Office CMR	2011-2013	Successful posting of on-line documents	Funding, consulting	Funding, training, consulting Coordination with Community and Media Relations

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
D.1.s	Organize and implement a campus wide Datatel Users Group	Director of CSS	CSS and Colleague Users Director of Research	2011-2012	Regular meetings and feedback from Colleague users	Support from the campus	Time for Colleague users to meet
D.1.t	Change the current Chart of Accounts to allow Baseline Colleague implementation	VPBFA	BFA CSS	2011-2012	Chart of Accounts changed	Funding	Funding, consulting, 12 months
D.1.u	Develop Online Budget development and Budget transfer processes	VPBFA	BFA CSS	2011-2012	Chart of Accounts changed	Completion of D.1.t	Funding, consulting, 12 months
D.1.v	Develop various HEAT processes	Director of CSS Director of Facilities	CSS Facilities Maintenance	2011-2012	Reports satisfactory produced and assignments made	Funding, consulting, training	Funding, consulting, 80 hours
D.2.a	Develop a centralized system for supporting users of custom applications	Director of CSS	CSS	2011-2013	An application support system that is integrated with the SWC Help Desk	Input from Research Department and stakeholders	60 hours to develop new procedures for support and provide training for staff; may need to purchase additional licenses for help desk system

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
D.2.b	Develop service level agreements for the support of the various network applications that are used by different departments	Director of CSS	CSS with input from various constituencies	2011-2015	Improved support of network applications	Adequate staffing	32 hours for the development of each SLA
D.2.c	Create and implement a course scheduling module that is web-based	Dean of ISS	ISS CSS Facilities	2011-2015	Web-based course scheduling module is implemented; improved efficiency of course scheduling through one paperless process	Funding Collaboration with all scheduling constituents	Possible module purchase through CurriCUNET: \$150,000
D.2.d	Create and implement a web-based Program Review module	IPRC VPAA Director of Research Director of CMR	CSS IPRC CMR Research	2011-2013	Successful submission of electronic program reviews	Funding Collaboration with all Program Review stakeholders	\$150,000 for initial cost; 40 hours to implement
D.3.	Conduct an annual proposal process to replace 20-25% of faculty and staff computer systems each year	Director of CSS	CSS	2011-2015	Faculty and staff offices have up-to-date computer equipment	Annual funding	\$80,000 initial cost; 160 to hours each year to install/configure computers

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
D.4	Develop and implement a new system for network access from off-campus that does not require the installation of client software; this authentication system will provide permission-level access to all authorized network resources	Director of CSS	CSS	2011-2012	Employees can securely access authorized network resources from off-campus	Upgrade existing firewall software	40 hours to research and implement; 8 hours per week of ongoing maintenance and user support
D.5.a	Develop and publish printer standards to govern the purchasing, installation, repair, supplies, and support of office and lab printers (network and stand-alone) and purchase through the technology clearinghouse	Director of CSS	ISS CSS	2011-2012 with annual review	Improved communications for printer purchasing and support processes	Funding, Dependent upon the establishment of the technology clearinghouse.	40 hours to develop and 4 hours per semester to update
D.5.b	Review, maintain, and upgrade existing pay-for-print system in computer labs	Dean of ISS Director of CSS	ISS DSS	2011-2015	The pay-for-print system is easier to deploy, maintain, and support in computer labs	Adequate staffing and funding	8 hours per week for ongoing maintenance and user support; use pay-for-print budget

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
D.6.a	Develop and implement ongoing funding for institutional software licenses as determined by Program Review	Dean of ISS Director of CSS Institutional Program Review Committee (IPRC)	ISS CSS	2011-2015	Reliable source of funding for institutional software	Prioritization of funding	\$100,000 per year
D.6.b	Develop software library and license documentation to account for all copyrighted software installed on any college-owned computer/server	Dean of ISS Director of CSS	ISS CSS Purchasing	2011-2013	CSS staff can readily locate software or license for any application installed on any computer	Collaboration between CSS, ISS, and Purchasing	160 hours to implement; 10 hours per month for ongoing maintenance
D.6.c	Create a centralized clearinghouse for institutional software licensing and provide staffing	Director of CSS VPBFA	CSS Purchasing	2011-2012	Institutional software licensing is ordered through the staffed centralized clearinghouse	Funding Staffing for CSS and Purchasing Coordination with Program Review	60 hours a week for one full-time and one part-time staff person to oversee and purchase all institutional software
D.6.d	Create a centralized clearinghouse for institutional hardware and peripherals and provide staffing	Director of CSS VPBFA	CSS Purchasing	2011-2012	Institutional hardware and peripherals are ordered through the staffed centralized clearinghouse	Funding Staffing for CSS and Purchasing Coordination with Program Review	60 hours a week for one full-time and one part-time staff person to oversee and purchase all institutional hardware and peripherals

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
D.7	Development of policies, procedures, and guidelines for college-wide technology requests, usage, services, and support to be included in the SWC Procedures manual as applicable	Director of CSS	CSS Technology Committee in collaboration with ATC	2011-2013	Users will have a better understanding of technology policies and procedures	Policies and procedures reviewed by SCC	40 hours for the improvement or development of each policy or procedure

E. NETWORK INFRASTRUCTURE: Upgrade and maintain the network infrastructure to support comprehensive wireless, voice, video, and data communications with high availability and recoverability.

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resources
E.1.	Ongoing review of current physical and logical design for the SWC network at all campus locations, focusing on high-availability/ high-bandwidth data (wired/ wireless), video, voice communications	Director of CSS	CSS	2011-2015	Documentation of network design	Funding	480 hours to research, develop, and document network design
E.2.a	Replace redundant network switches for the core network at the main distribution facility	Director of CSS	CSS	2011-2013	Improved network availability	Infrastructure project; scheduled network outage	Funding; purchase and installation of core switches; 320 hours to research, configure, install
E.2.b	Install an additional Internet connection to CENIC for redundancy and failover of Internet connectivity	Director of CSS	CSS	2011-2015	Improved Internet availability and redundancy	CENIC project prioritization	Funding for equipment; 80 hours to coordinate and install
E.2.c	Upgrade the electrical backup system to provide power for important network services and related devices in case of a power outage	Director of CSS	CSS	2011-2015	Operational servers remain accessible during power outages	Funding and site survey	An electrical generator and power system that is connected to the main distribution center

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resources
E.3.a	Acquire and implement an enterprise level network monitoring and managing systems at all college locations; develop a service level agreement for network policies and monitoring	Director of CSS	CSS	2011-2013	Readily monitor and control all necessary network traffic	Staffing	Funding for enterprise level network monitoring and management servers and software; 240 hours for research and installation at all college locations.
E.3.b	Proactively monitor network activity at all SWC locations to detect and remedy network failures or malevolence	Director of CSS	CSS	2011-2015	High network availability	Enterprise network monitoring system	2 hours per day, 7 days per week, for monitoring; additional time is required for responding to problems.
E.3.c	Implement network bandwidth shaping to prevent one type of traffic, such as video, from overwhelming all other types of traffic such as web browsing	Director of CSS	CSS	2011-2015	The network will not be overly congested by one type of traffic, such as video.	Network monitoring; approved network shaping policies and procedures	160 hours to research and install; 4 hours per week for ongoing maintenance and user support
E.3.d	Explore and possibly implement a two-factor authentication method for staff and managers who have access to sensitive data	Director of CSS	CSS	2011-2015	Staff and managers use two-factor authentication method to access sensitive data.	Successful pilot of two-factor authentication.	160 hours to explore and pilot a new system. 4 hours per week for ongoing maintenance and user support. Adequate funding for hardware, software and training.

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resources
E.4.a	Develop and implement a plan to identify and remove older data from the SWC network storage arrays onto a fixed storage medium for long-term archive	Director of CSS	CSS	2011-2013	More space is available for current network storage needs	Long-term archive solution	160 hours for initial planning and set up and about 8 hours per month for ongoing maintenance and user support
E.4.b	Provide additional network storage space for employees; in the short-term, this can be accomplished through expanding the existing storage array. In the long-term, new storage technologies may be needed.	Director of CSS	CSS	2011-2013	Ample storage space for documents	Funding	Short-term solution \$20,000 for the expansion of the existing storage technologies; 60 hours to install
E.4.c	Establish secure offsite storage of all backups and archive data files; establish process for destruction of data storage units	Director of CSS	CSS	2011-2012	Secured storage implemented	Secure location for tapes, DVD's, etc.	Funding and secure storage location
E.5	Develop a multi-tiered disaster recovery plan to restore access to critical information resources in case of a catastrophic outage	Director of CSS	CSS	2011-2012	An approved disaster recovery plan	Funding, staffing, and design	360 hours to develop the plan; need additional storage resources to implement the plan. Virtual servers would help

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resources
E.6.a	Virtual servers to replace physical servers in the SWC domain (employee network); Virtual servers consume less power and are more reliable and expandable than current servers.	Director of CSS	CSS	2011-2012	Access to virtual servers	Funding	\$300,000 for servers, licenses, storage, racks, etc.; 160 hours to install virtual servers and decommission old servers; 8 hours per week to monitor and maintain

F. TECHNOLOGY SUPPORT: Provide ongoing training and technology support services to meet the needs of students, faculty, staff, and managers.

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resources
F.1	Develop service level agreements (SLAs) for the Help Desks for all SWC locations	Director of CSS Dean of ISS	Technology Committee ISS CSS ATC OLC	2011-2013	SLAs to cover the major functions of the Help Desks	Collaboration	80 hours for the development of each SLA
F.2	Develop a prioritized staffing plan for hiring additional computer and network staff and management based on Program Review	VPAA	ISS CSS Technology Committee ATC Human Resources (HR) VPAA	2011-2012	An SCC-approved plan for hiring new technical staff and management	CSS Program Review	80 hours to develop the staffing plan; funding
F.3.a	Provide employee training workshops on-campus and online throughout the year	VPHR	CSS Staff Development	2011-2012	Employees are more proficient in the use of these applications.	Employee participation	160 hours per semester for developing/ delivering workshops

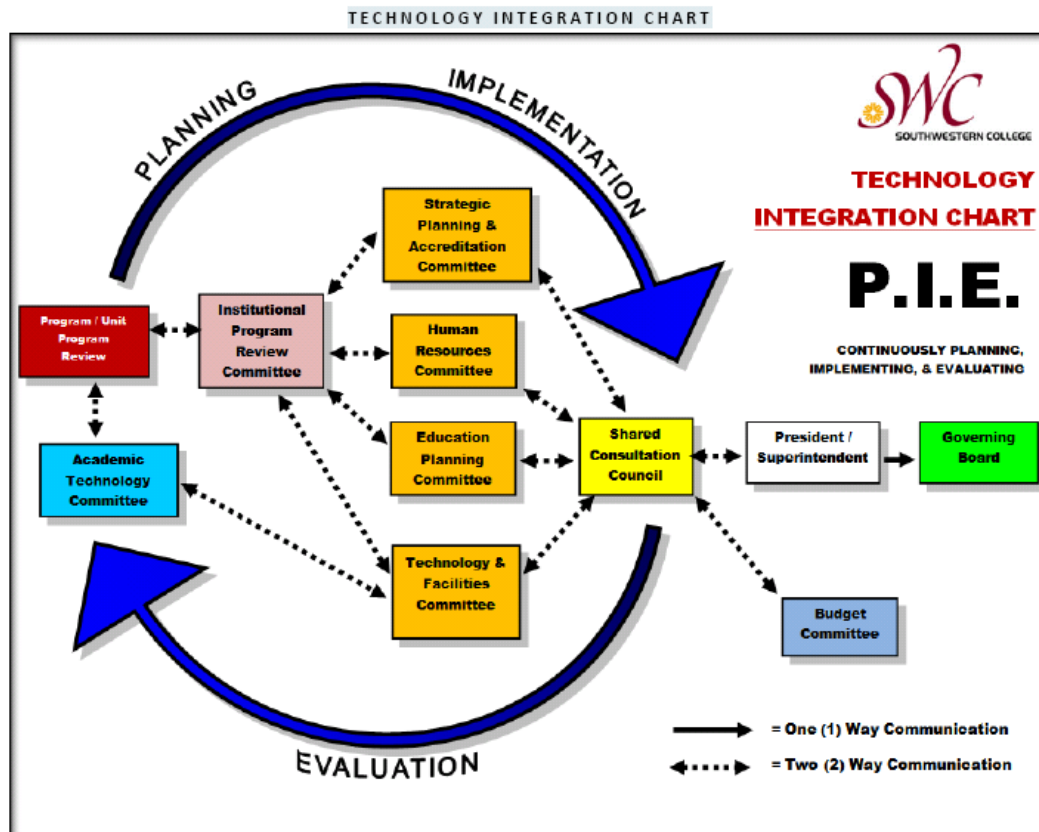
ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resources
F.3.b	Provide ongoing training and cross-training for CSS staff and management to increase their technical proficiencies and knowledge	VPHR	CSS Staff Development	2011-2015	Technical staff are more proficient and able to cover for each other.	Staff and management participation in classes, workshops, conferences, etc.	20 hours per person per year, maximize the use of district funds for management and classified staff training.
F.4	Provide faculty and classified employee training workshops on-campus and online throughout the year	VPHR	CSS Staff Development	2011-2015	Employees are more proficient in the use of these applications.	Employee participation	20 hours per semester for developing/ delivering workshops

G. DIGITAL COMMUNICATIONS : Develop and support multiple, digital, means of communication between the college, community, and all constituencies.

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resource
G.1.a	Establish district-wide project to unify communications for voice, email, and emerging technologies	Director of CSS	CSS	2011-2015	Unified communication system	District-wide technology infrastructure project	Funding
G.1.b	Implement a one-card system for universal access to all District services and transactions	Director of CSS VPSA VPBFA Dean of ISS	Student Services Bookstore Library Cashiering Facilities	2011-2015	Universal access to all District services and transactions; all District access points are enabled	Collaboration between all relevant College units; distribution of cards and student use of cards for transactions	Funding Infrastructure Technical system development
G.2	Collaboratively develop and implement a project plan for best utilizing the district portal for college communications, student communications, online forms, etc.	Director of CSS	CSS	2011-2015	Portal project plan	Installation of portal and expansion to SWC	160 hours to develop the plan; 16 hours per week to implement the plan; 8 hours per week for ongoing maintenance and user support
G.3.a	Develop new and updated web pages for all offices and departments on campus (required activity)	Director of CMR	All units	2011-2013	All departments are represented on the website with current information	Employee involvement from each department	64 hours per week for training and support of departmental employees

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resource
G.3.b	Hire staff to support faculty in creation and porting of web pages on SWC Website	VPBFA Director of CMR	CMR	2011-2013	All faculty pages moved to SWC web site	Employee participation	16 hours per week for supporting page development
G.3.c	Ongoing review and improvement of the search engine and navigational links of the website through extensive user testing	Director of CMR	CMR	2011-2013	Users can readily find information on the website using search or navigation	Stakeholder input	240 hours for testing and implementation
G.3.d	Remove former SWC website (www2.swccd.edu) from the Internet; provide SWC employees with at least three months of advance notification of when the former website will be removed	Director of CMR	CMR	2011-2014	Website removed	All necessary information from the former website is provided on the new website	24 hours to check the former web services and decommission the website

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resource
G.4	Provide additional audio and video conferencing resources to connect individuals/groups between all SWC locations using either software-based systems or new video conferencing units if needed; encourage the use of videoconferencing to reduce travel	VPHR	CSS	2011-2012	Available audio-video conferencing resources for meetings spanning both locations	Appropriate network access between meeting locations; appropriate lighting and sound at each conferencing location	Additional software-based systems or portable video conferencing unit(s); 4 hours of support per meeting.
G.5	Implement a college-wide emergency notification system to send alerts to students and/or employees in a matter of minutes via one or more self-selected communication means; examples include class cancellations, power outages, etc.; consider digital signage	VPBFA Chief of Campus Police Director of CMR	CSS Campus Police CMR	2011-2012	Notifications can be readily sent to students or employees	Input from Administration and Finance, ISS, Student Services	Depends on the system—it may be possible to fund one system in place of all of the disparate systems used by different offices.
G.6	Create an emerging technology Special Interest Group (SIG) to apprise the Technology Committee of new developments in emerging technologies	Director of CSS	Technology Committee	2011-2015	The Technology Committee and interested parties have updated information about emerging communication technologies	Participation in SIG Participation in users' groups	60 hours per semester for reading publications/websites, attending conferences, discussing findings, and documenting recommendations



APPENDIX J

WASC Letter: Recommendation 7



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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SOUTHWESTERN
COLLEGE
SUPT/PRES.

11 FEB -7 AM 8:24

February 3, 2011

Ms. Denise Whittaker
President
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91919

Dear President Whittaker:

This letter is a follow up to our conversation today about Recommendation 7 which is included in the Commission action letter dated January 31, 2011. Recommendation 7 was contained in the institution's October 2009 comprehensive team report, and concerns an issue that was also a concern in previous accreditation team reports.

The Commission does want Southwestern College to resolve this recommendation. The Commission understands that the March 15, 2011 deadline for the report is fast approaching. If the college is unable to resolve this recommendation by March 15, it is welcome to submit an Addendum to its March 15 Follow-Up Report by June 1, 2011. The supplement would then be considered by the Commission at its June meeting.

Sincerely yours,

Barbara A. Beno, Ph.D.
President

BAB/bd

Cc: Dr. Mink Stavenga, Accreditation Liaison Officer

APPENDIX K

Work Group 7 Action Matrix

SOUTHWESTERN COMMUNITY COLLEGE DISTRICT

Recommendation 7: Institutional Staff Development Plan

PRIORITY 1: Address what must be done in the next 3 weeks.

GOAL: 1. Provide action plans that support SWC's Accreditation follow up report and the Accreditation Commission directives for RESOLUTION/ACTION; timeline must address the work/implementation plan detailing actions from NOW through February 25, 2011.

ACTION/WORK TO BE COMPLETED	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION	FISCAL NEEDS
Summit Meeting	D. Whittaker	2/10/11		
Determine if resolving plan for March or June Report	WG 7 and D. Whittaker	2/10/11	95% Complete by March Need: Assessment Surveys, Flex Guidelines, Opening Day Survey, Scholarships, Staff Development Org Chart	Clerical Assistance
Assessment of Staff Development Needs ▪ Faculty ▪ Classified ▪ Management ▪ Governing Board			Need Assessment Surveys FA/10 and SP/11	
Develop, write, and submit to SCC/GB ▪ Include 5-year Action Plan ▪ Include 5-year Staffing Plan ▪ Include 5-year Budget Plan ▪ Integrate Institutional Plan in Program Review and overall Strategic Planning Process	WG7 and S/D Coordinator	6/1/11	Comprehensive Staff Development Plan	
Include in March Report		2/28/11		

PRIORITY 2: Spring Session March through May 2011

GOAL: 2. Provide action plans that support SWC's Accreditation follow up report and the Accreditation Commission directives for RESOLUTION/ACTION; timeline must address the work/implementation plan detailing actions from MARCH through MAY

ACTION/WORK TO BE COMPLETED	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION	FISCAL NEEDS
Implementation of Work Group 7 Additional Plans		3/1–5/31/11		
Develop SD Plan	SD Coord	3/11–4/1/11	Approved by Senate	

Complete SD Program Review	SD Coord	3/1–4/15/11	Sent to IPRC	
Create Subcommittee of Staff Development Committee to address Part-time Faculty participation	Staff Development Committee	3/1-4/15/11	Minutes of Staff Development Committee action	
Recommend to AOC that all Classified Staff must participate in both Classified Staff Professional Development Days.	WG 7	3/1-4/15/11	AOC Meeting Minutes	
Recommend to AOC that the College adopt a procedure of closing all offices from 8 a.m. to noon on Opening Day of each semester to allow all staff to have the opportunity to participate in Opening Day activities	WG 7	3/1-4/15/11	AOC Meeting Minutes	
Write Staff Development Board Policy and Procedure	WG 7	2/15–3/1/11	Board Approval include in report only if approved.	

PRIORITY 3: Summer Session JUNE through AUGUST 2011

GOAL: 3. Provide action plans that support SWC's Accreditation follow up report and the Accreditation Commission directives for RESOLUTION/ACTION; timeline must address the work/implementation plan detailing actions from JUNE through AUGUST.

ACTION/WORK TO BE COMPLETED	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION	FISCAL NEEDS
Status Report for Spring 2011	SD Coord	6/30/11		
Summer Action Plan	WG 7 and SD Coord	6/1/11–6/31/11		

PRIORITY 4: Fall Session SEPTEMBER through DECEMBER 2011

GOAL: 4. Provide follow-up action plans that support SWC's Accreditation follow up report and the Accreditation Commission directives for RESOLUTION/ACTION; timeline must address the work/implementation plan detailing actions from SEPTEMBER through DECEMBER.

ACTION/WORK TO BE COMPLETED	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION	FISCAL NEEDS
Summer Status Report	WG 7	9/30/11		
Review and implement recommendation and forward to AOC	WG 7			

PRIORITY 5: SUSTAINABILITY Spring 2012 though Fall 2012

GOAL: 5. Provide follow-up action plans that support SWC's Accreditation follow up report and the Accreditation Commission

directives for RESOLUTION/ACTION; timeline must address the work/implementation plan detailing actions from SEPTEMBER through DECEMBER.

ACTION/WORK TO BE COMPLETED	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION	FISCAL NEEDS
Spring 2012 Action Plan	WG 7 Co-Leads	1/1/12		
Spring 2012 Status Report	WG 7 Co-Leads	6/30/12		
Summer 2012 Action Plan	WG 7 Co-Leads	6/1/12–8/31/12		
Fall 2012 Action Plan	WG 7 Co-Leads	9/1/12–12/31/12		

WORK GROUP PARTICIPANTS

WG	Name	Constituency	WG	Name	Constituency
7	Beach, Randy		7	Vess, Ron	
	Hopkins, Kesa			Kelly, Diana	
	Elias, Helen				
	Torres, Patty				
	Riley, Nelson				
	Barrera, Zeidy				
	MacNintch, Bruce				
	Orihuela, Omar				
	Ricasa, Arlie				
	Fighera, Joe				
	McClellan, Mia				

APPENDIX L

Campus Climate Survey Summary

Top 20 Highest and Top 20 Lowest Scored Questions

Summary of 2010 Campus Climate Survey results

The Southwestern College 2010 Campus Climate survey was deployed in late November/early December. Almost 600 employees responded to all or part of the survey. Employees were asked to respond to 67 questions which were in the form of 138 statements with which the respondent was to indicate the degree to which he/she agreed or disagreed.

The results of the survey are presented in several ways. First of all, responses to each statement were shown in a bar graph format and in a numerical form by showing the mean score of each individual statement.

In addition, an analysis was made of the twenty lowest- and twenty highest-scored statements. The statements with the highest scores were those with which the most employees agreed. These categories viewed most positively included:

- department chairs and supervisors
- Faculty and classified leaders
- Library services, payroll, student services
- Curriculum approval process

There was significant interest in providing input in the areas of institutional program review, strategic planning, and technology planning and considerable satisfaction with job responsibilities and job space.

Among the categories with the twenty lowest-scored statements, indicating disapproval or discontent, were:

- Governing board and Superintendent/President in their responsiveness, communication, support of employees, and respect for shared decision-making
- Staffing appropriate to reflect the purpose, size, and complexity of the institution
- An environment of trust, respect, and ethical behavior

An additional level of analysis was done by listing the ten lowest- and ten highest-scored questions by constituent group.

Further analysis will be completed in the weeks to come and will be posted in public folders along with this first series of reports. Included in this will be a summarization, and identification of themes, related to the written comments that were made by respondents.

It is the intention that this survey will be administered again at the end of April, 2011, with initial results to be released prior to the end of the Spring 2011 semester.

You may access the survey by clicking on the link below:

<outlook:\\Public Folders\\All Public Folders\\Accreditation\\Campus Climate Survey>

Twenty Highest Scored Questions Overall
Overall

OH1	55. [Library Services] My needs are being met in each of the following areas?	3.32
OH2	48b. [Payroll] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.27
OH3	63. My supervisor is approachable and understanding when I have a question related to my work responsibilities.	3.27
OH4	32. My program/unit spends allocated funds responsibly.	3.26
OH5	48m. [Roster and Grade Submission] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.25
OH6	28. The performance evaluation(s) that I have received were fair and appropriate.	3.25
OH7	8h. [My Department Chair] Institutional leaders create an environment that promotes trust and respect.	3.22
OH8	66. I have access to sufficient space to perform my job successfully.	3.21
OH9	2b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	3.20
OH10	49d. [Technology planning process] I would like to have input into improving institutional processes.	3.17
OH11	2a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment for empowerment, innovation, and	3.17

	institutional excellence.	
OH12	8b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes trust and respect.	3.17
OH13	3b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes institutional effectiveness.	3.14
OH14	3a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment that promotes institutional effectiveness.	3.13
OH15	61. Work responsibilities are within my job description.	3.13
OH16	48g. [Curriculum Approval] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.11
OH17	55b. [Student Services] My needs are being met in each of the following areas?	3.09
OH18	48k. [Facility Assignment Request] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.05
OH19	49h. [Institutional Program Review] I would like to have input into improving institutional processes.	3.04
OH20	49g. [Strategic Planning process] I would like to have input into improving institutional processes.	3.04

Twenty Lowest Scored Questions Overall

Overall

Question		Score
OL1	39. The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.	1.62
OL2	57. The Governing Board listens and responds to recommendations from College constituencies.	1.63
OL3	38. The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision making.	1.69
OL4	41. I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.	1.75
OL5	8F. [Governing Board] Institutional leaders create an environment that promotes trust and respect.	1.75
OL6	40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.	1.75
OL7	8e. [Superintendent/President] Institutional leaders create an environment that promotes trust and respect.	1.80
OL8	2f. [Governing Board] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	1.81
OL9	3f. [Governing Board] Institutional leaders create an environment that promotes institutional effectiveness.	1.82
OL10	3e. [Superintendent/President] Institutional leaders create an	1.85

	environment that promotes institutional effectiveness.	
OL11	2e. [Superintendent/President] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	1.87
OL12	6. I feel an environment of trust and respect exists for all employees at SWC.	1.91
OL13	56. Decision making processes are regularly evaluated and the results are widely communicated and distributed to all members of the college community.	2.03
OL14	12. I feel that institutional leaders make optimal use of existing shared planning and decision making processes to assure effective discussion, planning and implementation of ideas for improvement.	2.03
OL15	51. SWC is organized and staffed appropriately and proportionately to reflect the institution's purpose, size, and complexity.	2.05
OL16	15. I have a substantive and clearly defined role in the shared planning and decision making process.	2.08
OL17	46. I have participated in a dialogue about improving institutional processes.	2.08
OL18	37. The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College.	2.11
OL19	14. Input provided by me or the constituent group that represents me is welcomed, respected, and given appropriate consideration by institutional leaders when	2.12

	decisions are made.	
OL20	7. The College fosters an environment of ethical behavior.	2.12

APPENDIX M

Mini Survey Results

1 Southwestern College Campus Climate Mini Survey

Prepared by

Office of Institutional Research, Planning and Grants

In an on-going effort to assess perceptions of staff, faculty and administration regarding the working environment at Southwestern College, a mini campus climate survey, consisting of 10 closed-end statements and one open-ended statement, was administered using Lime Survey, a web based open source survey software. The College has undergone executive leadership changes since the last campus climate survey was administered in November/December 2010. In order to provide a basis for comparison of perceptions of staff, faculty and administration regarding executive leadership changes and current working environment satisfaction levels, the 2011 mini survey's statements (#s1-10) were repeated from the 2010 survey.

The mini campus climate survey had initial email inviting responses that were sent out on February 25, 2011, with reminder emails to non-respondents sent out on March 2, 2011, and the last date for participation was March 3, 2011. A total of 1,626 invitations were sent out by email. Three hundred forty three surveys were completed (21%). The differences in the means between the November/December 2010 survey and the 2011 campus climate mini survey are statistically significant for each and every statement.

Table 1. Summary of Statements

Campus Climate Mini Survey Statements	Nov/Dec 2010 % of responses indicating agreement (strong- moderate)	March 2011 % of responses indicating agreement (strong-moderate)	Change
1. The current GB listens and responds to recommendations from College constituencies.	16%	74%	+58%
2. The current GB and Interim S/P are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision making.	19%	80%	+61%
3. The current GB creates an environment that promotes trust and respect.	20%	73%	+53%
4. The Interim Superintendent/President creates an environment that promotes trust and respect.	24%	83%	+59%
5. The current GB creates an environment from empowerment, innovation, and institutional excellence.	23%	65%	+42%
6. The current GB creates an environment that promotes institutional effectiveness.	24%	69%	+45%
7. The Interim S/P creates an environment that promotes institutional effectiveness.	27%	81%	+54%
8. The Interim S/P creates and environment for empowerment, innovation, and institutional excellence.	28%	80%	+52%

9. The current GB establishes itself as a policy-making body, delegates operational authority to the S/P, clarifies management roles, and supports the authority of the management in the administration of the College.	29%	61%	+32%
% of responses indicating better than it used to be		% of responses indicating better than it used to be	
10. How would you describe morale at Southwestern College this semester (Spring 2011) as compared to last semester (Fall 2010).	4%	84%	+80%

APPENDIX N

Work Group 8(a) Action Matrix

**SOUTHWESTERN COMMUNITY COLLEGE DISTRICT
WORK GROUP 8 ACTION PLANS
March 15, 2011**

GOAL: 1. Review the Freedom of Expression Policies of the District to ensure that appropriate policies have been adopted and implemented for all constituent groups.			
ACTION	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION
Review existing Board Policies and Regulations for: - Academic Freedom (Faculty/Student) - Institutional Code of Professional Ethics - Freedom of Expression Policy if not incorporated in one of the above policies	WG-8 (b) AOC	February 2011	Appropriate policy changes have been identified and moved forward for consultation by all constituents.
Changes for Policy have been forwarded to the SCC for final action	SCC	February 2011	The SCC takes action to approve the changes and move them forward for Governing Board action
Governing Board holds 1 st and 2 nd readings on the policy recommendations and approves the policy	Governing Board	Freedom of Expression Policy 3900 on agenda for Mar 9, 2011 GB meeting	Final approval has been given by the Board to recommended policy changes for the Freedom of Expression Policy (approved 3/9/11)
GOAL: 2. Faculty, staff, and administrators should participate in a multi-pronged effort to improve communication and promote an environment of trust and respect.			
ACTION	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION
Leadership training (required for all supervisors, managers, deans, administrators, etc.) on characteristics of a good leader and dealing effectively with bullying in the workplace	Staff Development	Initial workshops completed by end of Fall 2011 semester; ongoing offerings	Workshops have been held and accounting for attendance has been completed
Hold interpersonal communication workshops or activities that will build these skills	Staff Development	Spring semester 2011; will be ongoing	Communications workshops have been held
Team building activities, including a	WG 8 (a);	Picnic May 2011;	A set of activities and dates has been defined

rescheduled campus-wide picnic	Staff Development	others by end of Fall 2011 semester	and the events have been held
Workshops and programs promoting cultural competency and diversity to be drawn under the umbrella of the revived Cultural Institute	Staff Development	Academic year 2011-12	Workshops have been held and attendance has been documented; Cultural Institute brochure available online and/or hard copy
GOAL: 3. A campaign to promote core values (includes Recommendations 8=A 10, 12, 13, and 15)			
ACTION	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION
Creation of a slogan and poster campaign to promote civility in the workplace	WG 8 (a) PIO	End of Fall 2011 semester	A campaign has been developed and activities have been implemented
Celebrating employees, departments, or groups who have brought honor to the College through accomplishments both on and off campus; these should be on the College website and changed regularly.	PIO	Info gathered and dissemination begins Fall semester 2011	These profiles will be developed and placed on the web page and in other media that will get information out to the campus and the community
Hold monthly forums for staff, faculty, and students to be attended by all Cabinet members, and one forum per semester at each Center.	Admin SCC	Forums to begin Sept. 2011	The Forums are planned and implemented on the campus and centers.
GOAL: 4. Review and modify appropriate human resources actions on campus.			
ACTION	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION
HR to implement 360 degree evaluations, beginning with administrators; re-evaluate what is being done, re-design, re-implement	HR. SCEA Admin	Implementation to begin Spring 2012 semester	Evaluations schedules for all employees are maintained and recorded in HR
When seeking consultants, give first consideration to on-campus experts. (<i>This implies that a database should be created to store this information.</i>)	HR Admin PIO	Database to be compiled by end of Fall 2011 semester	A database is developed and is accessible for those planning for consultant use. This information can also be used by the community when a need for an expert arises
The newly developed Shared Planning and Decision Making Handbook will be updated at the beginning of every academic year to reflect any organizational changes that took place in the previous academic year. Task Force to be appointed in Spring semester to review the Handbook and make suggestions for updates.	SCC	Task Force appointed in Spring semester beginning 2011, report to SCC at annual retreat beginning August 2011	Updated Shared Planning and Decision Making Handbook; minutes of retreat documenting that this has been done

GOAL: 5. Open Dialogue will begin on campus and include dialogue leading to student improvement at the class, program and institutional level.			
ACTION	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION
SLO results and program review results will be compiled and made available to the campus	Research, Planning & Grants; other appropriate committees	July 1, 2011 (quite possibly earlier)	The reports will be compiled and made available to the campus on the web page
Goals for each of the six priorities under the Strategic Plan will be identified and discussed	SCC	End of Spring 2011 semester	7 th Priority, Teaching & Learning, was added and the goals for the 2010-2012 plan were approved at the SCC meeting on March 9, 2011
GOAL: 6. The College develops an Appreciative Inquiry Training program that will assist the college in creating an understanding and appreciation for collaborative efforts on campus.			
ACTION	ASSIGNED	TIMELINE	EVIDENCE OF COMPLETION
A forum will be presented on “Appreciative Inquiry” as a tool for bringing collaborative approaches to improving campus climate	Staff Development; SCC	Academic year 2011-12	A consultant is identified and training sessions have been held.
Assessment of the Appreciative Inquiry results are incorporated into the annual assessment plan for the campus and centers	Program Review	End of Spring semester 2012	A report on the results has been compiled and shared with the campus community

APPENDIX O

Shared Planning and Decision-Making Handbook (narrative section only)

SOUTHWESTERN COLLEGE



SHARED PLANNING & DECISION MAKING HANDBOOK



SOUTHWESTERN COLLEGE

Adopted by the SCC on _____

900 Otay Lakes Road, Chula Vista, CA 91910

www.swccd.edu

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Message from the Shared Consultation Council
Co-Chairs



Date: February 17, 2011

To: The Southwestern College campus community

From: Denise Whittaker, Interim Superintendent/President &
Angelina E. Stuart, Academic Senate President,
Co-Chairs of the Shared Consultation Council (SCC)

Shared planning and decision making is more than just the title of this Handbook: It is how our College has agreed to conduct its business, address important issues and arrive at collegial decisions that meet our needs with the nexus being integrated planning.

As Co-Chairs of the SCC, it is our duty to collaborate to ensure that every constituent body retains its right to participate in decision-making and bring forward suggestions, ideas and needs. We acknowledge that along with the right to be involved in collegial consultation comes an additional responsibility to participate for the greater good of the College. There are four main charges of the SCC. These include keeping agreed-to strategic priorities at the forefront of all our decisions, addressing any campus issues that may arise, approving policies and procedures, and communicating decisions or suggestions to all constituent bodies.

In this Shared Planning and Decision-Making Handbook, you will find definitions of roles, policies, committee lists and flowcharts with narrative explanations that will define our roles in collegial consultation and keep our College on track. Sections in this handbook include Strategic Planning, the Office of Institutional Effectiveness, Institutional Program Review, SLOs and constituency involvement. All of this has been created so as to have a roadmap for collegial consultation that is not person dependent and can stand the test of time. In this way, our College will remain an institution of higher learning that focuses on effectiveness, improvement of teaching and learning and Accreditation standards.

Southwestern College Mission Statement

District Policy 1200

“Southwestern Community College District serves a diverse community of students by providing a wide range of dynamic and high quality educational programs and comprehensive student support services.

The College provides educational opportunities in the following areas:

- *associate degree and certificate programs*
- *transfer*
- *professional, technical, and career advancement*
- *basic skills*
- *personal enrichment, non-credit adult education*
- *community services*
- *economic, workforce, and community development*

We promote student learning and success by committing to continuous improvement that includes planning, implementation, assessment, and evaluation. “

Commitment to Achieving Student Learning

Institutional Student Learning Outcomes (ISLOs):

Upon completion of an organized program of study, students at SWC will demonstrate core competency in the following areas:

1. Communication Skills (listening, speaking, reading and writing)
2. Thinking and Reasoning (creative thinking, critical thinking, and quantitative reasoning)
3. Information Competency (research and technology)
4. Global Awareness (social, cultural, and civil responsibility)

Institutional Performance Indicators

The SWC District has identified seven Institutional Performance Indicators (IPIs) to track our progress toward accomplishing our Mission and Strategic Planning Priorities. These IPIs include:

- retention rates
- success rates
- persistence rates
- transfer preparedness
- overall student satisfaction
- employment preparation
- licensure/certification pass rates
- student goal attainment

Institutional Values

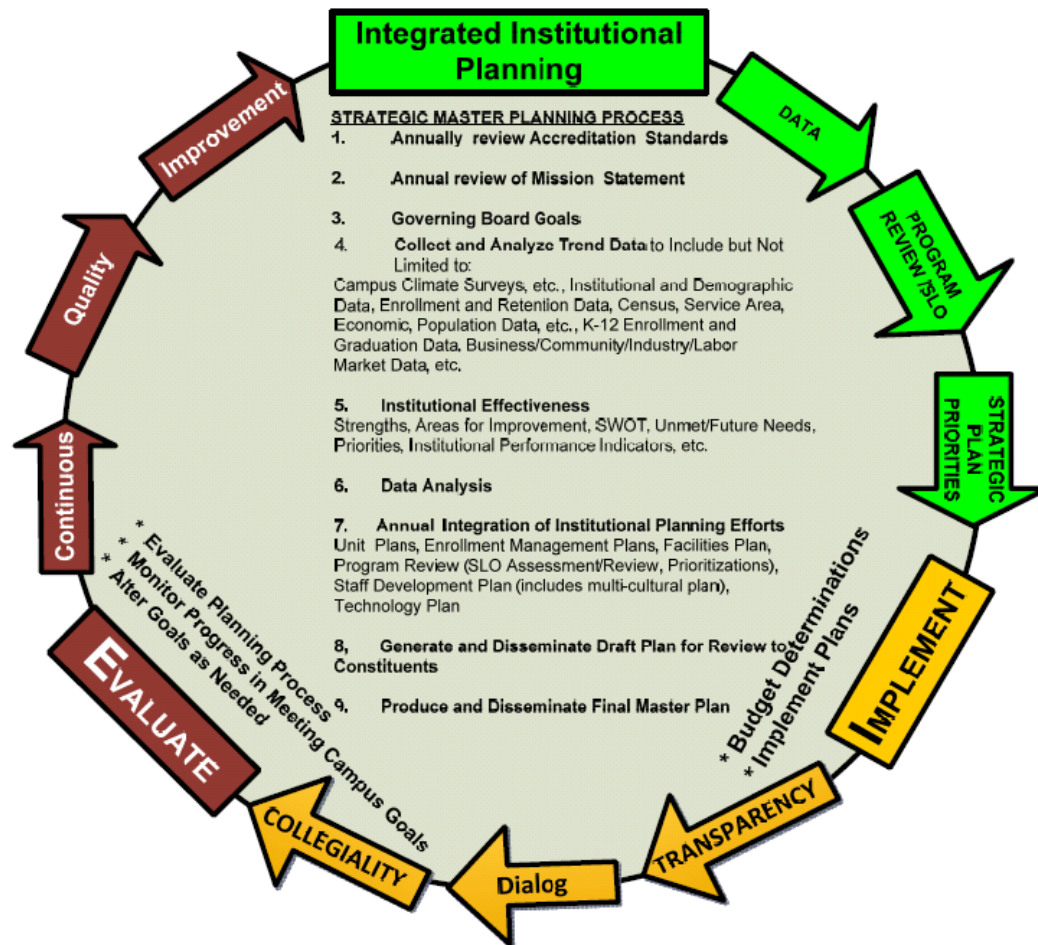
The following values guide how Southwestern College faculty, staff, and students think and act and define the enduring character of the institution:

- **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

As an integral part of this Handbook and the Strategic Planning process, the SWC Mission Statement, the Institutional Student Learning Outcomes, the Institutional Performance Indicators and Institutional Values are evaluated and revised on a cyclical basis to correspond with institutional strategic planning timelines.

Integrated Institutional Planning Model: P-I-E

Shared Planning and Decision-Making is critical to any integrated institutional planning process. The planning cycle involves P-I-E: planning, implementation and evaluation. This process is cyclical, comprehensive, driven by the College Mission Statement and Program Review, which is based on data and is evaluated continuously for program improvement and institutional effectiveness. All groups involved in shared planning and decision making use this concept as the foundation for planning. Below is a flowchart that depicts this P-I-E model:



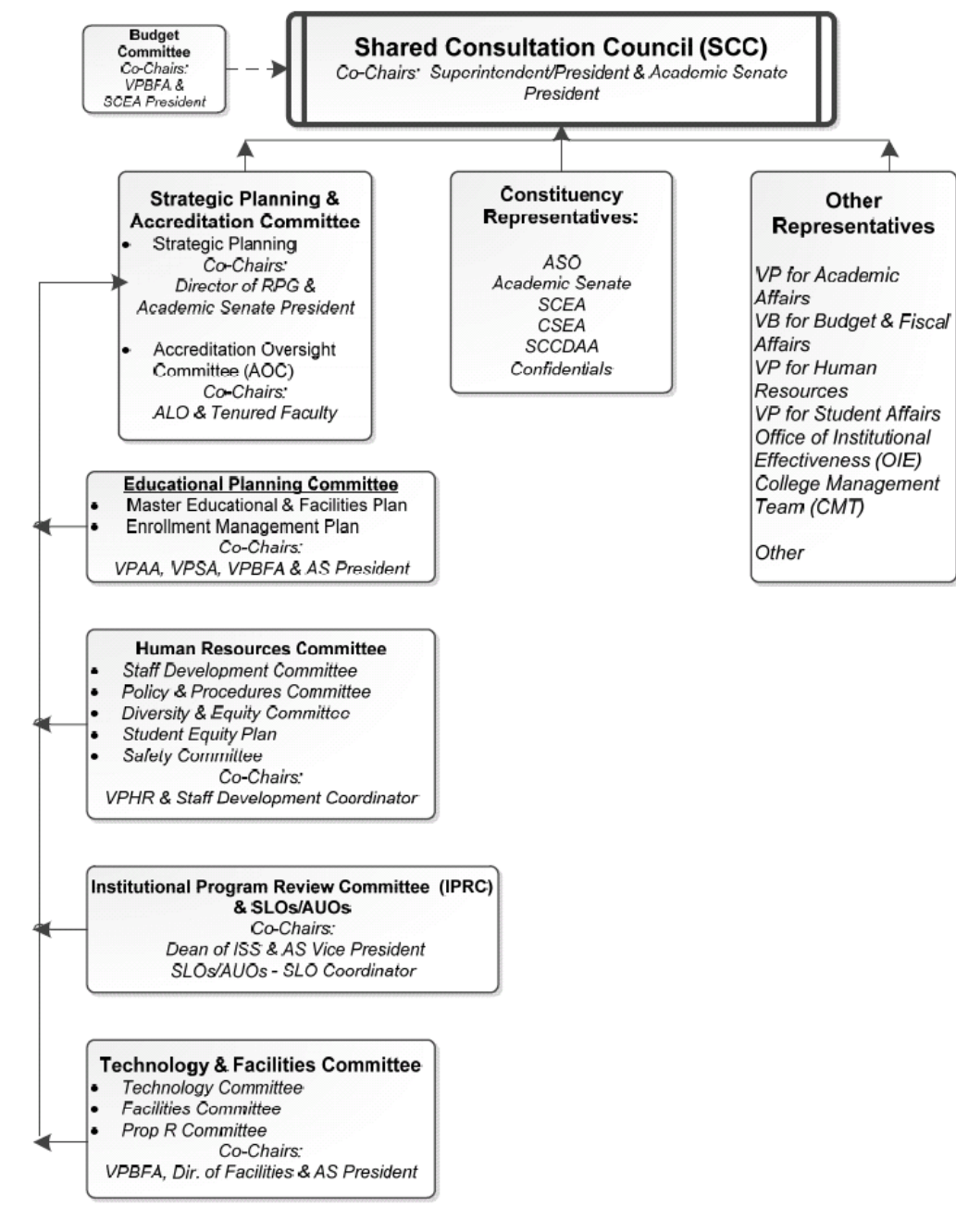
Shared Planning & Decision Making Process & The Shared Consultation Council

At Southwestern College, the shared planning and decision-making process requires collaboration and full constituency consultation at the Shared Consultation Council (SCC). Collegial consultation is defined as formally bringing an item in a timely fashion for input and recommendation to a constituent body leader for review with the full constituent body to allow full participation by all constituents.

The SCC has six (6) shared governance umbrella categories under which there are institutional shared governance committees. These include the following which are each responsible for the following institutional plans or items:

<u>Category</u>	<u>Institutional Plan</u>
Office of Institutional Effectiveness	= Strategic Master Plan/Strategic Planning, Accreditation, Research & Grants, & Learning Outcomes (SLOs/AUOs)
Institutional Program Review Committee	= Institutional Program Review
Technology & Facilities Committee	= Technology Plan & Facilities Master Plan
Educational Planning Committee	= Educational Master Plan & Enrollment Management Plan
Human Resources Committee	= Staff Development Plan & Personnel Plan, and Faculty Hiring Prioritization
Budget Committee	= Budget Development & Funding

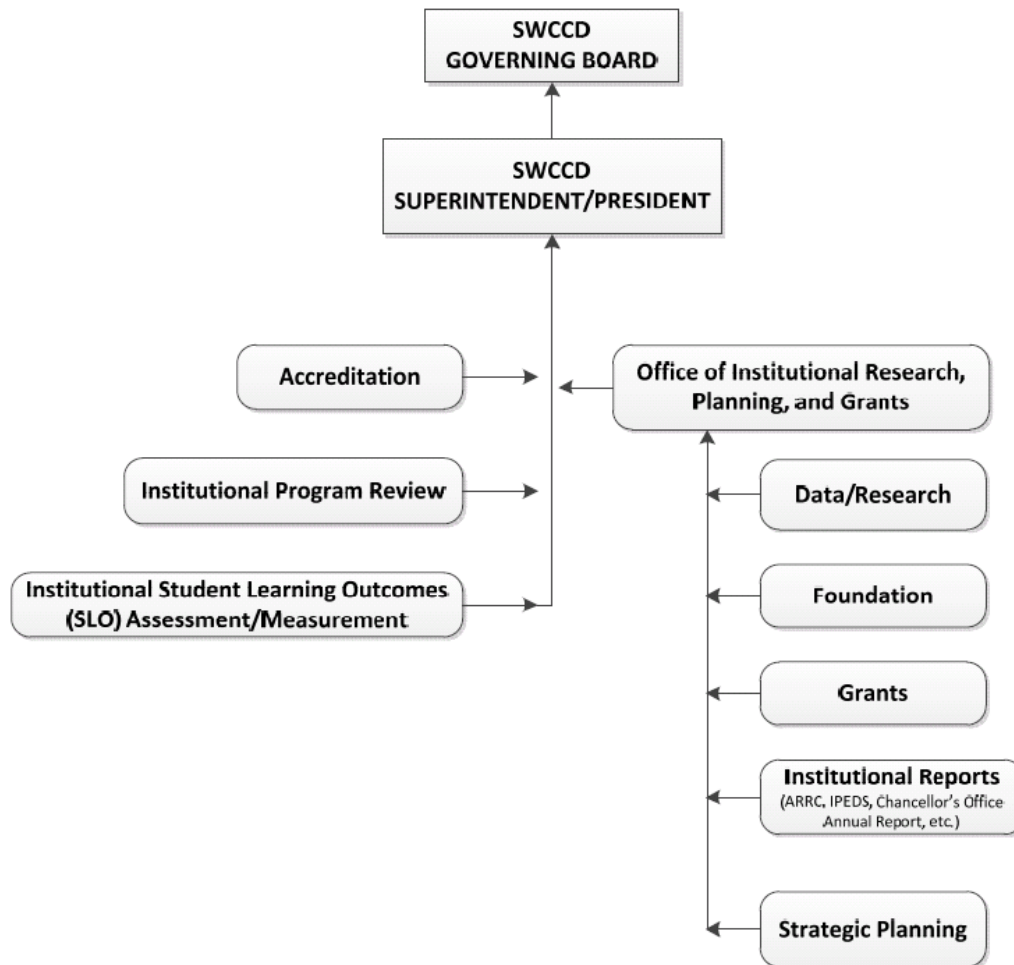
Decisions that require participation in accordance with Policy 2510 shall not be placed on a Governing Board agenda until such time as all constituency organizations on the SCC have formally been consulted in adherence to District policy and procedures. The chart on the next page depicts the SCC structure.



The Office Of Institutional Effectiveness

The Office of Institutional Effectiveness, which reports directly to the Sup/President, is charged with maintaining SWC in alignment with WASC Accreditation Standards, providing direction to the SCC by ensuring that Strategic priorities are implemented, providing data and support for the Institutional Program Review process, and for ensuring that learning outcomes are created, implemented and assessed cyclically. The office is comprised of individuals who address these key areas: Research, Planning and Grants; Accreditation; Institutional Program Review; Student Learning Outcomes, Institutional Reports and Strategic Planning

OFFICE OF INSTITUTIONAL EFFECTIVENESS TRANSITIONAL ORGANIZATIONAL CHART 3/9/11



Integrated Planning Process At Southwestern College

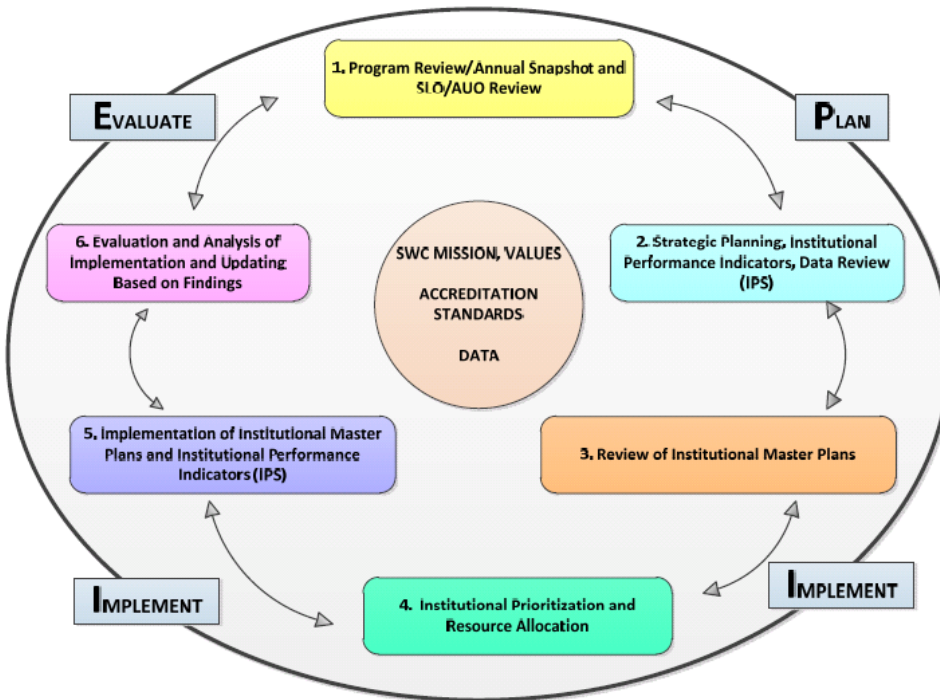
Based on the P-I-E model, the SWC integrated planning process is driven by Program Review and involves the following steps:

1. Program Review & SLO/Administrative Unit Outcomes (AUO) review
 2. Strategic Planning
 3. Review of Institutional Master Plans
 4. Resource Allocation
 5. Implementation of Institutional Master Plans
 6. Evaluation & Analysis of Implementation

The SWC integrated planning process is driven by the SWC Mission Statement, Value, Accreditation Standards, Institutional Performance Indicators (IPIs) and data. The following flowchart shows the SWC integrated planning process:

SWC INTEGRATED PLANNING PROCESS
P-I-E
Planning – Implementation – Evaluation

Integrated Planning	Institutional Research	Master Planning	SWC Strategic Plan	CCC Strategic Plan	Committees
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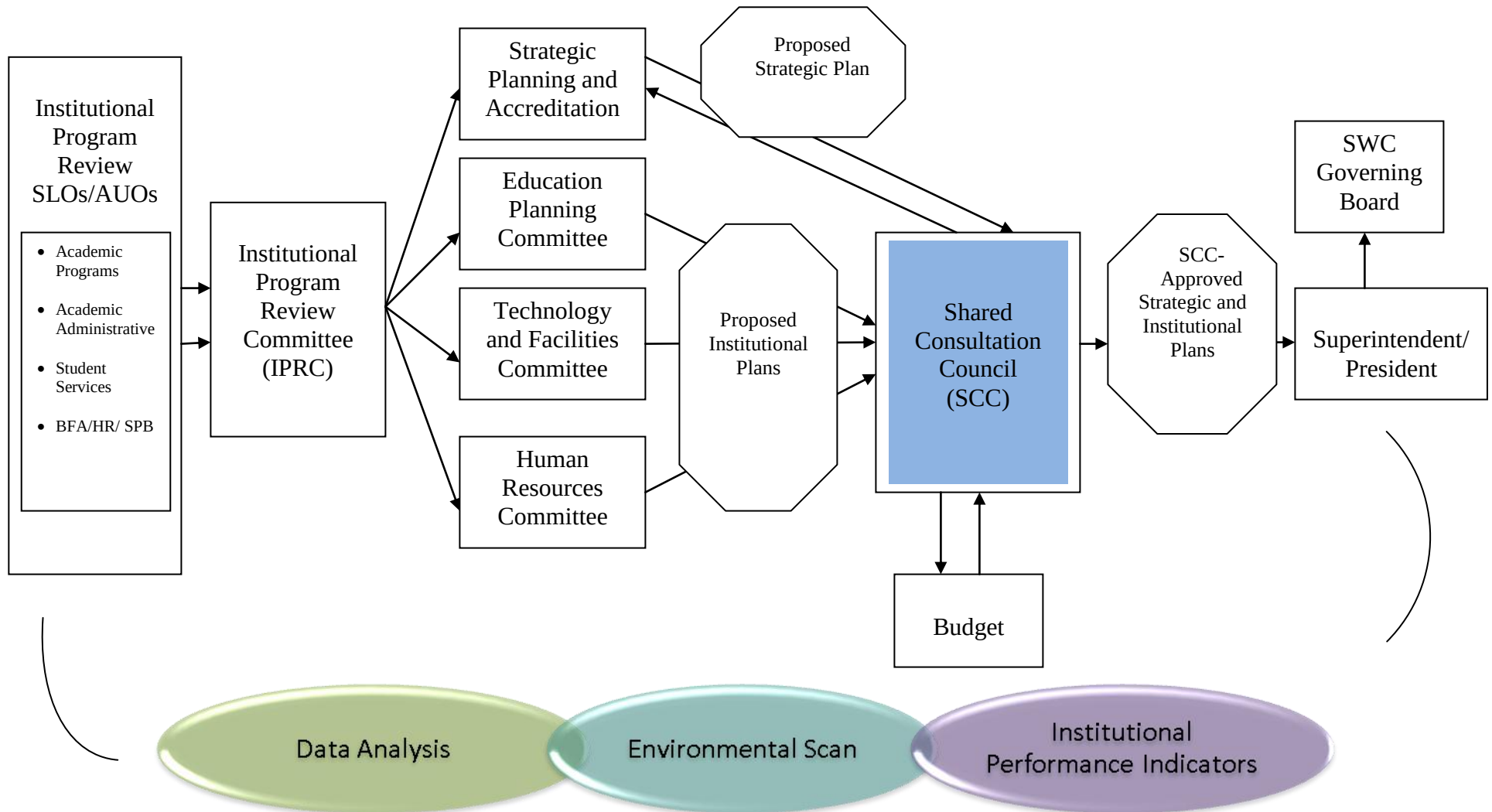


Mutual Respect, Shared Planning and Decision-Making, Integrity, Accountability, Cultural Competence and Commonality, Scholarship and Love of Learning, Critical Inquiry and Thinking, Practical and Responsive, Life-long Learning

Integrated Planning Operational Flowchart

The following graph is a representation of the integrated strategic planning process at Southwestern College, which depicts how constituency feedback in the shared planning and decision-making process at the SCC is driven by institutional plans, which are based on data. This also delineates that institutional priorities are set by the SCC and then funded by the Budget Committee.

Integrated Planning Operational Model



Integrated Planning & The Institutional Program Review Process

The Institutional Program Review Committee (IPRC), which reports to the SCC, is charged with implementing the Program Review process each year and for providing oversight to assure the process is carried out in accordance with WASC standards and established Program Review procedures. This role includes, but is not limited to establishing and disseminating the timeline and forms for the yearly process, receiving and archiving the completed Program Review reports, and distributing the executive summaries of findings to the appropriate standing committees of SCC.

As approved by the SCC, the IPRC be composed of the following membership:

3 Faculty: VP of the Academic Senate; Student Learning Outcomes (SLO) Coordinator, and one faculty member at large appointed by the Academic Senate President. [Note: The VP of the Academic Senate also serves as the Chair of the Academic Program Review Committee, thus enabling a direct communication pathway between the IPRC and the Academic Program Review Committee.]

3 Administrators: The Dean of Instructional Support Services (ISS), a Director/Dean of Student Services (SS) and a Dean/Director of Business and Financial Affairs (BFA)/Human Resources (HR)/Office of the Superintendent/Pres. (SP). The Dean/Director representative from SS and BFA/HR/SP shall be the chairperson of the SS and BFA/HR/SP Program Review Committees, respectively thus enabling a direct communication pathway between the IPRC and the SS and BFA/HR/SP Program Review Committees. [Note: The Dean of ISS also serves as the Chair of the Academic Affairs Administrative Program Review Committee, thus enabling a direct communication pathway between the IPRC and the Academic Affairs Administrative Program Review Committee.]

3 Classified Employees: One from each area (SS, AA, BFA/HR/SP) appointed by the Classified Senate. [Note: As our District currently does not have an operating Classified Senate, CSEA shall make classified appointments to the IPRC].

1 ASO representative – appointed by the ASO President

Resources: The Director of Institutional Research, Planning and Evaluation shall be a non-voting resource person on the IPRC.

The Institutional Program Review Process

Program Review is a process for continuous improvement of programs and student learning. The Institutional Program Review model provides a successful foundation for Institutional planning and allocation of human, physical, technological and fiscal resources. This process includes an annual and integrated review of all programs/units. Institutional Program Review is aligned with the District's Strategic Plan, budget development, facilities planning, personnel hiring and technology acquisition processes as it proceeds through all levels of the institution culminating in the WASC Self Study Review.

Program Reviews are conducted annually by all SWC programs and administrative units. The comprehensive program review involved a systematic cycle of planning, implementation and evaluation (P-I-E). The program/unit completes an annual program review (comprehensive or snapshot) that is integrated with students learning outcomes/administrative unit outcomes and is based on reliable evidence and analysis of data. The program /unit lead person forwards this report the Dean/Director, who reviews it and ensures that the reports provides a foundation for College planning and is based on quantitative data provided by the Office of Research, Planning and Grants. Signatures are obtained and then the program review is forwarded to the respective program review committee chair (e.g., APRC Chair).

In addition to all annual program/unit program reviews, Deans/Directors write annual program reviews (comprehensive or snapshot) for their areas integrating all program review information into their School/Unit report. All annual reports are forwarded to the Cognizant Vice President. Upon receipt, the Vice President reviews the report for accuracy and completeness and forwards an electronic copy to the IPRC Co-Chairs for distribution to the IPRC. The Vice Presidents utilize the Program Review reports for the Schools/Centers/Units as the foundation for their Division Program Reviews and for institutional planning. These reports are then forwarded to the Superintendent/President. Finally, the Superintendent/President uses the program review reports to prepare for the Accreditation Self Study.

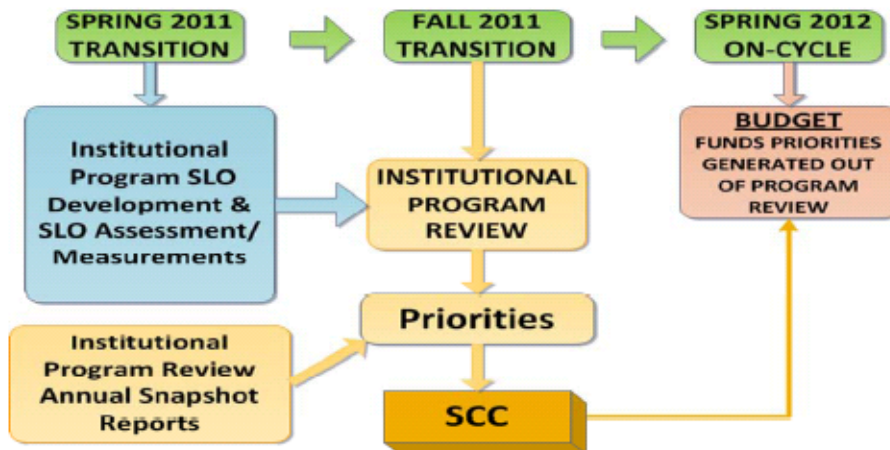
To ensure that all program reviews are now data-driven and evidence-based, a Director of Research and Grants, and a Research Analyst were hired. In addition, Program Discontinuance Policy and Procedures have also been reviewed and formally adopted by the Governing Board to provide a means for shared planning and decision-making even when dealing with the discontinuance of programs are no longer viable. (Please refer to District Policy and Procedures 4021)

The Institutional Program Review Cycle adopted by the SCC is depicted on page 10. This year, however, the program review cycle needed to be slightly revised in order to transition from the old cycle to the new Institutional Program Review cycle, which addresses program review snapshots, SLO assessments and budget priorities for the 2011-2012 academic year. This transitional cycle is also shown on page 10.

Established Program Review Cycle



TRANSITIONAL PROGRAM REVIEW CYCLE FOR 2011

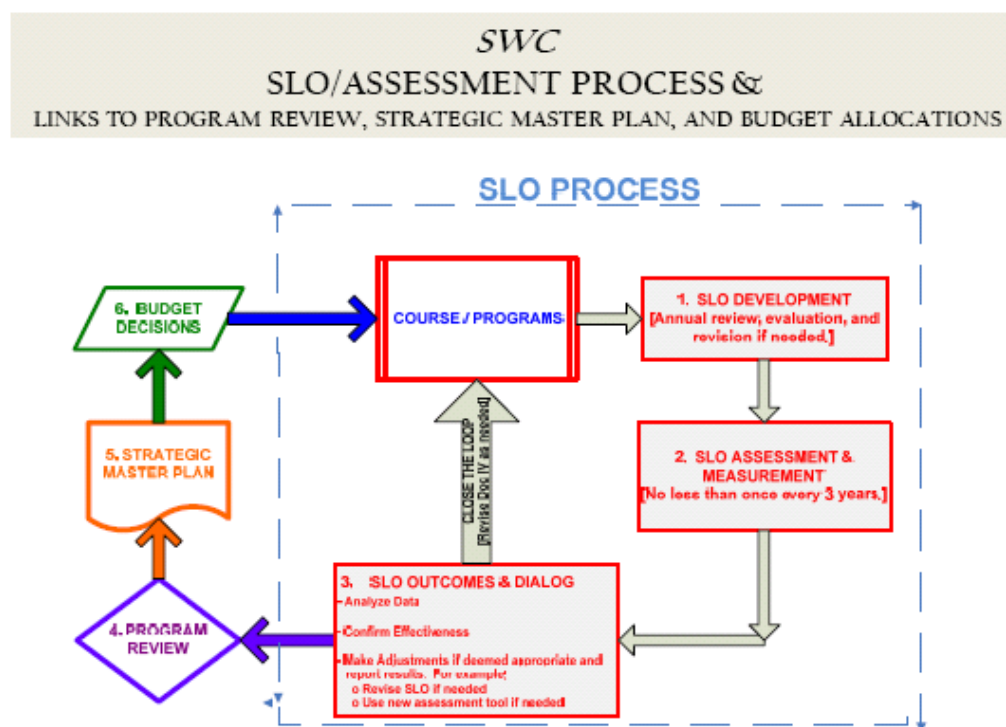


Integration of SLOs/AUOs into Institutional Program Review

Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) are based on data which indicates whether a course, discipline/unit, School/Center or Division is meeting the Strategic Priorities of the College as well as congruent with the Institutional SLOs and those of the Program/Unit itself.

The SLO Coordinator is charged with the responsibility of oversight in the input, analysis, and assessment of SLOs/AUOs for determining program changes and success. In order to fully integrate the Institutional Program Review process with Student Learning Outcomes (SLOs), Component V in the current Academic Program Review document has been updated and is used in Student Service Program Review, and Administrative Program Review form. Component V assesses whether the Student Learning Outcomes of the discipline/unit are successful or whether the discipline/unit needs to revise its SLOs/AUOs accordingly.

There are six components pertaining to SLOs which are included on a rubric; faculty/staff are asked to explain any "needs improvement" scores based on data provided. In addition, four narrative questions address SLO/AUO analysis, assessment and program improvement, as required by WASC.



The SLO flowchart above explains the SLO development, assessment and dialogue process and depicts how it feeds into program review process, strategic planning and budgeting.

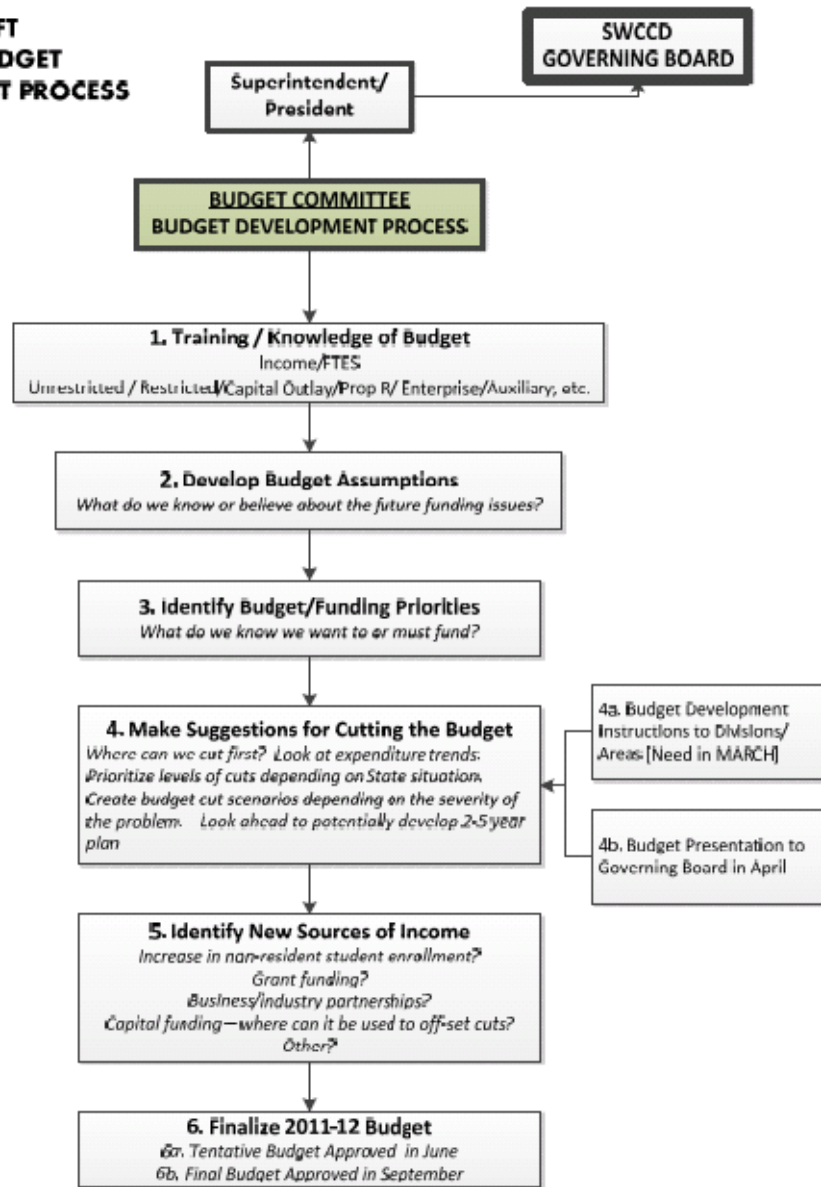
Budget Development Process

The Budget Committee, which reports to the SCC, works as a shared planning and decision making committee to fund the priorities developed by SCC.

The Budget Committee is comprised 2 voting Vice Presidents (with two non-voting Vice Presidents as resource on a rotating basis), 2 ASO representatives, 2 Academic Senate representatives, 2 SCEA representatives, 2 SCCDAA representatives, and 1 Confidential representative. In addition, the Budget Committee has the Director of Finance as well as the Director of Research, Planning & Grants as resources to the Committee.

Below is a graphic that demonstrates the Budget Development process at SWC:

**DRAFT
SWC BUDGET
DEVELOPMENT PROCESS**



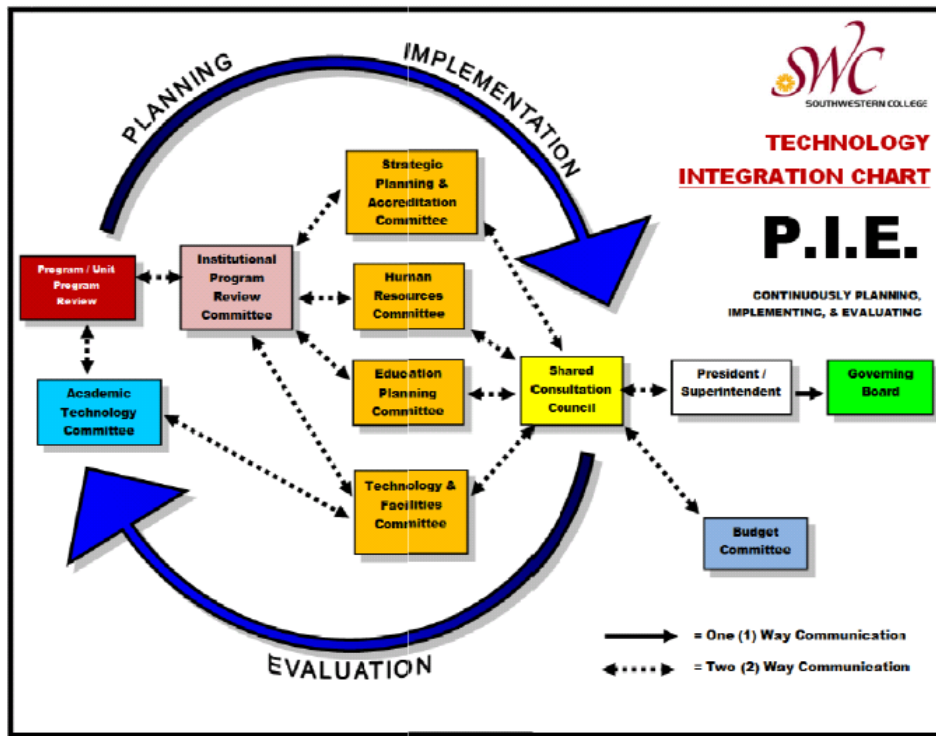
NOTES:

Technology Decision-Making Process

The Technology Committee, which also reports to the SCC, works as a shared planning and decision making committee to implement the SWC Technology Plan and to create a prioritized list of technology purchases and upgrades. These items are then sent back to the SCC for approval.

The Technology Committee is comprised of 2 voting Vice Presidents (with two non-voting Vice Presidents as resource on a rotating basis), 2 ASO representatives, 2 Academic Senate representatives, 2 Academic Technology Committee (ATC) representatives, 2 SCEA representatives, 2 SCCDAA representatives, 1 Confidential representative, the Director of CSS, the Supervisor of Computer Systems, a CSS Network Analyst, and a CSS Operations specialist. In addition, the Technology Committee also has a resource members the Dean of Instructional Support Services (ISS), and the Director of Research, Planning & Grants.

The Technology Decision-Making process at SWC is depicted below:



Revised 2/21/11

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Policy 2510 & 2515

SWC Handbook Definitions

Council – is the parent body of all its standing committees, committee, ad hoc committees and/or task forces. It is composed of a constituent group or shared governance group for a specific purpose. A council meets regularly and provides communiqués to the campus community.

Standing Committee – is composed of a representative group of individuals, and has a direct reporting responsibility to its parent body. Standing committees are constituted to perform a continuing function, remain in existence permanently and meet on a regular basis. By this definition, standing committees have ongoing responsibilities that are necessary for the operation of the District.

Committee – is composed of a variety of individuals whose scope of work is specific to serve a temporary need or address a narrowly defined topic. A committee reports its recommendations to a Standing Committee, Vice Presidents, a constituency leader (e.g., CSEA President) or a Council. A committee can be long term in nature and may meet on a regular basis.

Subcommittee – is a subset of a standing committee or committee; meetings may be less regular or on an as-needed basis. Subcommittees report to their specified parent standing committee.

Task Force – may be composed of a variety of individuals, which may include administrators, and representatives of student, faculty and staff. Task forces are created by a subcommittee or organizational council to address a specific issue and meets until its charge has been completed. It is characterized by being focused on a single issue and is usually short-term in nature. Upon conclusion of the task, the task force is disbanded.

Ad Hoc Committee – is comprised of a small group of committee or subcommittee members for a specific task and meet only as needed.

In accordance with Procedure 2510, each committee or council will establish operating principles to govern the following:

- An annual review of its goals in relation to the college mission to be presented in a written progress report to its designated parent committee as determined by the Shared Planning & Decision Making Handbook
- A method to determine the membership of the committee, unless otherwise prescribed.
- Distribution of agenda prior to meeting dates, timely distribution of minutes and distribution of other materials deemed necessary for the effective participation on said committees. These materials will be maintained and available on the committee website annually. Archived documents will be electronically stored in an accessible public domain.
- Methods to conduct their meetings in accordance with standard parliamentary procedures and/or self-developed norms.
- A calendar of meeting dates made available at the beginning of each academic year.

Overview of Participants and Roles

The Governing Board

The Governing Board retains the ultimate fiduciary responsibility for administration of the District and is the policy setting body for the District pursuant to Ed Code 70902. The locally elected Governing Board:

- Represents the College's interest
- Sets policy direction
- Delegates power and authority to the Superintendent/President to effectively lead the District
- Responds directly to the Academic Senate on all academic and professional matters.
- Establishes the climate in which educational goals are accomplished
- Defines legal, ethical, and prudent standards for college and district operations
- Hires and evaluates the Superintendent/President
- Assures fiscal health and stability
- Monitors institutional performance
- Represents the community

In carrying out these functions, the Governing Board provides for and encourages effective participation by all constituencies in shared planning and decision making. The Governing Board may act, after a good faith effort to reach agreement, for compelling legal, fiscal, or organizational reasons.

The Governing Board has, in Policy #2510 – Shared Planning and Decision Making -- established opportunity and encouragement for faculty, students, classified staff, and administrators to participate effectively in District and college governance. Student government and classified staff representatives are provided with opportunities to participate in the formulation and development of District and college policies and procedures that have significant effect on students and staff through membership on appropriate District and college councils, committees and task forces.

The Superintendent/President

The Governing Board has bestowed upon the Superintendent/President the authority and responsibility to administer the District, authorized the Superintendent/President to assign other positions as designees, and provided that the Board's designee(s) may carry out collegial consultation with all constituencies. The Governing Board has specified that after participating in established consultation processes, including with the administration of the District, the Academic Senate retains the right to present its views and recommendations directly to the Governing Board in accordance with California Education Code and Title 5.

The Academic Senate

As per Title 5, Section 53203 of the California Code of Regulations and District Policy 2510—Shared Planning and Decision Making, the Academic Senate represents faculty in the development of policies and procedures related to all academic and professional matters. District Policy 2515—The Role and the Scope of the Academic Senate: 10 + 1 Agreement—outlines the areas on which the Governing Board must rely primarily and on which they must mutually agree. The Southwestern College Academic Senate is established as a separate body representing the faculty of Southwestern College. Faculty appointments to councils, committees, taskforces, or other groups shall be made by the Academic Senate, except for the those requiring the faculty collective bargaining unit, SCEA, representation as per contract language.

The Southwestern College Education Association (SCEA)

The SCEA is the exclusive representative of the faculty of the District in matters of compensation, workload and working conditions as specified in Government Code Section 3543 et al. Representatives of SCEA may be included as members of various governance councils, committees or taskforces to ensure full constituency inclusion.

The Southwestern Community College District Administrators' Association (SCCDAA)

The Administrators' Association is representative of the academic and classified administrators, managers and supervisors of the District in matters of compensation and working conditions and participates in development of policies and procedures. Representatives of the Administrators' Association may be included as members of various governance councils, committees or taskforces.

The California School Employees Association (CSEA), Chapter 524

CSEA is the exclusive representative of classified employees of the District in matters of compensation and working conditions as specified in Government Code Section 3543 et al. Representatives of CSEA may be included as members of various governance councils, committees or taskforces to ensure full constituency inclusion. Currently, this policy is being reviewed to include the confidential employees.

The Associated Student Organization (ASO)

The ASO, for the purposes of these governance structures, is the official voice of the students and is responsible for selecting students to serve on councils, committees and taskforces where representation of students is stipulated.

POLICY FOR SHARED PLANNING & DECISION-MAKING

District Policy 2510: Shared Planning and Decision Making (Adopted 10/13/10)

Southwestern Community College District believes that the high quality of decision-making and planning and the resulting programs and services offered by the College are dependent upon a collaborative process in which creative thinking, ideas and perspectives contribute to the well being of the entire College community. The Governing Board of Southwestern Community College District adopts the following principles and policies when receiving, adopting and acting upon recommendations from the Academic Senate in areas of academic and professional matters as specified in Title 5, Section 53200, of the California State Code of Regulations, and AB 1725 (1988) and in respect to the concept and need for shared planning and decision-making in all areas defined by State laws and regulations. In executing that responsibility, the Governing Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Except for unforeseeable emergency situations, the Governing Board or its sole designee shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540 et seq., or any collectively bargained agreements.

Each of the following constituent groups shall participate as required by law in the decision-making processes of the District:

1. Faculty (Title 5 Sections 53200-53206 & AB 1725)

Faculty shall be provided with opportunities for participatory decision making and have a substantial voice in decision-making. The Governing Board or its designees will consult with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law, District Policy and Procedure No. 2510, "Shared Planning & Decision Making," and District Policy and Procedure No. 2515, "Role & Scope of the Academic Senate: 10 + 1 Agreement".

The Governing Board recognizes Southwestern College Educator's Association (SCEA) as the exclusive bargaining unit for faculty.

2. Staff (Title 5 Section 51023.5 & Education Code Section 70901.2)

Staff shall be provided with opportunities for participatory decision making and have a substantial voice in decision making. "Staff" means all employees in the Classified Service, including Classified Administrators, Classified Confidentials and Classified Bargaining Unit members.

The Governing Board recognizes California School Employees' Association (CSEA) Chapter 524 as the exclusive bargaining agent for all members of the classified bargaining unit. The Governing Board or its designee will work jointly with CSEA Chapter 524 to ensure the District's compliance with California Education Code Section 70901.2 and any other legislation, legal decisions, or administrative determinations affecting shared governance issues.

3. Students (Title 5 Section 51023.7)

The Associated Students Organization (ASO) shall be provided with opportunities to participate for participatory decision making and have a substantial voice in decision-making. The recommendations and positions of the ASO will be given equal value and every reasonable consideration.

The Governing Board recognizes the ASO as the official voice for all Southwestern College students in the areas listed below:

1. grading policies
2. codes of student conduct
3. academic disciplinary policies
4. curriculum development
5. courses or programs which should be initiated or discontinued
6. processes for institutional planning and budget development
7. standards and policies regarding student preparation and success
8. student services planning and development
9. student fees within the authority of the District to adopt
10. any other District or College policy, procedure or related matter that the District Governing Board determines will have a significant effect on students.
11. policies and procedures pertaining to the hiring and evaluation of faculty, administration and staff.

4. Administrators

Administrators shall be provided with opportunities for participatory decision making and have a substantial voice in decision making.

The Governing Board recognizes Southwestern Community College District Administrator's Association (SCCDAA) as the sole and official representation of administrators promoting the interest of administrators of the District

PROCEDURES FOR SHARED PLANNING & DECISION-MAKING

District Procedures 2510: Shared Planning and Decision Making (Adopted 10/13/10)

A. Purpose:

Southwestern Community College District believes that the high quality of planning, decision making, programs and services offered by the College is dependent upon the most creative thinking, ideas and contributions by the entire College community. The Governing Board of the Southwestern Community College District, adopts the following principles and policies when receiving, adopting, and acting upon recommendations from the Academic Senate in areas of academic and professional matters as specified in Title 5, Section 53200, of the California State Code of Regulations, and AB 1725 (1988).

The Governing Board shall identify procedures for the delegation of authority and responsibility to its Academic Senate. The Governing Board and Academic Senate are then enjoined to consult with each other in a collegial and timely manner. Regulations have made provision to rely primarily on the judgment of the Academic Senate, or to seek joint resolution with the Academic Senate.

“Participatory decision-making” is the act of District employees participating collegially in the decision-making processes of the College. The goal of participatory decision-making is to include within the decision-making processes, representatives of all college constituencies affected by these decisions (Title 5 53203.a-f and Education Code Sections 66700 and 70901). To ensure that governance is shared, all groups shall operate within the participatory decision-making processes. Mutual trust and support are essential for the success of participatory decision making; these result from demonstration by each group involved that they first seek to improve the college and to strengthen its ability to carry out the college’s mission of educating our constituent populations. Participatory decision making is designed to serve the entire District. It is, therefore, incumbent upon all constituent groups, ad-hoc committees, standing committees, councils, task forces, and others involved, to ensure that representation from all areas of the District, and any satellite locations, be fair and inclusive. Every effort should be made to include individuals who increase the District’s ability to represent the increasingly diverse student body faculty, staff, employees and the District population.

B. Principles:

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.

The number and size of committees should be kept as small as possible.

Each committee or council will establish operating principles to govern the following:

- An annual review of its goals in relation to the college mission to be presented in a written progress report to its designated parent committee as determined by the Integrated Planning Handbook.
- A method to determine the membership of the committee.

- Distribution of agenda prior to meeting dates, timely distribution of minutes and distribution of other materials deemed necessary for the effective participation on said committees. These materials will be maintained and available on the committee website annually. Archival documents will be electronically stored in an accessible public domain.
- Methods to conduct their meetings in accordance with standard parliamentary procedures and/or self-developed rules.
- A calendar of meeting dates made available at the beginning of each academic year.

Constituent groups may form ad-hoc groups and task forces as needed based on definitions determined by the Integrated Planning Model Handbook.

The Superintendent/President shall act as the Governing Board's sole designee in matters which affect shared planning and decision making and which pertain to faculty outside of the collective bargaining process.

C. Constituent Groups

Each of the following shall participate as required by law in the decision-making processes of the District:

1. Faculty (Title 5 Sections 53200-53206 & AB 1725)

Faculty shall be included in all matters of participatory decision-making in order to ensure full participation of all constituency groups.

The Governing Board or its sole designee will consult with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law, District Policy No. 2510, "Shared Planning & Decision Making," and District Policy and Procedure No. 2515 "Role & Scope of the Academic Senate: 10 + 1 Agreement," which clarifies the areas of rely primarily and mutually agree, which are based on Education Code, Title 5 regulations and AB 1725.

All faculty appointments shall be made through the Academic Senate President except those that entail compensation, workload and working conditions, which shall be made through the SCEA President.

2. Staff (Title 5 Section 51023.5.)

Staff shall be included in all matters of participatory decision-making in order to ensure full participation of all constituency groups.

All classified staff appointments will be made through the CSEA President except those that entail inclusion of Confidentials, which shall be made by the Confidentials group.

3. Students (Title 5 Section 51023.7.)

Students shall be included in all matters of participatory decision-making in order to ensure full participation of all constituency groups.

All student appointments shall be made through the ASO President.

4. Administrators

Administrators shall be included in all matters of participatory decision-making in order to ensure full participation of all constituency groups. The Southwestern Community College District Administrators' Association (SCCDAA) utilizes the meet and confer process to represent the administrative staff.

All administrator appointments shall be made through the SCCDAA President.

Except for unforeseeable emergency situations, the Governing Board or its sole designee shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. Any action taken by the Governing Board or its sole designee in emergency situations shall be explained in writing and made available to all constituency groups for transparency in shared decision-making at our campus and to strengthen participatory decision making among all constituencies.

POLICY FOR ROLE & SCOPE OF THE ACADEMIC SENATE

District Policy 2515: Role & Scope of the Academic Senate: 10 + 1 Agreement (Adopted 10/13/10)

The Governing Board has established this policy to outline the District's official Agreement with the Academic Senate as set out in AB 1725 and hereby agrees to consult with the Academic Senate in either rely primarily or mutually agree manner with respect to all academic and professional matters as defined by law.

Academic and professional matters are defined in AB 1725 and regulation, which includes policy development and implementation. These 10 + 1 areas include:

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.
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.

Corresponding procedures to implement Policy No. 2515 have been developed in collaboration with the Academic Senate.

PROCEDURES FOR ROLE & SCOPE OF ACADEMIC SENATE

*District Procedures 2515: Role & Scope of the Academic Senate: 10 + 1 Agreement*_(Adopted 10/13/10)

The Governing Board agrees to consult with the Academic Senate and to either rely primarily upon the advice and judgment of the Academic Senate or mutually agree with respect to all academic and professional matters as defined by law. The Governing Board designates the Superintendent/President as its sole designee for purposes of implementation of this policy. Regarding all academic and professional matters, the Board of Trustees recognizes the Academic Senate as the representative of the faculty and will rely primarily upon the advice and judgment of the Academic Senate in accordance with processes of collegial consultation as defined by law and outlined in this procedure.

a) Title 5 Mandate:

Academic and professional matters are delineated in Title 5, Section §53200 (c), the Governing Boards of individual Community College Districts are directed by this section and §53200 (d) to "consult collegially." This means that the District Governing Board shall develop policies on academic and professional matters through either or both of the following methods. At the Governing Board's discretion, they may either Rely Primarily or Mutually Agree with the Academic Senate. Academic and professional matters are defined in regulation, which includes policy development and implementation.

b) Definitions & Procedures:

"Rely Primarily" means that the Governing Board shall rely primarily upon the advice and judgment of the Academic Senate. The recommendations of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not approved after a good faith effort to reach agreement, the Board or its designee shall promptly communicate in writing its reason to the Academic Senate within a period of ten (10) days.

"Mutually Agree" means that recommendations will be prepared by either the Academic Senate or the Board's designee and are subsequently ratified by both. If mutual agreement cannot be reached, the Board or its designee shall promptly communicate in writing its reason to the Academic Senate within a period of ten (10) days.

A. The Governing Board of Southwestern College shall **rely primarily** upon the advice and judgment of the Academic Senate in the following areas:

- 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.

B. Matters that require the SWC Governing Board and the Academic Senate to **mutually agree** include:

- 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.

Policy No. 2515 and its corresponding Procedure No. 2515 cannot be changed without full agreement of the Academic Senate.



SCC Consultation Forms

The following form is used to track consultation and approval of shared governance matters and originates at the SCC.

Southwestern Community College District
Shared Consultation Council (SCC)

Request for Consultation Form

(All items for consultation will be submitted to the SCC for first consultation on an SCC agenda)

Title:			
Brief Overview of Proposal (attach additional support documentation as appropriate):			
STEP 1	Date of First SCC Consultation:		
STEP 2	Consultation Start Date:		
STEP 3	Name of Originator:		
	Sponsoring Constituency Group:		
	Extension:	Email:	
STEP 4	Timeline determined by SCC	☐ Normal (14-21 Calendar Days)	
		☐ Urgent (5-7 Calendar Days) Must provide a rationale:	

STEP 5			
	SCC Constituency Group Required for Consultation (Check all that apply)		Additional Stakeholders Required For Consultation
☐	Academic Senate	1.	
☐	ASO	2.	
☐	Classified Senate	3.	
☐	CSEA	4.	
☐	Confidentials Employee Group	5.	
☐	SCEA	6.	
☐	SCCDAA	7.	

STEP 6	
Acknowledgment of Consultation Tracking This form is intended to track acknowledgment of consultation and to confirm that the SCC representatives for each constituent group below has had an opportunity to consult with the appropriate constituent group in the manner most effective for that group. This form does not imply agreement, only acknowledgement that opportunity consultation has occurred.	
Constituency Group-Representative	
Date	Academic Senate-Academic Senate President
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, Academic Senate meeting):	
Date	Associated Student Organization- ASO President
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, ASO meeting):	
Date	California School Employee's Association-CSEA President
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, CSEA meeting):	
Date	Classified Senate- Senate President
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, Classified Senate meeting):	
Date	Confidential Employees-Confidentials Designee
Signature	
Manner of consultation (e.g. global e-mail, committee meeting):	

Date	Southwestern College Education Association-SCEA President
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, SCEA meeting):	
Date	Southwestern Community College Administrators Association -SCCDAA President
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, CMT meeting):	

STEP 7	Results of SCC Action
☐	Item Approved Date:
☐	Item Not Approved Date:
☐	Item Tabled Date:
☐	Item Postponed / No Action Date:

This SCC Consultation Form is used by SCC members to record constituency feedback on issues related to shared planning and decision-making. This is not an official record of a constituent group's position on an issue.

SCC Consultation Form

STRATEGIC PLANNING ~ POLICY & PROCEDURE APPROVAL ~ ISSUE MANAGEMENT ~ CAMPUS COMMUNICATION

For WEEKDAY, MONTH ##, YEAR

AGENDA ITEM	Approve/ Not Approve?	Constituent Input/Comments
Constituent Feedback needed:		
Constituent Feedback needed:		
Constituent Feedback needed:		
Constituent Feedback needed:		
Constituent Feedback needed:		
Constituent Feedback needed:		

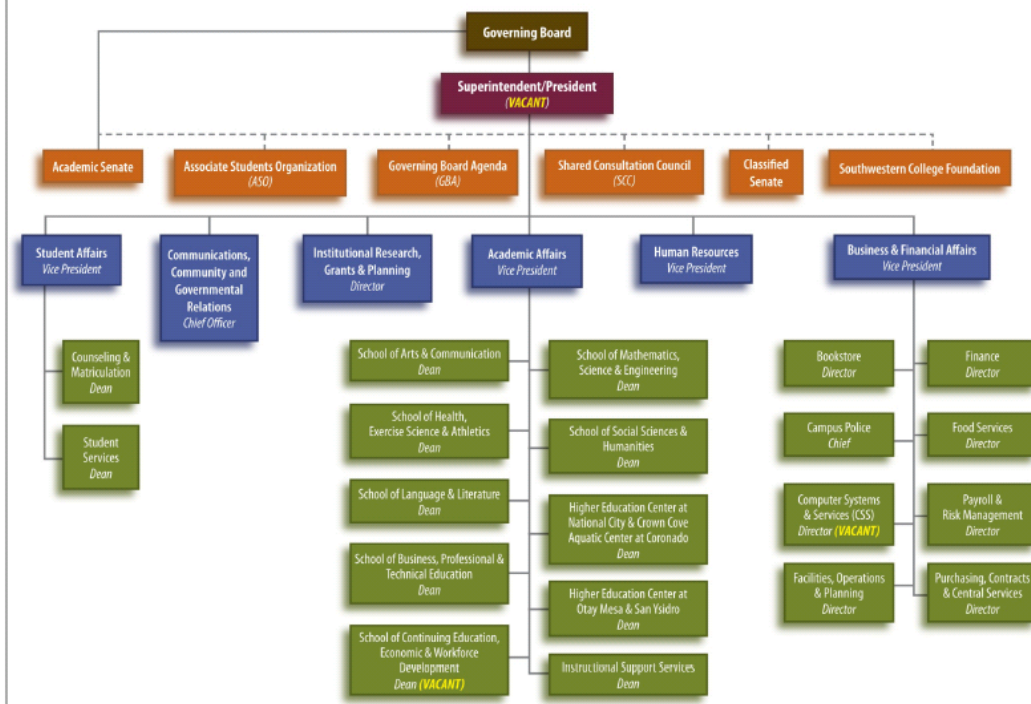


Organizational Flowcharts

Southwestern College Organizational Chart

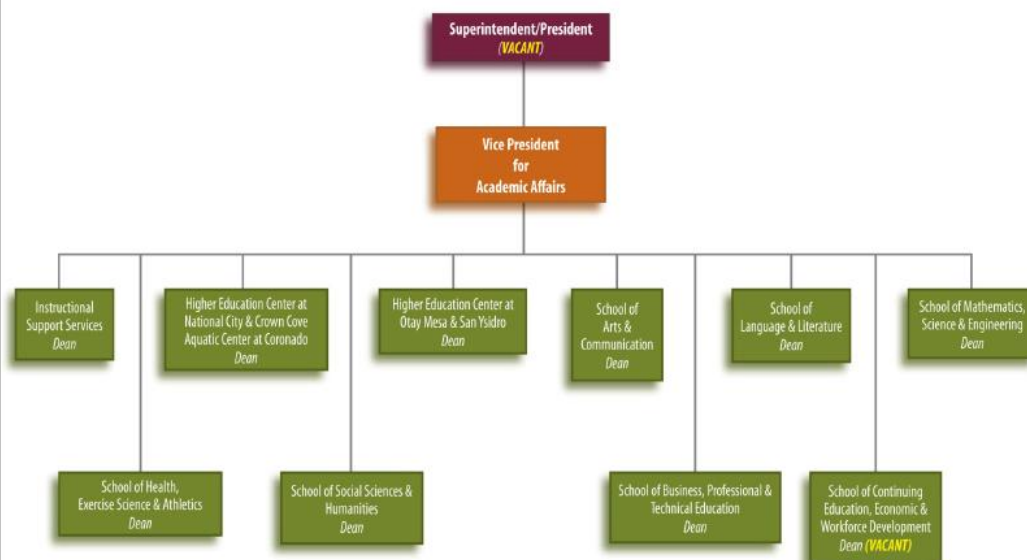
SOUTHWESTERN COLLEGE

January 2011



Academic Affairs

SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART
January 2011

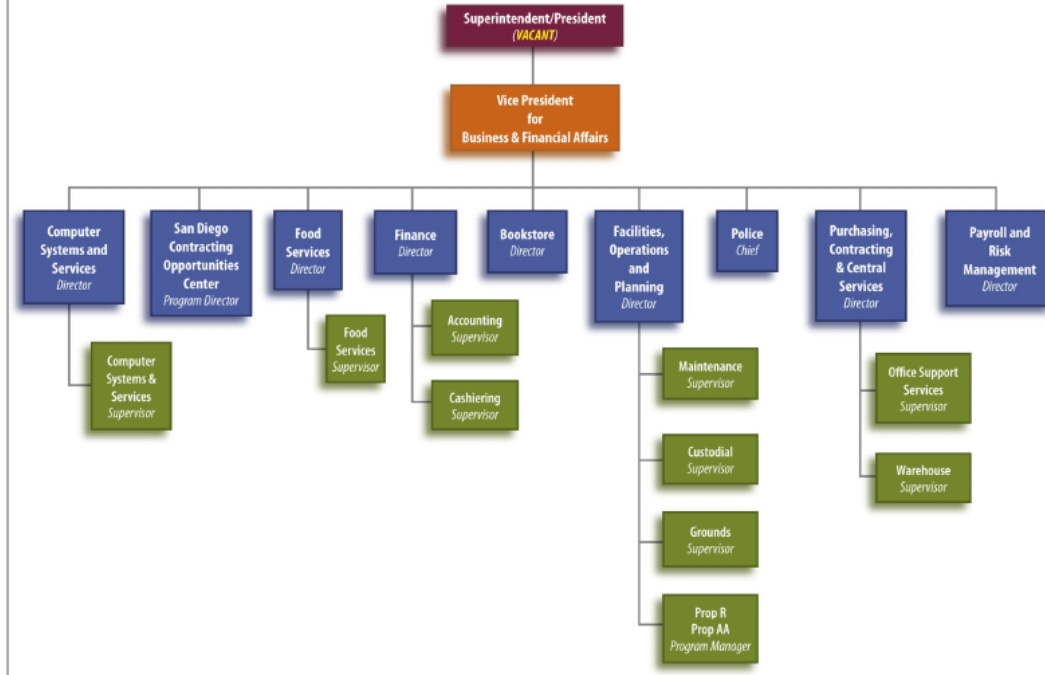


Revised 2/21/11

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Business and Financial Affairs

SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART
January 2011

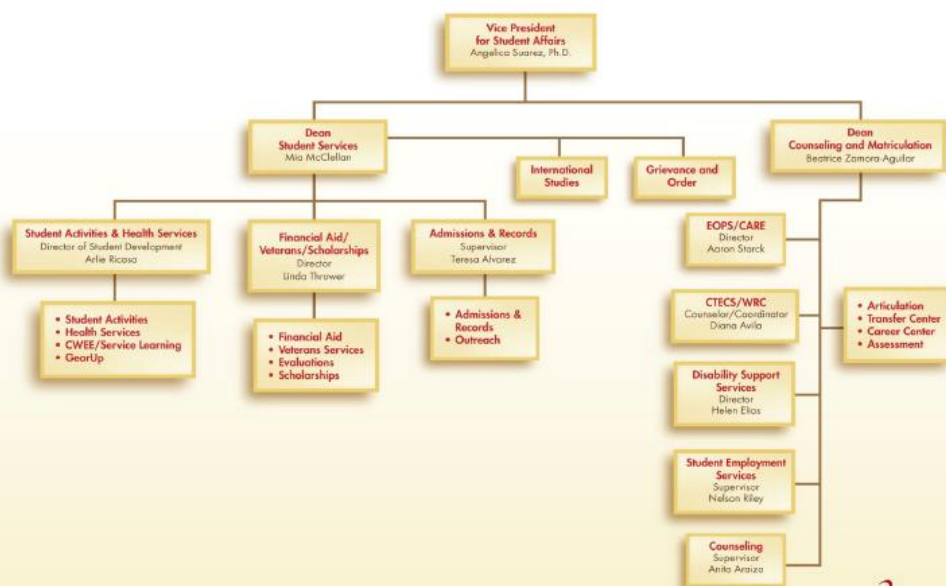


Revised 2/21/11

Page 45 of 136

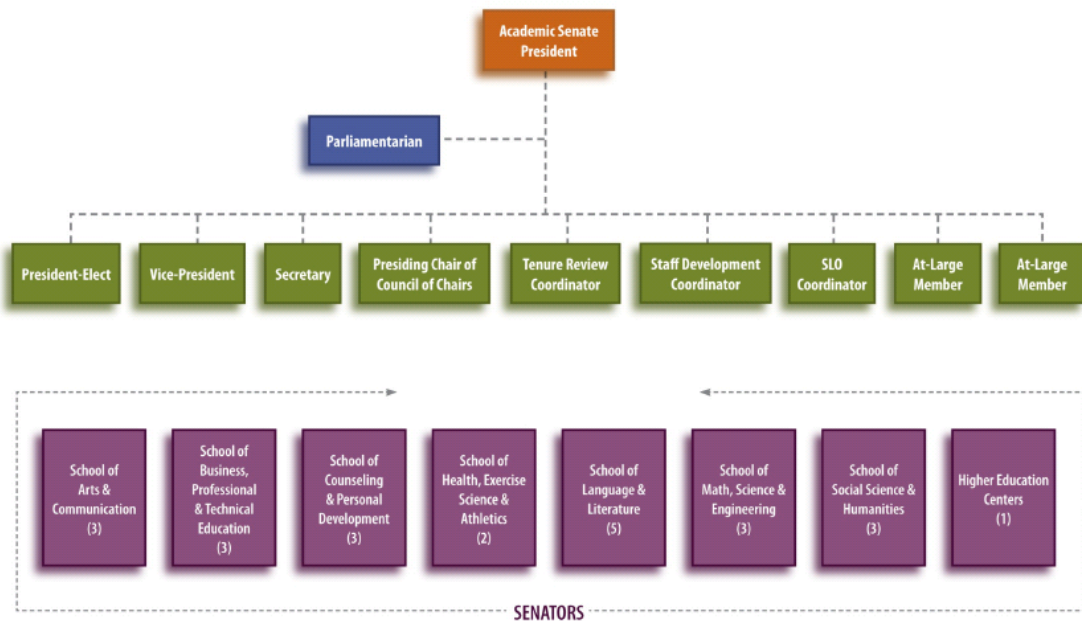
Student Affairs Organizational Chart

Effective: July 1, 2009



Academic Senate

SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART
January 2011



Revised 2/21/11

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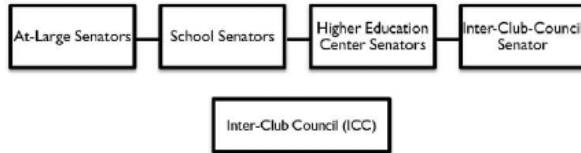


ASSOCIATED STUDENT ORGANIZATION (ASO) LEADERSHIP CHART

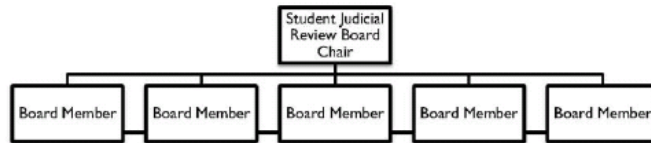
EXECUTIVE BRANCH



LEGISLATIVE BRANCH



JUDICIAL BRANCH



APPENDIX P

SWCCD Governing Board Accreditation Resolution on Governance



Resolution No. 1689
SOUTHWESTERN COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD ACCREDITATION RESOLUTION ON GOVERNANCE

WHEREAS, Education Code 70902 authorizes and defines local boards and authorizes local boards to delegate authority to the chief executive officer, unless prohibited by law¹;

WHEREAS, the Governing Board of Southwestern Community College District (SCCD) recognizes that the primary purpose of an ACCJC-accredited institution is to foster learning in its students and has established Accreditation Standards whereby institutions of higher learning are accredited²;

WHEREAS, the Governing Board is committed to adhering to ethical leadership and governance standards;

WHEREAS, Standard IV, *Leadership and Governance*, establishes that “*ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement*”¹ and provides that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve³;

WHEREAS, Standard IV-B: *Board and Administrative Organization* provides that institutions recognize the designated responsibilities of the Governing Board for setting policies and of the chief administrator for the effective operation of the institution⁴;

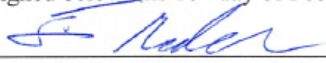
WHEREAS, Standard IV-B1a: *Board and Administrative Organization* provides that once the SCCD Governing Board reaches a decision, it acts as a whole⁵;

WHEREAS, Standard IV-Bj: *Board and Administrative Organization* provides that the SCCD Governing Board delegates full responsibility and authority to Superintendent/President to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively⁶;

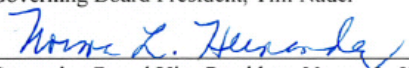
WHEREAS, Standard IV-Bj: *Board and Administrative Organization* provides that the SCCD Governing Board has the responsibility for evaluating the Superintendent/President, recognizing that the Governing Board intervenes when negative circumstances arise which potentially interfere with the ability of the institution to maintain Accreditation, ethical, and/or legal standards⁷;

WHEREAS, Standard IV-B2: *Board and Administrative Organization* provides that the Superintendent/President has primary responsibility for the quality of the institution he/she leads and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness⁸.

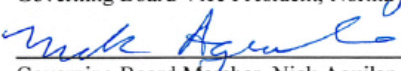
THEREFORE BE IT RESOLVED, each member of the SCCD Governing Board accepts and adheres to the ACCJC/WASC Accreditation Standards, particularly applicable to leadership and governance, as publicly witnessed and signed below this 16th day of February, 2011.



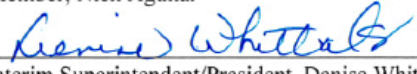
Governing Board President, Tim Nader



Governing Board Vice President, Norma L. Hernandez



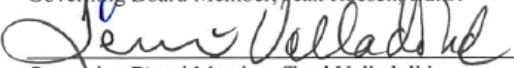
Governing Board Member, Nick Aguilar

Witness: 

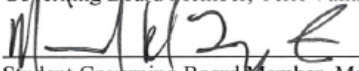
Interim Superintendent/President, Denise Whittaker



Governing Board Member, Jean Roesch, Ed.D. -



Governing Board Member, Terri Valladolid



Student Governing Board Member, Manuel R. Lopez, Jr.

¹ California Education Code Section 70902

²⁻⁸ Accrediting Commission for Community and Junior Colleges (ACCJC) / Western Association of Schools and Colleges (WASC), Standard IV, Adopted, June 2002

APPENDIX Q

SWCCD Governing Board Study Session
Agenda: February 16, 2011



SUGGESTED ORDER OF BUSINESS

SPECIAL MEETING OF THE GOVERNING BOARD SOUTHWESTERN COMMUNITY COLLEGE DISTRICT

TIM NADER, GOVERNING BOARD PRESIDENT
 NORMA L. HERNANDEZ, GOVERNING BOARD VICE PRESIDENT
 NICK AGUILAR, GOVERNING BOARD MEMBER
 JEAN ROESCH, Ed.D., GOVERNING BOARD MEMBER
 TERRI VALLADOLID, GOVERNING BOARD MEMBER
 MANUEL R. LOPEZ, JR., STUDENT GOVERNING BOARD MEMBER
 DENISE WHITTAKER, INTERIM SECRETARY TO GOVERNING BOARD
 AND INTERIM SUPERINTENDENT/PRESIDENT

Written notice is hereby given in accordance with Government Code Section 54956 that a special meeting of the Governing Board of the Southwestern Community College District will be held as noted below:

DATE: Wednesday, February 16, 2011
 TIME: 6:00 p.m.
 LOCATION: Southwestern College
 Learning Resource Center (LRC), L238

Compliance with Americans With Disabilities Act

Southwestern Community College District, in compliance with the American Disabilities Act (ADA), requests individuals who may need special accommodation to access, attend, and/or participate in Board meetings to contact Mary Ganio at (619) 482-6301 in advance of the meeting for information on such accommodation.

	ITEM
<i>Call to Order</i>	1. CALL TO ORDER (Nader) 6:00 p.m., LRC L238 Attendance at this special meeting (Board members arriving after meeting commences will be noted as "present" at point in this suggested order of business at which they arrive). Present: Absent:
<i>Pledge of Allegiance</i>	2. PLEDGE OF ALLEGIANCE (Nader)
<i>Oral Communication</i>	3. ORAL COMMUNICATION (Nader) Persons wishing to address the Governing Board under this item should fill out a yellow request card (available at the reception table) and indicate on the card if they wish to be called under Oral Communication, or when a specific agenda item is considered. An oral presentation to the Board does <i>not</i> constitute an open discussion on the presentation topic, unless that topic is on the posted agenda. Pursuant to the Brown Act (Government Code Section 54954.2(a)): "No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may <i>briefly</i> respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3."

	ITEM
<i>Study Session</i>	4. BOARD STUDY SESSION (Nader) The Governing Board will conduct a study session, facilitated by Interim Superintendent/President Whittaker, to address accreditation recommendations related to the Board and may take action as indicated below.
	4A. <u>RECOMMENDATION #9</u>
<i>Information</i>	4A1. Review Recommendation #9 (ENCLOSURE)
<i>Information</i>	4A2. Review of AACJC Standards IV (ENCLOSURE)
<i>Action</i>	4A3. Board Resolution on Governance (ENCLOSURE) (The Board will consider adoption of a Board resolution.)
<i>Information</i>	4A4. Review Education Code Applicable to Community College Governing Boards (ENCLOSURE)
<i>Information</i>	4A5. Review CCLC Board Policies (ENCLOSURE)
<i>Discussion</i>	4A6. Discuss Clarification of "Micromanagement" and Role of the Governing Board and Role of the Superintendent/President
<i>Action</i>	4A7. Establish Board Training Schedule (The Board will discuss and establish a training/study session schedule.)
	4B. <u>RECOMMENDATION #10</u>
<i>Information</i>	4B1. Review Recommendation # 10 (ENCLOSURE)
<i>Information</i>	4B2. Review of AACJC Standards IV.B2.g (ENCLOSURE)
<i>Information</i>	4B3. Review Self-Evaluation Policy No. 2745 (ENCLOSURE)
<i>Information</i>	4B4. Review Campus Climate Survey Results (ENCLOSURE)
<i>Information</i>	4B5. Review Governing Board Self-Evaluation Instrument (ENCLOSURE)
<i>Information</i>	4B6. Review of Board Goals (ENCLOSURE)
<i>Action</i>	4B7. Establish Timeline for Completion of Governing Board Self Evaluation (The Board will establish a timeline.)
<i>Information</i>	4B8. Review of Education Code Related to Code of Ethics (ENCLOSURE)
<i>Information</i>	4B9. Review Conflict of Interest Policy and Procedure No 2710 (ENCLOSURE)
<i>Information</i>	4B10. Review Conflict of Interest Code Policy and Procedure No. 2712 (ENCLOSURE)
<i>Information</i>	4B11. Review Code of Ethics Policy and Procedure No. 2715 (ENCLOSURE)
<i>Information</i>	4B12. California Fair Political Practices Commission (ENCLOSURE)
<i>Action</i>	4B13. Code of Ethics Compliance Form (ENCLOSURE) (The Board will review/sign the Code of Ethics Compliance form.)

APPENDIX R

Recommendation 9: Governing Board Signatures of Acknowledgement



**SOUTHWESTERN COMMUNITY COLLEGE DISTRICT GOVERNING BOARD MEMBERS
SIGNATURES OF ACKNOWLEDGEMENT**

RECOMMENDATION NINE:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends the Governing 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 Governing Board act as a whole once it reaches a decision and as an advocate for the college [IV.B.1.a and IV.B.1.j].

RESOLUTION OF RECOMMENDATION NINE:

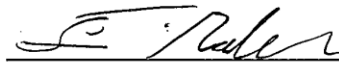
RESOLVED

The Governing Board is *adhering to its role as a policy-making body and not interfering with the authority and responsibility of the Superintendent/President for college operations.* Since the change in Governing Board members, there is demonstrated respect for each other's opinions, even when not in agreement, and the Trustees are committed to and have *acted as a whole once decisions are reached.* They also continue to *advocate for the college.*

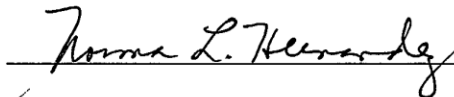
SIGNATURES OF ACKNOWLEDGEMENT:

The Governing Board of the Southwestern Community College District hereby unanimously verifies and asserts its support for the statements made in response to Recommendation Nine, this 9th day of March, 2011.

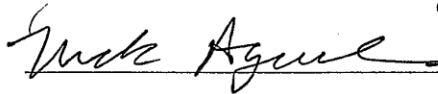
Tim Nader, Board President



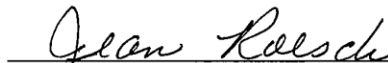
Norma L. Hernandez, Board Vice President



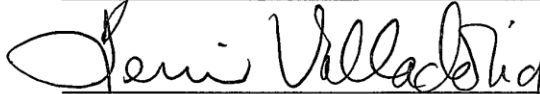
Nick Aguilar, Board Member



Jean Roesch, Ed.D. Board Member



Terri Valladolid, Board Member



Manuel R. López, Jr., Student Board Member



APPENDIX S

Governing Board New Board Member
Orientation Agenda: January 12, 2011

AGENDA

New Governing Board Member Orientation

Superintendent/President's Conference Room, 100A

January 12, 2011, 6:15 – 7:30 PM

Attendees: Norma L. Hernandez, Tim Nadar, Angelica Suarez, Don Averill (Accreditation Consultant, PPL)

Roles, Goals, and Support Systems

- A. CCLC Trustee Handbook (ENCLOSURE)
- B. Board Policies: Chapter 2 (ENCLOSURE)
 - GB Policy/Procedure 2710: Conflict of Interest (ENCLOSURE)
 - GB Policy/Procedure 2710: Code of Ethics (ENCLOSURE)
- C. Key Superintendent/President & Governing Board Office contact
 - Mary Ganio, (619) 482-6301
- D. Superintendent/President/Board Relations and Communications
 - Superintendent/President Contact Information
 - Pre-board meetings with trustees
 - Superintendent/President's Board meeting report
- E. Board Goals for 2010-2011 (ENCLOSURE)

Orientation to the College

- A. Characteristics
 - Student Profile (ENCLOSURE)
 - Enrollment Goals (ENCLOSURE)
- B. WASC/ACCJC: Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges
 - Board Orientation/Discussion Points by LPL (Averill) (ENCLOSURE)
 - Accreditation Gap Analysis by LPL (ENCLOSURE)
- C. Other Resources:

- Accreditation Under Sanction 2009 (ENCLOSURE)
 - ACCJC Dialogue (ENCLOSURE)
 - American Governing Board (AGB) Ten Responsibilities of Boards & Board Governance (ENCLOSURE)
 - Accreditation Site Visit Report (ENCLOSURE)
 - Accreditation Action Letter (ENCLOSURE)
 - Accreditation First Follow Up Report – October 2010 (ENCLOSURE)
 - Accreditation Second Follow Up Report – March 2011 (ENCLOSURE)
- D. Role of the Academic Senates, Classified Senate, and Associated Student Governments
- GB Policy/Procedure 2510: Shared Planning & Decision Making Policy (ENCLOSURE)
 - GB Policy/Procedure 2515: Role & Scope of the Academic Senate: 10+1 Agreement (ENCLOSURE)
- E. August 2010 Collegial Consultation Workshop facilitated by Scott Lay, Vice President Community College League of California and Jane Patton, President California Statewide Academic Senate (ENCLOSURE)
- F. Institutional Planning
- Educational & Facilities Master Plan (ENCLOSURE)
 - District Strategic Plan 2006-2009 (Extended Through 2012) (ENCLOSURE)
 - District Approved Budget 2010/2011 (ENCLOSURE)

Trustee Advocacy and Development

- A. San Diego and Imperial Counties Community College Association (SDICCCA) Board Alliance Meetings (1st Monday of the Month at 11:00) – Attended by GB President, S/P, & CCCGR (ENCLOSURE)
- B. Community College League of California (CCLC) **New Trustee Workshop and Legislative Conference January 21-24, 2011**, Sacramento CA (Scheduled)

Board Meetings, Workshops, and Retreats

- A. Board Meetings
- Board meeting schedule (ENCLOSURE)
 - Board meeting agendas
 - Brown Act Compliance (ENCLOSURE)
- B. Board Retreat/Self Evaluation/Board Goals – March 2011 (tentative)

Proposition R

- A. Citizens Oversight Committee Membership & Bylaws (ENCLOSURE)
- B. Ballot Language (ENCLOSURE)
- C. Board Resolution (ENCLOSURE)
- D. Bond Overview/Presentation (ENCLOSURE)

APPENDIX T

Governing Board Retreat Agenda: March 12, 2011



SUGGESTED ORDER OF BUSINESS

SPECIAL MEETING OF THE GOVERNING BOARD SOUTHWESTERN COMMUNITY COLLEGE DISTRICT

TIM NADER, GOVERNING BOARD PRESIDENT
NORMA L. HERNANDEZ, GOVERNING BOARD VICE PRESIDENT
NICK AGUILAR, GOVERNING BOARD MEMBER
JEAN ROESCH, Ed.D., GOVERNING BOARD MEMBER
TERRI VALLADOLID, GOVERNING BOARD MEMBER
MANUEL R. LOPEZ, JR., STUDENT GOVERNING BOARD MEMBER
DENISE WHITTAKER, INTERIM SECRETARY TO GOVERNING BOARD
AND INTERIM SUPERINTENDENT/PRESIDENT

Written notice is hereby given in accordance with Government Code Section 54956 that a special meeting of the Governing Board of the Southwestern Community College District will be held as noted below:

DATE: Saturday, March 12, 2011
TIME: 9:00 a.m.
LOCATION: Southwestern College
Higher Education Center at National City (HEC, NC), Rm 7120
880 National City Blvd.
National City, CA 91950

Compliance with Americans With Disabilities Act

Southwestern Community College District, in compliance with the American Disabilities Act (ADA), requests individuals who may need special accommodation to access, attend, and/or participate in Board meetings to contact Mary Ganio at (619) 482-6301 in advance of the meeting for information on such accommodation.

	ITEM
Call to Order	1. CALL TO ORDER (Nader) 9:00 a.m., HEC, NC, Rm 7120 Attendance at this special meeting (Board members arriving after meeting commences will be noted as "present" at point in this suggested order of business at which they arrive). Present: Absent:
Pledge of Allegiance	2. PLEDGE OF ALLEGIANCE (Nader)
Oral Communication	3. ORAL COMMUNICATION (Nader) Persons wishing to address the Governing Board under this item should fill out a yellow request card (available at the reception table) and indicate on the card if they wish to be called under Oral Communication, or when a specific agenda item is considered. An oral presentation to the Board does <i>not</i> constitute an open discussion on the presentation topic, unless that topic is on the posted agenda. Pursuant to the Brown Act (Government Code Section 54954.2(a)): "No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may <i>briefly</i> respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3."

	ITEM
Board Retreat	4. BOARD RETREAT (Nader) The Governing Board will conduct a retreat, facilitated by Dr. Cindra Smith, to include the following: 4A. CONDUCT THE BOARD ANNUAL SELF EVALUATION 4A1. Board Self-Evaluation Results (ENCLOSURE) 4A2. Campus Climate Survey Board Results Fall 2010 (ENCLOSURE) 4A3. Campus Climate Mini Survey Board Results Spring 2011 (ENCLOSURE) 4B. CLARIFY BOARD AND CEO ROLES & PROTOCOLS 4B1. Clarify Board and CEO Roles & Protocols (ENCLOSURE) 4B2. Individual vs. the Board as a Whole 4B3. Clarifying Micromanagement (ENCLOSURE) 4C. REVIEW AND/OR DEVELOP BOARD GOALS/GUIDING PRINCIPLES 4C1. Board Vision, Mission and Goals (ENCLOSURE) 4C2. Strategic Goals (ENCLOSURE) 4D. ESTABLISH CALENDAR OF BOARD TRAINING/STUDY SESSION AND BOARD RETREAT/SELF EVALUATION (ENCLOSURE)
Adjournment	5. ADJOURNMENT (Nader)

Tim Nader
Governing Board President

APPENDIX U

Recommendation 10: Governing Board Signatures of Acknowledgement



**SOUTHWESTERN COMMUNITY COLLEGE DISTRICT GOVERNING BOARD MEMBERS
SIGNATURES OF ACKNOWLEDGEMENT**

RECOMMENDATION TEN:

The Team recommends that the Governing Board establish and implement a formal procedure for handling potential conflict of interest and ethics policy violations and document adherence to the protocol [IV.B.1.a and IV.B.1.j].

RESOLUTION OF RECOMMENDATION TEN:

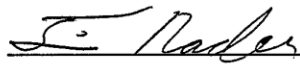
RESOLVED

The Governing Board has fully resolved Recommendation Ten from the 2010 ACCJC/WASC Accreditation Report. The SCCD Board Ethics Policy and Procedures are in place and the Governing Board is confident they will address alleged violations effectively. A revised *Code of Ethics* Policy and a new accompanying procedure were approved by the Governing Board on October 13, 2010. The new Procedure 2710: *Conflict of Interest* was approved by the Governing Board on June 9, 2010. The alleged situation whereby a conflict of interest with a former Trustee and a senior administrator has been eliminated, as neither are part of the College District any longer. The Governing Board has also fully resolved Recommendation Ten from the 1996 and 2003 ACCJC /WASC Accreditation Reports by formally establishing a training calendar and Board development opportunities as described further in this response.

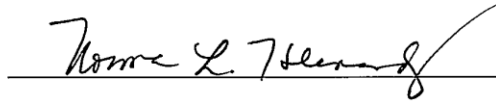
SIGNATURES OF ACKNOWLEDGEMENT:

The Governing Board of the Southwestern Community College District hereby unanimously verifies and asserts its support for the statements made in response to Recommendation Ten, this 9th day of March, 2011.

Tim Nader, Board President



Norma L. Hernandez, Board Vice President



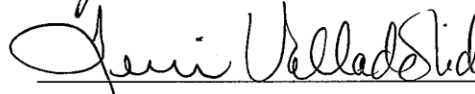
Nick Aguilar, Board Member



Jean Roesch, Ed.D. Board Member



Terri Valladolid, Board Member



Manuel R. López, Jr., Student Board Member

