



Follow Up Report

*Submitted to the Accrediting Commission
For Community and Junior Colleges,
Western Association of Schools and Colleges
October 15, 2010*

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

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Certification of Accreditation Follow Up Report

October 13, 2010

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

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 September 30, 2010. Facts and events after September 30 will be addressed in an addendum to this Follow Up Report.

Signed:

Yolanda Salcido, Governing Board President

Raj K. Chopra, Ph.D., Superintendent/President

Angelina E. Stuart, Academic Senate President

Ron Vess, Accreditation Faculty Co-Chair

Terry Davis, Southwestern Community College District Administrators Association

Bruce MacNintch, President, Classified 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 made progress to comply with the initial recommendations (5, 6, 8(b), 9, and 10) required by the Commission for the October 2010 Follow Up Report, and welcomes the opportunity to identify progress to date and provide action plans on areas still in need of attention.

After receiving the 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 audience. All constituent groups expressed a desire to work together to correct the deficiencies expressed in the site visit team report.

To address the inquiries the College began to receive regarding the College's probationary status, a set of Frequently Asked Questions (FAQs) was developed and posted on the College website (1.3). The FAQs were made available to all constituencies in order for them to provide the most up-to-date information to students.

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 (1.4). 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 reached consensus on the following outcomes (1.5): 1) committee composition (1.6); 2) name; 3) purpose, mission, and vision statement (1.7); 4) formation of work groups to address the ten (10) individual ACCJC recommendations (1.8); and 5) preparation of the meeting schedule (1.9).

The mission and vision statement of the Accreditation Oversight Committee (AOC) are 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 to read as follows:

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

The composition of the 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)
Valerie Goodwin-Colbert (Academic Senate)
Angelina E. Stuart (Academic Senate)
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)
Diane Gustafson (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 group co-leads dialogued within their work groups to interpret the recommendation, plan strategy, and develop a meeting schedule and timeline. In addition, the Accreditation Office prepared guides for the work groups to follow as they addressed each recommendation (1.10).

The AOC was later recognized as an official standing committee of the College and moved under the Shared Consultation Council (SCC) on February 18, 2010, the College's shared planning and decision making committee (1.11). A process for recommendation, communication, and approval was developed by the members (1.12). This approval process included the work groups, AOC, SCC, President's Cabinet, and finally the Governing Board where required. The Governing Board's role in the approval process was to act as a policy-making body. Defining a process, as well as a clear path to consultation, proved beneficial in addressing shared planning and decision making.

On March 1, 2010, a special Governing Board meeting was scheduled to: 1) update the Board on the findings of the Accrediting Commission and 2) 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 (1.13). Subsequent status reports were provided to the Governing Board by the AOC Co-Chairs at a special Board meeting on April 28, 2010 (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 our response to Recommendation 6 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. The AOC Co-Chairs presented a final draft of the Follow Up Report to the Governing Board on September 29, 2010.

In an effort to create transparent processes and communications, all 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, and the community-at-large, informed and up-to-date (1.23). Constituencies were updated and informed through their respective representatives on the work groups and the AOC. Effort was made to use the College website as a central location in which to post all communications, reports, newsletters, and minutes in order to make information accessible to both internal and external parties.

The meetings of the AOC 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, many committee members exhibited commitment to the process. The AOC met throughout the spring semester 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 on these activities will be provided in the 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 October 15, 2010 submitted their draft reports on June 23, 2010. 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 eventually distributed to the entire college community on August 25, 2010.

The Accreditation Office was responsible for forwarding all input to each work group co-lead for discussion and/or inclusion. Community 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 full Governing Board reviewed the content of this Follow Up Report at a special Governing Board meeting on September 29, 2010. After final edits are completed and supporting evidence is collected, the Governing Board President and the Superintendent/President are expected to provide their final approvals on October 13, 2010.

Throughout the process of preparing this report the ALO consulted regularly with ACCJC staff for clarification and direction. The Accreditation Oversight Committee 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 (1.27) to provide suggestions and advice regarding this Follow Up Report, and to provide accreditation assistance to the College as it works to resolve all ten recommendations by March 15, 2011.

Raj K. Chopra, Ph.D.
Superintendent/President, Southwestern College

Evidence:

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

SECTION 1: (continued)	
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	AOC Co-Chairs – Dr. Chopra Meetings
1.27	Governing Board Agenda – PPL Contract Approval: September 8, 2010

2. Responses to Team Recommendations

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

a. Recommendation Five:

The team recommends that, in order to comply with the Commission's policies on distance learning and substantive change, the college submit a substantive change report for those programs that currently offer more than 50 percent of a program through distance education [Eligibility Requirement 21].

To assist in addressing Recommendation 5, the Accreditation Oversight Committee (AOC), established Work Group 5 representing a cross-constituency from all sectors of the College community.

Work Group (5) Membership:

Eva Hedger* (administration)
Viara Giraffe (administration)
Michele Fenlon (classified)
Diane Gustafson (faculty)

Mink Stavenga* (administration)
Mary Wylie (administration)
Lisa Ballesteros (faculty)
Gloria Castro (classified)

*Work Group 5 Co-Leads

The work group was charged with researching, preparing, and submitting a Substantive Change Proposal for Distance Education. The Proposal was submitted to the Commission's Substantive Change Committee for review at its June meeting. On July 13, 2010, the College received confirmation that the Proposal had been accepted.

Relevant Excerpts from the Evaluation Report:

The college was not able to provide documentation that a substantive change proposal to allow more than 50 percent of a program using distance learning had been submitted and approved despite having such a program in place.

The College was not in compliance with Eligibility Requirement 21 cited below:

Commission Eligibility Requirement 21:

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms

to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

Resolution of Recommendation 5:

A Substantive Change Proposal was submitted on May 5, 2010. The College received confirmation that the substantive change was accepted by the Commission (2.a.1). Based on the acceptance of the Substantive Change Proposal, full compliance with this recommendation has been achieved.

Description of Progress:

During the Site Visit Team exit interview, the College learned that it was considered to be out of compliance with one of the Accrediting Commission's eligibility requirements. ACCJC Accredited Colleges are required to submit for approval a Substantive Change Proposal in advance of offering 50 percent of a program using a distance learning mode of delivery.

Southwestern College responded promptly to the comments from the visiting accreditation team during the exit interview. On October 21, 2009 (2.a.2) the ALO met with the Self Study Accreditation Steering Committee Co-Chairs and other key personnel to develop a strategy for submitting a Substantive Change Proposal to the Commission. A work group was identified to explore the courses and programs that were offered at 50 percent using a distance learning mode of delivery.

During the period leading up to the Action Letter, the Office of Instructional Support Services (ISS) conducted research and prepared data to submit for the required Substantive Change Proposal. A complete audit was conducted of all distance education programs offered by Southwestern College. In addition, the College examined the curriculum approval process which applies to all College locations.

After the Action Letter was received in early February, the Substantive Change work group was assigned Recommendation 5 and became an official work group of the Accreditation Oversight Committee (AOC). Work Group 5 was tasked with addressing the submission of a Substantive Change Proposal for Distance Education. The preliminary report was completed in March 2010 and was distributed to the college constituencies for input and review. After constituent feedback was reviewed and incorporated by Work Group 5, the draft proposal was then submitted to the AOC for review and approval and to the campus Shared Consultation Council (SCC) for input and approval as well. After receiving AOC and SCC approval, the ALO submitted the draft report to representatives from WASC. Their feedback and recommendations were incorporated into the proposal. The report was completed and finalized in May 2010 and submitted to the Accrediting Commission's Substantive Change Committee on May 5, 2010 for their June meeting (2.a.3).

Analysis of Results:

The College was notified on July 13, 2010 with an official letter of confirmation that the Commission had approved its Substantive Change Proposal.

The College will continue to monitor programs to preclude such substantive change violations from happening in the future. The Office of Instructional Support Services and the Curriculum Committee have been tasked with the monitoring responsibilities.

Additional Plans:

Commencing with the 2010/2011 academic year, the Office of Instructional Support Services (ISS) will review new Distance Education Course Proposals and make a determination whether or not the action being requested would potentially require that a Substantive Change Proposal be filed with the ACCJC. If a Substantive Change Proposal is triggered, the Office of ISS will inform the Curriculum Committee (CC) of this situation and ask that the CC take this into consideration as it reviews the new Distance Education course. If the CC approves the new Distance Education course, the Office of ISS will work with the program generating the new Distance Education course to make an assessment whether or not the program can adequately meet the requirements of an ACCJC Substantive Change Proposal. If it is determined that the program proposing to offer 50% of the units via Distance Education is ready to submit a Substantive Change Proposal, it will be prepared by the Office of ISS and presented to the ACCJC for approval.

As per the Accrediting Commission's recommendation, any future Substantive Change Proposals related to distance education will contain a comparative analysis of face-to-face and distance education student success and retention. Future proposals will also address the ability of new distance education programs to provide equivalent levels of student services as those provided in the face-to-face program offerings.

Evidence:

SECTION 2.a	
2.a.1	ACCJC Action Letter re: Substantive Change Proposal Acceptance: July 13, 2010
2.a.2	SCP Task Force Meeting: October 21, 2009
2.a.3	Substantive Change Proposal Report: Distance Education

b. 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].

To assist in addressing Recommendation 6, the Accreditation Oversight Committee established Work Group 6 representing a cross-constituency from all sectors of the College community. Work

Group 6 co-leads started meeting on March 3, 2010. Additional constituent group members were added later in the spring semester.

Work Group (6) Membership:

Nicholas Alioto* (administration)
Tom Luibel* (faculty)
Larry Lambert (classified)
Christopher Martinez (classified)

Terry Davis* (administration)
Caree Lesh (faculty)
Tom Bugzavich (classified)

*Work Group Co-Leads

The work group was charged with developing and implementing a Technology Plan that supports college goals. Once approved, the Technology Plan will be integrated with the Strategic Plan and program review process. The program review process will drive technology planning and will inform the budgetary process to support the upgrading of technology, provide for appropriate technology staffing, and offer training opportunities college-wide.

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 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).

Resolution of Recommendation 6:

Although the College has made progress towards complying with Recommendation 6, the required integration with the Strategic Plan, Mission Statement, and Institutional Program Review is not expected to be fully resolved until March 2011. Work Group 2, which is charged with implementing a comprehensive planning process, has made progress towards developing an integrated model for college planning.

Description of Progress:

The Division of Business and Financial Affairs was given oversight of the Computer Systems and Services (CSS) Department so that it would report directly to a Vice President. In January 2010, all faculty, staff and administrators were invited to review the current Technology Plan and were asked to verify their current needs in the areas of hardware, software, maintenance and programming. Those requests were submitted to CSS. Subsequent to the WASC Team visit, approximately 752 new computers were installed based on the 2005–2010 Technology Plan. An additional 791 computers were purchased and installed during summer 2010 (2.b.1). In addition to the new computers and in order to ensure that the technology infrastructure continues to support the College needs, the following purchases were made:

Item	Cost (\$)
Upgrade/Replace Storage Area Network	\$304,720
Upgrade/Replace Back-up System	\$128,247
Replace and Add Blades	\$22,929
Purchase additional WebAdvisor Licenses and update IBM AIX system to address performance problems in registration	\$84,003

During the past two years, the College has invested in desktop systems as part of a concerted effort to upgrade faculty, staff, and instructional lab systems. The College will continue working to develop upgrade and replacement cycles for these systems during the 2010-2011 planning and prioritization process (2.b.2). Additionally, the College will explore resource management approaches such as supporting multiple levels of systems, and recycling systems, as ways to deploy systems more cost effectively. The process for input of technology recommendations identified by the Institutional Program Review process is now part of the draft Technology Plan (2.b.3).

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

The staffing level and skill set required for the present and future needs of technology within CSS will require a thorough evaluative process of current and future needs of the College. A consulting firm, WTC Inc., has been hired to assess the skill sets, training requirements and staffing needs of CSS staff, and assess the technology needs of the College (2.b.4, 2.b.5, 2.b.6). The consulting firm is revising the 2005–2010 Technology Plan with input from college constituencies. The consulting firm identified two community colleges' technology plans to use as models. These technology plans had been positively acknowledged in recent WASC site visit reports. In the meantime, the College recruited and filled a programmer position to provide assistance in the Web and Colleague programming areas (2.b.7).

The consulting firm emailed a series of focus group questions regarding technology needs and concerns to all employees as well as to student leadership. Those questions were returned directly to the consulting firm (2.b.8). The consulting firm conducted two "open-door" forums in late spring so that individuals could provide input and/or express concerns (2.b.9). With the

assistance of the SCC Technology Committee and Accreditation Work Group 6, eleven constituencies were identified to meet with the consulting firm in order to participate and provide input in the development of the new Technology Plan. Those constituencies were:

- Associated Student Organization Executive Committee
- Academic Technology Committee
- SCC Technology Committee
- AOC Work Group 6
- Deans Council
- Council of Chairs
- Classified Executive Committee
- Student Services Council
- CSS Staff
- Business Directors Council
- Center Deans/Directors and their technology coordinators

The consulting firm conducted group, in-person, and/or teleconference calls with members of constituent groups and distributed questionnaires to each in order to ensure confidential input as well as to ensure that anyone not in attendance had an opportunity for input (2.b.10). The consulting firm's analysis of the Computer System & Services Department is expected to be completed before the end of October, 2010.

In the current budgeting process, budget assumptions were submitted to fill a vacant software trainer position in Staff Development and to increase the staff development training budget for CSS (2.b.11). Both of these recommendations were accepted and were included in the College 2010–2011 budget which was approved by the Governing Board on September 8, 2010 (2.b.12).

Analysis of Results:

The College has made progress on several issues related to the enhancement of technology. The College mission statement is currently under review to ensure the integration of technology components as prescribed by WASC Recommendations 1, 2, 3 & 6. The linkage of technology needs with other key processes such as strategic priorities and budgeting will be initiated through the program review process. The institutional planning processes including the process for determining technology needs will be evaluated yearly to ensure comprehensive participation by all constituent groups.

The College has identified and implemented funding for a technology replacement and improvement plan. The College has also made a major upgrade to the college data center with the addition of several servers and data storage capacity (2.b.13). In addition, a formalized replacement component has been implemented to ensure the timely replacement of instructional and administrative technology.

Additional Plans:

The draft Technology Plan will continue to be reviewed by constituent groups within the College and a final plan will be presented to the Governing Board by December 2010. During this review, the workgroups that are developing processes for integrated planning and budgeting will work in conjunction with Work Group 6 to ensure that the interdependency between budgeting, program review, technology acquisition, and shared planning and decision making is in place.

Additionally, the College plans to implement an electronic purchase order system. This will ensure the timely purchasing process driven by institutional program review.

The proposed Computer Replacement Process originally presented for approval in 2008 will be examined and analyzed in regards to purpose, scope, background, procedure, annual budget recommendation, and transition (2.b.14). This process will support and integrate the Strategic Plan and college goals and will rely on Program Review as recommended by the WASC Evaluation Report. Work Group 6 will recommend that this process be re-submitted through the consultation process.

By March 2011 the College intends to have its new Technology Plan implemented and integrated with the Strategic Plan and college goals. Work Group 6 will work closely with the work group charged with responding to the need for integrated planning to ensure that the Technology Plan is fully integrated. It is also intended that the new Plan will rely on Program Review and will provide a reliable budgetary process for renewing and/or upgrading technology and for providing appropriate technology staffing, support, and training.

Evidence:

SECTION 2.b	
2.b.1	PC Purchase Invoices
2.b.2	Updated Technology Plan Prioritization Process
2.b.3	Draft Technology Plan
2.b.4	GB Meeting Minutes 4/14/10 re: WTC Contract Approval
2.b.5	WTC Contract
2.b.6	WTC Weekly Reports
2.b.7	GB Meeting Minutes 8/11/10 re: Hiring of Programmer
2.b.8	WTC Focus Group Questions/Responses
2.b.9	Forum Flyers
2.b.10	Agendas/Notes from Constituent Group Meetings
2.b.11	Budget Assumptions
2.b.12	GB Agenda 9/8/10 re: Approval of Budget
2.b.13	Invoices for servers and data storage
2.b.14	Computer Replacement Process

c. 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].

The AOC separated Recommendation 8 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. The College has identified Recommendation 8 (a) as the section to be met by the March 2011 deadline. A series of events has taken place since the October 2009 WASC site visit that has caused a schism, challenging efforts to foster “an environment of trust and respect.” The College is committed to addressing these issues and the results of our efforts will be reported in the March 2011 Follow Up Report. Professional Personnel Leasing, Inc. (PPL) was retained in early September 2010 to assist in addressing Recommendation 8 (a).

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.”

Work Group 8 (b) represents a cross-constituency from all sectors of the College community.

Current Work Group 8 (b) Membership:

Faculty:

Valerie Goodwin-Colbert (Past Academic Senate President)
Randy Beach (Academic Senate President-Elect)
Angelina Stuart (current Academic Senate President)
Diane Gustafson* (Work Group 8 Co-Lead)

Staff:

Bruce MacNintch (Classified Staff Union President)
Patti Blevins (Confidential staff)

Administrators:

Mark Meadows (Vice President for Academic Affairs)
Michael Kerns* (Vice President for Human Resources)
Terry Davis (Administrator’s Association President)
Joel Levine (Dean for Language & Literature)

Student Representative: (new to the committee since May)

Manuel R. López, Jr., ASO President

*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].

Resolution of Recommendation 8(b):

Policy 2510: Shared Decision Making has been reviewed and modified to meet the October 15 deadline; in addition, procedures for 2510 have been created, reviewed, and are pending approval 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 College is investigating additional methods to support the implementation of the newly written definitions. One of the methods the College is exploring is the development of a Shared Planning and Decision Making Handbook.

Description of Progress:

Policy 0009: Shared Governance Philosophy and Policy 0011: Academic Senate Shared Governance Guidelines were replaced in January 2007 by Policy 2510: Participation in Local Decision Making; 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 the District Policy 2510 needed to be revised, accompanying procedures needed to be developed, and that all stakeholders should be involved in the process.

In December 2009, invitations were sent to representatives of staff, faculty, and administrators to form the Shared Governance Policy and Procedure Task Group. In that same month, the AS

President collected 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.

On January 28, 2010 (2.c.1) 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 when the work groups were created. The Shared Governance Policy and Procedure Task Group then became Work Group 8B.

From January 28, 2010 and continuing through summer (2.c.2), meetings occurred every two to three weeks 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.c.3 and 2.c.4).
- Developed District Procedures 2510: Shared Planning and Decision making to accompany revised policy (2.c.5).
- Developed a new District Policy 2515: The Role and Scope of Academic Senate: 10 + 1 Agreement (2.c.6).
- Developed a new corresponding District Procedure 2515: The Role and Scope of Academic Senate: 10 + 1 Agreement (2.c.7).

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.c.8). The VPHR and Human Resources Compliance Coordinator presented the approved policy and procedures as recommended language to the Governing Board Policy Review Committee (composed of two SWC Governing Board members) on May 19, 2010 (2.c.9). At that meeting, the President of the Governing Board directed that Procedures for Policy 2510 be returned to the work group as there was no language for staff, students and administrators as required by Recommendation 8.

A Work Group 8 co-lead and most of Work Group 8 (b) membership met on July 6, 2010 to discuss necessary changes to the documents. It was agreed that Policy and Procedure 2510 needed revision to include representation from all constituencies in line with Recommendation 8 guidelines. The recommendation to change Policy and Procedure 2510 was then taken to the AOC, where after some discussion, it was approved, revised, and forwarded to SCC for approval as a separate item from the Academic Senate 10 + 1 Agreement. Revised Policy 2510 language with all the drafted changes was sent out to each constituency group for approval before it was forwarded to the SCC for approval.

At the AOC meeting on July 14, 2010, it was decided that Policy 2510 needed to be bifurcated from the new 10 + 1 Agreement because the 10 + 1 Agreement requires agreement between only two bodies, the Governing Board or its sole designee and the Academic Senate, not constituency approval (2.c.10). 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.c.11), a presentation on participatory decision making was given by Scott Lay, President and CEO of the CCLC, and Jane Patton, President of the Statewide Academic Senate (2.c.12). 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 was shared for information only and forwarded through the consultation process, which included approval by the Governing Board designee, Superintendent/President, and the Academic Senate. This new 10 + 1 Agreement policy was then given its own unique policy number, 2515, by Human Resources.

Appropriate consultation for Policy 2515 continued when the Superintendent/President and the AS President met on July 26, 2010 (2.c.13), 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. He requested that the AS President meet with the VPAA and VPHR to work on the legal language and then bring it back to him once agreed upon. The VPAA, VPHR, and AS President met on August 5, 2010 to review the draft language of the proposed 10 +1 Agreement policy and procedure.

The revised Policy and Procedures 2515 were approved by the Academic Senate Executive Committee on August 11, 2010 (2.c.14). Copies of these documents were provided to the VPAA and the VPHR as well as to the Superintendent/President on August 12, 2010. Subsequently, these documents were agreed upon by the Superintendent/President and the AS President on August 20, 2010.

On August 24, 2010, the following policies and procedures regarding participatory decision making were presented to the GBPR Committee (2.c.15):

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

At that meeting, Policy 2515: Role and Scope of the Academic Senate: 10 + 1 Agreement was reviewed by the GBPR Committee and a recommendation was made to move the Policy to the

next Governing Board meeting. On August 26, the GBPR Committee reconvened to review, approve, and recommend moving Policy and Procedure 2510 for a first reading at the next Governing Board meeting (2.c.16). The September 8, 2010 Governing Board meeting adjourned at 10:00 p.m. as per Policy 2310: Regular Meetings of the Governing Board, which states that the Governing Board meeting “shall be adjourned by 10:00 p.m. unless otherwise specified.” As a result, the first reading of these policies and procedures did not take place (2.c.17).

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 reviewed on the Governing Board agenda for first reading at the Governing Board meeting on September 29, 2010, with second reading and approval anticipated at the October 13, 2010 Board meeting (2.c.18).

Analysis of the Results:

Since the changes described above are in the process of implementation, the college community has not had the opportunity to put the policy and procedures into practice. By monitoring behaviors, attitudes, and process alignment we expect to be able to begin evaluating as early as fall 2010, once these policies and procedures are fully operational. The changes in Policy 2510, the creation of the procedures for 2510, the creation of Policy 2515 as well as corresponding procedures for 2515, and the changes in the process for approval of these documents reflect a move towards more participatory decision making by all stakeholders.

Additional Plans:

The AOC will consider recommendations from Work Group 8 (b) to request that the Governing Board revise policy 2310 to allow for the completion of the agenda. Policy 2310 states that the Governing Board meeting “shall be adjourned by 10:00 p.m. unless otherwise specified.” As a result, some agenda items are not always covered, including reports from constituency leaders, vice presidents, Superintendent/President, and the Governing Board. A second recommendation to the Governing Board will include the placement of constituency leader reports at the beginning of the agenda in order to a) provide the Governing Board the benefit of important information before taking action on agenda items and b) sharing information with members of the public who may be unable to stay until the end of the meeting. These revisions to the policy are encouraged in the spirit of Recommendation 8 to “provide faculty, staff, administrators, and students a substantial voice in decision making processes.”

At the AOC meeting on August 25, 2010, it was suggested that the College now develop a Shared Planning and Decision Making Handbook. Work Group 2 co-leads stated that they had already been working on a draft for a Shared Planning and Decision Making Handbook. They will bring this forward to a future AOC meeting. Such a Handbook will establish a clearer process for shared planning and decision making. The President of the Governing Board has also expressed to the VPHR at the Governing Board Policy Committee on August 26, 2010, the Board’s interest in seeing such a document created for the College. It is expected that the Shared Planning and Decision Making Handbook will be a living document that the College constituencies will review and update on a cyclical basis.

Evidence:

SECTION 2.c	
2.c.1	Minutes of the Shared Governance Policy and Procedure Task Group (SGPPTP): January 28, 2010
2.c.2	Minutes of the SGPPTP-various
2.c.3	Previous District Policy 2510: Participation in Local Decision Making
2.c.4	Revised District Policy 2510: Shared Planning and Decision Making-August 2010
2.c.5	New District Procedure 2510: Shared Planning and Decision Making
2.c.6	New District Policy 2515: Role and Scope of the Academic Senate 10 + 1
2.c.7	New District Procedure 2515: Role and Scope of the Academic Senate 10 + 1
2.c.8	Constituent Email for 2510 Policy and Procedure Review
2.c.9	Governing Board Policy Review Committee (GBPRC) Meeting Agenda: 5/19/2010
2.c.10	Minutes of AOC meeting 7/14/10
2.c.11	Agenda and Minutes of the SCC Retreat 8/5/10
2.c.12	SCC Shared Planning Presentation: Scott Lay
2.c.13	AS Agenda for Superintendent/President: 7/26/10
2.c.14	AS Executive Committee Meeting Notes: August 11, 2010
2.c.15	Agenda of the GBPRC: 8/24/10
2.c.16	Agenda of the GBPRC: 8/26/10
2.c.17	Governing Board Agenda: 9/08/10
2.c.18	Governing Board Agenda: 9/29/10

d. 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].

To assist in addressing Recommendation 9, the Accreditation Oversight Committee established Work Group 9 representing a cross-constituency from all sectors of the College community.

Work Group (9) Membership:

Ron Vess* (faculty)

Patti Blevins (confidential)

Michele Fenlon (classified)

Mink Stavenga* (administration)

Kimberlie Rader (confidential)

Bruce MacNintch* (classified)

***Work Group Co-Leads**

The work group worked closely with the Superintendent/President to make sure the Governing Board was in agreement with the direction it was taking.

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).

Resolution of Recommendation 9:

Progress has been made towards addressing this recommendation. The Board has participated in two training 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.d.1).

Description of Progress:

The Superintendent/President, the ALO, and the Governing Board responded to the findings and recommendations of the site visitors and Accrediting Commission. In early March 2010, the ALO met with the Superintendent/President to develop goals, objectives, and timelines in order 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 Superintendent/President and each of the Board members. Several outcomes were achieved as a result of the first training session (2.d.2) which took place on May 18, 2010 (2.d.3, 2.d.4):

- 1) The Board was given the opportunity to review and discuss its prescribed role with an objective and knowledgeable facilitator, Bill McGinnis;

- 2) The facilitator was aware 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 five Governing Board members also attended a presentation made at a Shared Consultation Council Retreat on August 5, 2010 (2.d.5, 2.d.6) by the President of the CCLC, Scott Lay, and the President of the Statewide Academic Senate, 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.d.7).

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 Superintendent/President and all 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.d.8, 2.d.9, 2.d.10).

The Superintendent/President's Office 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) deleted Policy 2432, Selection of Vice Presidents (2.d.11). In addition, the work groups 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 Superintendent/President's Office.

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.d.12, 2.d.13, 2.d.14)	Approved	June 9, 2010

Analysis of Results:

As a result of the activities described above, there is awareness among constituent groups that the role of 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.

More work needs to be done (see additional plans below) to address all of the standards cited in the Evaluation Report. The Co-Chairs of the Accreditation Oversight Committee (AOC) are committed to working with the Superintendent/President and the Governing Board to ensure that the concerns expressed in the Evaluation Report are addressed on an ongoing basis. The AOC is now a permanent standing committee of the Shared Consultation Council (SCC), the College's principal shared planning and decision making vehicle, and will continue to make recommendations to remain in compliance with the ACCJC Standards (2.d.15).

Additional Plans:

- In preparing the 2010–2011 budget assumptions, additional funding was approved for ongoing workshops and training sessions for the Governing Board (2.d.16).
- As mentioned in the previous Recommendation 8(b), plans are underway to develop a College Shared Planning and Decision Making Handbook. This handbook would further clarify the role of the Governing Board and its individual members.
- The AOC, as a standing sub-committee of the SCC, is charged with ongoing oversight of the recommendations provided in the Evaluation Report. The AOC will be responsible for bringing any potential deviation from the ACCJC Standards to the attention of the Governing Board, through the Superintendent/President, so that corrective action can be taken. The Accreditation Oversight Committee's vision is to "Ensure that the College is meeting the ACCJC Standards to achieve ongoing reaffirmation of accreditation." The AOC takes this charge very seriously and is committed to working to remain in compliance with the ACCJC Standards.

Evidence:

SECTION 2.d	
2.d.1	SWC Policy 2410: Policies and Administrative Procedure
2.d.2	CCLC Board Training
2.d.3	GB Agenda 5/18/10 re: CCLC Board Training
2.d.4	GB Minutes 5/18/10 re: CCLC Board Training
2.d.5	SCC Retreat: Agenda
2.d.6	SCC Retreat: Minutes
2.d.7	SCC Retreat Presentation: Participating Effectively in College Governance
2.d.8	ACCJC Board Training – Dr. Barbara Beno: Presentation
2.d.9	ACCJC Board Training: Annotated Standards
2.d.10	ACCJC Board Training: Holding Board Presidents Accountable

2.d.11	SWC Policy 2432: Selection of Vice Presidents
2.d.12	SWC Procedure 2710: Conflict of Interest
2.d.13	Governing Board Agenda: June 9, 2010 re: 2710 Conflict of Interest Procedure
2.d.14	Governing Board Minutes: June 9, 2010 re: Approval of 2710
2.d.15	SCC Minutes 2/18/10 re: Approval of AOC as Standing Committee
2.d.16	Accreditation Budget Assumptions

e. 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].

To assist in addressing Recommendation 10, the Accreditation Oversight Committee established Work Group 10 representing a cross-constituency from all sectors of the College community.

Work Group (10) Membership:

Ron Vess* (faculty)	Mink Stavenga* (administration)
Patti Blevins (confidential)	Kimberlie Rader (confidential)
Michele Fenlon (classified)	Bruce MacNintch* (classified)

***Work Group Co-Leads**

The work group worked with the Superintendent/President to assure the Governing Board was in agreement with the direction it was taking.

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).

Resolution of Recommendation 10:

Progress has been made towards addressing this recommendation. The new Procedure 2710: Conflict of Interest was approved by the Governing Board on June 9, 2010. A revised Code of Ethics Policy and a new accompanying procedure (2.e.1) are in the final phases of approval.

Description of Progress:

A subcommittee of Work Groups 9 & 10 was formed to review the two Governing Board Policies referenced in Recommendation 10: No. 2710: Conflict of Interest and No. 2715: Code of Ethics (2.e.2, 2.e.3). 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.e.4, 2.e.5, 2.e.6, 2.e.7):

1. No revisions were necessary to Policy 2710: Conflict of Interest, which was approved by the Governing Board in March 2008 [Item 17A](2.e.8, 2.e.9).

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.e.10).

In addition to the policies and procedures described above there has been an awareness on the part of the Governing Board to recuse themselves from any Governing Board agenda items that would potentially be regarded as a conflict of interest (2.e.11).

Analysis of Results:

▪ 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.e.12):

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 Governing Board approved this Procedure at its June 9, 2010 meeting (2.e.13).

▪ 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.e.14). 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 is expected to occur at the 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 as its model the language provided in the CCLC sample Policy 2715 regarding potential violations of the Governing Board Code of Ethics. The new procedure No. 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 is expected to occur at the Board Meeting on October 13, 2010. The new Code of Ethics Procedure, once approved by the Governing Board, will address how the policy will be enforced and how sanctions will be determined if the Policy is violated.

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

Additional Plans:

- The Code of Ethics Policy and Procedure was scheduled for a first reading at the September 29, 2010 Governing Board meeting and is scheduled for a second reading and anticipated approval at the Governing Board meeting on October 13, 2010.
- The work group determined that a Conflict of Interest Code would enhance the policy and procedures and has begun to develop the language.

Evidence:

SECTION 2.e	
2.e.1	SWC 2715 Policy and Procedure: Code of Ethics
2.e.2	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.e.3	Timeline for Work Group 9 & 10 – March 16, 2010
2.e.4	Meeting Notes Work Group 9 & 10 March 12, 2010 – Discussion of history and development of Board Policy and Procedure
2.e.5	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.e.6	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.e.7	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.e.8	SWC Procedure 2710: Conflict of Interest
2.e.9	Governing Board Minutes for Approval of Governing Board Policy 2710 – Conflict of Interest, March 12, 2008
2.e.10	AOC Recommendation, Communication, and Approval Process

2.e.11	Governing Board minutes noting Recusal
2.e.12	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.e.13	Governing Board Minutes for Approval of Procedures regarding Board Policy 2710 – Conflict of Interest, June 9, 2010
2.e.14	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

Concluding Statement

It is the opinion of the college community and the signatories to this Follow Up Report that the Southwestern Community College District has made progress responding to the recommendations in the Action Letter and the Site Visit Team's Evaluation Report.

College constituent groups are committed to addressing the recommendations and implementing the changes that are necessary to address the recommendations.

Although not required for inclusion in this Follow Up Report, work groups have been formed and will be addressing the remaining recommendations by March 15, 2011.

On behalf of all College constituents, the Accreditation Oversight Committee (AOC) wants to assure the Commission that each one of the recommendations is being addressed. Several recommendations are in need of some external assistance, hence the retention of Professional Personnel Leasing, Inc. (PPL) to assist the College with professional advice on additional courses of action.

As identified in the Statement of Report Preparation, the College understands that all of the Commission's recommendations are inter-related and need to be successfully resolved simultaneously. Recommendation 6, and its integration with the Strategic Plan, Program Review, and budgetary actions, is a case in point. The Technology Plan cannot be integrated with institutional plans until those recommendations are addressed.

The Southwestern Community College District recognizes that much work needs to be done to come into compliance with the ACCJC Standards and believes that it is on track to do so within the timelines established by the Commission.

In addition, all of the College's constituent groups are working together toward our common vision to ensure that the college is meeting the ACCJC Standards to achieve ongoing reaffirmation of accreditation. Our ultimate goal is to provide students with the best possible educational opportunities for achieving success.



Office of Accreditation

October 14, 2010

Follow Up Report Addendum*

Subsequent to the completion of this Follow Up Report on September 30, 2010, the following events took place:

The AOC established, at its September 22, 2010 meeting, the AOC Dialogue Task Force which has as its purpose to enhance and advance the work of recommendation 8 (a) and to address the root causes of mistrust, not just the symptoms. This group has met twice on September 29, 2010 and on October 13, 2010. Membership is composed of administrators, faculty, staff, and students.

October 5, 2010: Academic Senate approved the 1st Follow Up Report
October 6, 2010: Accreditation Oversight Committee approved the 1st Follow Up Report
October 7, 2010: Shared Consultation Council approved the 1st Follow Up Report
October 13, 2010: Governing Board approved the 1st Follow Up Report. The Governing Board approved the following Policies and Procedures:

- Policy No. 2510: Shared Planning and Decision Making
Revises and replaces existing District Policy No. 2510: Participation in Local Decision Making.
- Policy No. 2515: Role & Scope of the Academic Senate: 10 + 1 Agreement
This is a new policy.
- Policy No. 2715: Code of Ethics
Revises existing District Policy No. 2715: Code of Ethics.
- Procedure 2510: Shared Planning and Decision Making
This is a new procedure.
- Procedure No. 2515: Role & Scope of the Academic Senate: 10 + 1 Agreement
This is a new procedure.
- Procedure No. 2715: Code of Ethics
This is a new procedure.

*This addendum was reviewed and approved by an AOC Editing Group composed of the following AOC members: Andrew MacNeill, Angelica Suarez, Angelina E. Stuart, Kathy Tyner, Manuel R. Lopez, Jr., Mark Meadows, and Randy Beach.

MASTER EVIDENCE LIST:

Evidence Code	Evidence Cited
SECTION 1	
1.1	ACCJC Action Letter: January 29, 2010
1.2	Town Hall Forums
1.3	Accreditation FAQs
1.4	Dr. Meadows Accreditation Email Invitation
1.5	AOC Minutes: February 4, 2010
1.6	AOC Committee Composition
1.7	AOC Vision Statement
1.8	AOC Work Group Composition
1.9	AOC Weekly Activity Calendar
1.10	AOC Work Group Guides
1.11	SCC Agenda and Minutes: February 18, 2010
1.12	AOC Recommendation, Process, and Approval Chart
1.13	Governing Board Presentation: March
1.14	Governing Board Presentation: April
1.15	Governing Board Presentation: July
1.16	Governing Board Presentation: September
1.17	Governing Board Presentation: August 6, 2010 Work Group 6
1.18	AOC Opening Day Presentation
1.19	Public Folders: Accreditation
1.20	SWCCD Accreditation Link
1.21	SWCCD BlackBoard Accreditation Organization Link
1.22	Community Updates: Dr. Chopra
1.23	Governing Board Newsletters
1.24	CMR Communications: Outlook, General
1.25	AOC Agendas and Minutes: Summer Meetings
1.26	Follow Up Report Project Timeline
1.27	AOC Co-Chairs – Dr. Chopra Meetings
1.28	Governing Board Agenda – PPL Contract Approval: September 8, 2010
SECTION 2.a	
2.a.1	ACCJC Action Letter re: Substantive Change Proposal Acceptance: July 13, 2010
2.a.2	SCP Task Force Meeting: October 21, 2009
2.a.3	Substantive Change Proposal Report: Distance Education
SECTION 2.b	
2.b.1	PC Purchase Invoices
2.b.2	Updated Technology Plan Prioritization Process
2.b.3	Draft Technology Plan
2.b.4	GB Meeting Minutes 4/14/10 re: WTC Contract Approval
2.b.5	WTC Contract
2.b.6	WTC Weekly Reports
2.b.7	GB Meeting Minutes 8/11/10 re: Hiring of Programmer

Evidence Code	Evidence Cited
2.b.8	WTC Focus Group Questions/Responses
2.b.9	Forum Flyers
2.b.10	Agendas/Notes from Constituent Group Meetings
2.b.11	Budget Assumptions
2.b.12	GB Agenda 9/8/10 re: Approval of Budget
2.b.13	Invoices for servers and data storage
2.b.14	Computer Replacement Process
SECTION 2.c	
2.c.1	Minutes of the Shared Governance Policy and Procedure Task Group (SGPPTP): January 28, 2010
2.c.2	Minutes of the SGPPTP-various
2.c.3	Previous District Policy 2510: Participation in Local Decision Making
2.c.4	Revised District Policy 2510: Shared Planning and Decision Making-August 2010
2.c.5	New District Procedure 2510: Shared Planning and Decision Making
2.c.6	New District Policy 2515: Role and Scope of the Academic Senate 10 + 1
2.c.7	New District Procedure 2515: Role and Scope of the Academic Senate 10 + 1
2.c.8	Constituent Email for 2510 Policy and Procedure Review
2.c.9	Governing Board Policy Review Committee (GBPRC) Meeting Minutes: 5/19/2010
2.c.10	Minutes of AOC meeting 7/14/10
2.c.11	Agenda and Minutes of the SCC Retreat 8/5/10
2.c.12	SCC Shared Planning Presentation: Scott Lay
2.c.13	AS Agenda for Superintendent/President: 7/26/10
2.c.14	AS Executive Committee Meeting Notes: August 11, 2010
2.c.15	Agenda of the GBPRC: 8/24/10
2.c.16	Agenda of the GBPRC: 8/26/10
2.c.17	Governing Board Agenda: 9/08/10
2.c.18	Governing Board Agenda: 9/29/10
SECTION 2.d	
2.d.1	SWC Policy 2410: Policies and Administrative Procedure
2.d.2	CCLC Board Training
2.d.3	GB Agenda 5/18/10 re: CCLC Board Training
2.d.4	GB Minutes 5/18/10 re: CCLC Board Training
2.d.5	SCC Retreat: Agenda
2.d.6	SCC Retreat: Minutes
2.d.7	SCC Retreat Presentation: Participating Effectively in College Governance
2.d.8	ACCJC Board Training – Dr. Barbara Beno: Presentation
2.d.9	ACCJC Board Training: Annotated Standards
2.d.10	ACCJC Board Training: Holding Board Presidents Accountable
2.d.11	SWC Policy 2432: Selection of Vice Presidents
2.d.12	SWC Procedure 2710: Conflict of Interest
2.d.13	Governing Board Agenda: June 9, 2010 re: 2710 Conflict of Interest Procedure
2.d.14	Governing Board Minutes: June 9, 2010 re: Approval of 2710
2.d.15	SWC Policy 2430: Delegation of Authority to Superintendent/President

Evidence Code	Evidence Cited
2.d.16	SCC Minutes 2/18/10 re: Approval of AOC as Standing Committee
	Accreditation Budget Assumptions
SECTION 2.e	
2.e.1	SWC 2715 Policy and Procedure: Code of Ethics
2.e.2	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.e.3	Timeline for Work Group 9 & 10 – March 16, 2010
2.e.4	Meeting Notes Work Group 9 & 10 March 12, 2010 – Discussion of history and development of Board Policy and Procedure
2.e.5	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.e.6	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.e.7	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.e.8	SWC Policy 2710: Conflict of Interest
2.e.9	Governing Board Minutes for Approval of Governing Board Policy 2710 – Conflict of Interest, March 12, 2008
2.e.10	AOC Recommendation, Communication, and Approval Process
2.e.11	Governing Board minutes noting Recusal
2.e.12	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.e.13	Governing Board Minutes for Approval of Procedures regarding Board Policy 2710 – Conflict of Interest, June 9, 2010
2.e.14	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

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 are as follows:

- a. ACCJC Action Letter: January 29, 2010 (1.1)
- b. AOC Committee Composition: February 2010 (1.6)
- c. AOC Vision Statement (1.7)
- d. AOC Work Group Composition (1.8)
- e. AOC Members: Full Names and Titles
- f. AOC Work Group Guides (1.10)
- g. SCC Agenda and Minutes: February 18, 2010 (1.11)
- h. AOC Recommendation, Process, and Approval Chart (1.12)
- i. SWCCD Accreditation Web Link (1.20)
- j. ACCJC Action Letter re: Substantive Change Proposal Acceptance: July 13, 2010 (2.a.1)
- k. Draft Technology Plan (2.b.3)
- l. Previous District Policy 2510: Participation in Local Decision Making (2.c.3)
- m. Revised District Policy 2510: Shared Planning and Decision Making (2.c.4)
- n. New District Procedure 2510: Shared Planning and Decision Making (2.c.5)
- o. New District Policy 2515: Role and Scope of the Academic Senate 10 + 1 Agreement (2.c.6)
- p. New District Procedure 2515: Role and Scope of the Academic Senate 10 + 1 Agreement (2.c.7)
- q. SWC Policy 2432: Selection of Vice Presidents (2.d.11)
- r. SWC Procedure 2710: Conflict of Interest (2.d.12)
- s. SWC Policy and Procedure 2715: Code of Ethics (2.e.1)

APPENDIX A

ACCJC Action Letter: January 29, 2010 (1.1)



**ACCREDITING
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for COMMUNITY and
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GARMAN JACK POND

Associate Vice President
LILY OWYANG

January 29, 2010

SOUTHWESTERN
COLLEGE
SUPT/PRES.

10 FEB -3 PM 1:01

Dr. Raj Chopra
Superintendent/President
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910

Dear President Chopra:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 6-8, 2010, reviewed the institutional Self Study Report and the report of the evaluation team which visited Southwestern College Monday, October 5-Thursday, October 8, 2009. The Commission acted to **impose Probation** and to require that the college submit two Follow-Up Reports. The first report is due by **October 15, 2010** and will be followed by a visit of Commission representatives.

Probation is issued when the Commission finds that an institution deviates significantly from the Commission's Eligibility Requirements, Standards of Accreditation, or policies, or fails to respond to actions and conditions imposed by the Commission. The accredited status of the institution continues during the Probation period. However, the institution's accreditation will not be reaffirmed until the conditions which warranted the sanction are resolved

The Follow-Up Report of **October 15, 2010** should demonstrate resolution of the following recommendations:

Recommendation 5: The team recommends that, in order to comply with the Commission's policies on distance learning and substantive change, the college submit a substantive change report for those programs that currently offer more than 50 percent of a program through distance education. (Eligibility Requirement 21)

Recommendation 6: 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. (Standards II.C.1.a, III.C.1.a, and III.C.1.c)

Dr. Raj Chopra
Southwestern College
January 29, 2010
Page Two

Recommendation 9: 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. (Standards IV.B.1.a and IV.B.1.j)

Recommendation 10: 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. (Standard IV.B.1.h and IV.B.1.i)

Recommendation 8: 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. 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. (Standards IV.A, IV.B.2.b, and III.A.4.c)

With regard to Recommendation 8 above, the Commission requires that Southwestern College develop and implement written definitions of an effective decision-making process by the time of the first Follow-Up Report and visit in October 2010.

The second Follow-Up Report is due **March 15, 2011** and will also be followed by a visit of Commission representatives. That report should demonstrate resolution of the following recommendations:

Recommendation 1: 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. (Standards I.A.3, I.B.2, and II.A.1)

Recommendation 2: 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 outcomes 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 I.B.2, I.B.3, I.B.4, I.B.7, III.A.6, III.B.2a, and III.B.2.b)

Dr. Raj Chopra
Southwestern College
January 29, 2010
Page Three

Recommendation 3: 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 I.A.4, I.B.1, I.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, and III.B.2)

Recommendation 8: 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. 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. (Standards IV.A, IV.B.2.b, and III.A.4.c)

Recommendation 4: 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 non-instructional 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. (Standards II.A, II.A.2.e, and II.A.2.f)

With regard to Recommendation 4 above, the Commission requires Southwestern College to demonstrate that the college is at the Developmental level on the Commission's Rubric for Evaluating Institutional Effectiveness-Part III: Student Learning Outcomes, and is making progress toward the Proficiency level on the Rubric by fall 2012.

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. Southwestern College must correct the deficiencies noted by October 2011 or the Commission will be compelled to act.

The college conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in its self study efforts be used to support the continuing improvement of Southwestern College. The next comprehensive evaluation of the college will occur during **Fall 2015**.

Dr. Raj Chopra
Southwestern College
January 29, 2010
Page Four

The recommendations contained in the Evaluation Team Report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the report, the college is expected to use the Evaluation Team Report to improve the educational programs and services of the institution.

I have previously sent you a copy of the Evaluation Team Report. Additional copies may now be duplicated. The Commission requires you to give the Evaluation Team Report and this letter dissemination to your college staff and to those who were signatories of your college Self Study Report. This group should include campus leadership and the Board of Trustees. The Commission also requires that the Evaluation Team Report and the Self Study Report be made available to students and the public. Placing copies in the college library can accomplish this. Should you want an electronic copy of the report, please contact Commission staff.

Finally, the Commission staff is available to assist the college with consultation and advice on its program review, integrated planning, and resource allocation processes. Please call the Commission office if you wish to avail yourself of that assistance.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring integrity, effectiveness, and quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Mrs. Mary Wylie, Accreditation Liaison Officer
Board President, Southwestern Community College District
Dr. Gari Browning, Team Chair
Ms. Linda Henderson, U.S.D.E., San Francisco

APPENDIX B

AOC Committee Composition: February 2010 (1.6)



Accreditation Oversight Committee

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.

Co-Leads: Mink Stavenga, Ron Vess

Membership: Committee is representative of all constituent groups.

Mink Stavenga, Dean of Instructional Support Services, Accreditation Liaison Officer

Ron Vess, Faculty, Department Chair

Diane Gustafson, Learning Resources

Valerie Goodwin-Colbert, Academic Senate

Angelina E. Stuart, Academic Senate

Alexis Davidson, Faculty, Social Science & Humanities

Mia McClellan, Admissions & Records

Philip Lopez, SCEA Representative

Michele Fenlon, CSEA Representative

Bruce MacNintch, CSEA Representative

Kathy Tyner, Dean's Council

Terry Davis, Dean's Council

Randy Beach, Council of Chairs

Kimberlie Rader, Confidential Representative

Margie Stinson, Student Learning Outcomes Coordinator

Marsha Rutter, Adjunct Representation

Angelica Suarez, Student Affairs

Mark Meadows, Academic Affairs

Nick Alioto, Business & Financial Affairs

Michael Kerns, Human Resources

Gilbert Songalia, Associated Student Organization

Chris Bender, Chief Community, Media, and Governmental Relations Officer

APPENDIX C

AOC Vision Statement (1.7)



Accreditation Oversight Committee

Vision and Mission Statement

AOC Approved

2/4/10

AOC Revised

9/29/10

Current Vision Statement	Proposed Vision Statement
Achieve ongoing reaffirmation of accreditation	Ensure that the college is meeting the ACCJC Standards to achieve ongoing reaffirmation of accreditation.

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

APPENDIX D

AOC Work Group Composition (1.8)

Accreditation Oversight Committee

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.*

Work Group One:

Co-Leaders: Lisa Ballesteros, Alexis Davidson

Recommendation 1: 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.

Work Group Two:

Co-Leaders: Angelica Suarez, Kathy Tyner, Valerie Goodwin-Colbert

Recommendation 2: 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 outcomes within both instruction and non-instructional services; and provides for an ongoing and systematic cycle of goal setting, resources allocations, implementation, and evaluation.

Work Group Three:

Co-Leaders: Linda Hensley, Angelica Suarez

Recommendation 3: 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.

Work Group Four:

Co-Leaders: Mark Meadows, Aaron Starck

Recommendation 4: The team recommends that the college identify SLO's for all its courses, academic programs, learning and support services, and identify administrative unit outcomes for non-instructional 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.

Work Group Five:

Co-Leaders: Eva Hedger, Mink Stavenga

Recommendation 5: The team recommends that, in order to comply with the Commission's policies on distance learning and substantive change, the college submit a substantive change report for those programs that currently offer more than 50 percent of a program through distance education.

Work Group Six:

Co-Leaders: Nick Alioto, Terry Davis, Tom Luibel

Recommendation 6: 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.

Work Group Seven:

Co-Leaders: Randy Beach, Bruce MacNintch, Diana Kelly

Recommendation 7: 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.

Work Group Eight:

Co-Leaders: Diane Gustafson, Michele Fenlon, Michael Kerns

Recommendation 8 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. 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.

Work Group Nine:

Co-Leaders: Mink Stavenga, Ron Vess, Bruce MacNintch

Recommendation 9: 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 one it reaches a decision and as an advocate for the college.

Work Group Ten:

Co-Leaders: Mink Stavenga, Ron Vess, Bruce MacNintch

Recommendation 10: The team recommends that Governing Board establish and implement a formal procedure for handling potential conflict of interest and ethics policy violations and document adherence to the protocol.

APPENDIX E

AOC Members: Full Names and Titles



AOC Membership
October 2010
Full Names and Titles

Name	Title
Andrew MacNeill	Professor of English as a Second Language; Department Chair—ESL; Southwestern College Education Association President
Angelica Suarez	Vice President for Student Services; Work Group 123 Co-Lead
Angelina E. Stuart	Professor of Foreign Languages; Academic Senate President; Work Group 123 Co-Lead
Bruce MacNintch	Library Technician, Classified School Employees Association President; Work Group 7, 9, & 10 Co-Lead
Diane Gustafson	Library Faculty; Work Group 8 Co-Lead
Kathy Tyner	Dean, School of Mathematics, Science, and Engineering; Work Group 123 Co-Lead
Kimberlie Rader	Administrative Assistant; Confidential Representative
Linda Hensley	Professor of Communications; Academic Senate Vice President
Manuel R. Lopez, Jr.	Student; Associated Student Organization President
Mark Meadows, Ph.D.	Vice President for Academic Affairs; Work Group 4 Co-Lead
Marsha Rutter	Adjunct Instructor, English
Mia McClellan	Dean, Student Services; Work Group 7 Co-Lead
Michael Kerns	Vice President for Human Resources; Work Group 8 Co-Lead
Michele Fenlon	Clerical Assistant III, Office of Accreditation; Work Group 8 Co-Lead
Mink Stavenga, DBA	Dean of Instructional Support Services; Accreditation Liaison Officer; AOC Co-Chair
Nicholas Alioto, CPA	Vice President for Business and Financial Affairs; Work Group 6 Co-Lead
Randy Beach	Professor of English; Department Chair—English; Academic Senate President Elect; Work Group 7 Co-Lead
Ron Vess	Library Faculty; Department Chair—Library; AOC Co-Chair
Terry Davis	Dean, School of Health, Exercise Science, and Athletics; Southwestern College District Administrator's Association President; Work Group 6 Co-Lead
Valerie Goodwin-Colbert	Professor of Health, Academic Senate Past President; Work Group 123 Co-Lead

APPENDIX F

AOC Work Group Guides (1.10)



WASC Guide for Evaluating Institutions Recommendation 5: Substantive Change Proposal

Questions to Use in Institutional Evaluation

This *Guide* is designed to provide thoughtful dialogue and judgment about institutional quality by college communities engaged in self study and by peer evaluation teams assigned to affirm the quality of institutions. As either group seeks to evaluate an institution's ability to measure up to the Standards of Accreditation, inquiry—asking questions and seeking answers—is necessary before judgment is made. The following questions are designed to provoke thoughtful reflection about institutional quality. These questions are designed to be asked by either the institution engaged in self-reflection as part of the self study, or by the peer evaluation team that visits the campus. The *Guide* also provides a list of possible sources of evidence that can be used to develop answers to the questions raised through the process of inquiry.

The questions, and lists of possible evidence, are designed to inform discussions of *student achievement*, such as number of graduates, number of transfer students, retention rates, course completion rates, job placement rates; *institutional performance* such as the presence and effective use of institutional resources, structures, and policies, to achieve the institutions educational mission; and *student learning outcomes* such as the acquisition of knowledge, skills, abilities, and attitudes that the institution intended student to learn and which are defined by the institution as the intended learning outcomes. Remember, there may be many other questions that institutions and team members can and should ask in order to assess institutional quality and effectiveness.

—Excerpt taken from the WASC Guide to Evaluating Institutions

Recommendation	Description	Citation	Date Due
5	The team recommends that, in order to comply with the Commission's policies on distance learning and substantive change, the college submit a substantive change report for those programs that currently offer more than 50 percent of a program through distance education.	Eligibility Requirement 21	October 2010

WASC General Comments:

The college has implemented an extensive developmental program. It also offers transfer majors in 129 areas and 133 career certificates. The college offers a wide range of delivery systems and modes of instruction to its students. A large number of online courses and hybrid courses are offered using the established delivery system.

Academic programs have engaged in program review through the efforts of faculty piecing together whatever data was readily available, state-reported data in particular. Evaluation of the program review reports from the 2008–2009 academic year confirmed that in many instances faculty were able to assemble and analyze sufficient student achievement data to conduct analysis and make recommendations for program improvement.

The process of developing or revising specific content for traditional General Education courses is conducted by discipline-specific faculty members using an online system. The college offers several vocational and occupational programs that have standards defined by external regulatory agencies.

The college provides current information about its programs and policies through the catalog and on the college's website. As documented in meeting agendas and minutes, the Governing Board completed a thorough review and approval of policies, including those related to academic honesty and academic freedom.

The college offers many services intended to support learning at the main campus and the satellite campuses. It appears to provide an environment for students that embraces diversity, intellectual development, and personal and civic responsibility.

The college provides library and other Learning Assistance Services (LAS) to support educational programs on ground and online.

WASC Team Findings and Evidence:

A. Instructional Programs:

The college serves a diverse community, and many of its students are the first in their families to attend college. To address the needs of its students, the college has implemented an extensive developmental program including English, ESL, reading, and mathematics. A Basic Skills Initiative Steering Committee (BSI-SC) has developed a five-year plan for this area. The college is to be commended for being named one of the "Hewlett Leaders in Student Success" as a result of its efforts to promote student success (II.A.1.a). The college is also to be commended for the work of the mathematics faculty in implementing in 2000 standard departmental finals for all developmental math courses. Data analysis of the departmental final has been distributed regularly to faculty. Despite the progress in evaluating the mathematics program, additional work needs to be completed to assess the effectiveness of the other departmental, ESL, and tutoring programs as well as the effectiveness of the assessment/placement services and students' success in achieving the proficiency requirements (II.A.1.a, II.A.2.g).

There is a dearth of research and data on student achievement and student progress for use in identifying student learning needs and assessing student progress on SLOs. Academic programs have engaged in program review with minimal and anecdotal data which has focused on student achievement rather than student learning. This is problematic since program improvements should have a direct impact on student learning. Despite this obstacle, there are many instances where faculty were able to assemble and analyze sufficient student achievement data to conduct analysis and make recommendations for program improvement. The team found a wide variation in the quality and quantity of data used by the college in conducting instructional program review (IIA.1.a).

The team was not able to verify that the college uses research and analysis to assess progress toward achieving stated learning outcomes as required by the Standards. The college has identified and installed a software system to collect and manage assessment data; however, their interviews confirmed that the system is not yet operational nor in use (IIA.1.a).

The college offers a wide range of delivery systems and modes of instruction to its students. Review of the catalog revealed that more than 50 percent of several programs including the entire Certificate Program in Insurance are offered online. The college was not able to provide documentation that a substantive change proposal to allow more than 50 percent of a program using distance learning had been submitted and approved. In addition, the team was unable to verify that adequate research has been conducted either to establish the student need for distance learning or to demonstrate its link to the college's mission (II.A.1.b, II.A.2.d).

Unfortunately, the college does not maintain separate data on student achievement for the different delivery modes. The team observed that the college does not collect and analyze this data separately. In order to meet the Standards, additional work needs to be completed to assess the effectiveness of the online and hybrid programs as compared to face-to-face delivery and to implement an ongoing process to continue to evaluate the effectiveness of these different delivery modes (II.A.1.b, II.A.2).

The college has identified four core competency areas for the institution upon which all SLOs are intended to be based. A document describing SLOs for the college's programs was provided; however, there is considerable confusion about the difference between SLOs and objectives for student achievement as well as the difference between institutional and program level SLOs (II.A.1.c)

The college reports that it has developed SLOs at the course level for 61 percent of its courses; however, the team was not able to confirm the validity of this assertion. The college did not provide evidence that the results of assessment of SLOs are used to analyze or improve the educational programs. In order to meet the Standards, much work needs to be done to appropriately define and assess program SLOs and to conduct authentic assessment of course level and program level SLOs. Although the college has a process for evaluating faculty the team was unable to verify that there are systematic processes in place to measure or demonstrate the overall quality, breadth, rigor, and sequencing of instruction. The college should consider methods to measure, assess, and evaluate the quality of instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning in each program using student achievement data and accomplishment of SLOs (II.A.1.c, II.A.2.a, II.A.2.b, II. A.2.c)

The college has developed a comprehensive approach to program review that is detailed in a Program Review Handbook available on the college's website. The process is well designed and appropriate for evaluating courses and programs and making improvements. The team was unable to verify that comprehensive and meaningful program reviews have been conducted by the college for all of its academic programs over the most recent accreditation cycle. The next step for the college is to use the results of assessment of student learning and incorporate assessment and evaluation of course and program level SLOs into an academic program review. Incorporation of this data and analysis will allow the college to close the loop on the assessment cycle and to make recommendations for planning and resource allocation based on analysis of student learning (II.A.2.a, II.A.2.e).

Review of the college's progress in linking program review and planning indicates that the level of implementation of program review can be at best characterized as being at the awareness/development level. The college's approach to planning implementation is inconsistent, and it is not well linked to program review or resource allocation in practice. Planning does not appear to be ongoing nor is institutional data or assessment of student learning being used for planning purposes. Program review instead relies on student achievement data (II.A.2.f).

The evaluations of student learning and the award of course credit are determined by the instructor of record. The method of evaluating student progress toward, and achievement of, these course objectives, including the method by which the final grade is determined, is contained in the course syllabus presented to students at the beginning of the semester. Credits are awarded consistent with accepted norms in higher education (II.A.2.i, II.A.2.h).

The college follows criteria consistent with the Standards to define the content and methodology of the institution's General Education information. The team validated that SLOs have been developed for General Education courses (II.A.3).

The process of developing or revising specific content for traditional General Education courses is conducted by discipline-specific faculty members using the CurricUNET system. For a new course to be included in the General Education requirement, it must first be approved by the Curriculum Committee, which assesses each submission. The team was able to verify courses follow an appropriate approval process. Degree majors provide the appropriate emphasis on discipline courses (II.A.3, II.A.4).

The college offers several vocational and occupational programs that have standards defined by external regulatory agencies. Students completing the Dental Hygiene, Paramedic, LVN, and RN programs are required to pass national and/or state competency examinations and apply for licensing within the appropriate jurisdiction. In 2008, 98 percent of the Certified Nursing Assistant Students passed the national exam, and 93 percent of the Associated Degree in Nursing

students passed their national exam. The college reports and the team were able to verify that the results for these programs meet or exceed the external standards (II.A.5).

The college provides current information about its programs and policies through the catalog and website. Transfer policies are communicated to students through the Transfer Center, which provides information and resources to students who are considering transfer to other institutions and provides assistance for students to apply online (II.A.6).

The criteria and process for determining whether a program should be discontinued are dependent on a fully functioning program review that includes utilizing data, assessing needs, and evaluating effectiveness in light of the evidence. A program discontinuance process has not been fully implemented although the operational steps are in place (II.A.6.b).

Information about the college is communicated to prospective and current students and the public through a variety of methods and media including catalogs, schedules, website; publications, and statements. The team verified that the college website features the current catalog and schedule (II.A.6.c).

The college has policies on academic freedom and academic integrity, and the team was able to verify that these policies are published in the catalog (II.A.7).

The college does not offer any curricula in foreign locations (II.A.8).

WASC Team Conclusions:

There is little data available for program review. Consequently, the college has had difficulty locating appropriate data for use in conducting program review and for making decisions related to planning and resource allocation. Although a new Dean devoted to research, evaluation, and planning has recently joined the college and a data warehouse has been identified, much work remains to be done to make student achievement and SLO data available to the college community. Additionally, there is considerable confusion at the college about the difference between SLOs and objectives for student achievement. The college is advised to revisit the definition of program SLOs to reflect learning outcomes instead of student achievement objectives. Although some measures have been identified to conduct direct assessment of student learning, they have yet to be introduced. The team was unable to verify that the results of assessment of SLOs are used to analyze or improve the educational programs. In order to meet the Standards, much work needs to be done to define appropriately and assess program SLOs and to conduct authentic assessment of course level SLOs (II.A.1.c).

The team was not able to verify that the college uses research and analysis to assess progress toward achieving stated learning outcomes as required by the Standards. The college has identified and installed a system to collect and manage assessment data, but the system is not yet operational. The college currently relies primarily on indirect measures to evaluate the effectiveness of its programs (II.A.2.e). ***The college has partially meets Standard IIA.***

B. Student Support Services

The college offers programs intended to support the general student population. In addition, there is a range of programs designed to meet the needs of specific student populations. These programs appear to be supportive of student learning and consistent with the college mission (II.B.1). However, there is little evidence that these programs have been developed based on student need, are using student learning outcomes, or are being systematically assessed (II.B.3). There is evidence that there is a well-functioning Early Admissions process, which includes parent participation (II.B.3.a). Many of the programs offer specialized counseling designed to help students meet their personal goals. Counselors meet with students individually, online, and in a group or workshop setting. Although students are receiving advice, some students and staff stated that it is difficult for students to get an appointment with a counselor, the online services are not always available, and access to student services data on the college's website is limited. According to students, the termination of the Web Developer and Outreach Coordinator seems to have affected the online counseling and enrollment process

(II.B.3.c). A systematic assessment of the availability of these services would assist the college to determine if student needs are adequately met (II.B.3.c, II.B.4).

The college catalog includes the college mission; descriptions of course, programs, and degree offerings; and the length of the academic calendar. Further; the catalog displays other information required by the Standard. The catalog is current. It has a clear table of contents and appears to be accurate and clear regarding general information and student policies. It is available on campus in the library and the bookstore, and on the college website (II.B.2).

The college offers many services that support learning at the main campus, but it offers limited services at the three satellite campuses. However, students may access the Internet to apply for admission, access their transcripts and grades, pay registration fees, and complete other transactions that are available on campus (II.B.3.a, II.B.3.b).

The college appears to provide an environment for students that embraces diversity, intellectual development, and personal and civic responsibility through its many clubs, programs, and activities (II.B.3.d).

No assessment instrument or related validation was referred to in the self study, but there is indication that the college follows externally required validation processes (II.B.3.e).

It appears that the college maintains student records permanently and securely, observes federal requirements for student privacy, and follows established policies for the release of student records (II.B.3.f).

The college claims that all Student Services are evaluated through program review and the implementation of SLOs. Some programs, like Extended Opportunity Program and Services (EOPS) and Disability Support Services (DSS), must submit annual reports to external overseers, while others must submit annual reports to the federal government. According to staff in Student Services, these reports are often substituted for program reviews. The team was unable to find evidence of regular evaluation of support programs or well defined SLOs. As verified by the Dean of Student Services, the SLOs for the Student Affairs Division were written in September 2009, just before the team visit. While there is no evidence that SLOs have been assessed, nor is there evidence of how program review is being used within student affairs (II.B.4).

WASC Team Conclusions:

The college offers an admirable array of support programs and services for its students. Assessing student needs for these and future programs will provide more targeted help for students and will assist the college in using its resources to its best advantage. Likewise, identifying SLOs for its student services and assessing those outcomes through a comprehensive program review process will enable the college to increase its effectiveness. While there appears to be some evidence of program review and SLO development, the division must participate in the colleges' systematic and continuous cycle of institutional and program planning, evaluation, and assessment for all student services, support programs, and SLOs (II.B.3). ***The college partially meets Standard IIB.***

C. Library and Learning Resources

The team validated that the college partially supports the quality of its instructional programs by providing library and other Learning Assistance Services (LAS) that are sufficient in quantity, currency, depth, and variety to supplement educational offerings (II.C.1). With the addition of the libraries or resource centers in the Higher Education Centers and the move from the old library into the Learning Resource Center, the area that the library staff oversees has more than quadrupled. During the planning stages for the centers it was recommended that the number of staff should double to adequately serve the centers and the expanded library. However, the staffing level instead has been reduced, with further reductions possible in light of budget reductions (II.C.1.a, III.A.2). The planned conversion to a new integrated library system has stalled. If the conversion is not completed, the library at the main campus and the centers may need to use a system that is no longer supported by the vendor. Close to half of the library computers are not functional and the same

is true for those in the teaching lab. The leasing plan to replace desktop computer hardware on a four-year cycle is not evident in the library, which has resulted in a number of computers with out-of-order signs. In addition, the college lacks resources for disability support software (II.C.1.a, III.C.1.a, III.C.1.c).

On the other hand, the library is to be commended for a vital and robust relationship with the student population. There is a great devotion to student support in evidence among the library staff. Librarians freely arrange their hours to provide library orientations in the library or classrooms and outside of their normally scheduled open hours and days; they also rotate out to the Centers to provide support (II.C.1.b).

Learning Assistance Services are provided at all sites and include a wide array of tutoring services and labs. Learning Assistance Services oversees discipline-specific tutoring in certain labs. Software is needed in order to provide course-specific tutoring. Staffing is also an issue; students reported to the team waiting as long as a month to have a tutoring session, especially at the beginning of the semester (II.C.1.c, II.C.1.d, III.A.2, III.C.1.a).

Program review for the library at the course level was last done in 2000 and is being finalized for fall 2009. The team cannot validate that there is a current timeline for program review for administrative units, and although a document dated March 2001 states that program review for Academic Information Services was to have been completed in 2003–2004, this was not done. At this point, neither the college nor the library measures and maintains sufficient data to plan and implement improvements (II.C.2).

WASC Team Conclusions:

Library and Learning Assistance Services are busy providing excellent services and generating ideas on how to attract and serve more students despite a clear lack of resources. However, neither program is generating program reviews with student learning outcomes at the program level and then using that data to ensure the continuous improvement of programs and services (II.C.2). ***The college partially meets Standard IIC.***

Eligibility Requirement 21: Relations with the Accrediting Commission

Southwestern College asserts that it adheres to all eligibility requirements and accreditation standards and policies of the Commission. However, the visiting team determined that the college does not meet two eligibility requirements (#19 and #21). The college was not able to provide documentation that a substantive change proposal to allow more than 50 percent of a program using distance learning had been submitted and approved despite having such a program in place. Eight of the ten recommendations from the previous visiting team have not been satisfied fully. The institution meets other aspects of this eligibility requirement. ***This eligibility requirement is not satisfied.***



WASC Guide for Evaluating Institutions

Recommendation 6: Technology Plan and its integration with the Strategic Plan

Questions to Use in Institutional Evaluation

This *Guide* is designed to provide thoughtful dialogue and judgment about institutional quality by college communities engaged in self study and by peer evaluation teams assigned to affirm the quality of institutions. As either group seeks to evaluate an institution's ability to measure up to the Standards of Accreditation, inquiry—asking questions and seeking answers—is necessary before judgment is made. The following questions are designed to provoke thoughtful reflection about institutional quality. These questions are designed to be asked by either the institution engaged in self-reflection as part of the self study, or by the peer evaluation team that visits the campus. The *Guide* also provides a list of possible sources of evidence that can be used to develop answers to the questions raised through the process of inquiry.

The questions, and lists of possible evidence, are designed to inform discussions of *student achievement*, such as number of graduates, number of transfer students, retention rates, course completion rates, job placement rates; *institutional performance* such as the presence and effective use of institutional resources, structures, and policies, to achieve the institutions educational mission; and *student learning outcomes* such as the acquisition of knowledge, skills, abilities, and attitudes that the institution intended student to learn and which are defined by the institution as the intended learning outcomes. Remember, there may be many other questions that institutions and team members can and should ask in order to assess institutional quality and effectiveness.

—Excerpt taken from the WASC Guide to Evaluating Institutions

Recommendation	Description	Citation	Date Due
6	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.	Standards II.C.1.a; III.C.1.a; and IIC.1.c.	October 2010

WASC Evaluation Team Report:

The team recommends that the College establish, clarify, and implement hiring, promotion, and equal employment practices and provide appropriate orientation, training and evaluation (Standards: 2.6, 7.A.1, 7.A.2, 7.B.1, 7.C.2, 7.B.3, 7.C.2, 7.D.1, and 7.D.2).

The College appears to have all the necessary policies and procedures in place, and evaluations are taking place on a regular basis. There is a concern that the ethnic representation of adjunct instructors is disproportionate to the student population. ***The recommendation has been met.***

WASC Team Findings and Evidence:

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. Although the college maintains it “fully engages instructional faculty in the decision making process” for instructional technology, faculty themselves indicate that this is not occurring. 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 computer replacement policy indicates a four-year schedule for upgrading technology across the campus. While the plan has been approved, funded, and is in place, the computers have yet to be deployed (III.C.1).

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. To date no new computers have been supplied to the areas they are most critically needed—open computer labs, libraries, training areas, and classrooms. There is also no evidence that this plan has been properly vetted through the appropriate committees (III.C.1.c).

The college was unable to provide evidence that, in general, it is providing adequate technology training to students and personnel. Some training is conducted by the library staff, providing valuable orientations and training to students and personnel. Recommendations to hire staff have not been followed; nevertheless, the Online Learning Center continues to offer services that meet student needs and should be applauded for providing a physical environment that is well appointed, collegial, and conducive to learning, mentoring, and training (III.C.1.b).

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).

WASC Team Conclusions:

As indicated in the self study, technology does not appear to be meeting the needs of learning, teaching, college-wide communications, research, and operational systems (III.C.1.a). Discussions with stakeholders indicate that recent cuts have compromised technology and support services. Conversely, technology training and orientations for students and staff appear to be well satisfied by the library staff. Technology planning is not aligned with institutional planning (III.C.2). ***The college does meet Standard IIIC.***

WASC Guide to Evaluating Institutions

STANDARD II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

IIC: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to student so that library and other learning support services

may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

IIC.1.a:

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

- * What information about student learning needs is provided by other instructional faculty and staff to inform selection of library resources?
- * How does the institution assess the effectiveness of its own library collection in terms of quantity, quality, depth, and variety?

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

IIIC: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
 - * How does the institution make sure that its various types of technology needs are identified?
 - * If the college is not supported by technology, how did the college make that decision?
 - * How does the institution evaluate the effectiveness of its technology in meeting its range of needs?
 - * How effectively are those needs met?

IIIC.1.a:

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation of effectiveness of the institution.

- * How does the institution make decisions about technology services, facilities, hardware, and software?
- * How well does technology accommodate the college's curricular commitments for distance learning programs and courses? Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security?

IIIC.1.c:

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

- * How has the institution provided for the management, maintenance, and operation of its technological infrastructure and equipment?
- * Does the college provide appropriate system reliability and emergency breakup?

WASC Recommended Sources of Evidence:

Listed below are examples of potential sources of evidence for Standard III. There may be many other sources which institutions should provide and teams should ask for.

STANDARD III: Resources

C. Technology Resources

- ☐ Evidence about how the institution evaluates how well its technology meets the needs of its programs and services.
- ☐ Evidence about how the institution evaluates how well its technology meets the need for college-wide communications, research, and operational systems.
- ☐ Evidence about how the institution makes decisions about technology services, facilities, hardware, and software.
- ☐ Evidence about how the institution evaluates the effectiveness of its technology.
- ☐ Evidence that the institution assesses the need for information technology training for students and personnel.
- ☐ Evidence that training is designed to meet the needs of students and personnel.
- ☐ Evidence about how the institution plans and maintains its technology, infrastructure, and equipment.
- ☐ Evidence that the institution bases its technology plans on the needs of programs and services.
- ☐ Evidence that the institution has replacement and maintenance plans for its technology.
- ☐ Evidence about how the institution uses and distributes its technology resources.
- ☐ Evidence about how the institution assesses the technology needs of its programs and services.
- ☐ Evidence that the institution assesses the use of its technology resources.
- ☐ Evidence that institutional plans determine technology resource priorities.
- ☐ Evidence that technology resource decisions are based on the results of evaluation of program and service needs.

SWC ACTION PLANS IDENTIFIED IN THE SELF STUDY 2009

Standard	Section	WASC Recommendation	Action Plan	Status
II	A	6	Assess the staffing shortage in the Online Learning Center and respond to the recommendations of the Academic Technology Committee and the Academic Senate	
II	B	6	Utilizing various media including the SWC website, enhance student awareness and access to college programs and services.	
II	C	6	Address the adequacy of the library budget for books, electronic resources, media and closed captioning, adjunct librarians, ADA software.	
			Identify the system with which to replace Horizon and secure funds for it.	
			Provide additional campus-wide software for the key server to meet increased student demand for course specific software in the open tutorial labs.	
			Assess student needs to determine if increased tutorial services, hours, and locations are needed and, if so, submit a plan for increased staffing.	

			Explore variants of online library orientations, such as podcasts or tailored online subject guides for classes, in addition to the present video tutorials, in-person orientations to reach more faculty members and hand-outs.	
			Explore additional methods for publicizing library orientations to reach more faculty members and students.	
			Explore and obtain potential funding opportunities for ongoing specialized tutor training.	
			Initiate research to assess if student needs are being met by current ASC services both on the main campus and at the HEC locations.	
			Conduct research to evaluate the services/collections of the libraries in all locations.	
			Initiate a marketing plan utilizing various media to promote LAS programs.	
III	B	6	Establish web access for emergency response training including use of internal media.	
IV	B	6	Based on the approved Five-Year Technology Plan, implement policies and procedures that institutionalize ongoing replacement of desktop hardware, technology infrastructure, and academic software as well as update its technology plan on a regular basis.	
			Develop an easily accessible, searchable, online site for all college policies in WebAdvisor.	



WASC Guide for Evaluating Institutions Recommendation 8B: Decision Making Processes

Questions to Use in Institutional Evaluation

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The questions, and lists of possible evidence, are designed to inform discussions of *student achievement*, such as number of graduates, number of transfer students, retention rates, course completion rates, job placement rates; *institutional performance* such as the presence and effective use of institutional resources, structures, and policies, to achieve the institutions educational mission; and *student learning outcomes* such as the acquisition of knowledge, skills, abilities, and attitudes that the institution intended student to learn and which are defined by the institution as the intended learning outcomes.

Remember, there may be many other questions that institutions and team members can and should ask in order to assess institutional quality and effectiveness.

—Excerpt taken from the WASC Guide to Evaluating Institutions

Recommendation	Description	Citation	Date Due
8	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. 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.	Standards IV.A; IV.B.2.b, and III.A.4.c	October 2010 Develop and implement written definitions of an effective decision making process. March 2011

WASC Evaluation Team Report:

The team recommends that the Governing Board establish and monitor itself as a policy-making body, delegate operational authority to the Superintendent/President, clarify management roles, and support the authority of management roles, and support the authority of management in the administration of the College (Standards 10.A.3, and 10.A.4).

Due to changes in the composition of the Governing Board and especially since the hiring of the current Superintendent/President in 2007, the Board has made significant strides in addressing this recommendation. The Board has an approved Policy #2432 which specifically delegates operational functions of the institution to the Superintendent/President, and meeting minutes document that the Board reviewed and approved revisions of district

policies which are directly related to the definition of roles and responsibilities. The Superintendent/President reports that he is satisfied that the Board is relying on him to guide the operation for the college and implementation of board policies, and interviews with administrators and staff tell the same story. Despite these improvements, there appears to be more work to do to satisfy this recommendation. The self-study quotes the 2003 team report as follows, “The Board appears to have expanded its policy-making role to include some management decision. It is important that this practice be stopped as it is a direct violation of the Standard. It is also important that the board members’ primary contact with the campus be the Superintendent/President to avoid the occurrence or appearance of micromanagement. There appears to be a breakdown in protocol related to the Superintendent/President’s function as a liaison between the Governing Board and the staff.” Despite the college’s acknowledgement of this statement in the self-study, the Board does not appear to have fully embraced the distinction between its role and that of the Superintendent/President. Between 2004 and 2007, there was a succession of Superintendent/Presidents leading the Board to conclude that they needed to continue to exert some control over the operations of the college. The majority of the trustees appear to trust the new Superintendent/President, and they recently voted to grant him a multi-year contract. There are; however, several indications that the Board is still not strictly adhering to its policies regarding delegation of authority and that some policies undermine the authority of the Superintendent/President.

Since the self study attests that trustees interpret their role as “legally responsible for the effective operation of the District,” and that trustee actions have been in conflict with the 2003 team’s recommendation, ***the team concludes that the recommendation has not been adequately addressed.***

General Comments:

The leadership of the college has changed several times in rapid succession. According to the self study, the position of Superintendent/President has been filled four times since the last Accreditation Team visit in 2003 (three interim and one permanent selections), and there have been four Vice Presidents of Academic Affairs in the same span of time. Other managerial positions have shown turnover as well. This rapid turnover and the resulting questions about whom to turn to for decisions have left the college whom to turn to for decisions are largely top down. They express a desire for more open communication, transparency, and collaboration to take place and that their perspectives have greater weight in college decisions.

The majority of Governing Board members support the Superintendent/President, but the newest member, who also has strong faculty union support, is decidedly skeptical. The Superintendent/President and most trustees report that the Board has a clear understanding of its role as a policy-making body and that there has been a marked decrease in the Board and individual trustee’s micromanaging college operations. Enumerated below is evidence that suggests continued involvement, however.

- * A board member is an active participant on the College’s Budget Task Force. The campus reports that the board member is a dominating participant in meetings and indicates that this participation stifles communication and sharing of ideas and impacts the Superintendent/President’s ability to lead the meeting.
- * Other board members state they may sit in on college committee meetings for their own information but do not hold seats on those committees. They then share what they learn with the other trustees.
- * Trustees interact regularly with college staff, seem to think it is important to do that; and report feedback to the Board and to the Superintendent/President. The Board seeks communication between its members and the college staff, an activity supported by SWCCD Policy #2743.
- * The Superintendent/President is required to communicate regularly with each trustee to review district business and to generate reports requested by individual trustees (SWCCD Policy #2430).
- * In 2006, the Board insinuated itself into the hiring of the Vice President for Academic Affairs. Although the Board has not invoked that privilege in the hiring of the last four vice presidents under the current president, SWCCD Policy #2432 still states that the Board may interview finalists for vice president positions. Trustees state

that this policy was kept despite the recent review and updating specifically as a safeguard to allow the Board to intervene in vice presidential selection if necessary.

- * One trustee clearly expects his wishes to be carried out by the Superintendent/President. Although his fellow trustees report attempting to clarify his role and monitor his questions and comments during Board meetings, they appear not to have succeeded. He is perceived by some as not understanding the difference between policy and operation.

WASC Team Findings and Evidence:

IV.A Decision-making Roles and Processes:

After the 2003 site visit, the college established one body, the Process Planning Group, and re-purposed the College Leadership Council (CLC), to provide structures for a collegial environment that welcomed input from all college constituents. There is also an Executive Leadership Team (ELT), which was designed to serve a collegial role in governance but is now reported to function as a way for the college administration to provide input for Governing Board meeting agendas and policies. The self study reports confusion about whether the ELC or CLC is the primary collegial governance body for the college and the means for bringing forth college-wide initiatives for consultation and decision-making. The college has held retreats on the topic of governance and has conducted surveys to determine why the college community is confused about the decision-making process and to assess the level of satisfaction with campus climate. The survey results indicate the items of greatest concern are a lack of information about the direction of the college, the level of respect shown by the Board toward members of the college community, the reasons for administrative decisions, and the college's manner of rewarding leadership. Of the 91 full-time faculty who responded to the survey, just 20 percent believed that they had adequate opportunities to participate in decision-making (IV.A).

Through conversations with the employee groups, it has been reported that the oppressive climate on campus has not improved in ensuing years. Several faculty members commented to the team that they feared reprisal for their words and actions. Examples of this allegation were supplied by faculty via conversations and the well-attended forums held during the visit. Several faculty members cited an environment in which non-tenured faculty, middle-level managers, and classified staff feared for their jobs if they spoke freely about an issue that they perceived to be a problem or if they complained about particular issues. Students report that their suggestions do not appear to be followed and their best interests are not the basis for institutional decisions. The perception by some administrators is that eleven or twelve individuals are causing the strife between the college and the administration (IV.A.1).

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).

WASC Team Conclusions:

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.***

WASC Team Findings and Evidence:

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Although a process for improving the college is laid out in the self study, it has not been followed for several years. The Superintendent/President has identified board and superintendent/president goals but, despite earlier promising attempts, the process for setting new goals and priorities for the college is in its infancy with efforts beginning fall 2009 (IV.B.2).

The Superintendent/President described his lack of attention to integrated planning as a result of having to deal with more pressing issues upon his arrival, including budgetary matters. He articulated plans to codify the planning process over the course of the current academic year. He described changing the ELT, which currently is the primary body for review of policy changes prior to being sent to the Board, to a subset of the CLC (the primary governance committee) (IV.B.2.a).

College decisions do not rely on data at this time, although the Superintendent/President seems to have a good grasp of the concept of evidence-based decisions. Planning processes are not data driven, there is no documented process, and there is no evidence that planning has occurred for several years. The integration of the educational plan with the budget in order to achieve SLOs is not present (IV.B.2.b).

The Superintendent/President expresses awareness of statutes and regulations pertaining to the college (IV.B.2.c).

The Superintendent/President previously served as acting Vice President of Business and Financial Affairs and demonstrates a keen understanding of these issues. He has taken measures to manage the college's budget. As might be

expected, strong fiscal management actions have caused distress among the faculty and staff who claim the process is not transparent or connected to planning. Lack of established leadership in the Business and Financial Affairs Office prior to the recent arrival of the new vice president resulted in a perceived gap in information sharing about budgetary decisions with the college community. The new leadership, however, is presenting a strong and forthcoming presence much desired by the college (IV.B.2.d).

The external community's perspective on the college and thus the Superintendent/President may be revealed in the passing of a recent bond measure by a large margin. There are problems with communication internally evidenced by individual reports of feeling threatened, fearing retribution, and feeling intimidated. These issues have the potential to impact the public perception of the college's leadership (IV.B.2.e).

WASC Team Conclusions:

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. Although the college community is passionate about blaming the current Superintendent/President for the situation, it appears from the broader perspective to be a long-standing problem stemming from a breach in philosophy about college decisions between the Board and the college employees. This clash in understanding of college governance has created obstacles to student learning and the improvement of the institution (IV.A.1).

The self study indicates that the Superintendent/President is making strides in repairing college morale, but in reality there is a strong undercurrent of discontent at the college. Faculty are more vociferous in their opposition to the Superintendent/President's style, but there is clearly some tension among the administration as well. The Superintendent/President is quick to note that he doesn't need this job and has stated he has received strong support from the Board on personnel actions. He expresses his role as coming in to clean up the college and get it on track for a long and stable future (IV.A.1, IV.A.2.a).

The Board does not have a clear understanding of its role in determining the direction and philosophy for the college (policy) versus how that direction and philosophy are accomplished (operations). It is still at an early stage with regard to the delegation of authority for operations to the college Superintendent/President and his administration. Some existing policies undermine the effective delineation between the functions of the Superintendent/President and the Board. The trustees do not seem to realize the negative impact their involvement in day-to-day college affairs can have on college operations. Every trustee should participate in externally-provided trustee training on a regular basis (IV.B.1.f, IV.B.1.j).

The college does not meet this standard.

WASC Guide to Evaluating Institutions

STANDARD V: Leadership and Governance

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

IV.A: Decision-Making Roles and Processes

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

IV.B.2.b:

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

The President guides institutional improvement of the teaching and learning environment by the following:

- 1) establishing a collegial process that set values, goals, and priorities;
 - 2) ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - 3) ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
 - 4) establishing procedures to evaluate overall institutional planning and implementation efforts.
- * What does the president do to communicate institutional values, goals and direction?
 - * How familiar is the president with data and analyses of institutional performance?
 - * How does the president communicate the importance of a culture of evidence and a focus on student learning?
 - * Where does the research office report in the institution—does it have easy access to the president’s office?
 - * What mechanisms has the president put in place to link institutional research, particularly research on student learning, institutional planning processes, resource allocation processes?
 - * How does the district chief executive officer follow the component parts of this standard in the role of providing effectiveness district leadership?

III.A.4.c: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

- * In what ways does the institution foster an appreciation for diversity?
- * How effective are the institution’s policies and practices in promoting understanding equity and diversity issues? How does the institution know these policies and practices are effective?

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

- * What policies and procedures about the treatment of personnel does the institution have in place?
- * How does the institution ensure that its personnel and students are treated fairly?

WASC Recommended Sources of Evidence:

Listed below are examples of potential sources of evidence for Standard III. There may be many other sources which institutions should provide and teams should ask for.

STANDARD III: Resources

A. Human Resources

- Evidence about how the institution determines human resource needs of programs and services.
- Evidence that the institution uses analyses in determining hiring priorities.
- Evidence, such as planning meeting minutes, that the institution systematically considers and relies on needs of programs and services in determining hiring priorities.
- Evidence that the institution uses a clear and reasonable process for determining personnel selection criteria.
- Evidence that programs and services are designed to provide for the range of personnel needs at the institution.
- Evidence about how the institution treats its personnel and students.
- Evidence that the institution assesses the use of its human resources.
- Evidence that institutional plans determine human resources allocation priorities.
- Evidence that human resource decisions are based on the results of evaluation of programs and services.

Standard IVA Decision-Making Roles and Processes:

- Evidence that shows board and other governance policies and descriptions of the participation of constituencies in decision-making bodies.
- Evidence that includes documents showing the transmission of recommendations from faculty and academic administrators to decision-making bodies, and descriptions of the institution's information and decision-making process.
- Evidence that includes copies of governance policies and procedures, the composition of governance bodies, minutes of meetings, and documents showing the roles academic staff plan in reviewing and planning student learning programs and services.
- Evidence that includes evaluations and analyses the institution conducts of its governing and decision-making processes, and the form of communication of same to the same community.
- Evidence that includes the Policy Manual, institutional statement of mission, vision, and institutional planning documents.

Standard IVB Board and Administrative Organization:

- Evidence that includes published statements of institutional goals that reference the board's expectations for student learning and quality of education.
- Evidence that includes documents describing the authority of the board; the absence of any external, higher authority than the board; descriptions of the board appointment and replacement process.
- Evidence that includes the published bylaws.
- Evidence that includes board minutes or a schedule showing board evaluation of policies.
- Evidence that includes the materials from board training workshops.
- Evidence that includes the policy on board membership, appointment and replacement.
- Evidence that includes the board's policy and instruments used for self evaluation, analyses and reports on the last few self-evaluations completed.
- Evidence that includes the board policy statement of ethics.
- Evidence that includes board minutes, statements to college constituents on this delegation of authority, the board policy manual, any contracts with administrators that specify delegation of authority, board agreements with faculty bodies regarding delegation of authority.

- Evidence that includes the results of surveys, other evaluations of the president's activities directed toward the communities served by the institutions.
- Evidence that includes surveys and other evaluative instruments, and the results of evaluation. Evidence that includes descriptions of funding rules or formulas, committee minutes or other documents showing the system has assessed the needs of each institution.
- Evidence that includes any formal delineation of responsibilities that might be found in district/college documents, including descriptions of job duties, descriptions contained in employment contracts, and the district mapping provided to the institutions and the commission.
- Evidence: examples of written or other recorded communications.
- Evidence that would include institutional analyses of performance, including fact books, reports, web page data portfolios, and publications that describe research on institutional performance.
- Evidence that includes written information about institutional planning processes, minutes of meetings, records of participation in institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions.
- Evidence that includes the system's evaluation instruments, the results of the evaluation, and plans for improvement increasing.
- Evidence that multi-college systems develop a 'map' or description of district and college functions that delineates and distinguishes them clearly.

SWC ACTION PLANS IDENTIFIED IN THE SELF STUDY 2009

Standard	Section	WASC Recommendation	Action Plan	Status
I	D	8 (b)	The District should establish a transparent and clear shared-governance method of developing parameters for budget planning to alleviate the perceptions that resources are distributed unfairly and without long and short range planning for fiscal stability.	
IV	A	8 (b)	Reconfirm the shared governance process for consultation and decision-making.	
			Clarify the shared governance process for consultation and decision-making with a flow chart and/or diagram showing the relationship of all standing committees, constituent groups, CLC, ELT, etc. to each other.	
			Develop a methodology and timeline to regularly evaluate the institutions governance and decision-making structures and process.	

WASC Guide for Evaluating Institutions

Recommendation 9: Role of the Governing Board

Questions to Use in Institutional Evaluation

This *Guide* is designed to provide thoughtful dialogue and judgment about institutional quality by college communities engaged in self study and by peer evaluation teams assigned to affirm the quality of institutions. As either group seeks to evaluate an institution's ability to measure up to the Standards of Accreditation, inquiry—asking questions and seeking answers—is necessary before judgment is made. The following questions are designed to provoke thoughtful reflection about institutional quality. These questions are designed to be asked by either the institution engaged in self-reflection as part of the self study, or by the peer evaluation team that visits the campus. The *Guide* also provides a list of possible sources of evidence that can be used to develop answers to the questions raised through the process of inquiry.

The questions, and lists of possible evidence, are designed to inform discussions of *student achievement*, such as number of graduates, number of transfer students, retention rates, course completion rates, job placement rates; *institutional performance* such as the presence and effective use of institutional resources, structures, and policies, to achieve the institutions educational mission; and *student learning outcomes* such as the acquisition of knowledge, skills, abilities, and attitudes that the institution intended student to learn and which are defined by the institution as the intended learning outcomes. Remember, there may be many other questions that institutions and team members can and should ask in order to assess institutional quality and effectiveness.

—Excerpt taken from the WASC Guide to Evaluating Institutions

Recommendation	Description	Citation	Date Due
9	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.	Standards IV.B.1.a and IV.B.1.j	October 2010

WASC Evaluation Team Report:

The team recommends that the Governing Board establish and monitor itself as a policy-making body, delegate operational authority to the Superintendent/President, clarify management roles, and support the authority of management roles, and support the authority of management in the administration of the College (Standards 10.A.3, and 10.A.4).

Due to changes in the composition of the Governing Board and especially since the hiring of the current Superintendent/President in 2007, the Board has made significant strides in addressing this recommendation. The Board has an approved Policy #2432 which specifically delegates operational functions of the institution to the Superintendent/President, and meeting minutes document that the Board reviewed and approved revisions of district policies which are directly related to the definition of roles and responsibilities. The Superintendent/President reports that he is satisfied that the Board is relying on him to guide the operation for the college and implementation of board policies, and interviews with administrators and staff tell the same story. Despite these improvements, there appears to be

more work to do to satisfy this recommendation. The self-study quotes the 2003 team report as follows, “The Board appears to have expanded its policy-making role to include some management decision. It is important that this practice be stopped as it is a direct violation of the Standard. It is also important that the board members’ primary contact with the campus be the Superintendent/President to avoid the occurrence or appearance of micromanagement. There appears to be a breakdown in protocol related to the Superintendent/President’s function as a liaison between the Governing Board and the staff.” Despite the college’s acknowledgement of this statement in the self-study, the Board does not appear to have fully embraced the distinction between its role and that of the Superintendent/President. Between 2004 and 2007, there was a succession of Superintendent/Presidents leading the Board to conclude that they needed to continue to exert some control over the operations of the college. The majority of the trustees appear to trust the new Superintendent/President, and they recently voted to grant him a multi-year contract. There are; however, several indications that the Board is still not strictly adhering to its policies regarding delegation of authority and that some policies undermine the authority of the Superintendent/President.

Since the self study attests that trustees interpret their role as “legally responsible for the effective operation of the District,” and that trustee actions have been in conflict with the 2003 team’s recommendation, ***the team concludes that the recommendation has not been adequately addressed.***

General Comments:

The leadership of the college has changed several times in rapid succession. According to the self study, the position of Superintendent/President has been filled four times since the last Accreditation Team visit in 2003 (three interim and one permanent selections), and there have been four Vice Presidents of Academic Affairs in the same span of time. Other managerial positions have shown turnover as well. This rapid turnover and the resulting questions about whom to turn to for decisions have left the college whom to turn to for decisions are largely top down. They express a desire for more open communication, transparency, and collaboration to take place and that their perspectives have greater weight in college decisions.

The majority of Governing Board members support the Superintendent/President, but the newest member, who also has strong faculty union support, is decidedly skeptical. The Superintendent/President and most trustees report that the Board has a clear understanding of its role as a policy-making body and that there has been a marked decrease in the Board and individual trustee’s micromanaging college operations. Enumerated below is evidence that suggests continued involvement, however.

- * A board member is an active participant on the College’s Budget Task Force. The campus reports that the board member is a dominating participant in meetings and indicates that this participation stifles communication and sharing of ideas and impacts the Superintendent/President’s ability to lead the meeting.
- * Other board members state they may sit in on college committee meetings for their own information but do not hold seats on those committees. They then share what they learn with the other trustees.
- * Trustees interact regularly with college staff, seem to think it is important to do that; and report feedback to the Board and to the Superintendent/President. The Board seeks communication between its members and the college staff, an activity supported by SWCCD Policy #2743.
- * The Superintendent/President is required to communicate regularly with each trustee to review district business and to generate reports requested by individual trustees (SWCCD Policy #2430).
- * In 2006, the Board insinuated itself into the hiring of the Vice President for Academic Affairs. Although the Board has not invoked that privilege in the hiring of the last four vice presidents under the current president, SWCCD Policy #2432 still states that the Board may interview finalists for vice president positions. Trustees state that this policy was kept despite the recent review and updating specifically as a safeguard to allow the Board to intervene in vice presidential selection if necessary.
- * One trustee clearly expects his wishes to be carried out by the Superintendent/President. Although his fellow trustees report attempting to clarify his role and monitor his questions and comments during Board meetings, they

appear not to have succeeded. He is perceived by some as not understanding the difference between policy and operation.

WASC Team Findings and Evidence:

IV.A Decision-making Roles and Processes:

After the 2003 site visit, the college established one body, the Process Planning Group, and re-purposed the College Leadership Council (CLC), to provide structures for a collegial environment that welcomed input from all college constituents. There is also an Executive Leadership Team (ELT), which was designed to serve a collegial role in governance but is now reported to function as a way for the college administration to provide input for Governing Board meeting agendas and policies. The self study reports confusion about whether the ELC or CLC is the primary collegial governance body for the college and the means for bringing forth college-wide initiatives for consultation and decision-making. The college has held retreats on the topic of governance and has conducted surveys to determine why the college community is confused about the decision-making process and to assess the level of satisfaction with campus climate. The survey results indicate the items of greatest concern are a lack of information about the direction of the college, the level of respect shown by the Board toward members of the college community, the reasons for administrative decisions, and the college's manner of rewarding leadership. Of the 91 full-time faculty who responded to the survey, just 20 percent believed that they had adequate opportunities to participate in decision-making (IV.A).

Through conversations with the employee groups, it has been reported that the oppressive climate on campus has not improved in ensuing years. Several faculty members commented to the team that they feared reprisal for their words and actions. Examples of this allegation were supplied by faculty via conversations and the well-attended forums held during the visit. Several faculty members cited an environment in which non-tenured faculty, middle-level managers, and classified staff feared for their jobs if they spoke freely about an issue that they perceived to be a problem or if they complained about particular issues. Students report that their suggestions do not appear to be followed and their best interests are not the basis for institutional decisions. The perception by some administrators is that eleven or twelve individuals are causing the strife between the college and the administration (IV.A.1).

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The Superintendent/President described his lack of attention to integrated planning as a result of having to deal with more pressing issues upon his arrival, including budgetary matters. He articulated plans to codify the planning process over the course of the current academic year. He described changing the ELT, which currently is the primary body for review of policy changes prior to being sent to the Board, to a subset of the CLC (the primary governance committee) (IV.B.2.a).

College decisions do not rely on data at this time, although the Superintendent/President seems to have a good grasp of the concept of evidence-based decisions. Planning processes are not data driven, there is no documented process, and there is no evidence that planning has occurred for several years. The integration of the educational plan with the budget in order to achieve SLOs is not present (IV.B.2.b).

The Superintendent/President expresses awareness of statutes and regulations pertaining to the college (IV.B.2.c).

The Superintendent/President previously served as acting Vice President of Business and Financial Affairs and demonstrates a keen understanding of these issues. He has taken measures to manage the college's budget. As might be expected, strong fiscal management actions have caused distress among the faculty and staff who claim the process is not

transparent or connected to planning. Lack of established leadership in the Business and Financial Affairs Office prior to the recent arrival of the new vice president resulted in a perceived gap in information sharing about budgetary decisions with the college community. The new leadership, however, is presenting a strong and forthcoming presence much desired by the college (IV.B.2.d).

The external community's perspective on the college and thus the Superintendent/President may be revealed in the passing of a recent bond measure by a large margin. There are problems with communication internally evidenced by individual reports of feeling threatened, fearing retribution, and feeling intimidated. These issues have the potential to impact the public perception of the college's leadership (IV.B.2.e).

WASC Team Conclusions:

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. Although the college community is passionate about blaming the current Superintendent/President for the situation, it appears from the broader perspective to be a long-standing problem stemming from a breach in philosophy about college decisions between the Board and the college employees. This clash in understanding of college governance has created obstacles to student learning and the improvement of the institution (IV.A.1).

The self study indicates that the Superintendent/President is making strides in repairing college morale, but in reality there is a strong undercurrent of discontent at the college. Faculty are more vociferous in their opposition to the Superintendent/President's style, but there is clearly some tension among the administration as well. The Superintendent/President is quick to note that he doesn't need this job and has stated he has received strong support from the Board on personnel actions. He expresses his role as coming in to clean up the college and get it on track for a long and stable future (IV.A.1, IV.A.2.a).

The Board does not have a clear understanding of its role in determining the direction and philosophy for the college (policy) versus how that direction and philosophy are accomplished (operations). It is still at an early stage with regard to the delegation of authority for operations to the college Superintendent/President and his administration. Some existing policies undermine the effective delineation between the functions of the Superintendent/President and the Board. The trustees do not seem to realize the negative impact their involvement in day-to-day college affairs can have on college operations. Every trustee should participate in externally-provided trustee training on a regular basis (IV.B.1.f, IV.B.1.j).

The college does not meet this standard.

WASC Guide to Evaluating Institutions

STANDARD V: Leadership and Governance

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

IVB:

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.⁶

IVB.1:

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

- * Does the institution have a Policy Manual or other compilation of policy documents that show the board's role in establishing said policy and reviewing it on a regular basis?
- * What statements about quality of program, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, planning documents, or other statements of direction?
- * What is the written policy describing selection of the chief administrator? Has the board followed it or another process?

IVB.1.a:

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

- * Is the governing board appropriately representatives of the public interest and lacking conflict of interest? Does the composition of the governing board reflect public interest in the institution?
- * Are less than half of the board members owners of the institution? Are a majority of governing board members non-owners of the institution?

IV.B.1.j:

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

- * What is the established board process for conducting search and selection processes for the chief administrator? Are those processes written?
- * Has the board used these processes in its most recent searches?
- * How is the board delegation of administrative authority to the chief administrator defined? In policy documents? In a contract with the chief administrator?
- * Is this delegation clear to all parties?
- * How effective is the board in remaining focused at the policy level?
- * What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals?
- * How does the board set clear expectations for regular reports from the chief administrator on institutional performance?
- * How does the board set expectations for sufficient information on institutional performance to insure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity?

WASC Recommended Sources of Evidence:

Listed below are examples of potential sources of evidence for Standard IV. There may be many other sources which institutions should provide and teams should ask for.

Standard IVA Decision-Making Roles and Processes:

- Evidence that shows board and other governance policies and descriptions of the participation of constituencies in decision-making bodies.
- Evidence that includes documents showing the transmission of recommendations from faculty and academic administrators to decision-making bodies, and descriptions of the institution's information and decision-making process.
- Evidence that includes copies of governance policies and procedures, the composition of governance bodies, minutes of meetings, and documents showing the roles academic staff plan in reviewing and planning student learning programs and services.
- Evidence that includes evaluations and analyses the institution conducts of its governing and decision-making processes, and the form of communication of same to the same community.
- Evidence that includes the Policy Manual, institutional statement of mission, vision, and institutional planning documents.

Standard IVB Board and Administrative Organization:

- Evidence that includes published statements of institutional goals that reference the board's expectations for student learning and quality of education.
- Evidence that includes documents describing the authority of the board; the absence of any external, higher authority than the board; descriptions of the board appointment and replacement process.
- Evidence that includes the published bylaws.
- Evidence that includes board minutes or a schedule showing board evaluation of policies.
- Evidence that includes the materials from board training workshops.
- Evidence that includes the policy on board membership, appointment and replacement.
- Evidence that includes the board's policy and instruments used for self evaluation, analyses and reports on the last few self-evaluations completed.
- Evidence that includes the board policy statement of ethics.
- Evidence that includes board minutes, statements to college constituents on this delegation of authority, the board policy manual, any contracts with administrators that specify delegation of authority, board agreements with faculty bodies regarding delegation of authority.
- Evidence that includes the results of surveys, other evaluations of the president's activities directed toward the communities served by the institutions.
- Evidence that includes surveys and other evaluative instruments, and the results of evaluation. Evidence that includes descriptions of funding rules or formulas, committee minutes or other documents showing the system has assessed the needs of each institution.
- Evidence that includes any formal delineation of responsibilities that might be found in district/college documents, including descriptions of job duties, descriptions contained in employment contracts, and the district mapping provided to the institutions and the commission.
- Evidence: examples of written or other recorded communications.
- Evidence that would include institutional analyses of performance, including fact books, reports, web page data portfolios, and publications that describe research on institutional performance.

- Evidence that includes written information about institutional planning processes, minutes of meetings, records of participation in institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions.
- Evidence that includes the system's evaluation instruments, the results of the evaluation, and plans for improvement increasing.
- Evidence that multi-college systems develop a 'map' or description of district and college functions that delineates and distinguishes them clearly.

SWC ACTION PLANS IDENTIFIED IN THE SELF STUDY 2009

Standard	Section	WASC Recommendation	Action Plan	Status
IV	B	9	Provide access, e.g. through the library, to enclosures for Special Meetings of the Governing Board, with the exception of those enclosures related to closed session items.	
			Recommend annual Governing Board training pursuant to Policy 2710: Conflict of Interest (IVB1.7) and Policy 2715: Code of Ethics (IVB1.4) to reduce likelihood of public perceptions of conflicts of interests or violations of the college's code of ethics.	
			Train newly elected trustees prior to assuming office, in compliance with Policy 2740.	
			Document all Governing Board training	
			Codify into a formal procedure the common practice for identifying the training and education needs of the Governing Board.	
			Document in the Governing Board minutes the discussion of the self-evaluation results.	
			Disseminate the results of the annual Governing Board self evaluation to the college community via the college website and public folders in a timely manner.	
			Recommend the Governing Board protect and strengthen SWC's image in the public's eye through vigilant compliance with Policy 2715.	



WASC Guide for Evaluating Institutions Recommendation 10: Governing Board Procedures

Questions to Use in Institutional Evaluation

This *Guide* is designed to provide thoughtful dialogue and judgment about institutional quality by college communities engaged in self study and by peer evaluation teams assigned to affirm the quality of institutions. As either group seeks to evaluate an institution's ability to measure up to the Standards of Accreditation, inquiry—asking questions and seeking answers—is necessary before judgment is made. The following questions are designed to provoke thoughtful reflection about institutional quality. These questions are designed to be asked by either the institution engaged in self-reflection as part of the self study, or by the peer evaluation team that visits the campus. The *Guide* also provides a list of possible sources of evidence that can be used to develop answers to the questions raised through the process of inquiry.

The questions, and lists of possible evidence, are designed to inform discussions of *student achievement*, such as number of graduates, number of transfer students, retention rates, course completion rates, job placement rates; *institutional performance* such as the presence and effective use of institutional resources, structures, and policies, to achieve the institutions educational mission; and *student learning outcomes* such as the acquisition of knowledge, skills, abilities, and attitudes that the institution intended student to learn and which are defined by the institution as the intended learning outcomes. Remember, there may be many other questions that institutions and team members can and should ask in order to assess institutional quality and effectiveness.

—Excerpt taken from the WASC Guide to Evaluating Institutions

Recommendation	Description	Citation	Date Due
10	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.	Standards IV.B.1.h and IV.B.1.i	October 2010

WASC Evaluation Team Report:

The team recommends that the Governing Board establish and monitor itself as a policy-making body, delegate operational authority to the Superintendent/President, clarify management roles, and support the authority of management roles, and support the authority of management in the administration of the College (Standards 10.A.3, and 10.A.4).

Due to changes in the composition of the Governing Board and especially since the hiring of the current Superintendent/President in 2007, the Board has made significant strides in addressing this recommendation. The Board has an approved Policy #2432 which specifically delegates operational functions of the institution to the Superintendent/President, and meeting minutes document that the Board reviewed and approved revisions of district policies which are directly related to the definition of roles and responsibilities. The Superintendent/President reports that he is satisfied that the Board is relying on him to guide the operation for the college and implementation of board policies, and interviews with administrators and staff tell the same story. Despite these improvements, there appears to be more work to do to satisfy this recommendation. The self-study quotes the 2003 team report as follows, “The Board appears to have expanded its policy-making role to include some management decision. It is important that this practice be stopped as it is a direct violation of the Standard. It is also important that the board members’ primary contact with the campus be the Superintendent/President to avoid the occurrence or appearance of micromanagement. There appears

to be a breakdown in protocol related to the Superintendent/President's function as a liaison between the Governing Board and the staff." Despite the college's acknowledgement of this statement in the self-study, the Board does not appear to have fully embraced the distinction between its role and that of the Superintendent/President. Between 2004 and 2007, there was a succession of Superintendent/Presidents leading the Board to conclude that they needed to continue to exert some control over the operations of the college. The majority of the trustees appear to trust the new Superintendent/President, and they recently voted to grant him a multi-year contract. There are; however, several indications that the Board is still not strictly adhering to its policies regarding delegation of authority and that some policies undermine the authority of the Superintendent/President.

Since the self study attests that trustees interpret their role as "legally responsible for the effective operation of the District," and that trustee actions have been in conflict with the 2003 team's recommendation, ***the team concludes that the recommendation has not been adequately addressed.***

General Comments:

The leadership of the college has changed several times in rapid succession. According to the self study, the position of Superintendent/President has been filled four times since the last Accreditation Team visit in 2003 (three interim and one permanent selections), and there have been four Vice Presidents of Academic Affairs in the same span of time. Other managerial positions have shown turnover as well. This rapid turnover and the resulting questions about whom to turn to for decisions have left the college whom to turn to for decisions are largely top down. They express a desire for more open communication, transparency, and collaboration to take place and that their perspectives have greater weight in college decisions.

The majority of Governing Board members support the Superintendent/President, but the newest member, who also has strong faculty union support, is decidedly skeptical. The Superintendent/President and most trustees report that the Board has a clear understanding of its role as a policy-making body and that there has been a marked decrease in the Board and individual trustee's micromanaging college operations. Enumerated below is evidence that suggests continued involvement, however.

- * A board member is an active participant on the College's Budget Task Force. The campus reports that the board member is a dominating participant in meetings and indicates that this participation stifles communication and sharing of ideas and impacts the Superintendent/President's ability to lead the meeting.
- * Other board members state they may sit in on college committee meetings for their own information but do not hold seats on those committees. They then share what they learn with the other trustees.
- * Trustees interact regularly with college staff, seem to think it is important to do that; and report feedback to the Board and to the Superintendent/President. The Board seeks communication between its members and the college staff, an activity supported by SWCCD Policy #2743.
- * The Superintendent/President is required to communicate regularly with each trustee to review district business and to generate reports requested by individual trustees (SWCCD Policy #2430).
- * In 2006, the Board insinuated itself into the hiring of the Vice President for Academic Affairs. Although the Board has not invoked that privilege in the hiring of the last four vice presidents under the current president, SWCCD Policy #2432 still states that the Board may interview finalists for vice president positions. Trustees state that this policy was kept despite the recent review and updating specifically as a safeguard to allow the Board to intervene in vice presidential selection if necessary.
- * One trustee clearly expects his wishes to be carried out by the Superintendent/President. Although his fellow trustees report attempting to clarify his role and monitor his questions and comments during Board meetings, they appear not to have succeeded. He is perceived by some as not understanding the difference between policy and operation.

WASC Team Findings and Evidence:

IV.A Decision-making Roles and Processes:

After the 2003 site visit, the college established one body, the Process Planning Group, and re-purposed the College Leadership Council (CLC), to provide structures for a collegial environment that welcomed input from all college constituents. There is also an Executive Leadership Team (ELT), which was designed to serve a collegial role in governance but is now reported to function as a way for the college administration to provide input for Governing Board meeting agendas and policies. The self study reports confusion about whether the ELC or CLC is the primary collegial governance body for the college and the means for bringing forth college-wide initiatives for consultation and decision-making. The college has held retreats on the topic of governance and has conducted surveys to determine why the college community is confused about the decision-making process and to assess the level of satisfaction with campus climate. The survey results indicate the items of greatest concern are a lack of information about the direction of the college, the level of respect shown by the Board toward members of the college community, the reasons for administrative decisions, and the college's manner of rewarding leadership. Of the 91 full-time faculty who responded to the survey, just 20 percent believed that they had adequate opportunities to participate in decision-making (IV.A).

Through conversations with the employee groups, it has been reported that the oppressive climate on campus has not improved in ensuing years. Several faculty members commented to the team that they feared reprisal for their words and actions. Examples of this allegation were supplied by faculty via conversations and the well-attended forums held during the visit. Several faculty members cited an environment in which non-tenured faculty, middle-level managers, and classified staff feared for their jobs if they spoke freely about an issue that they perceived to be a problem or if they complained about particular issues. Students report that their suggestions do not appear to be followed and their best interests are not the basis for institutional decisions. The perception by some administrators is that eleven or twelve individuals are causing the strife between the college and the administration (IV.A.1).

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).

WASC Team Conclusions:

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.***

WASC Team Findings and Evidence:

IV.B Board and Administrative Organization:

The Governing Board has a two-member subcommittee to revise board-related policies. Other policy revisions go through the ELT. The Vice President of Human Resources monitors what policies need to be revised according to changes in state policy or legislation. There is no written policy for selection of the Superintendent/President. Instead, in the most recent search, the Board relied on the procedures set by a search consultant which did not include methods for

gathering constituent input on desired characteristics of candidates. Provisions for evaluation are in the Superintendent/President's contract, and he has been evaluated regularly over the last two years (IV.B.1).

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 college. Several interpret their role as a conduit for concerns from the college community, seeing a need to meet privately with college personnel. Recently the newest board member publicly expressed positions on two issues different from what the Board had already decided, and trustees reported that the same member has criticized the college and the Superintendent/President in a public forum. Although fellow trustees report having attempted to clarify his role and monitor his questions and comments during board meetings, they do not feel their actions had the intended impact. He is perceived by some as not understanding the difference between policy and operation or to be applying K-12 concepts to community college governance (IV.B.1.a, IV.B.1.c).

In general, all board members see a part of their role as the public face of the college, representing it in community meetings, for example (IV.B.1.a).

The college's mission statement is vague and is missing elements, which makes it an inadequate basis for policies. The overly broad nature of the mission statement accommodates a variety of interpretations, thus giving the Board wide berth. The self study claims that the Board makes decisions guided by the college mission statement, nor is student learning, which is cited as another example of mission-based decisions regarding allocating resources to faculty positions. The board meeting minutes reflect significant attention to facilities decisions. 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 policies in place regarding its size, duties, responsibilities, structure, and operating procedures. However, not all are published in an accessible manner (IV.B.1.d).

Generally, the Board acts in a manner consistent with its policies. Although no specific timeline is referenced for the systematic review of policies, the procedures do call for regular review, essentially on an as-needed basis (IV.B.1.e).

Although the college has subscribed to an external source for policies, including a policy on board education, no evidence of ongoing or external board training for all trustees was found. Despite encouragement from the Superintendent/President, the new trustee has not attended external training (IV.B.1.f).

The Governing Board has conducted regular self-evaluations since 2004, the most recent occurring in July 2009. However, the evaluation process is not codified or consistently implemented. Following the most recent evaluation, the Board reports it discussed areas in need of improvement. No improvement plans or goals are documents, and there is disagreement among board members regarding the purpose of the self-evaluation (IV.B.1.g).

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 college 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 decision arise that may be impacted by these conflicts. The issue of board ethics has been addressed by the media and was the subject of a Grand Jury review. The Superintendent/President reports that this issue is under control (IV.B.1.h).

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 is 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).

Recently the Superintendent/President has begun to take steps to reinstate the college planning processes. He has hired a researcher to supply data for decisions. A continuation of the 2006–2009 Strategic Plan was recently provided to the College Leadership Council (IV.B.2).

The Superintendent/President is responsible for the administrative structure of the college. He implemented the most recent reorganization in spring 2009. Within that plan, several academic departments were moved from one school to another and several staff positions were eliminated. Some members of the college community view the reorganization and the subsequent position eliminations as retribution on the part of the Superintendent/President against those who spoke out against him; the Superintendent/President attributes the reduction in positions to the budget situation (IV.B.2.a).

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individual reports of feeling threatened, fearing retribution, and feeling intimidated. These issues have the potential to impact the public perception of the college's leadership (IV.B.2.e).

WASC Team Conclusions:

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. Although the college community is passionate about blaming the current Superintendent/President for the situation, it appears from the broader perspective to be a long-standing problem stemming from a breach in philosophy about college decisions between the Board and the college employees. This clash in understanding of college governance has created obstacles to student learning and the improvement of the institution (IV.A.1).

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The Board does not have a clear understanding of its role in determining the direction and philosophy for the college (policy) versus how that direction and philosophy are accomplished (operations). It is still at an early stage with regard to the delegation of authority for operations to the college Superintendent/President and his administration. Some existing policies undermine the effective delineation between the functions of the Superintendent/President and the Board. The trustees do not seem to realize the negative impact their involvement in day-to-day college affairs can have on college operations. Every trustee should participate in externally-provided trustee training on a regular basis (IV.B.1.f, IV.B.1.j).

The college does not meet this standard.

WASC Guide to Evaluating Institutions

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In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.⁶

IVB.1:

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

IVB.1.h:

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

- * What is the board's stated process for dealing with board behavior that is unethical? Is there any track record of the board implementing this process? What was the result?

IV.B.1.i:

The governing board is informed about and involved in the accreditation process.

- * What kinds of training are provided to the board about the accreditation process, and Commission standards?
- * How does the board participate appropriately in institutional self study and planning efforts?
- * How do board actions, including planning and resource allocation, indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes?
- * How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the accreditation standards and expectations for institutional improvement?
- * Is the board informed of institutional reports due to the Commission, and of Commission recommendations to the institution?
- * Is the board knowledgeable about accreditation standards, including those that apply to the board?
- * Does the board assess its own performance using accreditation standards?

WASC Recommended Sources of Evidence:

Listed below are examples of potential sources of evidence for Standard IV. There may be many other sources which institutions should provide and teams should ask for.

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- Evidence that includes evaluations and analyses the institution conducts of its governing and decision-making processes, and the form of communication of same to the same community.
- Evidence that includes the Policy Manual, institutional statement of mission, vision, and institutional planning documents.

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- ☐ Evidence that includes the published bylaws.
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- ☐ Evidence that includes the policy on board membership, appointment and replacement.
- ☐ Evidence that includes the board's policy and instruments used for self evaluation, analyses and reports on the last few self-evaluations completed.
- ☐ Evidence that includes the board policy statement of ethics.
- ☐ Evidence that includes board minutes, statements to college constituents on this delegation of authority, the board policy manual, any contracts with administrators that specify delegation of authority, board agreements with faculty bodies regarding delegation of authority.
- ☐ Evidence that includes the results of surveys, other evaluations of the president's activities directed toward the communities served by the institutions.
- ☐ Evidence that includes surveys and other evaluative instruments, and the results of evaluation. Evidence that includes descriptions of funding rules or formulas, committee minutes or other documents showing the system has assessed the needs of each institution.
- ☐ Evidence that includes any formal delineation of responsibilities that might be found in district/college documents, including descriptions of job duties, descriptions contained in employment contracts, and the district mapping provided to the institutions and the commission.
- ☐ Evidence: examples of written or other recorded communications.
- ☐ Evidence that would include institutional analyses of performance, including fact books, reports, web page data portfolios, and publications that describe research on institutional performance.
- ☐ Evidence that includes written information about institutional planning processes, minutes of meetings, records of participation in institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions.
- ☐ Evidence that includes the system's evaluation instruments, the results of the evaluation, and plans for improvement increasing.
- ☐ Evidence that multi-college systems develop a 'map' or description of district and college functions that delineates and distinguishes them clearly.

SWC ACTION PLANS IDENTIFIED IN THE SELF STUDY 2009

Standard	Section	WASC Recommendation	Action Plan	Status
IV	A	10	Include the original policy number on all new replacement policies.	
			Repeal policies that are replaced by another via Governing Board action to alleviate confusion as to whether these policies are still in force or not.	
IV	B	10	Revise Policy 2740 to include an annual session in which specific on-going development needs of the Board are identified.	
			Revise Policies 2740 and 2015 to include provisions for training the student trustee and team building with the voting Governing Board members.	
			Revise Policy 2745 to include solicitation of input from the college community at least one month prior to the self evaluation in order that these findings are utilized in the self-evaluation.	

			Recommend the Governing Board develop a procedure for evaluating and dealing with Governing Board behavior that violates Policy 2715: Code of Ethics.	
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APPENDIX G

SCC Agenda and Minutes: February 18, 2010 (1.11)

SHARED CONSULTATION COUNCIL
Thursday, February 18, 2010
11:00 a.m. – Noon
ROOM L238 N

AGENDA

ORDER OF AGENDA	OUTCOME	TIME
1. Meeting Called to Order /Agenda Approval Approval of Minutes – January 28, 2010	Approval	2 Mins
2. Accreditation Oversight Committee Membership Constituency Mission & Vision (Stavenga/Vess)	Action	5 Mins
3. Standing Committee Task Group Findings / Dialogue (Kerns)	Action	15 Mins
4. Integrated Plan Model Revisions / Dialogue (Suarez)	Action	15 Mins
5. SCC Operating Principles Revisions (Blevins)	Action	15 Mins
6. Spring 2010 Meeting Schedule Additional Meetings to meet the SCC task of a final operational, functioning SWC Integrated Plan model by April	Review/Action	3 Mins
7. Adjournment		
8. Informational Items: - Members task by next meeting: (1) input on any revisions done to today's documents, with high importance on the Integrated Plan Model - Future meetings need to include reports from the SCC Standing Committees: ➤ SCC Accreditation Oversight Committee (Stavenga) ➤ SCC Budget Committee (not 'Task Group') (Alioto) ➤ SCC Technology Steering Committee (Alioto) ➤ SCC Enrollment Management Committee (Stavenga)		

Next Meeting: March 18, 2010 @ 11:00 a.m., L238 North

SHARED CONSULTATION COUNCIL MINUTES

February 18, 2010

11:00 a.m. – 12:00 p.m.

ROOM L238

Present

Valerie Goodwin (Co-Chair), Raj Chopra (Co-Chair), Nick Alioto, Trish Axsom, Patti Blevins, Corey Breining, Lukas Buchler, Alexis Davidson, Terry Davis, Scott Finn, Diane Gustafson, Jennifer Harper, Michael Kerns, Mark Meadows, Mark Sisson, Angelica Suarez, Debbie Trujillo, Leslie Yoder, Bea Zamora-Aguilar

Absent

Randy Beach, Resource (Council of Chairs), Rosalva Garcia (Recorder)

Guests

Irma Alvarez, Chris DeBauche, Jennifer Harper, Mark Sisson

Mink Stavenga, Ron Vess

Call to Order

The meeting was called to order at 11:01 a.m. by Co-Chair Goodwin. A motion was made to approve the agenda as presented. The minutes of January 28 were approved as presented.

Approval

Accreditation Report (Stavenga/Vess)

The Accreditation co-chairs, Mink Stavenga and Ron Vess, presented a brief overview and update on the Accreditation status, addressing deficiencies and strengths. They also recommended the following workgroups:

- ...evaluate and update college mission statement;
- ... establish & implement collegial & comprehensive planning process and analyze data;
- ...improve Program Review across all areas and implement policy on Program Discontinuance;
- SLOs to be integrated in all course, programs and services. Further, use data and analysis to assess ...;
- Substantive change for distance learning;
- ...implement a Technology Plan that integrates Strategic Plan and ...relies on Program Reviews;
- ...plan and conduct professional development activities to meet needs and implement evaluation process;
- ...set as a priority fostering an environment of trust and respect. Further recommends ...establish and follow a written process ... providing...a substantial voice in decision making process;
- ...GB adhere to its role as a policy-making body;
- ...GB establish and implement a formal procedure for handling conflict of interest and ethics policy violations... document progress.

Approval of Accreditation

Oversight Committee

Accreditation Oversight Committee

The following Accreditation Oversight Committee Membership was unanimously approved.

The committee is representative of all constituent groups.

Mink Stavenga, Instructional Support Services, Accreditation Liaison Off.
Ron Vess, Faculty, Department Chair
Diane Gustafson, Faculty, Instructional Support Services
Valerie Goodwin, Academic Senate
Cidhinnia Torres Campos, Research, Evaluation & Planning
Angie Stuart, Academic Senate
Alexis Davidson, Faculty, Social Science & Humanities
Mia McClellan, Admissions & Records
Michele Fenlon, CSEA Representative
Bruce MacNintch, CSEA Representative

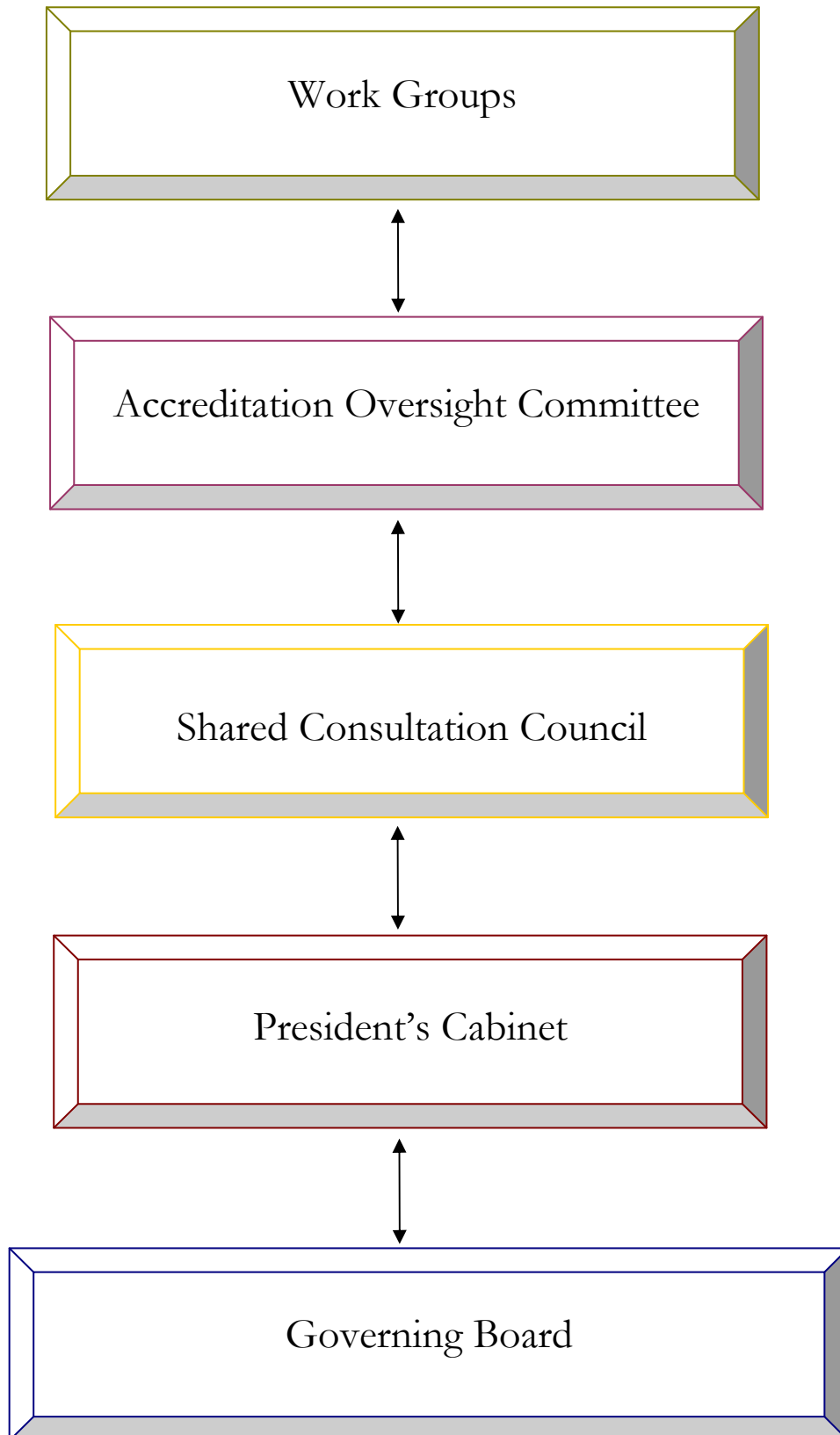
Kathy Tyner, Deans' Council
Veronica Burton, Articulation
Terry Davis, Deans' Council
Randy Beach, Council of Chairs
Kimberlie Rader, Confidential Rep.
Margie Stinson, SLO Coordinator
Marsha Rutter, Adjunct Faculty
Angelica Suarez, Student Affairs
Mark Meadows, Academic Affairs
Nick Alioto, Business & Financial Affairs
Michael Kerns, Human Resources
Gilbert Songalia, ASO, Public Info. Officer

Standing Committees Task Group	<u>SCC Standing Committees Task Force Findings/Dialogue</u> (Kerns) Kerns presented the first draft of the Proposed Action List Re: Standing Committees for 2010-2011. In order to finish discussing the findings of the Task Force, it was unanimously approved to add five minutes to Kern's presentation. Per Goodwin, the recommendations will now go to the appropriate Accreditation workgroup, and then all should come back to the SCC for approval. All the handouts for this item are posted in Public Folders, under 2009-10 SCC.
Integrated Plan Model	<u>Integrated Plan Model Revisions/Dialogue</u> (Suarez) Suarez announced that the Conceptual Approach: Integrated Planning Model flow chart will be referred to the workgroup dealing with Integrated Planning. There was consensus from the SCC to assign the flow chart to the workgroup, come back to SCC for approval. The IP workgroup is researching models/visuals from other colleges.
SCC Operating Principles	<u>SCC Operating Principles Revisions</u> (Blevins) Blevins indicated that the task force has not had an opportunity to meet. They will be meeting next week, and Blevins will be bringing back any changes/recommendation to the March 18 meeting.
Meetings Extended to 90 Minutes	At today's SCC meeting, there was consensus to extend the time of the remainder of the Spring meetings, March and April, from sixty minutes to ninety minutes to allow time for reports.
Adjournment	The meeting adjourned at 12:02 p.m.

APPENDIX H

AOC Recommendation, Process, and Approval (1.12)

Accreditation Oversight Committee Recommendations, Communication, and Approval Process



APPENDIX I

SWCCD Accreditation Web Link

The following Accreditation link can be found on the college website:

<http://swccd.edu/2ndLevel/index.asp?L1=68>

APPENDIX J

ACCJC Action Letter re: Substantive Change
Proposal Acceptance: July 13, 2010 (2.a.1)



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

10 COMMERCIAL BOULEVARD
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LURELEAN B. GAINES
East Los Angeles College

Vice Chairperson
MICHAEL T. ROTA
University of Hawai'i

President
BARBARA A. BENO

Vice President
SUSAN B. CLIFFORD

Vice President
STEVE MARADIAN

Vice President
GARMAN JACK POND

Associate Vice President
LILY OWYANG

July 13, 2010

Dr. Raj Chopra
Superintendent/President
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91990-7299

Dear President Chopra:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met June 21-22, 2010 to review the Substantive Change Proposal from Southwestern College to add courses that constitute 50% or more of a program offered through a mode of distance or electronic delivery (attached).

The Committee approved the Southwestern College Distance Education Substantive Change Proposal. The Committee also suggested that a comparative analysis of traditional and distance education student success and retention would be helpful information to collect and assess for the College.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. It remains the College's responsibility to inform the Commission of any program change. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

A handwritten signature in cursive script that reads "Barbara A. Beno".

Barbara A. Beno, Ph.D.
President

BAB/tl

Cc: Dr. Mink Stavenga, Accreditation Liaison Officer;
Ms. Linda Henderson, U.S. Department of Education;
Dr. Susan B. Clifford, ACCJC Vice President

Southwestern College Degree and Certificate Programs Offered Online

The following Associate Degrees and Certificates offer 50% or more courses through the distance education mode:

Programs	Type	Major Code #	Effective Date
Accounting	A.A.	01110	2006–2007
Accounting	A.S.	02011	2006–2007
Accounting	Cert. of Achievement	02012	2006–2007
Administration of Justice—Corrections Emphasis	A.S.	02521	2008–2009
Administration of Justice—Corrections Emphasis	Cert. of Achievement	02700	2008–2009
Administration of Justice—Forensics Emphasis	A.S.	02522	2008–2009
Administration of Justice—Forensics Emphasis	Cert. of Achievement	02713	2008–2009
Administration of Justice—Law Enforcement Emphasis	A.S.	02523	2008–2009
Administration of Justice—Law Enforcement Emphasis	Cert. of Achievement	02710	2008–2009
Administrative Office Assistant—Bilingual	Cert. of Proficiency	02045	2009–2010
African-American Studies	A.A.	01700	2009–2010
Asian-American Studies	A.A.	01202	2009–2010
Baja California Studies	Cert. of Proficiency	02891	2007–2008
Broker License	Cert. of Achievement	02131	2007–2008
Business Administration	A.A.	01100	2007–2008
Child Development	A.A.	01750	2009–2010
Community, Economic and Urban Development	A.S.	01061	2009–2010
Community, Economic and Urban Development—Basic	Cert. of Achievement	01062	2009–2010
Community, Economic and Urban Development—Intermediate	Cert. of Achievement	01063	2009–2010
CIS—Computer Programming With an Emphasis on Applications	A.S.	02273	2007–2008
CIS—Computer Programming With an Emphasis on Applications—Basic	Cert. of Achievement	02274	2007–2008
CIS—Computer Programming With an Emphasis on Applications—Adv.	Cert. of Achievement	02275	2007–2008
CIS—eCommerce Emphasis	A.S.	02071	2004–2005
CIS—eCommerce Emphasis—Basic	Cert. of Proficiency	02072	2004–2005
CIS—eCommerce Emphasis—Advanced	Cert. of Achievement	02073	2004–2005
CIS—Entry-Level Database Administrator	Cert. of Achievement	02017	2008–2009
CIS—Internet Emphasis	A.S.	02083	2008–2009
CIS—Internet Emphasis—Basic	Cert. of Proficiency	02074	2005–2006
CIS—Internet Emphasis—Advanced	Cert. of Achievement	02093	2005–2006
CIS—Internetwork Technician Emphasis	A.S.	02088	2006–2007
CIS—Internetwork Technician Emphasis—Basic	Cert. of Proficiency	02089	2006–2007
CIS—Internetwork Technician Emphasis—Advanced	Cert. of Achievement	02097	2006–2007
CIS—Microcomputer Applications Emphasis	A.S.	02335	2006–2007
CIS—Microcomputer Applications Emphasis—Basic	Cert. of Proficiency	02337	2007–2008
CIS—Microcomputer Applications Emphasis—Advanced	Cert. of Achievement	02338	2006–2007
CIS—Operations/PC Support Specialist	A.S.	02079	2007–2008

CIS—Operations/PC Support Specialist Emphasis—Basic	Cert. of Proficiency	02082	2009–2010
CIS—Operations/PC Support Specialist Emphasis—Advanced	Cert. of Achievement	02098	2009–2010
CIS—Systems Programming Emphasis	A.S.	02090	2008–2009
CIS—Systems Programming Emphasis	Cert. of Achievement	02099	2008–2009
CIS—Web Database Programmer/Administrator—LAMP (Linux, Apache, MySQL, PHP)	Cert. of Proficiency	02107	2004–2005
CIS—Web Designer	Cert. of Proficiency	02108	2008–2009
CIS—Web Flash Designer	Cert. of Proficiency	02109	2004–2005
CIS—Web Flash Developer and Gaming Animator	A.S.	02129	2006–2007
CIS—Web Flash Developer and Gaming Animator	Cert. of Achievement	02134	2005–2006
CIS—Web Site eCommerce Administrator	A.S.	02127	2005–2006
CIS—Web Site eCommerce Administrator	Cert. of Achievement	02128	2005–2006
CIS—Web Site Designer and Developer	A.S.	02121	2007–2008
CIS—Web Site Designer and Developer	Cert. of Achievement	02122	2005–2006
CIS—Web Storefront Builder Using Miva	A.S.	02123	2005–2006
CIS—Web Storefront Builder Using Miva—Basic	Cert. of Proficiency	02124	2005–2006
CIS—Web Storefront Builder Using Miva—Advanced	Cert. of Achievement	02126	2005–2006
CIS++	Cert. of Proficiency	01064	2009–2010
Computer Science	A.S.	02190	2008–2009
Computer Science	Cert. of Achievement	02191	2008–2009
Computer Systems Intensive Certification Training	A.S.	02135	2005–2006
Computer Systems Intensive Certification Training—Basic	Cert. of Achievement	02242	2009–2010
Computer Systems Intensive Certification Training—Advanced	Cert. of Achievement	A2136	2005–2006
Criminal Justice	A.A.	01250	2006–2007
Culinary Arts—Cooking and Baking	A.S.	01825	2008–2009
Culinary Arts—Cooking and Baking—Advanced	Cert. of Achievement	01824	2008–2009
Culinary Arts—Cooking Essentials—Basic	Cert. of Proficiency	01826	2008–2009
eBusiness	A.S.	02456	2007–2008
eBusiness—Basic	Cert. of Proficiency	A2444	2007–2008
eBusiness—Intermediate	Cert. of Achievement	02457	2007–2008
Electrical and Electronics Test Technician	A.S.	A2893	2005–2006
Electrical and Electronics Test Technician Intensive Training	Cert. of Achievement	B2894	2007–2008
Electrical Test Technician—Intensive Training	Cert. of Achievement	A2896	2007–2008
Electronics—Computer Technician Emphasis	A.S.	02907	2004–2005
Electronics—Computer Technician Emphasis—Advanced	Cert. of Achievement	02916	2004–2005
Electronics—Electronics Technician Emphasis	A.S.	02915	2005–2006
Electronics—Electronics Technician Emphasis	Cert. of Achievement	02917	2004–2005
Electronics—Internetwork Technician Emphasis	A.S.	02911	2006–2007
Electronics—Internetwork Technician Emphasis—Basic	Cert. of Proficiency	02912	2006–2007
Electronics—Internetwork Technician Emphasis—Advanced	Cert. of Achievement	02918	2006–2007
Electronics—Network Administrator Emphasis	A.S.	02913	2009–2010
Electronics—Network Administrator Emphasis—Advanced	Cert. of Achievement	02919	2009–2010

Entrepreneurship and Small Business	A.S.	01156	2007–2008
Entrepreneurship and Small Business—Basic	Cert. of Proficiency	A2442	2007–2008
Entrepreneurship and Small Business—Intermediate	Cert. of Achievement	01155	2007–2008
English	A.A.	01405	2004–2005
Event and Convention Planning—Basic	Cert. of Proficiency	02966	2006–2007
Event and Convention Planning—Advanced	Cert. of Achievement	02967	2006–2007
Family Support Specialist—Geriatric	Cert. of Proficiency	B2728	2006–2007
Finance	A.A.	01120	2007–2008
Financial and Investment Services—Basic	Cert. of Proficiency	A2027	2004–2005
Geographic Information Science—Continuing Students and Working Professionals	Cert. of Proficiency	01771	2007–2008
Geographic Information Science—GIS Technician	Cert. of Proficiency	01772	2007–2008
History	A.A.	01790	2002–2003
Hospitality: Culinary Arts—Food Services Management	A.S.	A1821	2008–2009
Hospitality: Culinary Arts—Food Services Management—Basic	Cert. of Achievement	A1822	2008–2009
Hospitality: Culinary Arts—Food Services Management—Advanced	Cert. of Achievement	A1823	2008–2009
Hospitality: Event and Convention Management	A.S.	02994	2007–2008
Hospitality: Event and Convention Management—Basic	Cert. of Achievement	02995	2007–2008
Hospitality: Event and Convention Management—Advanced	Cert. of Achievement	02996	2007–2008
Hospitality: Hotel Operations Management	A.S.	02991	2007–2008
Hospitality: Hotel Operations Management—Basic	Cert. of Achievement	02992	2007–2008
Hospitality: Hotel Operations Management—Advanced	Cert. of Achievement	02993	2007–2008
Hospitality: Travel and Tourism Management	A.S.	02997	2007–2008
Hospitality: Travel and Tourism Management—Basic	Cert. of Achievement	02998	2007–2008
Hospitality: Travel and Tourism Management—Advanced	Cert. of Achievement	02999	2007–2008
Humanities	A.A.	01320	2009–2010
Information Systems	A.A.	01130	2007–2008
Insurance	A.S.	02181	2007–2008
Insurance—Basic	Cert. of Proficiency	02182	2007–2008
Insurance—Advanced	Cert. of Achievement	02183	2007–2008
International Business Emphasis	A.A.	01101	2007–2008
International Business	A.S.	02038	2007–2008
International Business—Basic	Cert. of Proficiency	A2119	2007–2008
International Business—Intermediate	Cert. of Achievement	02039	2007–2008
Leadership and Supervision	A.S.	02114	2007–2008
Leadership and Supervision—Basic	Cert. of Proficiency	A2117	2007–2008
Leadership and Supervision—Intermediate	Cert. of Achievement	01154	2007–2008
Legal Office Assistant—Bilingual (English/Spanish) Intensive Training	Cert. of Achievement	B2455	2009–2010
Legal Office Management	A.S.	02461	2008–2009
Legal Office Management—Basic	Cert. of Achievement	02462	2008–2009
Legal Office Management—Advanced	Cert. of Achievement	02463	2008–2009
Legal Office Professional	A.S.	B2155	2008–2009
Legal Office Professional—Basic	Cert. of Achievement	C2355	2008–2009

Business Law Specialty	Cert. of Achievement	A2252	2008–2009
Civil Litigation Specialty	Cert. of Achievement	A2253	2008–2009
Criminal Law Specialty	Cert. of Achievement	A2254	2008–2009
Family Law Specialty	Cert. of Achievement	A2256	2008–2009
Immigration Law Specialty	Cert. of Achievement	A2257	2008–2009
International Business Law Specialty	Cert. of Achievement	A2258	2008–2009
Wills, Trusts, and Estates Specialty	Cert. of Achievement	A2259	2008–2009
Legal Office Professional—Bilingual (English/Spanish)	A.S.	B2165	2008–2009
Legal Office Professional—Bilingual (English/Spanish)—Basic	Cert. of Achievement	C2355	2008–2009
Civil Litigation Specialty	Cert. of Achievement	A2263	2008–2009
Criminal Law Specialty	Cert. of Achievement	A2264	2008–2009
Family Law Specialty	Cert. of Achievement	A2266	2008–2009
Immigration Law Specialty	Cert. of Achievement	A2267	2008–2009
International Business Law Specialty	Cert. of Achievement	A2268	2008–2009
Wills, Trusts, and Estates Specialty	Cert. of Achievement	A2269	2008–2009
Liberal Arts: Social and Behavioral Sciences Emphasis	Non Transfer	01377	2009–2010
	Transfer	01730	2009–2010
Literature	A.S.	A1400	2004–2005
Logistics and Transportation	A.S.	01141	2008–2009
Logistics and Transportation—Basic	Cert. of Achievement	01143	2008–2009
Logistics and Transportation—Intermediate	Cert. of Achievement	01144	2008–2009
Management	A.A.	01150	2007–2008
Management	A.S.	01151	2007–2008
Management—Basic	Cert. of Proficiency	01152	2007–2008
Management—Intermediate	Cert. of Achievement	01153	2007–2008
Marketing	A.A.	01160	2007–2008
Medical Assistant: Administrative	A.S.	02314	2007–2008
Medical Assistant: Administrative—Basic	Cert. of Achievement	02315	2007–2008
Medical Assistant: Administrative—Intermediate	Cert. of Achievement	02316	2007–2008
Medical Assistant: Clinical	A.S.	02321	2007–2008
Medical Assistant: Clinical—Basic	Cert. of Achievement	02322	2007–2008
Medical Assistant: Clinical—Intermediate	Cert. of Achievement	02323	2007–2008
Medical Assistant: Clinical—Intensive Training	Cert. of Achievement	02324	2007–2008
Medical Assistant: Coding and Insurance—Basic	Cert. of Achievement	02317	2007–2008
Medical Assistant: Coding and Insurance—Intermediate	Cert. of Achievement	02318	2007–2008
Medical Interpreter: Basic—(English/Spanish)	Cert. of Achievement	02325	2007–2008
Medical Interpreter—Intermediate (English/Spanish)	Cert. of Achievement	02326	2007–2008
Medical Office Assistant—Bilingual (English/Spanish) Intensive Training	Cert. of Achievement	B2055	2009–2010
Medical Office Management	A.S.	02311	2007–2008
Medical Office Management—Basic	Cert. of Achievement	02312	2007–2008
Medical Office Management—Advanced	Cert. of Achievement	02313	2007–2008
Mexican-American Studies	A.A.	01810	2008–2009

Microcomputer Office and Technical Support Skills	A.S.	02331	2007–2008
Microcomputer Office and Technical Support Skills—Basic	Cert. of Proficiency	02139	2008–2009
Microcomputer Office and Technical Support Skills—Advanced	Cert. of Achievement	02141	2007–2008
Micro Technician Bookkeeper	Cert. of Proficiency	02320	2008–2009
Microsoft Certified Systems Intensive Training—Basic	Cert. of Achievement	02137	2006–2007
Microsoft Certified Systems Intensive Training—Advanced	Cert. of Achievement	02138	2006–2007
OIS: Office Information Systems Professional	A.S.	02046	2004–2005
OIS: Office Information Systems Professional—Basic	Cert. of Proficiency	02047	2004–2005
OIS: Office Information Systems Professional—Advanced	Cert. of Achievement	02048	2004–2005
OIS: Microsoft Office Specialist (MOS)—Basic	Cert. of Proficiency	02052	2004–2005
OIS: Microsoft Office Specialist (MOS)—Advanced	Cert. of Achievement	02053	2004–2005
OIS: Office Information Systems Professional—Bilingual	A.S.	02041	2004–2005
OIS: Office Information Systems Professional—Bilingual—Basic	Cert. of Achievement	02042	2004–2005
OIS: Office Information Systems Professional—Bilingual—Advanced	Cert. of Achievement	02043	2004–2005
Payroll Clerk	Cert. of Proficiency	02142	2006–2007
Philosophy	A.A.	01830	2009–2010
Political Science	A.A.	01840	2008–2009
Professional Baking and Pastry	Cert. of Achievement	01820	2008–2009
Project Management	Cert. of Proficiency	02276	2007–2008
Psychology	A.A.	01850	2001–2002
Public Administration	A.A.	01860	2007–2008
Real Estate	A.A.	01170	2007–2008
Real Estate	A.S.	02130	2007–2008
Real Estate	Cert. of Achievement	02133	2007–2008
Real Estate—Basic	Cert. of Proficiency	01022	2007–2008
Salesperson License	Cert. of Achievement	02132	2007–2008
Social Work	A.A.	01890	2006–2007
Spanish-to-English Associate Teacher Certificate	Cert. of Proficiency	02723	2008–2009
Travel and Tourism	A.S.	02961	2006–2007
Travel and Tourism—Basic	Cert. of Achievement	02964	2006–2007
Travel and Tourism—Advanced	Cert. of Achievement	02965	2006–2007
Virtual Office Professional	A.S.	02454	2008–2009
Virtual Office Professional—Basic	Cert. of Achievement	02458	2008–2009
Virtual Office Professional—Intermediate	Cert. of Achievement	02459	2008–2009
Women Studies	A.A.	01201	2007–2008

Programs in 2010/2011 with 50% or More Distance Education Units

Programs	Type	Major Code #	Effective Date
Entrepreneurship Education (Areas of Emphasis)			
Automotive Technology Emphasis	Cert. of Proficiency	02192	2010–2011
Event and Convention Planning Emphasis	Cert. of Proficiency	02968	2010–2011
Web Designer Emphasis	Cert. of Proficiency	02339	2010–2011
CIS—Web Search Engine Marketer	Cert. of Achievement	02334	2010–2011
CIS—Web Shopping Cart Developer	Cert. of Achievement	02333	2010–2011
Medical Assistant: Administrative Intensive Training	Cert. of Achievement	02327	2010–2011
Software Quality Assurance	Cert. of Achievement	02013	2010–2011

APPENDIX K

Draft Technology Plan (2.b.3)



Technology Plan 2010-2015

Working Draft – October 1, 2010

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Introduction

The Southwestern College Technology Plan 2010-2015 integrates technology planning with the Strategic Plan and College goals; relies on program review; and provides a reliable budgetary process for renewing technology and for providing appropriate technology staffing, support, and training college wide. (Standards II.C.1.a, III.C.1.a, and III.C.1.c). An integral part of the Technology Plan 2010-2015 is the establishment of an effective planning and prioritization process designed to 1) engage College committees, councils, faculty, staff, and students in the planning and prioritization efforts, 2) align technology planning with institutional planning, and 3) integrate technology planning with program review. Additionally, this Technology Plan addresses the development of a reliable budget process for the systematic upgrading and replacement of instructional, faculty, staff, and administrative technology and for providing ongoing technology support and training. This Technology Plan reflects the College's commitment to fully addressing the recommendations in the 1996, 2003, and 2009 ACCJC WASC Accreditation Reports.

Southwestern College Mission

Southwestern Community College District serves our diverse community by providing a wide range of dynamic and high quality educational opportunities and support services in the areas of:

- 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 based on a commitment to continuous improvement through outcome-guided assessment, planning, and evaluation.

Southwestern College Vision

Southwestern College (SWC) serves as a hallmark institution of higher education preparing students to be engaged global citizens and to possess the necessary skills to effectively work within international settings. To continuously advance our premier status as a trans-national educational bridge, SWC stewards partnerships and economic/business relationships with community-based organizations, business/industry, governmental entities, and sister educational institutions to prepare generations of students for meaningful education and technical/vocational/professional career experiences. Most importantly, SWC's programs and services, renowned for their academic excellence and innovative technologies, are accessible to all learners and serve diverse communities and learners through on-campus courses, distant education, on-line information, and community-based education centers. Recognizing that collaboration and interdependence creates the most innovative and sustainable learning communities, SWC partners with other vital community resources and contributes to the rich fabric of the region by being a leader of higher education and a driver of economic well-being.

Southwestern College Strategic Direction and Goals

Southwestern College is committed to the following strategic goals:

- Student Access and Success.
- Economic, Workforce, and Community Development.
- Fiscal Resources and Development.
- Organizational Effectiveness and Human Resources.

Technology Plan Development Process

The Technology Plan development process was coordinated by members of the Accreditation Oversight Committee Work Group 6 listed in Table I.

Table I Accreditation Oversight Committee Work Group 6	
<i>Name</i>	<i>Title and Department</i>
Nicholas Alioto	Vice President for Business & Financial Affairs
Steven Bossi	Director of Computer Systems and Services
Tom Bugzavich	Graphics Lab Specialist, Classified Staff
Terry Davis	Dean, School of Health, Exercise Science and Athletics
Larry Lambert	Online Instructional Support Specialist, Classified Staff
Caree Lesh	Professor, School of Counseling and Personal Development
Tom Luibel	Professor, School of Business, Professional & Technical Education
Christopher Martinez	Word Processor, Classified Staff
Student Representative	Invited, but was unable to participate.

The College also engaged the consulting firm WTC Consulting, Inc. to assist the Accreditation Oversight Committee with development of the Technology Plan. As part of this development process, WTC conducted open forums with faculty and staff and met or held conference calls with members of several College councils, committees, and groups. Table II shows the groups and schedule for these meetings.

Table II Groups Consulted for Technology Plan Development	
<i>Group</i>	<i>Date(s)</i>
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
Academic Technology Committee	May 18, 2010 and September 7, 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
Associated Student Organization Executive Committee	September 7, 2010

Table II Groups Consulted for Technology Plan Development	
<i>Group</i>	<i>Date(s)</i>
President's Cabinet	September 7, 2010

The following topics were addressed in these open forums and meetings:

- 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 the College's business functions could be accomplished more effectively and efficiently through enhancements to systems and systems 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 program review.

Before finalizing the Technology Plan, the Accreditation Oversight Committee Work Group 6 distributed a draft of the Technology Plan to the Accreditation Oversight Council and the SCC Technology Committee, which have representatives from each of the College constituent groups.

Southwestern College 2010-2015 Technology Plan

Technology Vision

Southwestern College provides equal access to all students, faculty, and staff, recognizes the strategic importance of information technologies, and strives to offer a technology environment that is reliable, flexible, and functional to enhance educational learning and administrative operations. The College is committed to providing the necessary resources to achieve this goal.

Technology Definition

The College's Technology Plan is focused on planning for information technology resources that have broad application across the College. These technology resources include 1) faculty, staff, classroom, and lab computing equipment, 2) smart classroom, distance learning, and on-line learning systems and applications, and 3) software applications, databases, servers, and storage devices. The Technology Plan also addresses planning for the College's wired and wireless data networks including network infrastructure, network services and security, connectivity to Center sites, and connectivity to the Internet.

Technology Guiding Principles

The following guiding principles provide overall direction for the goals, strategies, and implementation of the Technology Plan. Integration of technology at Southwestern College reflects the institution's commitment to:

- Providing reliable and secure access to current technology for all students, faculty, and staff.
- Sustaining responsive and dependable levels of customer service.
- Supporting ongoing training for faculty and staff.
- Ensuring a reliable budget process for maintaining staffing and resources necessary to support a reliable and available technology infrastructure including hardware, software, systems, services, and training.
- Facilitating the collaborative planning and prioritization process detailed in this 2010-2015 Technology Plan.
- Integrating technology planning with College strategic priorities, plans, and program reviews.

Technology Planning Strategy

Recognizing that establishing an effective and inclusive technology planning and prioritization process is fundamental to addressing the recommendations in the 1996, 2003, and 2009 ACCJC WASC Accreditation Reports, the College will make the technology planning and prioritization process an immediate focus of the College's technology planning efforts in 2010-2011. The process is detailed in the next section of this document. The College will then employ the process to identify and prioritize the technology needs. During 2010-2011, the College will continue to address open projects identified in the 2005-2010 Technology Plan as well as projects identified and prioritized during the 2010-2011 planning and prioritization process.

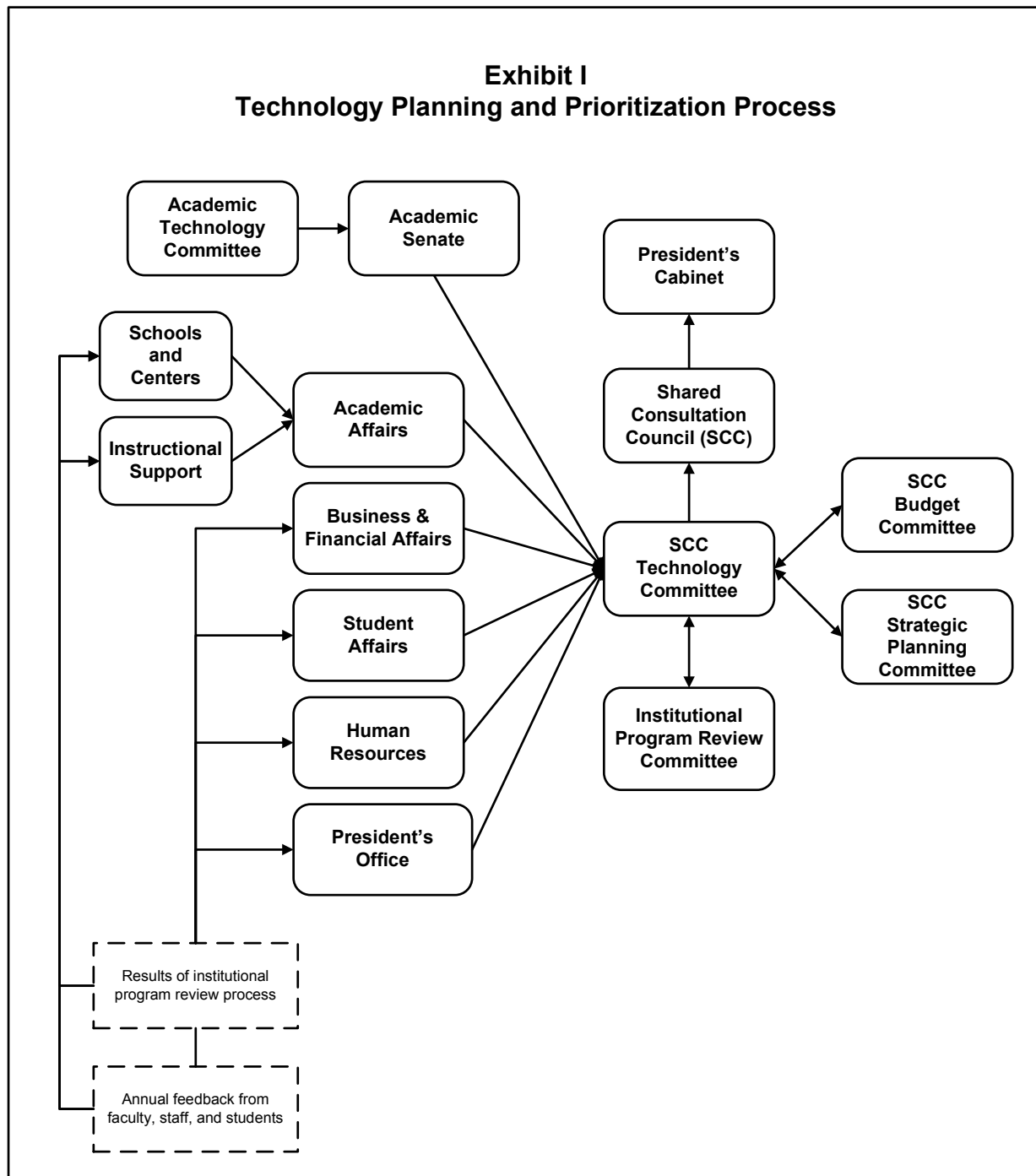
The College's technology planning strategy for the subsequent four years, 2011-2015, will focus on 1) refining and improving the technology planning and prioritization process and 2) implementing technology and technology upgrades to enhance the teaching and learning environment, faculty and staff technology and support, and administrative technology and support based on decisions coming from the planning and prioritization process.

Technology Plan 2010-2011

I. Technology Planning and Prioritization Process

The College's technology planning and prioritization process is designed to involve each academic and administrative unit, incorporate feedback from an annual survey of faculty, staff, and students, encourage consistency in technology-related decisions from one year to the next, develop reliable budget estimates, and facilitate alignment with program review and College Strategic Plan and priorities. The process both builds on the strengths and addresses the gaps in the Technology Plan 2005-2010, which appears in Appendix I. Additionally, during the 2010-2011 planning prioritization process, the College will revisit the technology action plans identified in the 2009 Self Study. These action plans appear in Appendix II. The College's Budget Committee has recommended an annual technology allocation of \$250,000 and the administration has recommended an annual allocation of \$500,000 from Prop R funding for a total recommended annual technology allocation of \$750,000.

Exhibit I illustrates the flow of the technology planning and prioritization process.



During the Fall 2010 term, the College will integrate the technology planning and prioritization process according to the schedule and process included in the Implementation Section. Following are key roles and responsibilities related to management and oversight of the technology planning and prioritization process.

- The SCC Technology Committee is responsible for providing oversight of standards, practices, and budget planning for new academic and administrative technology projects and activities. The committee is charged with ensuring that any new technology projects or objectives are aligned with the district's institutional priorities. The committee is also responsible for scheduling and overseeing the technology planning and prioritization process, ensuring that technology priorities align with the College Strategic Plan and priorities, and sustaining a reliable budget process. Additionally, the committee is responsible for reviewing the College's adherence to Accreditation Standards on an annual basis and facilitating an annual survey process to gather feedback from faculty, staff, and students.
- The Institutional Program Review Committee, a standing committee of the Shared Consultation Council, is 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 Achieving Institutional Mission handbook. This role includes the distribution of executive summaries of findings related to technology needs directly to the SCC Technology Committee for review and consideration in the planning efforts.
- Vice Presidents, Deans, Directors, and Chairs are responsible for establishing and coordinating processes in their individual units to identify technology needs and ensure that prioritization of these needs reflects 1) adherence to the technology planning guidelines appearing in a section II below, 2) compliance with the Accreditation Standards for technology resources detailed in section III below, 3) alignment with the institutional program review process and College Strategic Plan and priorities, and 4) application of the planning and prioritization model detailed in this process.
- The Academic Senate Academic Technology Committee (ATC) is responsible for promoting and assessing critical technology and its uses by College faculty and for making collaborative decisions regarding the focus and activities of academic technology through its various subcommittees.

II. Technology Planning Guidelines

As part of establishing the planning and prioritization process, the College will engage the College constituent groups in considering the following technology planning guidelines for integration into the process.

- Planning processes will include evaluation of the current technology base to determine what needs to be sustained and what can be consolidated or accomplished more cost effectively.
- New investments in technology will require identification of a reliable funding stream to support ongoing technology refresh and support.

- Requests for new technology and technology upgrades will include technology support and training requirements and their associated costs.
- Investments in administrative technology will require evidence of potential improvements in staff productivity and enhancements to services provided to students, faculty, and staff and confirmation of the College's ability to meet the ongoing maintenance and support requirements.
- Requests for customization to vendor-provided systems and applications will require 1) evidence that potential improvements in staff productivity and enhancements to services provided to students, faculty, and staff outweigh functionality provided in the vendor baseline product, 2) verification that the customizations are compatible with vendor support requirements, and 3) confirmation of the College's ability to maintain the customizations.
- Planning processes will address ways in which collaborative efforts in the deployment of technology would enable the College to manage its technology base more cost effectively.

III. Criteria for Prioritization of Technology Requests

The College will engage the College constituent groups in considering the criteria and weighting detailed in Table III as the basis for evaluating and prioritizing technology requests.

Table III Prioritization Criteria and Weights		
#	Criteria	Weight
1	Extent to which the request is in response to State government, Federal government, or other funding agency mandates.	Required if mandated
2	Extent to which the request addresses one or more of the College's stated strategic priorities.	0-15
3	Extent to which request is identified in program review.	0-15
4	Role of the technology in supporting core curriculum or core College services.	0-25
5	How well supporting data included in the request verifies the academic or administrative need and provides evidence that existing technology cannot satisfy this need.	0-15
6	Impact if the technology request is approved or not approved.	0-10
7	Extent to which the request represents a collaborative effort to use technology resources more effectively.	0-5
8	Sustainability of the technology in terms of ongoing support requirements and replacement costs.	0-15
	Maximum Points	100

IV. Department-Funded Technology Purchases

Department-funded technology purchases do not require approval through the planning and prioritization process. These purchases do require a technical review by CSS. Replacement requests for technology purchased with department funds will need to be incorporated into the

technology priorities of the department and submitted as part of the technology planning and prioritization process.

V. Grant-Funded Technology Purchases

Grant requests that include funding for new technology require approval by the originator's academic and/or administrative units prior to submission to ensure that the technology requested and its uses are consistent with the technology priorities of these units. Grants will be assumed to be out of service at the end of the Grant period unless prioritized as described in this plan.

Existing grants that include funding for new technology will require review by the associated academic and/or administrative unit to determine whether or not technology replacement will be incorporated into the technology priorities and budgets of these units.

VI. Accreditation Standards for Technology Resources

An important aspect of the College's technology planning and prioritization process is its reflection of the accreditation standards for technology resources. As part of the technology planning and prioritization process, the College will evaluate and document technology priorities and decisions in light of overall adherence to the following accreditation standards.

- Evidence of how the institution evaluates how well its technology meets the needs of its programs and services.
- Evidence of how the institution evaluates how well its technology meets the need for college-wide communications, research, and operational systems.
- Evidence of how the institution makes decisions about technology services, facilities, hardware, and software.
- Evidence of how the institution evaluates the effectiveness of its technology.
- Evidence that the institution assesses the need for information technology training for students and personnel.
- Evidence that training is designed to meet the needs of students and personnel.
- Evidence of how the institution plans and maintains its technology, infrastructure, and equipment.
- Evidence that the institution bases its technology plans on the needs of programs and services.
- Evidence that the institution has replacement and maintenance plans for its technology.
- Evidence of how the institution uses and distributes its technology resources.
- Evidence of how the institution assesses the technology needs of its programs and services.
- Evidence that the institution assesses the use of its technology resources.

- Evidence that institutional plans determine technology resource priorities.
- Evidence that technology resource decisions are based on the results of evaluation of program and service needs.

VII. Recent Technology Investments

An indication of the College's commitment to addressing technology needs is the substantial investments in technology that the College has made during the past two fiscal years as detailed in the following sections.

A. Faculty, Staff, and Instructional Computers

During the past two years, the College has invested in desktop systems as part of a concerted effort to upgrade faculty, staff, and instructional lab systems. The College will continue working to develop predictable refresh cycles for these systems during the 2010-2011 planning and prioritization process. Additionally, the College will explore resource management approaches such as supporting multiple levels of systems and recycling systems as ways to deploy systems more cost effectively.

The graph in Exhibit II shows what the distribution by age of instructional lab, faculty, and staff systems will be after the system installations scheduled for Fall 2010 are completed.

Exhibit II
Age of Computer Systems
After Installation of FY 09-10 Systems
All Campuses

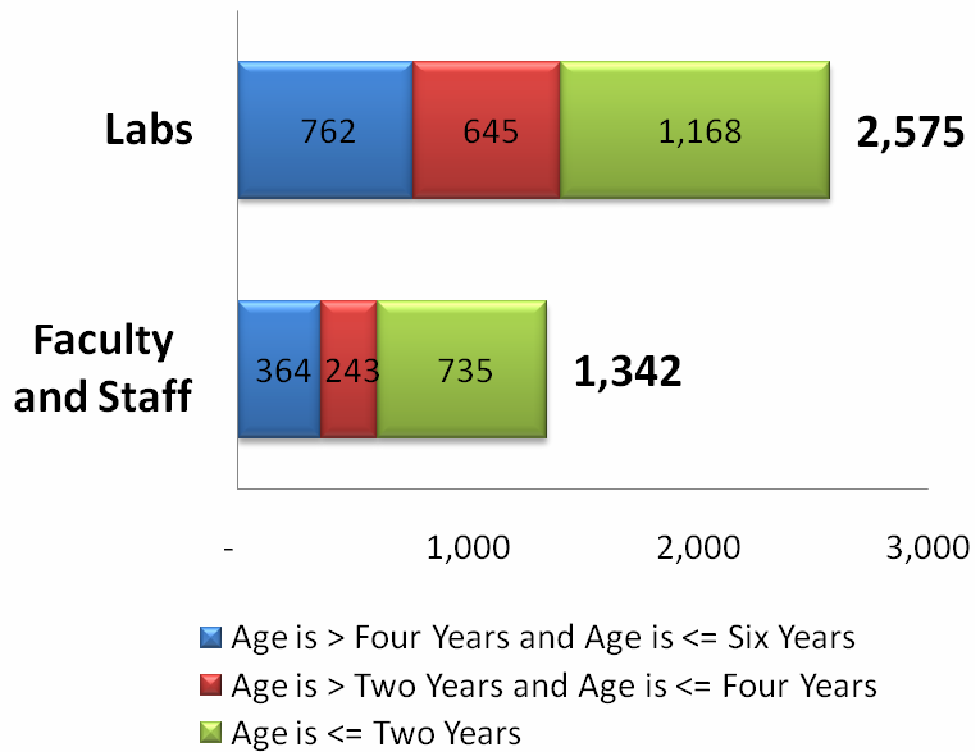


Exhibit III
Age of Computer Systems
After Installation of FY 09-10 Systems
Main Campus

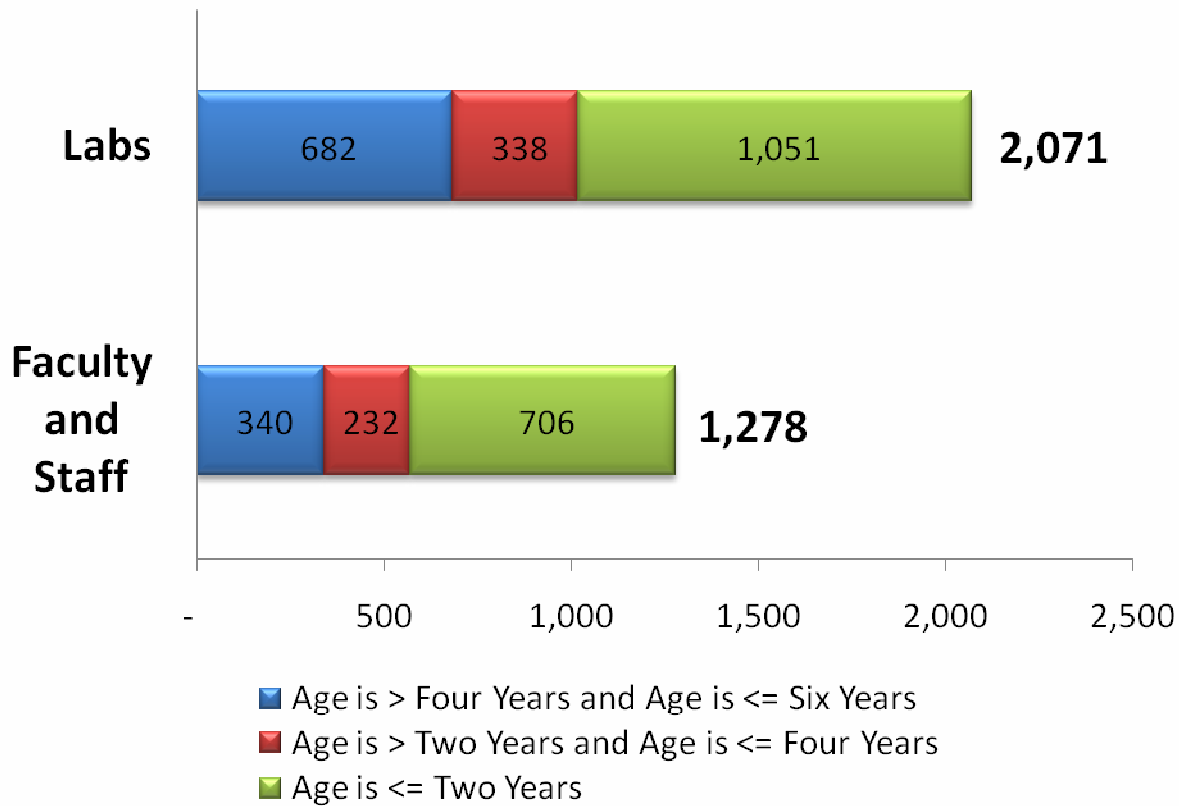


Exhibit IV
Age of Computer Systems
After Installation of FY 09-10 Systems
National City

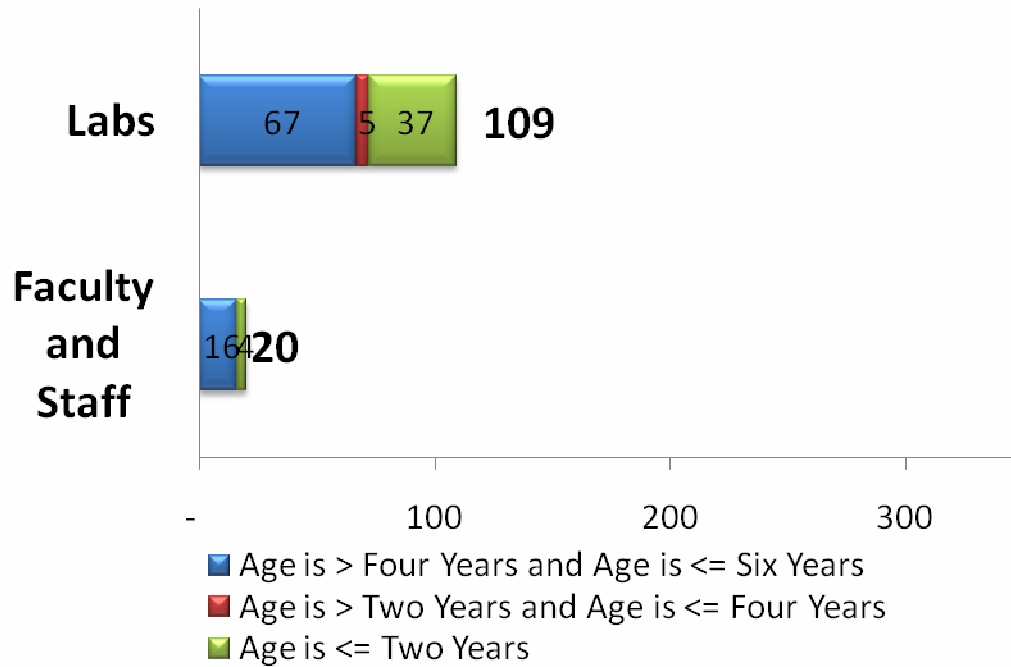


Exhibit V
Age of Computer Systems
After Installation of FY 09-10 Systems
Otay Mesa

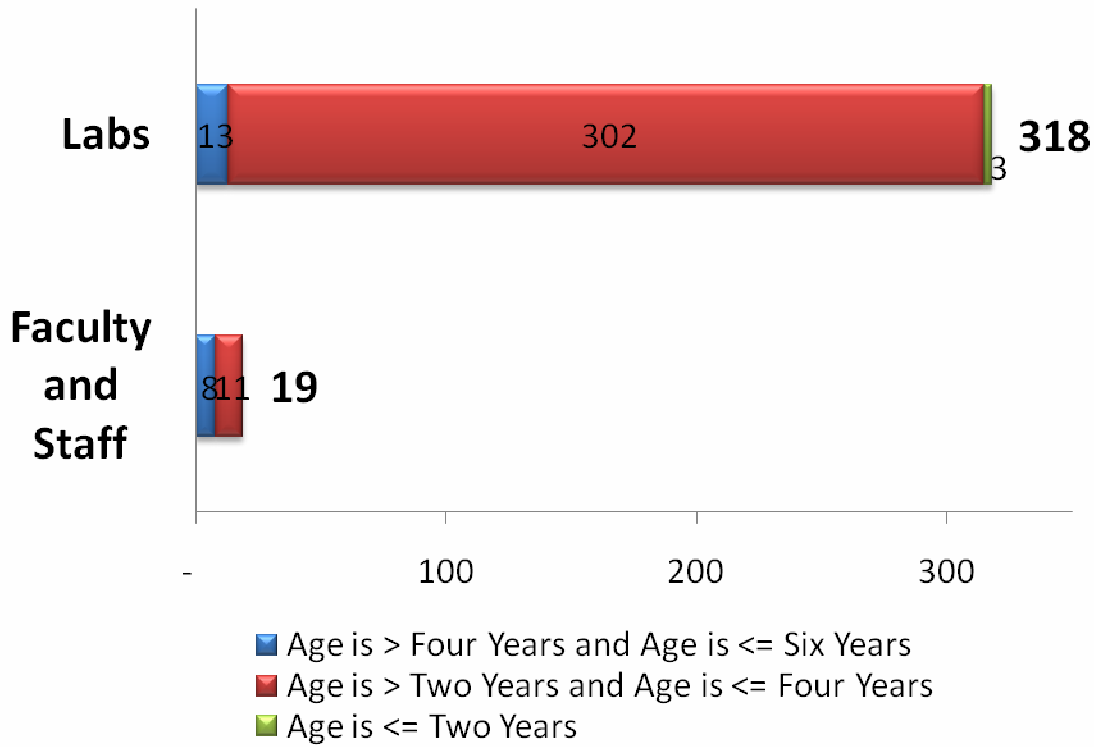
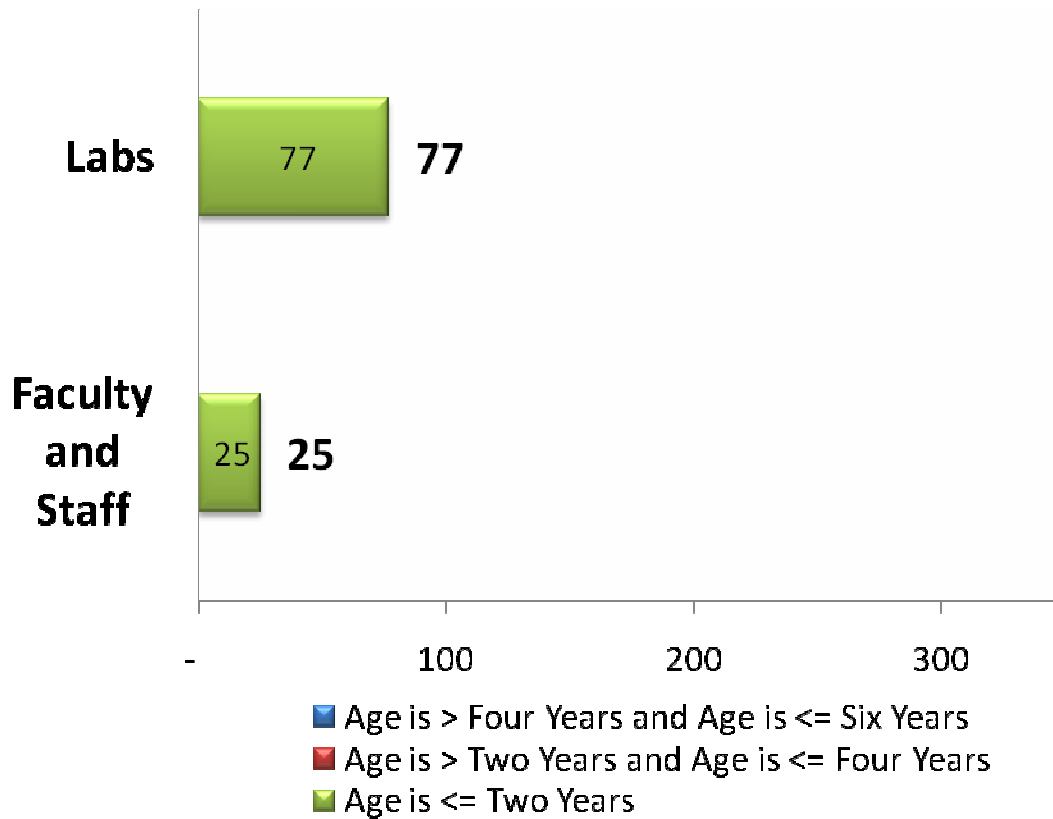


Exhibit VI
Age of Computer Systems
After Installation of FY 09-10 Systems
San Ysidro



B. Storage and Virtual Server Upgrades

The College recently invested 1) \$353,900 to increase the capacity of its Enterprise Virtual Array (EVA) storage, 2) \$111,277 to replace an aging backup server and tape library, and 3) \$49,656 to increase its virtual server capacity.

C. Upgrades to Datatel Colleague

To address access and system performance issues associated with the student registration process, the College invested \$33,200 to increase the number of Web Advisor licenses and \$55,600 to enhance system performance by doubling the number of processors and tripling the amount of memory.

D. IT Assessment

In May 2010, the College engaged WTC Consulting, Inc. to conduct an IT assessment focusing on levels of technology support, the organizational structure for Computer Systems and Services, and how the College compares with other higher education institutions. The findings and recommendations of this IT assessment will be addressed during the planning and prioritization process that the College conducts in 2010-2011. Table IV shows examples of the academic and administrative technology needs raised by College councils, faculty, and staff during the IT assessment and Technology Plan development processes. The list is included here to illustrate the range of technology needs the College will be addressing in the 2011-2015 technology planning.

Table IV Examples of Needs Identified by College Councils, Faculty, and Staff	
<i>Category</i>	<i>Technology Need</i>
Academic and Administrative	Refresh cycles for faculty, staff, and instructional lab systems.
Academic and Administrative	Technology support and training for faculty and staff.
Academic	Providing reliable web environment for faculty web pages.
Academic and Administrative	Planning to ensure consistent versions of operating systems and common software such as Microsoft Office across faculty and staff systems.
Academic	Additional faculty and student support for Blackboard and online learning.
Academic	Improved reliability of Blackboard and the connection to Blackboard.
Academic	Implement Sharepoint and provide training for faculty.
Academic	Authentication support for off-campus access for both students enrolled in online and on-campus classes to allow access to Library resources.
Academic and Administrative	Student portal and common student login for Web Advisor, Blackboard, and Library resources.
Administrative	Consistent process and format for faculty and room scheduling with opportunities for review and correction.
Administrative	Migrating the enterprise Datatel Human Resources, Financial, and Student System to a baseline version that supports vendor updates and patches.
Administrative	Resolution of license issue and performance of Web Advisor.

Table IV Examples of Needs Identified by College Councils, Faculty, and Staff	
<i>Category</i>	<i>Technology Need</i>
Administrative	Continuing deployment of the data warehouse.
Administrative	Integrating food service, bookstore, and other administrative systems with Datatel.
Academic and Administrative	Improve support for Degree Audit and integrate the Electronic Student Education Progress (SEP) application to enable students to manage their own course progress and allow the College to forecast class needs.
Administrative	Address Datatel reporting issues and implement review processes to ensure that correct information is submitted to the Chancellor's Office.
Administrative	Implement a college based student email system to enable direct communication with students.

E. Computer Systems and Services (CSS) Staff Development

Another key component of the IT Assessment process was the identification of key staff development needs for the CSS staff. The College understands that a highly skilled and trained technology staff is critical to maintaining its technology infrastructure and meeting the student, faculty, and staff technology support requirements. The SCC Budget Committee recently allocated \$10,000 for CSS staff training. While this allocation is not sufficient to address the scope of CSS training needs, it enables CSS to begin addressing the most critical training gaps. Appendix III details the proposed CSS staff development program for 2010-2011. CSS will also create and submit staff development plans during the 2011-2015 planning and prioritization processes.

F. Faculty and Staff Training

The need for technology training for faculty and staff has been identified in multiple forums including staff development survey responses, WASC accreditation reports, and meetings with College committees and councils during the development of this Technology Plan. The vacant position of Training Services Coordinator has recently received funding and the process of filling the position has begun.

Technology Plan 2011-2015

During the 2011-2012 year, the College will review and refine its technology planning and prioritization process based on feedback from College councils, faculty, and staff about the previous year's experience. During this year and each subsequent year, the College will update the 2011-2015 technology plan to reflect 1) what was accomplished and learned during the previous year, 2) annual survey feedback from faculty, staff, and students, 3) efforts of the College to identify more cost effective ways to provide technology and technology support, and 4) changes in technology options and budget allocations.

2010-2011 Technology Plan Implementation

Table IV details the action items required to implement the technology planning and prioritization process. The first step in establishing this process is a review and discussion of the proposed Technology Plan facilitated by the Accreditation Oversight Committee (AOC). To meet the due dates set by the WASC

accreditation team for submitting a final 2010-2015 Technology Plan, only one month has been allocated to this review process. The Workgroup is working with the AOC to determine if an extension to the WASC schedule is possible. Additionally, Table V includes high priority technology projects either identified in the 2005-2010 Technology Plan or during the Spring 2010 review.

Table V 2010-2011 Technology Action Items				
#	Project/Task	Who	Timeline	Impact
Establishing Planning and Prioritization Process				
1	Facilitate review and discussion of proposed Technology Plan.	AOC	09-08-2010 - 10/01/2010	This review and discussion process in an integral part of this plan.
2	Send notice to VPs detailing their responsibilities.	SCC Technology Committee	10/08/2010	VPs will understand their responsibilities and what is expected from them during this process.
3	Send notice to the Academic Senate detailing their responsibilities.	SCC Technology Committee	10/08/2010	Academic Senate will understand what is expected from them during this process.
4	Send notice to Deans and Directors detailing their responsibilities.	VPs	10/15/2010	Deans and Directors will understand their responsibilities and what is expected from them during this process.
5	Document the planning and prioritization process for their areas and submit to VPs.	Deans and Directors	10/22/2010	Provides College with documentation of process employed at each level.
6	Document the planning and prioritization process for their areas and submit to SCC Technology Committee.	VPs	10/29/2010	Provides College with documentation of process employed at each level.
2010-2011 Planning and Prioritization Process				
7	Send notice to VPs detailing timeline and submission requirements.	SCC Technology Committee	11/01/2010	Provides the VPs with the details needed to participate effectively in the planning and prioritization process.
8	Send notice to Academic Senate detailing timeline and submission requirements.	SCC Technology Committee	11/01/2010	Provides the Academic Senate leadership with the details needed to participate effectively in the planning and prioritization process.
9	Send notice to Deans and Directors detailing timeline and submission requirements.	VPs	11/08/2010	Provides the Deans and Directors with the details needed to participate effectively in the planning and prioritization process.
10	Work with schools and departments to identify and prioritize technology needs according to their recently documented processes.	Deans and Directors	11/08/2010 - 11/22/2010	Encourages widespread involvement and collaboration on identifying and prioritizing technology needs.
11	Submit prioritized needs to their VP according to submission requirements.	Deans and Directors	12/03/2010	Provides VPs with a comprehensive list of technology needs for their area and the information for establishing priorities.
12	Submit prioritized needs to the SCC Technology Committee.	VPs	12/17/2010	

13	Submit recommendations regarding critical technologies and priorities.	Academic Senate	12/03/2010	
14	Work with other SCC committees to prioritize technology requests and document rationale for prioritization choices.	SCC Technology Committee	01/17/2011-02/21/2011	Ensures alignment with College strategic goals and program review and provides rationale for committee decisions.
15	Distribute final prioritization with rationale to VPs, Deans, Directors, Chairs, and Academic Senate leadership.	SCC Technology Committee	02/28/2011	Ensures that the College community is informed of the results of the planning and prioritization process and the rationale supporting the decisions.
Renewal of Faculty, Staff, and Instructional Lab Systems				
16	Submit replacement requests through the planning and prioritization process.	VPs, Deans, Directors	See schedule above	Replacing a portion of the faculty, staff, and instructional lab systems each year will enable the College to sustain a manageable desktop infrastructure.
Projects Identified in 2005-2010 Technology Plan or Spring 2010 Institutional Review				
17	Drop for non-payment. Add the ability to drop students from only those classes for which payment has not been received. Currently students are dropped from all classes.	CSS	Complete by 05/02/2011	This system enhancement will improve the course registration process. Students will remain registered for classes for which payment has been received and dropped only from classes for which payment has not been received.
18	Automatically drop students from co-requisite classes when they drop a class.	CSS	Complete by 05/02/2011	When students register for a class with a co-requisite, the system automatically enrolls them in the co-requisite class. However, when a student drops a class with a co-requisite, the system does not drop them from the co-requisite class. This enhancement will eliminate this problem.
19	Modify the What's My Password workflow for WebAdvisor.	CSS	Complete by 12/17/2010	This enhancement will improve the usability of this process for students who have forgotten their WebAdvisor password.
20	Prevent the system from adding students to a class waitlist when they have selected the Cancel option.	CSS	Complete by 05/02/2011	This change will correct the problem of students being added to a class waitlist when they have selected the Cancel option during the registration process.
21	Support displaying custom messages during the registration process when a student tries to register for a class for which they are ineligible.	CSS	Complete by 05/02/2011	This change will eliminate the problem of students being denied access to a class during the registration process with no explanation as to why they are not eligible to enroll in the course.
22	Automate the process for faculty to submit a grade change for approval.	CSS	Complete by 05/14/2011	This change will provide an automated process for faculty to submit grade change requests for approval. Grade change requests can only be made for the three most recent terms.

23	Correct problems with calculation of Satisfactory Academic Progress (SAP)	CSS	Complete by 05/02/2011	This is a subroutine used to calculate the student's standing for Financial Aid qualification determination purpose. This process takes all students completed courses and filters out non-credit, PE, and other non-degree and non-academic courses to determine if the student is progressing in his/her academic course work to maintain their Financial Aid status.
24	Implement the Financial Aid Credit Book Link System with the Bookstore.	CSS	Complete by 03/01/2011	This implementation will allow students to have immediate access to financial aid for purchasing books and supplies at the College bookstore.
25	Continue implementation of the data warehouse	CSS	Ongoing	The data warehouse is needed to support the reporting requirements of the College.
Projects Prioritized for 2010-2011 Implementation				
	Projects identified during the planning and prioritization process for 2010-2011 implementation will be added to the plan as action items.			

Appendix I
Southwestern College 2005-2010 Technology Plan

Appendix II

2009 Self Study Action Items

The College will revisit the technology action plans identified in the 2009 Self Study during the 2010-2011 planning and prioritization process. These action plans appear in Table I below.

Appendix II: Table I Technology Needs From 2009 Self Study			
Standard	Section	WASC Recommendation	Action Plan
II	A	6	Assess the staffing shortage in the Online Learning Center and respond to the recommendations of the Academic Technology Committee and the Academic Senate.
II	B	6	Utilizing various media including the SWC website, enhance student awareness and access to college programs and services.
II	C	6	Address the adequacy of the library budget for books, electronic resources, media and closed captioning, adjunct librarians, ADA software.
			Identify the system with which to replace Horizon and secure funds for it.
			Provide additional campus-wide software for the key server to meet increased student demand for course specific software in the open tutorial labs.
			Assess student needs to determine if increased tutorial services, hours, and locations are needed and, if so, submit a plan for increased staffing.
			Explore variants of online library orientations, such as podcasts or tailored online subject guides for classes, in addition to the present video tutorials, in-person orientations to reach more faculty members, and hand-outs.
			Explore additional methods for publicizing library orientations to reach more faculty members and students.
			Explore and obtain potential funding opportunities for ongoing specialized tutor training.
			Initiate research to assess if student needs are being met by current ASC services both on the main campus and at the HEC locations.
			Conduct research to evaluate the services/collections of the libraries in all locations.
			Initiate a marketing plan utilizing various media to promote LAS programs.
III	B	6	Establish web access for emergency response training including use of internal media.
IV	B	6	Based on the approved Five-Year Technology Plan, implement policies and procedures that institutionalize ongoing replacement of desktop hardware, technology infrastructure, and academic software as well as update its technology plan on a regular basis.
			Develop an easily accessible, searchable, online site for all college policies in WebAdvisor.

Appendix III

2010-2011 CSS Staff Development Program

This section will be completed after submission of the IT Assessment report.

APPENDIX L

Previous District Policy 2510: Participation in Local Decision Making Process (2.c.3)

PARTICIPATION IN LOCAL DECISION-MAKING

*References: Education Code Sections 70902(b)(7);
Title 5, Sections 53200 et seq., 51023.5, and 51023.7;
Accreditation Standard IV.A*

Southwestern Community College District believes that the high quality of decision-making, planning and 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 honors the concept of participatory governance in all areas defined by State laws and regulations, while retaining its own rights and responsibilities as the ultimate decision-maker in those areas assigned to it by state and federal 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.

Each of the following shall participate as required by law in the decision-making processes of the District:

1. Academic Senate (Title 5 Sections 53200-53206.)

The Governing Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed with the Academic Senate.

2. Staff (Title 5 Section 51023.5.)

Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the CSEA will be given every reasonable consideration.

3. Students (Title 5 Section 51023.7.)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Governing Board 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.

PARTICIPATION IN LOCAL DECISION-MAKING

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.

APPENDIX M

Revised District Policy 2510: Shared Planning and Decision Making (2.c.4)

Southwestern Community College District Policy

No. 2510

Governing Board

PARTICIPATION IN LOCAL SHARED PLANNING & DECISION MAKING

*References: Education Code Sections 70902(b)(7); AB 1725
Title 5, Sections 53200 et seq., 51023.5, and 51023.7;
Accreditation Standard IV.A.2 and IV. A.5*

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 is dependent upon a collaborative process in which the most creative thinking, ideas and perspectives contribute to the well being of contributions by the entire College community. The Governing Board ~~honors the concept of participatory governance 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 ~~,while retaining its own rights and responsibilities as the ultimate decision maker in those areas assigned to it by state and federal 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 Academic Senate (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 ~~collegially~~ 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". ~~Procedures to implement this section are developed with the Academic Senate.~~

Governing Board**PARTICIPATION IN LOCAL SHARED PLANNING & DECISION MAKING**

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. ~~to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the CSEA will be given every reasonable consideration. "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 given an opportunity to provided with opportunities to participate for participatory decision making and have a substantial voice in decision-making. The recommendations and positions of the Associated Students ASO will be given equal value and every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

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

Governing Board

PARTICIPATION IN LOCAL SHARED PLANNING & DECISION MAKING

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

APPENDIX N

New District Procedure 2510: Shared Planning and Decision Making (2.c.5)

Governing Board

SHARED PLANNING AND DECISION MAKING

References: Education Code Sections 70902(b)(7); AB 1725;
Title 5 Sections 53200 et seq., 51023.5, and 51023.7;
Accreditation Standards IV.A.2 and IV.A.5

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.

SHARED PLANNING AND DECISION MAKING

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.

SHARED PLANNING AND DECISION MAKING

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.

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.

APPENDIX O

New District Policy 2515: Role and Scope of the Academic Senate 10 + 1 Agreement (2.c.6)

Governing Board**ROLE AND SCOPE OF THE ACADEMIC SENATE: 10 + 1 AGREEMENT** References: Ed Code 70901 & 70902 (b)(7), Title 5 §53200 (c) (1-11), & AB 1725

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:

- a) Curriculum, including establishing prerequisites and placing courses within disciplines.
- b) Degree and certificate requirements.
- c) Grading Policies.
- d) Educational programs development.
- e) District and college governance structures as related to faculty roles.
- f) Policies for faculty professional development activities.
- g) Standards and Policies regarding student preparation and success
- h) Processes for Academic Program Review.
- i) Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- j) Processes for institutional planning, budget development, and program review.
- k) Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

Corresponding procedures to implement Policy 2515 have been developed in collaboration with the Academic Senate.

APPENDIX P

New District Procedure 2515: Role and Scope of the
Academic Senate 10 + 1 Agreement (2.c.7)

Governing Board**ROLE AND SCOPE OF THE ACADEMIC SENATE: 10 + 1 AGREEMENT**

References: Educational Code §66700 §70901 & 70902; Title 5 §53200 (d) (1) & (2) and §53203 (d) (1) & (2); AB 1725.

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 V Mandate:

Academic and professional matters are delineated in Title V, 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:

- i) Curriculum, including establishing prerequisites and placing courses within disciplines.
- j) Degree and certificate requirements.

- k) Grading Policies.
- l) Educational programs development.
- m) District and college governance structures as related to faculty roles.
- n) Policies for faculty professional development activities.
- o) Standards and Policies regarding student preparation and success
- p) Processes for Academic Program Review.

B. Matters that require the SWC Governing Board and the Academic Senate to mutually agree include:

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

Policy 2515 and its corresponding Procedures 2515 cannot be changed without full agreement of the Academic Senate.

APPENDIX Q

SWC Policy 2432: Selection of Vice Presidents (2.d.11)

SELECTION OF THE VICE PRESIDENTS

References: Title 5 Sections 53000, et seq.

The Governing Board may conduct final interviews of the top three (3) candidates recommended by the Superintendent/President for the following administrative positions:

- Vice President for Academic Affairs
- Vice President for Administrative Affairs
- Vice President for Human Resources
- Vice President for Student Affairs

The process shall be fair and open and comply with relevant regulations. The final authorization to hire the Vice Presidents rests with the Governing Board.

APPENDIX R

SWC Procedure 2710: Conflict of Interest (2.d.12)

Governing Board**CONFLICT OF INTEREST**

References: *Government Code Sections 87105, 87200-87210;
Title 2 Sections 18700 et seq.; and as listed below*

Incompatible Activities (Government Code Sections 1126 and 1099)

Governing Board members shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the Governing Board member's duties as an officer of the District. A Governing Board member shall not simultaneously hold two public offices that are incompatible. When two offices are incompatible, a Governing Board member shall be deemed to have forfeited the first office upon acceding to the second.

Financial Interest (Government Code Sections 1090 et seq.)

Governing Board members and designated employees shall not be financially interested in any contract made by the Governing Board or in any contract they make in their capacity as members of the Governing Board or as designated employees.

A Governing Board member shall not be considered to be financially interested in a contract if his or her interest meets the definitions contained in applicable law (Government Code Section 1091.5).

A Governing Board member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in the contract and if the remote interest is disclosed during a Governing Board meeting and noted in the official Governing Board minutes. The affected Governing Board member shall not vote or debate on the matter or attempt to influence any other member of the Governing Board to enter into the contract. Remote interests are specified in Government Code Sections 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his or her minor child.

No Employment Allowed (Education Code Section 72103(b))

An employee of the District may not be sworn in as an elected or appointed member of the Governing Board unless and until he or she resigns as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office. This provision does not apply to an individual who is usually employed in an occupation other than teaching and who also is, at the time of election to the Governing Board, employed part time by the District to teach no more than one course per semester or quarter in the subject matter of that individual's occupation (Education Code Section 72103(b)).

Financial Interest in a Decision (Government Code Sections 87100 et seq.)

If a Governing Board member or designated employee determines that he or she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Governing Board's official minutes. In the case of a designated employee, this announcement shall be made in writing and submitted to the Governing Board. A Governing Board member, upon identifying a conflict of interest, or a potential conflict of interest, shall do all of the following prior to consideration of the matter.

Governing Board**CONFLICT OF INTEREST**

- Publicly identify the financial interest in detail sufficient to be understood by the public;
- Recuse himself or herself from discussing and voting on the matter;
- Leave the room until after the discussion, vote, and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A Governing Board member may, however, discuss the issue during the time the general public speaks on the issue.

Gifts (Government Code Section 89503)

Governing Board members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law.

Designated employees shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests.

The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value.

Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code Section 89506.

A gift of travel does not include travel provided by the District for Governing Board members and designated employees.

Governing Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering (Government Code Sections 89501 and 89502).

Designated employees shall not accept any honorarium that is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. The term "honorarium" does not include:

- Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade or profession is making speeches.
- Any honorarium that is not used and, within 30 days after receipt, is either returned to the donor or delivered to the District for donation into the general fund without being claimed as a deduction from income tax purposes.

Governing Board

CONFLICT OF INTEREST

Representation (Government Code Section 87406.3)

Elected officials shall not, for a period of one-year after leaving their position, act as an agent or attorney for, or otherwise represent for compensation, any person appearing before that local government agency.

Conflict of Interest Violations (Government Code Section 1097)

Any violation of the provisions of law regarding financial interests is punishable by a fine of not more than one thousand dollars (\$1,000), or by imprisonment in the state prison, and disqualification from holding any elected office in the State of California.

Procedure for Monitoring and Handling Allegations of Conflict of Interest

The Governing Board has responsibility for monitoring itself, and ensuring that laws and policies are followed. Addressing allegations of Conflict of Interest is the responsibility of the Board Chair or other trustees identified by the Board. Any response to such allegations must uphold the public trust..

The Superintendent/President and Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations regarding conflict of interest. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Violations of Board Policy & Procedure 2710 "Conflict of Interest" or Board Procedure 2712 "Conflict of Interest Code" will be addressed by the Board President, who will first discuss the violation with the Board member to reach a resolution. If resolution is not achieved and further action is deemed necessary, the President may appoint an ad hoc committee to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Board officers or committee and may include a recommendation to the Board to censure the member. If the Board President is perceived to have committed the violation, the Vice President of the Board is authorized to pursue resolution.

APPENDIX S

SWC Policy and Procedure 2715: Code of Ethics (2.e.1)

Southwestern Community College District Policy

No. 2715

Governing Board

CODE OF ETHICS

References: *Accreditation Standard IV.B.1.a, e, and h*

The Governing Board of Southwestern Community College District maintains is committed to serving the educational needs of all residents of the District community and to carrying out its duties and responsibilities in accordance with the highest high standards of ethical conduct. for its members.

District Policy and Procedure No. 2715, "Code of Ethics," together with District Policy No. 3015, "Institutional Code of Ethics," shall constitute the ethical standard for its members in both the conduct of policy and in its relationships with the administration, staff, students, and the District community.

Within this ethical context and the Board's obligation to the District's primary mission, each member of the Board is responsible to adhere to the standards of practice set forth below. The process for addressing alleged violations of this policy are set forth in District Procedure No. 2715.

~~Members of the Governing Board are responsible to:~~

1. ~~Give evidence of Practice~~ good citizenship in community and state affairs;
2. Accept the legal and ethical commitments and responsibilities of the Governing Board to residents of the District, to the staff, to the taxpayers, and, most important, to the students served;
3. Dedicate themselves to the highest ideals of honor and integrity in all public and personal relationships;
4. Not accept or solicit loans or gifts from employees of the Southwestern Community College District or their family members;
5. Recognize that a Governing Board member has no legal authority as an individual, – that decisions can be made only by a majority vote of the entire Board at a Board meeting, and that no individual Governing Board member has authority to direct staff or programs at the District;
6. Render all decisions regarding the issues at hand based on the available facts and independent judgment, and to refuse to surrender that judgment to any other individual or special interest group;
7. Be aware of the cultural and economic make-up, and the geographic distribution of the members of our community, and to make responsible decisions to meet the educational goals of a diverse population;

Governing Board

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8. Encourage the free expression of opinion by all Governing Board members and to seek systematic communications between the Board and students, staff and all elements of the community;
9. Abide by majority decisions of the Governing Board, while retaining the right to seek changes in decisions through ethical and constructive channels;
10. Keep confidential all information and discussions conducted during closed sessions of the Governing Board;
11. Bring direct and indirect credit to the District through personal effort in business, social, professional, and personal relationships;
12. Avoid any conflict of interest or the appearance of impropriety that could result because of their position as Governing Board members, and to not intentionally use Board membership, the goodwill or name of the College or District for personal gain or prestige;
13. Fulfill the responsibilities of their commission without regard to prejudice, provinciality, partisanship, or animosity;
14. Recognize that the District is a major employer and that the Governing Board's actions will affect the capacity of many people to practice the profession or trade in which they have so much personal investment;
15. Refrain from using District time, personnel, supplies, and equipment for non-District activities;
16. Work with other Governing Board members to establish effective Board policies and to delegate authority for the administration of the District to the Superintendent/President;
17. Ensure public input into Governing Board deliberations and adhere to the law and spirit of the open meeting laws and regulations;
18. Be informed and educated about the District, educational issues and the responsibilities of trusteeship and devote adequate time to perform the work of the Governing Board.

~~The Governing Board will promptly address any violation by a Board member or Board members of the Code of Ethics in the following manner:~~

~~The Superintendent/President and Governing Board President are authorized to consult with legal counsel when they become aware of or are informed about alleged violations of legal or unethical behavior, including but not limited to conflicts of interest, use of public resources or violations of laws concerning~~

Governing Board

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~~open government or confidentiality of closed session information. Violations of law may be referred to the District's General Counsel, the District Attorney or the Attorney General, as appropriate.~~

~~Violations of the Code of Ethics will be addressed by the President of the Board, who will first discuss the alleged violation with the Board member to reach a resolution. If resolution is not achieved and further action is deemed necessary by the President of the Board, s/he may either bring recommendations for further action directly to the full Board or appoint an ad hoc committee to examine the matter and recommend further courses of action to the full Board. If the President of the Governing Board is alleged to have violated the Code of Ethics, the Vice President of the Governing Board is authorized to pursue resolution.~~

~~Based upon the findings and/or recommendations of the President, Vice President or any ad hoc committee, the Governing Board may act in any of the following ways:~~

- ~~• The Governing Board may determine that a workshop or retreat on standards of conduct, ethics or other related topics would best address the issue(s).~~
- ~~• The Governing Board may issue a public statement in which it expresses concern with an individual Board member's behavior.~~
- ~~• The Governing Board may elect to take no further action.~~
- ~~• The Governing Board may pursue any other remedies available under California law.~~

Southwestern Community College District PROCEDURE

No. 2715

Governing Board

CODE OF ETHICS

Reference: Accreditation Standard IV.B.1.a, e, and h

The Governing Board is committed to serving the educational needs of all residents of the Southwestern Community College District, and to carrying out its duties in accordance with the highest standards of ethical behavior. The Governing Board shall foster awareness of ethical expectations by:

- Providing the Code of Ethics policy and procedure to all trustees and having them available at Board meetings;
- Including a review of the Code of Ethics when orienting new Board members;
- Assuring the vitality of the Code of Ethics by reviewing, reading and signing the Code of Ethics at its annual retreat;
- Using the Code of Ethics as criteria in the Board self-evaluation process.

The Governing Board has responsibility for monitoring itself, and ensuring that laws and policies are followed. Addressing alleged violations of the Code of Ethics is the responsibility of the Board President or other members identified by the Board. Any response to such allegations must uphold the public trust.

Possible violations of the Code of Ethics include, but are not limited to, the following:

- Verbal attacks against any person at a public meeting;
- Publicly advocating against Board decisions after they are made;
- Sabotaging the work of the Board;
- Attempting to administer, rather than govern the District;
- Advocating a single interest instead of the common public good;
- Appearing to be the agent of a union, specific community group, or business interest.

The Governing Board will promptly address any alleged violation by a Board member or Board members of the Code of Ethics in the following manner:

The Superintendent/President and Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of Policy No. 2715, "Code of Ethics." Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Violations of Board Policy No. 2715, "Code of Ethics," will be addressed by the Board President, who will first discuss the alleged violation with the Board member. If resolution is not achieved and further action is deemed necessary, the President will appoint a two-member ad hoc committee. The committee will initiate a thorough fact-finding process regarding the alleged violation, including interviews with the person making the allegation and the member in question. The committee will recommend further courses of action to the Board. The Board will consider the committee's findings. If the Board determines that the member has not violated Policy No. 2715, the process shall be concluded. If the Board determines that a violation has occurred, sanctions will be determined by the Board. If the Board President is perceived to have committed the violation, the Vice President of the Board is authorized to pursue resolution.