



Integrated Planning Manual

2019-2020 Edition

Southwestern Community College District

Institutional Mission, Vision, and Values

Mission Statement

Southwestern Community College District is the premier public institution of higher education in Southern San Diego County that serves a diverse community of students by providing quality academic programs, comprehensive student support services that ensure equitable access and clear pathways to student success.

Southwestern Community College District promotes learning and success to prepare students to become critical thinkers and engaged life-long learners/global citizens. The District is committed to continuous improvements through the use of data-informed planning, implementation, and evaluation.

Southwestern Community College District utilizes a variety of instructional modalities to provide educational and career opportunities in the following areas: Associate degree and certificate programs, transfer, professional, technical and career advancement, foundational skills, personal enrichment, and continuing education.

Vision Statement

Southwestern College is the leader in equitable education that transforms the lives of students and communities.

Value Statements

Student Success - Southwestern College provides a student-centered environment, through equitable access, opportunity, support, and clear pathways that enable students to achieve their educational and professional goals.

Equity - Southwestern College intentionally identifies and removes barriers to cultivate success for all, and purposely addresses the effects of systemic inequities.

Scholarship – Southwestern College inspires students to become lifelong learners and responsible global thinkers.

Professional Excellence - Southwestern College continuously supports and educates all employees to ensure effective collaboration, support student success, and uphold the highest professional standards.

Cultural Proficiency - Southwestern College engages in cultural proficiency by providing a rich learning environment that embraces our cultural differences and experiences.

Sustainability of Stewardship - Southwestern College utilizes natural, financial and physical resources effectively, equitably, and respectfully.

Community - Southwestern College bridges the gap between higher education, civic engagement, and economic well-being to the community we serve.

Inclusionary Practices - Southwestern College actively honors and respects diversity to foster a safe and welcoming community where all are inspired to participate and realize a sense of belonging.

Definitions for Diversity, Equity & Inclusion

Diversity - Diversity is all differences and similarities including all human traits, experiences, beliefs, and backgrounds that make each individual unique.

Equity - Equity is intentionally identifying and removing barriers to ensure access and provide meaningful opportunities and support for all to succeed.

Inclusion - Inclusion is actively honoring and respecting diversity to foster a safe and welcoming community where all are inspired to participate and realize a sense of belonging.

Southwestern Community College District Integrated Planning Manual 2019-2020

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INTEGRATED PLANNING INTRODUCTION

The Southwestern Community College District (SCCD) *Integrated Planning Manual 2019-2020 edition* is the College District's guide to institutional planning. SCCD is also referred as Southwestern College (SWC). This document contains descriptions of planning processes and practices that guide the College District's constituency groups in participating and contributing to SCCD's short-term and long-term planning efforts. In addition, this manual demonstrates the relationships among the key planning functions and the stakeholder groups; these institutional practices also align with the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards.

This manual, with this first edition, also serves as a vehicle to update the College District planning work. In order to utilize the most effective practices for institutional planning, this manual will be revised on a regular basis. These updates will be the results of best field practices and assessment results of the College District Institutional Planning processes.

Further, this manual complements the [Shared Governance: Decision-Making and Committee Handbook](#), which provides an overview of the participatory decision-making structures of the College District.



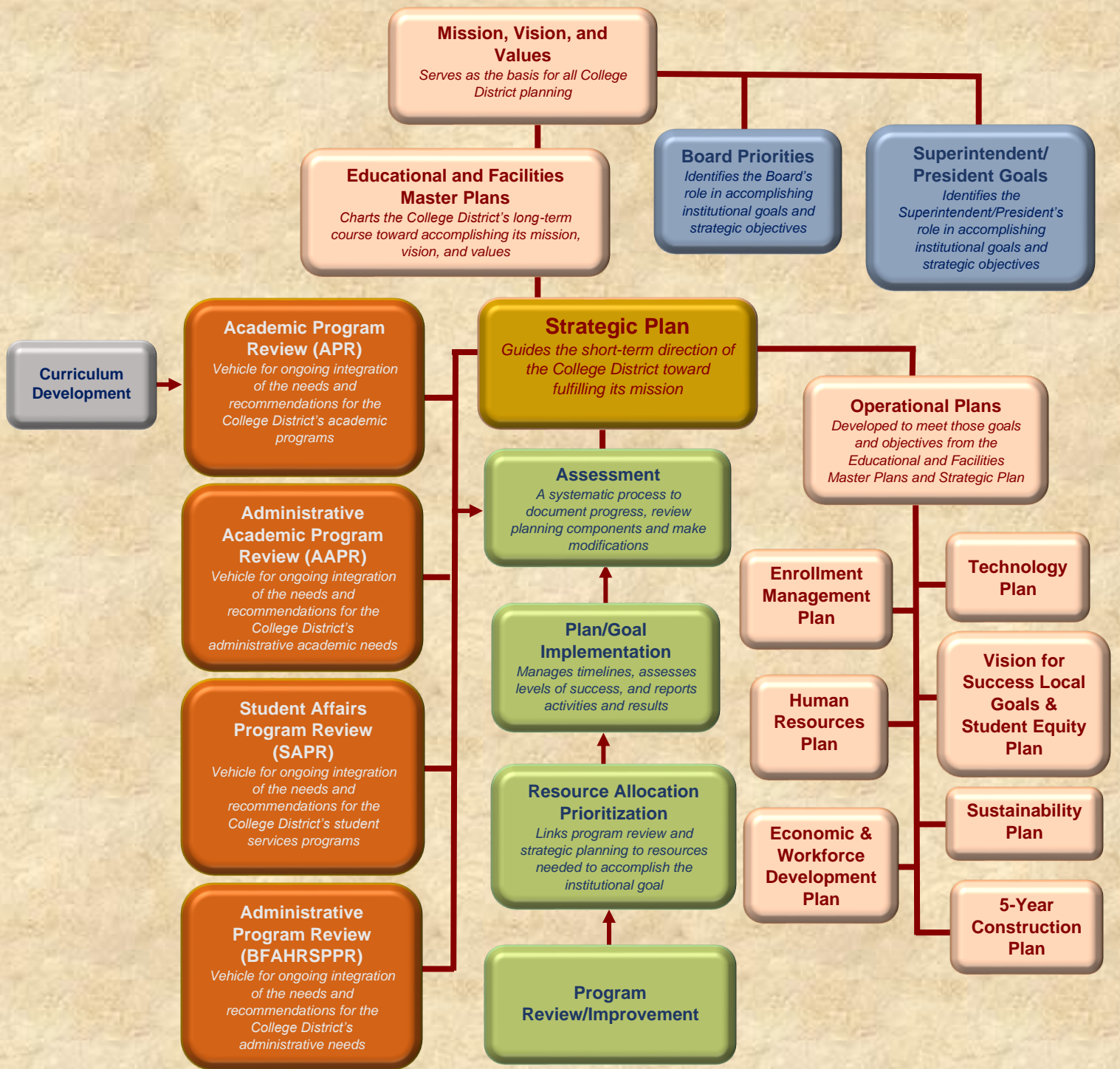
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Section I

Integrated Planning

INTEGRATED PLANNING

INSTITUTIONAL PLANNING AND PROCESSES

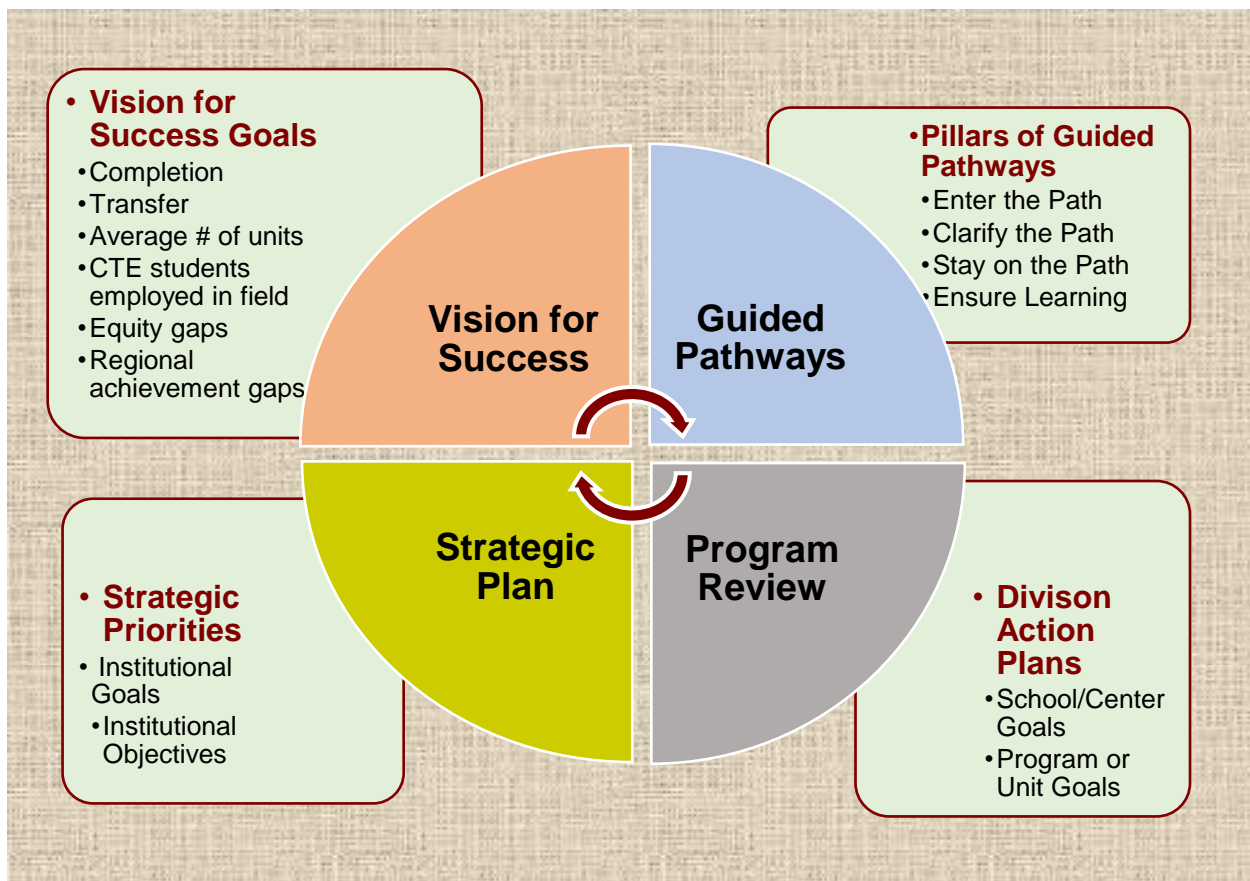


Guided Pathways · ACCJC Standards · Data Analysis

OVERVIEW OF INTEGRATED PLANNING AT SOUTHWESTERN COLLEGE

Planning at SWC is an integrated framework of institutional and operational plans, consisting of goals/objectives and/or activities, that are aligned with and help fulfill the institution's mission; most importantly, Guided Pathways and ACCJC Accreditation Standards provide the systemic context for student success at SWC. In the spirit of alignment, this context influences the development of core elements within long and short-term institutional planning as well as its companion effort of operational planning and program review. In understanding the crosswalk of the many components of integrated planning at SWC, it is evident that the confluence of plans, goals/objectives and activities are nourished by the directional intention of Guided Pathways, ACCJC Accreditation Standards and the college mission wholeheartedly sustaining the congruent environment of integrated institutional planning.

Integrated Planning Framework



SOUTHWESTERN COLLEGE

VISION FOR SUCCESS GOALS AND A VISION FOR CHANGE

State Chancellor's Office Vision for Success Goal Recommendations

The success of California's broader system of higher education and workforce development stands or falls with the California Community Colleges system (CCCs). To meet California's needs, the CCCs should strive to achieve the following recommendations by 2022:

- Increase by at least 20 percent the number of CCCs students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCCs students transferring annually to a University of California (UC) or to a California State University (CSU).
- Decrease the average number of units accumulated by CCCs students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting Career Technical Education (CTE) students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

A Vision for Change

Below are **seven core commitments** the community college system can make to achieve these ambitious goals and realize its full potential to meet the future workforce needs of California:

1. Focus relentlessly on students' end goals.

Getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set—should be the explicit focus of the CCCs. More than just offering courses, colleges need to be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion.

SOUTHWESTERN COLLEGE

VISION FOR SUCCESS GOALS AND A VISION FOR CHANGE

2. *Always design and decide with the student in mind.*

Colleges need to make it easy for all students, including working adults, to access the courses and services they need. Students should not bear the burden of misaligned policies between education systems.

3. *Pair high expectations with high support.*

Students should be encouraged to go “all in” on their education, with support to meet their personal and academic challenges. Assessment and placement practices must be reformed so that students are placed at the highest appropriate course level, with ample supports to help them succeed.

4. *Foster the use of data, inquiry, and evidence.*

Data analysis should be a regular practice used for improving services at all levels, not a compliance activity. Decisions should be based on evidence, not anecdotes or hunches.

5. *Take ownership of goals and performance.*

The CCCs should be rigorously transparent about its performance, own its challenges, and adopt a solution-oriented mindset to those things it can control. Goals should be used to motivate and provide direction, not to punish.

6. *Enable action and thoughtful innovation.*

Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen. Innovation should be thoughtful and aligned with goals; results should be tracked early and often.

7. *Lead the work of partnering across systems.*

Education leaders across the education systems and workforce development systems need to meet much more frequently, in more depth, and with more personnel dedicated to the task. By working together, these systems can strengthen pathways for students and improve results.

In each of these areas, there are clear steps for the CCCs Chancellor’s Office to lead and support the work of the colleges, from modeling the kinds of organizational changes and behaviors expected at the college level to advocating for CCCs students at the highest levels of state government.

SOUTHWESTERN COLLEGE INTEGRATED PLANNING

As shown on the previous graphic model (page 10), analysis of institutional data and connection to Guided Pathways are the ultimate goals of Integrated Planning at SWC. In a parallel path, the integrated planning process leads to adherence of accreditation standards, eligibility criteria, and policies established by the ACCJC.

- At the core is the college's mission, vision, and values statements as well as last year's pillars of Guided Pathways –Governing Board Commitment and Goals, and Superintendent/President's Goals also contribute to the integrated planning framework at SWC. [Governing Commitment and Goals 2019-2020](#) and [Superintendent/President 2017-2020 Three-Year Goals](#).
- The Educational and Facilities Master Plans, represents long-term planning and provides analysis of the college mission and projected demographics, legislative, and economic changes. This planning is used to identify challenges and opportunities so that the College District can address the anticipated circumstances. The Educational and Facilities Master Plans chart the College District's long-term course for Academic Affairs, Student Affairs, Student Services, and Facilities.
- Informed by the Educational and Facilities Master Plans, the Strategic Plan is developed and it represents the short-term planning efforts of the College District. The Strategic Plan is a three-year plan that identifies the College District's critical focus areas. These focus areas direct the college's energies and resources. From these focus areas, institutional goals and strategic objectives are identified. Responsibility for these achievement goals and objectives are assigned to the corresponding college district division for inclusion on their short-term and long-term plans.
- Operational Plans (Enrollment Management Plan, Human Resources Plan, Technology Plan, Student Success Plan, Sustainability Plan, Workforce Development Plan and the 5-year Construction Plan) are developed and or renewed to support goals and objectives from the Educational and Facilities Master Plans and Strategic Plan.
- Program Reviews capture unit-level planning for academic, administrative/academic, student services, and administrative units. Academic Comprehensive Program Reviews, conducted every three years with annual updates describe how each unit contributes to achievement of the College District's objectives and includes an analysis of unit-specific data, the identification of strengths and weaknesses, a link to the assessment of student learning, the development of actions for the coming year, and the identification of resources needed to support initiatives or innovation. If a program, unit, school, department or division's goals require innovation funding, the responsible party requests funding through program review.

SOUTHWESTERN COLLEGE INTEGRATED PLANNING

- Resource Allocation Prioritization follows the development of short-term plans. This process ensures that objectives of the Strategic Plan linked to Program Review are funded to the extent possible.
- Plan Implementation manages timelines, assesses levels of success, and reports activities and results.
- Assessment is a systematic process that occurs annually through the documentation and analysis of progress made toward achieving the College District's goals.
- As depicted on the graphic model, dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation. Assessment plans focus on the Strategic Plan, which provides strategic priorities, institutional goals/objectives and guides the development of program/department/division plans to achieve those institutional goals and strategic objectives. These are linked to the resource allocation processes that also connect the college resources to the institutional goals and strategic objectives. Further, the Strategic Plan guides the development of implementation plans, which leads to assessment; assessment findings then inform program improvement plans for the next cycle of planning.

SOUTHWESTERN COLLEGE INTEGRATED PLANNING

MISSION, VISION, AND VALUES

SCCD integrated planning is based on a common set of assumptions and follows well-defined procedures; College District planning policies and procedures demonstrate institutional effectiveness and continuous quality improvement. Thus, institutional improvement is achieved through a systematic evaluation process, development of goals and objectives, resource allocation, plan implementation, and reevaluation that interconnect into an integrated master system that begins with:

The mission statement conveys the purpose of SCCD. The mission defines student population, academic programs and comprehensive student services of the College District in order to achieve student learning and student success. The College District mission statement is at the center of all planning and decision-making.

As such, the College District reviews its mission every three years and reaffirms or revises the mission every 5 years. The review process inquires College District feedback and all comments are considered before preparing the final recommendation to the Superintendent/President. Most recently revised and adopted version of the Mission, Vision and Values can be found in [Governing Board Policy No. 1200](#).

Mission Statement

Southwestern Community College District is the premier public institution of higher education in Southern San Diego County that serves a diverse community of students by providing quality academic programs, comprehensive student support services that ensure equitable access and clear pathways to student success.

Southwestern Community College District promotes learning and success to prepare students to become critical thinkers and engage life-long learners/global citizens. The District is committed to continuous improvements through the use of data-informed planning, implementation, and evaluation.

Southwestern Community College District utilizes a variety of instructional modalities to provide educational and career opportunities in the following areas: Associate degree and certificate programs, transfer, professional, technical and career advancement, foundational skills, personal enrichment, and continuing education.

Vision Statement

Southwestern College is the leader in equitable education that transforms the lives of students and communities.

SOUTHWESTERN COLLEGE INTEGRATED PLANNING MISSION, VISION, AND VALUES

Institutional Values

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

- **Student Success** – Southwestern College provides a student-centered environment, through equitable access, opportunity, support, and clear pathways that enable students to achieve their educational and professional goals.
- **Equity** – Southwestern College intentionally identifies and removes barriers to cultivate success for all, and purposely addresses the effects of systemic inequities.
- **Scholarship** – Southwestern College inspires students to become lifelong learners and responsible global thinkers.
- **Professional Excellence** – Southwestern College continuously supports and educates all employees to ensure effective collaboration, support student success, and uphold the highest professional standards.
- **Cultural Proficiency** – Southwestern College engages in cultural proficiency by providing a rich learning environment that embraces our cultural differences and experiences.
- **Sustainability of Stewardship** – Southwestern College utilizes natural, financial and physical resources effectively, equitable, and respectfully.
- **Community** – Southwestern College bridges the gap between higher education, civic engagement, and economic well-being to the community we serve.
- **Inclusionary Practices** – Southwestern College actively honors and respects diversity to foster a safe and welcoming community where all are inspired to participate and realize a sense of belonging.

Definitions for Diversity, Equity & Inclusion

Diversity – Diversity is all differences and similarities including human traits, experiences, beliefs, and backgrounds that make each individual unique.

Equity – Equity is intentionally identifying and removing barriers to ensure access and provide meaningful opportunities and support for all to succeed.

Inclusion – Inclusion is actively honoring and respecting diversity to foster a safe and welcoming community where all are inspired to participate and realize a sense of belonging.

The ACCJC standards most relevant to the development and review of a College District mission statement are:

I.A. Mission

Standard I.A.1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*

Standard I.A.2. *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Standard I.A.3. *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Standard I.A.4. *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

SOUTHWESTERN COLLEGE INTEGRATED PLANNING INSTITUTIONAL PLANS

SCCD continually participates in the assessment and renewal of its Institutional Plans that directly support the College District's mission. SWC Institutional Plans are described and linked below:

EDUCATIONAL MASTER PLAN

The [Educational Master Plan \(EMP\)](#) provides direction to the College District instruction and supports service areas on what it needs to be accomplished over the next seven to 10 years. This plan serves as a primary referral document of educational needs of the College District. The information presented in the EMP is based on a combination of data and the collective knowledge of faculty, staff, and administrators with respect to predicting the future programmatic needs of the College District. The EMP will guide our [Facilities Master Plan \(FMP\)](#) by suggesting likely future enrollment growth and facilities needs. Additionally, the EMP aligns with the College District's [Strategic Plan](#).

FACILITIES MASTER PLAN

The purpose of the Facilities Master Plan ([FMP](#)) is to identify a vision for the future improvement of the College District's facilities over the next 7 to 10 years. The FMP defines the long-range goals for facility planning that support the educational goals of the College District; it provides a current perspective for future academic and support services space, buildings, and overall college/campus core amenity improvements. The Facilities Master Plan serves as a companion document to the [EMP](#).

STRATEGIC PLAN

The [Strategic Plan](#) represents the College District short-term planning efforts and is renewed every three years. It provides strategic priorities that are defined by institutional goals and objectives inspired by the EMP and linked to the pillars of Guided Pathways. The institutional objectives serve as a guide for program/unit/school and division plans/goals.

The ACCJC standards most relevant to the development of an EMP, FMP, and Strategic Plan are:

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

Standard I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Standard I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Standard I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

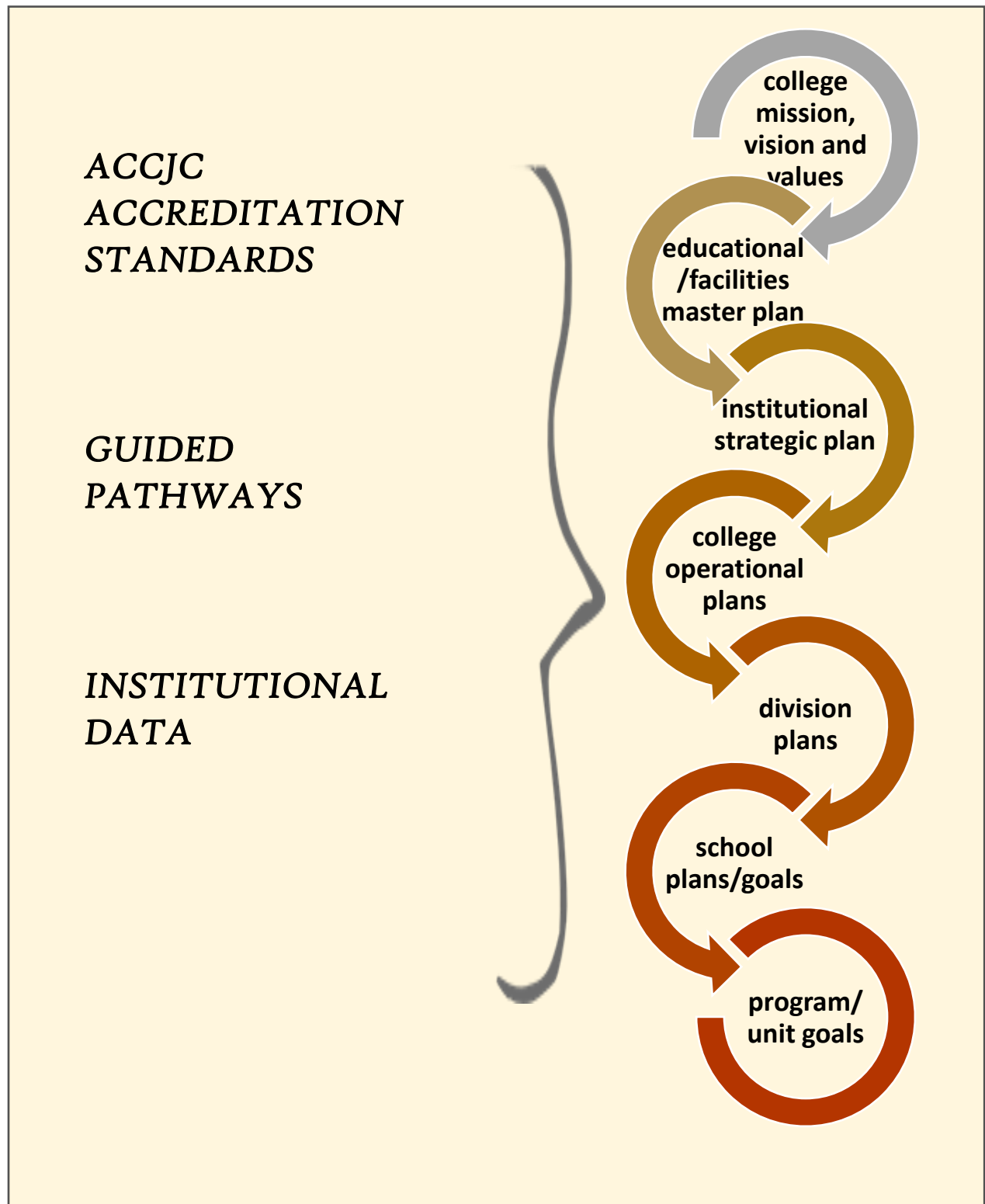
Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student learning support services, resource management, and governance

processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

OPERATIONAL PLANNING AT SOUTHWESTERN COLLEGE



SOUTHWESTERN COLLEGE INTEGRATED PLANNING OPERATIONAL PLANS

In addition to its Institutional Plans, SCCD also prepares, assesses, and renews its Operational Plans. These Operational Plans clearly define actions to take in order to support strategic objectives. SWC Operational Plans are described and linked below:

ENROLLMENT MANAGEMENT PLAN

The [Enrollment Management Plan](#) reflects SWC's commitment to the integration of the fiscal integrity of our institution and the offering of class schedules that are responsive to student and community needs. This document covers a range of functions to provide access to collegiate study, facilitate admission, and progress to graduation, while maintaining the fiscal health of the College District.

HUMAN RESOURCES PLAN

The Human Resources Plan provides information that addresses specific needs of the College District as related to human resources. This plan is linked to the College District's institutional mission, vision, and values. The Human Resources Plan includes information about human resources activities, the processes utilized for staffing, the priorities for providing professional development, and a review of the evaluation. This information is used for planning and College District operations.

VISION FOR SUCCESS AND STUDENT EQUITY PLAN

The Vision for Success Local Goals and Student Equity Plan bring together local goal targets established by the College District under the California Community College's (CCC) Vision for Success and the Student Equity and Achievement Program. In combination, the plans focus on improving student outcomes while simultaneously reducing achievement gaps for students from traditionally underrepresented populations. These plans align with the College District's strategic priorities and are integrated with Guided Pathways planning reform efforts.

SUSTAINABILITY PLAN

The purpose of the Sustainability Plan is to serve as a roadmap and a toolkit to guide the College District toward a sustainable future. The plan is focused on broad, long-term sustainability planning, Greenhouse Gas (GHG) emission reduction strategies, and programs to prepare students for careers in the "Green Economy." This plan is designed to assist in the development of goals, objectives, timelines, and criteria for success, and highlights the Best Practices of the College District. This document provides tools for the development of Action Plans to achieve sustainability and to "measure results" of program implementation.

TECHNOLOGY PLAN

The purpose of the [Technology Plan](#) is to address district-wide technology, support and resource planning in order to further the mission, vision, and strategic direction of the College District. This plan is linked to other institutional plans and program reviews for instruction, student services, and administration.

SOUTHWESTERN COLLEGE INTEGRATED PLANNING OPERATIONAL PLANS

ECONOMIC & WORKFORCE DEVELOPMENT PLAN

The purpose of the Workforce Development Plan (WDP) is to identify gaps in knowledge, skills, and abilities through the assessment of College District's constituency groups, and addressing those gaps through targeted training and development opportunities. This document provides a comprehensive workforce development plan for Southwestern Community College District; it ensures that workforce needs are understood and that training opportunities address those needs. Further, the WDP serves as a budgeting tool for implementation when executed based on the timelines and priorities identified on the EMP, FMP and Strategic Plan.

5-YEAR CONSTRUCTION PLAN

The purpose of the 5-Year Construction Plan is to summarize all the projects that SWC plans to construct with State and local funding. The plan includes descriptions of each of the projects proposed for the College District as a whole and it includes calculations based on growth projections. This plan is congruent with the [FMP](#).

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Section II

Budget Development

INTEGRATED PLANNING AND THE BUDGET DEVELOPMENT PROCESS

The SCCD is committed to a transparent and effective resource allocation process that is integrated with institutional planning, relies on its mission, strategic planning priorities, program review, and a realistic assessment of our financial assets and needs. SCCD plans for short-term and long-term financial conditions and makes decisions based on a well-developed process that is open and transparent.

THE PLANNING AND BUDGET COMMITTEE

The Planning and Budget Committee (PBC) is a standing committee of the Shared Consultation Council (SCC) and guides the process for integrated planning and resource allocation. This committee uses a shared planning and decision-making approach to develop a process for creating an annual operating budget for the College District, and provides oversight for all matters related to planning and budget development. The PBC is committed to a budget development process that supports the College District's Strategic Plan and Institutional Mission that is based on planning and needs identified through Institutional Program Review, and is data-informed regarding outcomes assessment in both instructional and non-instructional areas. The PBC plays an important oversight role in the SCC's annual prioritization process for resource allocation, and the PBC provides input to the College District's ACCJC Self-Evaluation Study for Standards:

Standard I.C—Institutional Integrity: (I.C.14);

Standard III.B—Physical Resources: (III.B.1; III.B.2; III.B.3; III.B.4); and

Standard III.D—Financial Resources:

 Planning: (III.D.1; III.D.2; III.D.3)

 Fiscal Responsibility and Stability: (III.D.4; III.D.5; III.D.6; III.D.7; III.D.8; III.D.9; III.D.10)

 Liabilities: (III.D.11; III.D.12; III.D.13; III.D.14; III.D.15)

 Contractual Agreements: (III.D.16)

The committee is also responsible for regular reporting to the SCC on the status of Institutional Planning and the Financial Resources portion of our Physical and Financial Resources Development Strategic Priority of the Strategic Plan as well as the overall financial health of the College District.

In alignment with the College Mission, PBC upholds the integration of SWC's planning efforts ensuring that they are followed by budget development in order to provide the needed resources for student success; specifically, the PBC makes recommendations to the SCC regarding processes, timelines, analysis and outcomes for institutional planning and resource allocation.

The Planning and Budget Committee is comprised of the following membership:

- Vice President for Business and Financial Affairs
- 2 (two) ASO representatives
- 2 (two) Academic Senate representatives
- 2 CSEA representatives
- 2 SCCDAA representatives

INTEGRATED PLANNING AND THE BUDGET DEVELOPMENT PROCESS

- Confidentials representative

In addition, the Planning and Budget Committee includes the following resource members who do not do vote.

- Director of Finance
- Institutional Technology designee
- 1 (one) Vice President (VP for Academic Affairs, VP for Human Resources, VP for Student Affairs – on a rotating basis)
- SCEA President or designee and faculty appointed by SCEA President
- Superintendent/President

The Committee is co-chaired by the Vice President for Business and Financial Affairs, Academic Senate President, and the Dean of Institutional Research and Planning.

SOUTHWESTERN COLLEGE INTEGRATED PLANNING AND BUDGET DEVELOPMENT PROCESS TIMELINE

JANUARY - FEBRUARY

Program Review

- Program Review Level One
- Training and individual consultations

Prioritization

- SCC standing committee training

Assessment of Planning Process

- Surveys

Budget Development

- Planning and Budget Committee (PBC) examines budget assumptions based on current fiscal state, the college district mission, vision and values statements, and the institution's strategic planning goals documents.
- Reviews past year's budget and PBC annual Full Report at SCC meeting.
- Training for budget managers. Proposed budgets on needs identified in program review and strategic planning goals found in institutional planning documents.

MARCH - MAY

Prioritization

- SCC standing committee training and prioritization
- SCC prioritization
- Identification of funding source by PBC

Institutional Planning

- Student Success Support Plan
- Program Improvement

Faculty/Resource Allocation (FHP)

- Data Preparation
- FHP Data Training

Budget Development

- Training for budget managers; Proposed budgets on needs identified in program review and strategic planning goals found in institutional planning documents continues.
- Budget managers submit electronic budget proposals to Finance Office. Finance Office brings draft to Planning and Budget Committee for input. The Planning and Budget Committee provides support for SCC Prioritization Process and reviews the prioritization list.

JUNE - JULY

Strategic Plan

- Annual Assessment/Institutional Goals

Prioritization

- Notice of Award

Assessment of Planning Process

- Develop and update Research Agenda

Budget Development

- Tentative budget presented to public. Governing Board adopts tentative budget.
- The Planning and Budget Committee, and the Finance Office continue to discuss the tentative budget.

AUGUST - OCTOBER

Faculty/Resource Allocation (FHP)

- FHP training
- Faculty Proposal Development

Institutional Planning

- Enrollment Management Plan

Assessment of Planning Process

- Annual Research Agenda

Budget Development

- The Planning and Budget Committee, and the Finance Office continue to discuss the tentative budget.
- Governing Board reviews final budget proposal and approves the final budget at its September meeting.
- The Planning and Budget Committee continues training and providing oversight for adopted budget. Reviews budget development process. Provides oversight for previous year's SCC prioritization list. In addition, provides oversight for annual Strategic Plan assessment.

OCTOBER - DECEMBER

Institutional Planning

- Institutional Technology Plan

Faculty/Resource Allocation (FHP)

- IR Support for FHP Prioritization
- FHP Committee selection

Institutional Program Review

- Program Review Submission Level 3 and Level 2
- Training and individual consultations

Budget Development

- The Planning and Budget Committee continues training and providing oversight for adopted budget. Reviews budget development process. Provides oversight for previous year's SCC prioritization list. In addition, provides oversight for annual Strategic Plan assessment.

Section III

**Program Review: Linking
Institutional and College
Resources**



STRATEGIC PLANNING



INSTITUTIONAL PROGRAM REVIEW

Program Review leads to program improvement through reflection and assessment of program effectiveness. Academic, administrative and student services programs participate Program Review on an annual basis either through a Comprehensive Program Review that occurs every three years or through annual updates for resource requests and analysis of progress toward goals.

Program Review is an essential building block to integrated planning at SWC and it is a vital component to the examination of how programs and services meet their mission and support the college mission. In addition, this process also engages the reflective understanding of a program's achievements and challenges; utilizing data and evaluation findings, it completes the analysis process through the development of program goals that are in alignment with division plans that lead to program improvement in support of fulfilling the institutional strategic plan. Lastly, the program review process provides access for resource allocation for the continuous improvement cycle to be implemented and evaluated for effectiveness.

History of Program Review at Southwestern College

Program Review has been part of institutional planning at SWC since 1991. The purpose of program review is for each program and unit to assess its current effectiveness and plan for the future.

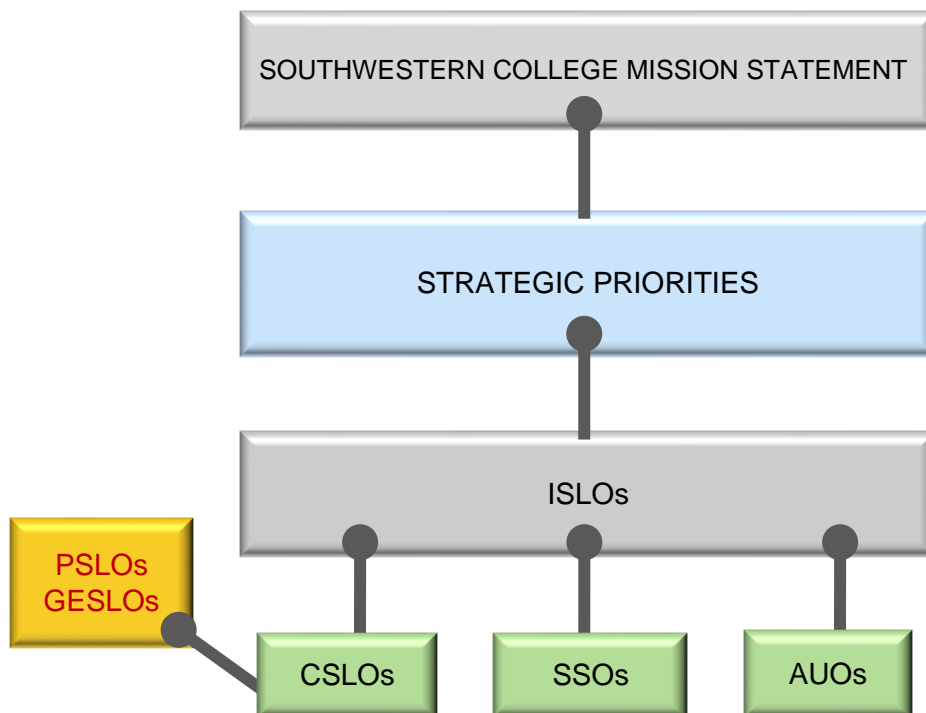
The "Achieving Institutional Mission" Task Force (AIM), now called the Institutional Program Review Committee (IPRC) crafted a program review process based upon several years of reviewing and assessing a myriad of models. The AIM taskforce settled upon the processes embodied in the attached historical document, which the IPRC adapted for the 21st century.

It is imperative that institutional program review be fully integrated into all college planning and budgetary processes. To that end, the spirit and principles embodied in the original AIM document have been adopted as the basis for this official College District Institutional Program Review Handbook, which is implemented across all institutional programs, units, and divisions.

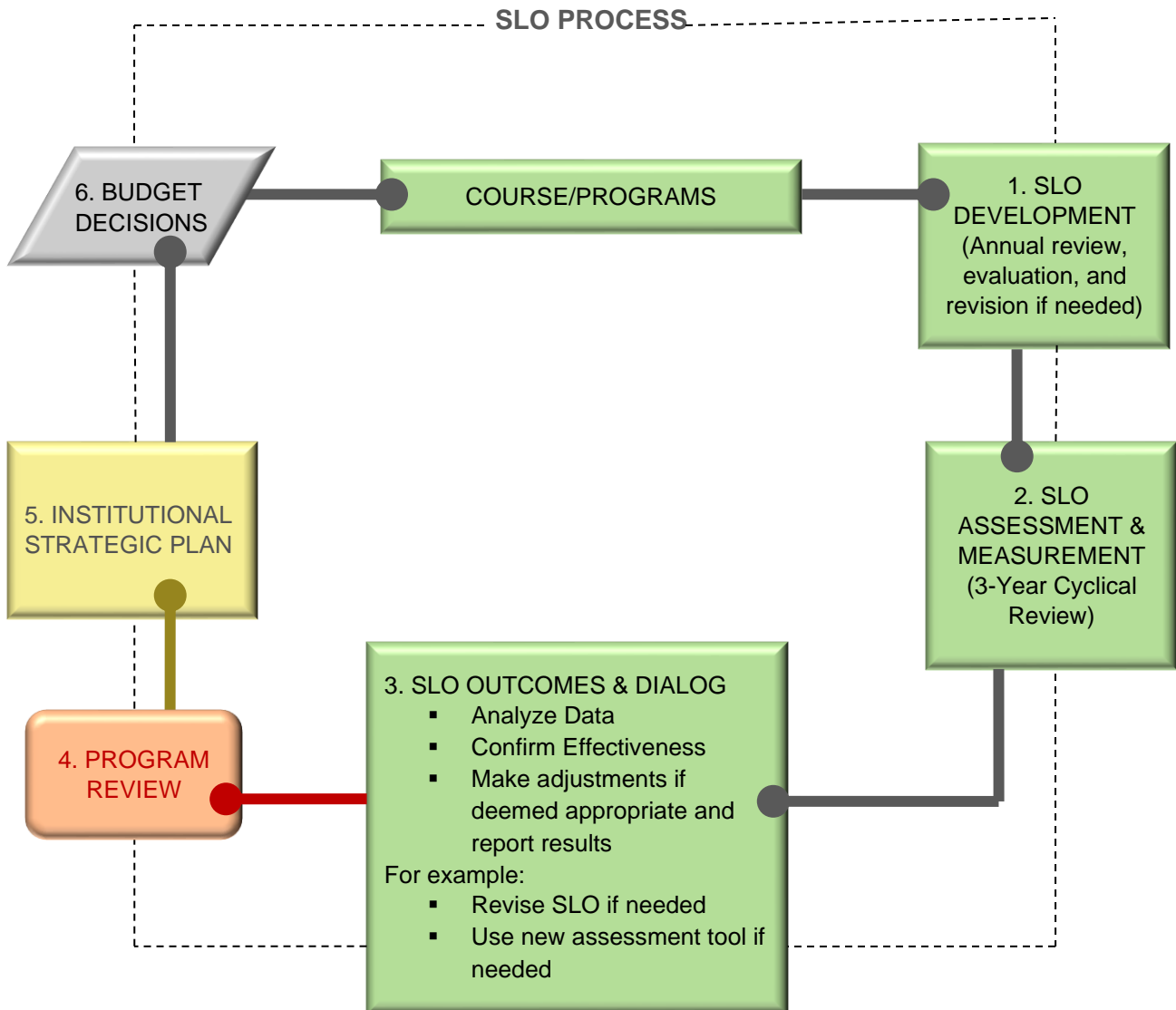
INTEGRATION OF SLOs/AUOs in INSTITUTIONAL PROGRAM REVIEW

Assessments of Student Learning Outcomes (SLOs) are used to discern whether a course, program, unit, School/Center, Division, or the Institution as a whole is leading students to achieve stated learning goals. The term SLO is used to discern any type of student learning outcome assessed at SWC including: Course-Level SLOs (CSLOs), Program-Level SLOs (PSLOs), Administrative Unit Outcomes (AUOs), Student Services Outcomes (SSOs), General Education SLOs (GESLOs), and Institutional SLOs (ISLOs).

All SLOs are mapped in a hierarchical structure according to the context in which they are assessed. For example, CSLOs link to PSLOs, and CSLOs, AUOs, SSOs are linked to ISLOs. Ultimately, all ISLOs are linked to the Strategic Priorities of the College District that emanate from the College District's Mission Statement.

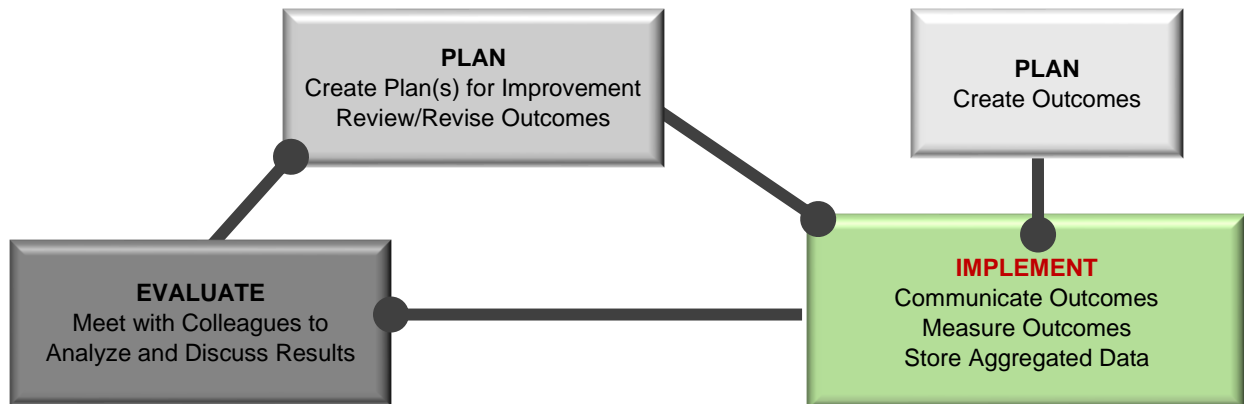


SLO/ASSESSMENT PROCESS AND LINKS TO PROGRAM REVIEW, STRATEGIC PLAN, AND BUDGET ALLOCATIONS



INTEGRATED PLANNING AND THE INSTITUTIONAL PROGRAM REVIEW MODEL PLAN, IMPLEMENT, AND EVALUATE (P.I.E.)

The following plan, implement and evaluate/assessment (PIE) activities are represented in SWC's integrated planning process:



The Learning Outcomes Coordinators and Liaisons facilitate the assessment of SLO and use SLO assessment in order to make improvements to educational quality, student learning, and student success. The Coordinators further facilitate the storage of SLO assessment results, the dissemination of outcome results to the campus community and public, and the use of SLO assessment results in Institutional Program Review for integrated planning.

In order to fully integrated SLOs into the Institutional Program Review process and integrated planning, yearly review includes reporting of SLO assessment results and linkages to both discipline/unit goals and requests for resource allocations. For instance, in Component V of the Academic Comprehensive Program Review examination of SLO assessment, how SLO assessment results align with goals of the program, and explanation of improvements made to support student achievement of SLOs is required. Also, in Section 3 of the Program Review Annual update disciplines/units report SLO assessment results, describe plans for improvement based on those results, and align those results and plans directly to requests for allocations in human, technology, physical, and financial resources. It is through program review that SLO assessment results, analyses, and plans for improvement (based on SLO assessment) first enter the integrated planning process.

Program review provides a platform for which disciplines/units report, track, and utilize SLO assessment results to support and improve student learning and student success.

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES STANDARDS INSTITUTIONAL PROGRAM REVIEW

The ACCJC standards most relevant to Program Review are:

I.B. Assuring Academic Quality and Institutional Effectiveness

Institutional Effectiveness

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement.

Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.8. The institution broadly communicates the results of all its assessments and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institution effectiveness and academic quality. Institutional planning addresses short-and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

I.C. Institutional Integrity

Standard I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate

constituencies, including current and prospective students and the public.

II.A. Instructional Programs

Standard II.A.2. Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Standard II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Standard II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to

improve programs and courses to enhance learning outcomes and achievement for students.

II.B. Library and Learning Support Services

Standard II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.C. Student Support Services

Standard II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

III.A. Human Resources

Standard III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess

effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

III.B. Physical Resources

Standard III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.D. Financial Resources

Standard III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Standard III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

PROGRAM REVIEW RESOURCE REQUEST PROCESS

Resource allocations align with the SCCD mission and provide resources needed to accomplish Institutional Goals and Institutional Objectives.

Since Institutional Goals reflect the College District's commitment to its mission, the purpose of the resource allocation process is to fund programs and services that both directly and indirectly promote student learning.

Prioritization of resources requests is a key step in the planning process providing a foundation for dialog and resource allocation analysis. Soon after program review reports are completed, a technical review of each report suggests improvements as well as verifies completeness. After program reviews are completed and reviewed, resource requests are prioritized by a sequence of steps for institutional review including, department or operational level. Further, specific standing committees of the Shared Consultation Council (SCC) also review and rank resource requests, and the final prioritization effort is conducted by SCC. The final prioritized list of requested resources is sent to the Planning and Budget Committee to determine appropriate funding sources and Business and Financial Affairs to implement the funding awards process accordingly.

The ACCJC standards most relevant to linking resource allocations to planning are:

I.B. Assuring Academic Quality and Institutional Effectiveness

Institutional Effectiveness

Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard I.B.9. The institution engages in continuous, broad base, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

III.D. Financial Resources

Planning

Standard III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve

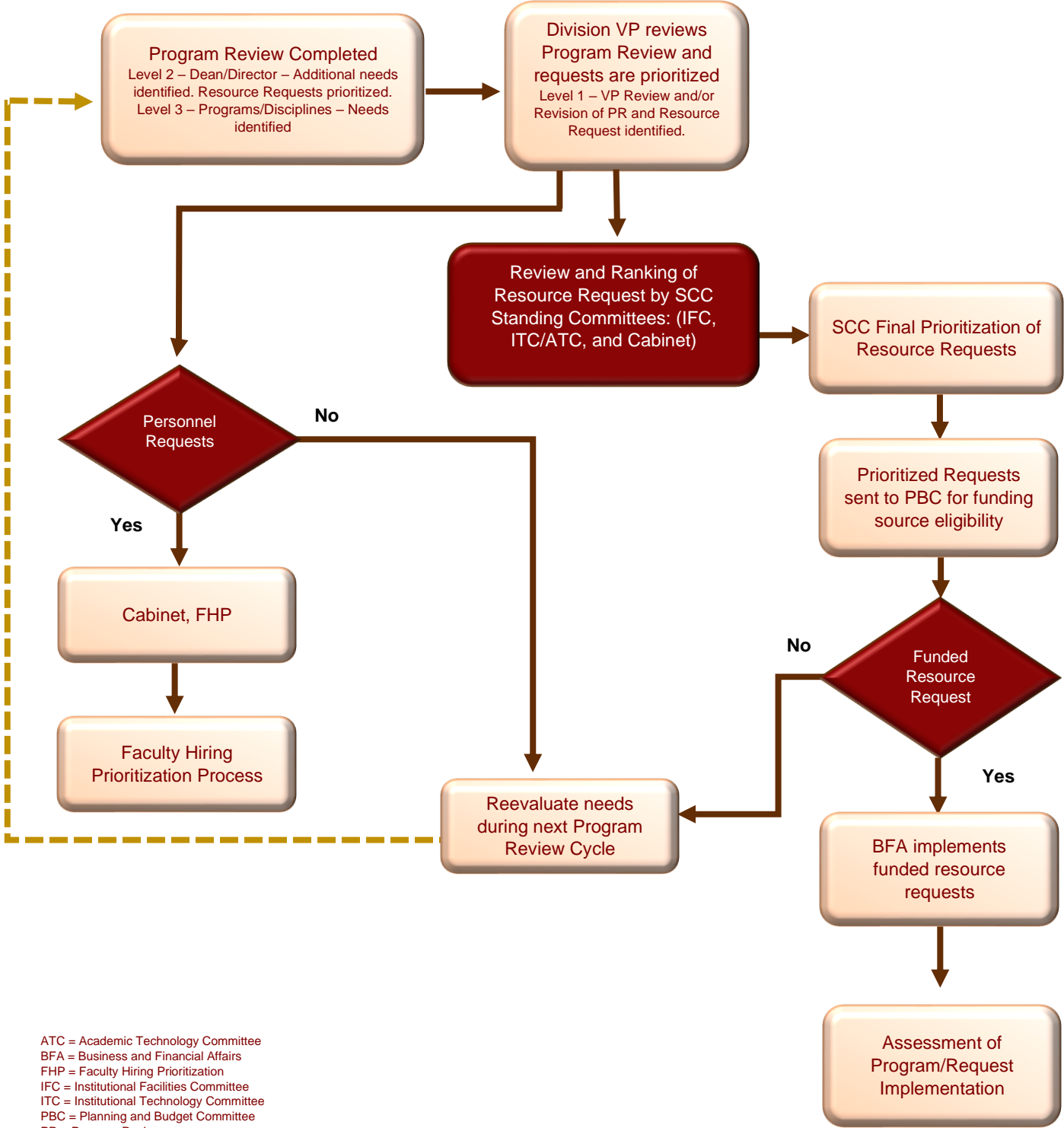
institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Standard III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Fiscal Responsibility & Stability

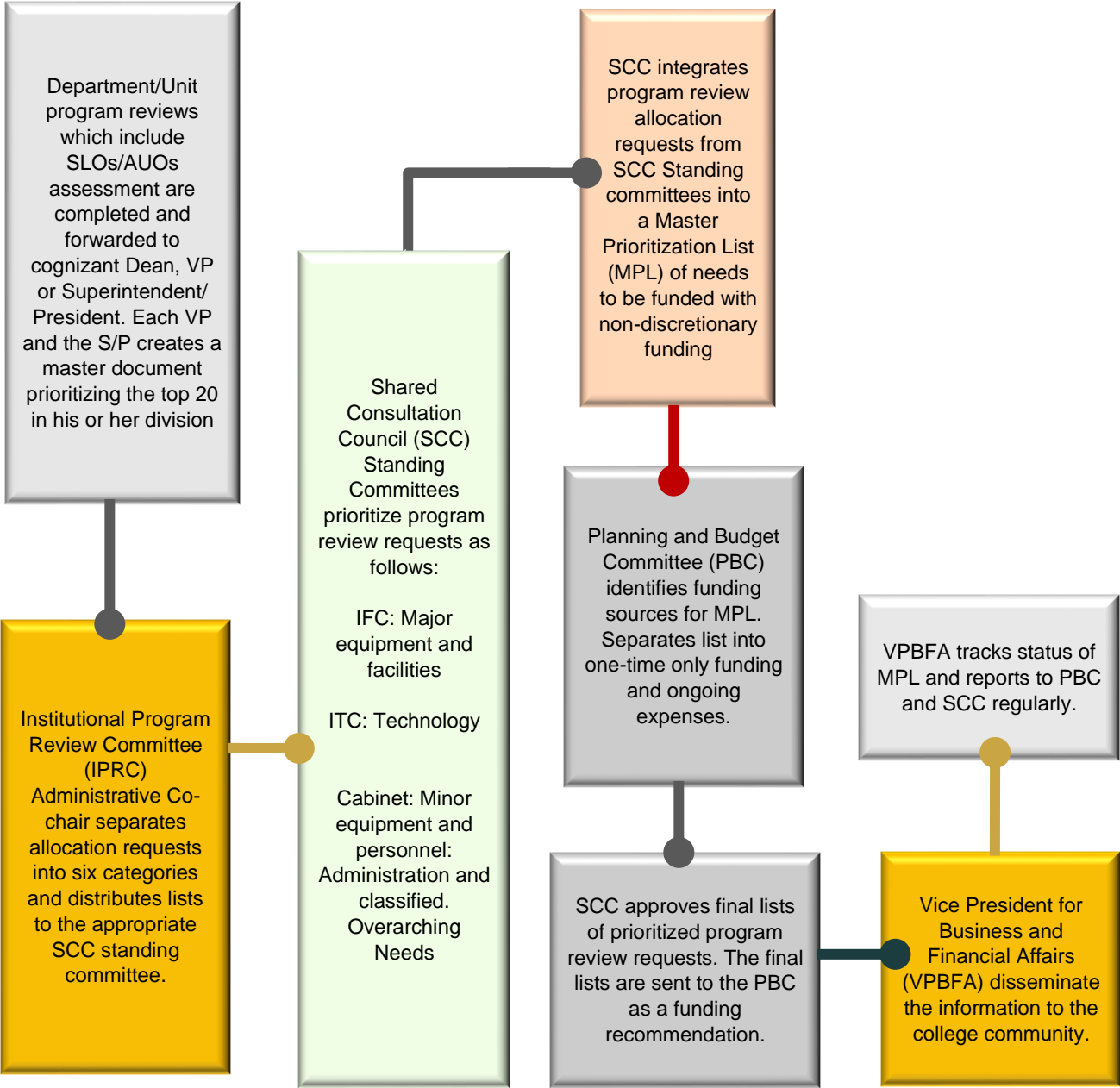
Standard III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems

PROGRAM REVIEW RESOURCE REQUEST PROCESS FLOW CHART

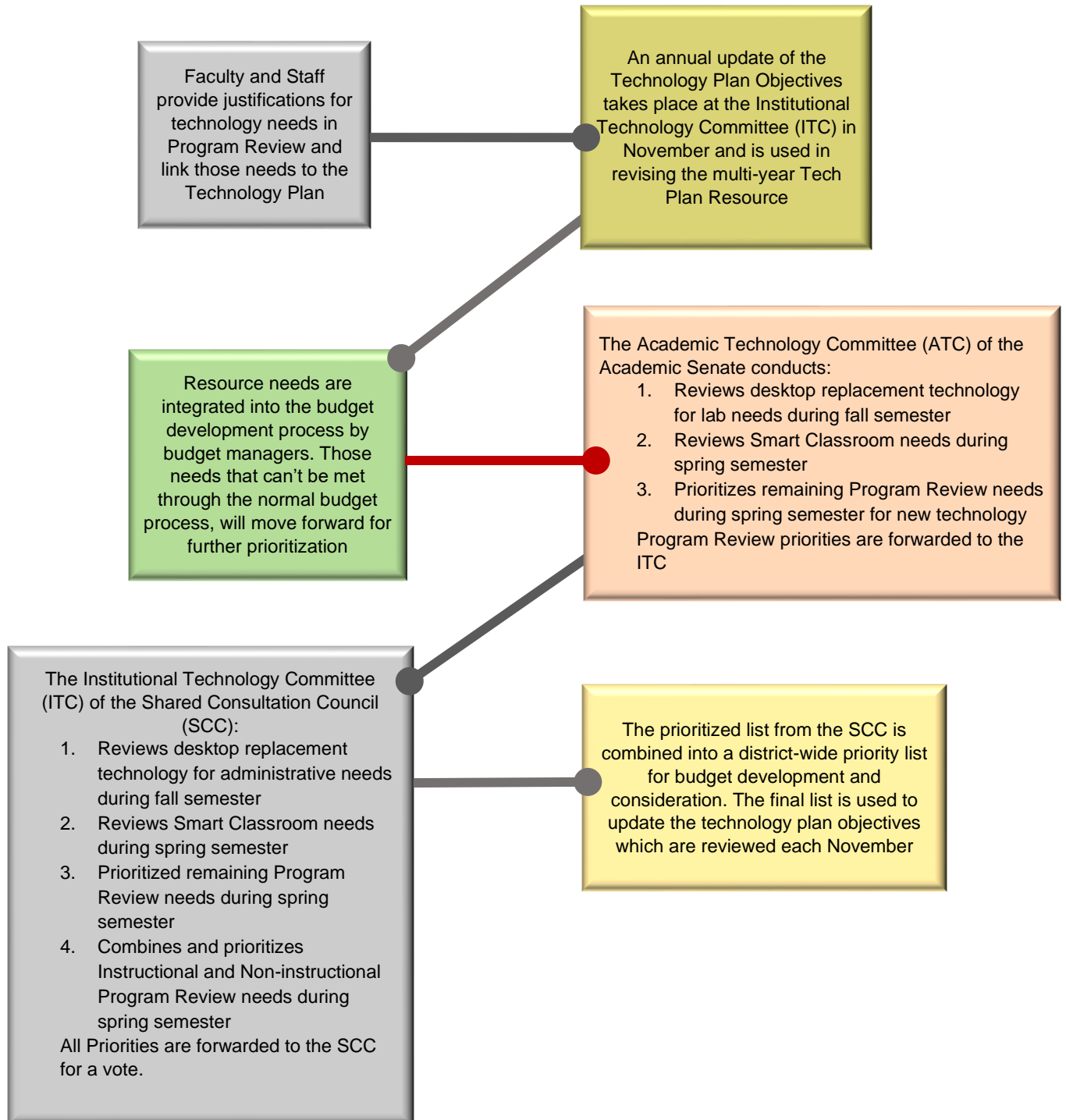


ATC = Academic Technology Committee
 BFA = Business and Financial Affairs
 FHP = Faculty Hiring Prioritization
 IFC = Institutional Facilities Committee
 ITC = Institutional Technology Committee
 PBC = Planning and Budget Committee
 PR = Program Review
 SCC = Shared Consultation Council
 VP = Vice President

PRIORITIZATION PROCESS FOR ALLOCATING DISCRETIONARY FUNDING



TECHNOLOGY PLANNING PROCESS



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Section IV

Appendices

GOVERNING BOARD COMMITMENT AND GOALS 2019-2020

APPENDIX A

The SCCD Governing Board plays an important role in the growth and development of SWC. To fulfill its responsibilities, the Governing Board acts effectively and ethically in their duties related to overseeing the institution's mission, vision, values, fiscal integrity, educational quality, and to recruiting, supporting, and evaluating the Superintendent/President.

GOALS (*To access the goals individually, please click on the links provided below.*)

Goal #1 – TO INCREASE ACCESS AND ATTAINMENT OF EDUCATIONAL/CAREER GOALS FOR ALL STUDENTS.

Goal #2 – ACHIEVE ORGANIZATIONAL EFFECTIVENESS BY NORMALIZING AND OPERATIONALIZING EQUITY-FOCUSED CULTURE.

Goal #3 – INCREASE COMMUNITY CONNECTIVITY & IMPACT.

Commitment & Guiding Principles

The Southwestern College Board of Governors is deeply committed to the development and success of all students. We value the diversity of the college's district's students, faculty, staff, and campus community. We believe in the importance of honoring our history, our designation as a Hispanic-Serving Institution (HSI), and the rich diversity of our community while working towards creating an equity-focused inclusive college.

The Board affirms that the district shall provide an education and work environment that is welcoming and supportive of all members of the college community, regardless of race, ethnicity, gender, disability, sexual orientation, age or religion. The environment shall be such that students and employees can learn and work together in an atmosphere that is productive and not only free from discrimination, harassment, exploitation, and hate crimes, but affirmatively empowers people of all backgrounds. We expand on this commitment but in our ***SWC Student Access, Equity, Success and Completion Commitment Statement***.

The Board will uphold the values expressed in our college mission statement ensuring that we embody and promote them as we carry out our responsibilities, hold ourselves and the Superintendent/President accountable and engage in ongoing learning opportunities to strengthen our policies and practices.

Guiding Principles:

As a way to guide our policy development and decision-making process, the Board has identified the following principles as critical to upholding our institutional values:

- Student-Centered
- Equity-Focused
- Data-Informed
- Community Connected

GOVERNING BOARD COMMITMENT AND GOALS 2019-2020

APPENDIX A – Board Goal #1



[Back to GB Goals Menu](#)

GOVERNING BOARD GOALS 2019–2020

BOARD GOAL #1

TO INCREASE ACCESS AND ATTAINMENT OF EDUCATIONAL/CAREER GOALS FOR ALL STUDENTS.

COLLEGE OBJECTIVES*

1. Ensure budget is equity-focused and aligned with college goals/priorities.
2. Monitor progress toward Vision for Success and Equity goals.
3. Actively support plan to increase college affordability and student well-being.
4. Monitor enrollment and retention management strategies that maximize learning opportunities supported by a community/industry needs assessment, program performance and fiscal viability.
5. Promote and support exemplary teaching and learning opportunities.
6. Strengthen the economic, workforce and community development partnerships in the South Bay.

Governing Board Approved, August 13, 2019

* On April 16, 2019, the SWC Academic Senate adopted the following new objectives for Teaching and Learning:

1. *Communicate expectations, scaffold learning opportunities, and provide formative and summative feedback.*
2. *Show relevance of course content across disciplines, within students' lives and their communities.*
3. *Prepare students to meet the requirements of academia, disciplines of study, and career and educational opportunities.*
4. *Encourage habits of mind that promote critical thinking and lifelong learning.*
5. *Teach inside and outside the classroom setting and consider the whole student.*
6. *Support equity-minded and inclusive andragogy and practices.*
7. *Require relevant professional development that guides purposeful self-assessment and instructions improvement to facilitate student learning.*

GOVERNING BOARD COMMITMENT AND GOALS 2019-2020

APPENDIX A – Board Goal #2 and #3

[Back to GB Goals Menu](#)

^N BOARD GOAL #2

ACHIEVE ORGANIZATIONAL EFFECTIVENESS BY NORMALIZING AND OPERATIONALIZING EQUITY-FOCUSED CULTURE.

COLLEGE OBJECTIVES

1. Monitor college integration of equity-focused policies, processes and procedures.
2. Ensure success of accreditation reaffirmation.
3. Monitor implementation of a Human Resources Development Plan that aligns with goals and strategic priorities.
4. Monitor development and implementation of a comprehensive data collection, management and reporting system.
5. Improve Board governance and accountability.

Governing Board Approved, August 13, 2019

BOARD GOAL #3

INCREASE COMMUNITY CONNECTIVITY & IMPACT.

COLLEGE OBJECTIVES

1. Actively participate in and monitor implementation of communications and community engagement plans.
2. Establish and strengthen partnerships with community organizations, government, industry and labor to foster shared responsibility, identify new funding streams and learning opportunities.
3. Strengthen Board's role in broader local, state and national policy-making efforts.

Governing Board approved, August 13, 2019

SUPERINTENDENT/PRESIDENT 2017-2020 THREE-YEAR GOALS

APPENDIX B

SCCD is built upon a shared vision for the future and upon the foundation of existing excellence. The College District's goals are focused on Achievement, Culture, Learning Environment, High Performing Staff and Fiscal Responsibility. The Superintendent/President (S/P) embraces the College District's mission, vision, and values, knowing that working together as a community ensures students success. Moreover, the S/P welcomes the opportunity to join efforts finding strategic ways to continuously improve.

To provide collaborative work and transparency, the [Superintendent/President 2017-2020 Three-Year Goals](#) are presented to ensure a cohesive and effective working partnership within the College District.

The following page describes the S/P 2017-2020 Three-Year Goals:

Superintendent/President

2017-2020 Three-Year Goals

GOAL 1

Foster a climate of respect, trust, and openness through building a culture of fairness, equity, and inclusion.

- a) Continue accountability measures by continuing to address all investigations, personnel matters, and lawsuits immediately and effectively.
- b) Rebuild human resources practices to ensure effective hiring, onboarding, employee retention, professional and leadership development.
- c) Develop and implement a cultural change strategy:
 - i. Continue to emphasize for senior leaders and administrators that accountability, realistic/honest evaluations, and processes are followed.
 - ii. Focus on seeking diversity (in all its many forms) in Cabinet, management and faculty positions.
 - iii. Build a strong and diverse leadership pipeline and college leadership team.
 - iv. Continue to work with constituencies to build partnerships.
 - v. Continue to provide constituencies with the opportunity to constructively address race/inclusion issues on campus.
 - vi. Continue to work with the Board to build a strong working relationship based on trust that supports effective trusteeship.
- d) Communicate to the Governing Board appropriate information:
 - i. Ensure goals and actions are prioritized and aligned.
 - ii. Build transparent and timely Board agendas.
 - iii. Encourage college employees to use established processes.

GOAL 2

Implement and operationalize the Vision for Success

- a) Increase by at least 20 percent the number of California Community College (CCC) System students annually who acquire associate's degrees, credentials, certificates or specific skill sets that prepare them for an in-demand job.
- b) Increase by 35 percent the number of CCC students transferring annually to a University of California (UC) or California State University (CSU).
- c) Decrease the average number of units accumulated by CCC students earning associate's degrees from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- d) Increase the percent of exciting Career Education students who report being employed in their field of study.
- e) Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within five years and fully closing those achievement gaps within 10 years.
- f) Work with regional partners to reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goals of fully closing regional achievement gaps within 10 years.

GOAL 3

Improve College Image and Community Relations

- a) Build, strengthen, and support community and educational partnerships to ensure sustainable and prosperous communities.
- b) Strategically and proactively inform community about SWC's strengths, to include arts, concerts, sports and opportunities to engage the community.
- c) Increase strategic efforts to position and promote the College as the economic engine for all San Diego County.
- d) Strengthen partnerships with local school districts.
- e) Strengthen partnerships with local agencies.
- f) Rebrand the college in the community.
- g) Build strong fundraising and foundation.
- h) Cultivate civic engagement through active participation in the community.

Superintendent/President

2017-2020 Three-Year Goals

GOAL 4

Improve equitable student access, equity, success, and achievement.

- a) Develop and implement a plan with systems and procedures design to improve the College's "customer service" culture to students. To include process and human impediments to student's access to the College and its programs and student access to faculty.
- b) Ensure the integration of services such as Student Success and Support Program (SSSP), Equity, Basic Skills, and Title V to leverage funding and services to ensure student barriers are alleviated.
- c) Implement Guided Pathways to ensure students can transition through the college quickly and within three years.
- d) Implement Assembly Bill 705 to ensure student success in foundational skills.
- e) Assess and strengthen Career and Technical Programs to ensure the workforce initiatives are serving students, business, industry, and community needs.
- f) Ensure all students have access to higher education through establishing procedures and processes to protect student's personal identifiable information.

GOAL 5

Maintain Institutional Effectiveness

- a) Develop and implement a plan on how the College will implement and ensure accountability for enrollment management within the new funding formula.
- b) Ensure college finances, technology, and human resources are sufficient to meet educational needs of students and community.
- c) Establish and maintain transparent and precise budgets.
- d) Establish effective enrollment management practices:
 - i. Stabilize enrollments through effective recruitment and retention strategies.
 - ii. Develop and implement programs relevant to community needs.
 - iii. Manage resources more effectively.
- e) Maintain effective resource management tools to monitor:
 - i. Grants.
 - ii. Restricted and Unrestricted General Fund.
- f) Utilize technology to provide the resources needed to enhance the learning experience for students and the working environment for faculty and staff.
- g) Maintain affirmed accreditation status and college continuous improvement:
 - i. Ensure all follow-up recommendations are addressed through institutional systems.
 - ii. Ensure that continuous improvement becomes college culture.

GOAL 6

Implement Measure Z through college planning processes to assure the educational needs of the college are met, and ensure fiscal and ethical accountability for bond expenditures.

APPENDIX C

Removed

CALIFORNIA CODE OF REGULATIONS FOR COLLEGIAL CONSULTATION APPENDIX D (1/7)

Title 5 § 53200. Definitions.

For the purpose of this Subchapter:

- a. "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- b. "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."
- c. "Academic and professional matters" means the following policy development and implementation matters:
 1. curriculum, including establishing prerequisites and placing courses within disciplines;
 2. degree and certificate requirements;
 3. grading policies;
 4. educational program development;
 5. standards or policies regarding student preparation and success;
 6. district and college governance structures, as related to faculty roles;
 7. faculty roles and involvement in accreditation processes, including self- studies and annual reports;
 8. policies for faculty professional development activities;
 9. processes for program review;
 10. processes for institutional planning and budget development; and
 11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
- d. "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
 1. relying primarily upon the advice and judgment of the academic senate; or
 2. agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation or policy of the governing board effectuating such recommendations.

CALIFORNIA CODE OF REGULATIONS FOR COLLEGIAL CONSULTATION APPENDIX D (2/7)

Title 5 § 53201. Academic Senate or Faculty Council.

In order that the faculty may have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, an academic senate may be established at the college and/or district levels.

Title 5 § 53202. Formation; Procedures; Membership.

The following procedure shall be used to establish an academic senate:

- a. The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
- b. In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
- c. The governing board of a district shall recognize the academic senate and authorize the faculty to:
 1. Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
 2. Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
- d. The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
- e. In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

Title 5 § 53203. Powers.

- a. The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.
- b. In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.

CALIFORNIA CODE OF REGULATIONS FOR COLLEGIAL CONSULTATION APPENDIX D (3/7)

- c. While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.
- d. The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:
 - 1. in instances where the governing board elects to 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 accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.
 - 2. in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.
- e. An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).
- f. The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

Title 5 § 53204. Scope of Regulations.

Nothing in this Subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

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Title 5 § 53205. Duties Assigned by Administration and Governing Board.

No content included in this Regulation other than:

Note: Authority cited: Sections 66700, 71020, 71062 and 71079, Education Code.

Reference: Sections 71079 and 72292, Education Code.

Title 5 § 53206. Academic Senate for California Community Colleges.

- a. An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- b. The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Title 5 § 51023.5. Staff.

- a. The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
 1. Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
 2. Participation structures and procedures for the staff positions defined or categorized.
 3. In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the

CALIFORNIA CODE OF REGULATIONS FOR COLLEGIAL CONSULTATION APPENDIX D (5/7)

purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

4. Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
5. Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
6. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
7. When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
 - A. The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.
 - B. Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.
 - C. When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representatives of classified employees.

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- D. In all cases, representatives shall be selected from the category that they represent.
- b. In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.
- c. Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.
- d. The governing board of a community college district shall comply substantially with the provisions of this section.

Title 5 §51023.7 Students.

- (a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:
- (1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.
- (2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

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- (3) Governing Board procedures shall ensure that the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
- (4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.
- (b) For the purposes of this Section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:
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; and
 10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
- (c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.
- (d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.
- (e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

**INSTITUTIONAL PROGRAM REVIEW
HANDBOOK
APPENDIX E**

Institutional Program Review Handbook

The Institutional Program Review Handbook is located on the Institutional Program Review Website at:

<https://www.swccd.edu/administration/institutional-program-review/institutional-program-review-handbook.aspx>

GLOSSARY OF ACRONYMS

(1/2)

AA –Associate of Arts
AAPR – Administrative Academic Program Review
ACCJC – Accrediting Commission for Community and Junior Colleges
ADT –Associate Degree for Transfer
AIM –Achieving Institutional Mission
APR – Academic Program Review
APRC –Academic Program Review
AS –Associate of Science
ASO – Associated Student Organization
ATC – Academic Technology Committee
AUOs – Administrative Unit Outcomes
BFA – Business and Financial Affairs
BFAHRSP –Business and Financial Affairs-Human Resources-Superintendent/President
BFAHRSPPR- Business and Financial Affairs, Human Resources, Superintendent/President
~Program Review
BSI – Basic Skills Initiative
CCC – California Community Colleges
CPR – Comprehensive Program Review
CSEA – California School Employees’ Association
CSLOs – Course-Level SLOs
EMP – Educational Master Plan
FHP – Faculty Hiring Prioritization
FMP – Facilities Master Plan
GB – Governing Board
GESLOS – General Education Student Learning Outcomes
GHG – Green House Gas
IFC – Institutional Facilities Committee
IPRC – Institutional Program Review Committee
IR – Institutional Research
ISLO – Institutional Student Learning Outcome
IT – Institutional Technology
ITC – Institutional Technology Committee
MPL – Master Prioritization List
PBC – Planning and Budget Committee
PIE – Plan, Implement and Evaluate
PR – Program Review
PRAU – Program Review Annual Update
PSLOs – Program Level Student Learning Outcomes
S/P – Superintendent/President
SAPR – Student Affairs Program Review
SCC – Shared Consultation Council
SCCD – Southwestern Community College District
SCCDAA – Southwestern Community College District Administrators Association
SCEA –Southwestern College Educator’s Association
SEP – Student Equity Plan
SLO – Student Learning Outcomes

GLOSSARY OF ACRONYMS

(2/2)

SSOs – Student Services Outcomes
SSSP – Student Success and Support Program
SWC – Southwestern College
VP – Vice President
VPAA – Vice President for Academic Affairs
VPBFA – Vice President for Business and Financial Affairs
VPSA – Vice President for Student Affairs
WDP – Workforce Development Plan



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