

**SHARED CONSULTATION COUNCIL**  
**Thursday, October 21, 2010**  
**11:00– 11:50 a.m.**  
**Room L238N**

**AGENDA**

<b>ORDER OF AGENDA</b>	<b>OUTCOME</b>	<b>TIME</b>
1. Call to Order & Approval of Agenda	Action	1 min
2. Public Comment	---	---
3. Approval of the Minutes of Sept. 16 & Oct. 7 (Enclosures)	Action	2 min
4. Accreditation Oversight Committee Report Update - Stavenga/Vess (Enclosures)	Action	5 min
5. Enrollment Management Plan – Stavenga (Enclosure)	Action	20 min
6. Draft Strategic Plan Action Plans – Meadows (Enclosure)	Action	7 min
7. SCC Sub-Committee Reports:	Info	5 min
<ul style="list-style-type: none"> <li>• GBAP&amp;PRC (Kerns)</li> <li>• Budget Committee (Alioto)</li> <li>• Technology Committee (Alioto)</li> </ul>		
8. Revision of SCC Guiding Principles & Operating Procedures (Enclosure)	Action	10 min
<ul style="list-style-type: none"> <li>• Review of agreed-to sections</li> <li>• Organizational structure of subcommittees</li> <li>• Meeting frequency/times: 1 x month vs 2x month? 1 ½ hrs?</li> <li>• Other?</li> </ul>		
9. Summary & Final Remarks	---	---
<ul style="list-style-type: none"> <li>• Next meeting: _____--(tba)</li> </ul>		

Adjournment at \_\_\_\_\_

**QUORUM = 12 Members**

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**Standing Members:**

	<i>Raj Chopra, Co-Chair, Superintendent/President</i>		<i>Mark Sisson, Arts &amp; Communications</i>
	<i>Angelina Stuart, Co-Chair, Academic Senate President</i>		<i>Corey Breininger, Bus., Professional &amp; Tech. Ed.</i>
			<i>Vacant, Continuing Ed., Economic &amp; Workforce Dev.</i>
	<i>Mark Meadows, VP for Academic Affairs</i>		
	<i>Nicholas Alioto, VP for Business &amp; Financial Affairs</i>		<i>Scott Finn, Counseling &amp; Personal Development</i>
	<i>Michael Kerns, VP for Human Resources</i>		<i>Jennifer Harper, Health, Exercise &amp; Athletics</i>
	<i>Angelica Suarez, VP for Student Affairs</i>		<i>Randy Beach (for Leslie Yoder), Language &amp; Literature</i>
			<i>Lukas Buehler, Mathematics, Science &amp; Engineering</i>
	<i>Manuel Lopez, ASO President</i>		<i>Vacant, Social Sciences &amp; Humanities</i>
	<i>*Victoria Lopez, Presiding Chair, Council of Chairs</i>		<i>Diane Gustafson, Instructional Support Services</i>
	<i>Trish Axsom, Academic Affairs at Large</i>		<i>Terry Davis, SCCDAA Rep.</i>
	<i>Irma Alvarez, Center Rep., (HEC, SY, OM, NC)</i>		<i>Andy MacNeill, SCEA Rep.</i>
	<i>Bea Zamora-Aguilar, Student Services at Large</i>		<i>Bruce MacNinch, CSEA Rep.</i>
			<i>Patti Blevins, Confidential Rep.</i>
	<i>Recorder: Gail Brown</i>		<i>Debbie Trujillo, Classified Administrator Rep.</i>
	<i>Guest: Mink Stavenga</i>		
	<i>Guest: Ron Vess</i>		

\* non voting member

## SHARED CONSULTATION COUNCIL MINUTES

September 16, 2010

11:00 -11:50 a.m.

ROOM L238S

<b>PRESENT</b>	Raj Chopra (Co-Chair), Angelina Stuart (Co-Chair), Nick Alioto, Irma Alvarez Trish Axsom, Randy Beach (for Leslie Yoder), Corey Breininger, Patti Blevins, Lukas Buehler, Terry Davis, Scott Finn, Diane Gustafson, Michael Kerns, Victoria Lopez, Andy MacNeill, Bruce MacNintch, Mark Meadows, Mark Sisson, Angelica Suarez, Debbie Trujillo, Bea Zamora-Aguilar, Rosalva Garcia (Recorder)
<b>GUESTS</b>	Mink Stavenga, Ron Vess
<b>ABSENT</b>	Alexis Davidson

### Call to Order

The meeting was called to order at noon by Co-Chair Stuart.

### Agenda Approval

The agenda was unanimously approved as presented.

### Approval of Minutes

The minutes of June 10, July 15 and August 5 were approved with minor corrections.

### Accreditation Oversight Committee Report – First Reading (Stavenga/Vess)

Stavenga and Vess provided the Accreditation Report for first reading and explained that there were a few “edits” were still needed to clarify content. It was agreed at the AOC to do the following:

1. to clarify the split between 8a and 8b
2. strike names and leave only titles in the document narrative
3. Add a reference to GB Policy 2310, which states the 10:00 ending time
4. close the entry of elements to Sept. 30<sup>th</sup> and add an addendum for any actions/events that occur after that and before the visiting team arrives.
5. some of the history was taken out; not necessary, in the minutes
6. “value-laden” language will be taken out.

There was a question as to whether the Presiding Chair should be included on the sign off page; it was decided that the Presiding Chair would not be included but that the SCEA President would be added.

Co-Chair Stuart announced that it was critical for the SCC to schedule a special meeting to review for second reading and then move on the Accreditation report, as per agreement between the SCC Co-Chairs and the Accreditation Co-Chairs. The Special Meeting of the SCC is imperative in order to meet with Accreditation timelines as well as SWC shared planning and decision making practices.

There was a motion and second to schedule an SCC Special Meeting. The motion was approved by the body.

In addition, there was a motion and a second for the membership to suspend the SCC By Laws this one time to be able to send substitutes to the special meeting on Sept 23. The motion was approved by the body.

### SCC Sub-Committee Reports:

- GBA&PRC – VP Kerns shared that policies 2510, 2515, 2715 and their respective procedures would be included on the next agenda.
- Budget Committee – VP Alioto (Enclosure) shared the documents that were presented to the Governing Board.
- Technology Committee – VP Alioto shared that the Technology Committee would be meeting to review the Draft Technology Plan on Friday, Sept. 22.

Revise SCC Guiding Principles & Operating Procedures

The SCC Co-Chair opened the discussion on the approval of the Operating Procedures. There was much discussion over the Operating Procedures which focused on frustration with time spent on approving the Principles. It was then suggested that Rosalva, Angie and Patti get together to review the minutes from the last year along with the version that was last sent out. There was a motion and a second to postpone the revision of the operating principles to the next regular SCC meeting on October 21 and to ensure that the version includes Dates of approval are added as indicated language approved in earlier meetings.

SCC Goals for this academic year: tabled due to lack of time

Questions/Answers: tabled due to lack of time

Summary and final remarks: Guiding Principles document will be sent electronically. Special meeting on Sept. 23<sup>rd</sup> at 11:00.

Adjournment

The meeting adjourned at 11:51 p.m.

DRAFT

## SHARED CONSULTATION COUNCIL MINUTES

October 7, 2010  
12:00 - 12:50 a.m.  
ROOM 214

<b>Present</b>	Raj K. Chopra, Ph.D. (Co-Chair), Angelina Stuart (Co-Chair), Nick Alioto, Trish Axsom, Randy Beach, Patti Blevins, Corey Breininger, Terry Davis, Diane Gustafson, Victoria Lopez, Andy MacNeill, Mark Meadows, Ph.D., Bruce MacNintch, Angelica Suarez, Ph.D., Debbie Trujillo, Bea Zamora-Aguilar, Gail Brown (Recorder) , Silvia Cornejo-Darcy (for Irma)
<b>Absent</b>	Irma Alvarez, Manuel R. Lopez, Lukas Buehler, Scott Finn, Jennifer Harper, Michael Kerns, Mark Sisson
<b>Guests</b>	Mink Stavenga, Ron Vess , Michele Fenlon

### **Call to Order**

The meeting was called to order at 12:04 a.m. by Co-Chair Stuart.

### **Public Comment**

There was no public comment.

### **Approval of Agenda**

A motion was made, seconded and carried to adopt the agenda.

### **Accreditation Oversight Committee Report**

Dr. Stavenga and Ron Vess presented a brief presentation which was the same presented to the Governing Board members at the Special Meeting held on September 29, 2010. The nine recommendations were reviewed, including a brief analysis of the results and additional plans for each.

A motion was made, seconded and unanimously carried to approve the Accreditation Follow Up Report final draft of 9/30/10 for submission to the Accrediting Commission for Community and Junior Colleges on October 15, 2010 and certify that there was broad participation by the College community, and belief that the Follow Up Report accurately reflects the facts and events therein described as of September 30, 2010. Facts and events after September 30 will be addressed in an addendum to this Follow Up Report.

The Certification of Accreditation Follow Up Report, page 3, was distributed and signed by SCC members.

Discussion was held concerning the plan to distribute a joint communiqué to the College community announcing the action taken and confirming that the process included the input of every constituent group.

### **SCC Subcommittee Report - Enrollment Management**

Dr. Mink Stavenga distributed and presented the Enrollment Management (EM) Plan Update. He read the purpose of Enrollment Management and noted that the former plan expired in 2010, was incomplete, not integrated, and did not include follow-up so the EM Plan required some updating.

He reported that six original EM workgroups, consisting of faculty, administrators, staff and students, had been combined much like the AOC workgroups into four EM workgroups as follows, which address

the four areas:

- Academic Program Management and Institutional Support
- Course Scheduling
- Student Services/Support Services
- Academic Program Marketing, Recruitment and Retention

The new EM plan that has been drafted is integrated with

- The Strategic Plan
- The Facilities Plan
- The Technology Plan
- The Aslanian Market Analysis

The draft will be provided to SCC for a 1st reading on October 21, 2010. SCC Members will be asked to share the draft with members of their constituent groups and return feedback or recommended changes by November to Eva Hedger. Suggestions will be implemented by the EMC for the 2nd reading at SCC on November 18.

Angie Stuart noted that she looks forward to receipt of the draft EM plan for the SCC to review prior to the meeting on the 21<sup>st</sup>. The SCC was also reminded that the Operating Principles will be coming back for approval at the next SCC meeting.

### **Adjournment**

A motion was made, seconded and carried to adjourn the meeting at 12:36 p.m.

**Work Group Recommendations  
Accreditation Oversight Committee**

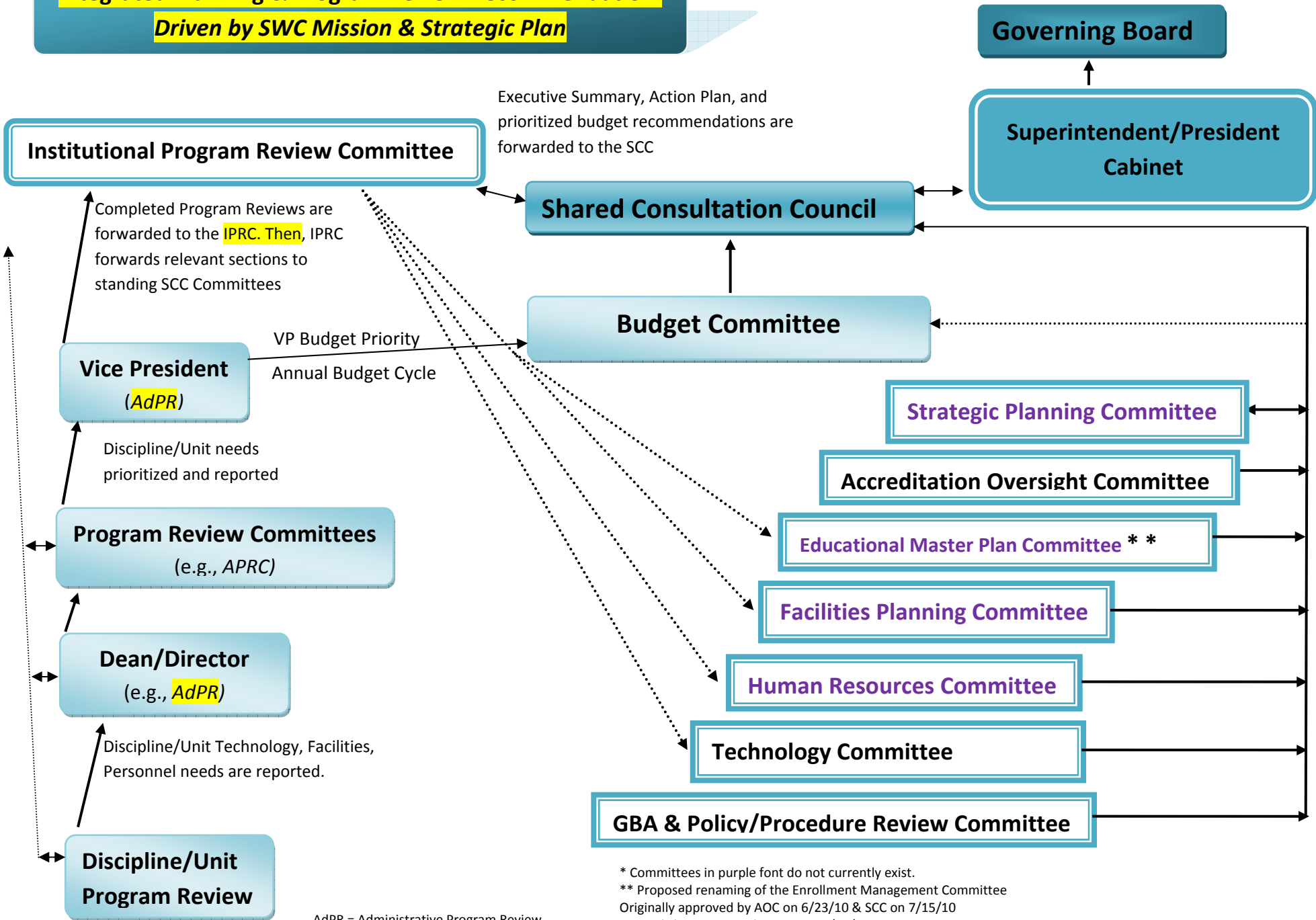
*Presented @ AOC 9/15/10*

*For SCC Approval 10/21/10*

*=immediate need (3 months)	**=medium range (3–6 months)	***=long range (6 months to 1 year)
<b>WG</b>	<b>Recommendation</b>	<b>Priority</b>
123	Request approval of modified chart for Integrated Planning & Program Review Recommendation – modifications indicated by highlight (attached).	*
123	In an effort to establish a solid base for institutional integrated planning, Workgroup 1-2-3 (Mission/Integrated Planning/Program Review) recommends that all major college planning processes and plans (including budget development, enrollment management, technology planning, and others) formally incorporate the following two elements : 1) One or more needs identified in the discipline and unit program reviews, and 2) A statement of how each element of the plan (and each individual request) addresses one or more of the current strategic priorities.	*



**Integrated Planning & Program Review Recommendation:**  
**Driven by SWC Mission & Strategic Plan**



AdPR = Administrative Program Review  
 APRC = Academic Program Review Cmte

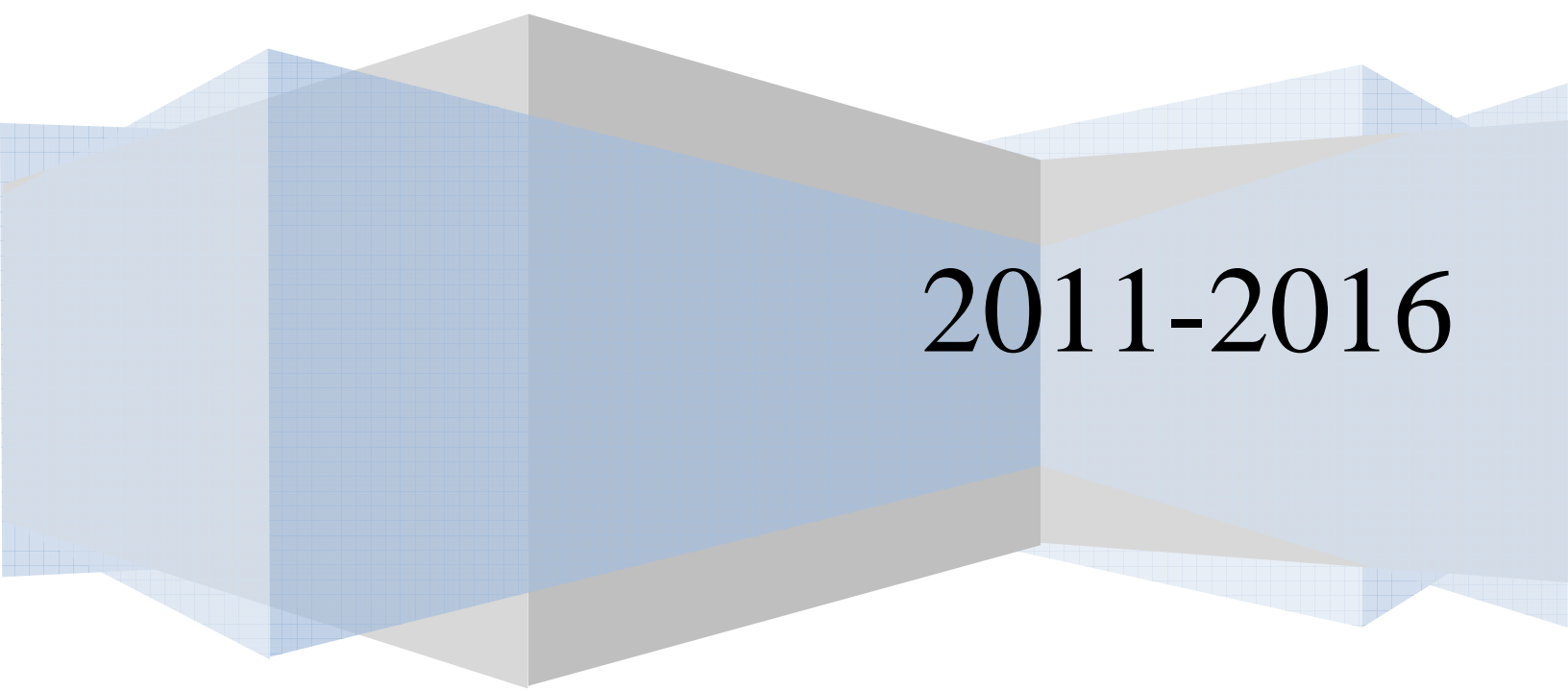
\* Committees in purple font do not currently exist.  
 \*\* Proposed renaming of the Enrollment Management Committee  
 Originally approved by AOC on 6/23/10 & SCC on 7/15/10  
 Revised chart approved at AOC on 9/15/10



# Southwestern College

# **ENROLLMENT**

# **MANAGEMENT PLAN**



2011-2016

# Participant List

The following Southwestern College community members participated in the research, discussion, and preparation of this plan. As part of the Enrollment Management Committee, Six Work Groups were formed to update and enhance the Enrollment Management Plan for 2011-2016. These groups prepared this plan then presented it to a variety of shared governance committees and college constituency groups from September 2010 to December 2010. The final version was approved by the Shared Consultation Council on November 18, 2010.

## Enrollment Management Committee

**Dean, Instructional Support Services**, *Mink Stavenga*  
**Instructional Support Services Supervisor**, *Eva Hedger*  
**Academic Senate President**, *Angelina Stuart*  
**Academic Senate President Elect**, *Randy Beach*  
**Counseling Representative**, *Corina Soto*  
**Student Services Representative**, *Aida Mora*  
**Admissions Representative**, *Teresa Alvarez*  
**Facilities Representative**, *Patti Larkin*  
**Dean Representative**, *Terry Davis*  
**Faculty Representative**,  
**Student Representative**,  
**Centers Representative**, *Christine Perri*  
**Marketing Representative**, *Chris Bender*

## Work Group One: Academic Program Management/Six: Institutional Support (Facilities & Technology):

**Eva Hedger** *Instructional Support Services Supervisor*  
**Mink Stavenga** *Dean, Instructional Support Services & Accreditation Liaison Officer*  
**Angelina Stuart** *Academic Senate President*  
**Veronica Burton** *Accreditation Officer*  
**Cecilia Cabico** *Counselor*  
**Silvia Cornejo-Darcy** *Director, Higher Education Center at San Ysidro*  
**Steve Tadlock** *Director, School of Continuing Education and Workforce Development*  
**Patti Larkin** *Director, Bookstore*

## Work Group Two: Course Scheduling:

**Randy Beach**, *Academic Senate President Elect*  
**Mia McClellan** *Dean, Instructional Support Services & Accreditation Liaison Officer*

## Work Group Three: Student Services/Support Services/Four: Student Retention:

**Randy Beach** *Academic Senate President Elect*  
**Terry Davis** *Dean, School of Health, Exercise Science and Athletics*  
**Mia McClellan** *Dean, Student Support Services*  
**Corina Soto** *Counselor*  
**Aida Mora** *Admissions Center Evening Lead*

## Work Group Five: Marketing and Recruitment:

**Chris Bender**, *Chief Marketing, Communication, Community and Governmental Relations Officer*  
**Eva Hedger** *Instructional Support Services Supervisor*  
**Aida Mora** *Admissions Center Evening Lead*  
**Ed Carberry** *Exercise Science Instructor/Coach*  
**Nick Serrano**, *Vice President for Public Relations, ASO*  
**Steve Tadlock**, *Director, School of Continuing Education and Workforce Development*  
**Christine Perri** *Acting Dean, Higher Education Center at National City*

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DRAFT

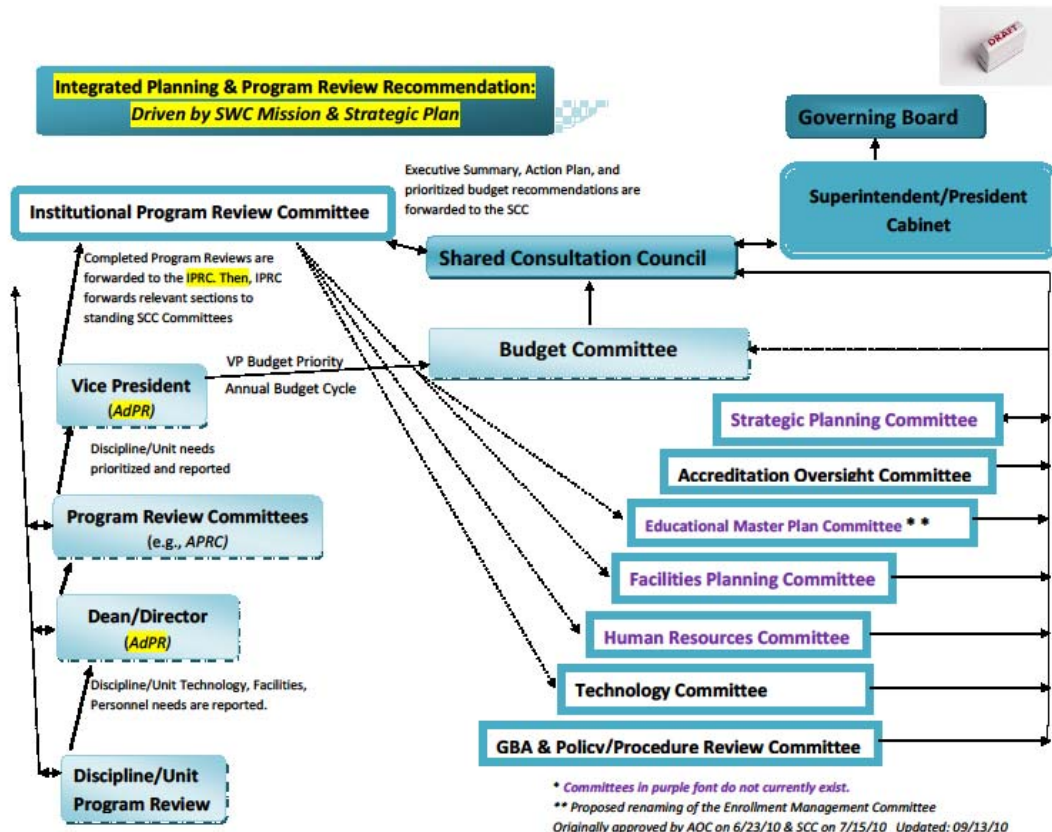
# Introduction:

Enrollment management covers a range of functions to provide access to collegiate study and to facilitate admission and progress to graduation. In part the California Community College Chancellor’s Office defines access and provides for admission for all eligible applicants. Eligible applicants include any California resident student 18 years of age or older with or without a high school diploma, a high school graduate, or equivalent. Nonresidents must meet Southwestern Community College nonresident requirements. The mission of California Community Colleges is to offer academic and vocational instruction at the lower division level for recent high school graduates, adult, and re-entry students. The four areas of focus include 1) Basic Skills; 2) Vocational and Degree; 3) Transfer, 4) and Self Improvement and Continuing Education.

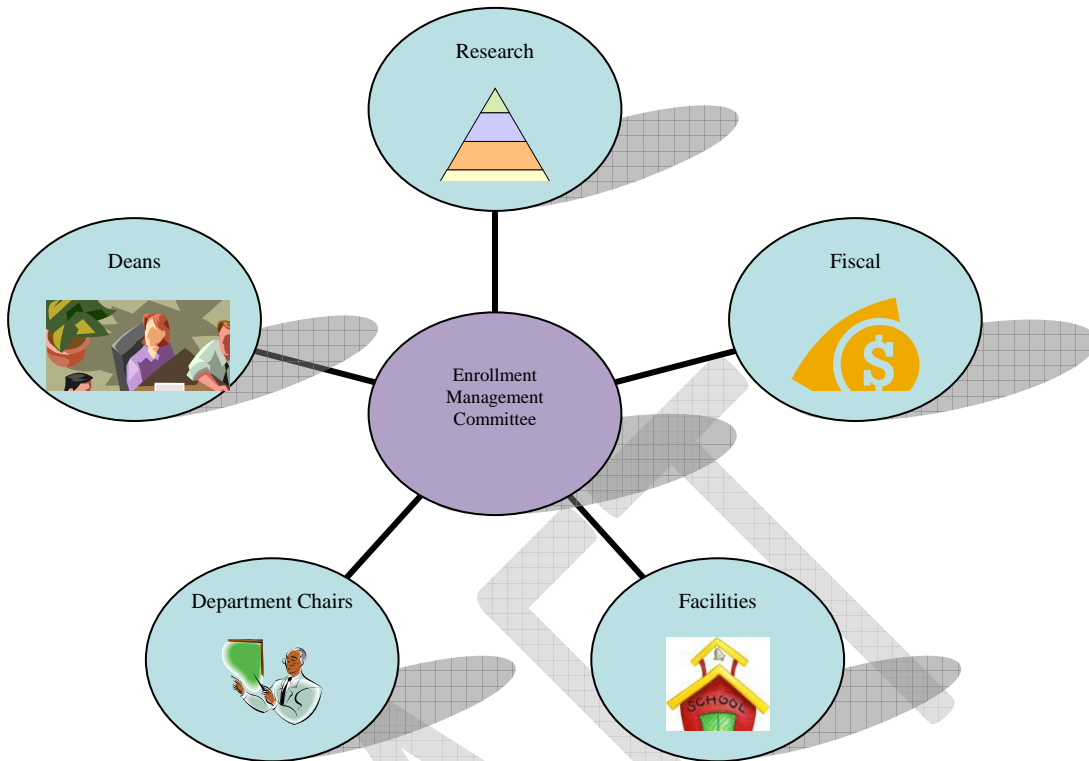
# Organizational Structure:

The Vice President of Academic Affairs (VPAA) is ultimately responsible for making enrollment decisions. He/she does this with input from school and center deans. The Director of Research provides all the relevant statistical information. The Instructional and non-instructional deans coordinate with department chairs to provide information that is relevant to enrollment management decisions. The Enrollment Management Committee (EMC) is a subset of the Shared Consultation Committee (SCC) and meets on a monthly basis during each academic term. EMC membership is comprised of members determined by the EMC, SCC approval is not required. The EMC prepares and monitors the Enrollment Management Plan, oversees the Schedule, Catalog and Calendar Committees.

Enrollment management is handled with the following reporting structure focused on integrated planning:



Enrollment Management receives input from all areas of campus. The following graphic illustrates areas of input:



## Enrollment Management Support Activities:

- Marketing
- Outreach
- Admissions, Registration
- Financial aid
- Advising
- Counseling
- Research
- Technology
- Facilities

## 2009-10 Enrollment Management Achievements:

- Increased fill rate efficiency by 7% over the previous academic year
- Increased retention to census by 5% over the previous academic year
- Increased Distance Education offerings by 43% (need to add number of sections)
- Added 7 new academic programs

## 2011-16 Enrollment Management Goals:

The primary goal of the EMC is to optimize enrollment. The form of that optimization changes periodically, based on multiple factors, budget often being the primary determinant. For example: At times when the college has fallen below base, a figure determined by the District and the State, enrollment optimization is focused on generating the largest amount of growth possible. At times when the budget is constrained, enrollment optimization often means growing at a pre-determined rate so as not to exceed the percentage of growth that will be funded by the state.

- Efficiency in Academic Program Design
- Develop Career Technical Programs
  - Green Technology
- Meet established FTES targets
- Enhance distance education offerings
- Provide professional development for faculty and staff for smart classroom training
- Develop an efficient technology use plan
- Enhance Basic Skills section offerings
- Increase transfer ready rates
- Expand outreach efforts to South Bay including Imperial Beach/Coronado
- Consolidate certificate offerings to those that are effective and market them more attractive and effective and then market them.

### Facilitate Ease of Enrollment:

Access has been a constant challenge for students in the California Community College System. Enrollment management must include coordinated actions to increase access through such activities as offering courses at non-traditional times, offering more late-start, compressed, online and hybrid courses.

### Facilitate Educational Planning:

Students often enter community college without a specific action plan and without a clearly defined educational goal. Enrollment management should facilitate the process of planning. This can be accomplished through a number of actions on the part of the college including: requiring students to develop an educational plan that encourages them to take foundational courses early, clearly mapping the curriculum of all degree and certificate programs.

### Increase Retention:

Retention and persistence are recurring problems at the community college level. Enrollment management must also focus on increasing retention and persistence by improving a number of systems including the early alert system. In addition, better inform students of the many programs available through Student Services.

## Environmental factors affecting enrollment:

Feeder high schools combine to provide 8xxx students to SWC in fall 2010. However, enrollment from these feeder high schools only accounted for xx percent of fall enrollment from new high school graduates during this term. Data regarding enrollment from feeder high schools suggest that increased outreach efforts should continue with SWC and its feeder high schools so that a larger proportion of the college's enrollment from new high school graduates come from these feeder schools.

## Enrollment Trends/Tracking:

Headcount and full-time equivalent students (FTES) are two measures used within the California Community College system to summarize student enrollment. Headcount enrollment refers to the number of students participating in academic programs whereas FTES is used as a measure of instructional units associated with a given headcount enrollment. The State Chancellor's office sets enrollment targets for its 173 campuses in terms of FTES and has a system-wide accountability process to analyze educational effectiveness in meeting the state's educational objectives. SWC's accountability process requires reporting outcomes on a regular, cyclical basis. To understand how students persist to degree and transfer rates, persistence rates, as well as annual retention and graduation rates.

## Enrollment Management at SWC:

Historically, SWC has focused enrollment management activity around meeting FTES targets set for SWC by the State. The process entails having the Vice President of Academic Affairs (following consultation with Deans) identify enrollment targets at the District level that will result in the District meeting its overall FTES target. From the School level, Deans often set enrollment targets for the departments within their school. In all cases, decisions have been driven by available resources (e.g. physical, human, financial, and technology), student demand, regional demand, and changes in disciplines and industry. This has served to make the process a dynamic one.

From 2005 to 2010, SWC's credit enrollment remained consistent – 30,414 vs. 30,463. The worsening economic forecast in California is likely to create an increase in enrollment due to rising unemployment. However, possibilities for enrollment growth are limited by funding opportunities.

## Planning Assumptions:

Scheduling is based on student demand, not instructor convenience. Schedule and planning are data-driven and depend on current, reliable, accessible data from the Research Office. Students should be able to complete a degree or program within a reasonable period of time. Scheduling timelines should be transparent and clearly communicated to Deans, Chairs, Directors and Staff.

## Action Plans:

The EMC strategy is to implement strong practices to facilitate admission and achievement of student goals. The primary indicators we use to set targets, assess outcomes, and plan actions for improvement are as follows:

1. Academic Program Management
2. Course Schedule Design
3. Student Retention, Completion, and Success
4. Program Marketing & Student Recruitment
5. Facilities and Technology

Each of these areas has been integrated with the Strategic Plan, Technology Plan, Aslanian Market Analysis, and the Facilities Plan. Through these EMC functions, more fully described below, SWC expects to achieve the goals identified earlier. To accomplish these goals, SWC intends to implement actions to improve academic program planning; recruiting and marketing; quality in operations; student support services; and counseling.

**Academic Program Management** - The VPAA, in consultation with Deans, faculty and the Curriculum Committee, reviews a wide array of information (e.g. program planning documentation, department and school curriculum committee recommendations; and research recommendations) in the determination of the range of programs to offer and targets set for the number of students served. Key variables considered in the decision-making process include capacity and performance. Capacity relates to available resources including personnel (the distribution and expertise of faculty and staff), as well as physical (classrooms, labs), technology, and fiscal (adequate finances to support the delivery of instruction and infrastructure) resources. Performance relates to assessing student learning, the quality of instruction, and retention and transfer/graduation. Improved academic program management is expected to enhance efficiency in program design and the processes employed to monitor and disseminate information related to SWC programs.

**Course Scheduling/Enrollment** - Improved quality in operations will be central to strengthening not only the enrollment component of the EM plan but also the recruitment and administrative functions.

**Student Retention, Completion and Success** - Coordinate curricular and co-curricular programs and activities (with special attention on advising) to support students in choosing a major, selecting courses, attaining their degree/transfer, or transitioning to their chosen career. Improvements designed to enhance the students' academic experience will play a key role in keeping students on an efficient pathway to their objective.

**Marketing and Recruitment** - Influence the decision of prospective students to apply to SWC and influence key decision-makers (e.g., counselors in high schools) to encourage application to SWC. Targeted recruitment efforts are intended to increase the number and type of applications to SWC particularly for programs targeted for growth.

**Facilities and Technology** - Enhance technology available in classrooms for instructional purposes. Provide fair and equitable facilities management plans.

This plan is designed to attain the SWC Enrollment Management Goals by 2016 related to enrollment management. Our actions are intended to enhance performance reporting, target recruitment activities, and explore best practices in counseling and support services. Over the long term, our actions are intended to evolve the current Program Planning process to more effectively support Academic Program Management, improve the quality of services (admissions, enrollment and support) and implement more effective advising practices to facilitate graduation/transfer.

The following table provides the details of the Implementation Plan by Enrollment Management Function and Goal number.

## Action 1: Academic Program Management

### SWC Goal: 1 Efficiency in Academic Program Design

#### 1. Academic Program Management

1.1 Ensure that the College has an adequate process to initiate, review and revise curriculum and programs in a timely and responsive manner in order to meet the needs of community college students and the labor market. This strategy ties into two existing plans; the Strategic Plan and the Facilities Plan. Pages 22 and 34 of the Strategic Plan include a survey of employers of recent SWC graduates to determine if they are competent at entry-level jobs; and page 34 also emphasizes the need for a comprehensive institutional integrated workforce and business development plan. The Facilities Master Plan, on pages 3 and 4, indicates a need for data research on the historic growth of student enrollment and Weekly Student Contact Hours (WSCH), as well as the need to create a WSCH forecast by discipline/program and school relative to the program of instruction. To meet these goals, this strategy addresses several areas:

1.1.1 Continue to maintain and develop CurricUNET, the online curriculum management software

1.1.1.1 This tool has been working well. Additional fine-tuning is necessary to mirror new



Chancellor's Office online submission. All help boxes should be developed. And a manual should be made available for users.

1.1.1.2 The state has instituted their CurricUNET submittal site so a process needs to be developed for submission of programs to the state for approval.

1.1.2 Develop and implement a Program Discontinuance Policy and Procedures.

1.1.3 Revise and update Program Modification Policy 4020.

1.1.4 Make data for Academic Program review accessible

1.1.4.1 Develop a website updated each semester (Fall/Spring).

1.1.5 Develop a WSCH forecast and an actuals report.

1.1.5.1 WSCH forecast that is maintained by term for tracking student enrollment

1.1.5.2 Also a WSCH actual that is maintained by term for Faculty Hiring Prioritization

1.1.6 Analyze the process of moving or developing programs at centers

1.1.6.1 Make the process transparent and integrated

1.1.7 Investigate new Program Review Module from GoverNET

1.1.6.1 Program Review Module will link up to CurricUNET and may facilitate program review.

1.2 Ensure that the College has multiple delivery systems for instructional programs, meeting the needs for both traditional and non-traditional students. This strategy ties to page 6 of the Technology Plan which states that the *"The college will provide the systems, staffing, budget and training needed to offer online degrees and certificates, including compliance with ADA laws and standards. The college will establish an online learning plan, render technical and pedagogical support for online learning, and provide online learning students with the same quality and breadth of courses and services as their peers who take classes in classrooms."* The 2008 Aslanian Market Analysis, performed by the Aslanian Group, addresses Online classes on page 11 when it notes that preferences indicated for Online access are the Library, Transcript evaluation and degree audit. Also, page xii notes that students, when asked how the college could recruit more students, is to offer more online or hybrid courses. Page 41 goes on to say: *"about 30 percent of the credit adult students would prefer their next course to consist of at least some online component. Such results show the increasing demand for online courses and again provide incentive for Southwestern College to sustain and possibly even increase course offerings that comprise of at least some online component. To a significant portion of these adult students, such a format is likely to bring them even more scheduling flexibility without losing entirely the experience of being among peers and a professor in the classroom."* In order to maintain the growing demand for online classes, hybrid, and online support for face-to-face classes, in accordance with integrated planning and shared governance, this strategy employs the following:

1.2.1 Strengthen online, face-to-face, hybrid, extension, and center course offerings

1.2.1.1 Look into new Learning Management Systems (LMS) to investigate other options and new up-and-coming technology to explore options for the next 5-10 years.

1.2.2.1 Provide adequate staff to all centers for LMS training and support

1.2.3.1 Investigate Online GE completion and expand online course offerings in order to allow students to complete certificate and Associate Degree programs entirely online.

1.2.2 Plans for future centers should incorporate program management within the development

- 1.2.3 Develop an Instructional Innovations office to help manage special programs, such as Learning Communities, Honors, Teacher Prep, Apprenticeships, grant funded programs, International programs, etc.
- 1.2.4 Integrate program development with budget and facilities.
- 1.2.5 Support the timely development, modification and expansion of credit/noncredit/contract education, work experience and student services program to support workforce needs of our community.
- 1.3 Provide the fiscal and personnel resources necessary to support all academic programs as necessitated by measurable growth.
- 1.4 Integrate multi-cultural and international perspectives into all teaching and learning environments, to reflect the diversity of our community.
- 1.5 Assess current feeder high school curriculum and vocational programs to bridge student needs.
- 1.6 Integrate and assess Student Learning Outcomes (SLOs) into all courses and educational programs.
- 1.7 Annual GE review of A.A., A.S. requirements to ensure currency.
- 1.8 Advocate for sufficient funding for course offerings and support to enhance graduation and transfer, employer need, vocational tech development, and Basic Skills success.
- 1.9 Improve enrollment and retention rate of continuing students.
- 1.10 Emphasize degree/certificate completion in all orientations.
- 1.11 Review and Follow up on this written plan.

<b>1. Academic Program Management</b>			
<b>Goal</b>	<b>Accountability</b>	<b>Actions</b>	<b>Timeline</b>
1.1 Ensure that the College has an adequate process to initiate, review and revise programs in a timely and responsive manner in order to meet the needs of community college students and the labor market.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Vice President for Student Affairs</li> <li>• Deans Council</li> <li>• Academic Senate</li> </ul>	Continue to maintain and develop CurricUNET, the online curriculum management software	Continuing
		Develop and implement a Program Discontinuance Policy and Procedures.	Spring 2011
		Make data for Academic Program review accessible	Fall 2011
		Develop a WSCH forecast and actuals reports.	Fall 2011
		Analyze process of moving or developing programs at centers	Spring 2011
		Investigate CurricUNET Program Review	Fall 2012
1.2 Ensure that the College has multiple delivery systems for instructional programs, meeting the needs for both traditional and non-traditional students.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Vice President for Student Affairs</li> <li>• Computer Systems and Services</li> </ul>	Strengthen online, face-to-face, hybrid, extension, and center course offerings	Fall 2014
		Plans for future centers should incorporate program management within the development	Ongoing

		Develop an Instructional Innovations office to help manage special programs such as Learning Communities, Honors, Teacher Prep, Apprenticeships, grant funded programs, International programs, etc.	Ongoing
		Integrate program development with budget and facilities.	Fall 2011
		As plans develop for future centers, it should be done hand-in-hand with program management	Ongoing
		Continuing Education: Actively promote SWC's educational options for non-degree study, providing at least equal emphasis to non-degree as degree study. This includes noncredit and fee-based courses.	Ongoing
		Support the timely development, modification and expansion of credit/noncredit/contract education, work experience and student services program to support workforce needs of our community.	Ongoing
1.3 Provide the fiscal and personnel resources necessary to support all academic programs as necessitated by measurable growth.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Deans Council</li> </ul>	Develop an annual process and report for VPAA and Deans to review resources necessary for the support of existing and new programs	Spring 2014
1.4 Integrate multi-cultural and international perspectives into all teaching and learning environments, to reflect the diversity of our community.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Deans Council</li> <li>• Curriculum Committee</li> <li>• Council of Chairs</li> </ul>	Develop a process for the Curriculum Committee to evaluate courses and programs submitted to the committee for review that will integrate the multi-cultural perspective	Fall 2011
1.5 Assess current feeder high school curriculum and vocational programs to bridge student needs.	<ul style="list-style-type: none"> <li>• Vice President for Student Affairs</li> <li>• Vice President for Academic Affairs</li> </ul>	Meet with local feeder high schools to determine student preparedness for college entrance and develop bridge programs to assist and enhance student readiness	Fall 2016

1.6 Integrate and assess Student Learning Outcomes (SLOs) into all courses and educational programs.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Deans Council</li> <li>• Council of Chairs</li> <li>• Academic Senate President</li> <li>• Curriculum Committee</li> </ul>	Complete SLOs for all courses and programs.	Fall 2011
		Hire an SLO coordinator	
		Investigate and recommend purchase of software necessary to assess SLOs	
1.7 Annual GE review of A.A., A.S. requirements to ensure currency.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Academic Senate President Elect</li> <li>• Curriculum Committee</li> </ul>	Curriculum Committee will review GE and A.A. and A.S. requirements annually each spring	Spring 2010
1.8 Advocate for sufficient funding for course offerings and support to enhance graduation and transfer, employer need, vocational tech development, and Basic Skills success.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Academic Senate</li> <li>• Curriculum Committee</li> <li>• Deans Council</li> </ul>		
1.9 Improve enrollment and retention rate of continuing students.	<ul style="list-style-type: none"> <li>• Vice President for Student Affairs</li> <li>• Vice President for Academic Affairs</li> <li>• Deans Council</li> </ul>		
1.10 Emphasize degree/certificate completion in all orientations.	<ul style="list-style-type: none"> <li>• Vice President for Student Affairs</li> </ul>		
1.11 Review and Follow up on this written plan.	<ul style="list-style-type: none"> <li>• Enrollment Management Committee</li> </ul>		

## Action 2: Course Schedule Design

### SWC Goal: 3 Meet FTES Targets

#### 2. Course Schedule Design

2.1 Regularly and systematically assess the educational needs of students in order to design responsive course, schedules.

2.1.1 Quarterly meetings of representatives of the Dean's Council, Academic Senate, Council of Chairs, and Enrollment Management Committee using student data and other measures.

2.1.2 Integrate budget planning and FTES distribution with Academic Program Review.

2.2 Regularly and systematically assess the needs of local high school feeder schools and sister institutions (i.e. SUHSD, SDSU, UCSD) in order to design responsive course schedules to meet the needs of SWC students and students living in the South Bay.

2.2.1 Sponsor a summit once a year with invited guests to discuss student and community needs with reps from other institutions.

2.3 Regularly and systematically assess the needs of local businesses and the community in order to offer a variety of course schedule designs to support working students.

2.3.1 Conduct local business survey to determine how SWC schedule design and curriculum may affect worker productivity, absenteeism, availability of skilled workers, etc.

2.4 Develop flexible and varied scheduling patterns that serve a greater range of students, based on student demand and enrollment trends.

2.4.1 Assess success and retention rates for multiple-length short-session courses with varied start and end times.

2.4.2 Assess success and retention rates for 8-week day and evening courses.

2.4.3 Complete investigation of a new 16-week calendar including introducing a winter intersession.

2.4.4 Create new and modify existing non-credit offerings to meet community need.

2.4.5 Consider scheduling courses at community centers and high schools, military installations.

2.4.6 Increase the number of Online/Hybrid courses.

2.5 Provide staff and faculty with financial resources and administration support to assist and improve scheduling operations.

2.5.1 Develop scheduling tool or purchase software to facilitate scheduling rooms and developing schedules.

2.5.2 Increase Staff Development training on Enrollment Management and Schedule Design for Deans and Chairs.

2.6 Establish priorities and procedures for determining annual FTES distribution in a manner that best meets campus needs and is flexible given the precarious nature of state FTES funding.

2.6.1 Establish operating principles for determining the distribution of annual FTES.

2.6.2 Establish policy/procedure for how to redistribute FTES in the event of section cancellation.

2.6.3 Establish annual review of discipline APR to determine campus FTES need.

2.7 Systematically track enrollment trends to facilitate scheduling decisions adjusting enrollment targets in response to the cyclical nature of state funding, student demand, and the economy.

2.7.1 Regular review of enrollment trends.

2.7.2 Informational workshops on state funding.

2.7.3 Review scheduling practices to maximize efficiency and to create additional growth sections, as necessary.

2.7.4 Meet regularly with deans and department chairs to assess enrollments and scheduling strategies.

2.7.5 Monitor FTES to ensure target goals are met.

2.7.6 Faculty will initiate, review and revise courses and programs to ensure currency and relevance using the adopted Program Discontinuance Policy and Procedures.

2.8 Provide greater opportunities for public participation in SWC Non-credit course offerings by providing more locations consistent with community demand and student needs.

2.8.1 Schedule NC courses at adult daycare centers, senior centers, and community centers.

2.8.2 Include administrative and classroom space dedicated to NC operations and classes in the design of the “corner lot” project at the corner of Otay Lakes Road and H street.

2.9 Provide greater opportunities for students to take NC pre-college level classes to prepare them for credit courses.

2.9.1 Increase curriculum development and modification of NC courses to include courses that prepare students for first level sequence courses in MATH, ENGL, RDG and ESL.

2.9.2 Develop a Basic Skills Academy of non-credit courses, existing and newly created, to provide students with an organized approach to college level preparation without amassing large numbers of credit units.

<b>2. Course Schedule Design</b>			
<b>Goal/ Desired Outcome</b>	<b>Responsible Entities</b>	<b>Actions</b>	<b>Timeline</b>
2.1 Regularly and systematically assess the educational needs of students, in order to design responsive course, schedules.	EMC of the SCC Deans' Council Academic Senate Office of Research, Evaluation and Planning ASO Office of Business and Financial Affairs	Quarterly meetings of representatives of the Dean's Council, Academic Senate, Council of Chairs, and Enrollment Management Committee using student data and other measures. Integrate budget planning and FTES distribution with Academic Program Review.	Beginning Fall 2011—then Ongoing
2.2 Regularly and systematically assess the needs of local high school feeder schools and sister institutions (i.e. SUHSD, SDSU, UCSD) in order to design responsive course schedules to meet the needs of SWC students and students living in the South Bay.	Outreach Department Transfer Center Deans' Council Academic Senate Office of Communication, Community and Governmental Relations Basic Skills Initiative Committee	SWC to sponsor a summit once a year with invited guests to discuss student and community needs with reps from other institutions.	Beginning Fall 2011
2.3 Regularly and systematically assess the needs of local businesses and the community in order to offer a variety of course schedule designs to support working students.	Office of Research, Evaluation and Planning Continuing Education Advisory Committees Office of Communications, Community and Governmental Relations Deans' Council Academic Senate	Conduct local business survey to determine how SWC schedule design and curriculum may affect worker productivity, absenteeism, availability of skilled workers, etc.	Fall 2011-Spring 2011 Ongoing
2.4 Continue to develop flexible and varied scheduling patterns that serve a greater range of students, based on student demand and enrollment trends.	Deans' Council Academic Senate ASO Continuing Education Instructional Support Services Office of Research, Evaluation and Planning	Assess success and retention rates for multiple-length short-session courses with varied start and end times.	Ongoing
		Assess success and retention rates for 8-week day and evening courses	Ongoing
		Complete investigation of a new 16-week calendar including introducing a winter intersession	Ongoing
		Create new and modify existing non-credit offerings to meet community need.	Ongoing

		Consider scheduling courses at community centers and high schools, military installations.	Ongoing
		Increase the number of Online/Hybrid courses	Ongoing
2.5 Provide staff and faculty with financial resources and administration support to assist and improve scheduling operations.	CSS Dean of Instructional Support Services Presiding Chair, Council of Chairs CSEA Representative Staff Development Office of Human Resources	Develop scheduling tool or purchase software to facilitate scheduling rooms and developing schedules.	Fall 2010-Ongoing
		Increase Staff Development training on Enrollment Management and Schedule Design for Deans and Chairs.	Fall 2010-Spring 2011 Ongoing
2.6 Establish priorities and procedures for determining annual FTES distribution in a manner that best meets campus needs and is flexible given the precarious nature of state FTES funding.	Vice President for Academic Affairs Office of Instructional Support Services ASO EMC of the SCC Deans' Council Academic Senate	Establish operating principles for determining the distribution of annual FTES.	Fall 2011-Spring 2012
		Establish policy/procedure for how to redistribute FTES in the event of section cancellation.	
		Establish annual review of discipline APR to determine campus FTES need.	
		Emphasize time parameters and guidelines for course section cancellation as outlined in the SCEA contract.	
2.7 Systematically track enrollment trends to facilitate scheduling decisions adjusting enrollment targets in response to the cyclical nature of state funding, student demand, and the economy.	Vice President for Academic Affairs Vice President for Student Affairs Vice President for Business & Financial Affairs Cabinet Office of Research, Evaluation and Planning Instructional Support Services Deans' Council Academic Senate	Regular review of enrollment trends.	Ongoing
		Informational workshops on state funding.	
		Review scheduling practices to maximize efficiency and to create additional growth sections, as necessary.	
		Meet regularly with deans and department chairs to assess enrollments and scheduling strategies.	
		Monitor FTES to ensure target goals are met.	
		Faculty will initiate, review and revise courses and programs to ensure currency and relevance using the adopted Program Discontinuance Policy and Procedures.	
2.8 Provide greater opportunities for public participation in SWC Non-credit course offerings by providing more locations consistent with community demand and student needs.	Director of Continuing Education and Special Projects /School of CWEED Instructional Support Services Office of Communications, Community and Governmental Relations	Schedule NC courses at adult daycare centers, senior centers, and community centers.	Ongoing
		Include administrative and classroom space dedicated to NC operations and classes in the design of the "corner lot" project at the corner of Otay Lakes Road and H street.	

2.9 Provide greater opportunities for students to take NC pre-college level classes to prepare them for credit courses.	Director of Continuing Education and Special Projects /School of CWEED Instructional Support Services Instructional Deans Department chairs / Faculty	Increase curriculum development and modification of NC courses to include courses that prepare students for first level sequence courses in MATH, ENGL, RDG and ESL.	Ongoing
		Develop a Basic Skills Academy of non-credit courses, existing and newly created, to provide students with an organized approach to college level preparation without amassing large numbers of credit units.	

## Action 3: Student Retention, Completion and Success

### SWC Goal:

#### 3. Student Retention, Completion and Success

3.1 Empower faculty to utilize aggregate data from Data Warehouse to assess the effectiveness of teaching strategies and methods on student retention, completion and success.

3.1.1 Develop mechanism for providing faculty with data on student retention, completion and success at the end of each semester comparing faculty in the same discipline.

3.1.2 Provide Staff Development training to assist faculty to understand student retention, completion and success data.

3.2 Conduct systematic research of student retention, completion, success and persistence and develop intervention methods for targeted groups.

3.2.1 Develop a research study to identify course-taking patterns of student groups. Additionally, identification of support services needs will be provided.

3.2.2 Investigate using CalPass as comparative data to inform decision-making.

3.2.3 Conduct a research study to identify barriers to retention, completion and success for students. Create recommendations for student retention strategies based on Aslainian Adult Student Marketing Analysis.

3.2.4 Survey students in each population group who have completed or dropped a degree or certificate program to identify barriers.

3.2.5 Conduct analysis of all degree and certificate programs by population group to compare completion rates.

3.3 Provide, through Staff Development, pedagogical, technical and staff development assistance for developing effective retention and completion strategies to promote student success.

3.3.1 Provide funding and institutional support for staff development workshops or professional development opportunities specifically designed to teach classroom student retention strategies.

3.3.2 Provide training in 4MAT, On Course and other techniques to provide teachers with strategies that encourage students to become empowered learners.

3.3.3 Develop continuing education partnership with higher education institution.(e.g. UCSD Extension, SDSU Community College Certificate program, Alliant International University).

3.4 Expand academic support programs, services, and mentoring opportunities to minimize barriers to student retention, completion and success.



- 3.4.1 Expand Writing Lab, Math Lab, Language Lab, and the Online Writing Lab (OWL) programs to enable more student academic support.
  - 3.4.2 Pursue Basic Skills Initiative grants for projects and programs to improve retention and completion rates for students taking basic skills courses.
  - 3.4.3 Develop tutoring support network using BSI support to meet the needs of students with non-conventional schedules, emphasizing at-risk student athletes.
- 3.5 Improve awareness of on-campus and off-campus work experience opportunities for students.
- 3.5.1 Develop a thriving Service Learning Program and support faculty involvement in Service Learning. Consider requiring a Service Learning experience for graduation and transfer.
  - 3.5.2 Establish a central location to house all on-campus and off-campus internship information and work experience information.
- 3.6 Develop strategies for improving retention, completion and success rates in online course sections.
- 3.6.1 Evaluate and improve student training for success in distance education classes.
  - 3.6.2 Investigate and compare the success of a variety of distance education offerings (hybrid, face-to-face).
  - 3.6.3 Examine best practices for distance education practiced by proprietary colleges and universities.
- 3.7 Develop specific strategies to improve retention, completion and success in basic skills (Career Tech, RDG, ESL, MATH, ENGL and PD) programs to enhance student progression into transfer and/or certificate programs.
- 3.7.1 Provide training for faculty in student retention, completion and success strategies for the Career Tech, RDG, ESL, MATH, ENGL and PD students.
  - 3.7.2 Continue Learning Communities program to increase student retention and persistence.
  - 3.7.3 Provide ongoing mentoring for faculty in developing learning communities.
  - 3.7.4 Institutionalize support for the ESL advocate position currently funded by state BSI funds.
- 3.8 Institutionalize programs funded by the Basic Skills Initiative that have demonstrated effective results for student retention, completion and success.
- 3.9 Improve student retention, completion and success through institutional commitment to innovative academic programs proven to benefit students.
- 3.9.1 Expand and provide institutional support for the following:  
EOPS; Puente; TLA; Learning Communities, Math Summer Bridge; Summer Readiness
- 3.10 Evaluate college resources based on current and projected resources and allocations. Evaluations should include fiscal implications, policy and procedure implementation, resources.
- 3.11 Fully implement improved intake process of counseling appointments; establish and pilot an electronic student education plan.
- 3.11.1 A task force of counselors and staff is reviewing and assessing a Datatel/Colleague module.
- 3.12 Increase the number of eligible transfer students that are underrepresented at the university.
- 3.12.1 Recruit students for the transfer readiness course
  - 3.12.2 Increase campus tours/orientations.
  - 3.12.3 Study course-taking patterns of transfer students in Math and English.
  - 3.12.4 Develop a mechanism for measuring the transfer rates of underprepared students.

- 3.13 Identify and track the progression of transfer students before and after transfer to a university.
- 3.13.1 Investigate use of National Clearing House data to examine student outcomes after leaving SWC.
- 3.14 Improve outreach and communication with “undecided” students.
- 3.14.1 Undecided students will be identified and receive a letter from the Dean of Counseling encouraging various activities to have students declare a major of study.
- 3.14.2 Contact all “undecided” students to participate in Career Center activities / CTEC activities / Transfer Center and to meet with a counselor prior to completing 24 units to focus on a career path.
- 3.15 Provide follow-up assistance to academic probation students.
- 3.15.1 Probation students will receive a letter from the Dean of Counseling requiring their attendance at an Academic Success Seminar. (NC19)
- 3.15.2 Increase intervention strategies for students who have been placed on probation or disqualification status.
- 3.16 Review data on probation and disqualified students to identify student profiles and indicators.
- 3.16.1 Explore the 16-week academic calendar to accommodate the time needed to identify and contact probation and disqualified students.
- 3.17 Improve student awareness of financial resources.
- 3.17.1 Identify effective methods to assist students in exploring financing options; Implement most effective strategies and develop timelines for implementation of future activities.
- 3.17.2 Improve student awareness of active duty and veterans benefits and services.
- 3.17.3 Improve student awareness of Scholarships.
- 3.17.4 Improve student awareness of Financial Aid link with the Bookstore, ASO Textbook Rental Program.
- 3.18 Empower Student Affairs to utilize aggregate data from Data Warehouse to assess the effectiveness of teaching strategies and methods on student retention, completion and success
- 3.18.1 Perform a five-to-six year longitudinal study on student retention, completion and success.

### **3. Student, Retention, Completion and Success**

<b>Goal/ Desired Outcome</b>	<b>Responsible Entities</b>	<b>Actions</b>	<b>Timeline</b>
3.1 Empower faculty to utilize aggregate data from Data Warehouse to assess the effectiveness of teaching strategies and methods on student retention, completion and success.	<ul style="list-style-type: none"> <li>• Office of Research, Evaluation and Planning</li> <li>• Computer Support Services</li> <li>• Staff Development</li> </ul>	Develop mechanism for providing faculty with data on student retention, completion and success at the end of each semester comparing faculty in the same discipline.	<b>Fall 2011</b>
		Provide Staff Development training to assist faculty to understand student retention, completion and success data.	

<p>3.2 Conduct systematic research of student retention, completion, success and persistence and develop intervention methods for targeted groups.</p>	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Vice President for Student Affairs</li> <li>• Office of Research, Evaluation and Planning</li> <li>• Deans' Council</li> <li>• Academic Senate</li> <li>• Office of Media and Community Relations</li> </ul>	<p>Develop a research study to identify course-taking patterns of student groups. Additionally, identification of support services needs will be provided.</p> <p>Investigate using CalPass as comparative data to inform decision-making.</p> <p>Conduct a research study to identify barriers to retention, completion and success for students. Create recommendations for student retention strategies based on Aslainian Adult Student Marketing Analysis.</p> <p>Survey students in each population group who have completed or dropped a degree or certificate program to identify barriers.</p> <p>Conduct analysis of all degree and certificate programs by population group to compare completion rates.</p>	<p><b>Fall 2011</b></p>
<p>3.3 Staff Development will provide pedagogical, technical and staff development assistance for developing effective retention and completion strategies to promote student success.</p>	<ul style="list-style-type: none"> <li>• Vice President for Human Resources</li> <li>• Deans' Council</li> <li>• Staff Development Coordinator</li> <li>• Office of Research, Evaluation and Planning</li> <li>• Academic Senate</li> <li>• Student Success Committee</li> </ul>	<p>Provide funding and institutional support for staff development workshops or professional development opportunities specifically designed to teach classroom student retention strategies.</p> <p>Provide training in 4MAT, On Course and other techniques to provide teachers with strategies that encourage students to become empowered learners.</p> <p>Develop continuing education partnership with higher education institution.(e.g. UCSD Extension, SDSU Community College Certificate program, Alliant International University).</p>	<p><b>Fall 2011 – Spring 2012</b></p>
<p>3.4 Expand academic support programs, services, and mentoring opportunities to minimize barriers to student retention, completion and success.</p>	<ul style="list-style-type: none"> <li>• VP of Academic Affairs</li> <li>• Academic Success Center Coordinator</li> <li>• BSI Steering Committee</li> <li>• Student Success Committee</li> </ul>	<p>Expand Writing Lab, Math Lab, Language Lab, and the Online Writing Lab (OWL) programs to enable more student academic support.</p> <p>Pursue Basic Skills Initiative grants for projects and programs to improve retention and completion rates for students taking basic skills courses.</p> <p>Develop tutoring support network using BSI support to meet the needs of students with non-conventional schedules, emphasizing at-risk student athletes.</p>	<p><b>Fall 2010 – Spring 2011</b></p>
<p>3.5 Improve awareness of on-campus and off-campus work experience opportunities for students.</p>		<p>Develop a thriving Service Learning Program and support faculty involvement in Service Learning. Consider requiring a</p>	

		Service Learning experience for graduation and transfer.	
		Establish a central location to house all on-campus and off-campus internship information and work experience information.	
3.6 Develop strategies for improving retention, completion and success rates in online course sections.	<ul style="list-style-type: none"> <li>• Staff Development Coordinator</li> <li>• Technology Steering Committee of the SCC</li> <li>• Office of Instructional Support Services</li> <li>• Deans' Council</li> <li>• Academic Senate Technology Committee</li> <li>• Office of Research, Evaluation and Planning</li> </ul>	<p>Evaluate and improve student training for success in distance education classes.</p> <p>Investigate and compare the success of a variety of distance education offerings (hybrid, face-to-face).</p> <p>Examine best practices for distance education practiced by proprietary colleges and universities.</p>	<b>Fall 2010 – Spring 2011</b>
3.7 Develop specific strategies to improve retention, completion and success in basic skills (Career Tech, RDG, ESL, MATH, ENGL and PD) programs to enhance student progression into transfer and/or certificate programs.	<ul style="list-style-type: none"> <li>• Student Success Committee</li> <li>• Staff Development</li> <li>• Academic Success Center Coordinator</li> <li>• BSI Steering Committee</li> <li>• Deans' Council</li> <li>• Academic Senate (Instructional and Non-Instructional Faculty)</li> </ul>	<p>Provide training for faculty in student retention, completion and success strategies for the Career Tech, RDG, ESL, MATH, ENGL and PD students.</p> <p>Continue Learning Communities program to increase student retention and persistence.</p> <p>Provide ongoing mentoring for faculty in developing learning communities.</p> <p>Institutionalize support for the ESL advocate position currently funded by state BSI funds.</p>	
3.8 Institutionalize programs funded by the Basic Skills Initiative that have demonstrated effective results for student retention, completion and success.			
3.9 Improve student retention, completion and success through institutional commitment to innovative academic programs proven to benefit students.		Expand and provide institutional support for the following: EOPS; Puente; TLA; Learning Communities, Math Summer Bridge; Summer Readiness	
3.10 Evaluate college resources based on current and projected resources and allocations. Evaluations should include fiscal implications, policy and procedure implementation, resources.			

3.11 Fully implement improved intake process of counseling appointments; establish and pilot an electronic student education plan.	<ul style="list-style-type: none"> <li>• Vice President for Student Affairs</li> <li>• Dean of Counseling</li> <li>• Counseling Faculty</li> <li>• Computer Systems Services</li> </ul>	A task force of counselors and staff is reviewing and assessing a Datatel/Colleague module.	Fall 2011
3.12 Increase the number of eligible transfer students that are underrepresented at the university.	<ul style="list-style-type: none"> <li>• Vice President for Student Affairs</li> <li>• Transfer Center</li> <li>• Office of Research</li> </ul>	Recruit students for the transfer readiness course,	Fall 2011
		Increase campus tours/orientations.	
		Study course-taking patterns of transfer students in Math and English.	
		Develop a mechanism for measuring the transfer rates of underprepared students.	
3.13 Identify and track the progression of transfer students before and after transfer to a university.	<ul style="list-style-type: none"> <li>• Office of Research, Evaluation and Planning</li> <li>• VP of Student Affairs</li> <li>• Transfer Center</li> </ul>	Investigate use of National Clearing House data to examine student outcomes after leaving SWC.	
3.14 improve outreach and communication with “undecided” students.	<ul style="list-style-type: none"> <li>• Vice President for Student Affairs</li> <li>• Counseling Faculty</li> <li>• Career Center/CTEC</li> <li>• Dean of Counseling</li> <li>• Transfer Center</li> <li>• Academic Senate</li> </ul>	Undecided students will be identified and receive a letter from the Dean of Counseling encouraging various activities to have students declare a major of study.	Fall 2011
		Contact all “undecided” students. to participate in Career Center activities / CTEC activities / Transfer Center and to meet with a counselor prior to completing 24 units to focus on a career path.	
		Create faculty/student mentoring program.	
3.15 Provide follow-up assistance to academic probation students.	<ul style="list-style-type: none"> <li>• Vice President for Student Affairs</li> <li>• Dean of Counseling and Matriculations</li> <li>• Counseling Faculty</li> </ul>	Probation students will receive a letter from the Dean of Counseling requiring their attendance at an Academic Success Seminar. (NC19)	Summer 2010
		Increase intervention strategies for students who have been placed on probation or disqualification status.	
3.16 Review data on probation and disqualified students to identify student profiles and indicators.	<ul style="list-style-type: none"> <li>• Vice President of Student Affairs</li> <li>• Dean of Counseling and Matriculation</li> <li>• Office of Instruction</li> <li>• Office of Research</li> </ul>	Explore the 16-week academic calendar to accommodate the time needed to identify and contact probation and disqualified students.	Fall 2011

3.17 Improve student awareness of financial resources.	<ul style="list-style-type: none"> <li>• Dean of Student Services</li> <li>• Financial Aid Department/Scholarships</li> <li>• Veterans Services</li> </ul>	Identify effective methods to assist students in exploring financing options; Implement most effective strategies and develop timelines for implementation of future activities.	Fall 2011
		Improve student awareness of active duty and veterans benefits and services.	
		Improve student awareness of Scholarships.	
		Improve student awareness of Financial Aid link with the Bookstore, ASO Textbook Rental Program.	
3.18 Empower Student Affairs to utilize aggregate data from Data Warehouse to assess the effectiveness of teaching strategies and methods on student retention, completion and success		Perform a five-to-six year longitudinal study on student retention, completion and success.	Fall 2011

## Action 4: Program Marketing and Student Recruitment

### SWC Goal:

#### 4. Program Marketing and Student Recruitment

While the need for education is driving students to SWC, the college's current enrollment marketing efforts have failed to capitalize on that captive audience, engage parents or members of the community. Efforts have either been piecemeal, reactive or dated. This plan is intended to rectify these shortcomings.

No strategy can be used in isolation. We must interact with the public two to three times before people remember our message, which makes it critical to use several mediums that overlap.

4.1 While we need to market specific programs and services (the schedule, for example), our main focus will be to image build, by focusing on programs and on quality of instruction to market the college itself. The additional advantage of image building is that it allows us to talk about accreditation without speaking specifically about it.

4.1.1 To achieve message saturation, we can employ the following techniques:

4.1.1.1 Paid advertising: Paid advertising gives us control over the message; we are the only filter between the college and public. In addition to some traditional advertising (television and print, for example), this plan will focus the college's resources on more targeted strategies to reach our core audiences:

4.1.1.1.1 Search Engine Optimization (SEO): a common online marketing practice ensuring that your search receives a greater number of hits when the end user performs a search.

- 4.1.1.1.2 Mobile Ads and Text Messaging Campaigns: With busy students and online learners, this type of advertising allows us to deliver ads to their exact locations.
  - 4.1.1.1.3 Free and earned media
  - 4.1.1.1.4 Banners made available to all locations
    - 4.1.1.1.4.1 Banners could include start dates for classes, web address, information about graduation, etc.
    - 4.1.1.1.4.2 A banner campaign could include highlights of faculty and students. For example, four banners hung inside the One Stop highlighting two of our former Olympian instructors and two of our students who have had successes.
  - 4.1.1.1.5 Web site and social media: Thriving online gathering places for the community will help turn the college into a “live” campus, 24/7.
    - 4.1.1.1.5.1 Social media to include a presence on Facebook, Twitter, My Space, and You Tube.
      - 4.1.1.1.5.1.1 Establish a process where faculty and staff can submit information to be posted in these multimedia locations.
  - 4.1.1.1.6 College events and campus visits
  - 4.1.1.1.7 Community meetings: Without such an interaction, we risk losing potential students to other colleges
  - 4.1.1.1.8 Merchandise: Improved merchandise is a chance to spread our brand and imprint
  - 4.1.1.1.9 Collateral: The immediate goal is to improve on SWC’s printed material. The next goal is to brand more of SWC’s materials with the same look-and-feel.
- 4.2 Develop a process for programs to develop a marketing plan specifically for the program
- 4.3 Develop branding
- 4.3.1 Branding should identify the District throughout all its publications including graduation, schedules, catalog, brochures, merchandise, etc.
  - 4.3.2 Develop logo standards
  - 4.3.3 Wrap SWC vehicles
- 4.4 Develop an Alumni Association
- 4.4.1 Develop a list of alumni
  - 4.4.2 Provide incentives to join
    - 4.4.2.1 Discounts to events
    - 4.4.2.2 Use of the Library
    - 4.4.2.3 Discounted fee-based classes
    - 4.4.2.4 Bring speaker series to Myan Hall
    - 4.4.2.5 Turn the revenue into programs, scholarships, staff
    - 4.4.2.6 Begin an Outstanding Alumni campaign
- 4.5 Address the “13<sup>th</sup> Grade” myth.
- 4.5.1 Students from local feeder schools identify SWC as the “13<sup>th</sup> grade.” Marketing and outreach need to dispel this myth.
  - 4.5.2 Develop a Virtual Campus Tour and other video materials
    - 4.5.2.1 Display the tour on You Tube
    - 4.5.2.2 Include the tour in outreach efforts
    - 4.5.2.3 Set up videos in the One Stop, DSS, etc. that would play student success stories, campus virtual tour, information about registration or graduation, etc.

- 4.6 Focus on marketing vocational programs that take a short time to complete. This will help the college compete with private schools.
- 4.7 Focus on important statistics such as the degree completion rates for students who transfer compared to students who start at 4-year schools, or the low tuition fees, smaller environment, transfer guarantee and proximity, multiple locations and online.
- 4.8 Ensure that the community knows that contact information can be updated on WebAdvisor at any time.
- 4.9 Research Needs
- 4.9.1 Develop an enrollment needs report that would include enrollment data for by program, by school, by location. This will help the office to develop proper responses to enrollment marketing needs.
- 4.10 Develop a user-friendly process by which faculty submit requests for printed materials.
- 4.11 Improve enrollment rate of newly admitted undergraduate students turning students from prospects to enrolled.
- 4.12 Ensure recruitment and outreach efforts are effective and efficient.
- 4.12.1 Conduct research to identify barriers to under enrolled student groups.
- 4.13 Investigate the cost of supplying an electronic marquee for all locations
- 4.13.1 Develop a plan to purchase, install, maintain, and provide staffing for marquees at the Center and on the new corner lot development.
- 4.14 Investigate signage for new freeway by Higher Education Center at Otay
- 4.13 Continuing Education: Actively promote SWC's educational options for non-degree study, providing at least equal emphasis to non-degree as degree study. This includes noncredit and fee-based courses.

## 4. Program Marketing and Student Recruitment

Goal	Accountability	Actions	Timeline
4.1 While we need to market specific programs and services (the schedule, for example), our main focus will be to image build, marketing the college itself. The additional advantage of image building is that it allows us to talk about accreditation without speaking specifically about it.	•	<i>Paid advertising:</i>	Fall 2010
		Search Engine Optimization (SEO):	Spring 2011
		Mobile Ads and Text Messaging Campaigns	Fall 2014
		Free and earned media	Fall 2011
		Banners made available to all locations	Spring 2011
		Web site and social media	Spring 2011
		College events and campus visits	Fall 2011
		Community meetings	Spring 2012
		Merchandise	Fall 2012
		Collateral	Continuing



4.2 BRANDING: Develop branding		Identify the District throughout all its publications including graduation, schedules, catalog, brochures, merchandise, etc.	
		Develop logo standards	
		Wrap SWC vehicles	
4.3 Develop an Alumni Association	•	Develop a list of alumni	
		Provide incentives to join	
4.4 Address the “13 <sup>th</sup> Grade” myth.	•	Students from local feeder schools identify SWC as the “13 <sup>th</sup> grade.” Marketing and outreach need to dispel this myth.	
		Develop a Virtual Campus Tour and other video materials	
4.5 Focus on marketing vocational programs that take a short time to complete. This will help the college compete with private schools.	•		
4.6 Focus on important statistics such as the degree completion rates for students who transfer compared to students who start at 4-year schools, or the low tuition fees, smaller environment, transfer guarantee and proximity, multiple locations and online.	•		
4.7 Ensure that the community knows that contact information can be updated on WebAdvisor at any time.	•		
4.8 Research Needs	•	Develop an enrollment needs report that would include enrollment data for by program, by school, by location. This will help the office to develop proper responses to enrollment marketing needs.	
4.9 REQUEST SUBMISSION PROCESS: Develop a user-friendly process by which faculty submit requests for printed materials.	•		

4.10 Improve enrollment rate of newly admitted undergraduate students turning students from prospects to enrolled.	•		
4.11 Ensure recruitment and outreach efforts are effective and efficient.	•	Conduct research to identify barriers to under enrolled student groups.	Fall 2014

## Action 5: Facilities and Technology

### SWC Goal:

#### 5. Facilities and Technology

##### 5.1 Develop a room management plan

###### 5.1.1 Develop room charts

5.1.1.1 Charts should be available online for deans, chairs, and staff to view.

5.1.1.2 Charts should be searchable by day and location for available space.

5.1.1.3 Charts should be searchable by room number and location.

###### 5.1.2 Need for classroom assignment protocol

5.1.2.1 When a new classroom becomes available, how will it be assigned to a school?

5.1.2.2 Clear instructions about the way classrooms are assigned and when priority “ownership” ends

###### 5.1.3 Process to develop or change/redesign classrooms

5.1.3.1 A process needs to be developed that will include feedback from all affected parties, when a classroom will be redesigned or repurposed. Clear communication needs to happen between all schools and offices involved so they can prepare for construction, update the database system, prepare for temporary classroom assignments during construction, etc.

###### 5.1.4 Develop a process to request technology upgrades or new technology such as smart classrooms that is integrated with the technology committee, facilities, and budget development.

##### 5.2 Establish a “standard” classroom design for both lecture rooms and labs.

##### 5.3 Investigate the possibility of converting all computer labs into lecture/lab combos.

5.3.1 Do a cost analysis that would include wireless technology, and computer converter desktops.

##### 5.4 Develop a Classroom Management Website – a one-stop for reporting classroom issues such as broken projector, broken equipment, missing chairs, etc. System would have to take into account repetitive reporting, so faculty/staff would know that a problem has already been reported.

##### 5.5 Provide input from the Enrollment Management Committee on the development of the corner lot in order to plan for classroom space that will be built and office space that will be converted as administrative offices are relocated to the new structure.

##### 5.6 Provide classroom space designated for Continuing Education programs and courses.

##### 5.7 Develop an Emergency Preparedness Plan

5.7.1 All employees will be required to complete levels of training based on their job roles at the federal level (FEMA).

5.7.2 The plan should address all significant incidents/threats: earthquake, fire, active shooter, pandemic, explosion, hazardous spills, etc.

5.7.3 Train all faculty, staff, students, and administrators.

## 5. Facilities and Technology

Goal	Accountability	Actions	Timeline
5.1 Develop a room management plan	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Deans Council</li> <li>• Council of Chairs</li> </ul>	Develop room charts	Fall 2010
		Need for classroom assignment protocol	Spring 2011
		Process to develop or change/redesign classrooms	Fall 2011
5.2 Establish a “standard” classroom design for both lecture rooms and labs.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Computer Systems and Services</li> <li>• Facilities</li> <li>• Deans Council</li> <li>• Council of Chairs</li> </ul>		Fall 2011
5.3 Investigate the possibility of converting all computer labs into lecture/lab combos.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Computer Systems and Services</li> <li>• Facilities</li> <li>• Deans Council</li> <li>• Council of Chairs</li> </ul>	Do a cost analysis that would include wireless technology, and computer converter desktops.	Fall 2014
5.4 Develop a Classroom Management Website – a one-stop for reporting classroom issues such as broken projector, broken equipment, missing chairs, etc. System would have to take into account repetitive reporting, so faculty/staff would know that a problem has already been reported.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Computer Systems and Services</li> <li>• Facilities</li> <li>• Deans Council</li> <li>• Council of Chairs</li> </ul>		Fall 2011
5.5 Provide input from the Enrollment Management Committee on the development of the corner lot in order to plan for classroom space that will be built and office space that will be converted as administrative offices are relocated to the new structure.	<ul style="list-style-type: none"> <li>• Vice President for Academic Affairs</li> <li>• Computer Systems and Services</li> <li>• Facilities</li> <li>• Deans Council</li> <li>• Council of Chairs</li> </ul>		Spring 2011
5.7 Develop an Emergency Preparedness Plan	<ul style="list-style-type: none"> <li>• ?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a qualified company to update our plan to meet new federal standards</li> </ul>	Fall 2010
		<ul style="list-style-type: none"> <li>• Update Plan</li> </ul>	Fall 2011
		<ul style="list-style-type: none"> <li>• Train all faculty, staff, administrators and students</li> </ul>	Fall 2012



## **Strategic Planning Committees**

### **Final Draft Action Plans**

#### **Priority 1 & 2— Student Access and Success**

Co-Chairs: Angelica Suarez, Bea Zamora, Manny Lopez, Andy MacNeill, Irma Alvarez, Jennifer Harper

1. Analyze the success of Basic Skills Initiative projects through the use of empirical data to determine the feasibility of institutionalization.
2. Implement user functionality of the Student Data Warehouse system to assist faculty and administrators with their data needs.
3. Increase activities focused on options for the forward transfer of students to college and universities.
4. Expand collaborative initiatives with feeder high schools to create a seamless transition of students to Southwestern College.
5. Implement a college based student email system.

#### **Priority 3—Economic, Workforce and Community Development**

Co-Chairs: Irma Alvarez & Debbie Trujillo

1. Finalize and implement a College-wide Workforce and Business Development Plan that inventories and promotes current SWC programs that support economic, workforce, and community development efforts.
2. Support the creation, retention, and expansion of business and industry to contribute to the revitalization of our local economy.

#### **Priority 4—Fiscal Resources and Development**

Co-Chairs: Wayne Yanda, Valerie Goodwin & Wanda Maxwell

1. Produce monthly Foodservice financial statements by the last day of the following month thru F2010-11.
2. Ensure timely payment of SWC obligations by selecting no less than 25 items twice during the year by pulling each nth item (100 per year or 50 per A/P personnel twice annually.)
3. Ensure that Sun ad revenue detail is received and reviewed monthly for the prior month.
4. Survey 20 budget managers for 2010-11 budget preparation and resurvey for 2011-12 and expect more positive outcomes.
5. Reconcile all bank accounts timely by the 21<sup>st</sup> of the following month.
6. Ensure that fixed assets module is updated and automated in Datatel prior to 6/30/11.
7. Ensure that bonds are properly accounted within Datatel and amortizations are correct (see findings 4 and 5 on page 1 of 2008-09 report) prior to 6/30/11.
8. Implement ACH deposit for financial aid checks.

## **Priority 5 and 6—Organizational Effectiveness and Human Resources**

Co-Chairs: Michael Kerns, Diana Kelly, Angie Stuart

1. Review and clarify the purpose, roles and responsibilities of participatory decision-making for all stakeholders and ensure a cyclical review.
2. Strengthen professional development by implementing individualized professional development plans for all stakeholders.
3. Foster a positive work environment by promoting cultural competency among all constituency groups.
4. Foster a positive work environment by strengthening mutual respect among all constituency Groups.

COLLEGE LEADERSHIP COUNCIL  
**SHARED CONSULTATION COUNCIL**  
**Operating Principles**

DRAFT 8  
9/22/10

NOTE: PRINT IN COLOR:

Blue = language of the motion as approved

Red = date approved by SCC

Green = language for discussion

**I. GENERAL PURPOSE**

The purpose of the Southwestern Community College District College Leadership Council (CLC) Shared Consultation Council (SCC) is to serve as the primary shared governance body at for the College District. All District constituencies will be represented on the SCC and shall have a voice in identifying, reviewing and addressing District-wide needs and priorities. All committees and task forces operating within the District will, either directly or indirectly, provide information and make recommendations to the SCC to ensure unity of purpose and efficiency of operations. The SCC will make recommendations directly to the Superintendent/President.

The actions of the SCC will be guided by the operating principles set forth herein.

~~provide a consensus-building forum to review college-wide needs, set priorities to meet college goals and to make recommendations for allocations of resources to the Superintendent/President. CLC will This Council shall comply with shared governance norms and regulations to better represent all college constituencies. The CLC will operate by a set of policies and procedures which will guide its actions. CLC~~

**II. MEMBERSHIP**

**A. COMPOSITION OF SHARED CONSULTATION COUNCIL**

1. Individuals holding the following positions will serve on the SCC for their entire term of office:

- Superintendent/President (council co-chairperson)  
Permanent member, no term limits;
- Academic Senate President (council co-chairperson)  
Permanent member, varied term limit;
- Vice Presidents for Academic Affairs, Administrative Affairs  
Business & Financial Affairs, Human Resources, Student Affairs  
Permanent members, no term limit;
- A.S.O. President, or designee  
Permanent member, varied term limit;
- ~~Classified Senate President-elect~~  
Permanent member, varied term limit;

- CSEA President
- SCEA President

2. The following members will serve as appointed by their constituency groups:

- Nine (9) faculty members - (One (1) representative will be proposed appointed by the each School/Department): and approved by the Academic Senate);
  - Arts & Communication
  - Business, Professional & Technical Education [Name change approved 3/1/10]
  - Continuing Education, Economic & Workforce Development
  - Counseling & Personal Development
  - Health, Exercise Science & Athletics
  - Instructional Support Services
  - Language & Literature
  - Mathematics, Science & Engineering
  - Social Sciences & Humanities
- ~~Two (2) Deans — One from Academic Affairs selected by IAC; One from Student Affairs selected by SSC~~ One Dean appointed by the Dean's Council;
- One (1) Administrator for Centers appointed by the Vice President for Academic Affairs
- ~~One (1) Classified Director/Manager/Supervisory representative;~~
- ~~One (1) Representative from appointed by SCEA;~~
- Four (4) Representatives from appointed by CSEA
- One (1) Representative from SCCDAA
- One (1) Representative from the Confidential Employee Group
- One (1) Representative from the Council of Chairs (non-voting member) [approved by SCC 3/18/10]
- One (1) Student Representative appointed by ASO

## B. TERM OF OFFICE

The length of term for each category of member, ~~except where noted,~~ is two (2) years, without term limits, unless otherwise noted herein. Member representatives will not be permitted to send substitutes or alternates to attend meetings, except in extenuating circumstances, (e.g., long-term absences, family leave, medical emergencies). ~~In order to provide continuity, members of CLC will be assigned to A or B tracks, with each track containing some faculty, classified, deans, etc. During the first years of this new model, A track will serve one year, and B track will serve 2 years.~~

***Item for Discussion:** Do these Operating Principles generally apply to all Standing Committees of the SCC, or is each Standing Committee responsible to establish its own Operating Principles (to be stated along with information regarding membership and purpose in the Standing Committees Directory)? Specifically, may a Standing Committee deviate from the “no substitutes” principle?*

### C. GENERAL RESPONSIBILITIES

All members of the ~~College Leadership Council (CLC)~~ (SCC) are charged with ~~representing all areas of the College working~~ shall work together to:

1. Create a positive and effective ~~working body~~ council that ~~which~~ makes meaningful recommendations to the Superintendent/President.
2. Resolve ~~problems~~ issues of the present while developing a vision for the future.
3. Foster a climate of trust and respect. ~~based on mutual understanding.~~
4. ~~Assist the co-chairs in~~ Ensure ing that all members of the ~~CLC~~ SCC are able to express their opinions on all key issues.
5. Communicate accurately and regularly with ~~the College~~ District staff and students regarding SCC matters.

### D. SPECIFIC RESPONSIBILITIES

All members of the ~~CLC~~ SCC will be expected to:

1. Represent and advocate for a specific constituency while maintaining commitment to the District as a whole. ~~Be committed to the college as a whole while representing a specific constituency and advocating for that group, fostering a team/institutional view as opposed to an individual or constituent position.~~
2. Promote the ~~importance~~ shared governance principles of ~~CLC~~ SCC and support its ~~decisions~~ recommendations to all ~~staff and students~~ constituent groups.
3. Participate actively (including being punctual and attending regularly).
4. Prepare well ~~for~~ prior to meetings and complete outside assignments in a timely manner.
5. Make a concerted effort to ensure that the ~~CLC~~ SCC works effectively and efficiently.
6. Treat other ~~CLC~~ SCC members with civility, courtesy, and respect.
7. Be open to all views on a subject before reaching a conclusion.
8. ~~Foster a team or institutional view as opposed to an individual or constituent position.~~ Support decisions of the SCC once a vote has been made and recorded.
9. Honor confidentiality where the ~~CLC~~ SCC has agreed it is appropriate.
10. Ensure accurate communication with all members of one's respective constituency.

### ~~DESIRABLE QUALITIES OF MEMBERS~~

1. ~~Commitment to the purpose and process of the CLC~~
2. ~~Eagerness to participate~~
3. ~~A positive approach~~
4. ~~An institutional perspective~~
5. ~~Appropriate professional ethics~~



### **III. FUNCTIONS OF THE SHARED CONSULTATION COUNCIL**

The ~~CLG~~ SCC will be a the primary recommending body on institution-wide issues ~~related to annual and long-term~~ e.g., strategic planning, goals, accreditation, student success, and budget priorities. Major functions of the ~~CLG~~ SCC include, but are not limited to:

1. Receive information from all District committees and task forces.
2. ~~To~~ Establish subcommittees and task groups ~~on budget, institutional planning, and other matters~~ as deemed necessary.
3. ~~To~~ Periodically review the ~~College~~ District committee structure and recommend modifications if necessary to improve effectiveness.
4. ~~To~~ Recommend and assist in implementing institutional priorities and goals within the respective constituent units.
5. ~~To~~ Evaluate in a systematic way, progress being made to achieve agreed-upon institutional goals, and hold committees accountable for reasonable progress.
6. ~~To~~ Review all institutional plans and planning efforts related to AB 1725 and ensure that they are properly integrated and implemented.
7. ~~To recommend to the Superintendent/President budget priorities and allocations to achieve established institutional goals.~~
8. ~~To recommend to the Superintendent/President human resource allocations to achieve agreed-upon institutional goals.~~
9. ~~To recommend and communicate institutional priorities and goals to the Superintendent/President.~~

### **IV. ORGANIZATIONAL STRUCTURE**

The Superintendent/President and President of Academic Senate will co-chair Council meetings. The President of the Academic Senate will determine when consensus has been reached and will forward the recommendations of ~~CLG~~ SCC to the Superintendent/President.

[Approved  
by SCC on  
4/15/10]

The recommendation of the SCC will normally be accepted, while the Superintendent/President retains the authority to make recommendations independent from those of the ~~CLG~~ SCC. Where recommendations differ from those of the ~~CLG~~ SCC, the Superintendent/President will make differences known to the Shared Consultation Council members and the Governing Board in writing within a reasonable amount of time.

All Council action will be in the form of consensus. ~~Opinion voting will be used to ascertain consensus of the Council.~~ In the context of the ~~CLG~~ SCC, consensus shall be

defined as general agreement of those assembled. No consensus may be reached without the presence of a quorum. If those assembled conclude that consensus cannot be reached, the President of the Academic Senate shall declare the general will of the body. ~~The Superintendent/ President shall be the final arbiter should a member of the body dispute the Senate President's decision.~~ existing policy shall remain in effect unless such policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Superintendent/President may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

The SCC will participate in an annual self-evaluation process [Approved by SCC on during the month of April to recommend modification of its structure, gauge assess its success progress and identify areas needing modification. 4/15/10]

Revision of any area of its operating principles membership, principles, or procedures will be revised by consensus and approved at the May SCC meeting. Based upon its self-evaluation, the SCC will provide an annual report, which shall be a public document, to the Governing Board at its June meeting, and to recommend future directions, through an annual report.

The co-chairs, or designees, shall be responsible for planning a summer retreat will be held to review the mission of SCC, establish the Council and College's basic agenda for the following upcoming year, and provide training for members.

**Standing Committees of the SCC: (approved by SCC 3/18/10)**

In order to implement District-wide participatory decision making, as set forth in Policy and Procedure No. 2510, all subcommittees of the SCC shall be co-chaired by one administrator or designee, and one non-administrative member/ faculty member."

~~The College Leadership Council is committed to a continuous self-improvement process. The Council will evaluate its membership, principles and operating procedures on an annual basis. The Council will determine a set of criteria and the methods for evaluating its effectiveness. An annual report to the Governing Board of the major activities and accomplishments of the Council will be developed.~~

## **V. MEETINGS**

### **A. Frequency**

~~Meetings will be scheduled twice a month: ly from 11:00 a.m. to 11:50 on the 1<sup>st</sup> and 3<sup>rd</sup> Thursdays of each month and from 10:30 a.m. to 12:00 p.m. on the first and third Thursdays of each month during the regular academic year. During the summer months, at least one meeting per month will be held. [Approved by SCC 3/18/10] Exact dates will be determined at the first last annual organizational meeting of the academic year. Faculty representatives will be chosen at the April School meetings. The final CLC meeting will be comprised of incoming/outgoing members. The last meeting and will be a workshop meeting to include an evaluation of CLC SCC. Special meetings~~

may be called as necessary by either co-chair of the Council in consultation with each other. ~~the Superintendent/President.~~

#### B. Development of Agenda

Agenda items for meetings will be submitted through the representative member to the Superintendent/President's Office at least one (1) week prior to the meeting where action will be taken. An agenda item may be acted upon, assigned to a task force created by the Council, or referred to another appropriate ~~College~~ District committee or body.

Approved: May 20, 2004

Revised: October 19, 2004

Revised: May 5, 2006

Revised: