

SHARED CONSULTATION COUNCIL
Thursday, November 18, 2010
11:00– 11:50 a.m.
Room L238N

AGENDA

ORDER OF AGENDA	OUTCOME	TIME
1. Call to Order & Approval of Agenda	Action	1 min
2. Public Comment	---	---
3. Approval of the Minutes of Oct. 21 (Enclosure)	Action	2 min
4. Revision of SCC Guiding Principles & Operating Procedures (Enclosure)	Action	12 min
• Review of agreed-to sections		
• Organizational structure of subcommittees		
• Meeting frequency/times: 1 x month vs 2x month? 1 ½ hrs?		
5. Strategic Plan – Meadows (Enclosures)	Action	10 min
A. Draft Action Plans 2010-2011		
B. Cycle and Options		
6. Approval of Enrollment Management Plan - Beach/Hedger (Enclosure)	Action	5 min
7. Accreditation Oversight Committee Report Update - Vess/Meadows (Enclosures)	Action	10 min
A. Workgroup 1-2-3: Mission Statement Revision Recommendation		
B. AOC Recommendation Strategic Plan Cycle		
8. SCC Sub-Committee Reports:	Info	10 min
• GBAP&PRC (Kerns)		
• SCC Budget Committee (Alioto)		
• SCC Technology Committee (Alioto)		
9. Summary & Adjournment	---	---

Next meeting: _____--(tba)

Adjournment at _____

Approved by Co-Chairs on 11-__-10
 Approved by SCC on _____

QUORUM = 12 Members

Standing Members:

	<i>Raj Chopra, Co-Chair, Superintendent/President</i>	<i>Mark Sisson, Arts & Communications</i>
	<i>Angelina Stuart, Co-Chair, Academic Senate President</i>	<i>Corey Breininger, Bus., Professional & Tech. Ed.</i>
		<i>Vacant, Continuing Ed., Economic & Workforce Dev.</i>
	<i>Mark Meadows, VP for Academic Affairs</i>	
	<i>Nicholas Alioto, VP for Business & Financial Affairs</i>	<i>Scott Finn, Counseling & Personal Development</i>
	<i>Michael Kerns, VP for Human Resources</i>	<i>Jennifer Harper, Health, Exercise & Athletics</i>
	<i>Angelica Suarez, VP for Student Affairs</i>	<i>Randy Beach (for Leslie Yoder), Language & Literature</i>
		<i>Lukas Buehler, Mathematics, Science & Engineering</i>
	<i>Manuel Lopez, ASO President</i>	<i>Vacant, Social Sciences & 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 MacNintch, 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

Attachment 3

SHARED CONSULTATION COUNCIL MINUTES

October 21, 2010

11:00 – 11:50 a.m.

ROOM L238N

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

Call to Order

The meeting was called to order at 11:05 a.m. by Co-Chair Stuart. Angie mentioned that Dr. Chopra was unable to attend due to a conference. Dr. Meadows served as Co-Chair.

Public Comment

There was no public comment.

Approval of Minutes

A motion was made to bundle the minutes. The motion was seconded and unanimously carried. There was no further discussion. A second motion was made, seconded and unanimously carried to approve the bundle of minutes of September 16 and October 7, 2010.

Accreditation Oversight Committee Report

Ron Vess briefed the group on the following AOC recommendations for consideration.

1. Workgroup 1,2,3 requested approval of modified chart for Integrated Planning & Program Review Recommendation. The modifications were highlighted on the enclosure provided.
2. In an effort to establish a solid base for institutional integrated planning, Workgroup 1-2-3 (Mission/Integrated Planning/Program Review) recommended 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.

A motion was made, seconded and unanimously carried to open discussion.

A motion was made and seconded for approval.

Under discussion, it was noted that the motion does not approve creating committees that do not presently exist. Alioto stated that a committee on “Strategic Plan” had been created a year ago. An enclosure was provided with names of individuals who were to serve on the committee but it was not reflected in the SCC minutes. Suarez indicated that she remembered the discussion as well.

A motion was made, seconded and unanimously carried to extend discussion by 5 minutes.

A motion was made, seconded and unanimously carried to extend discussion by 2 minutes.

A motion was made, seconded and unanimously carried to approve the two recommendations.

Enrollment Management Plan

Dr. Mink Stavenga, Eva Hedger and Randy Beach reviewed the draft Enrollment Management (EM) Plan submitted for first reading. SCC members were asked to share the draft with members of their constituent groups, seek input from constituencies, and return feedback to Eva Hedger by November 4.

Nick Alioto noted that the statement under the heading "Enrollment Trends/Tracking" was incorrect where it states, "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 . . ." Stavenga indicated that the wording would be corrected.

A motion was made, seconded and unanimously carried to extend the discussion by 5 minutes.

Discussion included the need to purchase software to assist with facility and lab usage in order to better utilize facilities and technology. In response to Axsom's observations related to multiple missions, remedial basic education and looking at percentages in programs rather than setting targets, Stavenga will add language to 2.6 on page 15 regarding a statement about the mission of the community college. Irma Alvarez requested that the word "Career Technical" be used instead of "Career Tech."

A motion was made, seconded and unanimously carried to extend the meeting by 12 minutes.

Draft Strategic Plan Action Plans

Dr. Meadows had been called out of the meeting because of an emergency. Angie Stuart noted that workgroups came together to work on specific strategic priorities and then came together to review and incorporate the feedback received from the strategic priorities sent out on Opening Day and as a result of an electronic survey. The action items are to be implemented in the 2010-11 year.

A motion was made, seconded and unanimously carried to open discussion.

Irma Alvarez proposed adding the following language to the end of the sentence of item #1 under priority 3: "and identifies new/emerging program areas in need of development." In addition, in priority 1 & 2, it was proposed that a number 6 be added as follows: "to increase instructor and staff development training in delivery of hybrid courses/programs."

Axsom requested that in addition to the above, the following verbage be added: "increase student access in multiple modalities."

Due to the departure of several administrators attending to an emergency, there was no longer a quorum. Co-chair Stuart summarized the tasks at hand and that the Freedom of Expression Policy was approved and would move forward and that the District had identified and appointed a new SLO Coordinator, Patricia Flores-Charter.

Adjournment

A motion was made, seconded and carried to adjourn the meeting at 12:03 p.m.

Attachment 4

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 1st and 3rd 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:

Attachment 5A



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 21st 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.

Attachment 5B

Strategic Planning Cycle & Options

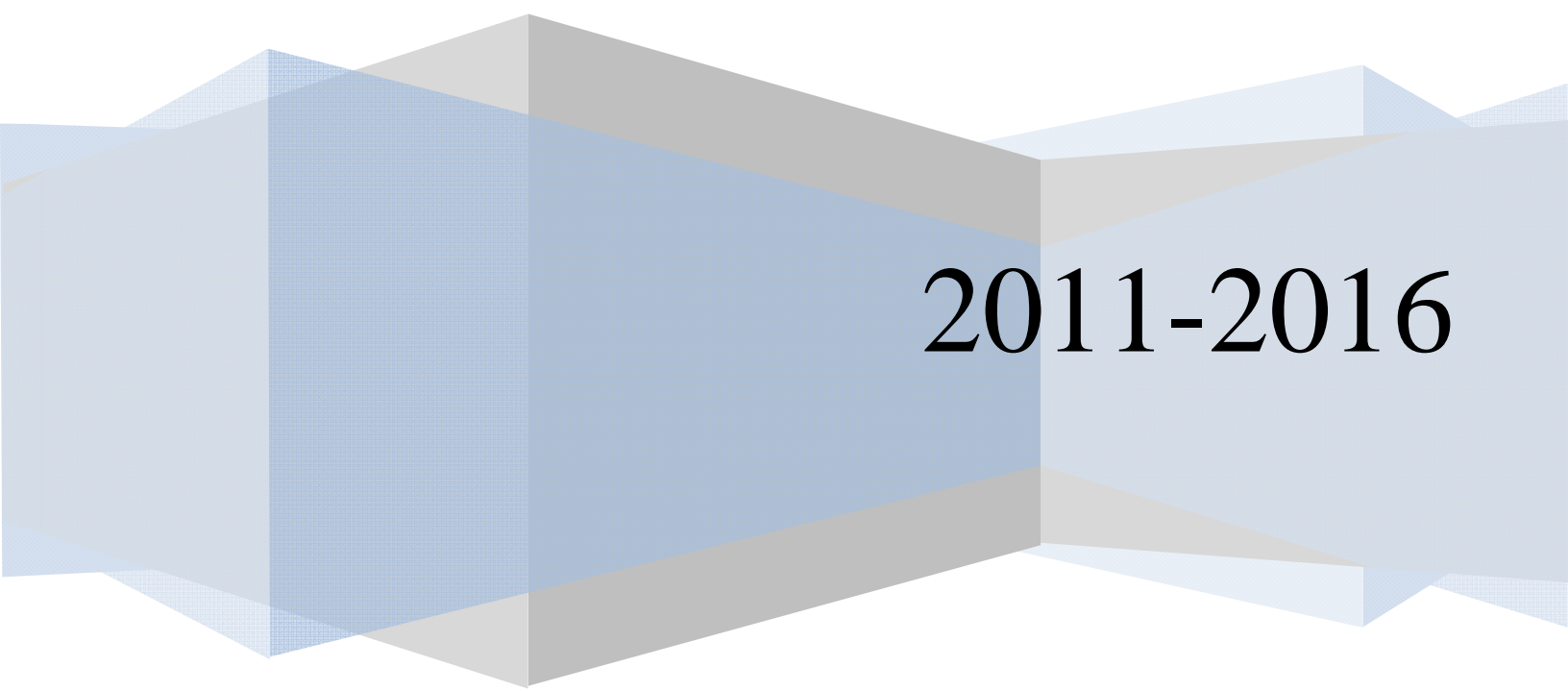
Scenario	09/10 <i>Fall/Spring</i>	10/11 <i>Fall/Spring</i>	11/12 <i>Fall/Spring</i>	12/13 <i>Fall/Spring</i>	13/14 <i>Fall/Spring</i>	14/15 <i>Fall/Spring</i>	2015 -21
Current	Existing Plan Expired 2006-2009	Plan Extended through June 2012 Start Work on New Plan Annual Action Items	Work on new Plan continues ... Annual Action Items	New Plan Starts 2012 - 2015 (3 Year Plan?)	Plan in Place	Plan in Place Write New Plan 2015-2021	New Plan Starts
Option #1		Plan Extended through 2015 Yearly Action	-----	-----	-----	-----→ Write New Plan 2015-2021	New Plan Starts
Option #2/ Same as current – Develop a new plan with hourly Administrator to begin in 2012		Plan Extended through June 2012 Start Work on New Plan Annual Action Items	Work on new plan continues ... Annual Action Items	New Plan Starts 2012 - 2015 (3 Year Plan?)	Plan in Place	Plan in Place Write New Plan 2015-2021	New Plan Starts
Option #3/ Develop a new plan with Consultant to begin in 2012		Plan Extended through June 2012 Start Work on New Plan Annual Action Items	Work on new plan continues ... Annual Action Items	New Plan Starts 2012 - 2015 (3 Year Plan?)	Plan in Place	Plan in Place Write New Plan 2015-2021	New Plan Starts
Option 4 – Do Nothing							
Option 5 – Other							

Recommendations Approved –AOC/SCC/Cabinet

- RM1: AOC Co-Chairs recommend that the College extend its current Strategic Plan through 2010–2012 and develop prioritized action plans for the next two years, including a revised mission statement.
- RM 2: AOC Co-Chairs further recommend that development of the new Strategic Plan take place in 2010–2012 to be effective in 2012–2013 using a comprehensive shared governance process.

Attachment 6

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, Student Support Services*

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

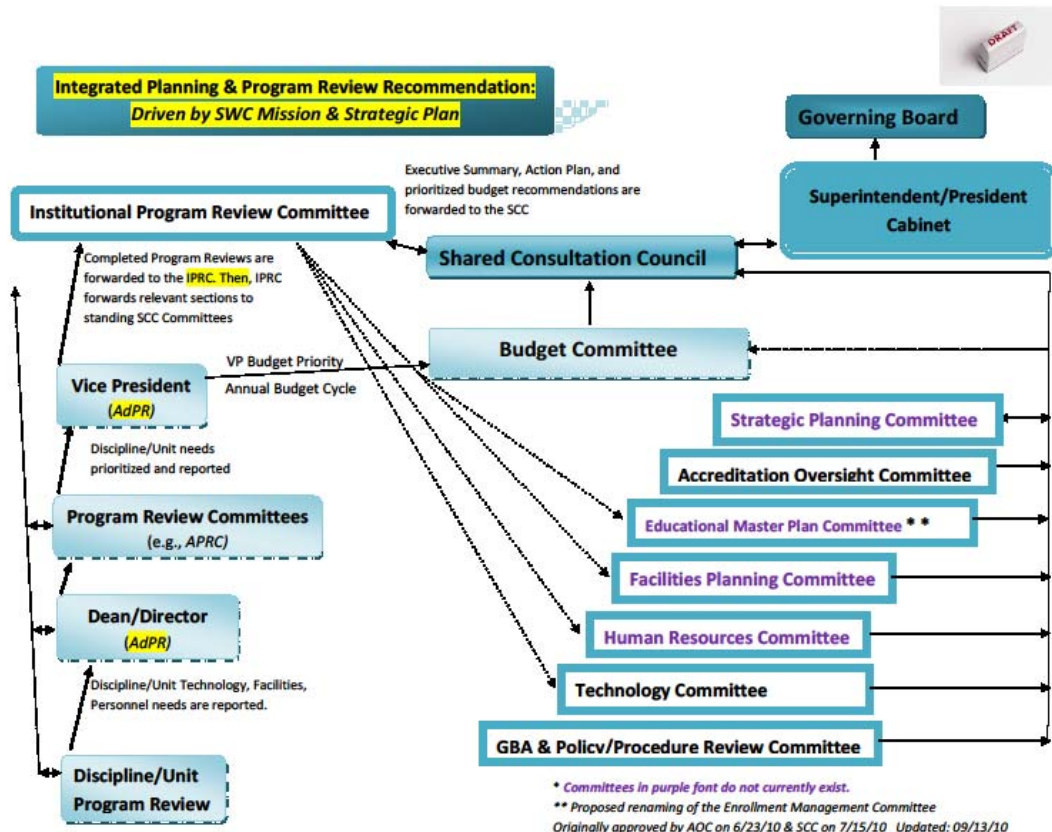
Introduction:

Enrollment management covers a range of functions that 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 **career technical** 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) **Career Technical** and Degree; 3) Transfer, 4) and Self Improvement and Continuing Education.

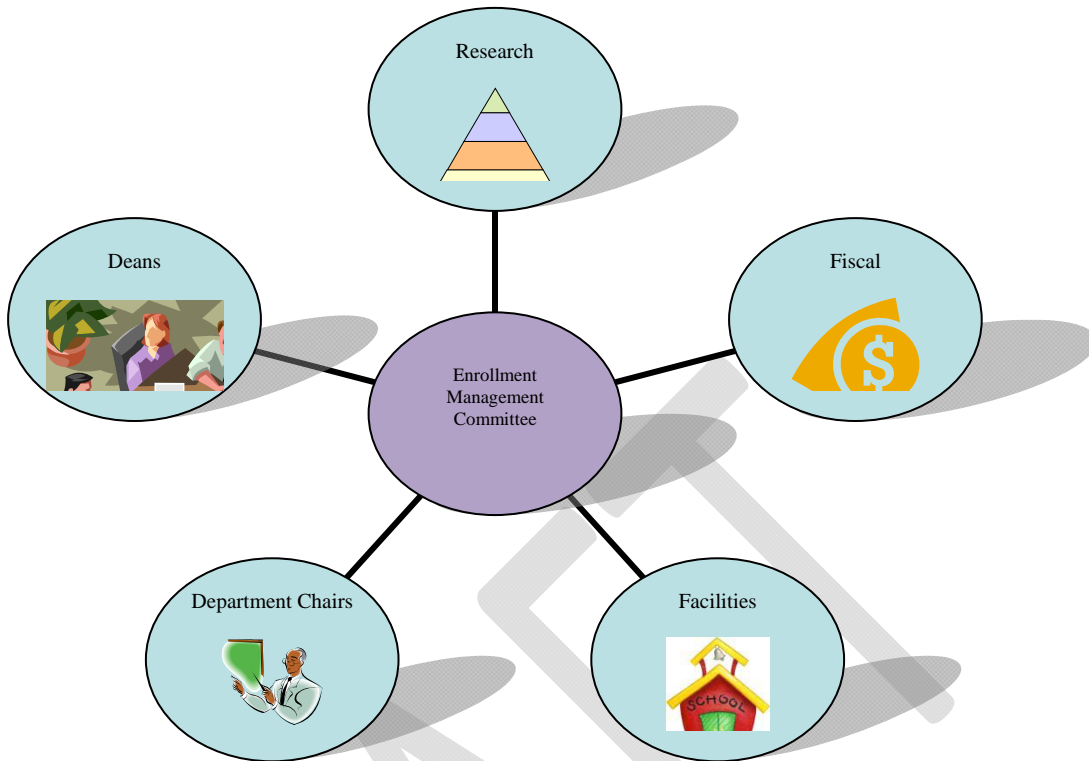
Organizational Structure:

The Vice President for 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%
- 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 attractively and effectively and then market them.~~
- **Certificate offerings need to be consolidated and marketed more attractively and effectively.**
- **Strategically maximize/manage enrollments at the centers to achieve and/or maintain center status.**

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 **various locations** 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, **students need to be** better informed **students** of the many programs available through Student Services, and **these programs must be prepared to serve students.**

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 comes 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 **funding limits** 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 for 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 **and facility optimization**, 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, **as they relate to course scheduling**, 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 WSCH actual that is maintained by term for Faculty Hiring Prioritization
- 1.1.6 Analyze the process of moving and developing programs at centers
 - 1.1.6.1 Make the process transparent and integrated
- 1.1.7 Investigate the new Program Review Module from GoverNET
 - 1.1.6.1 The 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 of 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.
 - 1.2.1.2 Provide adequate staff to all centers for LMS training and support
 - 1.2.1.3 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 As plans develop for future centers, it should be done hand-in-hand with program management.
- 1.2.6 Support the timely development, modification and expansion of credit/noncredit/contract education, work experience and student services programs 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.
 - 1.3.4 Develop an annual process and report for VPAA and Deans to review resources necessary for the support of existing and new programs
 - 1.3.5 **Evaluate Library resources to ensure adequate support at all four locations. Include an evaluation of their budget to bring it up to date with current needs and growth.**
- 1.4 Integrate multi-cultural and international perspectives into all teaching and learning environments, to reflect the diversity of our community.
 - 1.4.4 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
- 1.5 Assess current feeder high school curriculum and **career technical** programs to bridge student needs.
 - 1.5.4 Meet with local feeder high schools to determine student preparedness for college entrance and develop bridge programs to assist and enhance student readiness
- 1.6 Integrate and assess Student Learning Outcomes (SLOs) into all courses and educational programs.
 - 1.6.4 Complete SLOs for all courses and programs.
 - 1.6.5 Hire an SLO coordinator.
 - 1.6.6 Investigate and recommend purchase of software necessary to assess SLOs.
- 1.7 Annual GE review of A.A., A.S. requirements to ensure currency.
 - 1.7.4 Curriculum Committee will review GE and A.A. and A.S. requirements annually each spring.
- 1.8 Advocate for sufficient funding for course offerings and support to enhance graduation and transfer, employer need, **career technical** 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.

1. Academic Program Management			
Goal	Accountability	Actions	Timeline
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"> • Vice President for Academic Affairs • Vice President for Student Affairs • Deans Council • Academic Senate 	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 and 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"> • Vice President for Academic Affairs • Vice President for Student Affairs • Computer Systems and Services 	Strengthen online, face-to-face, hybrid, extension, and center course offerings	Fall 2014
		Plans for future centers should incorporate program management within the development	Continuing
		Develop an Instructional Innovations office to help manage special programs such as Learning Communities, Honors, Teacher Prep, Apprenticeships, grant funded programs, International programs, etc.	Continuing
		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	Continuing
		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.	Continuing
		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.	Continuing
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"> • Vice President for Academic Affairs • Deans Council 	Develop an annual process and report for VPAA and Deans to review resources necessary for the support of existing and new programs	Spring 2014
	<ul style="list-style-type: none"> • Vice President for Academic Affairs • Deans of Instructional Support Services • Library Chair 	Evaluate Library Resources and budget	Spring 2012

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"> • Vice President for Academic Affairs • Deans Council • Curriculum Committee • Council of Chairs 	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 career technical programs to bridge student needs.	<ul style="list-style-type: none"> • Vice President for Student Affairs • Vice President for Academic Affairs 	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"> • Vice President for Academic Affairs • Deans Council • Council of Chairs • Academic Senate President • Curriculum Committee 	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"> • Vice President for Academic Affairs • Academic Senate President Elect • Curriculum Committee 	Curriculum Committee will review GE and A.A. and A.S. requirements annually each spring	Spring 2010 Then Annually
1.8 Advocate for sufficient funding for course offerings and support to enhance graduation and transfer, employer need, career technical development, and Basic Skills success.	<ul style="list-style-type: none"> • Vice President for Academic Affairs • Academic Senate • Curriculum Committee • Deans Council 		Continuing
1.9 Improve enrollment and retention rate of continuing students.	<ul style="list-style-type: none"> • Vice President for Student Affairs • Vice President for Academic Affairs • Deans Council 		Spring 2016
1.10 Emphasize degree/certificate completion in all orientations.	<ul style="list-style-type: none"> • Vice President for Student Affairs • Dean of Counseling and Matriculation 		Fall 2014
1.11 Review and Follow up on this written plan.	<ul style="list-style-type: none"> • Enrollment Management Committee 		Continuing

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 Deans' 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 representatives 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.
 - 2.3.2 Conduct a survey of students placed into employment.
- 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.
 - 2.4.7 Consider scheduling courses in a weekend format.
- 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 or community needs and is flexible given the precarious nature of state FTES funding keeping with the Chancellor's Office mission to serve 1) Basic Skills; 2) Career Technical and Degree; 3) Transfer, 4) and Self Improvement and Continuing Education.
 - 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.
 - 2.6.3.1 Develop evaluation of areas of focus related to the state mission statement including: Basic Skills, Career Technical and Degree, Transfer, and Self Improvement and Continuing Education.
- 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.

2.7.7 Establish a method of evaluating effects of enrollment target adjustments on other support areas such as Puente, EOPS, etc.

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.

2. Course Schedule Design

Goal/ Desired Outcome	Responsible Entities	Actions	Timeline
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 Deans’ 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
		Conduct a survey of students placed into employment.	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
		Consider Scheduling courses in a weekend format	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 or community needs and is flexible given the precarious nature of state FTES funding keeping with the Chancellor's Office mission to serve 1) Basic Skills; 2) Career Technical and Degree; 3) Transfer, 4) and Self Improvement and Continuing Education.	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—keeping in mind unique needs of areas such as career technical.	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 and/or other relevant guidelines and procedures.	
		Establish a method of evaluating effects of enrollment target adjustments on other support areas such as Puente, EOPS, etc.	
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 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.**
- 3.2.1 Perform a five-to-six year longitudinal study on student retention, completion and success.**
- 3.3 Conduct systematic research of student retention, completion, success and persistence and develop intervention methods for targeted groups.
- 3.3.1 Develop a research study to identify course-taking patterns of student groups and identify support services needs.
- 3.3.2 Use CalPass as a resource to provide comparative data to make informed decisions.
- 3.3.3 Conduct a research study to identify barriers to retention, completion, and success for Students, **to include student surveys.** Create recommendations for student retention strategies based on Aslainian Adult Student Marketing Analysis.
- 3.3.4 Conduct analysis of basic skills students; their completion rates and length of time to attain college level readiness.**
- ~~3.3.4 Survey students in each population group who have completed or dropped a degree or certificate program to identify barriers.~~
- 3.3.5 Conduct analysis of all degree and certificate programs by population group to compare completion rates. **(High units majors, course scheduling, multiple pre-requisites)**
- 3.4 Provide, through Staff Development, pedagogical, **cultural competence**, technical and staff development assistance for developing effective retention and completion strategies to promote student success.
- 3.4.1 Provide funding and institutional support for staff development workshops or professional development opportunities specifically designed to teach classroom student retention strategies.
- 3.4.2 Provide training in 4MAT, On Course and other techniques to provide teachers with strategies that encourage students to become empowered learners.
- 3.4.3 Develop continuing education partnership with higher education institution.(e.g. UCSD Extension, SDSU Community College Certificate program, Alliant International University) **to offer courses on adult education instruction.**
- 3.4.4 Develop methods for sharing faculty innovation projects, including sabbatical projects.**
- 3.5 Expand academic support programs, services, and mentoring opportunities to minimize barriers to student retention, completion and success.
- 3.5.1 **Research and evaluate existing programs. Expand the Academic Success Center, Writing Center, Math Center, Language Acquisition Lab, and Online Writing Lab (OWL) programs to enable the hiring of more tutors to provide increased academic support services to a higher proportion of students.**
- 3.5.2 Pursue Basic Skills Initiative grants for projects and programs to improve retention and completion rates for students taking basic skills courses.
- 3.5.3 Develop tutoring support network using BSI support to meet the needs of students with non-conventional schedules, e.g., at-risk student athletes.
- 3.5.4 Institutionalize and expand the Power Study Program (SI) to provide in- and out-of-class tutorial support for basic skills, gatekeeper, and high-risk courses.
- 3.6 Improve awareness of on-campus and off-campus work experience, **service learning and internship** opportunities for students.
- 3.6.1 Develop **and support faculty involvement in the a thriving** Service Learning Program.

- ~~Investigate a and support faculty involvement in Service Learning. Consider requiring a Service Learning experience for graduation and transfer.~~
- 3.6.2 Establish a central location to house all on-campus and off-campus internship information and work experience information.
- 3.7 Develop strategies for improving retention, completion and success rates in online course sections.
- 3.7.1 Evaluate and improve student training for success in distance education classes.
- 3.7.2 Investigate and compare the success of a variety of distance education offerings (hybrid, ~~Face-to-face~~ 100% online).
- 3.7.3 Examine best practices for distance education practiced by proprietary colleges and universities.
- 3.7.3.1 Offer workshops on best practices for teaching on-line courses.
- 3.7.4 Provide faculty with new tools for distance education course delivery and training to use these effectively.
- 3.7.5 Provide evaluation instruments to assist faculty in developing their DE course delivery skills.
- 3.7.6 Provide opportunities for faculty to share distance education best practices with other faculty.
- 3.8 Develop specific strategies to improve retention, completion and success in basic skills (~~Career Tech, RDG, ESL, MATH, ENGL and PD~~) programs to ~~enhance~~ encourage the student pursuit of certificate, Associate degrees and transfer programs. (Math, Reading, English, English as a Second Language, Personal Development and Career Technical) progression into transfer and/or certificate programs.
- 3.8.1 Provide training for faculty in student retention, completion and success strategies for the ~~Career Tech, RDG, ESL, MATH, ENGL and PD~~ students.
- 3.8.2 Continue Learning Communities program to increase student retention and persistence.
- 3.8.3 Provide ongoing mentoring for faculty in developing Learning Communities.
- 3.8.4 Institutionalize support for the ESL advocate position currently funded by state BSI funds.
- 3.8.5 Contextualize training in basic skills within the content of career technical courses.
- 3.9 Institutionalize programs funded by the Basic Skills Initiative that have demonstrated effective results for student retention, completion and success.
- 3.9.1 Support the BSI committee recommendation for institutionalization of best practices.
- 3.10 Improve student retention, completion and success through institutional commitment to innovative academic and student support programs proven to benefit students.
- 3.10.1 Expand and provide institutional support for the following:
EOPS; Puente; TELA; Learning Communities, Math Summer Bridge; Summer Readiness Program; **Cooperative Work Experience**
- ~~3.11 Evaluate college resources based on current and projected resources and allocations. Evaluations should include fiscal implications, policy and procedure implementation, resources.~~
- 3.11 Provide the fiscal, technological and personnel resources necessary to support all student service programs.
- 3.11.1 Develop an annual process and report for VPSA and Deans to review resources necessary for the support of existing and new programs.
- 3.11.2 Make recommendations to CSS and VPBFA for technological projects such as electronic SEP, Financial Aid link, WebAdvisor, etc.
- 3.12 ~~Fully implement improved intake process of counseling appointments; establish and pilot an electronic student education plan.~~ Continue to review development of the intake process for counseling appointments.

- 3.12.1 A task force of counselors and staff is ~~to reviewing~~ and ~~assessing~~ a Datatel/Colleague module.
- 3.12.2 Improve current electronic Student Education Planning software.
- 3.12.2 Evaluate the process of having transcripts evaluated to receive course credit.
 - 3.12.2.1 Establish a process that would notify students that their transcripts have been received
 - 3.12.2.2 Provide notification that, though transcripts have been received, they will not be evaluated until the student has actually enrolled.

3.13 Increase the number of **underrepresented students who are eligible to transfer.** ~~eligible transfer students that are underrepresented at the university.~~

- 3.13.1 Recruit students for the transfer readiness course
- 3.13.2 Increase campus tours/orientations.
- 3.13.3 Study **the** course-taking patterns of transfer students in Math and English.
- 3.13.4 ~~Develop a mechanism for Measuring~~ the transfer rates of underprepared **and/or underrepresented** students.

3.14 Identify and track the progression of transfer **SWC transfer** students before and after **their** transfer to a university.

- 3.14.1 Investigate use of National Clearing House data to examine student outcomes after leaving SWC.

3.15 Improve outreach and communication with “undecided” students.

- 3.15.1 Undecided students will be identified and receive a letter from the Dean of Counseling encouraging **participation of various activities to prepare** ~~various activities to have~~ students to declare a major of study.
- 3.15.2 Contact all “undecided” students to participate in Career Center activities/**CTEC/Transfer Center** activities ~~/Transfer Center~~ and to meet with a counselor prior to completing 24 units to ~~focus~~ **set** on a career path.

3.15.3 Create faculty/student mentoring program.

3.16 Provide follow-up assistance to academic probation **and academic disqualified** students.

- 3.16.1 Probation students will receive a letter from the Dean of Counseling requiring their attendance at an Academic Success Seminar. (NC19)
- 3.16.2 Increase intervention strategies for students who have been placed on probation or disqualification status.
- 3.16.3 Review data on probation and disqualified students to identify student profiles and indicators.
- 3.16.4 Explore the 16-week academic calendar to accommodate the time needed to identify and contact probation and disqualified students.

3.17 Improve **financial aid processes, procedures and resources.** ~~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 **and other services.**
- 3.17.5 Improve student awareness of online and in person services and workshops.
- 3.17.6 Develop methods to disseminate information in a user friendly format to students receiving

federal or state funds.

~~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.~~

3.19 Investigate and evaluate registration priority list.

3.19.1 Examine possibility of a waitlist prioritization.

3. Student, Retention, Completion and Success			
Goal/ Desired Outcome	Responsible Entities	Actions	Timeline
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"> Office of Research, Evaluation and Planning Computer Support Services Staff Development 	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.	Fall 2011
		Provide Staff Development training to assist faculty to understand student retention, completion and success data.	
3.2 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.	<ul style="list-style-type: none"> Vice President for Student Affairs 	Perform a five-to-six year longitudinal study on student retention, completion and success.	Fall 2012
3.3 Conduct systematic research of student retention, completion, success and persistence and develop intervention methods for targeted groups.	<ul style="list-style-type: none"> Vice President for Academic Affairs Vice President for Student Affairs Office of Research, Evaluation and Planning Deans' Council Academic Senate Office of Media and Community Relations 	Develop a research study to identify course-taking patterns of student groups. Additionally, identification of support services needs will be provided.	Fall 2011
		Investigate using CalPass as comparative data to inform decision-making.	
		Conduct a research study to identify barriers to retention, completion and success for students to include student surveys.. Create recommendations for student retention strategies based on Aslainian Adult Student Marketing Analysis.	
		Conduct analysis of basic skills students; their completion rates and length of time to attain college level readiness.	
		Survey students in each population group who have completed or dropped a degree or certificate program to identify barriers	

		<p>Conduct analysis of all degree and certificate programs by population group to compare completion rates.</p> <p>Conduct analysis of all degree and certificate programs by population group to compare completion rates. (High units majors, course scheduling, multiple pre-requisites)</p>	
<p>3.4 Provide, through Staff Development, pedagogical, cultural competence, technical and staff development assistance for developing effective retention and completion strategies to promote student success.</p>	<ul style="list-style-type: none"> • Vice President for Human Resources • Deans' Council • Staff Development Coordinator • Office of Research, Evaluation and Planning • Academic Senate • Student Success Committee 	<p>Provide funding and institutional support for staff development workshops or professional development opportunities specifically designed to teach classroom student retention strategies.</p>	<p>Fall 2011 – Spring 2012</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), to offer courses on adult education instruction.</p>	
		<p>Develop methods for sharing faculty innovation projects, including sabbatical projects.</p>	
<p>3.5 Expand academic support programs, services, and mentoring opportunities to minimize barriers to student retention, completion and success.</p>	<ul style="list-style-type: none"> • VP of Academic Affairs • Academic Success Center Coordinator • BSI Steering Committee • Student Success Committee 	<p>Research and evaluate existing programs. Expand the Academic Success Center, Writing Center, Math Center, Language Acquisition Lab, and Online Writing Lab (OWL) programs to enable the hiring of more tutors to provide increased academic support services to a higher proportion of students.</p>	<p>Fall 2010 – Spring 2011</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>3.6 Improve awareness of on-campus and off-campus work experience, service learning and internship opportunities for students.</p>		<p>Develop and support faculty involvement in the thriving Service Learning Program. Investigate and support faculty involvement in Service Learning. Consider requiring a Service Learning experience for graduation and transfer.</p>	
		<p>Establish a central location to house all on-campus and off-campus internship information and work experience information.</p>	

<p>3.7 Develop strategies for improving retention, completion and success rates in online course sections.</p>	<ul style="list-style-type: none"> • Staff Development Coordinator • Technology Steering Committee of the SCC • Office of Instructional Support Services • Deans' Council • Academic Senate Technology Committee • Office of Research, Evaluation and Planning 	<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 100% online).</p> <p>Examine best practices for distance education practiced by proprietary colleges and universities.</p> <p>Provide faculty with new tools for DE course delivery and training to use effectively.</p> <p>Provide evaluation instruments to assist faculty in developing DE course delivery skills.</p> <p>Provide opportunities for faculty to share DE best practices with other faculty</p>	<p>Fall 2010 – Spring 2011</p>
<p>3.8 Develop specific strategies to improve retention, completion and success in basic skills (Career Tech, RDG, ESL, MATH, ENGL and PD) programs to enhance encourage the student pursuit of certificate, Associate degrees and transfer programs. (Math, Reading, English, English as a Second Language, Personal Development and Career Tech) progression into transfer and/or certificate programs.</p>	<ul style="list-style-type: none"> • Student Success Committee • Staff Development • Academic Success Center Coordinator • BSI Steering Committee • Deans' Council • Academic Senate (Instructional and Non-Instructional Faculty) 	<p>Provide training for faculty in student retention, completion and success strategies for the Career Technical, 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> <p>Contextualize training in basic skills within the content of career technical courses.</p>	<p>Fall 2012</p>
<p>3.9 Institutionalize programs funded by the Basic Skills Initiative that have demonstrated effective results for student retention, completion and success.</p>	<ul style="list-style-type: none"> • Student Success Committee • Staff Development • Academic Success Center Coordinator • BSI Steering Committee • Deans' Council • Academic Senate (Instructional and Non-Instructional Faculty) 	<p>Support the BSI committee recommendation for institutionalization of best practices.</p>	<p>Fall 2012 Ongoing</p>
<p>3.10 Improve student retention, completion and success through institutional commitment to innovative academic and student support programs proven to benefit students.</p>	<ul style="list-style-type: none"> • Student Success Committee • Academic Success Center Coordinator • Deans' Council • Academic Senate (Instructional and Non-Instructional Faculty) 	<p>Expand and provide institutional support for the following: EOPS; Puente; TLA; Learning Communities, Math Summer Bridge; Summer Readiness, and Cooperative Work Experience</p>	<p>Fall 2012</p>

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 Provide the fiscal, technological and personnel resources necessary to support all student service programs.	<ul style="list-style-type: none"> • Vice President for Student Affairs • Dean of Counseling • Counseling Faculty • Computer Systems Services 	<p>Develop an annual process and report for VPFA and Deans to review resources necessary for the support of existing and new programs.</p> <p>Make recommendations to CSS and VPBFA for technological projects such as electronic SEP, Financial Aid link, WebAdvisor, etc.</p>	Fall 2012
3.12 Fully implement improved intake process of counseling appointments; establish and pilot an electronic student education plan. Continue to review development of the intake process for counseling appointments.	<ul style="list-style-type: none"> • Vice President for Student Affairs • Dean of Counseling • Counseling Faculty • Computer Systems Services 	<p>A task force of counselors and staff are is to reviewing and assessing a Datatel/Colleague module.</p> <p>Improve current electronic Student Education Planning software.</p> <p>Evaluate the process of having transcripts evaluated to receive course credit.</p>	Fall 2011
3.13 Increase the number of underrepresented students who are eligible to transfer. eligible transfer students that are underrepresented at the university.	<ul style="list-style-type: none"> • Vice President for Student Affairs • Transfer Center • Office of Research 	<p>Recruit students for the transfer readiness course,</p> <p>Increase campus tours/orientations.</p> <p>Study the course-taking patterns of transfer students in Math and English.</p> <p>Develop a mechanism for Measuring the transfer rates of underprepared and/or underrepresented students.</p>	Fall 2011
3.14 Identify and track the progression of transfer SWC transfer students before and after their transfer to a university.	<ul style="list-style-type: none"> • Office of Research • Vice President for Student Affairs • Transfer Center 	Investigate use of National Clearing House data to examine student outcomes after leaving SWC.	
3.15 Improve outreach and communication with “undecided” students.	<ul style="list-style-type: none"> • Vice President for Student Affairs • Counseling Faculty • Career Center/CTEC • Dean of Counseling • Transfer Center • Academic Senate 	<p>Undecided students will be identified and receive a letter from the Dean of Counseling encouraging participation of various activities to prepare various activities to have students to declare a major of study.</p> <p>Contact all “undecided” students to participate in Career Center activities/CTEC/Transfer Center activities /Transfer Center and to meet with a counselor prior to completing 24 units to focus set on a career path.</p>	Fall 2011

		Create faculty/student mentoring program.	
3.16 Provide follow-up assistance to academic probation and academic disqualified students.	<ul style="list-style-type: none"> • Vice President for Student Affairs • Dean of Counseling and Matriculations • Counseling Faculty 	<p>Probation students will receive a letter from the Dean of Counseling requiring their attendance at an Academic Success Seminar. (NC19)</p> <p>Increase intervention strategies for students who have been placed on probation or disqualification status.</p>	Summer 2010
3.17 Improve financial aid processes, procedures and resources. student awareness of financial resources.	<ul style="list-style-type: none"> • Vice President of Student Affairs • Dean of Counseling and Matriculation • Office of Instruction • Office of Research 	<p>Identify effective methods to assist students in exploring financing options; Implement most effective strategies and develop timelines for implementation of future activities.</p> <p>Improve student awareness of active duty and veterans benefits and services.</p> <p>Improve student awareness of Scholarships.</p> <p>Improve student awareness of Financial Aid link with the Bookstore, ASO Textbook Rental Program and other services.</p> <p>Improve student awareness of online and in person services and workshops.</p> <p>Develop methods to disseminate information in a user friendly format to students receiveing federal or state funds.</p>	Fall 2011
3.17 Improve student awareness of financial resources.	<ul style="list-style-type: none"> • Dean of Student Services • Financial Aid Department/Scholarships • Veterans Services 		Fall 2011
3.18 Empower Student Affairs to utilize aggregate data from Data Warehouse to assess the effectiveness of teaching		Perform a five to six year longitudinal study on student retention, completion and success.	Fall 2011

strategies and methods on student retention, completion and success			
3.19 Investigate and evaluate registration priority list.	<ul style="list-style-type: none"> • Vice President of Student Affairs • Dean of Counseling and Matriculation • Dean of Student Services 	Examine possibility of a waitlist prioritization.	Fall 2012

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 a 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.
- 4.1.1.1.10 **Partnerships: Enhance visibility of partnerships with business entities that employ our students through work experience.**
- 4.1.1.1.11 **Partnerships: Advertise work we are doing for community partners**
- 4.1.1.1.12 **Raise Awareness of SWC's involvement with local businesses and the community in general.**
- 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 "13th Grade" myth.
 - 4.5.1 Students from local feeder schools identify SWC as the "13th 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.
 - 4.5.2.4 **Market to International students (beyond Tijuana).**
- 4.6 Focus on marketing **career technical** 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 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 Centers and on the new corner lot development.
- 4.14 Investigate signage for new freeway by Higher Education Center at Otay
- 4.15 Continuing Education: Actively promote SWC's educational options for non-degree study, providing at **least equal 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.	<ul style="list-style-type: none"> • Director of Community and Media Relations 	<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
		Partnerships: Partnerships with business	Fall 2014
		Partnerships: Work we are doing in community	
		Raise awareness of SWC's involvement with local business and community.	

4.2 BRANDING: Develop branding	<ul style="list-style-type: none"> • Director of Community and Media Relations 	Identify the District throughout all its publications including graduation, schedules, catalog, brochures, merchandise, etc.	Fall 2012
		Develop logo standards	
		Wrap SWC vehicles	
		<p>Identify and brand services SWC offers the community</p> <p>Brand programs that are unique to SWC or are one of a few in the community or county.</p>	
4.3 Develop an Alumni Association	<ul style="list-style-type: none"> • Director of Community and Media Relations 	Develop a list of alumni	Fall 2013
		Provide incentives to join	
4.4 Address the “13 th Grade” myth.	<ul style="list-style-type: none"> • Director of Community and Media Relations • Academic Senate 	Students from local feeder schools identify SWC as the “13 th grade.” Marketing and outreach need to dispel this myth.	Fall 2014 and ongoing
		Develop a Virtual Campus Tour and other video materials	
4.5 Focus on marketing career technical programs that take a short time to complete. This will help the college compete with private schools.	<ul style="list-style-type: none"> • Director of Community and Media Relations 	<p>Raise awareness of SWC’s involvement with local businesses in training for their special needs, etc.</p> <p>Actively reach out to local businesses to establish partnerships that enhance the business and provide jobs for our students and make the community aware of these partnerships.</p>	Fall 2012
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.	<ul style="list-style-type: none"> • Director of Community and Media Relations 		Fall 2011
4.7 Ensure that the community knows that contact information can be updated on WebAdvisor at any time.	<ul style="list-style-type: none"> • Director of Community and Media Relations 		Fall 2012

4.8 Research Needs	<ul style="list-style-type: none"> • Director of Community and Media Relations • Dean of Instructional Support Services • Director of Research 	Develop an enrollment needs report that would include enrollment data by program, by school, by location. This will help the office to develop proper responses to enrollment marketing needs.	Fall 2011
4.9 REQUEST SUBMISSION PROCESS: Develop a user-friendly process by which faculty submit requests for printed materials.	<ul style="list-style-type: none"> • Director of Community and Media Relations 		Fall 2012
4.10 Improve enrollment rate of newly admitted undergraduate students turning students from prospects to enrolled.	<ul style="list-style-type: none"> • Director of Community and Media Relations • Dean of Student Services 		Fall 2013
4.11 Ensure recruitment and outreach efforts are effective and efficient.	<ul style="list-style-type: none"> • Director of Community and Media Relations • Dean of Student Services 	Conduct research to identify barriers to under enrolled student groups.	Fall 2014
4.12 Ensure recruitment and outreach efforts are effective and efficient.	<ul style="list-style-type: none"> • Director of Community and Media Relations • Dean of Student Services 	Conduct research to identify barriers to under enrolled student groups.	Fall 2014
4.13 Investigate the cost of supplying an electronic marquee for all locations	<ul style="list-style-type: none"> • Director of Community and Media Relations • Dean's Council 	Develop a plan to purchase, install, maintain, and provide staffing for marquees at the Centers and on the new corner lot development	Fall 2014
4.14 Investigate signage for new freeway by Higher Education Center at Otay	<ul style="list-style-type: none"> • Director of Community and Media Relations • Dean of HEC Otay Mesa 		Fall 2014
4.15 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.	<ul style="list-style-type: none"> • Vice President for Academic Affairs • Director of Community and Media Relations • Director of Continuing Education 		Fall 2013

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
 - 5.1.2.3 **Protocols will be developed to fully maximize facility optimization. Appropriate levels of efficient use of classrooms, both lecture and laboratory, will be defined and used as a determining factor for classroom “priority” ownership rights.**
- 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.
- 5.8 Provide adequate and accessible parking for students
 - 5.8.1 **Investigate the model used for determining parking options including one-day passes, longer access when parked in metered areas, and parking permit access for visitors.**

5. Facilities and Technology

Goal	Accountability	Actions	Timeline
5.1 Develop a room management plan	<ul style="list-style-type: none"> • Vice President for Academic Affairs • Deans Council • Council of Chairs 	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"> • Vice President for Academic Affairs • Computer Systems and Services • Facilities • Deans Council • Council of Chairs 		Fall 2011
5.3 Investigate the possibility of converting all computer labs into lecture/lab combos.	<ul style="list-style-type: none"> • Vice President for Academic Affairs • Computer Systems and Services • Facilities • Deans Council • Council of Chairs 	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"> • Vice President for Academic Affairs • Computer Systems and Services • Facilities • Deans Council • Council of Chairs 		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"> • Vice President for Academic Affairs • Computer Systems and Services • Facilities • Deans Council • Council of Chairs 		Spring 2011
5.7 Develop an Emergency Preparedness Plan	<ul style="list-style-type: none"> • Vice President for Academic Affairs • Vice President for Student Affairs • Police Chief • Vice President for Fiscal Affairs • Deans Council • Council of Chairs 	Identify a qualified company to update our plan to meet new federal standards	Fall 2010 and Ongoing
		Update Plan	
		Train all faculty, staff, administrators and students	
5.8 Provide adequate and accessible parking for students	<ul style="list-style-type: none"> • Vice President for Fiscal Affairs 	Investigate the model used for determining parking options including one-day passes, longer access when parked in metered areas, and parking permit access for visitors.	Fall 2012

Attachment 7A

District

MISSION & VALUES

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

SWC Mission Statement

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

The College provides educational opportunities in the following areas:

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

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

Commitment to Achieving Student Learning

Student Learning Outcomes:

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

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

Institutional Performance Indicators:

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

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Institutional Values:

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

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Our values on how we conduct ourselves are:

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

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

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Mission Statement

~~Southwestern Community College District is committed to meeting the educational goals of its students in an environment that promotes intellectual growth and develops human potential.~~

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

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the areas of:

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

~~We promote student learning and success based on a commitment to continuous improvement through outcome-guided assessment, planning, and evaluation.~~

Philosophy

~~The mission of Southwestern Community College District is to serve its diverse and multicultural community by providing dynamic, quality education which promotes the personal, career, and educational goals of its members. To this end, the District encourages participation by all to improve the quality of life for individuals, and to promote the social, economic and cultural development of their communities. To fulfill that mission, the District believes in:~~

~~**Quality education to meet individual needs.** The District recognizes that students are individuals with different degrees of preparedness, and different reasons for seeking an education, and as such, respond to different instructional approaches and must have the freedom to enroll in classes appropriate to their ability levels. The District thus aims to provide excellent instruction matched to the needs and abilities of its students.~~

~~**Quality education to meet educational needs.** The District subscribes to the principle that each person has worth, integrity and dignity, and that each can grow in the attainment of intellectual curiosity, creativity, cultural appreciation and moral and spiritual values.~~

~~**Quality education to meet career needs.** The District further recognizes that community residents should have the opportunity to develop skills needed for employment and a meaningful career; these skills can be further developed, strengthened and refined at the District to meet the requirements of the dynamic and rapidly changing technological culture in which we live.~~

~~**Quality education to meet community needs.** The District believes that learning is a lifelong process and that the District should play an active role in stimulating the~~

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~~quality of life of the community through its educational endeavors. The District's aim is to prepare students for their role as informed mature participants in a democratic society, for it recognizes that the rights of citizens are inseparably associated with their responsibilities. Southwestern Community College District recognizes its unique role in multicultural communication and education and is committed to promoting an understanding and appreciation for the diversity of cultures in our community.~~

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Deleted: The District Mission & Philosophy shall be evaluated and revised on a regular basis. ¶

Attachment 7B

**Work Group Recommendations
Accreditation Oversight Committee**

Approved @ AOC 11/10/10

For SCC Approval 11/18/10

*=immediate need (3 months)		**=medium range (3–6 months)			***=long range (6 months to 1 year)		
Constituent	RECOMMENDATION	PRIORITY	AOC	SCC	CABINET	STATUS	
Strategic Plan	Recommend approval of a Strategic Planning Cycle for a period of 18 months beginning SP/2011 with oversight and coordination from the Director of Research, Evaluation, and Planning.	*	11/10/10				

Strategic Planning Cycle

Scenario	09/10 Fall/Spring	10/11 Fall/Spring	11/12 Fall/Spring	12/13 Fall/Spring	13/14 Fall/Spring	14/15 Fall/Spring	2015/21
Develop a new plan to begin in Fall 2012 utilizing an hourly Administrator.	Existing Plan Expired 2006–2009	Plan extended through June 2012 Start Work on new Plan Annual Action Items	Work on new Plan continues... Annual Action Items	New Plan Starts 2012–2015	Plan in Place	Plan in Place Write new Plan 2015–2021	New Plan Starts