Members
QUORUM = 14 Members

Denise Whittaker, Co-Chair, Interim Sup./President	Corey Breininger, *Bus., Professional & Tech. Ed.*
Angelina Stuart, Co-Chair, Academic Senate President	*Vacant, Continuing Ed., Economic & Workforce Dev.*
Mark Meadows, VP for Academic Affairs	Scott Finn, *Counseling & Personal Development*
vacant, VP for Business & Financial Affairs	Jennifer Harper, *Health, Exercise & Athletics*
Michael Kerns , VP for Human Resources	*Randy Beach (for Leslie Yoder), Language & Literature*
Angelica Suarez, VP for Student Affairs	*Lukas Buehler, Mathematics, Science & Engineering*
Manuel Lopez, ASO President	*Vacant, Social Sciences & Humanities*
Victoria Lopez*, Presiding Chair, Council of Chairs	*Diane Gustafson, Instructional Support Services*
Trish Axsom, Academic Affairs at Large	*Terry Davis, SCCDAA Rep.*
Irma Alvarez, Center Rep., (HEC, SY, OM, NC)	*Andy MacNeill, SCEA Rep.*
Bea Zamora-Aguilar, Student Services at Large	*Bruce MacNintch, CSEA Rep.*
Mark Sisson, Arts & Communications	*Patti Blevins, Confidential Rep.*
Mink Stavenga, IPRC Co-Chair / AOC Co-Chair	*Debbie Trujillo, Classified Administrator Rep.*
Linda Hensley, IPRC Co-chair	*Mary Wylie, Strategic Planning Consultant*
Ron Vess ,AOC Co-Chair	*Linda Gilstrap*, Director Office/ Research & Planning*
Recorder: Rosalva Garcia	
Guests: Ani Santamaria	

* non voting members

AGENDA

AGENDA ITEM	PRESENTER/S	DECISION
1. Call to Order /Approval of Agenda	Co-Chair Stuart	
2. Approval of the Minutes, 2/9/11	Co-Chairs: Whittaker/ Stuart	
3. **BUSINESS ITEMS** (* = 10 + 1 items)		
4. Accreditation Update from Summit 4a – Survey Results	Co-Chairs Whittaker/ Stuart	
5. Budget Committee Update - Budget Process - SCC to Prioritize Requests		
SCC STRUCTURE FOR CAMPUS COLLEGIAL CONSULTATION & DECISION-MAKING		
A. Constituent Feedback: SCC Purpose & Charge (4 priorities)	Co-Chair Whittaker	
B. Flow Charts for Strategic Planning and Collegial Consultation -Integrated Strategic Planning - SCC - Program Review/Budget Cycles - Transition Cycles - SLO		

C. Institutional Program Review Program Review Annual Snapshot	Hensley	
D. Membership	Co-Chair Stuart	Handout: Shared Governance Committee List
E. Constituent Feedback: Committee Structure: 1. Steering Committees vs. Standing Committees 2. Operational Committees	Co-Chair Whittaker	Handout: Definitions
F. Constituent Feedback: Meeting Frequency	Co-Chairs Whittaker	SCC temporarily-approved 2/9/11; continued input welcomed
G. Constituent Feedback: FORM	Co-Chairs Whittaker	
Strategic Planning Update		
B. Planning Update: Recommendation for amending current Strategic Plan to include "Teaching & Learning"	Co-Chairs Whittaker/Stuart; Wylie	Handout: P-I-E graph
II. Policy / Procedures Development		
A. Constituent Feedback: Parking Fines	Co-Chairs Whittaker/Stuart	
III. Issue Management		
A. Interim Replacements 1) Interim Dean Social Science 2)Interim VPBFA		
B. Office of Institutional Effectiveness goes to March 9 for Governing Board approval		
C. Early Retirement/Resignation Discussions		
D. Motto, Logo, Seal Task Team (Governing Board Member Aguilar request)	Chris Bender	
E. Campus Climate: update	Co-Chairs Whittaker/ Stuart	Discussion of handout provided on 2/9/11
F. Smoking in No Smoking areas	Stuart	
G. Establish College Song: Barnscomb's *Phoenix*	Co-Chair Stuart	Take to constituents for feedback
H. Other Items for Future Agenda • • •	Co-Chair Stuart	
IV. Campus Communication		
V: TQM Debriefing	Co-Chairs	

	Whittaker/ Stuart	
Future Agenda items		
Other?		
Pending Items • **Naming of the Library – hold until after March 15 due to Accreditation demands** • **Status of Rifle Request / Emergency Plan Efforts** •		

Summary/Adjournment

Next SCC meeting: TBA_____

Highlighted below are the sections of the Brown Act defining which organizations are subject to the Brown Act

54950. In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.

   The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

54950.5. This chapter shall be known as the Ralph M. Brown Act.

54951. As used in this chapter, "local agency" means a county, city, whether general law or chartered, city and county, town, school district, municipal corporation, district, political subdivision, or any board, commission or agency thereof, or other local public agency.

54952. As used in this chapter, "legislative body" means: (a) The governing body of a local agency or any other local body created by state or federal statute.   (b) A commission, committee, board, or other body of a local agency, whether permanent or temporary, decision making or advisory, created by charter, ordinance, resolution, or formal action of a legislative

body. However, advisory committees, composed solely of the members of the legislative body that are less than a quorum of the legislative body are not legislative bodies, except that standing committees of a legislative body, irrespective of their composition, which have a continuing subject matter jurisdiction, or a meeting schedule fixed by charter, ordinance, resolution, or formal action of a legislative body are legislative bodies for purposes of this chapter.

54952.2. (a) As used in this chapter, "meeting" includes any congregation of a majority of the members of a legislative body at the same time and place to hear, discuss, or deliberate upon any item that is within the subject matter jurisdiction of the legislative body or the local agency

Membership

X	Denise Whittaker, Co-Chair, Interim Superintendent/President		Corey Breininger, Bus., Professional & Tech. Ed.
X	Angelina Stuart, Co-Chair, Academic Senate President		*Vacant,* Continuing Ed., Economic & Workforce Dev.
X	Mark Meadows, VP for Academic Affairs	X	Scott Finn, Counseling & Personal Development
	Vacant, VP for Business & Financial Affairs		Jennifer Harper, Health, Exercise & Athletics
X	Michael Kerns , VP for Human Resources	X	Randy Beach (for Leslie Yoder), Language & Literature
X	Angelica Suarez, VP for Student Affairs		Lukas Buehler, Mathematics, Science & Engineering
X	Manuel Lopez, ASO President		*Vacant,* Social Sciences & Humanities
	Victoria Lopez*, Presiding Chair, Council of Chairs	X	Diane Gustafson, Instructional Support Services
	Trish Axsom, Academic Affairs at Large	X	Terry Davis, SCCDAA Rep.
X	Irma Alvarez, Center Rep., (HEC, SY, OM, NC)	X	Andy MacNeill, SCEA Rep.
X	Bea Zamora-Aguilar, Student Services at Large	X	Bruce MacNintch, CSEA Rep.
	Mark Sisson, Arts & Communications	X	Patti Blevins, Confidential Rep.
	Guests: Ron Vess / Mink Stavenga / Mary Wylie Ani Santamaria/John Brown/Linda Hensley/ Linda Gilstrap	X	Debbie Trujillo,20. Classified Administrator Rep.
	Recorder: Rosalva Garcia		

* non voting member

Minutes

AGENDA ITEM	DECISION
1. Call to Order /Approval of Agenda	The meeting was called to order at 3:05 p.m. The group agreed to move Item A. Parking Fines, to the first item on the agenda. Two additional items were added today's agenda. Item 3E – Retirement/Budget/Personnel Item 3F – V.P. Resignation/Replacement
2. Approval of the Minutes, 2/2/11	Attachment: Minutes 2/2/11 – Approved
3. **BUSINESS ITEMS**	(* = 10 + 1 items)
4. Accreditation Letter and what it means	• Received the AACJC/WASC letter from Dr. Barbara Beno, President last Friday, February 4, 2011, verifying that the College continues on "Probation." No change was anticipated on Denise's part as the Commission needs to see "full resolution" and "sustainability" before a college moves off probation. As the SCC and the AOC recognize their critical role in fully resolving WASC's recommendations, if not by March 2011, by the end of the spring semester. • SCC and the AOC made an immediate decision to host a joint SCC/AOC Summit on February 10, 4 p.m. to 8 p.m. The college community is welcome to attend. The purpose of the summit is to present the impact of the Commission's requirements and form break-out sessions and brainstorm for immediate action.
	SCC STRUCTURE FOR CAMPUS COLLEGIAL CONSULTATION & DECISION-MAKING

A.SCC Purpose & Charge	SCC Purpose: Strategic Planning, Policy and Procedures Approval, Issue Management, and College Communication was temporarily approved due to the strict timelines for WASC; more constituent input is welcomed.
B. Constituent Feedback: Committee Structure: 1. Steering Committees vs. Standing Committees 2. Operational Committees	Attachment: Handbook Definitions ; Attachment: List of Committees

This item was discussed at the meeting on February 2, and there was consensus that Angelina Stuart would call a meeting together with Angelica Suarez, and Randy Beach to work on a common language for the SCC and to structure current committees under appropriate headings: Council, Steering/Standing Committees, Sub-Committees, Task Groups/Teams, Operational, and Ad Hoc. |
C. Constituent Feedback: Meeting Frequency	Agreed to change to weekly meetings on Weds. from 3:00-4:00 pm for the Spring 2011semester; back-to-back with AOC. Item for future consideration: establish twice monthly meetings
D. Constituent Feedback: Membership	Pending: SCC will continue to work on determining the membership after the structure has been finalized.
	Strategic Planning Update
A. Sub-Committee Co-Chairs Identification	There are now 2 co-chairs for every SCC subcommittee. They are as follows: Budget: VPBFA (Sup/Pres acting) & Andrew MacNeill; Technology: VPBFA (Sup/Pres acting) & Angie Stuart; Enrollment Management: Dr. Stavenga & Victoria López; AOC: Dr. Stavenga & Ron Vess; IPRC: Dr. Stavenga & Linda Hensley. It was agreed to include these new non-administrative co-chairs into the SCC.

There was additional discussion of Enrollment Management concerns about moving Summer 2011 FTES to Spring 2011. Co-Chair Whittaker explained the difference between enrollment projections and enrollment management. Enrollment projections have to do with data projections only while enrollment management is a comprehensive process, which include data, outreach, retention, institutional performance indicators, etc. |
B. Planning Update	Pending
C. Enrollment Management Update	Future Report
	II. Policy / Procedures Development
Constituent Feedback Parking Fines	Comments and suggestions were made on several parking-related problems for future agenda items. Denise asked for volunteers to form a "Parking Task Group" and Michael Kerns & John Brown will chair this SCC task force and bring feedback to the SCC.
Student & Visitor tickets - signage issues
Public use of facilities & Parking (eg: parent of students who use pool)
Parking meter timing
Visitors to campus
Colleagues from other community colleges – park free? Need clarification
These & other items will be referred to the Parking Task Team for discussion and future recommendations.

Regarding the propose parking fines increase, several members needed additional time for consultation with their constituent groups. |

III. Issue Management	
A. Campus Climate Survey	Dr. Stavenga disseminated results of the Campus Climate Survey; however, due to a lack of time at today's meeting, the results will be discussed next time. The results will also be emailed for review and will be placed on the next agenda.
B. Establish College Song: Branscomb's *Phoenix*	Tabled
C. Other Items for Future Agenda • Smoking & No Smoking policy	Tabled
D. Constituent Feedback needed: BSI Program – Loss of funding/ Future Implications	BSI Program – loss of funding; future implications. This issue was being brought to the SCC by the Constituents seeking inclusion in SCC priorities to promote innovation in teaching and student success. The BSI program has been awarded the Hewlett Award and has received commendations from UC Berkeley for its innovative teaching projects so the program would like District support in order to continue servicing our students.
E. Retirement/Budget/Personnel	Denise shared that she will meet with Board tonight and recommend early retirement/resignation incentive program. She'll also discuss this with the Budget Committee and bring back the result of the conversations to the next meeting.
F. VP Resignation/ Replacement	Denise announced that she had sent forward Nick Alioto's resignation to the GB and will recommend filling the VPBFA with an outside interim (consultant) while the search is going on to permanently fill the position. In the meantime, she stated that she would be meeting with the Budget committee and that VP Michael Kerns would be handling that area.
	IV. Campus Communication
A. Brown Act & SCC Update	Attachment: Brown Act information was distributed to provide verification that SCC is not a Brown Act compliant entity. No discussion.
B. Constituent Feedback - Reporting Structure of the Academic Senate*	Academic Senate President reported that the Senate approved Interim Superintendent/ President's recommendation to have the Academic Senate report directly to the Governing Board, with a dotted line to the S/P, consistent with AB1725.
C. 10+1*	No item was addressed.
D. Constituent Feedback - Reconfigure Reporting Structure for the Office of Institutional Effectiveness	A motion was made and seconded to reorganize Accreditation, Strategic Planning, Institutional Program Review, Research, Planning & Grants and the SWC Foundation into an Office of Institutional Effectiveness, which will report directly to the Superintendent/President. This motion was temporarily approved by the SCC; more constituent input is welcomed.
Future Agenda items	
Other?	
Pending Items • **Naming of the Library – hold until after March**	• Naming referred to IS/P as chair of the Naming Committee.

15 due to Accreditation demands • **Status of Rifle Request / Emergency Plan Efforts**	• No action on the Rifle recommendation until Emergency Plan is completed.

Summary/Adjournment: The meeting adjourned at 4:06 p.m.
Next SCC meeting: February 16, 2011

Southwestern

Assuming June Tax Package is Approved

Source	Amount
State General Fund:	-$5,463,000
Increased Student Fees:	$1,502,000
Net Reduction:	-$3,961,000
Lost Students:	• Southwestern: 1,780

If June Tax Package Fails and Prop. 98 is Funded at Minimum

Source	Amount
State General Fund:	-$8,468,000
Increased Student Fees:	$1,502,000
Net Reduction:	-$6,966,000
Lost Students:	• Southwestern: 3,131

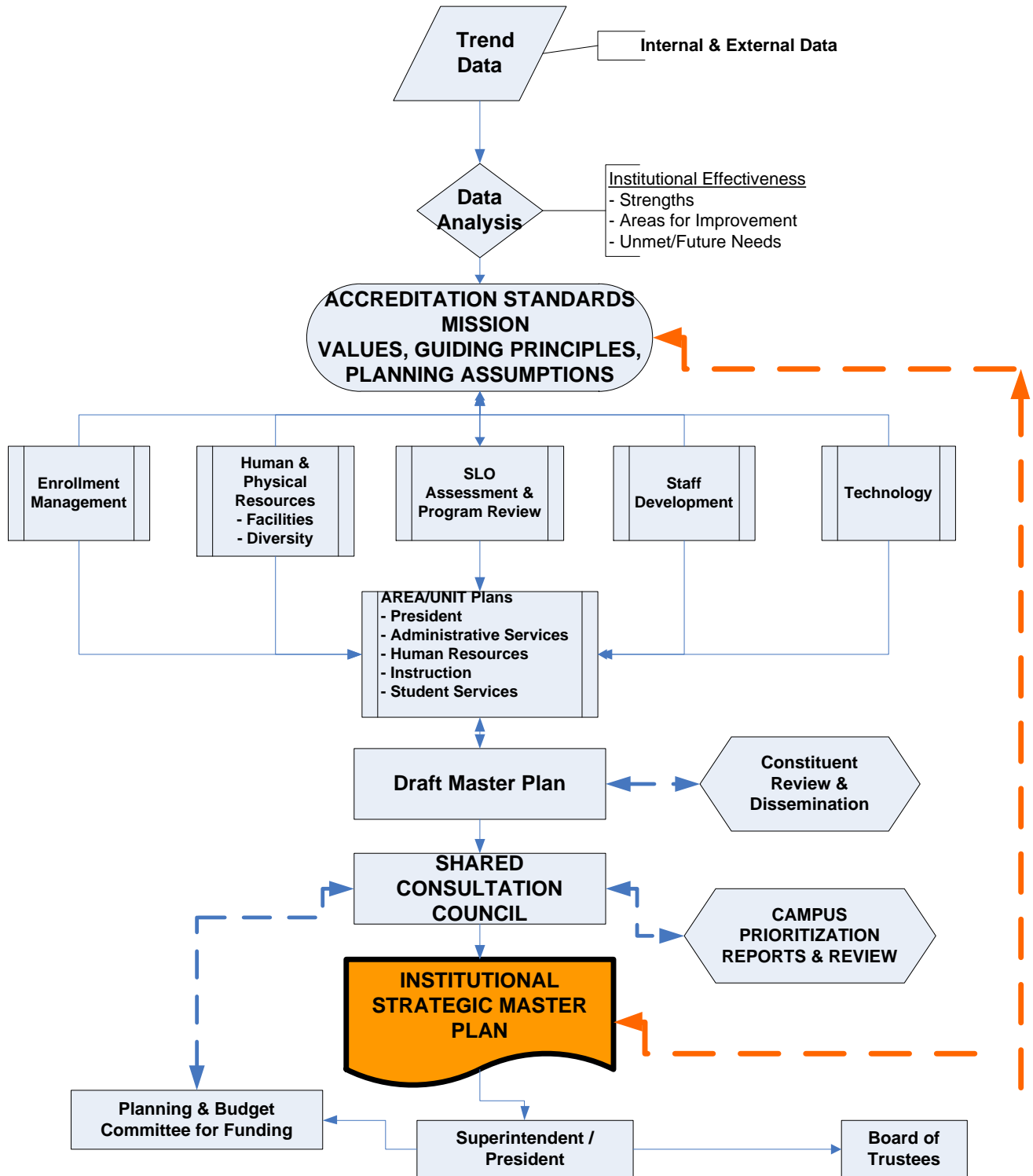## If June Tax Package Fails and Prop. 98 is Suspended

Source	Amount
State General Fund:	-$12,293,000
Increased Student Fees:	$1,502,000
Net Reduction:	-$10,790,000
Lost Students:	• Southwestern: 4,842

Notes and Assumptions

• Each district's impact is calculated using Recalculation information from 2009-10.

• For the scenario "Assuming Governor's Budget is Approved," the projected cut is the district's proportionate share of a $400 million reduction, with a net reduction calculated based on the district's proportionate share of $110 million in statewide fee revenue.

• For the scenario "If June Tax Package Fails--Prop. 98 Funded at Minimum," the projected cut is the district's proportionate share of a $620 million reduction, with a net reduction calculated based on the district's proportionate share of $110 million in statewide fee revenue. The $620 million assumes Calfiornia Community Colleges Receive 11% of a Proposition 98 funding level $2 billion below ($47.3b) the governor's January 10 budget ($49.3b).

• For the scenario "If June Tax Package--Prop. 98 Suspended," the projected cut is the district's proportionate share of a $899 million reduction, which is apportions 4.2% of the additional $12 billion in cuts necessary to balance the budget, with a net reduction calculated based on the district's proportionate share of $110 million in statewide fee revenue.

• In all cases, the student enrollment reduction assumes each college's share of the net funding cut on an average statewide weighted funding rate of credit, noncredit and noncredit-CDCP FTES.

SAMPLE
INTEGRATED
STRATEGIC PLANNING PROCESS

Trend Data — Internal & External Data

Data Analysis

Institutional Effectiveness
- Strengths
- Areas for Improvement
- Unmet/Future Needs

ACCREDITATION STANDARDS
MISSION
VALUES, GUIDING PRINCIPLES,
PLANNING ASSUMPTIONS

| Enrollment Management | Human & Physical Resources - Facilities - Diversity | SLO Assessment & Program Review | Staff Development | Technology |

AREA/UNIT Plans
- President
- Administrative Services
- Human Resources
- Instruction
- Student Services

Draft Master Plan ↔ **Constituent Review & Dissemination**

SHARED CONSULTATION COUNCIL ↔ **CAMPUS PRIORITIZATION REPORTS & REVIEW**

INSTITUTIONAL STRATEGIC MASTER PLAN

Planning & Budget Committee for Funding

Superintendent / President

Board of Trustees

DRAFT 8: 11-15-09

SWC Handbook Definitions

Council – is the parent body of all its standing committees, ad hoc committees and/or task forces. It is composed of a constituent group or of a shared governance group for a specific purpose. A council meets regularly and provides communiqués to the campus community.

Standing Committee – composed of a representative group of individuals, and has a direct reporting responsibility to its parent body. Standing committees are constituted to perform a continuing function, remain in existence permanently and meet on a regular basis. By this definition, standing committees have ongoing responsibilities that are necessary for the operation of the District.

Committee – composed of a variety of individuals whose scope of work is specific to serve a temporary need or address a narrowly defined topic. A committee reports its recommendations to a Standing Committee, Vice Presidents, a constituency leader (eg, CSEA President) or a Council. A committee can be long term in nature and may meet on a regular basis.

Subcommittee – a subset of a standing committee or committee; meeting may be less regular or on an as-needed basis. Subcommittee reports to its specified parent standing committee.

Task Force – may be composed of a variety of individuals, which may include administrators, and representatives of student, faculty and staff. Task forces are created by a subcommittee or organizational council to address a specific issue and meets until its charge has been completed. It is characterize by being focused on a single issue and is usually short-term in nature. Upon conclusion of the task, the group is disbanded.
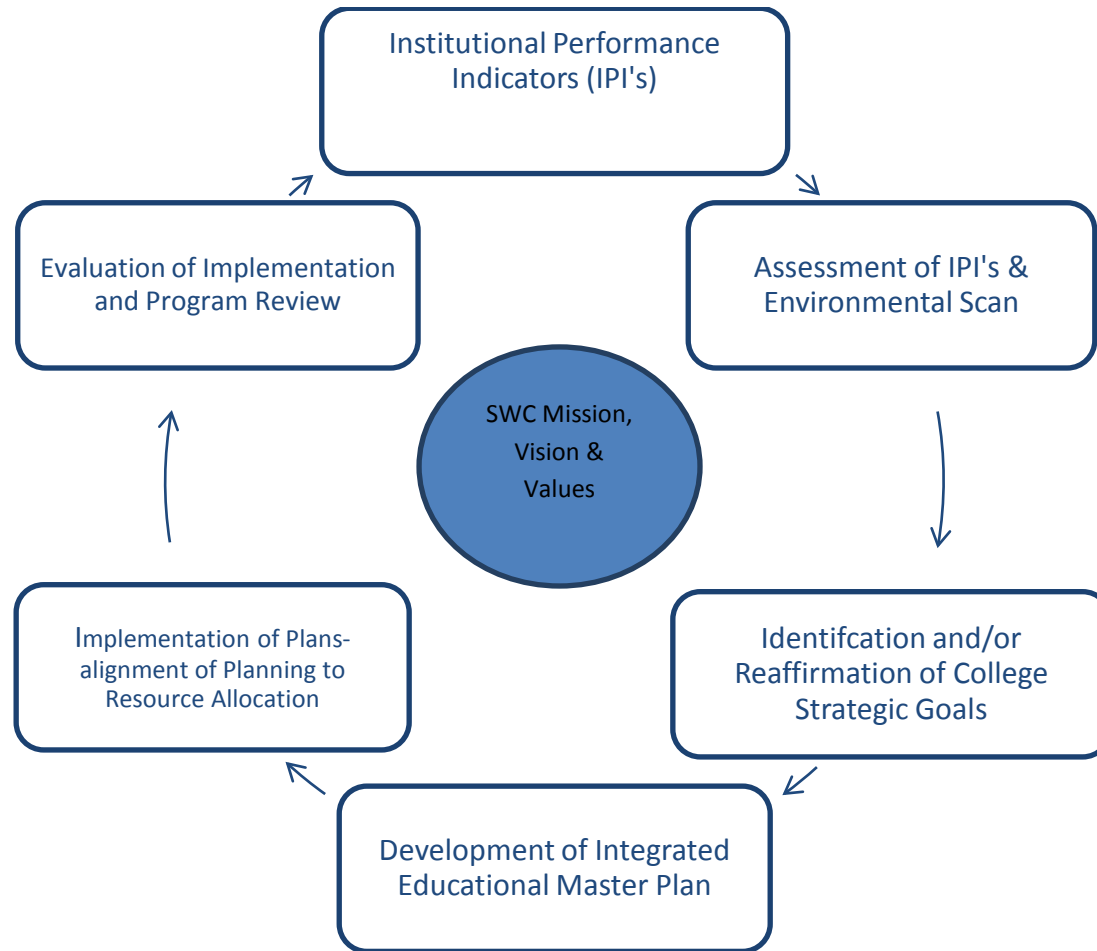
Ad Hoc Committee – comprised of a small group of committee or subcommittee members for a specific task meet only as needed.

In accordance with Procedure 2510, each committee or council will establish operating principles to govern the following:
- An annual review of its goals in relation to the college mission to be presented in a written progress report to its designated parent committee as determined by the Shared Planning & Decision Making Handbook
- A method to determine the membership of the committee, unless otherwise prescribed.
- Distribution of agenda prior to meeting dates, timely distribution of minutes and distribution of other materials deemed necessary for the effective participation on said committees. These materials will be maintained and available on the committee website annually. Archived documents will be electronically stored in an accessible public domain.
- Methods to conduct their meetings in accordance with standard parliamentary procedures and/or self-developed norms.
- A calendar of meeting dates made available at the beginning of each academic year.

![SWC Southwestern College logo]

Integrated Planning Framework

Integrated Planning	Institutional Research	Master Planning	SWC Strategic Plan	CCC Strategic Plan	Committee

Institutional Performance Indicators (IPI's)

Evaluation of Implementation and Program Review

Assessment of IPI's & Environmental Scan

SWC Mission, Vision & Values

Implementation of Plans- alignment of Planning to Resource Allocation

Identifcation and/or Reaffirmation of College Strategic Goals

Development of Integrated Educational Master Plan

Mutual Respect, Shared Planning and Decision Making, Integrity, Accountability, Cultural Competence and Commonality, Scholarship and Love of Learning, Critical Inquiry and Thinking, Life-long learning

Ten Lowest Scored Questions by Job Classification

Overall

	Question	Score
OL1	39 The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.	1.62
OL2	57. The Governing Board listens and responds to recommendations from College constituencies.	1.63
OL3	38. The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision making.	1.69
OL4	41. I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.	1.75
OL5	8f. [Governing Board] Institutional leaders create an environment that promotes trust and respect.	1.75
OL6	40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.	1.75
OL7	8e. [Superintendent/President] Institutional leaders create an environment that promotes trust and respect.	1.80
OL8	2f. [Governing Board] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	1.81
OL9	3f. [Governing Board] Institutional leaders create an environment that promotes institutional effectiveness.	1.82
OL10	3e. [Superintendent/President] Institutional leaders create an environment that promotes institutional effectiveness.	1.85

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Part Time Faculty

	Question	Score
PL1	39. The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.	1.67
PL2	39. The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision making.	1.69
PL3	41. I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.	1.73
PL4	40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.	1.80
PL5	57. The Governing Board listens and responds to recommendations from College constituencies.	1.83
PL6	8e. [Superintendent/President] Institutional leaders create an environment that promotes trust and respect.	1.86
PL7	8f. [Governing Board] Institutional leaders create an environment that promotes trust and respect.	1.89
PL8	46. I have participated in a dialogue about improving institutional processes.	1.90
PL9	3e. [Superintendent/President] Institutional leaders create an environment that promotes institutional effectiveness.	1.90
PL10	2e. [Superintendent/President] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	1.94

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Full Time Faculty

	Question	Score
FL1	57. The Governing Board listens and responds to recommendations from College constituencies.	1.32
FL2	2f. [Governing Board] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	1.37
FL3	2e. [Superintendent/President] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	1.41
FL4	3f. [Governing Board] Institutional leaders create an environment that promotes institutional effectiveness.	1.41
FL5	8e. [Superintendent/President] Institutional leaders create an environment that promotes trust and respect.	1.41
FL6	39. The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.	1.41
FL7	3e. [Superintendent/President] Institutional leaders create an environment that promotes institutional effectiveness.	1.43
FL8	8f. [Governing Board] Institutional leaders create an environment that promotes trust and respect.	1.43
FL9	39. The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision making.	1.45
FL10	40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.	1.52

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Classified Staff

	Question	Score
CL1	39. The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.	1.59
CL2	57. The Governing Board listens and responds to recommendations from College constituencies.	1.60
CL3	39. The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision making.	1.70
CL4	45. I have participated in a dialogue about improving student learning.	1.76
CL5	8f. [Governing Board] Institutional leaders create an environment that promotes trust and respect.	1.77
CL6	41. I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.	1.78
CL7	40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.	1.83
CL8	8e. [Superintendent/President] Institutional leaders create an environment that promotes trust and respect.	1.84
CL9	46. I have participated in a dialogue about improving institutional processes.	1.84
CL10	6. I feel an environment of trust and respect exists for all employees at SWC.	1.86

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Administrators

	Question	Score
AL1	55a. [Technology Support Services] My needs are being met in each of the following areas?	2.00
AL2	6. I feel an environment of trust and respect exists for all employees at SWC.	2.09
AL3	41. I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.	2.14
AL4	40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.	2.15
AL5	51. SWC is organized and staffed appropriately and proportionately to reflect the institution's purpose, size, and complexity.	2.30
AL6	48e. [Technology] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	2.33
AL7	39. The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.	2.35
AL8	8f. [Governing Board] Institutional leaders create an environment that promotes trust and respect.	2.39
AL9	48h. [Safety and Emergency] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	2.42
AL10	8a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment that promotes trust and respect.	2.43

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Ten Highest Scored Questions

Overall

	Question	Score
OH1	55c. [Library Services] My needs are being met in each of the following areas?	3.32
OH2	48b. [Payroll] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.27
OH3	63. My supervisor is approachable and understanding when I have a question related to my work responsibilities.	3.27
OH4	32. My program/unit spends allocated funds responsibly.	3.26
OH5	48m. [Roster and Grade Submission] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.25
OH6	28. The performance evaluation(s) that I have received were fair and appropriate.	3.25
OH7	8h. [My Department Chair] Institutional leaders create an environment that promotes trust and respect.	3.22
OH8	66. I have access to sufficient space to perform my job successfully.	3.21
OH9	2b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	3.20
OH10	49d. [Technology planning process] I would like to have input into improving institutional processes.	3.17

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Part Time Faculty

	Question	Score
PH1	61. Work responsibilities are within my job description.	3.56
PH2	63. My supervisor is approachable and understanding when I have a question related to my work responsibilities.	3.51
PH3	55c. [Library Services] My needs are being met in each of the following areas?	3.44
PH4	60. My workload expectations are reasonable.	3.42
PH5	28. The performance evaluation(s) that I have received were fair and appropriate.	3.36
PH6	8h. [My Department Chair] Institutional leaders create an environment that promotes trust and respect.	3.33
PH7	55b. [Student Services] My needs are being met in each of the following areas?	3.32
PH8	48b. [Payroll] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.31
PH9	66. I have access to sufficient space to perform my job successfully.	3.31
PH10	8g. [My Supervisor] Institutional leaders create an environment that promotes trust and respect.	3.28

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Full Time Faculty

	Question	Score
FH1	2a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	3.47
FH2	8h. [My Department Chair] Institutional leaders create an environment that promotes trust and respect.	3.45
FH3	3a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment that promotes institutional effectiveness.	3.44
FH4	63. My supervisor is approachable and understanding when I have a question related to my work responsibilities.	3.43
FH5	28. The performance evaluation(s) that I have received were fair and appropriate.	3.42
FH6	32. My program/unit spends allocated funds responsibly.	3.36
FH7	8a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment that promotes trust and respect.	3.34
FH8	49e. [Enrollment Management process] I would like to have input into improving institutional processes.	3.34
FH9	55c. [Library Services] My needs are being met in each of the following areas?	3.32
FH10	48m. [Roster and Grade Submission] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.31

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Classified Staff

	Question	Score
CH1	48b. [Payroll] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.43
CH2	2b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	3.31
CH3	8b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes trust and respect.	3.26
CH4	3b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes institutional effectiveness.	3.26
CH5	55c. [Library Services] My needs are being met in each of the following areas?	3.25
CH6	48m. [Roster and Grade Submission] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.16
CH7	32. My program/unit spends allocated funds responsibly.	3.14
CH8	66. I have access to sufficient space to perform my job successfully.	3.10
CH9	49d. [Technology planning process] I would like to have input into improving institutional processes.	3.10
CH10	24a. [Employee Orientation] The following services are provided fairly to all employees.	3.07

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Administrators

	Question	Score
AH1	32. My program/unit spends allocated funds responsibly.	3.63
AH2	63. My supervisor is approachable and understanding when I have a question related to my work responsibilities.	3.45
AH3	49b. [Budget planning process] I would like to have input into improving institutional processes.	3.44
AH4	66. I have access to sufficient space to perform my job successfully.	3.38
AH5	8h. [My Department Chair] Institutional leaders create an environment that promotes trust and respect.	3.35
AH6	55c. [Library Services] My needs are being met in each of the following areas?	3.32
AH7	28. The performance evaluation(s) that I have received were fair and appropriate.	3.32
AH8	48b. [Payroll] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.31
AH9	49d. [Technology planning process] I would like to have input into improving institutional processes.	3.29
AH10	42i. [Accreditation Self Study] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	3.29

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Twenty Lowest Scored Questions by Job Classification

Overall

	Question	Score
OL1	The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.	1.62
OL2	The Governing Board listens and responds to recommendations from College constituencies.	1.63
OL3	The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision making.	1.69
OL4	I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.	1.75
OL5	[Governing Board] Institutional leaders create an environment that promotes trust and respect.	1.75
OL6	An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.	1.75
OL7	[Superintendent/President] Institutional leaders create an environment that promotes trust and respect.	1.80
OL8	[Governing Board] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	1.81
OL9	[Governing Board] Institutional leaders create an environment that promotes institutional effectiveness.	1.82
OL10	[Superintendent/President] Institutional leaders create an environment that promotes institutional effectiveness.	1.85
OL11	[Superintendent/President] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	1.87
OL12	I feel an environment of trust and respect exists for all employees at SWC.	1.91
OL13	Decision making processes are regularly evaluated and the results are widely communicated and distributed to all members of the college community.	2.03
OL14	I feel that institutional leaders make optimal use of existing shared planning and decision making processes to assure effective discussion, planning and implementation of ideas for improvement.	2.03
OL15	SWC is organized and staffed appropriately and proportionately to reflect the institution's purpose, size, and complexity.	2.05
OL16	I have a substantive and clearly defined role in the shared planning and decision making process.	2.08
OL17	I have participated in a dialogue about improving institutional processes.	2.08
OL18	The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College.	2.11
OL19	Input provided by me or the constituent group that represents me is welcomed, respected, and given appropriate consideration by institutional leaders when decisions are made.	2.12
OL20	The College fosters an environment of ethical behavior.	2.12

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Twenty Highest Scored Questions

Overall

	Question	Score
OH1	[Library Services] My needs are being met in each of the following areas?	3.32
OH2	[Payroll] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.27
OH3	My supervisor is approachable and understanding when I have a question related to my work responsibilities.	3.27
OH4	My program/unit spends allocated funds responsibly.	3.26
OH5	[Roster and Grade Submission] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.25
OH6	The performance evaluation(s) that I have received were fair and appropriate.	3.25
OH7	[My Department Chair] Institutional leaders create an environment that promotes trust and respect.	3.22
OH8	I have access to sufficient space to perform my job successfully.	3.21
OH9	[Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	3.20
OH10	[Technology planning process] I would like to have input into improving institutional processes.	3.17
OH11	[Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	3.17
OH12	[Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes trust and respect.	3.17
OH13	[Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes institutional effectiveness.	3.14
OH14	[Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment that promotes institutional effectiveness.	3.13
OH15	Work responsibilities are within my job description.	3.13
OH16	[Curriculum Approval] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.11
OH17	[Student Services] My needs are being met in each of the following areas?	3.09
OH18	[Facility Assignment Request] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.05
OH19	[Institutional Program Review] I would like to have input into improving institutional processes.	3.04
OH20	[Strategic Planning process] I would like to have input into improving institutional processes.	3.04

Based on a numeical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Twenty Lowest Scored Questions by Job Classification

Overall

	Question	Score
OL1	39. The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.	1.62
OL2	57. The Governing Board listens and responds to recommendations from College constituencies.	1.63
OL3	38. The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision making.	1.69
OL4	41. I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.	1.75
OL5	8F. [Governing Board] Institutional leaders create an environment that promotes trust and respect.	1.75
OL6	40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.	1.75
OL7	8e. [Superintendent/President] Institutional leaders create an environment that promotes trust and respect.	1.80
OL8	2f. [Governing Board] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	1.81
OL9	3f. [Governing Board] Institutional leaders create an environment that promotes institutional effectiveness.	1.82
OL10	3e. [Superintendent/President] Institutional leaders create an environment that promotes institutional effectiveness.	1.85
OL11	2e. [Superintendent/President] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	1.87
OL12	6. I feel an environment of trust and respect exists for all employees at SWC.	1.91
OL13	56. Decision making processes are regularly evaluated and the results are widely communicated and distributed to all members of the college community.	2.03
OL14	12. I feel that institutional leaders make optimal use of existing shared planning and decision making processes to assure effective discussion, planning and implementation of ideas for improvement.	2.03
OL15	51. SWC is organized and staffed appropriately and proportionately to reflect the institution's purpose, size, and complexity.	2.05
OL16	15. I have a substantive and clearly defined role in the shared planning and decision making process.	2.08
OL17	46. I have participated in a dialogue about improving institutional processes.	2.08
OL18	37. The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College.	2.11
OL19	14. Input provided by me or the constituent group that represents me is welcomed, respected, and given appropriate consideration by institutional leaders when decisions are made.	2.12
OL20	7. The College fosters an environment of ethical behavior.	2.12

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

Twenty Highest Scored Questions

Overall

	Question	Score
OH1	55. [Library Services] My needs are being met in each of the following areas?	3.32
OH2	48b. [Payroll] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.27
OH3	63. My supervisor is approachable and understanding when I have a question related to my work responsibilities.	3.27
OH4	32. My program/unit spends allocated funds responsibly.	3.26
OH5	48m. [Roster and Grade Submission] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.25
OH6	28. The performance evaluation(s) that I have received were fair and appropriate.	3.25
OH7	8h. [My Department Chair] Institutional leaders create an environment that promotes trust and respect.	3.22
OH8	66. I have access to sufficient space to perform my job successfully.	3.21
OH9	2b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	3.20
OH10	49d. [Technology planning process] I would like to have input into improving institutional processes.	3.17
OH11	2a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.	3.17
OH12	8b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes trust and respect.	3.17
OH13	3b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes institutional effectiveness.	3.14
OH14	3a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment that promotes institutional effectiveness.	3.13
OH15	61. Work responsibilities are within my job description.	3.13
OH16	48g. [Curriculum Approval] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.11
OH17	55b. [Student Services] My needs are being met in each of the following areas?	3.09
OH18	48k. [Facility Assignment Request] The operational processes and departments listed below allow me to perform my job effectively and efficiently.	3.05
OH19	49h. [Institutional Program Review] I would like to have input into improving institutional processes.	3.04
OH20	49g. [Strategic Planning process] I would like to have input into improving institutional processes.	3.04

Based on a numeical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree, No Opinion is not included.

SWC BUDGET COMMITTEE

In previous years:
- The Budget Committee received the Priority List generated through the Vice Presidents and made funding decisions as to what money was available.

- Accreditation would see this as the Budget driving the priorities.

BUDGET → **PRIORITIES**

Now:
- The Budget Committee will serve in a Budget Development capacity, not in a funding capacity.

- Budget priorities are a result of an annual PROGRAM REVIEW PROCESS which results in a master Institutional Priority List, developed by the Shared Consultation Council.

- Accreditation would view this as the Institutional Priorities driving the budget.

PRIORITIES → **BUDGET**

NEW DIRECTION FOR THE SWC BUDGET COMMITTEE

FOCUS IS ON BUDGET DEVELOPMENT

- **Review past and current SWC income & expenses (trends)**
- **Create scenarios relative to State budget projections and decisions**
- **Develop SWC Budget Assumptions (+- revenues, +- FTES, etc.)**
- **Develop institutional budget values/priorities**
- **Identify possible sources of new revenue**
- **Project the availability of funds**

NEW DIRECTION FOR THE SWC BUDGET COMMITTEE

- In budget-increase years, provide the dollar amount available to the College for funding institutional priorities that are generated out of Program Review.

NEW DIRECTION FOR THE SWC BUDGET COMMITTEE

- In reduced-budget years:
  - Brainstorm areas/ways budget cuts can be identified while maintaining the integrity of the instructional/ student support/administrative functions.

  - Create budget-cut scenarios depending on the depth of the State budget constraints/deficits.

NEW DIRECTION FOR THE SWC BUDGET COMMITTEE

– Provide recommendations for how/where budget cuts could be made and submit to SCC.

– Provide the dollar amount, after cuts, available for funding institutional priorities generated out of Program Review.

– Recognize that additional new funds need to be identified or deeper budget cuts, made to actually have sources of funds to address institutional priorities.

DRAFT
SWC BUDGET DEVELOPMENT PROCESS

Superintendent/President

SHARED CONSULTATION COUNCIL
Institutional Priority Development

BUDGET DEVELOPMENT COMMITTEE
- Budget Assumptions
- Budget Values
- Budget Cuts
- Budget

INSTITUTIONAL PROGRAM REVIEWS

INSTRUCTIONAL PROGRAM REVIEW

STUDENT SERVICES PROGRAM REVIEW

BUSINESS/FINANCE/ ADMINISTRATIVE PROGRAM REVIEW

5 YEAR COMPREHENSIVE REVIEW

PRIORITIES

ANNUAL SNAPSHOT REVIEW