

**SHARED CONSULTATION COUNCIL**  
 STRATEGIC PLANNING ~ POLICY & PROCEDURE APPROVAL ~ ISSUE MANAGEMENT ~ CAMPUS COMMUNICATION  
**Wednesday, March 2, 2011**  
**3:00 – 4:00pm Room L238N**

**Members**

*QUORUM = 14 Members*

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

\* non voting members

**AGENDA**

<b>AGENDA ITEM</b>	<b>PRESENTER/S</b>	<b>DECISION</b>
1. Call to Order /Approval of Agenda	Co-Chair Stuart	
2. Approval of the Minutes, 2/16/11	Co-Chairs: Whittaker/ Stuart	
3. <b><u>BUSINESS ITEMS</u></b>		(* = 10 + 1 items)
<b><u>I. Strategic Planning Update</u></b>		
A. Renewal of Strategic Plan 2011-2015 with added 7 <sup>th</sup> priority: Teaching & Learning	Co-Chairs Whittaker/Stuart & Wylie	Attachments - SCC approved
B. Flow Charts for Strategic Planning and Collegial Consultation -Integrated Strategic Planning - Program Review/SLO Cycles - Transition Cycles - Reorganization of SCC Committees (5)	Co-Chair Stuart and Charts Task Team Wylie	Handouts needed Action Items
C. Office of Institutional Effectiveness (OIE)	Co-Chairs Whittaker/Stuart	Action Item
D. Accreditation: Update • March Follow up Report • Diversity & Equity Committee • Technology Plan	Co-Chairs Whittaker/Stuart Stavenga	Action Items
• Shared Planning & Decision-Making Handbook	Co-Chair Stuart	--1 <sup>st</sup> Reading --final version to be completed by Workgroup 8B

• Membership of SCC	Co-Chair Stuart	Handout: Shared Governance Committee Template -- 1 <sup>st</sup> reading
E. Budget Committee Update: Budget Priorities	Co-Chair Whittaker	Action Item
F. <b>Constituent Feedback:</b> SCC Consultation Form	Co-Chair Stuart	
<b>II. Policy / Procedures Development</b>		
A. <b>Constituent Feedback:</b> District Policy 1100 (revised)	Kerns	Handout/Review
B. Policy - 2320 Special & Emergency Meetings - 2330 Quorum & Voting	Michael Kerns	Handout/Information
C. Identification of Policy & Procedures	Co-Chairs Stuart	
<b>III. Issue Management</b>		
A. Interim Replacements Update 1) Interim Dean Social Science 2) Interim VPBFA	Co-Chair Whittaker	
C. Facilities Planning & Event	Co-Chairs Whittaker/Stuart	
D. Comprehensive Emergency Management Program Development	Kerns	
E. Smoking in No Smoking areas	Co-Chair Stuart	
F. <b>Constituency Feedback:</b> Establish College Song: Branscomb's <i>Phoenix</i>	Co-Chair Stuart	Approval
F. Other Items for Future Agenda •	Co-Chair Stuart	
<b>IV. Campus Communication</b>		
A. 50 <sup>th</sup> Logo approved by SCC	Co-Chairs Whittaker	Attachment
B. Development/Launch of SWC Web Site	Bender	
V: TQM Debriefing • Other items?	Co-Chairs Whittaker/ Stuart	
<b><u>Pending Items</u></b> • Naming of the Library – hold until after March 15 due to Accreditation demands • Status of Rifle Request / Emergency Plan Efforts • Parking issues after Parking Task Force to meet		

### **Summary/Adjournment**

Next SCC meeting: Wednesday, March 9, 2011

Approved by Co-Chairs

Approved by SCC on \_\_\_\_\_

DW:AES:RG

**SHARED CONSULTATION COUNCIL**  
 STRATEGIC PLANNING ~ POLICY & PROCEDURE APPROVAL ~ ISSUE MANAGEMENT ~ CAMPUS COMMUNICATION  
**Wednesday, February 16, 2011**  
**3:00 – 4:00pm Room L238N**

**Members**

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

\* non voting members

**MINUTES**

AGENDA ITEM	DECISION
1. Call to Order /Approval of Agenda	3:02 p.m.
2. Approval of the Minutes, 2/9/11	
3. <b>BUSINESS ITEMS</b> (* = 10 + 1 items)	
4. Accreditation Update from Summit 4a – Survey Results	Dr. Stavenga provided an update from the SCC/AOC Summit, which took place on 2/10/11. As a result of the positive feedback and hard work from Summit I, Summit II is scheduled for March 3.
5. Budget Committee Update - Budget Process - SCC to Prioritize Requests	After many positive comments regarding the last Budget Committee meeting, Denise shared that the budget committee should receive priorities from the SCC so that, according to WASC, the budget process is a priority-driven process. The committee is presently working on identifying budget assumptions, budget priorities, and trend data. Three budget scenarios were presented and discussed; Scenario I (reducing \$3,961,000; Scenario II (reducing \$6,966, 000); and Scenario III (reducing \$10,790,000). The committee is hoping not to get to level II or III. For further clarification a PowerPoint handout which was recently presented to the Governing Board was disseminated. It was added that various decisions will need to be made, such as funding classes strategically or cutting classes across the board, defining Enrollment Management priorities and determining how FTEs offered at the Centers come into play. Ultimately, all budget recommendations will come back to the SCC for approval. The SCC would make the decision on budget priorities.

<b>SCC STRUCTURE FOR CAMPUS COLLEGIAL CONSULTATION &amp; DECISION-MAKING</b>	
A. <b>Constituent Feedback:</b> SCC Purpose & Charge (4 priorities)	There was a motion and a second to approve the SCC purpose and charge with the following 4 priorities: 1) Strategic Planning; 2) Policy & Procedure approval; 3) Issue Management, and; 4) Campus Communication. The motion was approved. Stuart indicated that the Academic Senate had also approved this purpose and charge.
B. Flow Charts for Strategic Planning and Collegial Consultation -Integrated Strategic Planning - SCC - Program Review/Budget Cycles - Transition Cycles - SLO	Flow charts indicating cycles, SOL, recommending that the AOC pull together the concept of a pie and laying other charts of pie and put together what represents for inclusion on the March report. It was shared that the AOC had just approved the concept of the charts so that these could be made into a layered website, on which you click on an item to move further into the process. There was a motion and a second to approve the concept of the charts.  A Charts Task Force Team was composed with the following membership: Patti Flores-Charter, Linda Gilstrap, Linda Hensley, Angelina Stuart, and Kathy Tyner. The team will draft the charts and bring them to the next meeting.
C. Institutional Program Review Program Review Annual Snapshot	Linda Hensley provided a quick update on Institutional Program Review indicating that that 2010-2011 is an Institutional Program Review Transition Cycle and adding that the IPRC documents are living documents that will be reviewed and updated yearly. She disseminated the 2010-11 Action Plan Progress Report. The annual report needs to be completed by March 15, 2011.  <i>There was a motion and a second to extend the meeting to 4:15 p.m. The motion was approved.</i>  Hensley stated that the IPRC has been working diligently to complete the annual snapshots. The forms will available on the college web site and the campus community will receive an email communiqué when they are up and available. On the first page, the snapshot asks for action plans, which are connected to strategic priorities. On the next page, are the SLO/AUO Assessments and updates. There are also Technology Resources, equipment, Supplies/minor equipment (Less than \$5,000) updates required so that these can be included into the budgeting cycle. The snapshot forms were devised from the old APR forms in an effort to simplify the process and make it easier to enter the information.
D. Membership	Handout: Shared Governance Committee List – postponed to next week
E. <b>Constituent Feedback:</b> Committee Structure: 1. Steering Committees vs. Standing Committees 2. Operational Committees	Handout: Definitions – postponed to next week
F. <b>Constituent Feedback:</b> Meeting Frequency	The SCC temporarily-approved 2/9/11; continued input welcomed
G. <b>Constituent Feedback:</b> FORM	postponed to next week



<b>Strategic Planning Update</b>	Mary Wylie provided an update on the Strategic Planning Progress Report, which needs to be completed by May. There was a motion and a second to formally request a renewal of the current Strategic Plan and to include a seventh strategic priority, teaching & learning. Motion approved. There was also a request to do a comprehensive data analysis and to have two co-chairs for this committee. Motion made and approved also.
B. Planning Update: Recommendation for amending current Strategic Plan to include “Teaching & Learning”	Handout: P-I-E graph
<b>II. Policy / Procedures Development</b>	
<b>III. Issue Management</b>	
A. Interim Replacements 1) Interim Dean Social Science 2) Interim VPBFA	Denise Whittaker shared the following Interim replacements: 1) The position for Dean of Social Sciences & Humanities will be filled with an external rent-a-dean. The same screening committee who participated in previous interviews will be charged to interview.  2) VPB&FA: Denise sought approval from the SCC to have lenience and obtain authority to appoint an interim to fill this position without constituency feedback because time is of the essence. There was a motion and a second to bestow authority upon Denise to fill the VPB&FA and it was approved. Michael Kerns will ask the Chancellor’s Office for a waiver to fill the VPB&FA with an interim.
B. Office of Institutional Effectiveness goes to March 9 for Governing Board approval	Denise reiterated that the Office of Institutional Effectiveness will be placed for approval on the March 9 Governing Board Agenda.
C. Early Retirement/Resignation Discussions	Denise shared that while this was not official yet, there had been discussion at the Budget Committee of the possibility of such a discussion. She shared that she would share this with the Governing Board as well.
D. Motto, Logo, Seal Task Team (Governing Board Member Aguilar request)	Chris Bender presented the concept of the logo, motto, seal, and mascot. He sought approval of the SCC for the 50 <sup>th</sup> logo. There was a motion, second and the SCC approved the 1 <sup>st</sup> version of the SWC logo and the 50 <sup>th</sup> Anniversary. The motto, seal and mascot will be reviewed by a task force and will report back to the SCC with recommendations.
E. Campus Climate: update	Discussion of handout provided on 2/9/11  Stavenga disseminated a Summary of 2010 Campus Climate Survey Results. Results are also provided in public folders. After some discussion, it was agreed that a “mini follow-up survey” would be sent out in the next couple of weeks so that WASC would be able to see the difference in our campus climate. Results expected by the end of the spring semester to see the improvement over time.
F. Smoking in No Smoking areas	– postponed to next week
G. Establish College Song: Branscomb’s <i>Phoenix</i>	– postponed to next week
H. Other Items for Future Agenda • • •	

V: TQM Debriefing	
<b><u>Future Agenda items</u></b>	
<b><u>Other?</u></b>	
<b><u>Pending Items</u></b> <ul style="list-style-type: none"> <li>• <b>Naming of the Library – hold until after March 15 due to Accreditation demands</b></li> <li>• <b>Status of Rifle Request / Emergency Plan Efforts</b></li> <li>• <b>Parking Fines &amp; Issues to be dealt with after task force meets</b></li> </ul>	

**Summary/Adjournment**

The meeting adjourned at 4:19 p.m.

Next SCC meeting: February 23, 2011

**THE SOUTHWESTERN COMMUNITY COLLEGE DISTRICT**

**References:** Education Code Sections 2600 and 72000(b);  
Elections Code Section 18304

The District has been named the Southwestern Community College District and shall be referred to as the “College District” in all documents, policies, procedures, correspondence and/or all other forms of written communication.

The name is the property of the College District. No person shall, without the permission of the Board, use this name or the name(s) of any college(s) or other facilities of the College District, or any abbreviation of them, to imply, indicate or otherwise suggest that an organization, product or service is connected or affiliated with, or is endorsed, favored, supported, or opposed by, the College District.

The College District consists of the following college and/or education centers:

- Southwestern College
- Higher Education Center at National City
- Higher Education Center at Otay Mesa
- Higher Education Center at San Ysidro

**Geographic Area of College District.** The College District shall consist of all the geographic area within the boundaries of the College District as recorded in the Office of the San Diego County Superintendent of Schools (Calif. Ed. Code, Section 2600).

**SPECIAL AND EMERGENCY MEETINGS OF THE GOVERNING BOARD**

**References:** Education Code Section 72129;  
Government Code Sections 54956, 54956.5, and 54957

**Special meetings** may from time to time be called by the President of the Governing Board or upon a call issued in writing and signed by a majority of the Board. ~~by a majority of the members of the Governing Board.~~ Notice of such meetings shall be posted at least 24 hours before the time of the meeting, and shall be noticed in accordance with Brown Act. No business other than that included in the notice may be transacted or discussed.

**Emergency meetings** may be called by the President of the Governing Board when prompt action is needed because of actual or threatened disruption of public facilities under such circumstances as are permitted by the Brown Act, including work stoppage, crippling disasters, and other activity that severely impairs public health or safety.

No closed session shall be conducted during an emergency meeting, except as provided for in the Brown Act to discuss a dire emergency.

The Superintendent/President shall be responsible to ensure that notice of such meetings is provided to the local news media as required by law.

## **QUORUM AND VOTING**

**References:** *Education Code Sections 72000(d)(3), 81310 et seq., 81365, 81432 and 81511;*  
*Government Code Section 53094;*  
*Code of Civil Procedure Section 1245.240*

A quorum of the Governing Board shall consist of three members.

No Board action shall be taken by secret ballot.

Separation of a compound agenda item into two or more items for separate votes may be requested by any Board member.

No vote shall be taken on any matter before the Governing Board until all Board members have had the opportunity to speak on the matter for up to three (3) minutes, or longer at the discretion of the Board President.

The Governing Board shall act by majority vote of all of the membership of the Governing Board, except as noted below.

The following actions require a majority vote of all members of the Governing Board:

- Resolution of intention to sell or lease real property (except where a unanimous vote is required);
- Resolution of intention to dedicate or convey an easement;
- Resolution authorizing and directing the execution and delivery of a deed;
- Action to declare the District exempt from the approval requirements of a planning commission or other local land use body;
- Appropriation of funds from an undistributed reserve;
- Resolution to condemn real property.

The following actions require a unanimous vote of all members of the Governing Board:

- Resolution authorizing a sale or lease of District real property to the state, any county, city, or to any other school or community college district;
- Resolutions necessary in all other cases as specifically addressed in the law.

## Rosalva Garcia

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**From:** Chris Bender  
**Sent:** Friday, February 25, 2011 2:52 PM  
**Subject:** Introducing Our 50th Anniversary Logo

College Community,

We are proud to present the College's 50<sup>th</sup> anniversary logo. Use it. Enjoy it. It's for all of us.



The logo will make its debut starting today on our Spring 2 posters and serve as the College's main logo until Dec. 31, 2011, replacing the standard SWC logo during that period. The logo is available in *Public Folders/Community Relations/Logos, Letterhead, Maps, Graphics*, along with the following materials:

- logo standards (we encourage you to review before using the logo)
- electronic letterhead
- announcement templates for school- or department-specific postings

OSS is also currently preparing printed letterhead and note cards.

We thank OSS, our 50<sup>th</sup> Anniversary Task Force and the Shared Consultation Council for helping us arrive at the final design. Garnering everyone's thoughts and ideas helped us achieve our best result.

Thanks,  
Chris

*Chris Bender*  
*Chief of Communications, Community and Government Relations*





# **SOUTHWESTERN COLLEGE**

## **STRATEGIC PLAN**

*Review and Renewal Process through 2015*

## Renewal of SWC's Strategic Plan

Southwestern College began development of its Strategic Plan in 2004, culminating in the Board-approved Plan 2006-09. In 2010, the Strategic Plan was extended through 2012, with annual updates included for 2010-11 and 2011-12.

In Spring, 2010, a timeline for full renewal of the Strategic Plan was approved. A revised plan effective through 2015 is expected to be approved and implemented by August, 2012.

The Southwestern Consultation Council (SCC) serves as the Strategic Planning Committee. It is co-chaired by the Superintendent/President and the Academic Senate President. There are seven strategic priorities in the Strategic Plan, with "Teaching & Learning" added in 2011. Each Strategic Priority has a committee, with Team Leaders, who develop the goals and annual action plans; and then review, monitor, evaluate, assess and modify them as part of the annual planning cycle.

### **Supporting Documents**

*Revised Mission Statement*

*Strategic Priority Action Plan Committees*

*SWC Integrated Planning Cycle*

*Revised Strategic Priorities*

*Master Calendar through May 2011*

The Strategic Plan Renewal Process consists of annual strategic priority review and action plan updates. A full renewal process will be conducted every five years.

### **“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 District provides educational opportunities in the following areas:*

- *associate degree and certificate programs;*
- *transfer;*
- *professional, technical, and career advancement;*
- *basic skills;*
- *personal enrichment;*
- *nonPcredit 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. “*

(add vision and values)

Southwestern College  
Renewal of Strategic Plan 2013 – 2017  
Master Calendar (Spring 2011)

DATE	ACTIVITY	Primary Lead/Progress
January 2011	<ul style="list-style-type: none"> <li>❖ Strategic Planning Co-Chairs (“Plan to Plan Group”) identified.</li> <li>❖ Initial meetings held.</li> </ul>	
February 2011	<ul style="list-style-type: none"> <li>❖ Organizational structure for strategic planning approved.</li> <li>❖ Strategic Priorities reconfirmed; addition of any new priorities</li> <li>❖ Reporting relationships and integration issues determined.</li> <li>❖ Development Timeline &amp; Process approved.</li> <li>❖ Strategic Planning organizational meeting held (chaired by S/P).</li> <li>❖ Strategic Planning Process/timeline/membership marketed to all constituents.</li> <li>❖ Environmental scan data needs identified.</li> <li>❖ Data needs reconfirmed by Strategic Priority Committees.</li> </ul>	
March 2011	<ul style="list-style-type: none"> <li>❖ Data under development by Research Office.</li> <li>❖ Meeting with Strategic Planning Co-Chairs.</li> <li>❖ Meeting with SCC</li> <li>❖ Meeting with Strategic Priority Committee Co-Chairs.</li> <li>❖ Confirmation of each Strategic Priority Committee membership.</li> <li>❖ Clear definition of role, responsibilities, reporting structure, outcomes, etc. communicated to, and agreed upon, by Strategic Priority Committee Co-Chairs.</li> <li>❖ Planning for 1<sup>st</sup>. Forum underway.</li> <li>❖ Recruit panel to discuss local labor market &amp; community data for South County.</li> </ul>	

	<ul style="list-style-type: none"> <li>❖ Development of presentation on Strategic Planning process and Environmental Scan research data.</li> </ul>	
April 1	<ul style="list-style-type: none"> <li>❖ Data report provided to Strategic Planning Co-Chairs by Research Office.</li> </ul>	
April	<ul style="list-style-type: none"> <li>❖ Meeting with Strategic Planning Co-Chairs.</li> <li>❖ Meeting with SCC</li> </ul>	
Apr.18-24	Spring Break	
Thurs, Apr.14	<ul style="list-style-type: none"> <li>❖ Hold 1<sup>st</sup>. Forum</li> </ul>	
April 15	<ul style="list-style-type: none"> <li>❖ Hold mini-forums at Education Centers.</li> <li>❖ Globally distribute forum materials to campus community and place on college website.</li> <li>❖ Request input.</li> </ul>	
May	<ul style="list-style-type: none"> <li>❖ Meeting with Strategic Co-Chairs.</li> <li>❖ Meeting with SCC</li> <li>❖ Summary progress report submitted to SCC on renewal of Strategic Plan 2013-17.</li> </ul>	
May 20	<ul style="list-style-type: none"> <li>❖ Summer Break begins</li> </ul>	



# **SOUTHWESTERN COLLEGE**

# **STRATEGIC PLAN**

*Extension Process*

*Annual Plans*

*2010-11*

*2011-12*



# Extension of SWC's Strategic Plan

In 2010, Southwestern College extended its Strategic Plan for two additional years prior to a full renewal process being conducted in 2011. Annual action plans for 2010-11 and 2011-12 are required for each of these two extended years.

## Strategic Priority Action Plan Committees

*List of Strategic Priorities and Committee members*

*2010-11 and 2011-12 timeline*

*2010-11 memo and progress report*



Date: February 4, 2011

To: Strategic Action Plan Work Group Co-Chairs

From: Mark Meadows, Ph.D., Angelina E. Stuart, Angelica L. Suarez, Ph.D.  
Strategic Plan Co-Chairs

Subject: 2010-11 and 2011-12 Action Plan Timeline

Thank you for your positive efforts in implementing our strategic action plans for the 2010-2011 academic year. As you know from this week's SCC meeting, a progress report on what your action plan work-group has accomplished, planned or assessed, is due to us by Monday, February 14 to share with the SCC on Wednesday, February 16.

Attached is a timeline of important deadlines to allow the College to complete, assess, and evaluate our 2010-11 action plans; and, to develop and gain approval of our action plans for 2011-12.

Please review the attached timeline, discuss with your work-group members, and request the assistance of our Director of Research, if needed. Let us know if you have any concerns or questions.

Again, thank you for your leadership in this important Accreditation endeavor.

Cc: Denise Whittaker, Interim Superintendent/President  
Linda Gilstrap, Director of Research, Grants & Planning  
Mary Wylie, Strategic Planning Consultant  
Mary Ganio, Administrative Asst. to the Superintendent/President  
Rosalba García, Administrative Asst. to the Superintendent/President  
Kim Rader, Administrative Asst. to the Vice President for Academic Affairs

# Southwestern College

## Strategic Planning

### 2010-11 Action Plan Progress Report to SCC

February 16, 2011

Action Item	Status	Evidence	Timeline for Completion	Contact (s)	Rubric/ Measurement (If Applicable)
1. Analyze the success of Basic Skills Initiative projects through the use of empirical data to determine the feasibility of institutionalization.	<p>We have received some data on the Intervention model that is showing success. We also have a small amount of data on the ESL Advocate Program—but, overall, we are building a new list of data needs to be submitted to Institutional Research.</p> <p>Basic Skills coach, Greg Hazlett, was assigned to Otay Mesa and worked primarily with the Nursing Program faculty in teacher training staff developers. He brought together presenters of four workshops during the spring and fall 2010 semesters, addressing language development, teaching techniques, basic math skills, reading of specific texts, and addressing basic skills issues of online students.</p>	<p>Data (when available)</p> <p>Evaluations filled out by teachers.</p>	<p>Data has been requested from the Office of Research, Grants, and Planning for Spring 2011. Preliminary data is available on the Intervention Model.</p> <p>Note: Include in 2011-12 Action Items</p>	Bea/Valerie (BSI Co-chairs)	

<p>2. Implement user functionality of the Student Data Warehouse system to assist faculty and administrators with their data needs.</p>	<p>On February 1, 2011, Datatel Consultant Onwiler was hired to assist with the full implementation of the Data Warehouse. Currently, he has conducted user group meetings, and the programming costs to make the system operational are being calculated.</p>	<p>Calendar of Meetings</p>	<p>Cost of programming and available resources to be determined by Spring 2011. Note: Include in 2011-12 Action Items</p>	<p>P. Larkin, Acting Director of CSS.</p>	<p>N/A</p>
<p>3. Increase activities focused on options for the forward transfer of students to college and universities.</p>	<p>Jaime Salazar, TC Coordinator, and the Transfer staff have continued to expand workshop offerings and transfer college/university tours. He has also commenced dialogue with the Academic Senate, and we have hosted a meeting to initiate a subcommittee of the Academic senate to focus upon making transfer a priority for our students. Some of this has been delayed since the Academic Senate is very involved in the accreditation effort.</p>	<p>Attached information from TC Program Review.</p>	<p>Ongoing Note: Include in 2011-12 Action Items</p>	<p>Bea/Jaime</p>	
<p>4. Expand collaborative initiatives with feeder high schools to create a seamless transition of students to Southwestern College.</p>	<ul style="list-style-type: none"> <li>Two workshops have been provided to SUHSD counselors to assist them in understanding the transition process for incoming freshmen students. Assessment, Web Advisor, and Online Orientation have been discussed. Both sessions were very well attended, and it has been requested to make this an ongoing effort. Norma Cazares has spearheaded this event.</li> </ul>		<p>Ongoing</p>	<p>Mia/Bea Mark Meadows Deans/faculty</p>	

	<ul style="list-style-type: none"> <li>• EAP continues to provide services to SUHSD and, in collaboration with Counseling, Admissions, Outreach, Assessment and DSS, early admissions activities will continue. The Online Orientation is currently being improved and updated.</li> <li>• Financial Aid Department sends representatives into the community and assists students and their parents with financial options for college. Assistance is available to complete FAFSA and BOGW.</li> <li>• SWC provides staff to assist with presentations to the local middle schools in the "College—Make it Happen" programs.</li> <li>• SWC provides college courses held at the high schools for co-enrolled high school students. SWC waives the fees for these high school students and pays the adjunct faculty to teach these college courses at the high school. Sweetwater Union High School District pays for the textbooks for these high school students in order to defray the cost</li> </ul>			
	<p><u>Higher Education Center at Otay Mesa:</u></p>			

	<p><u>Fall 2009</u></p> <ul style="list-style-type: none"> <li>• November 19, 2009-San Ysidro High School (students, parents) – Parent Night &amp; Nursing Presentation</li> </ul> <p><u>Summer 2010</u></p> <ul style="list-style-type: none"> <li>• July 15, 2010 – Imperial Valley College (students, teachers)- Nursing Presentation/ Otay Mesa Campus Tour</li> </ul> <p><u>Fall 2010</u></p> <ul style="list-style-type: none"> <li>• September 9, 2010- Sweetwater High School (students, 2 teachers, 1 counselor) - SWC Higher Education Center at Otay Mesa Campus Tour.</li> <li>• September 23, 2010- Sweetwater Union High School&amp; Middle School District (counselors from all over district)= College Excursion at Otay Mesa.</li> <li>• October 21, 2010 – San Ysidro High School (students 2 teachers)= SWC Higher Education Center at Otay Mesa Campus Tour</li> <li>• November 2, 1010 – Castle Park High School (teachers, 1 counselor)= SWC Higher</li> </ul>			
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	<p>Education Center at Otay Mesa Campus Tour</p> <ul style="list-style-type: none"> <li>• November 5, 2010- Mater Dei Catholic High School (students)= Nursing Presentation</li> <li>• November 5, 2010- Palomar High School (students, 1 teacher)= Nursing Presentation</li> <li>• November 16, 2010- Chula Vista High School (students, teachers)= 2<sup>nd</sup> Annual College Career Fair</li> </ul> <p><u>Spring 2011</u></p> <ul style="list-style-type: none"> <li>• January 7, 2011- San Ysidro Middle School (teachers and administrators)= Professional Development Day</li> <li>• February 3, 2011- Patrick Henry High School (students)= Healthcare Pathways Career Fair</li> <li>• February 10, 2011- Lincoln High School (students, 2 teachers, 1 counselor)= SWC Higher Education Center at Otay Mesa Campus Tour</li> <li>• March 3, 2011- Eastlake High School (students, teacher, counselor)= SWC Higher Education Center at Otay Mesa Campus Tour</li> <li>• March 8, 2011- San Ysidro High School (students) = Career Fair</li> <li>• March 29, 2011- SWC Otay Mesa</li> </ul>			
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	<p>Open House &amp; Career Fair (Mar Vista High School &amp; Garfield High School), (students, teachers, counselors)= Nursing Presentation; Campus Tour/Open House</p> <p>Nursing Program:</p> <ul style="list-style-type: none"> <li>The Nursing Department worked with the Health Sciences High and Middle College and has developed the first ever high school CNA course. Twenty -two students are enrolled and scheduled to graduate in May 2011. This is a health careers pathway that will pave the way into the nursing programs (Licensed Vocational Nurse &amp; Associate Degree Nurse).</li> </ul> <p>School of Business, Technical &amp; Professional Education:</p> <p>Automotive -- Tech Prep 2+2 at SWC with ROP and adult school instructors</p> <p>Informational posters distributed to local high schools</p> <p>Promotional video shown to students and advisory committee members</p>				
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	<p>High School Tours</p> <p>Child Development -- Tech Prep 2+2 with Sweetwater Union High School District</p> <p>Child Dev. Center -- Tours of the CDC for local high school seniors.</p> <p>CIS -- Tech Prep 2+2 with Sweetwater Union High School District.</p> <p>Business -- Tech Prep 2+2 with Sweetwater Union High School District</p> <p>Secretary to Music Machine at Bonita Vista High</p> <p>Judge speech contest at local elementary school</p> <p>Web Design -- Tech Prep 2+2 with Eastlake High and Bonita High</p> <p>High School Pilot Project with Sweetwater High School District, Coronado High &amp; Adult School</p> <p>Annual presentations at SWC to Parents of incoming high school students</p> <p>Presentations at SWC to local high school counselors</p>				
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<p>5. Implement a college based student email system.</p>	<p>Informational website links email to local high school counselors and teachers</p> <p>On February 1, 2011, Datatel Consultant Onwiler was hired to assist with a number of technology related items. He is reviewing Datatel solutions for an email communication system. Options and costs associated are being calculated</p>	<p>Listed as a priority in the proposed Technology Plan for 2011-2015.</p>	<p>Estimate to be provided by Spring 2011.</p> <p>Include in 11-12 Action Items</p>	<p>P. Larkin, Acting Director of CSS</p>	
<p>6. Increase instructor and staff development training and delivery of distance education and hybrid courses/ programs.</p>	<p>Staff Development has coordinated with Larry Lambert to offer numerous workshops to prepare faculty to use Blackboard. Faculty use Blackboard to supplement face-to-face courses, in hybrid courses, and in fully online courses.</p> <p>Mentor faculty trainers at Otay Mesa have trained adjunct faculty to develop online courses and have provided information on online andragogy and tips to address basic skills online.</p> <p><b>As part of the Tenure Review Process, and part of the WASC Recommendation 7 for a Staff Development Plan, a formalized training program for distance education and hybrid courses needs to be established. This section will be added to the revised Action Item for 2011-12.</b></p>	<p>Workshop rosters and evaluations.</p>	<p>Ongoing.</p> <p>Include in 11-12 Action Items</p>	<p>Diana Kelly/ Michael Kerns –</p>	<p>In need of research to measure retention of students by faculty who are trained.</p>

## STRATEGIC PRIORITY 3 — ECONOMIC, WORKFORCE & COMMUNITY DEVELOPMENT

2010-2011: Action Items Summary & Update  
 Work Group Co-Chairs: Irma Alvarez, Debbie Trujillo & Scott Finn  
 Updated 2/8/11

Action Item	Status	Evidence	Timeline for Completion	Contact (s)	Rubric/ Measurement (If Applicable)
7. 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 and identifies new/emerging program areas in need of development	a. Workforce & Business Development (WBD) Committee established b. Draft Workforce & Business Development Plan developed c. Campus Workforce Survey developed and analyzed by WBD Committee d. Database framework for inventory of programs developed. e. Performance/ Outcome metrics established. f. Performance/ Outcome Report for 2008-2009 & 2009-2010 completed g. New Emerging programs @SWC	a. WBD Charter & Minutes b. Final WBD Plan c. Campus Survey Results d. Database in place e. Performance Template f. Performance Report for 2008-2009 & 2009-2010 g. List of New SWC	a. Ongoing b. July 2011 c. Done d. July 2011 e. Done f. . . July 2011 -Final, Fall 2011 g. Sum 2011	Workforce & Business Development Committee: Mark Meadows Debbie Trujillo (co-chairs) Irma Alvarez Corey Breininger Scott Finn Nelson Riley Mary Watters Victor Castillo Chris Bender	Growth in number of workforce & business programs available at SWC Participation in Workforce & Business Development programs Funding & grants acquired by SWC for Workforce & Business No. of students participating in

	<p>identified</p> <p>h. Summary Business/Industry Research to validate needs and identify opportunities yet to be compiled.</p> <p>i. Workforce &amp; Business opportunities and gaps based on capacity and research yet to be conducted.</p> <p>j. Re-establish School to oversee Workforce Development priorities and link schools/departments, manage research findings, help to optimize opportunities &amp; to implement strategies.</p>	<p>Emergent programs</p> <p>h. Research report &amp; resources available</p> <p>i. New Workforce and Business Development opportunities are reported and communicated to campus constituents</p> <p>j. School/Division responsible for Workforce Development is in place.</p>	<p>h. 2012</p> <p>i. 2012</p> <p>j. Need by Fall 2011</p>		<p>work experience classes</p> <p>Business &amp; Industry experts from key region sectors participate in advisory committees to grow, create, and sustain vital programs</p>
<p>8. Support the creation, retention, and expansion of business and industry to contribute to the revitalization of our local economy</p>	<p>a. Small Business Development Center (SBDC), Center for International Trade (CITD), Contracting Opportunities Center (COC), and Family Child Care Microenterprise Program are fully operational; experiencing stable funding &amp; new grant opportunities; are reaching more businesses.</p> <p>b. Business Development programs are creating economic impact in</p>	<p>a. 2008, 2009, 2010, 2011 Funding levels.</p> <p>b. 2008, 2009, 2010 Economic</p>	<p>a. July 2011</p> <p>b. July 2011</p>	<p>WBD Committee</p>	<p>Economic Impact resulting from the delivery of resources &amp; training to business/industry</p> <p>No. of Businesses served</p>



	communities including new jobs created, jobs retained, new business starts, capital infusion and new contracts to grow business.	Impact Reports		
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<b>STRATEGIC PRIORITY 4 — FINANCIAL RESOURCES &amp; DEVELOPMENT</b>					
<b>2010-2011: Action Items Summary &amp; Update</b>					
<b>Work Group Co-Chairs: Wayne Yanda, Wanda Maxwell &amp; faculty tba</b>					
<b>Action Item</b>	<b>Status</b>	<b>Evidence</b>	<b>Timeline for Completion</b>	<b>Contact (s)</b>	<b>Rubric/ Measurement (If Applicable)</b>
9. Produce monthly Foodservice financial statements by the last day of the	Account Technician retired which delayed production. We are	Five statements produced with satisfactory results.	In process - monthly during year	WC Yanda - 6414	Thirty days

following month through F2010-11	averaging 47 days to complete. Will get back on "track" as the position is now filled.					
10. 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)	Fifty items pulled to determine if paid timely.	All fifty items were paid in an average of 13.2 days. Only two, due to circumstances beyond our control, were paid over thirty days from date of invoice.	Twice per year	WC Yanda - 6414	Thirty days	
11. Ensure that Sun ad revenue detail is received and reviewed monthly for the prior month.	This item has not been completed due to lack of response from the Sun.	NA	NA	WC Yanda - 6414	NA	
12. Survey 20 budget managers for 2010-2011 budget preparation and resurvey for 2011-2012 and expect more positive outcomes.	Survey sent to 20 managers and we are awaiting responses from twelve managers.	Eight responses with 11 items per response graded were received with only four of the 88 responses rated as disagree or strongly disagree on providing services accurately.	Twice per year	WC Yanda - 6414	Neutral/average or better at providing services accurately.	
13. Reconcile all bank accounts timely by	Eighteen reconciliations (3	The average of 31 days exceeded the goal of	Monthly	WC Yanda - 6414	Change from 21	

the 21 <sup>st</sup> of the following month	accounts over 6 months) average of 31 days.	21 days due to staffing shortage. We should achieve the goal in the next six months.			days to 30 days.
14. Ensure that fixed assets module is updated and automated in Datatel prior to 6-30-11.	Completed.		Updated annually.	WC Yanda - 6414	Annually.
15. Ensure that bonds are properly accounted within Datatel and amortizations are correct (see findings 4 & 5 on page 1 of 2008-2009 report) prior to 6/30/11	Completed.		Updated manually.	WC Yanda - 6414	Annually.
16. Implement ACH deposit for financial aid checks.	This action item should be removed as software will not allow this interface.		NA	WC Yanda - 6414	NA

## STRATEGIC PRIORITY # 5 & 6: ORGANIZATIONAL EFFECTIVENESS & HUMAN RESOURCES

2010-2011: Action Items Summary & Update  
 Work Group Co-Chairs: Michael Kerns, Diana Kelly, Angelina Stuart

Action Item	Status	Evidence	Timeline for Completion	Contact (s)	Rubric/ Measurement (If Applicable)
17. Review & clarify the purpose roles and responsibilities of participatory decision-making for all stakeholders and ensure a cyclical review	<ul style="list-style-type: none"> <li>a. Revised Policy 2510- completed.</li> <li>b. New Procedures for 2510 – completed</li> <li>c. New Policy 2515 – completed.</li> <li>d. New Procedures 2515 – completed</li> <li>e. New Shared Planning &amp; Decision-making Handbook – in progress</li> </ul>	<p>Approved District Policies 2510, 2515 &amp; their procedures.</p> <p>Draft of Shared Planning &amp; Decision-Making Handbook sent out via email February 2011</p>	<p>Board Approved on October 13.</p> <p>Handbook to be completed by March 1st</p>	M. Kerns A. Stuart	Draft Committee templates available for review.
18. Strengthen professional development by implementing individualized professional development plans	<ul style="list-style-type: none"> <li>• A process was developed for individualized PD Plans for full-time faculty as part of the Flex Guidelines.</li> </ul>	Flex Guidelines and forms; Academic Senate agenda & minutes for Oct. 2011.	Approved by Academic Senate in Oct. 2010; to be implemented in Spring 2011 for the 2011/12 year.	D. Kelly A. Stuart	Plans on file in Staff Development

for all stakeholders	<ul style="list-style-type: none"> <li>The process for full-time faculty will be adapted to the needs of other constituent groups.</li> </ul>	Forms & guidelines – currently in progress	This process will be completed by the end of Spring 2011 and implemented for all staff in Fall 2011.	D. Kelly M. Kerns A. Stuart	Plans on file in Staff Development
19. Foster a positive work environment by promoting cultural competency among all constituency groups	<ul style="list-style-type: none"> <li>Workshops and events have been provided and will continue to be offered to all constituent groups.</li> <li>The SWC “Cultural Institute” will be revived in 2011/12 and more workshops &amp; events added.</li> <li>New Diversity &amp; Equity Committee established to replace the previous dormant Diversity Committee.</li> </ul>	Staff Development workshop rosters and evaluations.  Cultural Institute program flyer (to be developed from previous programs)  Meeting agendas & minutes.	On-going.  Plans to be completed in Spring 2011 for 2011/12 academic year.  Will begin meeting in March of 2011.	D. Kelly  D. Kelly  A. Stuart J. Williams  N/A	Staff Development Evaluations & Needs Assessments  Staff Development Evaluations & Needs Assessments  N/A
20. Foster a positive work environment by strengthening mutual respect among all constituency groups	<ul style="list-style-type: none"> <li>Workshops and events have been provided and will continue to be offered to all constituent groups.</li> <li>Leadership training will be provided for all in leadership</li> </ul>	Staff Development workshop rosters and evaluations.  Staff Development workshop rosters and evaluations.	On-going  Admin. Retreat Spring 2011 and On-going	D. Kelly  D. Kelly, M. Kerns	Staff Development Evaluations & Needs Assessments  Staff Development Evaluations &

	<p>roles to encourage &amp; model mutual respect behaviors.</p> <ul style="list-style-type: none"> <li>Shared Planning &amp; Decision-Making has been established and is being strengthened.</li> </ul>	<p>SCC has been restructured to be the sole committee making recommendations to the Sup/President for shared governance; meeting minutes &amp; agendas; shared governance flowchart; Shared Planning &amp; Decision-Making Handbook.</p>	<p>On-going</p>	<p>D. Whittaker A. Stuart</p>	<p>Needs Assessments WASC Rubric for Evaluation Institutional Effectiveness.</p>
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## *Strategic Planning*

### Timeline: 2010-11 and 2011-12 Action Plan Committees

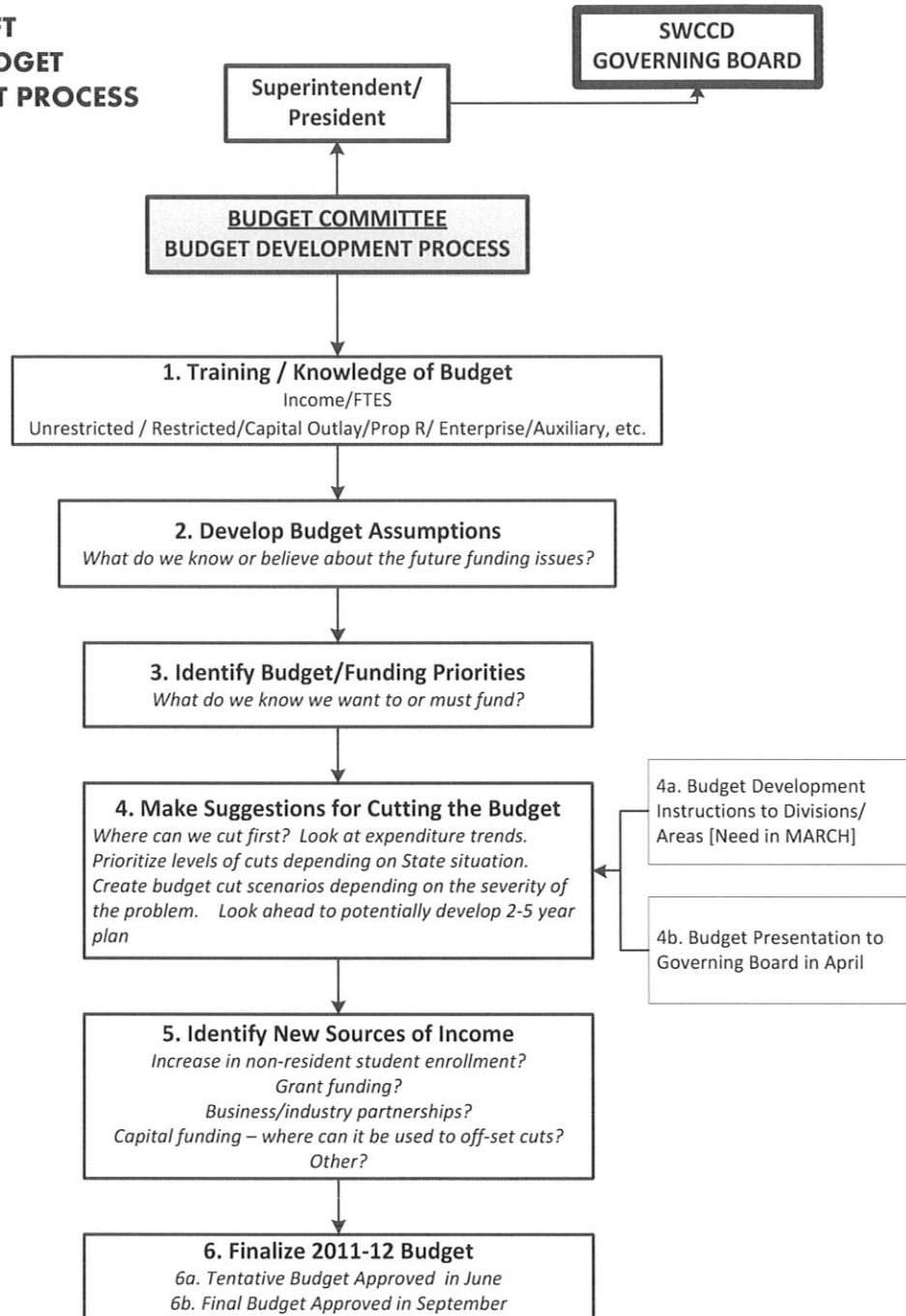
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| Wed., Jan. 26   | Meeting of Action Plan Co-Chairs: discussion of 2010-11 action plan needs and assessment issues  |
| Mon., Feb. 7    | Action Plan Co-Chairs submit a draft of the assessment measures/rubrics for their 2010-11 action plans to the Strategic Planning Co-Chairs. (Email with attachment to Strategic Planning Co-Chairs & Mary Wylie)     |
| Mon., Feb. 14   | Action Plan Co-Chairs submit written Progress Report, including assessments, on 2010-11 action plans to Strategic Planning Co-Chairs. (Email with attachment to Mary Wylie with Strategic Planning Co-Chairs copied) |
| Thurs., Feb. 17 | Strategic Planning Co-Chairs submit and present Progress Report on 2010-11 Action Plans to SCC.  |
| Mar. 1-11       | Research Office reviews assessment measures/rubrics for 2010-11 Action Plans, and assists Action Plan Co-Chairs as needed.   |
|                 | Teaching & Learning is added as a strategic priority for 2011-12 and co-chairs appointed.  |
| Mar. 14-May 6   | Action Plan Co-Chairs continue implementation of action plans, drafting of outcomes, work-group discussion and collaboration.  |
| Apr. 4-15       | Action Plan Co-Chairs with work-groups begin discussion of action plans for the 2011-12 college year   |
| Apr. 16-24      | Spring Break   |



- April 25-May 5      Action Plan Co-Chairs continue discussion and drafting of 2011-12 action plans by work-groups, including assessment measures and budget needs.
- Fri., May 6      Action Plan Co-Chairs submit draft 2011-12 Action Plans to Strategic Planning Co-Chairs.
- May 9-13      Draft 2011-12 action plans globally distributed and feedback requested from all individuals, committees, councils, constituent groups, etc.
- 
- Fri., May 13      Action Plan Co-chairs submit written report of outcomes on 2010-11 action plans to Strategic Planning Co-Chairs.
- June-July 15      Research Office completes assessment of 2010-11 action plan outcomes and prepares draft report for submission to the Strategic Planning Co-Chairs.
- May 17-21      Strategic Planning Co-Chairs and Action Plan Co-Chairs review feedback of draft 2011-12 action plans; revised 2011-12 action plans forwarded to SCC by Strategic Planning Co-Chairs for approval and recommendation to the Superintendent/ President.
- Summer 2011      Updates & Follow Up as necessary -- tba
- Thurs., Aug. 11      Strategic Planning Co-Chairs submit final report to SCC on Action Plan outcomes for 2010-11 and the list of Action Plans for 2011-12 for review and discussion at the SCC retreat.

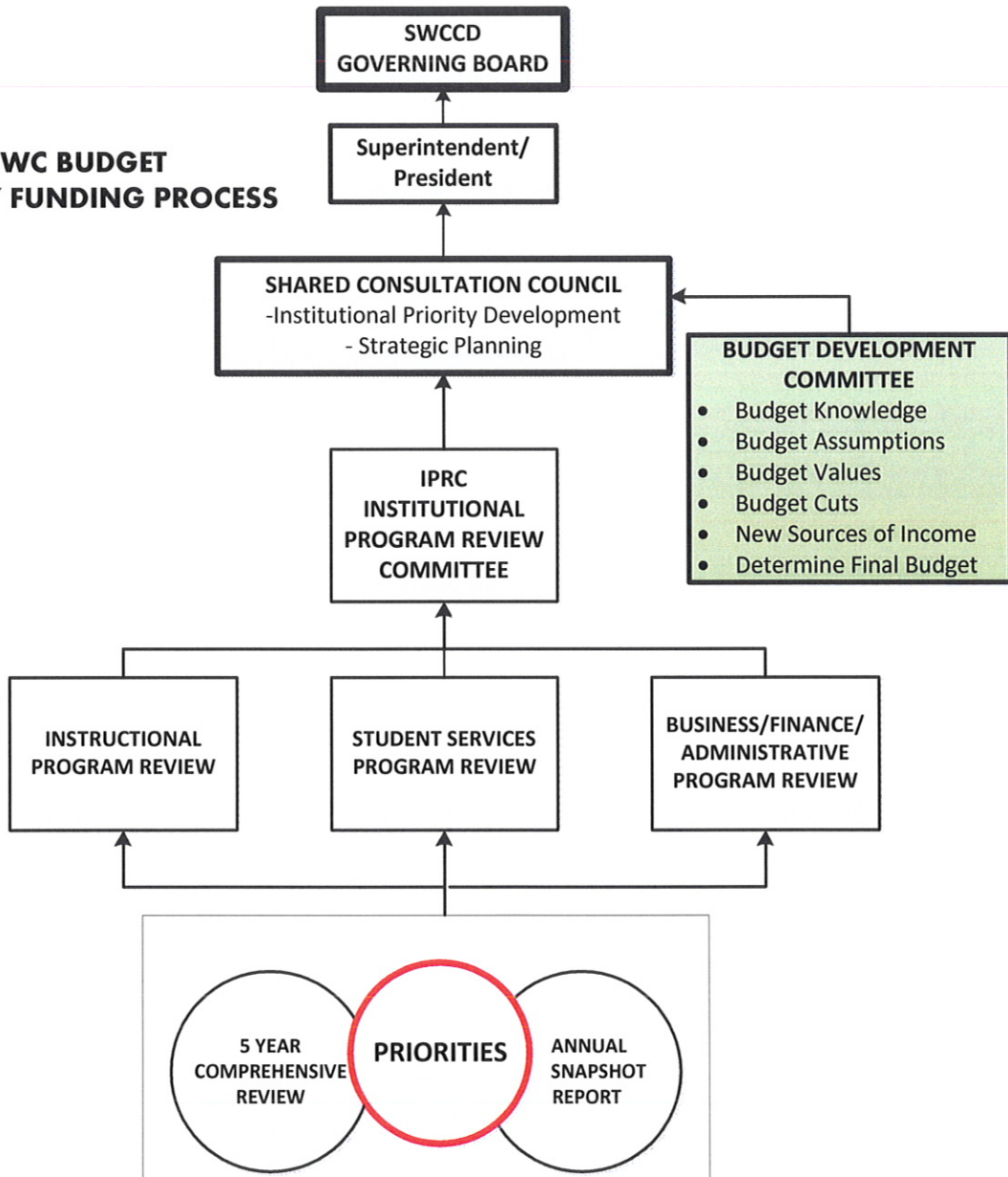


**DRAFT  
SWC BUDGET  
DEVELOPMENT PROCESS**

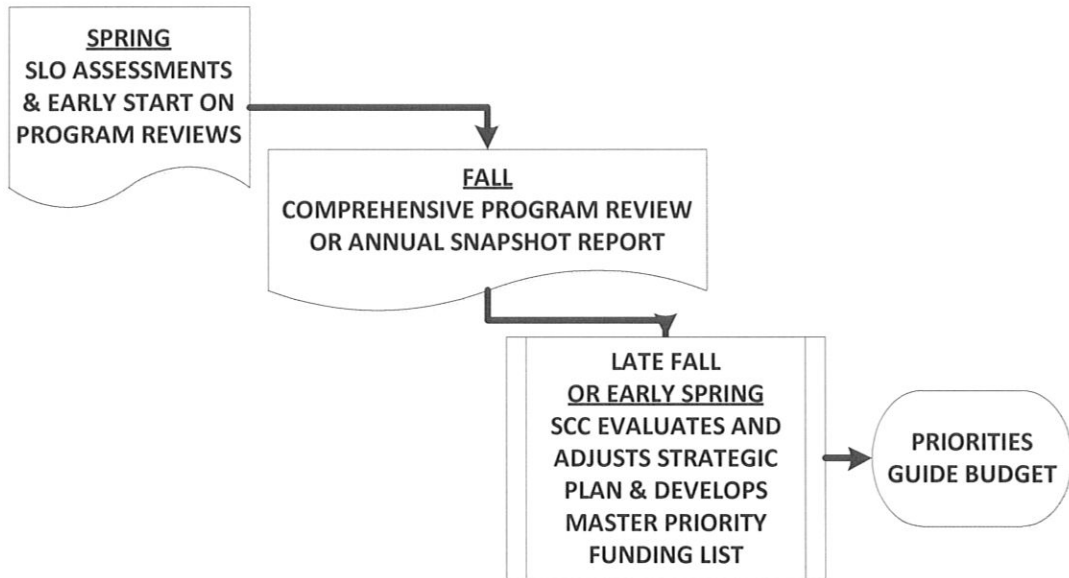


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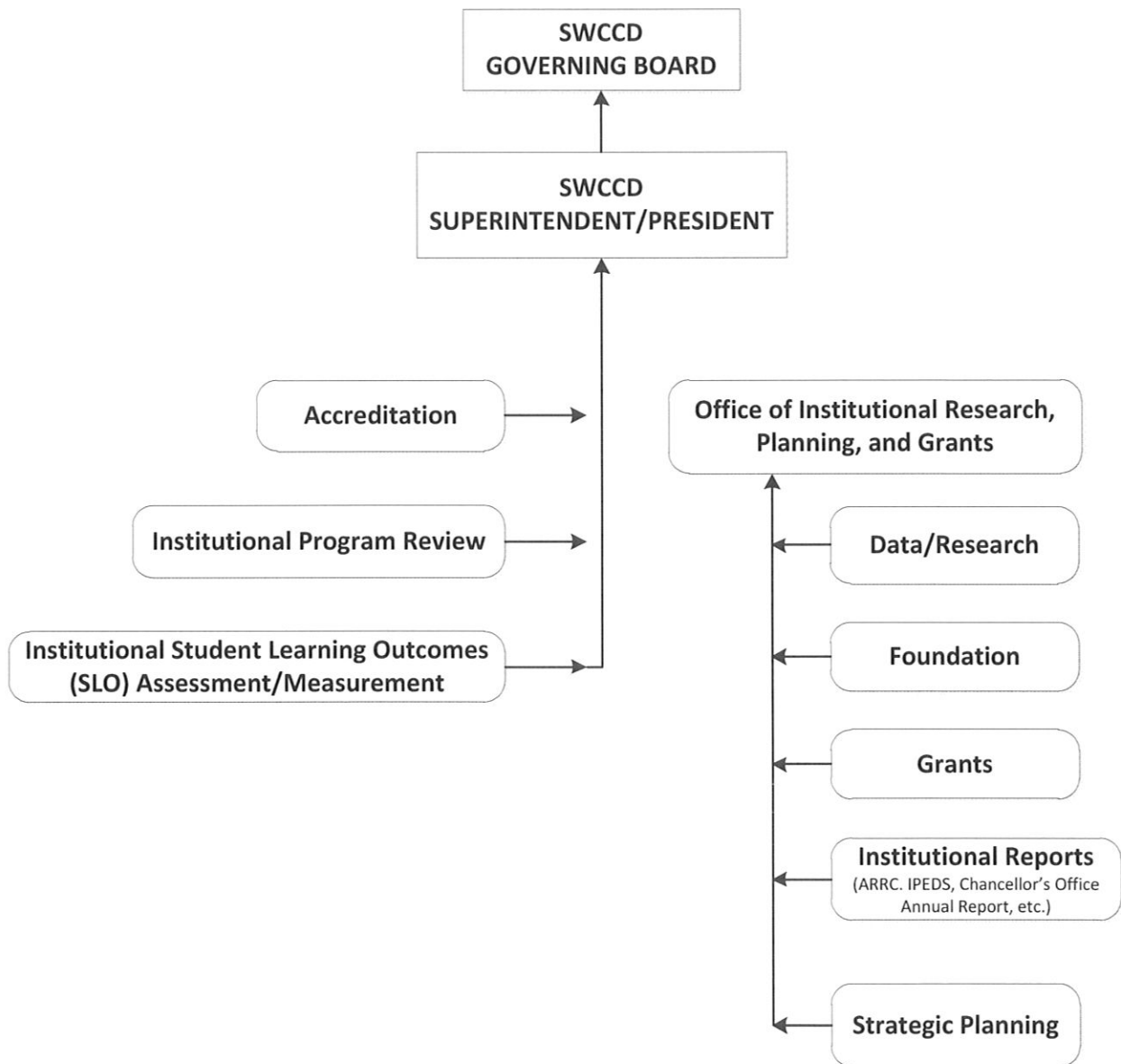
**SWC BUDGET  
PRIORITY FUNDING PROCESS**



SWC Annual Cycle for SLO/Program Review Leading to Budget Funding



OFFICE OF INSTITUTIONAL EFFECTIVENESS  
TRANSITIONAL ORGANIZATIONAL CHART  
3/9/11





**FINAL**  
**For Constituency Review 2/27/10**  
**March 15, 2011 Follow-Up Report**

*Submitted to the Accrediting Commission  
For Community and Junior Colleges,  
Western Association of Schools and Colleges  
March 15, 2011*

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

TABLE OF CONTENTS

CERTIFICATION OF ACCREDITATION FOLLOW UP REPORT .....3

1. STATEMENT OF REPORT PREPARATION .....3

    EVIDENCE: .....7

2. RESPONSES TO TEAM RECOMMENDATIONS .....8

    A. RECOMMENDATION ONE: .....8

*Resolution of the Recommendation:* .....9

*Description of Progress:* .....9

*Analysis of the Results:* .....11

*Additional Plans:* .....11

    B. RECOMMENDATION TWO: .....12

*Resolution of Recommendation 2:* ..... *Error! Bookmark not defined.*

*Description of Progress:* ..... *Error! Bookmark not defined.*

*Analysis of the Results:* ..... *Error! Bookmark not defined.*

*Additional Plans:* ..... *Error! Bookmark not defined.*

    C. RECOMMENDATION THREE: .....19

*Resolution of Recommendation 3:* .....20

*Description of Progress:* ..... *Error! Bookmark not defined.*

*Analysis of the Results:* ..... *Error! Bookmark not defined.*

*Additional Plans:* ..... *Error! Bookmark not defined.*

    D. RECOMMENDATION 4: .....24

*Resolution of Recommendation 4:* ..... *Error! Bookmark not defined.*

*Description of Progress:* ..... *Error! Bookmark not defined.*

*Analysis of the Results:* ..... *Error! Bookmark not defined.*

*Additional Plans:* ..... *Error! Bookmark not defined.*

    E. RECOMMENDATION SIX: .....30

*Resolution of Recommendation 6:* .....31

*Description of Progress:* ..... *Error! Bookmark not defined.*

*Analysis of Results:* ..... *Error! Bookmark not defined.*

*Additional Plans:* ..... *Error! Bookmark not defined.*

*Evidence:* ..... *Error! Bookmark not defined.*

    F. RECOMMENDATION SEVEN: .....40

*Resolution of the Recommendation:* .....40

*Description of Progress:* ..... *Error! Bookmark not defined.*

*Analysis of the Results:* ..... *Error! Bookmark not defined.*

*Additional Plans:* ..... *Error! Bookmark not defined.*

*Work Group 7 Membership:* ..... *Error! Bookmark not defined.*

*Evidence:* ..... *Error! Bookmark not defined.*

    G. RECOMMENDATION EIGHT (A): ..... **ERROR! BOOKMARK NOT DEFINED.**

*Resolution of Recommendation 8(a):* ..... *Error! Bookmark not defined.*

*Description of Progress:* ..... *Error! Bookmark not defined.*

*Analysis of Results:* ..... *Error! Bookmark not defined.*

*Additional Plans:* ..... *Error! Bookmark not defined.*

*Evidence:* ..... *Error! Bookmark not defined.*

    H. RECOMMENDATION EIGHT (B): .....53

*Resolution of Recommendation 8(b):* .....54

*Description of Progress:* .....54

*Analysis of the Results:* .....58

*Additional Plans:* .....59

*Evidence:* .....59



## Certification of Accreditation Follow Up Report

March 14, 2011

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

From: Southwestern Community College District  
900 Otay Lakes Road  
Chula Vista, CA 91910-7299

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The Accreditation FollowUp Report is submitted for the purpose of addressing the recommendations cited in the Commission letter and providing a statement of progress on those recommendations.

We certify that there was broad participation by the College community, and we believe the Follow Up Report accurately reflects the facts and events herein described as of March 3, 2011. Facts and events after March 3, 2011 will be addressed in an addendum to this Follow Up Report.

Signed:

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Tim Nader, Governing Board President

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Denise Whittaker, Interim Superintendent/President

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Angelina E. Stuart, Academic Senate President

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Ron Vess, Accreditation Oversight Committee Faculty Co-Chair

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Terry Davis, Southwestern Community College District Administrators Association

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Bruce MacNintch, President, Classified School Employees Association

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Andrew MacNeill, President, Southwestern College Education Association

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Manuel R. López, Jr., Associated Student Organization President, Student Trustee

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Mink Stavenga, DBA, Accreditation Liaison Officer

### 1. Statement of Report Preparation

This report is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in response to the Action Letter dated January 29, 2010 whereby Southwestern College was placed on probation (1.1). The College has resolved all ten recommendations required by the Commission and welcomes the opportunity to discuss these accomplishments.

After receiving the initial Action Letter on February 1, 2010, town hall forums were scheduled at the Chula Vista campus and each Higher Education Center (HEC) campus to assist with disseminating the findings and recommendations of the Commission to the College community, students, and community at large (1.2). The College Superintendent/President, a Cabinet member and/or the Accreditation Liaison Officer (ALO) attended each forum to discuss the recommendations and answer questions raised by the college community. All constituent groups mobilized to resolve the recommendations outlined in the Evaluation Report.

To address the inquiries the College began to receive regarding its probationary status, the existing website was updated with relevant information. This information was made available to the internal and external community.. Other relevant areas of the website have continued to be updated as new information becomes available.

A committee of key College personnel was convened to assist in addressing the recommendations and findings cited in both the Action Letter and the Evaluation Report. The Accreditation Liaison Officer (ALO) worked with the Academic Senate President (AS President) and the Vice President for Academic Affairs (VPAA) to identify faculty, staff, students, and administrators to serve on this committee (1.4). The members selected represent a cross-constituency of individuals who hold historical College reference, previously worked on the self-study, have prior experience working on Accreditation Teams, and/or co-chaired Steering Committees.

The Committee held the first meeting on February 4, 2010 and achieved the following outcomes (1.5): 1) committee composition (1.6); 2) name; 3) purpose, mission, and vision statement (1.7); 4) formation of work groups to address the ten (10) individual ACCJC recommendations (1.8); and 5) preparation of the meeting schedule (1.9).

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

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

**Vision:** Achieve ongoing reaffirmation of accreditation.\*

\*This vision statement was subsequently changed in September 2010 to read as follows:

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

The composition of the AOC includes co-leads for each respective work group and work group members representing all constituencies. To ensure broad representation, and to start rebuilding an environment of trust and respect, each constituency group was asked to appoint its own representatives. The initial members were as follows (full titles of members are listed in the appendices):



Mink Stavenga, Accreditation Liaison Officer  
(AOC Co-Chair)  
Angelina E. Stuart (Faculty)  
Diane Gustafson (Faculty)  
Philip Lopez (Faculty)  
Michele Fenlon (Classified)  
Kathy Tyner (Administrator)  
Randy Beach (Faculty)  
Margie Stinson (Faculty, SLOs)  
Angelica Suarez (Administrator)  
Nicholas Alioto (Administrator)  
Gilbert Songalia (Student)

Ron Vess, Faculty  
(AOC Co-Chair)  
Valerie Goodwin-Colbert (Faculty)  
Alexis Davidson (Faculty)  
Mia McClellan (Administrator)  
Bruce MacNintch (Classified)  
Terry Davis (Administrator)  
Kimberlie Rader (Confidential)  
Marsha Rutter (Adjunct Faculty)  
Mark Meadows (Administrator)  
Michael Kerns (Administrator)  
Veronica Burton (Faculty)

There has been some change in composition of the membership as new leaders of the constituent groups came on board for the 2010–2011 academic year. A list of current members of the AOC is also shown in the appendices.

The AOC formed ten work groups to address the ten recommendations identified in the Action Letter. Co-Leads and members for each work group were identified by the AOC, and faculty, staff, administrators, and students were invited to join any work group in which they had interest in participating. Work groups interpreted the recommendation, planned strategy, and developed a meeting schedule and timeline. In addition, the Accreditation Office prepared guides for the work groups to follow as they addressed each recommendation (1.10).

The AOC was established as an official standing committee of the College and on February 18, 2010 was moved under the Shared Consultation Council (SCC), the College's shared planning and decision-making committee (1.11). A process for recommendation, communication, and approval was developed by the members (1.12). This approval process included the work groups, AOC, SCC, Cabinet, and finally the Governing Board when appropriate. The Governing Board's role in the approval process was to act as a policy-making body. This clarified the shared planning and decision making process. .

On March 1, 2010, a special Governing Board meeting was held to update the Board on the findings of the Accrediting Commission and describe the plan and timeline developed by College leaders to address each of the recommendations by their respective due dates. The update was provided by the ALO and Faculty Co-Chair (1.13). Subsequent status reports were provided to the Governing Board by the AOC Co-Chairs at special Board meetings on April 28, 2010 (1.14) and February 5, 2011 (EVIDENCE), as well as regular Board meetings on July 14, 2010 (1.15) and September 8, 2010 (1.16). During the July Governing Board meeting, Board members requested a status report of our response to Recommendation 6 regarding Technology. This update was provided to the Governing Board at its August 11, 2010 meeting. In addition, a one-hour Accreditation Presentation was made to the entire college during the Opening Day Program (1.17) on August 16, 2010.

Numerous actions were taken to assure transparent processes and communications. AOC minutes and agendas were posted to the Outlook email system (1.18), the College website (1.19), and BlackBoard (1.20). The Superintendent/President provided accreditation updates to the

college community and the community-at-large (1.21). The Governing Board highlighted the accreditation progress and accomplishments in its monthly GB News (1.22). The ALO and the Community & Media Relations Office prepared a variety of communiqués to keep the college community informed and up-to-date (1.23). Constituencies were updated and informed through their respective representatives on the work groups and the AOC. The College website was the central location in which to post all communications, reports, newsletters, and minutes in order to make information accessible.

The AOC meetings were occasions for robust dialogue. Bringing everyone to the table to work through issues brought constituency points-of-view to the forefront. Although agreement was sometimes difficult to reach, and topics were sometimes brought back for further discussion, committee members exhibited commitment to the process. The AOC met throughout the academic year on the second, third, and fourth Wednesdays of each month.

It became evident to the AOC that all of the Commission's recommendations, even though addressed individually, are interdependent. It was determined that the review of the mission statement, integrated planning, and program review should be addressed together by combining Work Groups 1, 2, and 3. Details of these activities are described in subsequent sections of this March 15, 2011 Follow Up Report.

The ALO recognized the need to continue AOC meetings during the summer session when most faculty would be off-contract (1.24). Funding was identified and provided for faculty to participate in the AOC meetings during the summer. AOC summer meetings were conducted twice a month so that the rate of progress could be maintained.

The individual work groups assigned to address the recommendations due by March 15, 2011 submitted their draft reports on January 18, 2011. These drafts were initially distributed among the AOC members for input and comments. The drafts were constantly updated as progress was made and a Pre-Final Draft of this Follow Up Report was distributed to the constituent groups on February 25, 2011.

The Office of Accreditation was responsible for forwarding all input to each work group co-lead for discussion and/or inclusion. Constituent group members were encouraged to direct their comments and suggestions to the Accreditation Office.

The timelines for final completion and approval of the report are attached (1.25). The Governing Board reviewed and accepted this Follow Up Report at the March 9, 2011 Governing Board meeting. After final edits were completed and supporting evidence was collected, the Governing Board President and the Interim Superintendent/President provided their signatures on March 12, 2011.

Throughout the process of preparing this report the ALO consulted regularly with ACCJC staff for clarification and direction. The AOC Co-Chairs held regular meetings with the Superintendent/President to seek advice, communicate progress, and solicit input (1.26). In addition, consultants from Professional Personnel Leasing, Inc. (PPL) were retained in early September (1.27) to provide suggestions and advice regarding this Follow Up Report, and to provide accreditation assistance to the College as it worked to resolve all ten recommendations by March 15, 2011.

Although there was a leadership change with the resignation of Superintendent/President Raj K. Chopra on November 30, 2010 this transition did not impede progress resolving the recommendations. The Superintendent/President position was temporarily filled by Vice Presidents who had been directly involved with the AOC since its initial formation in March of 2010. The Interim Superintendent/President (IS/P) was hired on January 20, 2011, and the great work in progress was facilitated by the selection of Denise Whittaker.

Interim Superintendent/President Whittaker was specifically selected by the Governing Board for her experience and expertise with the ACCJC accreditation standards and her primary charge was to lead the reaffirmation of accreditation (EVIDENCE). The IS/P immediately planned for a joint meeting of the AOC and the Shared Consultation Council to identify any areas, or gaps, in the recommendations that needed to be addressed in order to resolve the recommendations before the March 15 Follow-Up Report. The college wide summits, hosted by the AOC and SCC, were held on February 10 and March 3, respectively. Summit I was extremely successful in terms of attendance and outcomes. The college community was invited and over one hundred college and community members actively participated in this evening summit. During the evening, participants identified remaining action items toward resolution of recommendations. This venue was another step in regaining a sense of collegiality, unity, and improved morale. Summit II was another opportunity to report on the completion of action items and continue to foster collegiality and improved campus climate. (EVIDENCE: Summit Matrices).

In addition, the IS/P arranged for a Governing Board Study Session on February 16, 2011, and fully resolved the two issues related to the Governing Board (recommendations 9 and 10). More detail on this Governing Board Study Session is provided in the sections related to Recommendations 9 and 10.

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Denise Whittaker  
Interim Superintendent/President, Southwestern College

**Evidence:**

**SECTION 1**

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

1.15	Governing Board Presentation: July
1.16	Governing Board Presentation: September
1.17	AOC Opening Day Presentation
1.18	Public Folders: Accreditation
1.19	SWCCD Accreditation Link
1.20	SWCCD BlackBoard Accreditation Organization Link
1.21....	Additional Evidence to be determined: Include Interim S/P Announcement

## 2. Responses to Team Recommendations

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

### a. Recommendation One:

*As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends that the college systematically and regularly evaluate and update the mission statement; assure that it defines the college educational purposes, its intended student population, and its commitment to student learning; and use it to guide institutional decisions and improvement goals [1.A.3; 1.B.2; 11.A.1].*

To address Recommendation 1, the AOC established Work Group 1 with members of the various constituent groups.

#### Work Group 1 Membership

Lisa Ballesteros** (Faculty)	Veronica Burton** (Faculty)
Alexis Davidson** (Faculty)	Viara Giraffe** (Administrator)
Valerie Goodwin (Faculty)	Linda Hensley* (Faculty)
Carla Kirkwood** (Faculty)	Patti Larkin (Administrator)
Dan Moody** (Faculty)	Angelina Stuart* (Faculty)
Angelica L. Suarez* (Administrator)	Dawn Taft (Classified)
Kathy Tyner (Administrator)	Ron Vess (Faculty)
Rudy Villegas** (Student)	

\*Work Group Co-Leads

\*\*no longer serving on committee due to other commitments.

It became evident that several recommendations were linked and Work groups 1, 2, and 3 needed to merge. As a result, Work Group 123 was established, .

### Relevant Excerpts from the Evaluation Report:

*Southwestern College has a board-approved mission statement that is published in the catalog and on college business cards (I.A.2). The statement by itself, however, is vague and does not define the college's education purposes or intended student population. The commitment to student learning is stated as a commitment to providing an appropriate learning environment (I.A.1). The mission statement therefore lacks the specificity needed to make it a usable touchstone for determining the appropriateness of student programs and services. Some information about the college's education purposes, such as meeting the needs of under-prepared students and developing career skills, is provided in the district policy (I.A)*

*There is also no documented process about how the statement is reviewed, the criteria used to evaluate it, or a cycle that ensures its regular review (I.A.3).*

*Due to the vagueness of the mission statement and the lack of ongoing college planning, the college's assertion that the mission is central to institutional planning and decision making could not be corroborated. The college's interpretation of using the mission statement for planning is instead the identification of the need to make the mission statement more visible. This supposes that the college community is either unaware of the mission of the college, or, once aware, will automatically consider the mission in all subsequent planning. A more concrete process needs to be established for using the mission to provide parameters for institutional plans and decisions (I.A.4).*

#### **Resolution of the Recommendation:**

**This recommendation has been resolved.**

District Policy 1200: Mission and Values was revised (Evidence #1) and approved by the SCC on November 18, 2010, (Evidence #14) and by the Governing Board at its February 9, 2011 meeting (Evidence #21). The new District Policy 1200: Mission and Values defines the college's educational purpose, its intended student population, and its commitment to student learning.

#### **Description of Progress:**

Work Group 1 was established in February and the membership included faculty and staff. Work Group 1 operated with the same membership throughout the spring 2010, and merged with Work Groups 2 and 3 in Summer 2010.

The groundwork conducted by the initial work group included the following:

1. Reviewed of the WASC Evaluation Report Findings and California Education Code. The group learned that there are three items that WASC requires a community college mission statement to address: a) intended student population, b) broad educational purposes, c) commitment to achieving student learning based on Education Code 66010.4.
2. Reviewed mission statements from nine other colleges who had received reaffirmation of accreditation to identify key items that should be incorporated into the SWC Mission Statement . The following college's mission statements were reviewed: American River College, Chabot College, Citrus College, Cosumnes River College, Folsom Lake College, Las Positas College, Napa Valley College, Sacramento City College, and Santa Barbara City College.

Throughout this process, the work group learned that there has been a fundamental shift in Mission Statements. A shift from short, business models to longer more educationally-based statements that reflect the fact that community colleges are public institutions of higher learning as stated in California Education Code. Consequently, community colleges are moving away from developing mission statements that resemble the business model approach.

3. Developed proposed revision language for the existing District Policy 1200: District Mission and Philosophy for consultation (Evidence #3). The revised Mission statement included three components: a) Mission Statement, b) Commitment to Achieving Student Learning, and c) Institutional Values. A "Talking Points" handout was developed outlining how these areas are linked to existing planning documents (Evidence #23).

On June 23, 2010, the AOC voted to combine Work Groups 1, 2 and 3 (Evidence #2). The combined group was named Work Group 123.

During the summer 2010, the informal consultation process started on the draft mission statement. The following actions took place:

1. May 14, 2010 (Evidence #3): Draft mission and Talking Points documents were distributed by email college- wide for preliminary review and input.
2. August 13, 2010 (Evidence #4): VPAA, VPSA, and AS President requested that the college community review and provide input on the draft mission statement during school/center meetings.
3. August 16, 2010 (Evidence #5): Draft mission statement was presented during the Fall Opening Day Ceremony for review and input.

During the Fall 2010 Semester, a subgroup of Work Group 123 spearheaded by the AS President and the VPSA engaged in the formal consultation process/dialogue on the draft mission statement. The following actions took place:

1. October 27, 2010 (Evidence #6): At the AOC meeting, AS President and VPSA presented the expanded plan for formal consultation to the AOC and requested approval. AOC approved the expanded process for consultation. The expanded process included target presentations and opportunity for dialogue with the various constituent groups.
2. October 27, 2010 (Evidence #7): The Formal Consultation Request form, accompanied by the draft mission statement was e-mailed to all constituent groups (e.g., Academic Senate, CSEA, SCEA, ASO, SCCDAA, Deans Council) with a deadline of December 1, 2010.
3. November 4, 2010 (Evidence #8): VPSA presented to the Higher Education Center in National City at the regular faculty and staff meeting with opportunity for dialogue and feedback.
4. November 9, 2010 (Evidence #9): AS President and VPSA presented to the Academic Senate for first reading, with opportunity for dialogue and feedback.
5. November 10, 2010 (Evidence #10): AS President and VPSA to the Deans Council with opportunity for dialogue and feedback.
6. November 11, 2010 (Evidence #11): VPSA presented to the Higher Education Center in Otay Mesa at the regular faculty and staff meeting with opportunity for dialogue and feedback.
7. November 16, 2010 (Evidence #12): AS President and VPSA presented to the Academic Senate for second reading (approval), with opportunity for dialogue and feedback. The Academic Senate voted to approve the draft mission statement.
8. November 16, 2010 (Evidence #13): AS President and VPSA presented to the College Management Team with opportunity for dialogue and feedback.
9. November 18, 2010 (Evidence #14): AS President and VPSA presented to the Shared Consultation Council for formal approval. The Shared Consultation Council voted to approve the draft mission statement.
10. November 22, 2010 (Evidence #15): AS President presented to the CSEA Executive Board with opportunity for dialogue and feedback.
11. November 30, 2010 (Evidence #16): AS President presented to the Associated Student Organization Executive Board with opportunity for dialogue and feedback.
12. December 1, 2010 (Evidence #17): AS President and VPSA presented to the Governing Board Agenda and Policy/Procedure Review Committee (GBA&PPRC) for approval. The GBA & PPRC voted to approve the draft mission statement.

13. December 14, 2010 (Evidence #18): The AOC voted to approve the draft mission statement.
14. December 14, 2010 (Evidence #19): Cabinet reviewed and approved the draft mission statement.
15. January 19, 2011 (Evidence #20): District Policy 1200: Mission and Values was submitted to the Governing Board for first reading.
16. February 9, 2011 (Evidence #21): District Policy 1200: Mission and Values was submitted to the Governing Board for second reading (approval). The Governing Board voted to approve District Policy 1200: Mission and Values.

During the consultation phase with the various constituency groups, the dialogue included the connection between the stated mission, institutional values, strategic priorities (and action items) and the assessment and evaluation phase, which include institutional performance indicators, student learning outcomes, and institutional program review. As an example, revision to the draft mission and values was made to include “shared planning and decision making” -- an institutional value outlined in our strategic priorities. As we focused on the linkage between our mission and values, and strategic priorities, it was evident that they were clearly reflected and integrated with our institutional performance indicators and student learning outcomes.

The approved District Policy 1200: Mission and Values underwent several revisions to ensure that it more clearly reflected the current priorities and values of our college in serving the student population in Southern San Diego County.

Once the new District Policy 1200 was approved, a marketing campaign was initiated to promote the Mission and Values throughout the District. This included displaying the Mission and Values on the college website, in all publications, and in highly visible areas in the District. In addition, the college mission will be highlighted during the Fall 2011 Opening Day Ceremony.

#### **Analysis of the Results:**

**This recommendation has been fully resolved.**

The college mission is reviewed annually and updated as necessary at the SCC retreat in August. As part of the integrated planning cycle to correspond with strategic planning timelines, a comprehensive review is conducted. The criteria for the evaluation of the college mission is based upon and linked with the established institutional performance indicators and Institutional Student Learning Outcomes (ISLOs). There is commitment, awareness and understanding that decisions must be based on the college Mission. (evidence - integrated planning chart).

#### **Additional Plans:**

The integrated planning process, with the Mission at the heart of the process, links the Strategic Plan, Institutional Program Review, Institutional Performance Indicators and Student Learning Outcomes with the annual budget process.

As part of our cyclical strategic planning process, forums will continue to be held with participation by the college community. Results of this dialogue will be widely communicated.

The SCC will review and analyze the results and incorporate any changes to the Mission as appropriate.

**Work Group Membership:**

The following is the combined membership of Work Group 123 that has worked together on Mission, Integrated Planning, and Institutional Program Review.

**Work Group 123 Membership**

Lisa Ballesteros** (Faculty)	Veronica Burton** (Faculty)
Alexis Davidson** (Faculty)	Viara Giraffe** (Administrator)
Valerie Goodwin (Faculty)	Linda Hensley* (Faculty)
Carla Kirkwood** (Faculty)	Patti Larkin (Administrator)
Dan Moody** (Faculty)	Angelina Stuart* (Faculty)
Angelica L. Suarez* (Administrator)	Dawn Taft (Classified)
Kathy Tyner (Administrator)	Ron Vess (Faculty)
Rudy Villegas** (Student)	

*\*no longer serving on committee due to other commitments.*

**Evidence:**

1. District Policy 1200: Mission and Values
2. June 23, 2010 Agenda/Minutes - AOC
3. May 14, 2010 E-Mail to College Community - Review of Draft Mission (Michele has copy)
4. August 13, 2010 Memo from VPAA - Review of Draft Mission (Mark has copy)
5. August 16, 2010 Opening Day Presentation (Michele has copy)
6. October 27, 2010 - AOC Agenda/Minutes/Attachment on Mission Consultation Process
7. October 27, 2010 E-Mail/Attachments - Formal Request for Consultation
8. November 4, 2010 Agenda - HEC National City Staff Meeting
9. November 9, 2010 Agenda/Minutes - Academic Senate Meeting
10. November 10, 2010 Agenda - Deans Council
11. November 11, 2010 Agenda/Minutes - HEC Otay Mesa Staff Meeting
12. November 16, 2010 Agenda/Minutes - Academic Senate Meeting
13. November 16, 2010 Agenda/Minutes - College Management Team
14. November 18, 2010 Agenda/Minutes - Shared Consultation Council
15. November 22, 2010 Stuart Calendar Printout - CSEA Meeting
16. November 30, 2010 Agenda/Minutes - ASO Executive Council
17. December 1, 2010 Agenda/Minutes - GBA & PPRC
18. December 14, 2010 - Email of AOC e-approval
19. December 14, 2010 Calendar/Cabinet Meeting
20. January 19, 2011 Agenda/Minutes - Governing Board
21. February 9, 2011 Agenda/Minutes - Governing Board
22. List of AOC Recommendations/Approvals (Michele has info)
23. August 13, 2010 Mission Statement Talking Points

**Highlighted section = pending items**

**b. Recommendation Two:**



*As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends that the college establish and implement a collegial and comprehensive planning process that assures improvement in student learning. Such a process integrates the various college plans; is informed by quantitative and qualitative data and analysis; systematically assesses outcome within both instruction and noninstructional services; and provides for an ongoing and systematic cycle of goal setting, resource allocation; implementation, and evaluation [Eligibility Requirement 19; Standards 1.B.2; 1.B.3.; 1.B.4; 1.B.7; 111.A.6; 111.B.2.a; III.B.2.b].*

To assist in addressing Recommendation 2, the Accreditation Oversight Committee established Work Group 2 representing a cross-constituency from all sectors of the College community.

As progress was made with this recommendation it became evident that several recommendations were linked. In order to achieve integration Work Groups 1, 2, and 3 realized a need to merge. To that end, a new Work Group was established and became Work Group 123.

### **Work Group 2 Membership:**

Angélica L. Suarez* (Administrator)	Valerie Goodwin-Colbert (Faculty)
Kathy Tyner* (Faculty)	Lisa Ballesteros (Faculty)
Dawn Taft (Faculty)	Dan Moody (Faculty)
Rudy Villegas (Student)	Linda Hensley* (Faculty)
Ron Vess (Faculty)	Angelina E. Stuart* (Faculty)
Patti Larkin (Faculty)	

\*Work Group Co-Leads

### **Relevant Excerpts from the Evaluation Report:**

*The team recommends that the college establish, implement, and make known to the college community its planning processes, integrating financial, facilities, technology, and human resources plans to support its Educational Master Plan.*

*From 2003 through 2005, the college engaged in a collegial and systematic planning process that resulted in a strategic plan based on enrollment trends and budget. This process appears to have stalled in 2006, probably due to a rapid succession in college leadership. Very recently (since the pre-visit in September), the Superintendent/President has restarted the planning processes by keeping the goals of the 2006–2009 Strategic Plan in an effect until an updated plan can be created. The Superintendent/President has recognized the confusion over the roles of the various college committees and has begun to distinguish the roles of the College Leadership Council (CLC) and the Executive Leadership Team (ELT) and their responsibilities in college planning. However, the team validated that recent planning processes are dominated by administrators with few opportunities for widespread input and that there is a lack of information about how financial planning occurs and is monitored by the college.*

*The college has made a recent push to improve planning, and it recognized the need to integrate its multiple plans and to connect planning with resource allocation. The Educational and Facilities Master Plan, approved by the Governing Board in 2008, is one element of the strategic plan and is an attempt to integrate institutional planning across two areas.*

### **Resolution of the Recommendation:**

## **This resolution has been fully resolved.**

The College established a collegial, comprehensive planning process driven by the College's Mission Statement and program review findings, which, in turn, drives the College's budget planning process. The planning process is integrated with the institutional program review process.

The conceptual design for the integrated planning and institutional program review processes was approved by the AOC and SCC (1. AOC Agenda and Minutes, 2. Shared Consultation Council Agenda and Minutes) and has been vetted by the college community and constituent groups via the formal consultation process (3. Agendas and Minutes of Presentation of Integrated Planning Process to Constituent Groups via the Formal Consultation Process). The planning cycle involves Planning, Implementation, and Evaluation (PIE). This process is cyclical, comprehensive, driven by the College's Mission Statement and Program Review, based on data, and evaluated continuously for program improvement and institutional effectiveness.

All units and programs have completed either an annual program review snapshot or comprehensive program review in 2010-11 according to the established schedule. These program reviews were forwarded to the IPRC and used to develop recommendations for institutional planning and funding priorities to the SCC.

The Shared Consultation Council (SCC) provides the infrastructure to oversee program review, develop institutional plans, and set budget priorities. The SCC committees are charged with specific program review and institutional planning responsibilities.

It was agreed through consultation that the Shared Consultation Council (SCC), formerly the College Leadership Council (CLC), is the "point in the decision-making process that considers all of its plans, determines how to align them and which ones it will commit to, determines the sequence in which they might best be achieved, sets priorities, and allocates resources and responsibilities to achieve the needed changes by determined dates." [Integrated Planning to Implement College Quality Improvement, ACCJC News Fall 2009]

- Strategic Plan and Accreditation Oversight Committee
  - Develop strategic plan and oversee accreditation process
- Institutional Program Review Committee
  - Oversee the Institutional Program Review process
- Educational Planning Committee
  - Develop the Educational Master Plan and Enrollment Management plans and related budget priorities
- Human Resources Committee
  - Develop human resources plan, staff development plans, and related budget priorities
- Technology and Facilities Committee
  - Develop technology, equipment, and facilities plans and related budget priorities

### **Description of Progress:**

The AOC Workgroup # 2 was established in February, 2010 to work on Recommendation #2 (4. February 4, 2010 AOC Agenda and Minutes) and met weekly in Spring 2010. The three co-chairs of Workgroup #2 initially carried out some of the necessary groundwork and held periodic planning meetings (5. February 25, 2010 Agenda and Meeting Notes, May 27, 2010 Agenda and Meeting Notes) and eventually the membership was expanded on April 15, 2010 to seven by adding two faculty members, one classified staff member, and one student representative from the ASO (6. April 15, 2010 Agenda and Meeting Notes, April 22, 2010 Agenda and Meeting Notes, April 29, 2010 Agenda and Meeting Notes, May 13, 2010 Agenda and Meeting Notes). Workgroup #2 was merged with Workgroups #3 and #1 in Summer 2010 when it became apparent that Recommendations #1, 2, and 3 were interrelated and required a coordinated effort by the three workgroups for

resolution. At the AOC meeting on June 23, 2010, the committee voted to combine the three work groups. (7. June 16, 2010 Agenda and Meeting Notes, June 23, 2010 AOC Meeting Minutes, July 1, 2010 Agenda and Meeting Notes, August 13, 2010 Agenda and Meeting Notes, September 13, 2010 Agenda and Meeting Notes, October 11, 2010 Agenda and Meeting Notes)

During the first few planning meetings of Workgroup #2, documents collected from numerous community colleges in California were reviewed by the Co-Chairs prior to designing our own integrated planning process. The documents reviewed included those from community colleges in Citrus, Cerro, San Diego City, and San Mateo districts (8. Planning Documents from Citrus, Cerro, San Diego City, and San Mateo community college districts). The need for an Organization and Governance Handbook was identified early on and one of the Co-Chairs put together an initial draft (9. Organization and Governance Handbook, draft. Note the title was revised in Fall 2010 to the Shared Planning and Decision Making Handbook). Its purpose is to inform the college community about the institution's organizational structure, governance, and institutional planning processes.

Program review was established as the core driver of college planning. The committee recognized its fundamental importance to improving institutional effectiveness and student learning. The committee designed a structure and process in which the findings from the program review process would be integrated into all major college plans, including the strategic plan, the technology plan, and the educational master plan and, most importantly, budget priorities. The initial step in this undertaking involved evaluating the existing planning and program review processes at SWC in order to build upon what was already in place. Based on the Fall 2010 evaluation of the Program Review process by Work Group 2, The following four key components were added to the planning and program review processes:

- the design of an oversight committee, the Institutional Program Review Committee (IPRC), and infrastructure to shepherd the program review process forward and connect it to institutional planning, the budget process, and the Shared Consultation Council (SCC).
- the alignment and integration of program reviews and those committees involved in key institutional planning processes including educational master planning and enrollment management, technology and facilities, accreditation and strategic planning, and human resources. Program review drives the budget, which funds SCC priorities.
- the development of a cyclical program review timeline that includes yearly program review snapshots and allows for a transition from the current program review process to the new one without substantially disrupting existing processes
- the integration of the program review findings of each unit into the program review of the next higher administrative level (e.g. academic disciplines within a school, schools within a division) over an annual sequence of comprehensive program reviews that will include the prioritization of all requests for budget, facilities, human, and other resources

Establishment and assessment of measureable outcomes is paramount to the program review process, thus access to data continues to be essential to the success of the planning process.

The new IS/P provided substantial guidance to the college community and the AOC 1, 2, 3 that lead to a clarification of the role of the Shared Consultation Council (SCC). She made numerous presentations to constituent groups on campus that provided useful information on integrated planning. She offered suggestions to improve on the plans that had been developed prior to her arrival that clarified the role of the SCC in setting priorities that would be used by the Budget Committee in allocating funds. In addition, she set an aggressive agenda for the college to completely resolve all WASC recommendations by March, 15, 2011 in order for the processes to be fully operational in Spring 2011. In order for the SCC to carry out its newly clarified role, the meetings were changed from once a month for one hour to weekly for one hour immediately following the weekly one-hour AOC meetings, beginning in late January, 2011.

In order to inform all constituencies about the proposed integrated planning and re-designed institutional program review processes and request their feedback, the formal consultation process was initiated in which three members of the AOC 123 work group gave presentations (10. Integrated Planning PowerPoint Presentation) to and received input from the following groups on the dates indicated (3. Agendas and Minutes of Presentation of Integrated Planning Process to Constituent Groups via the Formal Consultation Process):

<b>Constituent Group</b>	<b>Initial Consultation</b>	<b>Follow-Up Consultation</b>
Student Services Council	October 18, 2010	
CSEA	October 15, 2010	
Academic Senate	October 26, 2010	November 16, 2010
AOC	October 20, 2010	
Dean's Council	September 22, 2010	
Academic Affairs Council	June 30, 2010	
AOC with Consultants	December 1, 2010	
CMT	October 19, 2010	November 16, 2010
Academic Program Review	October 20, 2010	
Shared Consultation Council	February 16, 2011	
Governing Board	February 5, 2011	

Workgroup #2 submitted the following recommendations, to the AOC, shown in abridged form below (11. Workgroup Recommendations Accreditation Oversight Committee), which were approved by the Shared Consultation Council and the Cabinet (12. AOC, SCC, and Cabinet Agenda and Minutes).

1. Recommend the college establish the necessary infrastructure to provide data for use in planning and assessing institutional effectiveness.
2. Recommend the college reinstate the AIM (Achieving Institutional Mission) process developed in 1999.
3. Recommend the college establish the Institutional Program Review Committee (IPRC) with specified membership as a standing committee of the Shared Consultation Council to oversee the yearly program review process.
4. Recommend the college engage in the consultation process for the proposed draft integrated planning model.
5. Recommend the college establish that all planning processes and plans formerly incorporate program review and strategic priorities as a criterion for prioritization of requests for resources.
6. Recommend the college approve the modification to the proposed integrated planning model.

### **Analysis of the Results:**

**This recommendation has been fully resolved.**

The integrated planning and institutional program review processes address the issues raised by Recommendation #2 and include the following elements (13. Institutional Program Review Process and related documents):

- a. Driven by the college's mission and program review findings.

- b. Provides opportunities for participation by all constituencies through their involvement in the program review process and on standing committees responsible for developing the various college planning documents
- c. Based on quantitative and qualitative data
- d. Systematically assesses outcomes of both instructional and non-instructional services
- e. Assures improvement in student learning through its integration with program review
- f. Establishes an ongoing and systematic cycle of goal setting, resource allocation, implementation, and evaluation
- g. Responsive to change through yearly program review snapshots and comprehensive program review cycles
- h. Incorporates the prioritization of human resources, facilities, equipment, and technology needs into the program review process within each of the four institutional divisions
- i. Align program review with the yearly budget process and allocation of resources
- j. Integrates the program review process with all major college plans including the strategic plan, the educational master plan, facilities planning, human resources planning, enrollment management, and the technology plan.
- k. Align all college plans with the budget process
- l. Establishes the necessary committee infrastructure to assure program review and institutional planning is carried out appropriately each year and that program review is integrated into institutional planning processes
- m. Regularly assessed and, as needed, revised to assure institutional effectiveness of the planning process
- n. Establishes a annual and comprehensive review of the college's mission statement followed by the development of the strategic plan, the technology plan, and the educational master plan.
- o. Requires the approval from the Shared Consultation Council of all institutional plans
- p. Designates the SCC to consider all plans, determine the sequence in which they might best be achieved, sets institutional priorities, and allocates resources and responsibilities to achieve the needed changes by determined dates

### **Additional Plans:**

Implementation of the re-designed institutional program review process began in January 2011 with the first meeting of the IPRC. All academic and administrative units completed annual program review updates and cyclical comprehensive program reviews in 2010-11. Program review findings were incorporated into the annual budget process in 2011-12 and the established integrated planning process will assure that program review findings are incorporated into all future college plans including the strategic plan, the technology plan, the educational master plan etc. and drive the budget allocation process.

The institutional program review process and the integrated planning process will be assessed annually and revised as necessary.

In November 2010, the AOC decided that the Governance Handbook would be best addressed by Work Group 8, . (14. Agenda and Meeting Notes)

The Faculty Hiring Prioritization (FHP) Process results in establishment of a priority list for requested faculty positions and is based upon established criteria, including enrollment data and program review. This process is currently taking place and is the fourth iteration since the process was implemented in 2006. In the FHP process, requests for faculty positions are written by department chairs and deans and submitted to the FHP Committee, which is composed of faculty and administrators. The committee members score each request based upon eleven criteria including enrollment data, the percentage of full time and part time faculty in the discipline, and program review findings. The priority rankings of each committee member are tallied and a final priority ranking of the FHP Committee is determined, which is ultimately distributed to the college community. The S/P, Cabinet, and Governing Board determine how far down the priority list of positions to go

in hiring faculty based upon budget and other considerations. Each year following completion of the FHP process, the committee debriefs about the process, discusses recommendations for revisions to the FHP process and revises the processes as necessary. Overall this process is working well and has been recommended as a model for allocating resources, including budget, human resources, facilities, and equipment (15. FHP Process and related documents). The institutional program review structure continues to play a critical role in the FHP process.

A revised institutional budget process was implemented in Spring 2011 by the Budget Committee. In the past, budget requests were submitted by each administrative unit, the Budget Committee prioritized these requests, and thereafter the prioritized list showing which requests were funded was distributed to the college community. The Institutional Program review process serves as the foundation to establish institutional priorities which drive the budget allocation process for all budget cycles.

### **Work Group Membership:**

Angélica L. Suarez, Vice-President, Student Services; Co-Chair  
Valerie Goodwin-Colbert, Former Academic Senate President, Co-Chair  
Kathy Tyner, Dean School of Mathematics, Science, and Engineering, Co-Chair  
Lisa Ballesteros, Professor of Social Science  
Dawn Taft, Student Services Specialist  
Dan Moody, Professor of ESL  
Rudy Villegas, ASO Representative

Expanded WG 123 Committee Membership  
Linda Hensley, Vice-President, Academic Senate  
Ron Vess, Co-Chair AOC  
Angelina E. Stuart, President, Academic Senate  
Patti Larkin, Classified Manager

### **Evidence:**

1. AOC Agenda and Minutes
2. Shared Consultation Council Minutes
3. Agendas and Minutes of Presentation of Integrated Planning Process to Constituent Groups via the Formal Consultation Process
  - October 18, 2010 Student Services Council Agenda and Minutes
  - October 15, 2010 CSEA Agenda and Minutes
  - October 26, 2010 Academic Senate Agenda and Minutes
  - November 16, 2010 Academic Senate Agenda and Minutes
  - October 20, 2010 AOC Agenda and Minutes
  - September 22, 2010 Dean's Council Agenda and Minutes
  - June 30, 2010 Academic Affairs Council Agenda and Minutes
  - December 1, 2010 AOC with Consultants Agenda and Minutes
  - October 19, 2010 CMT Agenda and Minutes
  - November 16, 2010 CMT Agenda and Minutes
  - October 20, 2010 Academic Program Review Agenda and Minutes
4. February 4, 2010 AOC Agenda and Minutes
5. Workgroup #2 Planning Meetings
  - February 25, 2010 Workgroup #2 Planning Agenda and Meeting Notes,
  - May 27, 2010 Workgroup #2 Planning Agenda and Meeting Notes

6. Workgroup #2 Committee Meetings
  - April 15, 2010 Workgroup #2 Agenda and Meeting Notes
  - April 22, 2010 Workgroup #2 Agenda and Meeting Notes
  - April 29, 2010 Workgroup #2 Agenda and Meeting Notes
  - May 13, 2010 Workgroup #2 Agenda and Meeting Notes
7. Workgroup 23 and 123 Meetings
  - June 16, 2010 Workgroup #2 and 3 Agenda and Meeting Notes,
  - July 1, 2010 Workgroup #123 Agenda and Meeting Notes,
  - August 13, 2010 Workgroup #123 Agenda and Meeting Notes,
  - September 13, 2010 Workgroup #123 Agenda and Meeting Notes
8. Planning Documents from Citrus, Cerro, San Diego City, and San Mateo community college districts.
9. Organization and Governance Handbook, draft
 

*Note:* the title was revised in Fall 2010 to the Shared Planning and Decision Making Handbook
10. Integrated Planning PowerPoint presentation
11. Workgroup Recommendations Accreditation Oversight Committee
12. AOC and SCC Agenda and Minutes
13. Institutional Program Review Process and related documents
14. Shared Planning and Decision Making Handbook
15. FHP Process and related documents
16. Institutional Budget Process and related documents
17. Capital and Equipment Replacement Plan and related documents

**c. Recommendation Three:**

*The team recommends that the college improve program review across all areas; integrate it with student learning outcomes; and ensure that it is evidence based and is occurring at regular intervals sufficient to provide a foundation for college planning and allocation of human, physical, technological, and fiscal resources. At issue since 1996, the team recommends that the college implement its policy on program discontinuance [Eligibility Requirement 19; Standards 1.A.4; 1.B.1; 1.B.5; 1.B.6; II.A; II.A.1.a; II.A.1.c; II.A.2.e; II.A.2.f; II.B.4; II.C; II.C.1.a; III.B.2].*

To assist in addressing Recommendation 3, the Accreditation Oversight Committee established Work Group 3 representing a cross-constituency from all sectors of the College community.

As progress was made with this recommendation it became evident that several recommendations were linked. In order to achieve integration Work Groups 1, 2, and 3 realized a need to merge. To that end, a new Work Group was established and became Work Group 123.

**Work Group 3 Members:**

Angélica L. Suarez\* (Administrators)  
 Ron Vess (Faculty)  
 Patti Larkin (Administrator)  
 Carla Kirkwood\* (Faculty)

Linda Hensley\* (Faculty)  
 Angelina E. Stuart\* (Faculty)  
 Veronica Burton\* (Faculty)

\*Work Group Co-Leads

\*\*no longer serving on committee due to other commitments.

**Relevant Excerpts from the Evaluation Report:**

*The self study reports that there has been years of dialogue about student learning outcomes, but action to actually implement SLOs has only occurred in the past year and a half. Assessment of SLOs is a process in*

*its infancy, so there has been no evaluation of the effectiveness of the student learning outcomes and certainly no integration into the process of determining institutional effectiveness.*

*The absence of a research office since 2005 has hindered the establishment of a robust culture of evidence, and there is little reference within the self study to any meaningful links between data, analysis, and planning.*

*As far back as 1996 the college was instructed to develop and implement a process for program discontinuance. Two issues arise regarding the college's response to meeting this recommendation. While the district approved Policy #4020 for program discontinuance in January 2006, the Governing Board then charged the Superintendent/President, Vice President of Academic Affairs, and the Academic Senate to establish procedures for program discontinuance. However, the procedures, while in place, have not been formalized. Additionally, the procedures as outlined in the self study are dependent on a fully functioning program review that includes utilizing data, assessing needs, and evaluating effectiveness in light of the evidence. Given the absence of a research office, it has not been possible for the program discontinuance process to be fully implemented. The college has not established the recommend culture of evidence and used it to ensure improvement of programs and services.*

### **Resolution of Recommendation 3:**

#### **This resolution has been fully resolved.**

Work Group 3 worked collaboratively with Work Groups 1 and 2 to complete the following in order to resolve Recommendation 3.

- 1) Establish an Institutional Program review Committee (IPRC) as a standing committee of the SCC with oversight for all institutional program review – Academic, Student Services, and Administrative Units. (Appendix – Agenda, Minutes, PP)
- 2) The SLO Coordinator and Director of RPG are members of the Institutional Program Review Committee (IPRC). Their inclusion in the IPRC ensures that the development, implementation, and planning incorporates the results of SLOs/AUOs into Program Review, integral to planning and resource allocation. The IPRC is co-chaired by the Vice President of the Academic Senate and the Dean for Instructional Support Services (ISS), who chair the Academic Program Review Committee (APRC) and the **Administrative Program Review Committee (AdPRC)**, respectively. They have oversight responsibility as IPRC subcommittee Co-Chairs, which is a standing committee of the Shared Consultation Council (SCC). The college will re-evaluate planning and resource allocation so it focuses on the role and weighting of student learning outcomes in both areas.

Component V in the current Academic Program Review document asks whether the Student Learning Outcomes of the discipline are congruent with the goals of the program. Discipline faculty are asked to fill out a rubric that has six statements regarding SLOs. In addition, four narrative questions query SLO assessment. (Appendix – Component V APR). The IPRC developed similar forms for the Student Services Program Review and the Administrative Program Review to integrate student learning outcomes.

Institutional Program Review and SLOs are integrated with and drive institutional planning and budgetary development.

- 3) Through the Office of Institutional Effectiveness, the college provides credible, reliable data to facilitate



the institutional program review process. The Office is composed of a research analyst and the Director of RPG, who provide data as well as guidance to all areas of the campus. (Appendix – GB Agenda 11/10/10, GB minutes approved in December).

- 4) Program review occurs cyclically with annual snapshots, with a timeline that includes all programs and units. (Evidence – timeline).
- 5) The IPR process provides a foundation for integrated, institutional planning and allocation of human, physical, technological and fiscal resources. (Evidence - Blue chart)
- 6) Through its shared consultation process, the College updated its Program Discontinuance Policy and implemented procedures based upon program review data. The process for discontinuing programs is clearly delineated within Policy and Procedures 4021. (Evidence – policy, procedures, agendas, minutes, the SCC and the Governing Board (need evidence here; minutes, etc)

### **Description of Progress:**

Work group 3 first met in February 2010 to assess the effectiveness of the existing program review plan entitled “*Achieving Institutional Mission (AIM): Institutional Program Review*” and revise as necessary to assure integration with college planning processes. AIM was edited, updated, and re-named “Institutional Program Review.” Work Group 3 integrated all areas of program review, which provided the foundation for the establishment of the Institutional Program Review Committee (IPRC). (Evidence – Patti L New guide)

The IPRC is responsible for establishing and disseminating Program Review timelines and forms for the annual process, receiving and archiving the completed Program Review reports, ensuring reports are complete, and implementing the Program Review process each year. In addition, the IPRC provides oversight to ensure that the program review process for every area is carried out in accordance with WASC standards and established IPRC Program Review procedures. The IPRC is also responsible for distributing Program Review executive summaries of findings and requests to the appropriate decision-making committees for full integration of institutional process, including budgeting, staffing, hiring and technology acquisition and prioritization.

Work group 3 recommended the continuation of the existing Academic Program Review Committee and the Student Services Program Review Committee, with the establishment of two additional program review committees:

- Academic Administrative Program Reviews
- Business/Finance/Human Resources/Superintendent/President Administrative Program Reviews

The program review committees review reports for completeness, clarity and accuracy prior to submitting them to the IPRC.

The membership of the IPRC is composed of the following:

#### **3 Faculty:**

- VP of the Academic Senate;
- Student Learning Outcomes (SLO) Coordinator,
- one faculty member at large appointed by the Academic Senate President.

Note: The VP of the Academic Senate also serves as the Co-Chair of the Academic Program Review Committee, thus enabling direct communication between the IPRC and the Academic Program Review Committee.

#### **3 Administrators:**

- The Dean of Instructional Support Services (ISS),
- Director/Dean of Student Services (SS) and a
- Dean/Director of Business and Financial Affairs (BFA)/Human Resources (HR)/Office of the Superintendent/Pres. (SP).

The Dean/Director representative from SS and BFA/HR/SP shall be the chairperson of the SS and BFA/HR/SP Program Review Committees, respectively thus enabling a direct communication pathway between the IPRC and the SS and BFA/HR/SP Program Review Committees. Note: The Dean of ISS also serves as the Chair of the Academic Affairs Administrative Program Review Committee; the Director/Dean of Student Services serves as the Chair of the Student Services Program Review Committee; the Dean/Director of BFA/HR/SP serves as the Chair of the BFA/HR/SP Program Review Committee, thus enabling a direct communication pathway between the IPRC and the Program Review Committees.

### 3 Classified Employees:

- One from each area (SS, AA, BFA/HR/SP) appointed by the Classified Senate. (Note: Understand that we currently do not have a Classified Senate; therefore CSEA would make the appointments).
- Director of Institutional Research, Planning and Evaluation shall be a non-voting resource person.
- The IPRC will also include one ASO representative.

The AOC, SCC, and Cabinet approved the following recommendations:

1. *Recommend that the institutional program review process be reinstated following the spirit of AIM (Achieving Institutional Mission) developed in 1999 and revised in 2003 that includes all units of the district (Administrative, Student Services, and Academic). The proposed institutional program review process will serve as the core for the College's integrated planning process and serve as the link to all other major planning processes (e.g., budget, enrollment management, strategic planning, technology, facilities, etc.). This recommendation also serves to address the actions items identified in the 2009 Accreditation Self-Study in section IIIA6, IIID1, and IVA1, which states, "Reactivate and update Achieving Institutional Mission (AIM) Program Review Committee and conduct department reviews." Attached is a draft chart of the proposed integration of program review with the major institutional planning processes.*

*Background on AIM: Approximately 11 years ago, the College had a regularly utilized, institution-wide review of all departments and academic programs, called Achieving Institutional Mission (AIM). As stated in the 2003 AIM Procedural Guide, "to signify the college's commitment to its students, the committee, working with a program review consultant, built the assessment process upon the college mission statement and took the name of the "Achieving Institutional Mission (AIM)" Committee. The result was a review process that encompasses those elements that are common to all areas as well as those unique to each area. Data elements, survey instruments, and self-study criteria were determined. A procedural guide was developed, the result of a full academic year of collaboration and designed to guide each unit in a comprehensive self-evaluation of its role in achieving institutional mission" (AIM Procedural Guide, 2003, pg. 1).*

2. *Recommend the establishment of an **Institutional Program Review Committee (IPRC)** as a standing committee of the Shared Consultation Council. The IPRC will be responsible for implementing the Institutional Program Review process each year and for providing oversight to assure the process is carried out in accordance with the revised AIM document. This role includes, but is not limited to, establishing and disseminating the timeline and forms for the yearly process, receiving the completed Program Review reports, and distributing the executive summaries of findings to the appropriate standing committees of SCC. See attached draft flow chart for the institutional program review process.*

The College established and implemented a collegial and comprehensive planning process that ensures improvement in student learning and integrates the College's master plans. The IPRC held its first meeting on January 26, 2011 (evidence Agenda & Minutes). The role of the IPRC is to implement the yearly Institutional Program Review process and to provide oversight to ensure that the program review process is carried out in

accordance with the Institutional Program Review Handbook.

### **Analysis of the Results:**

**This recommendation has been fully resolved.** The procedures outlined above were discussed at length not only within Work Group 3 but also vetted by various campus constituency groups, such as Dean's Council, Academic Senate, the Accreditation Oversight Committee, Shared Consultation Council, College Management Team, SCEA and CSEA.

The process in the Institutional Program Review Handbook outlines the annual and continuous assessment of the processes' effectiveness. Evaluations conducted by the IPRC as well as those by program/unit program review committees will include a review of the institutional program review process, evaluation and modification of forms as necessary, ensuring that program review results have been integrated into all college functions (budget, facilities, hiring, etc.) and driven by the Mission of the college.

### **Additional Plans:**

The College is committed to an integrated institutional planning process driven by program review. As part of the College's commitment in establishing an institutional program review system, the IPRC Co-Chairs work closely with the Director of RPG to ensure that decisions are based on quantitative data. In addition, the Co-Chairs have met with the Director of CSS to discuss data and technology needs for the Office of RPG to be sustainable.

The Academic and Student Services Program Review cycles remain as originally scheduled (evidence: cycles); however, for this transitional year alone, all other programs /units will conduct an annual program review snapshot during Spring 2011. The information in these reports will be forwarded to a higher level supervisor, who will then prepare their program review annual snapshots including recommendations from their programs/units. By March 29, 2011, the Vice Presidents will complete their report and forward them to the appropriate IPRC sub-committee. By April 13, 2011 all reports will have been submitted to the IPRC who in turn will forward to the SCC. (evidence: 2010-2011 Institutional Program Review Transitional Cycle Timeline & Shared Planning & Decision-Making Handbook).

After reviewing several program review processes and forms from other California Community Colleges (including Citrus, Skyline, San Mateo, San Diego Mesa and others), an Annual Program Review Snapshot template was created and moved through campus constituency groups for feedback. A prototype of the Annual Program Review Snapshot document was electronically sent to three units – Articulation, Cashiering and one Academic Administration unit on Friday, February 25, 2011. These snapshots were returned by Monday, February 28, 2011, and within a few days the form was sent to all other units for completion.

Beginning Fall 2011, all program reviews are due to the respective program review committees by October 30 and must include data from the previous year as well as SLO/AUO update and assessment. This process ensures that program reviews are truly integrated and occur at regular intervals sufficient to provide a sustainable foundation for college planning and allocation of human, physical, technological and fiscal resources. In addition, the process will provide for an ongoing and systematic cycle of goal setting, resource allocation, implementation and evaluation.

### **Work Group Membership:**

Angélica L. Suarez, Vice-President, Student Services; Co-Chair, AOC #3

Linda Hensley, Vice-President, Academic Senate; Co-Chair, AOC #3

Ron Vess, Co-Chair AOC

Angelina E. Stuart, President, Academic Senate

Patti Larkin, Classified Manager  
Veronica Burton, Articulation Officer, Faculty  
Carla Kirkwood Ph.D, Faculty

**Evidence:**

Appendix 1 – Academic Senate Agenda, November 23, 2010  
Appendix 2 – Academic Senate Minutes from November 23, 2010 meeting  
Appendix 3 – PowerPoint slides from Academic Senate Meeting November 23, 2010  
Appendix 4 – Component V, Academic Program document  
Appendix 5– Agenda from Governing Board meeting November 10, 2010  
Appendix 6– Governing Board Meeting minutes from November 10 (available Dec)  
Appendix 7 – Timeline chart (Kathy Tyner)  
Appendix 8 – Chart (blue)  
Appendix 9 – Academic Senate Agendas, September 28, October 12, 2010  
Appendix 10 – Academic Senate Minutes from September 28 & October 12  
Appendix 11 – Program Discontinuance Policy (4021)  
Appendix 12 – Program Discontinuance Procedures (4021)  
Appendix 13 – Shared Planning & Decision-Making Handbook

**d. Recommendation Four:**

*The team recommends that the college identify SLOs for all of its courses, academic programs, learning and support services; and identify administrative unit outcomes for noninstructional areas. It is further recommended that the college use data and analysis to assess student achievement of those outcomes and use assessment results to make improvements [II.A; II.A.2.e; II.A.2.f].*

To assist in addressing Recommendation 4, the Accreditation Oversight Committee established Work Group 4 representing a cross-constituency from all sectors of the College community.

**Work Group 4 Membership:**

Margie Stinson** (Faculty)	Mark Meadows* (Administrator)
Patricia Flores-Charter* (Faculty)	Aaron Starck* (Administrator)
Valerie Goodwin-Colbert (Faculty)	Lukas Buehler (Faculty)
Alejandro Orozco (Faculty)	Victoria Lopez (Faculty)
Sylvia Garcia-Navarrete (Adjunct Faculty)	Laura Galvan Estrada (Faculty)
Diana Kelly (Faculty)	Joel Levine (Administrator)
Kathy Tyner (Administrator)	Nelson Riley (Administrator)
Linda Gilstrap (Administrator)	Michael Ford (Classified)

**Additional Past Members:**

Dr. Cidhinnia M Torres Campos\*\* (Administrator) Valerie Goodwin-Colbert\*\*(Faculty)

\*Work Group Co-Leads

\*\*no longer able to serve on the Work Group

**Relevant Excerpts from the Evaluation Report:**

*The self study reports that there has been years of dialogue about student learning outcomes, but action to actually implement SLOs has only occurred in the past year and a half. Assessment of SLOs is a process in its infancy, so there has been no evaluation of the effectiveness of the student learning outcomes and certainly no integration into the process of determining institutional effectiveness.*

*The absence of a research office since 2005 has hindered the establishment of a robust culture of evidence, and there is little reference within the self study to any meaningful links between data, analysis, and planning.*

*As far back as 1996 the college was instructed to develop and implement a process for program discontinuance. Two issues arise regarding the college's response to meeting this recommendation. While the district approved Policy #4020 for program discontinuance in January 2006, the Governing Board then charged the Superintendent/President, Vice President of Academic Affairs, and the Academic Senate to establish procedures for program discontinuance. However, the procedures, while in place, have not been formalized. Additionally, the procedures as outlined in the self study are dependent on a fully functioning program review that includes utilizing data, assessing needs, and evaluating effectiveness in light of the evidence. Given the absence of a research office, it has not established the recommended culture of evidence and used it to ensure improvement of programs and services.*

#### **Resolution of Recommendation 4:**

**This resolution has been resolved.** In accordance with the *Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes* (AACJC), the College has completed the Development Level of Implementation of SLOs.

This assessment is based on the following developmental level items:

- College has established an institutional framework for definition of SLOs
- College has established authentic assessment strategies for assessing SLOs as appropriate
- Existing organizational structures are supporting strategies for SLOs definition and assessment
- Leadership groups have accepted responsibility for SLO implementation
- Appropriate resources are being allocated to support SLOs and assessment
- Faculty and staff are fully engaged in SLO development

The College has entered the Proficiency Level of Implementation:

- SLOs and authentic assessment are in place for courses, programs, and degrees
- Results of assessment are being used for improvement and further alignment of institutional practices
- There is widespread institutional dialog about the results
- Appropriate resources continue to be allocated and fine-tuned

One hundred percent of courses and programs have SLOs; AUOs and Student Services SLOs have been developed by every department; SLOs/AUOs have been assessed and data collected using eLumen and other tools; and results are used in educational and institutional planning improvements. [Evidence: #9 SWC Student Services SLOs pdf]

#### **Description of Progress:**

##### History of SLOs at SWC

Between 2003 and spring 2006 SLO definitions and Core Competencies were identified nationally. At SWC, Core Competencies (now titled “Institutional Program SLOs”) were approved by the Governing Board with the following four ISLOs:

- Communication Skills (Listening, Speaking, Reading and Writing)

- Thinking and Reasoning (Creative Thinking, Critical Thinking and Quantitative Reasoning)
- Information Competency (Research and Technology)
- Global Awareness (Social, Cultural and Civic Responsibility)

These were developed and adopted by the Governing Board in an effort to meet WASC Accreditation standards regarding Student Learning Outcomes (SLOs/AUOs). (evidence: Mission Statement)

SLO Committee, a standing committee of the Academic Senate, incorporated SLOs officially as a part of Academic Program Review (APR) in 2006 (as evidenced in APR Criterion Item 6.1). In addition, SWC faculty members have been required to create SLOs for their curriculum since 2008. (evidence: CurricUNET)

From Fall 2007 to Fall 2009, an Academic SLO Committee planned and implemented development of SLOs by course/program and a system for assessment, reporting and planning the use of SLO results for program improvement. In addition, our past SLO Co-Coordinators, one each for Academic and Student Services, organized and offered multiple staff development workshops as well as an Opening Day SLO Orientation and Workshop (Evidence: Jan. 2008). By recommendation of the SLO Coordinators at the time, eLumen was officially adopted as the District's official SLO assessment software on November 12, 2008. (evidence: GB Minutes) By January of 2009, all Student Services SUOs were completed and several areas had in fact completed assessment.

In Fall 2009, draft Policy and Procedures for SLO Assessment were presented to the Academic Senate Executive Committee, which had in conjunction with the ASCCC (Academic Senate of California Community Colleges) gone on the record as being in support of Student Learning Outcomes and their use.

More information about the "History and Development of Student Learning Outcomes at Southwestern College" can be found on the SLO website. [Evidence: #29 SWC Web Link History and Development of Student Learning Outcomes at Southwestern College]

#### Since February 2010

The AOC established Work Group 4 to address the SLO recommendation and develop a plan to provide progress and closure to Recommendation 4. Work group 4 expanded membership to include participants from each constituency.

The SLO Committee membership expanded to integrate planning and oversight of Academic SLOs, Student Service SLOs, and Administrative Unit Outcomes into a single committee. The Dean of Research, Planning and Evaluation joined the SLO committee as a resource. [Evidence: #3 Minutes from Jan. 10 SLO Committee Meeting]. SLO Committee meetings were held regularly and established goals and a timeline (Evidence A -- SLO Committee Goals and Timeline).

The SLO Coordinator provided primary leadership and facilitation of SLO efforts during Spring 2010 while the Student Affairs representative provided leadership for Student Services. As a member of the SLO committee, the Vice-President for Academic Affairs provided institutional support. [Evidence: #1 SLO Course Report]

The SLO Committee, whose purpose is to research and develop SLO guidelines for consultation and adoption by the Academic Senate and College community, has been very active:

1. Established CurricUNET would be used to house SLOs for programs and courses.
2. Continued to research progress in the development of SLOs on a statewide and national level.
3. Refined draft documents on the development, implementation, and assessment of SLOs and Student Services Student Learning Outcomes to "close the loop" by using the analysis of student learning to

make recommendations for integrated institutional planning and resource allocation.

4. Included Staff Development Coordinator as a resource member to the SLO Committee.
5. Provided individual and group training as well as Staff Development activities on SLO development. [Evidence: #13 Assessment of SLOs and Rubric Writing] [Evidence: #21AUO Training CD]
6. Organized pilot during fall 2009 for SLO implementation, assessment, and evaluation
  - a. Researched the use of rubrics and assessment methods that utilized *Scantron*, *Excel* spreadsheets, *eLumen* and *CAL-PASS* (California Partnership for Achieving Student Success) for analyzing SLO data.
  - b. Piloted an Excel spreadsheet developed to gather and preserve assessment results. Documented workload [Evidence: #15 SLO Implementation Pilot Results]
  - c. Assessed results. [Evidence: #16 Philosophy SLO Results]
  - d. Presented workshops to Academic faculty who piloted eLumen [Evidence: #5 Academic Agenda, 2 eLumen Handouts] as well as to Student Services SLO Committee members [Evidence: #6 Student Services Agenda, 2 eLumen Handouts].
  - e. Posted results in eLumen
7. Held Webinars and full day workshops on January 3 and 13, 2011 to provide training on the utilization of eLumen.
8. Upgraded eLumen software to version 2.9 and uploaded Datatel elements for instructional and student services for spring 2010, fall 2010, and spring 2011.
9. Developed and used SLO/AUO Implementing Guidelines, which were available on February 4, 2011. [Evidence: #17 SLO/AUO Implementing Guidelines]
10. Provided clerical support to input course and program SLOs /AUOs into eLumen.
11. Uploaded SLO training materials to the College website, revised to show the change from “Core Competency” terminology to “Institutional SLOs.”
12. Uploaded SLO Plan to the SLO website. [Evidence: #18 “Student Learning Outcomes Website Link Here].
13. Combined Academic and Student Services SLO Coordinators into one faculty position with 60% reassigned time, which was filled by a state-recognized tenured faculty member. [Evidence: *SLO Collaborative POWER (Promising Outcomes Work and Exemplary Research) "2009 SLO Mentor of the Year"*]. [Evidence: #7 Student Learning Outcomes and Assessment – Academic and Student Affairs Coordinator]

Opening Day activities in Spring 2011 included SLO training break-out sessions. [Evidence # Opening Day Staff Development Calendar of Activities, January 11, 2011] In January 2011, the Director of RPG joined the SLO Committee, adding the critical relationship needed between SLO development and the Office of RPG. The Director of RPG has oversight of Administrative Unit Outcomes. In conjunction with the SCC and Workgroups 123, the SLO Committee focused on the three essential steps of institutional planning as they apply to SLOs: Planning, Implementation and Evaluation (P-I-E).

In February, 2011, the SLO Coordinator position was elevated to 100% reassigned time. The SLO Coordinator trained SWC faculty and staff on the use of eLumen. In addition, the SLO Coordinator and Director of RPG are responsible for the implementation of eLumen for the posting of SLO assessment results. This collaboration

between the Director of RPG and the SLO Coordinator solidifies a college-wide approach to implementing, assessing, and planning based on student outcomes. [Evidence: #4 Site Handout, PowerPoint, and Pre/Post email to attendees].

With an institutional commitment to the Office of RPG, these Institutional Program SLOs will now be incorporated into our Institutional Program Review process as data for identifying student achievement. The Office of RPG is responsible for maintaining and storing data on student learning and student achievement via eLumen. The Office also stores the annual Program Review reports, which include data analysis and planning using SLOs.

The SLO Coordinator and Director of RPG are members of the Institutional Program Review Committee (IPRC). Their inclusion in the IPRC ensures that the development, implementation, and planning incorporates the results of SLOs/AUOs into Program Review, integral to planning and resource allocation. The IPRC is co-chaired by the Vice President of the Academic Senate and the Dean for Instructional Support Services (ISS), who chair the **Academic Program Review Committee (APRC)** and the **Administrative Program Review Committee (AdPRC)**, respectively. They have oversight responsibility as IPRC subcommittee Co-Chairs, which is a standing committee of the Shared Consultation Council (SCC). The college will re-evaluate planning and resource allocation so it focuses on the role and weighting of student learning outcomes in both areas.

The SLO Assessment Policy and Procedures were reviewed and approved by the Academic Senate and SCC in March 2011. The SLO Assessment Policy and Procedures included a detailed plan for implementation of SLO Assessment and use of results in institutional planning. Furthermore, these documents provide clear purpose, scope, definitions, roles and responsibilities associated with SLOs and our institutional assessment of SLOs. This policy was then forwarded through our consultation process and brought to our Governing Board for approval. [Evidence: #19 SLO/AUO Assessment Policy and Procedure]

With the integration of SLOs into our institutional planning processes including resource allocation, SLOs/AUOs have become an integral part of the decision-making process at the College. The SCC continues to lead the College in this paradigm shift of planning and budget development from a resource-based model to an SLO/Program Review-based model. This elevates the value of both SLO/AUO implementation and assessment as well as the value of participating in the Institutional Program Review process.

### **Analysis of the Results:**

In accordance with the *Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes* (AACJC), the College has completed the Development Level of Implementation of SLOs [Evidence SLO Implementation Chart]. This assessment is based on the following developmental level accomplishments:

- College has established an institutional framework for definition of SLOs
- College has established authentic assessment strategies for assessing SLOs as appropriate
- Existing organizational structures are supporting strategies for SLOs definition and assessment
- Leadership groups have accepted responsibility for SLO implementation
- Appropriate resources are being allocated to support SLOs and assessment
- Faculty and staff are fully engaged in SLO development

The College has entered the Proficiency Level of Implementation:

- SLOs and authentic assessment are in place for courses, programs, and degrees
- Results of assessment are being used for improvement and further alignment of institutional practices
- There is widespread institutional dialog about the results
- Appropriate resources continue to be allocated and fine-tuned



SWC is proud to state that one hundred percent of its courses and programs have SLOs. In addition, AUOs and Student Services SLOs have been developed, SLOs/AUOs have been assessed and data collected using eLumen and other tools, and results are used in educational and institutional planning improvements. [Evidence: #9 SWC Student Services SLOs pdf]

### **Additional Plans:**

The SLO Committee has developed an Institutional SLO Assessment Plan and SLO Assessment Plan Timeline (evidence: attached files), which meet ACCJC requirements and recommendations. For further information see the “History and Development of Student Learning Outcomes at Southwestern College” and the information for the SLO website [Evidence: #29 SWC Web Link History and Development of Student Learning Outcomes at Southwestern College]

### Additional Plans

ACCJC requires “progress towards a Proficiency Level of Implementation by Fall 2012; nevertheless, the College continues implementing and measuring SLOs/AUOs as an integral part of the institutional program review process. Course and program SLO assessment results are evaluated, used in planning educational and student services improvements, and inform the resource allocation process. The College will continue to develop and refine assessments of student learning on an annual basis.

By May 30, 2011 all programs/units will have received training on data management using eLumen for the purpose of comprehensive review and revision of SLOs, as appropriate. These reports will be run every six (6) weeks during the semester.

By Fall 2012, the College will be at or above the Proficiency Level of Implementation.

### **Work Group 4 Membership:**

### **Present Members:**

Patricia Flores-Charter, Student Learning Outcomes and Assessment: Academic and Student Affairs Coordinator, Learning Disabilities Specialist, Disability Support Services  
Mark Meadows, Vice President for Academic Affairs, Office of Academic Affairs  
Aaron Starck, Director of EOPS  
Lukas Buehler, Professor of Biology  
Victoria Lopez, Presiding Chair and Professor of Business  
Sylvia Garcia-Navarrete, Adjunct Professor of Reading  
Laura Galvan Estrada, Librarian  
Diana Kelly, Staff Development Faculty Coordinator  
Joel Levine, Dean of Languages and Literature  
Kathy Tyner, Dean of Mathematics, Science and Engineering  
Nelson Riley, Supervisor of Student Employment Services  
Linda Gilstrap, Director of Research, Planning, and Grants  
Michael Ford, Research Analyst

### **Additional Past Members:**

Margie Stinson

Interim SLO Committee Coordinator (Spring 2010), Professor of Biology  
Valerie Goodwin-Colbert Past-President Academic Senate, Professor of Health  
Alejandro Orozco, Professor of Humanities  
Cidhinnia M. Torres-Campos, Dean of Research, Planning and Evaluation

**Evidence:**

1. Minutes from Accreditation Oversight Work Group 4 “Student Learning Outcomes and Administrative Unit Outcomes”:
2. SLO Committee 2010 Agendas January 11 Retreat
  - February 1
  - March 1
  - March 15
  - April 5
  - April 19
  - May 4SLO Committee 2011 Agendas
  - January 3
  - January 10
  - January 13
  - January 20
  - January 24
  - January 31
  - February 7
  - February 21
3. AUOs Inventory (“*All About AUOs.pps*” and “*AUOs.pdf*” files)
4. SLOs Inventory (“Student Learning Outcomes Website.pdf”).
5. SWC Program SLOS (“SWC PROGRAM SLOs.pdf”)
6. Student Services Student Learning Outcomes (SLOs) Student Affairs Outcomes (SAOs) (“SWC Student Services SLOs SAOs.pdf”)
7. SLO and Assessment: Academic & Student Affairs Coordinator Job Description
8. History and Development of Student Learning Outcomes at Southwestern College.pdf
9. Timeline for the Development of Student Learning Outcomes at Southwestern College
10. SLO Assessment Plan Timeline.pdf
11. Institutional SLO Assessment Plan 11 19 09 v1.pdf
12. SLO Staff Development Training List

**a. Recommendation Six:**

*As previously identified in the 1996 and 2003 ACCJC WASC Accreditation Reports, the team recommends that the college implement a Technology Plan that is integrated with the*

*Strategic Plan and college goals; relies on Program Review; and provides reliable budgetary process for renewing technology and for providing appropriate technology staffing, support, and training college wide [II.C.1.a, III.C.1.a, and II.C.1.c].*

To assist in resolving recommendation 6, the AOC established Work Group 6 representing a cross-constituency from all sectors of the campus community in February 2010 and the Technology Task Team in February 2011.

The Work Group was charged with developing and implementing a Technology Plan that supports college goals; reviews and monitors the resolution of other deficiencies identified in the accreditation team report; is integrated with the Strategic Plan; uses Program Review findings; and is linked to the budgetary process to support the renewing of technology, provide for appropriate staffing, and offer training opportunities college-wide.

**Relevant Excerpts from the Evaluation Report:**

*The College supplies technology to support the needs of learning, teaching, and operational systems. However, technology, professional support, and technical staffing levels appear to have been reduced significantly by recent budget cuts.*

*The College currently is not assuring that technology support is meeting college needs (III.C.1.a). Committees are in place, but there is question regarding efficacy. The structure for technology services is not effective and the ability for Computer Support Services to replace computers is stymied by these processes, as evidenced by the inadequate Technology Plan 2005–2010.*

*The team feels that technology support, facilities, hardware, and software are not supporting the operation of the college. Staffing levels seem to be inadequate for the size of the institution. The college is not planning, acquiring, maintaining, upgrading, or replacing technology infrastructure or equipment to meet college needs, as evidenced by a college-wide crisis of outdated equipment. There is also no evidence that this plan has been properly vetted through the appropriate committees (III.C.1.c).*

*The team observed that technology planning is not aligned with college planning. Administrative program review is vital in this area and is conspicuously absent. While efforts have been initiated to integrate the college technology plan with other plans at the college, no evidence of evaluation, assessment, or analysis of how well they integrate or their efficacy was found (III.C.2).*

**Resolution of Recommendation 6:**

This recommendation has been fully resolved.

Building upon the 2005-2010 Technology Plan, the College collaborated through the Technology Task Team to develop the SWC 2011-2015 Technology Plan (Evidence – Technology Plan). The Technology Plan was approved by SCC on March 2, 2011, and the by the Governing Board on March 9, 2011 (Evidence – Agenda/Minutes of SCC; Agenda/Minutes of GB). Further, the 2011-2015 Technology Plan is integrated with the Strategic Plan and college goals; relies on Program Review; and provides reliable budgetary process for renewing technology and for providing appropriate technology staffing, support, and training college wide.

**Description of Progress:**

In February 2010, the AOC established Work Group 6 to address this recommendation with the following membership:

Nicholas Alioto (administration)	Terry Davis (administration)
Tom Bugzavich (classified)	Larry Lambert (classified)
Steve Bossi (classified)	Caree Lesh (faculty)
Tom Luibel (faculty)	Christopher Martinez (classified)

Following receipt of the WASC Evaluation Report and the WASC Commission’s Action Letter, the reporting structure for CSS was changed from the Dean of Research, Planning and Evaluation to the Vice President for Business and Financial Affairs.

Equipment Upgrades

In February 2010, members of the college community reviewed the SWC 2005-2010 Technology Plan and identified additional technology needs in terms of hardware, software, maintenance and programming. These requests were submitted, through the appropriate channels, to CSS. Through this process, the college addressed the issue of outdated equipment (identified in the Evaluation Report) by replacing antiquated equipment with approximately 626 new computers. These computers were deployed based on the parameters outlined in the 2005-2010 Technology Plan.

During Summer and Fall 2010, the College invested in desktop and support systems by purchasing and deploying an additional 879 computers as part of a concerted effort to upgrade faculty, staff, and instructional labs based upon feedback from campus-wide stakeholders.

The College purchased additional servers to increase data storage capacity. In addition, a formalized process was implemented to insure the timely replacement of technology. This process has to date replaced a substantial number of identified instructional, support and administrative desktop systems. The College also implemented an electronic purchase order system to replace the lengthy manual system, ensuring the timely execution of technology procurement.

<b>Item</b>	<b>Cost</b>
Upgrade/Replace Storage Area Network	\$304,722
Upgrade/Replace Back-up System	\$116,501
Replace and Add Blades	\$44,133
Purchase additional Web Advisor Licenses and update IBM AIX system to address performance problems in registration	\$88,755

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

## Staffing

Providing adequate staffing to support the needs of students, faculty, and staff are equal to the priority of providing needed hardware components. Constituent groups requested that the College significantly increase the current staff working in CSS. However, as financial resources at Southwestern College are under great stress --as is the case at all California Community Colleges-- adding additional staffing is a step that is based on Program Review and institutional priorities.

In Spring 2010, the VPBFA (Work Group 6 co-lead) recommended the hiring a consulting firm, WTC Inc., to assess the skill sets, training requirements and staffing needs of Computer Systems and Services staff, and assess the technology needs of the College. In addition, they would be asked to determine whether additional human resources were needed in CSS or if a reorganization of existing staff, accompanied by a significant investment in staff development, would be adequate to meet the College's technology needs. Several members of Work Group 6 expressed their concern with the hiring of a consultant for this purpose. Despite these concerns, the consultants were hired.

The consultant's assessment concluded that that the staffing level was comparable to or better than the College's peer institutions regarding necessary support of existing equipment, particularly in instructional labs. It recommended the creation of a committee to review the number and use of instructional computer labs. The consultant's assessment also recommended increased staffing in the area of general user support, online learning and programming.

The consultant's recommendations were addressed as part of the overall institutional prioritization of needs. (evidence: SWC 2011-2015 Technology Plan) In August 2010, the College hired a computer programmer to provide assistance with the College website and programming areas. As part of the 2010-2011 budgeting process, a recommendation to hire a Training Services Coordinator (TSC) and to increase the staff development training budget for CSS were also approved (See GB Agenda). The full-time Training Services Coordinator provides training and support for all software supported by Southwestern College to meet the needs of all constituencies on campus.

CSS has undergone leadership changes. The Director of CSS retired at the end of December 2010. An Acting Director was identified to fill this position. The job announcement for a replacement Director of CSS has been posted and a search committee established. A replacement CSS Director will be hired by June 2011.

## Work Group 6 and the New Technology Plan Development

The consulting firm was asked to identify two community college technology plans that had been recently successfully reviewed by WASC, to use as models to help develop a new plan at Southwestern College. The College sought a plan that identified goals, input processes, established criteria for developing priorities and identified current and mid-term needs. Diablo Valley College seemed to be the strongest model researched by the consultants.

An electronic survey, soliciting employees and student leaders to identify their college technology needs and concerns was sent out by the consultants. The surveys were returned directly to the

consulting firm. These results were not reviewed by the members of Work Group 6.

In May 2010, the consultants conducted two “open-door” forums where individuals could walk-in and express input and/or concerns. With the assistance of the Technology Committee and Work Group 6, twelve distinct constituencies were identified for one-on-one input and participation in the development of a Draft Technology Plan. The constituents identified were as follows:

- Associated Student Organization Executive Committee
- Academic Technology Committee (ATC)
- SCC Technology Committee
- AOC Workgroup 6
- Deans Council
- Superintendent/President’s Cabinet
- Council of Chairs
- Classified Executive Committee
- Student Services Council
- CSS Staff
- Business Directors Council
- Center Deans/Directors and technology coordinators

The consultants conducted in-person and/or teleconference calls with each of these organizations and developed individualized surveys to ensure confidential input. However, Work Group 6 was not kept apprised of the input received through this process as was the expectation.

#### Establishment of the Technology Task Team

In January 2011, Work Group 6 and the Technology Committee met in joint session with other AOC Work Groups to resolve issues surrounding the need to include the Academic Technology Committee (ATC) in decisions related to instructional technology. In this same meeting, technology issues that prevented the College from meeting its strategic priorities were also addressed. This combined group of constituency members agreed that all elements of technology utilized at the College were inextricably linked, should not exist in a vacuum, and that a committee appointed to address a college-wide technology plan should be much more inclusive than the current Work Group 6.

On February 2, 2011, members of Work Group 6 held a meeting with the AOC Co-Chairs and invited the SCEA President as a guest. During this meeting, discussion took place regarding problems with the current process for developing a technology plan (e.g., lack of collaboration, constituency consultation, integration, inclusiveness).

February 3, 2011, the Accreditation Liaison Officer (ALO), the IS/P and the AS President met to discuss the situation and in the interest of meeting the goals and objectives of Recommendation 6, disbanded Work Group 6, replacing it with the Technology Task Team (TTT) (refer to membership list below). Building upon the 2005-2010 Technology Plan, the Technology Task Team committed to develop the SWC 2011-2015 Technology Plan (Evidence - Technology Plan) based on the principles of a consultative process, members of the Academic Technology Committee, and campus leaders willing to commit the necessary time and energy needed to meet

Accreditation timelines and recommendations.

On February 8, 2011, the VPBFA resigned and the IS/P asked constituent leaders to waive the consultation process in order to move quickly in identifying an interim replacement for this position. Constituency leaders consulted with their respective groups and approval was given for an immediate search for an interim, with the recruitment for a permanent replacement to begin immediately after the hire of the interim.

### Accreditation Oversight Committee and Shared Consultation Council Summit

The college wide summits, hosted by the AOC and SCC, were held on February 10 and March 3, respectively. During the Summit, the AS President facilitated a technology plan breakout session, which established the membership and goals for the TTT. The TTT was charged with the following tasks:

- an updated SWC Technology Plan using the 2005-2010 Technology Plan as a foundation
- an implementation and evaluation plan
- a response to Recommendation 6
- a prioritized technology needs list for the 2010-2011 academic year
- a procedure for prioritizing future technology needs

The primary focus of the TTT was to ensure that updated Technology Plan was integrated with the Strategic Plan and Institutional Program Review process.

Campus members committed to working on the TTT included the following:

#### **Elected Co-Chairs (3)**

Larry Lambert, Online Learning Center

Tom Luibel, Faculty, School of Business

Paul Norris, Supervisor Computer Operations

#### **Members (18)**

Tom Bugzavich, Graphics Lab Specialist

Veronica Burton, Faculty/Articulation Officer/Student Services

Kathleen Canney-Lopez, Faculty, School of Business / ATC

Claudia Duran, Associated Student Organization, Representative

Scott Finn, Faculty/Chair, Counseling and PD/ ATC

Al Garrett, Network Analyst /CSS

Jerry Gonzalez, Senior Systems Analyst /CSS

Carla Kirkwood, Professor/International Programs Coordinator

Elisabeth Shapiro, Faculty, School of Business / ATC Chair

Caree Lesh, Counseling Faculty/Student Services

Victoria Lopez, Faculty, School of Business /Presiding Chair of Chairs

Patti Larkin, Director/Bookstore, Acting Director CSS

Christopher Martinez, Word Processor/Office of Support Services (OSS)

Maria E. Martinez, Faculty, School of Business

Carl Scarbnick, Faculty, School of Math Sciences and Engineering/ ATC

Barbara Speidel-Haughey, Academic Success Center Coordinator/ ATC

Angelina E. Stuart, Faculty/ Academic Senate President

Ron Vess, Faculty/ AOC Co-Chair

After reviewing the timeline for completion of these tasks, the TTT agreed to meet daily from 1-6 pm until the recommendation was resolved.

### Technology Task Team Develops the SWC 2011-15 Technology Plan

February 11<sup>th</sup>, 2011, the TTT Co-Chairs met to set out a work plan. Meeting ground rules were established -- allowing for the shared input of all members of the Team -- and a decision on how to proceed with the plan and implementation process was agreed upon. The TTT utilized information contained in the previous Technology Plan, such as research, data produced by various surveys and open forums as well as individual constituents' input, drafted by the consulting firm. This previous Draft Technology Plan was renamed the "Technology Report" and portions of it were included in the new SWC 2011-2015 Technology Plan. (evidence: old Draft Tech Plan and the new SWC 2011-2015 Tech Plan).

In addition, the SWC 1994-1998, 1999-2004, and 2005-2010 College Technology Plans and components of the Diablo Valley College Technology Plan were also reviewed for the new SWC Technology Plan. A synthesis of these various documents took shape in the five-hour meeting. At the end of the TTT meeting, members were asked to comment on how the process was working; many members remarked that they felt energized by the new process of collaboration, which had been absent in the previous year's work. The TTT emphasized that all technology goals must support the newly approved SWC Mission Statement and strategic priorities.

The rough draft of the 2011-2015 Technology Plan was assigned to one of the TTT members, who is the SWC International Programs Coordinator and former Title V Grant Director and who compiled the various elements discussed in the meeting into a single document. The Online Learning staff created a Blackboard online site to facilitate the posting and review of documents, and access was provided to TTT members. This process provided an on-going format for discussions outside of scheduled meetings and a blueprint for the work that needed to be produced in the TTT meetings.

February 14, 2011, the TTT reviewed and discussed the draft 2011-2015 Technology Plan, and a series of goals emerged from these discussions which were tied to directly to the Strategic Plan. These goals and priorities were then included in the document. It became clear that there were a few gaps in the draft, such as student services needs. Two TTT members, the Articulation Officer and a Student Services Representative, were tasked with identifying and compiling the specific goals related to Student Services identified in the previous institutional plans, as well as any new items, and bringing these to the TTT for review and inclusion.

At the conclusion of the meeting, the Academic Success Center Coordinator, a TTT member and also a member of the ATC, began work on finalizing the language of the draft plan and included important technology aspects and planning ideas that came out of the TTT conversations. At the next meeting, the Student Services goals were integrated into the document and the TTT adopted the draft plan as the working model for the updated 2011-2015 Technology Plan. The draft Plan was then forwarded to the Accreditation consultant (Professional Personnel Leasing, Inc) to provide feedback to the TTT. The consultant returned the draft 2011-2015 Technology Plan with a series of formatting suggestions, some minor recommendations to be included in the layout of the final document, and a comment that the plan looked "extremely strong."



The TTT determined that the 2011-2015 Technology Plan would be reviewed annually during the first fall meeting of the Technology Committee. The Technology Committee will then report any updates to the SCC. Prioritization procedures for technology needs, based on institutional program review findings, have been included in the 2011-2015 Technology Plan. Thus, program review needs will drive all institutional technology decisions.

### Technology Task Team 5-Year Technology Implementation Action Plan

The TTT met again on February 15, 2011 to work on the implementation process for the 2011–2015 Technology Plan. This discussion addressed Accreditation Team Recommendation 6, and a number of the College’s Strategic Priorities. Specific strategic action plans addressed were (evidence: 2010-2011 Strategic Priority Action Plans):

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

- 2. Implement use functionality of the Student Data Warehouse system to assist faculty and administrators with their data needs.*
- 5. Implement a college based student email system.*
- 6. Increase instructor and staff development training in the delivery of hybrid courses/programs.*

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

- 8. Implement ACH (electronic deposit) for financial aid checks.*

Input from TTT members from the CSS department was critical in outlining project costs and workable timelines for completion.

The draft SWC 2011-2015 Technology Plan was presented to the Academic Senate on March 1, 2011 for input and approval.

### Integrating Institutional Program Review

In addition to the 5-year implementation action plan of the goals in the SWC 2011-2015 Technology Plan, the central role of Institutional Program Review outcomes as the driver for annual budget decisions related to technology needs was of major concern to the TTT. Consequently, a flowchart was developed by the TTT depicting the integration between the Institutional Program Review, ATC and Technology Committee recommendations, SCC decision-making and budget allocation processes. This new flowchart now illustrates that institutional priorities drive budget decisions.

The TTT discussed the composition of the SCC Technology Committee and recommended that it be reconfigured to include technology expertise provided by the Director of CSS, Network Analysis, the Supervisor of the Computer Services, the Systems Analyst as well as instructional technology expertise provided by the ATC and the Online Learning Center staff, which had been previously lacking. This reconfiguration was tentatively approved by the IS/P pending approval by the SCC as a whole. With this tentative approval, the Technology Committee now included a majority of the TTT members, which provided for integrated strategic planning with all constituency members. The SCC unanimously approved this reconfiguration of the Technology Committee at the March 2 SCC meeting.

Three TTT members reviewed technology requests from program reviews completed during the academic years of 2008-09 and 2009-10. A Technology Needs chart (evidence: chart) was developed to follow through on the requests from the programs contacted. Contact was made with the Deans/Chairs of the programs who underwent review in those years to inquire about their technology needs. Assessment was made of the technology needs identified in the review outcomes to determine whether those needs had been met. Items that remained unaddressed from those program review outcomes were forwarded to the entire TTT for inclusion and prioritized in this year's cycle.

March 10, 2011, the TTT identified the remaining technology requests following the review the 2008-09 and 2009-10 goals outlined in the 2005-2010 Technology Plan. TTT members established completion dates, cited campus entities tasked to complete the work, and forwarded the priorities to the SCC for consideration in conjunction with other institutional priorities.

In mid-March 2011, the IPRC evaluated the completed program reviews submitted for the academic year 2010-11. Technology needs identified through program review outcomes were forwarded to the expanded Technology Committee. The Technology Committee identified completion dates; cited campus entities tasked to complete the work, and forwarded that information to the Shared Consultation Council for consideration in conjunction with other institutional priorities. This process will be repeated every academic year to ensure that program review outcomes drive annual technology funding.

#### Institutional Approval of SWC 2011-2015 Technology Plan

March 1, 2011: The Academic Senate approved the 2011-2015 Technology Plan, which includes the implementation and action plan.

March 1, 2011: A prioritization list, compiled by the TTT, was delivered to the SCC for inclusion in the College's institutional prioritization process.

March 2, 2011: The AOC approved the 2011-2015 Technology Plan, which includes the implementation and action plan.

March 2, 2011: The SCC approved the 2011-2015 Technology Plan, which includes the implementation and action plan.

March 9, 2011: The 2011-2015 Technology Plan was reviewed and approved by the Southwestern College District Governing Board on March 9, 2011.

In the various approval processes, highlights of the SWC 2011-15 Technology Plan and Implementation Action Plan were discussed:

- The integration of technology components as outlined in the WASC Accreditation Team's recommendations 1, 2, 3 & 6 has been accomplished and implemented.
- Institutional Program Review serves as the driver for budgetary decision-making related to all annual technology needs.
- The upgrading of technology has undergone a process of review by constituent groups

including but not limited to: the ATC, Technology Committee, SCC, and SCC Budget Committee. This process includes the ability to gather data as well as identify instructional and administrative technology needs.

- The faculty software license issue previously noted by the visiting team has been resolved; funding was provided and faculty currently have office copies of all relevant instructional software.
- The College developed a plan and implemented funding for a technology replacement and improvement plan.
- By “snapshot” reviews to be submitted annually by all campus programs, under the auspices of the IRPC, the schism between faculty needs and campus technology needs is resolved.
- District Policy 2515 and the ATC’s recommendations regarding instructional technology in all academic and professional matters have been confirmed by the TTT’s and Technology Committee’s prioritization and decision-making process.

### Analysis of Results

This recommendation has been fully resolved.

Building upon the positive elements of the previous year’s work in the areas of data collection, constituent contact, open forums, email survey results and the results of the hired consulting firm’s research and initial plan, and rejecting the non-consultative and non-inclusive process led by an administration no longer in place at the College, the TTT resolved all of the remaining issues addressed in Recommendation 6 in the Accreditation Team’s Report.

The TTT was able to include in the discussion, key players in the area of college-wide technology, which proved to be vital to the discussions on technology planning and implementation. A number of non-technology-focused campus members provided organizational structure and editing and drafting skills, which allowed them to create a clear and effective plan for addressing institutional technology needs.

After the resignation of the VPBFA, the TTT was created as a consultative and inclusive decision-making committee and the Technology Committee was reorganized. Through this process, the entire college was reminded of the fact that given the proper leadership and organizational structures SWC has all the skills, intelligence and passion it needs to do the one overarching task we are here to accomplish, to serve our students.

### Evidence

1. Invoices from Purchases Insert purchase order numbers
2. Inventory Report Date and copy needed
3. WTC Contract and weekly reports Copies needed
4. Existing Technology Purchase Flowchart Copy needed
5. Flowchart depicting Technology Plan Revision Process Copy V
6. Draft technology purchase policy/procedures Copy
7. Draft Technology Plan Copy
8. CSS Audit Results Copy
9. Documentation of individuals who participated in revision process and/or provided input (Sign-in sheets)

**e. Recommendation Seven:**

**\*This recommendation from the 2009 ACCJC Site Visit team was not mentioned in the January 2010 Commission Action Letter. Nevertheless, the AOC felt it was important that this recommendation be addressed sooner rather than later since resolution of this recommendation is tied to the resolution of several other recommendations.**

The team recommends that the college plan and conduct professional development activities to meet the needs of its personnel and implement a formal evaluation process of activities.

To assist in addressing Recommendation 7, the Accreditation Oversight Committee established Work Group 4 representing a cross-constituency from all sectors of the College community.

**Work Group 7 Membership:**

Diana Kelly\* (Faculty)  
Claudia De La Toba (Faculty)  
Patricia Hinck (Classified)  
Jessica Posey (Faculty)  
Omar Orihuela (Administrator)  
Kesa Hopkins (Administrator)

Randy Beach\* (Faculty)  
Bruce MacNintch\* (Classified)  
Mia McClellan (Administrator)  
Helen Elias (Administrator)  
Arlie Ricasa (Administrator)  
Zeidy Barrera (Administrator)

\*Work Group Co-Leads

**Relevant Excerpt from the Evaluation Report:**

*The team recommends that the college plan and conduct professional development activities to meet the needs of its personnel and implement a formal evaluation process of the activities (Standards III.A.5, III.A.5.a and III.A.5.b)*

*There is no evidence in the self study that the college provides all personnel with appropriate opportunities for continued professional development. The college does not plan and conduct professional development activities to meet the needs of its personnel, and to date the vacant Staff Development coordinator position has not been filled. There is no evidence of an adequate budget to conduct professional development activities. In the past five years there has not been a formal evaluation process completed for the staff development program." (Standards III.A.5, III.A.5.a, and III.A.5.b).*

**Resolution of the Recommendation:**

The Staff Development Program provides appropriate professional development opportunities for all personnel, filling the Staff Development Coordinator position, developing an adequate budget, and completing a formal evaluation of the staff Development program. Full resolution of the recommendation will be completed in June with the annual Staff Development Plan in accordance with the extension granted by WASC.

**Description of Progress:**

**A. Planning Staff Development to Meet the Needs of all Personnel**

1. Since the WASC report in January 2010, the Work Group 7 has focused on meeting this recommendation by reorganizing the infrastructure of the Staff Development Committee. Work Group 7 created a flow chart that depicts the specific roles and responsibilities of the administration, coordinators, and respective committees in order to initiate a fair and standardized process for Staff Development planning and activities. (Evidence: 7. Staff Development Organizational Flow Chart). This clarification of the organizational structure established accountability for Staff Development goals and defined committee compositions in the spirit of shared planning and decision making.

2. The Staff Development Coordinator and the Staff Development Committee developed needs assessment surveys which included all the constituency groups of the college to ensure that Staff Development programs would be all inclusive and responsive to constituent recommendations for Staff Development improvement (Evidence: 1. Results from four Needs Assessment Surveys in Spring 2010; 2. Results from four Needs Assessment Surveys in SP 2011). The surveys were administered electronically in Spring 2010 and Spring 2011 to gather input on the professional development needs of each constituent group: Full-time Faculty, Part-time Faculty, Classified Professionals, and Administrators/Managers. Information from these surveys was used by the committee to plan professional development activities for college-wide Opening Day break-out sessions in Fall 2010 and Spring 2011 and throughout the year (Evidence: 19. Fall 2010 and Spring 2011 Opening Day Break-out Session agenda). These Needs Assessment surveys are revised and administered each spring to monitor the needs of each constituent group so that professional development activities are planned and provided to meet those needs.

## **B. Providing All Personnel with Opportunities for continued professional development**

Professional development activities were provided for all constituent groups during Opening Days prior to the start of the semester Fall 2010 and Spring 2011 and throughout the year. In addition, specific activities were provided for all constituent groups (5. Attendance Records for events and workshops offered through Staff Development; Evidence: 19. Fall 2010 and Spring 2011 Opening Day Break-out Session agenda).

1. Faculty: Full-time and part-time faculty have opportunities to participate in professional development activities throughout the year. These include workshops on teaching and learning strategies and discipline-specific workshops. Recommendations from the Part-time Faculty Needs Assessment survey included online workshops and discussion groups. A book club meets throughout the year with an online discussion board in Blackboard for those who are unable to come to the face to face workshops. Teaching and Learning Resources are posted to the Staff Development Website (5. Attendance Records for events and workshops offered through Staff Development).

2. Classified Staff: Opportunities for Classified Staff are offered throughout the year. In addition, there are two days during each Academic Year in which professional development opportunities specifically for Classified Staff are offered. The Classified Staff Development Days focus on the needs of this constituent group. The district implements ongoing training for classified employees. For example, one division, Business and Financial Affairs, closed for two days in May 2010 and January 2011 so that all Classified employees and Classified managers in the division could take part in a variety of Staff Development activities (5. Attendance Records for events and workshops offered through Staff Development).

3. Administrators: Administrators hold their annual retreat after the end of Spring semester and attend college-wide workshops offered throughout the year. (16. SCCDAA Retreat agendas)

## **C. Adequate Budget for Staff Development**

The budget request from the Staff Development Committee is driven by the results of the Needs Assessment surveys:

1. The full-time Training Services Coordinator provides training and support for all software supported by Southwestern College to meet the needs of all constituencies on campus. (18. Training Services Coordinator Job Description).
2. Staff Development funding was increased to provide for both faculty and classified staff to attend professional conferences and workshops (Evidence: 20. 2010-2011 Staff Development Budget)
3. In response to recommendations from the Opening Day Fall 2010 feedback survey, funding was provided to have an inspirational keynote speaker at Opening Day Spring 2011.

#### **D. Staff Development Coordinator Position**

The Staff Development Coordinator was hired in November 2009 and worked with the Staff Development Committee to review the program in order to address the recommendations of the Accreditation Team. (18. Staff Development Coordinator Job Description).

#### **E. Formal Evaluation of Staff Development Program**

In order to assess the efficacy and relevancy of Staff Development offerings, Staff Development events and activities are routinely evaluated using the guidelines in *Evaluating Staff and Organizational Development* (1993 – revised 2003) by the California Community College Council for Staff & Organizational Development (4C/SD) and the Community College League of California (CCLC). Staff development workshops and events are evaluated at Levels 1 and 2 (Participant Reaction and Perceived Learning, respectively) (6. Evaluations for events and workshops offered through Staff Development).

In addition to the evaluation of workshops and events, overall evaluation of the Staff Development Program is also addressed in the Needs Assessment Surveys, conducted annually, which identify areas for improvement (1. Results from four Needs Assessment Surveys in Spring 2010; 2. Results from four Needs Assessment Surveys in SP 2011).

As part of a formal evaluation process, the Flex Guidelines are reviewed and revised annually to be compliant with Title 5 and statewide Flex Guidelines. These Flex Guidelines are reviewed and revised each Spring by the Staff Development Committee for Academic Senate approval each Fall (Evidence: 21. Flex guidelines committee meeting agenda and notes; Academic Senate minutes of October 26, 2010).

#### **Analysis of the Results:**

**Recommendation Seven will be fully resolved in June 2011 in accordance with the extension granted by WASC.** Appropriate professional development opportunities for all personnel are ongoing giving more opportunity for professional growth. As a result of the hiring of a Staff Development Coordinator, a more comprehensive and effective Staff Development Program was implemented. After several years of underfunding, an adequate budget was funded based on the needs of all constituents as documented in the ongoing Needs Assessment surveys. This has provided many faculty and classified staff with opportunities to attend professional workshops, conferences and classes. The Staff Development Committee consistently evaluates all Staff Development offerings at evaluation levels 1-Participant Reaction and 2-Perceived Learning and engages in an annual program review.

#### **Additional Plans:**

##### **A. Planning Staff Development to Meet the Needs of all Personnel**

1. The results of the Needs Assessment surveys continue to be used in developing a College-wide Plan for Professional Development which incorporates the needs of each constituent group. This information will also inform the development of the Staff Development plans and priorities for the coming year 2011/2012. (June 2011)

**B. Providing All Personnel with Opportunities for Continued Professional Development**

2. The work group recommends that the Staff Development Committee create a subcommittee to address issues related to part-time faculty participation in professional development activities. (June 2011)

3. The work group recommends that the College adopt a procedure of closing all offices from 8 a.m. to 12 noon on Opening Day of each semester to allow all staff to have the opportunity to participate in Opening Day activities.

4. The work group recommends that all supervisors be directed by Human Resources to require classified staff to attend Classified Professional Development Day activities.

**C. Adequate Budget for Staff Development**

1. The College-wide Needs Assessments and the Staff Development Plan, a part of the Strategic Priorities, drives budget requests. (June 2011)

**E. Formal Evaluation of Staff Development Program**

1. The Staff Development Plan will include methods for the evaluation of Staff Development to include Level 3 Evaluation: Behavior and Attitude Change. (June 2011)

2. In the Staff Development planning process, a long-term approach will be developed for addressing Level 4 Evaluation: Institutional Impact. (June 2011)

3. The Staff Development Committee, under direction of the Staff Development Coordinator, will complete a program review and follow a cycle of program review in accordance with IPRC guidelines. This will include a self-assessment of the Staff Development Committee each year to verify that its operating principles, structures and priorities are consistent with the Staff Development Plan and College-wide integrated planning processes and priorities. (June 2011)

**Evidence:**

1. Results from four Needs Assessment Surveys administered in Spring 2010: Full-time Faculty, Part-time Faculty, Classified Professionals, Administrators.

2. Results from four Needs Assessment Surveys administered in Spring 2011: Full-time Faculty, Part-time Faculty, Classified Professionals, Administrators. (June 2011).

3. Results of Opening Day Fall 2010 Feedback Survey administered in August 2010.

4. Results of Opening Day Spring 2011 Feedback Survey administered in January 2011.
5. Attendance Records for events and workshops offered through Staff Development.
6. Evaluations for events and workshops offered through Staff Development.
7. Staff Development Organizational Flow Chart (Approved by Staff Development Committee on December 6, 2010)
8. Meeting Agendas and Meeting Notes for Work Group 7 (Jan 2010– February 2011)
9. Meeting Agendas and Meeting Notes for Staff Development Committee (Jan. 2010 – Feb. 2011)
10. SWC Flex Guidelines
11. Flowchart
12. Staff Development Coordinator Job Description
13. Staff Development Plan for 2011/12 (June 2011)
14. Staff Development Five-Year Plan (June 2011)
15. Staff Development Program Review (June 2011)
16. SCCDAA Retreat agendas
17. Training Services Coordinator Job Description
18. Staff Development Coordinator Job Description
19. Opening Day Agenda Fall
20. 2010-2011 Staff Development Budget
21. Flex guidelines committee meeting agenda and notes
22. Meeting minutes of Academic Senate, October 26, 2010



**c. Recommendation Eight (a):**

**The team recommends that the college set as a priority fostering an environment of trust and respect for all employees and students that allows the college community to promote administrative stability and to work together for the good of the college [III.A.4.c and IV.A].**

The AOC separated Recommendation 8 into 8 (a), “fostering an environment of trust and respect” and 8 (b), “shared decision making” as outlined in the Action Letter in order to address the development of approved written policy and procedure for shared planning and decision making. The College has identified Recommendation 8 (a) as the section to be met by the March 2011 deadline. Professional Personnel Leasing, Inc. (PPL) was retained in early September 2010 and has proven to be instrumental in assisting the college in addressing Recommendation 8 (a).

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

**Work Group 8 (a) Membership:**

Kathleen Canney-Lopez (Faculty)	Marsha Rutter (Adjunct Faculty)
Jackie Thomas (Faculty)	Rebecca Wolniewicz (Faculty)
Maya Bloch (Faculty)	Diane Gustafson* (Faculty)
Ann Lindshield (Classified)	Virginia Martinez (Classified) <i>retired</i>
Gonzalo Quintero (Classified)	Anna Banda-Flores (Classified)
Torrey Hubbell (Classified)	Salvador Ramirez (Classified)
Myrna Tucker (Classified)	Edith Ruvalcaba (Classified)
Miguel Aguilera (Classified)	Veronica Abitia-Rubio (Classified)
Michele Fenlon* (Classified)	Cathy Mc Jannet (Administrator)
Steve Tadlock (Administrator)	Silvia Cornejo-Darcy (Administrator)
Bea Zamora (Administrator)	Michael Kerns* (Administrator)
Julie Woock (Student)	

\*Work Group Co-Leads

**Relevant Excerpts from the Evaluation Report:**

*In 1996 and 2003 the college was given similar recommendations regarding issues of trust and creating an environment of mutual respect. Faculty, staff, and students reported to the visiting team that they operate in a “culture of fear and intimidations” and “lack of trust.” At both of the very well attended college forums, employees vocally indicated that this recommendation has not been adequately addressed. Employees stated that they were fearful for their jobs and that an atmosphere of distrust permeated the college. This negative climate was attributed to the Superintendent/President’s action to terminate some staff members following a vote of no confidence by both the faculty and the classified unions. In addition, students stated that they felt confidence by both the faculty and classified union. In addition, students stated that they felt their input in the decision-making process was not valued, their proposals were ignored, and decisions regarding class cuts and reduction in library hours were not made with their best interests in mind. The long-standing nature of the recommendation, dating back over ten years, suggests that the negative climate is not the doing of the Superintendent/President, but the current administration has not succeeded in addressing the recommendation.*

**Resolution of Recommendation 8(a):**

## **This resolution has been resolved.**

The environment that existed with the last administration, which caused many of the issues surrounding trust and respect as well as College morale, has vastly improved. While trust and mutual respect are difficult to measure, constituency leaders and groups agree that esprit d'accord has taken root, improving employee and student morale greatly and creating an environment where conflicts can be resolved in such a way that all constituents feel treated professionally. A multitude of events have contributed to the improved campus climate and collaboration *to work together for the good of the College*.

### **Description of the Process for Resolution of 8(a):**

At the February 10, 2010 AOC meeting, it was agreed that Work Group 8(a) would include one representative from each constituency-- faculty, classified, and administration – providing the opportunity for shared planning and decision-making. [AOC minutes 2-10-10].

The AOC sent an invitation to the campus community soliciting participation on the respective work groups. Work Group 8 received an overwhelming response for participation. The WG8 faculty and classified co-chairs also approached individuals from various constituencies about joining Work Group 8 (a). Word of mouth spread, and soon others were asking to be part of the group. Many of the other work groups have 3-4 members, but 8(a) is represented by a large cross constituency with 22 members.

The three co-chairs reviewed the WASC recommendation and decided it addressed two separate areas. The first area dealt with improving campus morale and "*fostering an environment of trust and respect.*" The second area was to develop and implement a written process for shared decision-making. Because Shared Governance Policy and Procedure Task Group had already been working on a new Shared Planning and Decision-Making policy for more than a year, the co-chairs decided to include the shared governance task force members in WG8. It was then decided to bifurcate Work Group 8 into two separate sub-workgroups, (a) and (b), to address the two areas of the recommendation. As a result, Work Group 8(a) addressed the need to foster an environment of trust and respect for employees, and Work Group 8(b) was charged with developing a written process and structure providing faculty, staff, administrators, and students a substantial voice in decision-making processes. The recommendation section addressing WG8(b) follows this section.

Work Group 8 (a) held their first meeting on March 12, 2010 [Minutes with sign-in sheet]. During that meeting the Co-Leads identified their committee's charge as follows:

1. Identify actions that would support an environment of trust and respect for employees
2. Forward recommendations to the Accreditation Oversight Committee
3. Produce a written process and structure providing faculty, staff, students, and administrators a substantial voice in decision making. Work Group 8(b) was assigned this charge.

Although not all 22 members were able to attend the first meeting, there was a good turnout and the members began to dialogue about the current climate on campus. The group began to identify issues

of morale, to discuss difficulties in overcoming the sense of apathy that pervaded the campus, and to develop recommendations for improvement.

Dialogue regarding the issue of campus climate had been limited to “water cooler” conversations for the previous few years and generally remained within individual constituencies or among close confidantes. As alluded to in the visiting team’s Evaluation Report, many members of the campus felt that expressing opinions openly was potentially hazardous to their employment. Information, whether true or false, spread quickly within the campus community. Additionally, a sense of fear of retaliation existed, so a healthy dialogue in an “open” venue was not only rare but also risky. In order to create a safe environment for all committee members to dialogue openly, the group agreed to the following ground rules: 1) to treat one another with civility and respect, and 2) to allow all to express their opinions. With the ground rules set, the group began to discuss hindrances to achieving “an environment of trust and respect” among all college employees and students. That discussion led to several recommendations, including the development of a Campus Climate Survey, in order to ascertain the actual campus morale (Evidence Campus Climate Survey Questions).

The twelve members in attendance on March 12, 2010 drafted twenty-four recommendations to improve campus climate. [EVIDENCE: List of recommendations]. At a meeting on April 20, 2010, three more recommendations were added [EVIDENCE: minutes of that meeting], bringing the total recommendations to twenty-seven. [EVIDENCE: list with progress flow chart] Later, a follow-up meeting was held on December 9, 2010, during which Work Group 8(a) members (ten present) trimmed the twenty-seven recommendations into a shorter list and prioritized them. [EVIDENCE: Minutes and December 9 list]

Of the twenty-seven recommendations, three had been implemented by the beginning of fall semester (August 2010). These included 1) re-opening of the Staff Dining Room, a place for colleagues to relax and converse, in the Student Union East; [EVIDENCE: Email announcement] 2) two workshops on bullying held on Opening Day; [EVIDENCE: OD Agenda] and 3) two workshops on interpersonal communication held on Opening Day [EVIDENCE: OD Agenda]. More workshops on these topics were held on Classified Staff Development Day (January 5, 2011) and Spring Opening Day (January 11, 2011). [EVIDENCE: Agenda]

Work Group 8 recommended a Campus Climate Survey. Although the co-chairs looked into a previous Campus Climate Survey from 2003, they decided it was outdated and many of the issues that were plaguing the college currently were not addressed in the original survey. In early March 2010, two of the 8(a) co-chairs and a delegate from the third co-chair met with the Director of Research, Planning, and Evaluation and prepared a draft survey. [EVIDENCE: Diane’s notes from that meeting ] However, the following week the Director was dismissed from the College. The college temporarily replaced this position with an hourly researcher until a permanent replacement could be found. The hourly researcher assisted with the development, deployment and analysis of the survey. The survey was successfully deployed in November, 2010.

In November, two faculty members suggested a Thanksgiving Tree, which received the approval of the Superintendent/President and Cabinet. On Monday, Tuesday, and Wednesday before Thanksgiving Day, one of the large trees in the center of the campus was wrapped in yellow plastic. Students, faculty, staff, and administrators were invited to write on note cards that for which they were thankful, place their lists in plastic bags (rain was predicted), and pin the bags to the tree. Bags and pins were provided. A staff member made a large sign which has been kept for next year.

Members of the campus community have said that the Tree was one of the turning points in morale [EVIDENCE: email announcing the Tree].

There were two events in November 2010 which have had significant impact on the campus. First, the Governing Board election on November 2 resulted in two new members and a new majority on the Board. The campus community expressed an inability to work collegially with the previous board, so the elections had an immediate impact on morale. Second, at the end of November, the Superintendent/President resigned. College constituencies had also expressed an inability to work collegially with the Superintendent/President who held the majority Board vote. His departure was viewed by some as a fresh start for the College. With the hiring of the IS/P on January 19, 2011, morale further improved because of her collaborative leadership style.

One of the recommendations developed by the work group responded to a need involving the venue used for Governing Board meetings. Previously large crowds were not permitted inside once the venue had reached max capacity, leaving some attendees outdoors. The December 8, 2010 Governing Board meeting, the first with the newly-elected members, was held in Mayan Hall (capacity 399) instead of in the Governing Board meeting room (capacity 85). This move was number one of the twenty-seven recommendations drafted by Work Group 8A.

Additionally at that meeting, the Governing Board President announced that beginning in January 2011, reports by constituency leaders (Academic Senate, faculty union, classified union, administrators' association, etc.) would be moved to the beginning of the Board meetings. This was recommendation number two from Work Group 8 (a). Constituency groups have long been asking to move their reports to the beginning of the Governing Board agenda to ensure their viewpoints are considered before voting on an issue. Policy 2310 had set adjournment of Governing Board meetings at 10 p.m., even if there were agenda items yet to be addressed. [EVIDENCE: Policy 2310] Until approximately six years ago, these reports were routinely scheduled at the beginning of the Board meetings, and constituency groups had protested the change since then.

These changes have led to a noticeable difference in the Governing Board meetings, with none of the previous discord among Board members. The Governing Board also has significantly improved its interaction with the campus constituencies and members of the public at the Board meetings. [EVIDENCE: memo from Silvia Cornejo-Darcy; memo from student Claudia Duran]

Another significant morale booster occurred in December, 2010. On December 14, 2010, a joint communiqué from the District's negotiators and SCEA announced that a tentative agreement had been reached for reassigned time for the SLO Coordinator, the newspaper advisor, and the forensics team advisors. The SCEA contract, which had expired in 2010, was finalized in January 2011 [EVIDENCE: *Emails announcing this*]. CSEA had been working without a contract since 2008 but reached tentative agreement in December 2010. Final approval is anticipated after on-campus forums for classified staff.

Further evidence of improved morale was evident at the annual CSEA Holiday Breakfast. This has been a tradition for many years and represents a time where all groups gather together for a light-hearted celebration. Administrators, faculty, staff, and students participate. Donations are collected the month prior across the campus among all constituencies for raffle prizes and door prizes, and winners are announced at the breakfast. The annual Holiday Breakfast was held on Friday, December 17, 2010. The mood of the gathering was significantly more joyful than in recent years.

Among the notable changes: Vice Presidents and Governing Board members sat not together but scattered at tables with faculty and staff. The atmosphere of the event was more relaxed. It was very evident from conversations during and afterwards that the majority noticed the difference and enjoyed the camaraderie [EVIDENCE: email/evite and thank you from CSEA President].

Crucial events occurred in January to boost morale:

- The Governing Board president reported at the January 19 meeting that the Board had decided to withdraw the letters of reprimand from the personnel files of the professors suspended in October 2009 following a protest by students of massive class cuts. The suspensions garnered attention both locally and nation-wide. This boosted morale because the college community felt the suspensions were a violation of the constitutional right to freedom of expression. (Evidence: articles from newspapers; removal; evidenced by special ed. of Sun 2/11/11 page 1)
- In January, 2011, the Governing Board rescinded the decision of the previous Board in regards to the arbitrator's decision in the case of a classified staff member who had been dismissed by the previous Superintendent/President in April 2009. The reason given was that the position was no longer needed. However, there had been no program review indications that the position was superfluous. This dismissal was taken to arbitration by CSEA, and the arbitrator rendered his decision that the employee should be reinstated. [EVIDENCE: arbitrator's ruling] In August 2010 the previous Governing Board voted to reject the arbitrator's decision. [EVIDENCE: Governing Board meeting minutes; article in Sun reporting rejection of ruling] This action caused further deterioration in the morale among all employees at the College. At the Governing Board meeting of February 5, 2011, an announcement was made by the current Governing Board President: "By a unanimous vote, the Board has directed the Superintendent/President to take action on resolving the issue and to report back at the March Governing Board meeting." (Evidence: Governing Board Minutes)
- The Director of Grants who had been dismissed in March 2009 was rehired as Director of RPG in January 2011. This boosted morale because many people felt the firing was unsubstantiated and arbitrary.

Further morale improvement occurred at the beginning of Spring 2011. The Opening Day ceremony for Spring Semester (January 11, 2011) will long be remembered as one of the best Opening Days in recent memory [EVIDENCE: OD Agenda, follow-up survey]. The day began with breakfast provided (as usual) but proceeded to a mini-concert by the award-winning SWC mariachi group. Three Governing Board members distributed programs to those who entered Mayan Hall for the Opening Day Ceremony. Welcoming addresses were given by constituency leaders, including the president of the faculty union. For several years, the SCEA leader had been excluded from speaking, resulting a year ago in a walk-out from the Opening Day ceremony by most of the faculty.

The president of the faculty union asked all in attendance to stand if they support our accreditation efforts. Everyone did.

The Staff Development Committee, consisting of representatives of all constituencies, developed the agenda for Opening Day, and the Staff Development Coordinator served as Mistress of Ceremonies.

Among the students honored were the statewide champion women's cross-country team (first SWC team ever to win a state title) and the staff of the Southwestern Sun newspaper, who have won over 300 awards.

The Mistress of Ceremonies asked all to stand who had been students at the College and later came back to work here. She announced that an "honor roll" of these names would be posted in the Staff Development Office foyer. This begins to fulfill a morale-boosting campaign which had been proposed by Work Group 8(a) co-chairs and members in summer 2010. At that time a slogan, "Proud alum! Proud employee!" had been suggested, and experiences of individuals had begun to be collected. Co-chairs of WG8A had met with the Community Relations Department about including some of these on the new College website.

The keynote address on Opening Day was given by Sonia Rhodes of the Sharp Experience. Sharp Healthcare decided ten years ago that they wanted to stress excellence and teamwork, and she explained how they had made it happen. This speaker had been chosen by the Staff Development Committee because of the similarities between Sharp and Southwestern College. By the following day, the Dialogue Task Force was beginning to talk about following Sharp's example here.

The Grand Finale to the opening ceremony was a song, "Phoenix", written by Max Branscomb, the advisor to the Sun, and performed by a group of volunteers spanning the campus constituencies from the Acting Superintendent/President to students and even children who will one day attend the College. The performance received a standing ovation, and the SCC, at their meeting of January 20, 2011, discussed adopting it as the official College song. [EVIDENCE: electronically, YouTube video of the performance; hard copy of the lyrics]

Also in January 2011, the results of the Campus Climate Survey were made available to the members of WG 8 (a) [EVIDENCE: survey results]. Shortly thereafter, the results were disseminated to the campus community. Work Group 8 (a) co-leads met with the AOC Co-Chairs and researcher to discuss the results and analysis and to develop action plans that would address the findings. The College plans to re-survey the campus community, using the comprehensive November instrument, before the end of spring semester to ascertain improvement.

In late February a "mini" Campus Climate Survey with only eleven questions was deployed. [ EVIDENCE: the mini survey] The November survey had revealed significant discontent and dissatisfaction among all constituencies with the Governing Board and Superintendent/President at that time. The current Governing Board, which was seated on December 8, 2010, wished to ascertain whether there had been a change in perception of the Board among the constituencies. The College will share the results of the mini-survey with the visiting team.

In addition, the ASO conducted a Student Campus Climate Survey during the last week of February. [ EVIDENCE: announcement of the survey; the survey] The results will be used to develop their priorities and to illustrate the change in climate this semester.

In February, the Interim Superintendent/President called a "summit" to be held on February 10, 2011, 4 to 8 p.m. in the Student Union East. [ EVIDENCE: agenda, PowerPoint, sign-in sheets] Invitations were extended to constituency leaders, members of the Accreditation Oversight Committee, and members of the work groups addressing accreditation recommendations. There were

approximately sixty-five in attendance, including many students, and the students took a very active part in the break-out sessions.

The purpose of the summit was to clarify the issues which must be addressed in the March report, to encourage those working on the report because most of the work has been done and just needs to be documented, to create timelines for the next three weeks and beyond, and to create an environment of trust, respect, and collegiality.

The evening was a resounding success as the comments afterward attest:

- “Loved that students were integrated into the process”
- “The supporting materials gave us direction”
- “There was a positive energy level in the room”
- “We are one”
- “Today was a big jumpstart; I can speak for all the students that we are happy to have been included and to provide a lot of evidence for the 8 (a) report”
- “You all are committed to us students”

The only negative expressed was that the acoustics of the room made it hard sometimes to hear in one’s breakout session .

Another summit is planned for March 3, 2011.

Also in mid-February, a reporter from KGTV (Channel 10 in San Diego) visited the campus for a feature on the changes in morale on campus this semester. The story, which was aired on February 17, reflected the positive attitude felt by many employees and students. [EVIDENCE: story from KGTV website]

### **Analysis of Results:**

#### **This resolution has been resolved.**

Measuring campus morale is difficult to quantify and will best be evaluated when the college re-deploys the Campus Climate Survey scheduled for the end of the spring semester. However, what has occurred and is measurable are the opportunities for meaningful dialogue, a noticeable respect for the intent and spirit of Policy 2510: Shared Decision-Making, and an overall willingness to work collegially together to achieve resolution of this recommendation.

#### Notable Achievements:

- The creation of the Accreditation Oversight Committee, which meets weekly to address the recommendations given to the College on February 1, 2010, illustrates progress done in a collegial manner. This broad-based committee is helping to create trust and respect.
- The creation of the Dialogue Task Force, which met to discuss issues that had the potential to become difficult. The task force was made up of all four Vice Presidents, all constituent leaders, student leaders, and the newly-appointed Interim Superintendent/President. The group discussed, among other things, the lack of input from constituencies regarding a major website overhaul. These website changes had previously received a great deal of resistance for the lack of collegiality. As a result of dialogue among this group, a user group was created to make

recommendations before a new website is launched. The Dialogue Task Force was no longer needed because SCC is the appropriate venue to handle campus-wide, all-constituency issues, as was pointed out by the new Interim Superintendent/President

- In the past, there had been little support from the administration for the Faculty Recognition Awards. In January 2011, however, the reception was attended by almost all the Vice Presidents and most of the Governing Board members.
- The president of CSEA reported that the budget process for 2011 was more open and that requests for funding were itemized and discussed in depth. Committee members may not have gotten all that they wanted, but all felt that they had been heard. The president of CSEA also reported that issues which in the past had taken far too long to acknowledge and address are now handled with a phone call.
- The president of the Academic Senate reported that in the past she had to schedule meetings with the Superintendent/President as much as two weeks in advance. She has found that the Acting Superintendent/Presidents (for December and January) and now the Interim Superintendent/President maintain an open door and are able to meet on short notice on urgent matters.
- The search for an Interim Superintendent/President, culminating in the announcement on January 19, 2011, was an open and efficient process. Input from constituencies fulfilled not only shared governance expectations but also respect for the constituencies by the Governing Board. At the special meeting of the Board on December 14, 2010, the environment was described by the Academic Senate President as “drastically different, shocking in a good way.” There were questions to and from the Board members, who were open and willing to listen.

#### **Additional Plans:**

Although the college has set some short and mid-range goals to achieve sustainability of the recommendation, *fostering an environment of trust and respect for all employees and students that allows the college community to promote administrative stability and to work together for the good of the college*. This is a long term goal that will be continuously developed. The Action Plans outlined in the evidence will ensure sustainability of a culture of mutual respect at SWC (Evidence: Southwestern Community College District Work Group 8 Action Plans, October 15, 2011).

#### **Evidence:**



## **Additional Plans:**

Although the college has set some short and mid-range goals to achieve sustainability of the recommendation, *fostering an environment of trust and respect for all employees and students that allows the college community to promote administrative stability and to work together for the good of the college*. This is a long term goal that will be continuously developed. The Action Plans outlined in the evidence will ensure sustainability of a culture of mutual respect at SWC (Evidence: Southwestern Community College District Work Group 8 Action Plans, October 15, 2011).

## **Evidence:**

### **d. Recommendation Eight (b):**

*The team further recommends that the college establish and follow a written process and structure providing faculty, staff, administrators, and students a substantial voice in decision making processes [IV.A; and IV.B.2.b].*

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

### **Current Work Group 8 (b) Membership:**

#### **Faculty:**

Valerie Goodwin-Colbert (Past Academic Senate President)  
Randy Beach (Academic Senate President-Elect)  
Angelina Stuart (current Academic Senate President)  
Diane Gustafson\* (Work Group 8 Co-Lead)  
Andrew MacNeill (SCEA President 2010-2011)  
Phil López (SCEA President 2009-2010)

#### **Staff:**

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

#### **Administrators:**

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

#### **Student Representative: (new to the committee since May)**

Manuel R. López, Jr., ASO President

\*Work Group Co-Leads

### **Relevant Excerpts from the Evaluation Report:**

*In response to the last visit, the college created policies for more widespread input. Faculty and administration were given a prescribed role in governance and a voice in their areas of responsibility and expertise. Policies provided for student and staff input. However, college constituents report that, subsequent to the hiring of the current Superintendent/President, the policies which specify how*

*information is brought forward from one committee or task force to the next level in the process have not been followed (IV.A.2, IV.A.3).*

*Despite policies and processes designed for college-wide participating in decision making, these structures have not resulted in everyone working together for the good of the college. As a result of a collective inability to work together, the college has not carried through on many important issues identified in the last accreditation cycle. Faculty and students appear to want the last word on college decisions; administration appears to take a hard-line top-down approach to decisions [IV.A.1].*

*The 2003 team recommendations include "...that the college define the purpose and function of collegial consultation committees and councils, effectively involving faculty, staff, administrators, and students..." as well as ensuring a "...support environment of trust and respect for all employees..." While such consultation committees have either been instituted or re-purposed, it is apparent their purpose and function is unclear, and, in the midst of this confusion, collegial processes are rendered ineffective (IV.A.2). It could be construed that the college either is making a good faith effort to address the recommendation and foster collegiality, or that the college is merely, paying lip service; it is evident that too many within the campus community presume the latter. The obvious adversarial climate that exists on campus is destructive and disruptive to student learning. The college does not meet Standard IV.A. [2009 WASC Evaluation Report, pp. 33-34].*

#### **Resolution of Recommendation 8(b):**

Policy 2510: Shared Planning & Decision Making was reviewed and modified to meet the October 15 deadline; in addition, procedures for 2510 were created, reviewed, and approved by the Governing Board on October 13, 2010. The documents that support the resolution of Recommendation 8(b), as related to the establishment of written policy and procedures, are living documents that may change as the College addresses the first part of the recommendation regarding building trust relationships. A SWC Shared Planning and Decision Making Handbook was created in order to support the implementation of the approved shared planning and decision making process and to help constituents follow the process and understand their roles as well as those of others at the College.

#### **Description of Progress:**

The AOC separated Recommendation 8 into 8 (a), "fostering and environment of trust and respect" and 8 (b), "shared decision making" as outlined in the Action Letter in order to address the development of approved written policy and procedure for shared planning and decision making. The College has identified Recommendation 8 (a) as the section to be met by the March 2011 deadline. A series of events has taken place since the October 2009 WASC site visit that has caused a schism, challenging efforts to foster "an environment of trust and respect." The College is committed to addressing these issues and the results of our efforts will be reported in the March 2011 Follow Up Report. Professional Personnel Leasing, Inc. (PPL) was retained in early September 2010 to assist in addressing Recommendation 8 (a).

To address this recommendation by October 2010 Work Group 8 (b) was charged with reviewing, revising, and strengthening the language of Policy 2510: Participation in Local Decision Making, and developing an accompanying procedure to provide "faculty, staff, administrators, and students a substantial voice in decision making processes."

Policy 0009: Shared Governance Philosophy and Policy 0011: Academic Senate Shared Governance Guidelines were replaced in January 2007 by Policy 2510: Participation in Local Decision Making; however, the new policy did not contain the 10 + 1 Agreement and had not gone through proper consultation with the Academic Senate. The Academic Senate President (AS President), Vice President for Academic Affairs (VPAA), and the Vice President for Human Resources (VPHR) met in October 2009 to discuss how to proceed with their mutual concern regarding the current shared governance policy and the lack of procedures. It was decided that District Policy 2510 needed to be revised, accompanying procedures needed to be developed, and all stakeholders should be involved in the process.

In December 2009, the Shared Governance Policy and Procedure Task Group was formed. In that same month, policies and procedures from other California Community Colleges that dealt with Shared Governance, Delegation of Authority, and the Role and Scope of the Academic Senate were collected. On January 28, 2010 (2.c.1) the Shared Governance Policy and Procedure Task Group met to develop a statement of purpose, tasks to be accomplished, a timeline, meeting structure, and an aggressive spring 2010 meeting schedule. The purpose was to revise District Policy 2510 and to develop procedures that were deemed necessary to modify and implement the policy.

The Southwestern College Education Association (SCEA) President and Work Group 8 Co-Leads joined the group after the WASC evaluation report was received at the beginning of February and work groups were created by the AOC. The Shared Governance Policy and Procedure Task Group then became incorporated into Work Group 8 as Work Group 8(b).

Beginning in January 28, 2010 (2.c.2), meetings occurred regularly in order to stay on task to revise District Policy 2510 and develop corresponding procedures.

#### Resolution:

During that time the task group accomplished the following goals:

- Revised and renamed Policy 2510: Participation in Local Decision Making, now called District Policy 2510: Shared Planning and Decision Making (2.c.3 and 2.c.4).
- Developed District Procedures 2510: Shared Planning and Decision making to accompany revised policy (2.c.5).
- Developed a new District Policy 2515: The Role and Scope of Academic Senate: 10 + 1 Agreement (2.c.6).
- Developed a new corresponding District Procedure 2515: The Role and Scope of Academic Senate: 10 + 1 Agreement (2.c.7).

The revised and new policies and procedures were sent out in late April and early May to the college community for review, consultation, and input (2.c.8). The Governing Board Policy Review Committee returned the policy for revision because there was no language for staff, students or administrators as required by Recommendation 8. It was agreed that Policy and Procedure 2510 needed revision to include representation from all constituencies in line with Recommendation 8 guidelines. The outcome was that there were two policies drafted: one for shared planning and decision-making at the college which addresses all constituencies (2510) and one strictly to address the 10 + 1 items for the faculty as required by Education Code and Title 5 (2515). (2.c.10). The new 10

+ 1 Agreement policy and procedures were drafted and titled "The Role and the Scope of the Academic Senate: 10 + 1 Agreement."

At the August 5, 2010 SCC Retreat (2.c.11), a presentation on participatory decision making was given by Scott Lay, President and CEO of the Community College League of California (CCLC), and Jane Patton, President of the Statewide Academic Senate (2.c.12). The Governing Board was invited and all attended along with all constituency leaders and committee members. After this presentation, there was an Accreditation report in which the ALO reported that Policy 2510 was ready for SCC review and approval. However, he stated that the Academic Senate had given its approval for Policy 2510 to proceed through the process for Governing Board approval only if the new "Role and the Scope of the Academic Senate: 10 + 1" Policy and Procedures was approved simultaneously. The SCC reviewed, discussed, edited and approved new Policy 2510 language with only minor changes: a friendly amendment to include the items of student purview under each of the student sections in policy and procedures, and a change of the language "shared governance" to "participatory decision making" throughout the documents. At the SCC retreat, the new 10 + 1 Agreement policy was shared for information only and forwarded through the consultation process, which included approval by the Governing Board designee, Superintendent/President, and the Academic Senate. The 10 + 1 Agreement policy was then assigned policy number 2515.

Appropriate consultation for Policy 2515 continued when the Superintendent/President and the AS President met on July 26, 2010 (2.c.13) to discuss Policy 2515 and its procedures as they relate to participatory decision making. The Superintendent/President reported that he was in favor of having this agreement in policy.

The revised Policy and Procedures 2515 were approved by the Academic Senate Executive Committee on August 11, 2010 (2.c.14), and then agreed upon by the Superintendent/President and the AS President on August 20, 2010.

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

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

Both Policy 2510 and its procedures for Shared Planning and Decision Making, and Policy 2515 and its procedures "The Role & The Scope of the Academic Senate: 10 + 1 Agreement," were approved at the October 13, 2010 Board meeting (2.c.18).

In November, 2010, the AOC decided that the Shared Planning and Decision Making Handbook now falls under the purview of Work Group 8b.

Work Group 8B held several meetings to develop the Handbook. This Handbook defines the consultation process, the roles each constituency has within the institution and establishes a clear process for shared planning and decision-making. Furthermore, the Handbook outlines the integration of program review, SLOs and institutional processes. It serves as a comprehensive catalog of College committees, indicating which conform to the Brown Act, to whom these committees report, where information can be found on the web and the role the committees have

within the broader District shared planning and decision-making process. The Work Group 8B met December 6, 2010, January 7, 2011, and February 28, and communicated electronically, to revise the Handbook draft in preparation for consultation.

The Handbook was edited to include not only shared planning and decision-making policies, procedures and committees, but also explanations about integrated planning, strategic planning, organizational structures and institutional program review/SLO flowcharts. The introductory memo from the previous Superintendent/President was taken out and in its place the Co-Chairs of the SCC have drafted a joint memo for the book, demonstrating in this action that this Handbook is about structure, process, teamwork and collaboration and is not person-dependent. Finally, a specialized cover was designed by the Community Relations Office to depict pictures of our own students, staff and campus truly making this Handbook our own.

With the arrival of the Interim Superintendent/President (IS/P) in January 2011, changes in implementation of shared planning and decision-making moved forward quickly. Examples include weekly meetings between the Academic Senate President and IS/P, and revision of the SCC agenda to include 10 + 1 items. On February 9, 2011, the SCC approved the re-organizational reporting structure for the Academic Senate so that it no longer reports to a Vice President but rather directly to the Governing Board. This change, among others, is reflected in the handbook

As a result of stronger communications with the IS/P, the SCC has developed an SCC consultation request form as part of the handbook for its members to poll their constituencies as a way to help communicate campus happenings and allow for full collegial consultation with all constituencies. This not only meets Recommendation 8B but it also serves to address the College's Strategic Priorities 5 & 6: *"1. Review and clarify the purpose, roles and responsibilities of participatory decision-making for all stakeholders and ensure a cyclical review."*

Several recent examples are the AOC/SCC Summit held on Thursday, February 10 and the follow-up summit on March 3. Under leadership of the IS/P, constituents discussed integrated planning, strategic planning cycles and program review/SLO cycles and are included in the handbook. This informative forum served as a basis for the College's efforts to resolve WASC's recommendations. A collateral benefit was the further reinforcement of the shared planning and decision making process.

The Handbook was presented at SCC on February 16, sent out to the SCC members and globally to all staff. Approval is expected by the Academic Senate March 8 meeting and by the AOC and SCC meeting on March 9. The Handbook, as the consultants informed us, did not require Governing Board approval since it is a shared consultation document to be used by the College constituents. Therefore, it will be provided to the Governing Board as an information item only because the Governing Board is a policy-making board and does not micromanage daily operations. The Handbook was implemented immediately and was posted on the website as well as in Public Folders.

The College continues to implement these policies.

#### Implementation of Policy and Procedure 2510:

1. Several institutional proposals have gone through the consultation process since October with constituency groups for approval. Proposals were then approved in the SCC, including the Mission Statement, the Strategic Planning and Priorities Plan, the Enrollment Management Plan, the establishment of the IPRC, the establishment of the Office of Institutional Effectiveness, and the integrated planning process.
2. The SCC reorganized its structure and revised its purpose and function. (Evidence: Minutes/flow chart)
3. The College uses a Request for Consultation form to track policy and procedures consultation among constituency groups. Since November 2010, there have been numerous requests for consultation using this form. (see evidence item X)
4. Work Group 8(b) developed the *Shared Planning and Decision Making Handbook*.
5. The Request for Consultation form was revised in February 2011 and approved by the SCC in March as part of the *Shared Planning and Decision Making Handbook*.

#### Evaluation/Assessment Process of Implementation of 2510

1. The Academic Senate President completes a survey of constituent leaders of the SCC to determine if the Request for Consultation form is supporting the consultation process.
2. Meeting items and minutes are carefully reviewed by the SCC co-chairs prior to action to determine that changes required, when appropriate, are incorporated into policies and procedures through the collegial consultation process and that results reflect shared planning and decision-making.
3. The SCC reviews its operational procedures, purpose and function, membership, and shared planning and decision making process at its August retreat.

#### Implementation of Policy and Procedure 2515:

1. Policy 2515 is currently being amended to include language denoting the unique relationship between the Academic Senate and the Governing Board. Changes include the use of "Governing Board" instead of "District" as the 10 + 1 is an agreement between the Governing Board and the Academic Senate, not between the District and the Senate.
2. The Governing Board has directed that the Academic Senate report be listed separately on the agenda from other constituency reports.
3. The Academic Senate consults on key institutional planning documents. One recent example was the inclusion of the ATC's recommendations to the SWC 2011-2015 Technology Plan.
4. The SCC includes 10 + 1 items on the agenda, which also pertain to Policy 2515.
5. The Academic Senate reports directly to the Governing Board on the consultation flowchart as supported by 2515 and AB 1725.
6. The SCC identifies 10 + 1 items by placing an asterisk next to them on the agenda.

#### Evaluation/Assessment Process of Implementation of 2515

1. The SCC reviews the College's implementation of 2515 and assesses how 10 + 1 is advancing the goal of shared planning and decision making among the constituencies at its August retreat.

#### **Analysis of the Results:**

**This recommendation has been fully resolved.**

The College has enthusiastically implemented Policy 2510 and 2515 and their corresponding procedures. With two newly elected Governing Board trustees and the IS/P, the implementation of these shared planning and decision making policies and procedures has been swift. Constituency reports have been moved to the beginning of the Governing Board meetings effective January 2011, consulting constituent leaders on relevant issues during the meetings to better inform the Board prior to making decisions, and completing all pertinent business on the Governing Board agendas. In addition, 10 + 1 items are widely and openly discussed and are reflected in decision-making. “Shared planning and decision-making” is becoming a commonly used phrase between constituent groups and the expectation is that the consultation process will be followed.

Although officially approved in August 2010, the language in the procedures for Policy 2510 had not recognized the Confidentials group. Prompted by other constituent leaders, new language was added, duly recognizing the Confidentials as a constituency.

All of the aforementioned changes have resulted in active participation by all stakeholders in institutional decision-making. In addition, the resulting open dialogue reflects not only a growing understanding and acceptance of the paradigm shift that has occurred, but also has resulted in positive morale as an added and unexpected bonus.

**Additional Plans:**

The approved SWC Shared Planning and Decision Making Handbook, a living document, will be assessed and updated annually at the SCC retreat.

This new Handbook will support and foster Recommendation 8 language to “provide faculty, staff, administrators, and students a substantial voice in decision making processes.” There will be a survey of constituent groups at the end of the Spring 2011 semester to assess the extent to which this Handbook is meeting the College’s needs.

**Evidence:**

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

2.c.13	AS Agenda for Superintendent/President: 7/26/10
2.c.14	AS Executive Committee Meeting Notes: August 11, 2010
2.c.15	Agenda of the GBPRC: 8/24/10
2.c.16	Agenda of the GBPRC: 8/26/10
2.c.17	Governing Board Agenda: 9/08/10
2.c.18	Governing Board Agenda: 9/29/10
2.c.19	GBAPPRC Consultation form (template)
2.c.20	Minutes from the Academic Senate of 11/17, 11/13 & 11/30
2.c.21	Minutes from the SCC (Shared Consultation Council) of 11/19
2.c.22	GBAPPRC Consultation form: Mission Statement
2.c.23	GBAPPRC Consultation form: Enrollment Management Plan
2.c.24	GBAPPRC Consultation form: AOC Recommendation Workgroup 1-2-3 (IPRC)
2.c.25	GBAPPRC Consultation forms: Policies & Procedures 4010, 4020, 4021, 4225, 4700
2.c.26	Minutes of AOC meeting 11/10/10
2.c.27	Minutes of Work Group 8B meeting 11/29/10
2.c.28	Draft of SWC Shared Planning and Decision Making Handbook
2.c.29	Minutes of Work Group 8B meeting 12/06/10
2.c.30	Minutes of Work Group 8B meeting 01/07/11
2.c.31	Request for revision of Policy 2510 to include Confidentials.
2.c.32	SCC Consultation Forms (blank form & Feb. 16 form)
2.c.33	Copy of the SWC Shared Planning and Decision-Making Handbook (2011)



**d. Recommendation Nine:**

*As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends the Governing Board adhere to its role as a policy-making body and not interfere with the authority and responsibility of the Superintendent/President for college operations. The team further recommends that the Governing Board act as a whole once it reaches a decision and as an advocate for the college [IV.B.1.a and IV.B.1.j].*

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

**Work Group (9) Membership:**

Ron Vess\* (faculty)

Patti Blevins (confidential)

Michele Fenlon (classified)

Mink Stavenga\* (administration)

Kimberlie Rader (confidential)

Bruce MacNintch\* (classified)

**\*Work Group Co-Leads**

The work group worked closely with the former Superintendent/President to make sure the previous Governing Board was in agreement with the direction it was taking. Interim Superintendent/President Whittaker ~~she~~ took over the leadership in resolving this recommendation, on January 20, 2011.

**Relevant Excerpts from the Evaluation Report:**

*There is disagreement among trustees on how the Board's role as a policy-making body reflecting the public interest is manifest. Some see themselves as budget watchdogs attending to small details of the operations of the District. Several interpret their role as a conduit for concerns from the college community, seeing a need to meet privately with college personnel (IV.B.1.a, IV.B.1.c).*

*There seems to be confusion among the board members over its role in setting college goals versus setting board and superintendent/president goals (IV.B.1.b).*

*The Board has an approved policy specifically delegating operational functions of the college to the Superintendent/President. Nevertheless, some college policies are inconsistent with the effective application of this policy. There is evidence that the Board has been kept apprised of the development of the self study (IV.B.1.i, IV.B.1.j).*

*Another example of Board interference occurred in 2006 when the Board insinuated itself into the hiring of the Vice President of Academic Affairs by not accepting the recommendation of the Superintendent/President and interviewing three finalists. As an apparent result of the Board selecting its own candidate, the Superintendent/President resigned. The current Superintendent/President reports that the Board elected to retain the right to interview finalists for vice president positions in its policy. According to multiple sources, under the current Superintendent/President the Board has not interviewed candidate in the hiring of the last four vice presidents. Trustees reported that they wanted the policy to remain in place until the newly hired Superintendent/President was established; the Superintendent/President has left the policy in place to build trust (IV.B.1.j).*

*Trustees interact regularly with college staff and think this direct communication is important; they report feedback to the rest of the Board and Superintendent/President. The Board reports that it seeks communication between its members and the college staff (IV.B.1.j).*

## Resolution of Recommendation 9:

This recommendation has been fully resolved. The former Governing Board has participated in ~~two~~ four training/study sessions [four are noted in the narrative] specifically addressing issues identified in this recommendation and several Governing Board policies and procedures have been revised in response to issues identified in the Evaluation Report (2.d.1). The current Board also attended two additional study sessions in February and March, 2011 to further address and resolve Recommendation 9 and fully understands and adheres to its policy-making role and ~~does~~ is committed to not interfering with the authority and responsibility of the Interim Superintendent/President for College operations.

### Description of Progress:

The former Superintendent/President, the ALO, and the previous Governing Board responded swiftly to the findings and recommendations of the site visitors and Accrediting Commission. In early March 2010, the ALO met with the former Superintendent/President to develop goals, (Evidence needed) objectives, and timelines to address the recommendations regarding the Governing Board. The strategy included the scheduling of two separate Board training sessions. The first Board training session was sponsored by the Community College League of California and included the former Superintendent/President and all of the previous Governing Board. Several outcomes were achieved as a result of the first training session (2.d.2) which took place on May 18, 2010 (2.d.3, 2.d.4):

- 1) The Board was given the opportunity to review and discuss its prescribed role with an objective and knowledgeable facilitator, Bill McGinnis, recommended by CCLC;
- 2) The facilitator was aware and familiar with the concerns expressed in the Accreditation Report;
- 3) The Board was given handouts and guides (EVIDENCE) to assist them throughout their tenure as members of the Governing Board; and
- 4) The Board was provided training on topics that included the following (EVIDENCE):
  - Ground Rules for discussions, meetings, and interactions
  - Board Governance
  - Board Goals
  - Accreditation Standards and Commission Recommendations
  - Achieving High Performance
  - Board Accountability

All ~~five~~ of the previous Governing Board also attended a presentation made at a Shared Consultation Council Retreat on August 5, 2010 (2.d.5, 2.d.6) by the President of the CCLC, Scott Lay, and the President of the Statewide Academic Senate, Jane Patton. The presentation focused on shared decision making in California Community Colleges and addressed the roles of the Governing Board, the Administration, and faculty in the process (2.d.7).

The ALO also arranged for an intensive Board training session by Dr. Barbara A. Beno, President of the Accrediting Commission for Community and Junior Colleges, on September 23, 2010, which

was attended by the former Superintendent/President and all previous Governing Board members. Dr. Beno communicated in advance with the CCLC facilitator to make sure that they were not duplicating their efforts. Dr. Beno’s presentation is included in the appendices (2.d.8, 2.d.9, 2.d.10). (EVIDENCE)

The Superintendent/President’s Office also scheduled periodic Special Governing Board meetings to stay abreast of progress and Accreditation Oversight Committee work group updates (evidence cited in Section 1). During the Special Governing Board meetings, the trustees were able to discuss their concerns and receive feedback to their questions regarding the report as a whole, and this Standard in particular.

As a result of the Evaluation Report, the College has taken a closer look at policies related to the Governing Board and their role in fulfilling the requirements of service to the College. Following the release of the Action Letter, the Governing Board took the following actions: 1) discontinued participation on the SCC Budget Committee (formerly known as the College Budget Task Force) and 2) deleted Policy 2432, Selection of Vice Presidents (2.d.11). In addition, the work group assigned to this recommendation followed up on other instances of Governing Board involvement mentioned in the Evaluation Report. It was confirmed that Board members no longer serve on, or sit in on, College committee meetings and at several Governing Board meetings it was made clear that communications between Board members and College staff need to be channeled through the Office of the Superintendent/President.

The following table provides a status report of relevant policies and/or procedures which have been reviewed, revised, approved, or eliminated:

#	Policy/Procedure	Status	GB Approval Date
2432	Selection of Vice Presidents	Eliminated	May 12, 2010
2710	Conflict of Interest Procedure (2.d.12, 2.d.13, 2.d.14)	Approved	June 9, 2010
	Obtain the list from Mary of the ones relevant to this Standard that are going to the March 9 meeting		

As a result of the November 2, 2010 elections, two previous Governing Board members were not re-elected and two new Governing Board members were seated at the December 8, 2010 Governing Board meeting. In addition, as mentioned in an earlier section of this report, Superintendent/President Chopra resigned his position as of November 30, 2010.

Acting Superintendent/President Angelica Suarez arranged and led a new Governing Board Member orientation session on January 12, 2011 (EVIDENCE: Agenda). Several sections of this session were conducted by the College’s Accreditation consultant, Don Averill. Additionally, the two new Board members attended the CCLC New Trustee Workshop and Legislative Conference, January 21–24, 2011 in Sacramento, California (EVIDENCE)

Upon Interim Superintendent/President Whittaker’s arrival on January 20 24, 2011, she immediately took a leadership role in resolving the remaining parts of this recommendation. She provided a training manual (Evidence) and facilitated a three-hour Governing Board Study Session on February 16, 2011, during which the Board:

- Reviewed Accreditation Standard IV: Leadership and Governance

- Openly discussed what constitutes “micromanagement”
- Agreed that for College business, communication between the Trustees and College staff will occur through the Superintendent/President
- Reviewed the Education Code applicable to Community College Governing Boards
- Reviewed the CCLC Trustees Handbook-Tab 2: The Governing Board
- Made a Governing Board Resolution to be committed to the ACCJC/WASC Accreditation Standards, particularly applicable to leadership and governance (EVIDENCE: Resolution)
- A Procedures Manual of Training materials was prepared for each Governing Board Member and will be used as a living document (EVIDENCE: Training Manual)
- Recognized that the departure of the former Superintendent/President and the hiring of the Interim Superintendent/President has eliminated tension and has provided an atmosphere and structure for mutual trust and respect
- Openly commented “*that the prior tension between Board members previously existed because some trustees were prevented from having access to the former Superintendent/ President; this is no longer an issue with the prompt and respectful manner in which the Interim Superintendent/President responds to Board requests*”
- Openly commented that Trustees’ “*negative comments against each other are no longer an issue; at this time, there is nothing but civility and cooperation since the incoming Trustees have been seated on the Board; there is unity of purpose and the Governing Board wants the Accreditation Commission to notice this*”
- Openly commented that as an example, “*the committee that President Nader formed for the selection of the Interim Superintendent/President involved both new and previous Trustee representation working well together and included constituent participation; ... the Trustees are confident that the appointment of Trustee Hernandez and Trustee Roesch for the permanent Superintendent/President Selection Committee will continue to work well together and demonstrates unity of purpose*”; the Trustees also noted that if there is not a unanimous vote on an item, the difference is no longer along factional lines;
- Openly recognized and stated that the Trustees are committed to civility and respect, recognizing that there will be times when they have differing opinions;
- Accepted the comments from the Student Trustee that he, “*recognizes the lack of respect that divided the prior Board no longer exists*”.
- Discussed “acting as a whole” once a final decision has been made without violating one’s freedom of speech;
- Recognized the importance of not micromanaging as per the Accreditation Commission Standards and guidelines from CCLC; that these guidelines apply when there is a competent Superintendent/ President. However, when there are major concerns and issues with upper management, the Governing Board agreed that what might appear as micromanagement may be their attempt to correct a problem with the Superintendent/President.

### **Analysis of Results:**

As a result of the activities described above, there is clear understanding on the part of all current Governing Board members that the role of the Governing Board is to be a policy-making body and that it is not to interfere with the authority and responsibility of the Superintendent/President for College operations.

The departure of the former Superintendent/President and the hire of the Interim Superintendent/President has eliminated tension and has already provided an atmosphere of trust and respect. The making and signing of the Governing Board Resolution mentioned above is but one example of this environment. The process to select the Interim Superintendent/President was itself an example of a new commitment to a unity of purpose. The Selection Committee consisted of one continuing Board member and one new Board member, as well as constituent group representatives. The Board's choice on the new Interim Superintendent/President was unanimous and all involved commented on the process signaling a new positive direction for the Governing Board.

All Governing Board meetings since December 2010 have been conducted in an atmosphere of civility and respect for each other and for those that participate in the meetings. The February 9, 2011, Governing Board meeting was one such example. Constituent group reports were moved to the beginning of the agenda, thereby allowing the Board the benefit of input from those groups in advance of their deliberations. As a result, there was not one request for public comment at the beginning of the meeting – a process that had previously taken up an hour or more. Despite some healthy debate on various issues the meeting still ended at 9:30 p.m., 30 minutes before the scheduled closing time, with the entire agenda being covered. Most of the Governing Board meetings in 2010 concluded without allowing for any constituent group input. The appendices (EVIDENCE) include a statement from an Associated Student Organization representative who provided a reflection on her impressions of the February 9, 2011, Governing Board meeting.

**Additional Plans:**

- Beginning in April 2011, the Governing Board is committed to establishing an annual training calendar/schedule by identifying the last Wednesday of each month as a Study Session to address a variety of issues such as impending statewide budget cuts and enrollment projections and priorities (EVIDENCE). The list of topics includes but is not limited to: Budget Development, Board Goals, Board Self-Evaluation, Accreditation, Categorical Funding, Understanding FTES, Foundation, Strategic Planning, Program Review, SLO Assessment and Measurement, etc.
- The Annual Governing Board Retreat will be held each March, unless the entire Board mutually agrees to a change. At this meeting, annual Board goals and their self-evaluation will be discussed. No annual retreat was held in 2010 due to discord among former Trustees. The current Board understands this is a problem and has mitigated this from happening again by establishing a firm date when the annual meeting and self-evaluation will occur. The Superintendent/President is charged with making sure the annual Retreat is calendared.
- Funding is available for additional Governing Board external workshops and training sessions, if deemed necessary.
- As mentioned in the previous Recommendation 8(b), the College Shared Planning and Decision Making Handbook has been finalized. This handbook further clarifies the role of the Governing Board and its individual members and will be helpful to the College community to understand the role of the Governing Board at Southwestern College.

**Evidence:**

<b>SECTION 2.d</b>	
2.d.1	SWC Policy 2410: Policies and Administrative Procedure
2.d.2	CCLC Board Training
2.d.3	GB Agenda 5/18/10 re: CCLC Board Training

2.d.4	GB Minutes 5/18/10 re: CCLC Board Training
2.d.5	SCC Retreat: Agenda
2.d.6	SCC Retreat: Minutes
2.d.7	SCC Retreat Presentation: Participating Effectively in College Governance
2.d.8	ACCJC Board Training – Dr. Barbara Beno: Presentation
2.d.9	ACCJC Board Training: Annotated Standards
2.d.10	ACCJC Board Training: Holding Board Presidents Accountable
2.d.11	SWC Policy 2432: Selection of Vice Presidents
2.d.12	SWC Procedure 2710: Conflict of Interest
2.d.13	Governing Board Agenda: June 9, 2010 re: 2710 Conflict of Interest Procedure
2.d.14	Governing Board Minutes: June 9, 2010 re: Approval of 2710
2.d.15	SCC Minutes 2/18/10 re: Approval of AOC as Standing Committee
2.d.16	Accreditation Budget Assumptions

**Signatures:**

The SWCCD Board of Governors wishes to unanimously verify and assert its support for the statements made in response to Recommendation Nine above. Signed hereby on this date of March 9, 2011.

Tim Nader, Board President \_\_\_\_\_

Nick Aguilar, Board Member \_\_\_\_\_

Norma L. Hernandez, Board Member \_\_\_\_\_

Jean Roesch, Ed.D. Board Member \_\_\_\_\_

Terry Valladolid, Board Member \_\_\_\_\_

Manuel R. López, Jr., Student Trustee \_\_\_\_\_

**e. Recommendation Ten:**

*The Team recommends that the Governing Board establish and implement a formal procedure for handling potential conflict of interest and ethics policy violations and document adherence to the protocol [IV.B.1.a and IV.B.1.j].*

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

**Work Group (10) Membership:**

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

**\*Work Group Co-Leads**

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

Superintendent/President Whittaker took over the leadership in resolving this recommendation, on January 20, 2011.

### **Relevant Excerpts from the Evaluation Report:**

*An ethics code and policy are in place, but the self study indicates that the Board does not deal with violations effectively. There is at least the appearance of a conflict of interest with a board member and senior administrator of the District having a personal relationship and with trustees sitting on another board that is responsible for the oversight of a fellow trustee's employer. However, there is no evidence that a recusal process is followed when decisions arise that may be impacted by these conflicts (IV.B.1.h).*

### **Resolution of Recommendation 10:**

This recommendation has been fully resolved.

The new Procedure 2710: Conflict of Interest was approved by the Governing Board on June 9, 2010. A revised Code of Ethics Policy and a new accompanying procedure (2.e.1) were approved by the Governing Board on October 13, 2010. Ample evidence exists to indicate that the formal procedures for handling these issues have been implemented and adhered to.

### **Description of Progress:**

A subcommittee of Work Groups 9 & 10 was formed to review the two Governing Board Policies referenced in Recommendation 10: No. 2710: Conflict of Interest and No. 2715: Code of Ethics (2.e.2, 2.e.3). Upon review of the existing policies, the WASC recommendations, and sample policies and procedures from the Community College League of California (CCLC) and other community college districts, the subcommittee determined the following (2.e.4, 2.e.5, 2.e.6, 2.e.7):

1. No revisions were necessary to Policy 2710: Conflict of Interest, which was approved by the Governing Board in March 2008 [Item 17A](2.e.8, 2.e.9).
2. Procedure 2710: Conflict of Interest, needed to be drafted by the work group and recommended to the Governing Board;
3. Policy 2715: Code of Ethics, approved by the Governing Board in March 2008, required revision; and
4. Procedure 2715: Code of Ethics, needed to be drafted by the work group and recommended to the Governing Board (2.e.10).

In addition to the policies and procedures described above there had been an awareness of the part of the former Governing Board members to recuse themselves from any Governing Board agenda items that would potentially be regarded as a conflict of interest (2.e.11). The Superintendent/ President is responsible for placing a statement on each Governing Board agenda asking the Trustees if there is an item/s to disclose on which they should recuse themselves due to a Conflict of Interest. In addition, at the February 16, 2011 Study Session, the Trustees had a lengthy discussion about the Conflict of Interest Policy and Procedures, noting that there is a process in place whereby a Trustee may ask the Superintendent/President to intervene if a Trustee feels there may be a Conflict of Interest for another Trustee. In addition, the Trustees discussed the opportunity for any one of them to approach another Trustee individually, respectfully noting that there might be a Conflict of Interest situation that he/she might want to

recuse themselves. Thus far, there has not been a need for any current Governing Board members to recuse themselves for potential conflict of interest or ethics policy violations.

The Governing Board, as an elected body, also recognizes that there are external agencies that deal with Conflict of Interest allegations. The Trustees were provided with the "Fair Political Practices Commission" statement on Conflict of Interest and the availability of e-training from FPPC. They are also aware that such allegations may be addressed by the Grand Jury or the Attorney General's Office, all of which may investigate, sanction and file penalties as well as other consequences.

Progress made and reported on in the October 15, 2010, Follow Up Report is described in the section below.

- Procedure 2710: Conflict of Interest

The work group found that the majority of California community colleges with a Conflict of Interest procedure used the sample language provided by the CCLC, and therefore, decided to use similar language.

Because the WASC recommendation specifically stated the Board should "*establish and implement a formal procedure for handling potential conflict of interest,*" the work group decided to strengthen the CCLC language in two ways (2.e.12):

1. Include a reference to Government Code Section 1097 which states the legal consequences of violations of conflict of interest laws; and
2. Include a procedure for monitoring and handling allegations of conflict of interest. The work group used as its model the language provided in the CCLC sample Policy 2715 regarding potential violations of the Governing Board code of ethics.

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

- Policy 2715: Code of Ethics

This policy, initially adopted by the Governing Board in March 2008, incorporated language regarding the process for handling violations. The work group removed this procedural language from the Policy. In addition to using the existing policy and the CCLC sample policy as a template, the Work Group also used as resources the Code of Ethics policies and procedures of West Hills Community College District and Mira Costa Community College District (2.e.14). The revised Policy 2715 was approved by the Accreditation Oversight Committee (AOC) on July 14, 2010 and by the Governing Board Policy Review Committee on August 24, 2010. It went before the Governing Board for first reading at a special meeting on September 29, 2010; second reading and approval occurred at the following Board Meeting on October 13, 2010.

- Procedure 2715: Code of Ethics

The new Code of Ethics Procedure 2715 is a comprehensive document supporting the Code of Ethics Policy. The work group recommended language stating the Governing Board's commitment to the importance of using and complying with the Code of Ethics. Again, the Code of Ethics policies and procedures of West Hills Community College District and Mira Costa Community College District were vital resources. Noting the WASC Team's



recommendation to include a procedure for monitoring and handling violations of the Code of Ethics, the work group used the language provided in the CCLC sample Policy 2715 regarding potential violations of the Governing Board Code of Ethics as its model. The new procedure No. 2715 was approved by the AOC on July 14, 2010 and by the Governing Board Policy Review Committee on August 24, 2010. It went before the full Board for first reading on September 29, 2010; second reading and approval occurred at the Board Meeting on October 13, 2010. The new Code of Ethics Procedure, addressed how the policy is to be enforced and how sanctions will be determined if the Policy is violated.

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

As mentioned in Recommendation 9, the two new Governing Board members received a new Board Member Orientation on January 12, 2011 (EVIDENCE: Agenda). This Orientation Session specifically included coverage of the Governing Board Policy and Procedure related to the Conflict of Interest (2710) as well as the Code of Ethics (2715). At the Governing Board Study Session on February 16, 2011, the entire Governing Board again reviewed these two Policies and Procedures (EVIDENCE: Study Session #10). At this session, it was decided that future Governing Board meetings would include a reference to the Code of Ethics at the start of each regular meeting.

At the February 16, 2011 Study Session, the Governing Board was asked to sign the Code of Ethics form as required by the Board's Code of Ethics Policy 2715. All but one member signed the form. This Trustee stated that he felt strongly about being ethical and believed he had the responsibility to act ethically at all times but he felt that signing the form would be violating his own code of ethics. He believed there were items in the Ethics Policy that violated his due process rights, and until those were resolved, he declined the opportunity to sign the Ethics form but, nevertheless, was committed to ethical behavior. This Governing Board member wanted to make it very clear that not signing the form should not be construed as opposition to ethical behavior. Once this policy is revised, this Trustee feels he will be able to sign the Ethics Form at that time.

Consistent with the response to Recommendation 9 and with confidence that this will be resolved, the other Trustees accepted this Trustee's position because of the strengthened mutual respect among Board members. Accordingly, the Ethics Policy and Procedures were referred to the Board Policy Committee for review and recommendation. The Policy and Procedure were reviewed at the March meeting and will be presented to the Board in April for first reading, and at the May meeting for 2<sup>nd</sup> reading and final approval. (EVIDENCE: Ethics Signature Form)

As an institution, SWC understands that Recommendation 10 has to be *fully resolved* for the Commission not to take further action against the College. It was ascertained that it would have been unethical to force this particular Trustee to sign the Ethics Form against his wishes as if he were being held hostage by the threat of Accreditation. It was further ascertained that the process currently used regarding the Ethics Policy is consistent with Accreditation Standard IV and that this Trustee's decision not to sign the Ethics Form, should not be used as a signal that Recommendation 10 has not been fully met.

## Governing Board Goals and Self-Evaluation

As previously mentioned, due to internal Board conflicts, the annual Board Retreat which would have resulted in the development of the 2010-11 Board Goals was not held. However, in 2009, the Board developed three-year goals, which included the following mid-term goals for 2010-11:

1. Develop and implement a timely comprehensive budget process that meets the Board's goals
2. Appraise the organizational effectiveness through assessment of at least two areas annually

After reviewing and having a thorough understanding of Governing Board roles, the current Board conducted its annual Board Retreat on March 12, 2011. Cindra Smith, consultant for CCLC served as the facilitator, putting the Board through effective processes applicable to their Self-Evaluation and the development of 2011-12 Governing Board Goals. The facilitator also presented the Board with suggested modifications, based on CCLC recommendations, for enhancing their Self-Evaluation tool and process and also included a section related to the Code of Ethics. (EVIDENCE: Self Evaluation).

Addressing one of the Commission's Self-Evaluation comments about seeking external feedback, the Board also utilized results from the December 2010 Campus Climate Survey, the March 2011 Student Survey, and the March 2011 Mini Survey to conduct their self-evaluation (EVIDENCE: 2010 Top 20 Lowest, Student Survey, and Mini Survey Results).

## Analysis of Results

This recommendation has been fully resolved.

The Governing Board has fully implemented the Conflict of Interest protocols requested by WASC in January 2010. **(Question for Mink on first sentence)** In addition, The Governing Board has established and implemented ongoing Board Training in the form of monthly Study Sessions and has established a consistent self-evaluation process, which integrates external feedback along with the Code of Ethics into the process. The Board has also committed to a calendar that includes the Annual Board Retreat for the purpose of determining Board Goals and for review of the self-evaluation.

## Additional Plans:

- The Governing Board's policy sub-committee will review the Code of Ethics Policy and/or Procedures during the Board Retreat in March and will finalize the issues before the end of the Spring 2011 semester.
- While the Governing Board will conduct its self-evaluation at its retreat on March 12, 2011, it is considering revising the current self-evaluation form based on the recommendations made by the facilitator. This topic will be discussed at the April 27, 2011, Governing Board Study Session.

**Evidence:**

**SECTION 2.e**

2.e.1	SWC 2715 Policy and Procedure: Code of Ethics
2.e.2	Letter from Accrediting Commission for Community and Junior Colleges to Dr. Raj K. Chopra, President Southwestern College, January 29, 2010 – Commission action to impose Probation on Southwestern College
2.e.3	Timeline for Work Group 9 & 10 – March 16, 2010
2.e.4	Meeting Notes Work Group 9 & 10 March 12, 2010 – Discussion of history and development of Board Policy and Procedure
2.e.5	Meeting Notes Work Group 9 & 10 March 23, 2010 – The group’s two recommendations will be put in writing for presentation to AOC on 3/24/10.
2.e.6	Meeting Notes Work Group 9 & 10 April 13, 2010 – developing language regarding the Code of Ethics Policy #2715 and Conflict of Interest Policy #2710
2.e.7	Meeting Notes Work Group 9 & 10 April 20, 2010 – Draft procedures for Policy 2710 “Conflict of Interest” was reviewed and discussed. The draft incorporates language from the CCLC Procedure will be placed on the April 21 agenda for AOC.
2.e.8	SWC Procedure 2710: Conflict of Interest
2.e.9	Governing Board Minutes for Approval of Governing Board Policy 2710 – Conflict of Interest, March 12, 2008
2.e.10	AOC Recommendation, Communication, and Approval Process
2.e.11	Governing Board minutes noting Recusal
2.e.12	Description of violations from Evaluation Report; Southwestern College accreditation visit. This report represents the findings of the evaluation team that visited Southwestern College on October 5–8, 2009, p. 35, 38
2.e.13	Governing Board Minutes for Approval of Procedures regarding Board Policy 2710 – Conflict of Interest, June 9, 2010
2.e.14	Community College League of California, Board Policy and Administrative Procedure Subscription Service. Models available via web access: <a href="http://www.ccleague.org/files/public/HowToGuide.pdf">http://www.ccleague.org/files/public/HowToGuide.pdf</a> Board Policy 2710 & 2715, Administrative Policy 2710 & 2715, October 2007
	Add Study session materials and Board agenda and minutes from Feb 16
	Add materials from March 12 Board Retreat and agenda and minutes

**Signatures:**

The SWCCD Board of Governors wishes to unanimously verify and assert its support for the statements made in response to Recommendation Nine above. Signed hereby on this date of March 12, 2011.

Tim Nader, Board President

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Nick Aguilar, Board Member

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Norma L. Hernandez, Board Member

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Jean Roesch, Ed.D. Board Member

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Terry Valladolid, Board Member

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Manuel R. López, Jr., Student Trustee

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# 2011-2015

Southwestern  
Community College  
District

Technology Task Team



# 2010-2015 TECHNOLOGY PLAN

Submitted by Technology Task Team February 25, 2011

## Table of Contents

List of Tables	ii
Introduction	1
SWC Mission	1
Technology Planning Process	1
Groups Consulted for Technology Plan Development and Topics Addressed	2
Contributors to the SWC Technology Plan 2011-2015	3
SWC Technology Master Plan	3
Technology Vision	3
Technology Definition	4
Guiding Values and Principles for Technology	4
Prioritization Rubric	5
Technology Services Summary	6
Technology Goals and Strategies	9
SWC Technology Master Plan Implementation Grid	12
Technology Integration Chart	32

[Appendix A: Technology Master Plan 2005-2010](#)

[Appendix B: Technology Needs Lists from Program Reviews 2007-2010](#)

[Appendix C: IT Assessment/Technology Plan Draft](#)

[Appendix D: Strategic Plan Integration Report](#)

## List of Tables

**Table 1:** Groups Consulted for Technology Plan Development

**Table 2:** Technology Task Team members

**Table 3:** Prioritization Criteria and Weights

**Table 4:** SWC Technology Master Plan Implementation Grid

# Introduction

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The SWC Technology Master Plan 2011-2015 is a guide to the allocation and use of technology resources in support of student learning and institutional effectiveness at Southwestern College. The purpose of the plan is to further the mission, vision, and strategic directions of the college. It will be reviewed on an annual basis as it is integrated with Institutional Planning and Program Review.

## SWC Mission

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 District 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
- Economic, workforce, and community development

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

## Technology Planning Process

Building upon the 1993-1998, 1999-2004, and 2005-2010<sup>1</sup> plans, the SWC Technology Master Plan 2011-2015 is significantly different from previous plans. The 2011-15 Plan is the product of a campus-wide dialogue, based on collaborative research, shared planning and decision-making and is integrated into the work of the Shared Consultation Committee. Since 1993, the College was actively involved in the planning process. Where the College fell short was in comprehensive implementation and evaluation. To ensure that not all relevant actions previously listed were ignored, the SWC Technology Master Plan 2011-2015 includes significant parts of the previous plans that serve as a foundation for the next five years.

During spring and fall 2010 semesters, members of the Accreditation Oversight Committee Work Group 6 coordinated the Technology Plan development process. The College also engaged the consulting firm WTC Consulting, Inc. to assist the Work Group with development of the Information Technology (IT) Assessment Final Report (Appendix C). Work Group 6, however, suffered from leadership problems and the goals of the work group were not met. As a result, in February 2011, the Superintendent/ President disbanded Work Group 6 and instituted the Technology Task Team. This Task Team was charged with integrating the 2011-15 Master Plan with institutional organizational structures, program reviews, and to create a document that would reflect the current and future technology needs of the College. This team operated as a shared planning and decision-making body, and included key constituent groups from across the campus.

As part of development process, a number of open forums and meetings were conducted with faculty and staff. Table 1 evidences the scheduling and groups contacted for these information-gathering sessions.

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<sup>1</sup> Appendix A

## Table I

### Groups Consulted for Technology Plan Development

Group	Date
Multiple Open Forums for Faculty, Staff, and Students	May 3, 2010
Council of Chairs	May 6, 2010
Multiple Open Forums for Faculty, Staff, and Students	May 18, 2010
Meeting with Two Members of Academic Technology Committee	May 18, 2010
Computer Systems and Services Staff	May 18-20, 2010
Dean's Council	June 10, 2010
Student Services Council	June 10, 2010
Business Directors Council	June 10, 2010
Classified Executive Committee	July 19, 2010
Academic Technology Committee	September 7, 2010
Associated Student Organization Executive Committee	September 7, 2010
President's Cabinet	September 7, 2010
IT Audit Report	January 6, 2011
Work Group 6 Reorganization	February 10, 2011
Superintendent/President Summit	February 10, 2011
Technology Task Team Meeting #1	February 11, 2011
Technology Task Team Meeting #2	February 14, 2011
Technology Task Team Meeting #3	February 15, 2011
Technology Task Team Meeting #4	February 16, 2011
Technology Task Team Meeting #5	February 17, 2011
Technology Task Team Meeting #6	February 22, 2011
Technology Task Team Meeting #7	February 25, 2011
Technology Task Team Meeting #8	February 28, 2011
Submission of the SWC Technology Plan to the Academic Senate for Approval	March 1, 2011
Submission of the SWC Technology Plan to the Shared Consultation Council for Approval	March 2, 2011
Submission of the SWC Technology Plan to the Governing Board for Approval	March 9, 2011

The following topics were addressed in the open forums and meetings listed above:

- Technologies and technology support for faculty and students that are essential to the viability of the College's academic programs
- Ways in which the College's academic programs and student learning experiences could be enhanced through improved technology and technology support for faculty and students
- Ways in which the College administrative functions could be accomplished more effectively and efficiently
- Ways in which services to students could be enhanced through improved technology and technology support
- Ways in which technology and technology support requirements for the College may change during the next five years
- Technology and technology support improvements that would have the greatest positive impact on the College
- New planning processes needed to ensure that technology planning is integrated with institutional planning and institutional program review



## Contributors to the 2011-2015 Technology Plan

The 2011-2015 Technology Master Plan was developed through the contributions and support of the following Technology Task Team members (Table II).

**Table II**

Name	Position
Larry Lambert, Co-Chair	Online Learning Services Coordinator
Tom Luibel, Co-Chair	Professor, School of Professional Business and Technical Education
Paul Norris, Co-Chair	Computer Systems and Services, Computer Operations Supervisor
Tom Bugzavich	Community Media Relations, Graphic Designer
Veronica Burton	Articulation Officer
Kathleen Canney-Lopez	Professor, School of Professional Business and Technical Education
Claudia Duran	Associated Student Organization Representative
Scott Finn	Professor, School of Counseling and Personal Development
Al Garrett	CSS Network Administrator
Jerry Gonzalez	Computer Systems and Services Senior Systems Analyst
Carla Kirkwood	Professor, International Programs
Patti Larkin	Interim Director of CSS
Caree Lesh	Professor, School of Counseling and Personal Development
Chris Martinez	Office Support Services, Word Processing
Maria E. Martinez	Professor, School of Professional Business and Technical Education
Carl Scarbnick	Professor, School of Math, Science, and Engineering
Elisabeth Shapiro	Professor, School of Professional Business and Technical Education
Barbara Speidel	Professor, Learning Assistance Services
Mink Stavenga	Dean of Instructional Support Services
Angelina Stuart	Professor, Academic Senate President
Ron Vess	Library Faculty, AOC Co-chair

## SWC Technology Master Plan

The purpose of the SWC Technology Master Plan is to address college-wide technology, support, and resource planning in order to further the mission, vision, and strategic directions of the College. It is linked with other institutional plans and program reviews for instruction, student services, and administration. The Technology Master Plan differs from the Information and Technology Services Unit Plan in that the former focuses on college-wide resources, policies, and strategies and the latter focuses on departmental resources, procedures, and operations.

## Technology Vision

Southwestern College uses technology to support its mission in order to enhance learning and instruction, educational opportunities, personalize student services, and provide effective administrative processes to meet the changing needs of the College and community utilizing for equal access.

## Technology Definition

Technology is a broad subject that applies to many aspects of teaching, learning, research, communication, and operations at SWC. Such technologies are typically categorized as instructional technology or information technology. The former is associated with resources for teaching and learning (academic) and the latter is associated with resources for communication and operations (administrative). These technologies typically include computers, servers, software, databases, printers, networks, network applications, storage devices, video projectors, video conferencing, and the like. Many such technologies are used for both academic and administrative purposes, e.g., computers, networks, email, etc. Thus, it is necessary for the Technology Master Plan to address both information and instructional technologies.

Some technologies at SWC are specific to academic or vocational courses, such as photovoltaic systems, electronic music keyboards, microscopes, and spectrometers, etc. Such technologies are specialized instruments or tools that are discipline-specific or industry-specific. Indeed, faculty members regularly consult with external advisory councils to ensure the use of relevant technologies in their programs. Furthermore, instructional programs engage in Program Review cycles to evaluate the effectiveness of such technologies and develop plans. Program Review plans are tied to resource allocation processes that provide an avenue of funding for specialized technologies.

The SWC Technology Master Plan is focused on planning for instructional and information technology resources that have a broad application across the College. The technology plan addresses how technology resources will be implemented to further the mission of the College and improve institutional effectiveness. This plan does not go so far as to specify the details of all of the specialized technologies that would be included in program reviews; that is left to the subject experts. However, the Technology Master Plan addresses how specialized technologies will be integrated with the technology infrastructure and technology support services of the College.

## Guiding Values and Principles for Technology

The College's commitment to technology is translated into a set of guiding values and principles for how technology should be created, managed, and supported. These values and principles will serve as the foundation of any technology development in the district, and they will guide discussions on the suitability of future technology action plans.

**Access:** Technology will be readily accessible to all students, faculty, and staff of the College. The College will ensure that all students, faculty, and staff, including those with disabilities, have required access to computers, software, and technology services. Capabilities will be developed to provide fully functional accessibility to the College and community we serve.

**Currency:** The College will provide current, up-to-date hardware, software, and communication materials. Policies, procedures, and budgets will be established to ensure technology currency at the College.

**Reliable Technology Services:** Information and instructional technology accessibility will be delivered via a secure, solidly established, centrally operated, redundant, and robust network and computer infrastructure.

**Technology Support Services:** The District will provide customer service and training to help the college community access and use technology.

Access to information technology support will be provided to the college community through a variety of venues, e.g., phone, fax, e-mail, online, in-person. The availability of customer support will be continually monitored to provide appropriate staffing and coverage to meet the needs of the college community.

The College will review its technology support based on the following dimensions of customer service:

1. **Flexibility:** Ability to adapt and adjust when and as needed
2. **Responsiveness:** Willingness to help and provide prompt service
3. **Reliability:** Ability to perform the promised service dependably, accurately, and in a timely manner.
4. **Assurance:** Knowledge, courtesy, and the ability to convey trust and confidence
5. **Empathy:** Ability to provide caring, individualized attention

**Staffing and Resources:** The College will provide the staffing and resources necessary to support and maintain the technology infrastructure, including

- Hardware
- Software,
- Administrative systems
- Course management systems
- Content management systems
- Campus web site
- Faculty, interdepartmental/school websites
- Services
- Training

**Planning:** The technology objectives of the College need to be aligned with institutional priorities, and the technology planning process of the College needs to ensure a high level of inclusion and interaction. The technology planning process provides an opportunity to accomplish the following:

1. Determine the fundamental technology directions of the College.
2. Identify key strategies in taking the next steps.
3. Clarify the actions needed to help departments, divisions, and the College to achieve their broad missions and goals.
4. Articulate what leadership and services the district can expect from college technology organizations.
5. Disseminate knowledge about existing technology services, technology needs, and technology constraints.
6. Evaluate current services and practices, revise, and expand services as needed.

**Prioritization Rubric:** The following table is the rubric upon which SWC prioritizes technological needs. Program Review drives these prioritizations.

<b>Table III</b>		
<b>Prioritization Criteria and Weights</b>		
<b>#</b>	<b>Criteria</b>	<b>Weight</b>
1	Extent to which the request is in response to State government, Federal government, or other funding agency mandates.	Required if mandated
2	Extent to which request is identified in institutional program review.	80%
3	Role of the technology in supporting curriculum or College services.	10%
4	Extent to which the request represents a collaborative effort to use technology resources more effectively.	5%
5	Sustainability of the technology in terms of ongoing support requirements and replacement costs.	5%
Maximum Points		100%

**Speed:** The College will make every effort to ensure the speeds of its network, computers, and telecommunications equipment are in keeping with college and statewide standards.

**Innovation and Leveraging Technology:** The District will encourage the college community to explore how to use, leverage, and integrate innovative uses of technology in teaching, learning, and college operations.

**Technology Services Summary**

**A. Student Access:** Provide secure student access to learning resources and support services for all college locations.

**A.1. Identity Management:** Develop and implement a new user account system that requires students to individually log into college network resources, such as the wireless network or lab computers.

**A.2. Computer Lab Operations:** Develop college standards to adequately staff and support all current and future student computer labs. As technology is consistently evolving, the District will support and adapt to those changes.

**A.3. Computer Lab Hardware and Software:** Conduct ongoing evaluations of the adequacy of student computer lab hardware and software to meet the needs of instructional programs. These evaluations, to include program review plans and the age of the computers, will serve as important criteria for prioritizing the replacement of lab hardware and software.

**A.4. Online Courses and Programs:** To increase student access, provide the technical infrastructure and support for current and future additional online courses and programs, such as online tutoring.

**A.5. Online Learning and Support Services:** Provide online access to all learning resources and student support services to assure equitable access and to meet identified student needs.

**A.6. Virtual Desktop Computing:** Develop and implement a cloud-based and/or server-based virtual desktop environment that enables authorized network access to specialized instructional software from any college computer.

**B. Instructional Technology:** Support the success of all students through the development of instructional technologies, including the delivery of instructional media for use on- and off-campus. Instructional materials must meet the electronic and information technology accessibility requirements of Section 508 and comply with all federal and state laws, and be consistent with Universal Design principles.

**B.1. Instructor Support:** Provide faculty training, support, and adequate staffing for the development and delivery of instructional technology resources to students on- and off-campus.

**B.2. Online Lectures:** Develop standardized and automated processes for capturing on-campus lectures (audio and/or video and/or lecture resources) to publish online.

**B.3. Smart Classrooms:** Complete the installation of interdisciplinary new media systems in all relevant classrooms. Then develop new standards for smart classrooms and begin upgrading older classrooms to meet the new standards.

**B.4. Instructional Content:** Develop new processes for efficiently licensing and delivering copyrighted and captioned instructional content to students on- and off-campus.

**C. Student Services:** Develop, update, and implement Student Services information system and communication services.

**C.1. Processing Calendar Development:** Develop and review on a periodic basis to determine sustainability and functionality.

**C.2 Financial Aid:** Conduct ongoing evaluation of Financial Aid services to determine student friendly access and consistency with mandated timelines.

**C.3 Matriculation System:** Update and maintain matriculation systems for getting information out to students in a timely manner through improved technology.

**C.4 Reporting Enhancements:** Enhance the reporting systems to improve and automate matriculation data and services.

**D. Campus Computing:** Develop and improve secure and reliable computing systems to increase institutional effectiveness and provide long-term support for campus computing needs.

**D.1. Custom Application Development:** Standardize the development and maintenance of custom applications for research, instruction, student services, and college operations in order to improve institutional effectiveness.

**D.2. Network Application Support:** Develop standardized procedures for requesting network applications and services. Use the SWC Help Desk to centralize user support requests for network applications.

**D.3. Computer Hardware and Software Standards:** Maintain up-to-date computer hardware and software standards for institutional purchasing and support. Replace computers as determined by Program Review to ensure adequate computing resources for students, faculty, staff, and managers.

**D.4. Network Access from Off-Campus Sites:** Develop a secure, client-less, login method for authorized employees to access network resources from off-campus locations. Ensure that this login method can be applied to future network applications. [ACCJC/WASC 2008]

**D.5. Printer Standards and Support:** Develop standards to fund the purchasing, installation, repair, and support of office and lab printers and supplies through a centralized clearinghouse.

**D.6. Institutional Software Licenses:** Create a centralized clearinghouse for institutional software licensing and require that all software purchases go through it. Provide ongoing funding for software, such as office-productivity, online courses, antivirus protection, website development and content management as determined by Program Review.

**D.7. Policies and Procedures:** Develop policies and procedures for college-wide technology requests, usage, services, and support, to be reviewed on an annual basis.

**E. Network Infrastructure:** Upgrade and maintain the network infrastructure to support comprehensive wireless, voice, video, and data communications with high availability and recoverability.

**E.1. Wireless Access:** Upgrade and expand the existing wireless infrastructure to implement comprehensive wireless access for students, employees and authorized guests throughout all college locations.

**E.2. Network Infrastructure Standards:** Continue to update network infrastructure standards to be applicable to all existing and new SWC buildings. Implement the new standards to ensure high availability and quality of service for voice, video, and data throughout the College and District.

**E.3. Network Management:** Implement enterprise level network management tools to monitor and control all critical network resources at all college locations. Develop emergency response procedures for network outages or attacks.

**E.4. Network Storage:** Provide secure and centralized network storage, backup, and recovery services to meet the needs of the College. Develop a data archiving and retrieval process.

**E.5. Disaster Recovery:** Develop a multi-tiered disaster recovery plan to restore access to critical information resources in case of a catastrophic outage. Determine ways to proactively minimize risks.

**E.6. Administrative Server Virtualization:** Expand and maintain virtual servers to replace physical servers, promote "Green IT," support disaster recovery, and extend the capacity to offer additional network services and solutions.

**F. Technology Support:** Provide ongoing training, staff, funding, and technology support services to meet the needs of students, faculty, staff, and managers.

**F.1. Service Level Agreements:** Develop service level agreements (SLAs) at all SWC Help Desk locations.

**F.2. Technical Staff and Managers:** Hire additional technical staff and managers to meet the recommendations of Program Review.

**F.3. Technology Training for Operations and Support:** Provide ongoing training and support in the use of productivity technologies for faculty, staff, and managers.

**F.4. Technology Training for Learning and Instruction:** Provide ongoing training and support in the use of instructional technologies for students, faculty, staff, and managers.

**G. Digital Communications:** Develop and support multiple, digital means of communication between the college, community, and all constituencies.

**G.1. Unified Communications:** Coordinate with CSS to implement a system that unifies all forms of communication, including voice-mail, email, and emerging technologies.

**G.2. District Portal:** Research, develop, and implement a district portal for college communications, student communications, and access to college support services and online forms.

**G.3. Website Development:** Continue to develop the navigational structure and provide adequate support and staff for the SWC website to improve access for all users at all levels of proficiency. Ensure that all faculty and all departments have current and accurate information on the college website.

**G.4. Video Conferencing:** Upgrade and support audio and video conferencing resources to connect individuals/groups between SWC and off-site locations.

**G.5. Time-Sensitive Notifications:** Implement a college-wide external notification system that can be used to send alerts to students and/or employees in a matter of minutes. Such a system would use multiple forms of communication, such as text messages, phone/voice-mail, email, and emerging technologies. Utilize the system for any time-sensitive notifications.

**G.6. Emerging Communications:** Experiment with emerging technologies to enhance effective communication and institutional effectiveness.

## Technology Goals and Strategies

The technology goals and strategies are based upon institutional program review, accreditation standards, an assessment of current needs, internal plans, and a review of external trends in academic and administrative computing in higher education. The technology goals are umbrella statements that provide direction for change. The following implementation grid includes a timeline of specific action items that are measurable activities to further the goals and strategies of the plan.

In order to demonstrate the relationship of the Technology Master Plan to the ACCJC/WASC Accreditation Standards and SWC Strategic Plan, each strategy is followed in brackets by references to the applicable accreditation standards and strategic directions of the College.

**A. Student Access:** Provide secure student access to learning resources and support services for all college locations.

**A.1. Identity Management:** Develop and implement a new user account system that requires students to individually log into college network resources, such as the wireless network or lab computers. [ACCJC/WASC 2008 Standards: IIC1d, IIIC1d. SWC Strategic Plan 2011-2015:]

**A.2. Computer Lab Operations:** Develop college standards to adequately staff and support all current and future student computer labs. As technology is consistently evolving, the District will support and adapt to those changes. [ACCJC/WASC 2008 Standards: IIC1c, IIC1d, IIIA2, IIIC1a. SWC Strategic Plan 2011-2015:]

**A.3. Computer Lab Hardware and Software:** Conduct ongoing evaluations of the adequacy of student computer lab hardware and software to meet the needs of instructional programs. These evaluations, to include program review plans and the age of the computers, will serve as important criteria for prioritizing the replacement of lab hardware and software. [ACCJC/WASC 2008 Standards: IIC1d, IIIC1c. SWC Strategic Plan 2011-2015:]

**A.4. Online Courses and Programs:** To increase student access, provide the technical infrastructure and support for current and future additional online courses and programs, such as online tutoring. [ACCJC/WASC 2008 Standards: IB7, II2d. SWC Strategic Plan 2011-2015:]

**A.5. Online Learning and Support Services:** Provide online access to all learning resources and student support services to assure equitable access and to meet identified student needs. [ACCJC/WASC 2008 Standards IIB3a, IIC1c. SWC Strategic Plan 2011-2015:]

**A.6. Virtual Desktop Computing:** Develop and implement a cloud-based and/or server-based virtual desktop environment that enables authorized network access to specialized instructional software from any college computer. [ACCJC/WASC 2008 Standards: IICd. SWC Strategic Plan 2011-2015:]

**B. Instructional Technology:** Support the success of all students through the development of instructional technologies, including the delivery of instructional media for use on- and off-campus and Institutional Research. Instructional materials must meet the electronic and information technology accessibility requirements of Section 508, comply with applicable federal and state laws, and embrace Universal Design for all people.

**B.1. Instructor Support:** Provide faculty training, support, and adequate staffing for the development and delivery of instructional technology resources to students on- and off-campus. [ACCJC/WASC 2008 Standards: IIC1b, IIC1a. SWC Strategic Plan 2011-2015:]

**B.2. Online Lectures:** Develop standardized and automated processes for capturing on-campus lectures (audio and/or video and/or lecture resources) to publish online. [ACCJC/WASC 2008 Standards: IIC1d. SWC Strategic Plan 2011-2015:]

**B.3. Smart Classrooms:** Complete the installation of interdisciplinary new media systems in all relevant classrooms. Then develop new standards for smart classrooms and begin upgrading older classrooms to meet the new standards. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic Plan 2011-2015:]

**B.4. Instructional Content:** Develop new processes for efficiently licensing and delivering copyrighted and captioned instructional content to students on- and off-campus. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic 2011-2015:]

**C. Student Services:** Develop, update, and implement Student Services information system and communication services.

**C.1. Processing Calendar Development:** Develop and review on a periodic basis to determine sustainability and functionality. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic 2011-2015:]

**C.2 Financial Aid:** Conduct ongoing evaluation of Financial Aid services to determine student friendly access and consistency with mandated timelines. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic 2011-2015:]

**C.3 Matriculation System:** Update and maintain matriculation systems for getting information out to students in a timely manner through improved technology. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic 2011-2015:]

**C.4 Reporting Enhancements:** Enhance the reporting systems to improve and automate matriculation data and services. [ACCJC/WASC 2008 Standards: IIC1c. SWC Strategic 2011-2015:]

**D. Campus Computing:** Develop and improve secure and reliable computing systems to increase institutional effectiveness and provide long-term support for campus computing needs.

**D.1. Custom Application Development:** Standardize the development and maintenance of custom applications for research, instruction, student services, and college operations in order to improve institutional effectiveness. [ACCJC/WASC 2008 Standards: IIC1. SWC Strategic Plan 2011-2015:]

**D.2. Network Application Support:** Develop standardized procedures for requesting network applications and services. Use the SWC Help Desk to centralize user support requests for network applications. [ACCJC/WASC 2008 Standards: IIC1d, IIC1a. SWC Strategic Plan 2011-2015:]

**D.3. Computer Hardware and Software Standards:** Maintain up-to-date computer hardware and software standards for institutional purchasing and support. Replace computers as determined by Program Review to ensure adequate computing resources for students, faculty, staff, and managers. [ACCJC/WASC 2008 Standards: IIC1d, IIC1c, IIID1a. SWC Strategic Plan 2011-2015:]

**D.4. Network Access from Off-Campus Sites:** Develop a secure, client-less, login method for authorized employees to access network resources from off-campus locations. Ensure that this login method can be applied to future network applications. [ACCJC/WASC 2008 Standards: IIC1d, IIC1a, IIC1c. SWC Strategic Plan 2011-2015:]

**D.5. Printer Standards and Support:** Develop standards to fund the purchasing, installation, repair, and support of office and lab printers and supplies through a centralized clearinghouse. [ACCJC/WASC 2008 Standards: IIC1d, IIC1d, IIID1a. SWC Strategic Plan 2011-2015:]

**D.6. Institutional Software Licenses:** Create a centralized clearinghouse for institutional software licensing and require that all software purchases go through it. Provide ongoing funding for software, such as office-productivity, online courses, antivirus protection, website development and content management as determined by Program Review. [ACCJC/WASC 2008 Standards: IIC1a, IIID1a. SWC Strategic Plan 2011-2015:]



**D.7. Policies and Procedures:** Develop policies and procedures for college-wide technology requests, usage, services, and support, to be reviewed on an annual basis. (Appendix X). [ACCJC/WASC 2008 Standards: IIIC1a. SWC Strategic Plan 2011-2015:]

**E. Network Infrastructure:** Upgrade and maintain the network infrastructure to support comprehensive wireless, voice, video, and data communications with high availability and recoverability.

**E.1. Wireless Access:** Upgrade and expand the existing wireless infrastructure to implement comprehensive wireless access for students, employees and authorized guests throughout all college locations. [ACCJC/WASC 2008 Standards: IIIC1d, IIID1a. SWC Strategic Plan 2011-2015:]

**E.2. Network Infrastructure Standards:** Continue to update network infrastructure standards to be applicable to all existing and new SWC buildings. Implement the new standards to ensure high availability and quality of service for voice, video, and data throughout the College and District. [ACCJC/WASC 2008 Standards: IIIC1c, IIID1a. SWC Strategic Plan 2011-2015:]

**E.3. Network Management:** Implement enterprise level network management tools to monitor and control all critical network resources at all college locations. Develop emergency response procedures for network outages or attacks. [ACCJC/WASC 2008 Standards: IIIC1a, IIID1a. SWC Strategic Plan 2011-2015:]

**E.4. Network Storage:** Provide secure and centralized network storage, backup, and recovery services to meet the needs of the College. Develop a data archiving and retrieval process. [ACCJC/WASC 2008 Standards: IIIC1a. SWC Strategic Plan 2011-2015:]

**E.5. Disaster Recovery:** Develop a multi-tiered disaster recovery plan to restore access to critical information resources in case of a catastrophic outage. Determine ways to proactively minimize risks. [ACCJC/WASC 2008 Standards: IIIC1a, IIID1a. SWC Strategic Plan 2011-2015:]

**E.6. Administrative Server Virtualization:** Expand and maintain virtual servers to replace physical servers, promote “Green IT,” support disaster recovery, and extend the capacity to offer additional network services and solutions. [ACCJC/WASC 2008 Standards: IIIC1d, IIID1a. SWC Strategic Plan 2011-2015:]

**F. Technology Support:** Provide ongoing training, staff, funding, and technology support services to meet the needs of students, faculty, staff, and managers.

**F.1. Service Level Agreements:** Develop service level agreements (SLAs) at all SWC Help Desk locations. [ACCJC/WASC 2008 Standards: IIC1d, IIIA2, IIIC1a. SWC Strategic Plan 2011-2015:]

**F.2. Technical Staff and Managers:** Hire additional technical staff and managers to meet the recommendations of Program Review. [ACCJC/WASC 2008 Standards: IIC1d, IIIA2, IIIC1a. SWC Strategic Plan 2011-2015:]

**F.3. Technology Training for Operations and Support:** Provide ongoing training and support in the use of productivity technologies for faculty, staff, and managers. [ACCJC/WASC 2008 Standards: IIC1b, IIIC1b. SWC Strategic Plan 2011-2015:]

**F.4. Technology Training for Learning and Instruction:** Provide ongoing training and support in the use of instructional technologies for students, faculty, staff, and managers. [ACCJC/WASC 2008 Standards: IIIC1b. SWC Strategic Plan 2011-2015:]

**G. Digital Communications:** Develop and support multiple, digital means of communication between the college, community, and all constituencies.

**G.1. Unified Communications:** Coordinate with CSS to implement a system that unifies all forms of communication, including voice-mail, email, and emerging technologies. [ACCJC/WASC 2008 Standards: IIIC1c, IIID1a. SWC Strategic Plan 2005-2010:]

**G.2. District Portal:** Research, develop, and implement a district portal for college communications, student communications, and access to college support services and online forms. [ACCJC/WASC 2008 Standards: IIIC1d. SWC Strategic Plan 2011-2015:]

**G.3. Website Development:** Continue to develop the navigational structure and provide adequate support and staff for the SWC website to improve access for all users at all levels of proficiency. Ensure that all faculty and all departments have current and accurate information on the college website [ACCJC/WASC 2008 Standards: IIA6c, IIIC1b. SWC Strategic Plan 2011-2015: .]

**G.4. Video Conferencing:** Upgrade and support audio and video conferencing resources to connect individuals/groups between SWC and off-site locations. [ACCJC/WASC 2008 Standards: IIIC1d. SWC Strategic Plan 2011-2015:]

**G.5. Time-Sensitive Notifications:** Implement a college-wide external notification system that can be used to send alerts to students and/or employees in a matter of minutes. Such a system would use multiple forms of communication, such as text messages, phone/voice-mail, email, and emerging technologies. Utilize the system for any time-sensitive notifications. [ACCJC/WASC 2008 Standards: IIIC1d, IIID1a. SWC Strategic Plan 2011-2015:]



**G.6. Emerging Communications:** Experiment with emerging technologies to enhance effective communication and institutional effectiveness. [ACCJC/WASC 2008 Standards: IIIC1d. SWC Strategic Plan 2011-2015:]

## SWC Technology Master Plan Implementation Grid

**Start Date: 3/1/2011**

The Implementation Grid shows the action items, lead manager, responsible units, timelines, performance indicators, dependencies, and required resources that are necessary to further the goals and strategies of the Technology Master Plan.

1. **Action Item:** Action items describe the activities for each of the technology strategies. Each action item has a unique ID. The first two characters of the ID refer to the related strategy. For example, action items A. 2a and A. d. b both refer to technology strategy A. 2.
2. **Lead Manager:** The lead manager is responsible for initiating the action items and overseeing the completion of the activities.
3. **Responsible Units:** Employees in responsible units will be involved in completing tasks or providing input for the activities.
4. **Timelines:** Timelines provide the fiscal years in which the activities will occur. Fiscal years begin July 1 and end June 30.
5. **Performance Indicators:** Performance indicators describe the major outcome of the action items.
6. **Dependencies:** Dependencies need to be completed before the action item can be completed.
7. **Required Resources:** Required resources are *estimates* that primarily refer to staff/manager time, equipment funding, or existing resources. The time and budget allocations are gross estimates that would be further refined for an actual project proposal.

## Action Items Tables

**A. Student Access:** Provide secure student access to learning resources and support services for all college locations.

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
<b>A.1</b>	Develop and implement new user accounts for student access to wireless, lab computers and online courses	Computer Systems Services (CSS)	CSS	2011-2013	Students use the new system to log on to wireless network, lab computers, and eventually online courses, etc.	Active directory user account system	500 hours for 12 months to implement; 8 hours per week for ongoing maintenance and user support. Use existing student domain servers and storage.
<b>A.2.a</b>	Develop a new organizational model for the operation, supervision and technical support of current and future campus SWC locations	Director of CSS Dean of Instructional Support Services (ISS)	Shared Consultation Council (SCC)	20112012	Proposal and service level agreements for an organizational model to provide adequate supervision, staff and technical support of all current and future labs.	Mutual collaboration and planning	120 hours to develop the proposal
<b>A.2.b</b>	Implement the new organizational model for providing adequate supervision, staff and technical support for all computer labs	Director of CSS Dean of ISS	Depends on model	20122013	All computer labs have adequate supervision, staff and technical support	Approval of new organizational model for labs	Additional and/or reassigned staff; possibly additional manager
<b>A.3.a</b>	Conduct an annual prioritization process to determine which student computer labs and related servers should be replaced, reissued, or removed for the following school year based upon the age of the computers and program review plans using project	Director of CSS Dean of ISS	Technology Committee in collaboration with Academic Technology Committee (ATC) and CSS	20112015	All labs have up to date computers and related servers per current hardware and software standards	Annual funding	\$1.2 million per year as determined by Program Review to replace older lab computers and servers; funding sources may include instructional equipment, VTEA, building remodels, etc.; 640 hours each year to replace the computers and servers

	management reporting tools						
<b>A.3.b</b>	Develop and implement new policies and procedures for installing updated software in student computer labs using project management reporting tools	Director of CSS Dean of ISS	Technology Committee in collaboration with ATC and CSS	2011-2012	Documentation of new policies and procedures for updating software in computer labs	Mutual collaboration and planning	80 hours to develop the policies and procedures; 120 hours per semester to implement
<b>A.4.a</b>	Install an effective, stable course management system	Dean of ISS	Technology Committee and Online Learning Center (OLC) in collaboration with ATC; ISS	20112012	Project plan for courses to be on an effective, stable course management system	Successful installation of effective, stable course management system in collaboration with ATC	240 hours to install and test effective, stable CMS; must renew CMS license each year; 96 hours of training for support staff
<b>A.4.b</b>	Provide reliable, synchronized communication among all systems that interface with the CMS	Dean of ISS	Technology Committee in collaboration with ATC and Dean of Student Services (SS); CSS; OLC	2011-2013	Students are added/dropped/ Re-enabled in CMS within 24 hours of adding/dropping in WebAdvisor; ideally, updates will occur within the hour.	Automation of student enrollment data transfers between Colleague, WebAdvisor, and CMS	240 hours for District IT to implement automation procedures; 160 hours for SWC to implement automation procedures; 8 hours per week for ongoing maintenance and user support
<b>A.4.c</b>	Provide support to instructional departments or divisions if they elect to develop fully online certificate or degree programs	Dean of ISS Online Learning Center	Office of Instructional Support Services Online Learning Center	20112013	New online programs	Substantive change approval from ACCJC/WASC Development of new online programs	Additional staff and technology resources to assist with online course development and faculty support; 120 hours per week for ongoing support

<b>A.5.a</b>	Collaboratively develop action plans and service level agreements with Student Services to provide new or enhanced online student support services (e.g., advising, counseling, enrolling, etc.)	Dean of ISS Dean of SS Dean of School of Counseling and Personal Development (SCPD)	CSS ISS	20112015	Increasing student success by providing additional student support services online	Mutual collaboration and planning	320 hours to develop plans; 20 hours per week for ongoing maintenance and user support
<b>A.5.a</b>	Collaboratively develop action plans and service level agreements with Student Services to provide new or enhanced online student support services (e.g., advising, counseling, enrolling, etc.)	Dean of ISS Dean of SS Dean of SCPD	CSS ISS	20112015	Increasing student success by providing additional student support services online	Mutual collaboration and planning	320 hours to develop plans; 20 hours per week for ongoing maintenance and user support
<b>A.5.b</b>	Collaboratively develop action plans and service level agreements through ISS for providing new or enhanced online instructional support services (e.g., tutoring, test taking, e-books, digital support, etc.)	Dean of ISS Vice President of Academic Affairs (VPAA)	ISS Library	20112013	Increasing student success and more effective instruction by providing additional instructional online support services	Mutual collaboration and planning	80 hours to develop plans; 120 hours per week for ongoing maintenance and user support
<b>A.6.a</b>	Explore options and pilot cloud-based computing environment for student access from lab computers	Director of CSS Dean of ISS	Technology Committee in collaboration with the ATC	20112013	Conduct a pilot cloud-based computing within labs	Survey pilot participants	160 hours to pilot test. Use existing technology resource
<b>A.6.b</b>	Implement cloud-based computing environment within labs	Director of CSS Dean of ISS	Technology Committee in collaboration with the ATC	20132015	Cloud-based access from labs	Successful cloud-based pilot	\$300,000 for server licenses/hardware; ongoing license costs (TBD); 20 hours per week for ongoing maintenance and user support; potential savings on computer replacements since this could extend the useful life of lab computers

**B. Instructional Technology:** Support the success of all students through the development of instructional technologies, including the delivery of instructional media for use on- and off-campus. Instructional materials must meet the electronic and information technology accessibility requirements of Section 508, comply with copyright laws, and embrace Universal Design for all people.

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
<b>B.1.a</b>	Provide additional support of faculty in the development of instructional media to be used on or off-campus and ensure that media meet Universal Design standards	CSS	CSS VPAA	2011-2013	Increased quantity and quality of faculty-produced instructional media	Additional staff and management	80 hours per week for 2 Online Learning Specialists for ongoing support
<b>B.1.b</b>	Provide a comprehensive support system to meet the needs of instructors who are teaching online or preparing to teach online and ensure that online resources are accessible for all students	VPAA	ISS Technology Committee ATC OLC Office Support Services (SS)	2011-2015	Increased student retention and success in online courses.	Additional staff and management	60 additional hours per week for ongoing support by an Online Learning Specialist
<b>B.1.c</b>	Hire digital content media support staff	VPAA	ISS Staff Development	2011-2013	Faculty survey and student success rates	Funding and reorganization	80 hours per week for two digital content media support specialists
<b>B.1.d</b>	Adequate support for Office of Institutional Research using Data Warehouse to facilitate Program Review	SCC Director of CSS Director of Research	CSS Office of Research IPRC	2011-2015	Effective support through reliable and sufficient data from the Office of Research in support of Program Review for appropriate decision-making	Funding Staffing Scaleable across the institution	160 hours per week for three information analysts

<b>B.2.a</b>	On a pilot, obtain input from faculty regarding instructional needs; present options to the Technology Committee and interested parties	CSS VPAA	CSS Technology Committee ATC	2011-2013	Online faculty survey, full-time and adjuncts	Viable option(s)	120 hours to explore models and conduct pilot test; may need to purchase additional hardware/software for testing
<b>B.2.b</b>	Design a system to digitally capture, caption, and publish classroom lectures online	CSS VPAA	CSS	2013-2015	Lectures are captured and delivered online to increase student access and success.	Successful pilot project	Dependent on funding and faculty; 20 hours per week to support the system
<b>B.3</b>	Develop a proposal to complete the installation of interdisciplinary new media systems and support in the classrooms, labs, and meeting rooms	CSS	CSS Technology Committee ATC	2011-2013	All remaining viable classrooms, labs, and meeting rooms have systems installed	Funding	80 hours to identify the needs and develop the proposal.
<b>B.4</b>	Develop and implement new procedures for efficiently licensing and delivering copyrighted and captioned instructional media content to students on and off-campus; provide training for faculty and staff	VPAA	CSS Library Disability Support Services (DSS) Technology Committee ATC	2011-2013	Documentation of procedures for efficiently licensing, captioning and showing videos in online courses	Mutual collaboration and planning	80 hours to develop new procedures; 8 hours per week for implementation

**C. Student Services Technology:** Develop, update, and implement Student Services information system and communication services.

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance	Dependency	Required Resources
<b>C.1</b>	Ongoing planning, scheduling, system preparation, testing, training, and consultation to support information technology in processing calendars for the Admissions Office, attendance accounting, and state reporting; this will also include online registration and training network schedules.	Vice President of Student Services (VPSS) VPAA Director of CSS	ISS CSS Research Office	2011-2013	Staff available for input and development to define process and procedures	Mutual planning and collaboration	Support staff; 30 hours per week for research, assessment, planning
<b>C.2.a</b>	Refine an effective system that will execute student awards and electronic disbursements to avoid late payments to students	VPSS Dean of SS Director of CSS	Financial Aid Office CSS	2011-2013	Reduced wait time between FAFSA and pay outs	Funding, additional staff, and continual upgrade of systems	Funding needed to support design and implementation needs
<b>C.2.b</b>	Implement ACH (Electronic Fund Transfer) of financial aid awards to allow students to receive disbursements in an electronic mode with a deposit into their personal bank accounts	Dean of SS Director of Financial Aid	Financial Aid	2011-2012	Evidence of ACH deposits	Funding to support changes and/or additions to the system	Funding and staff; 20 hours per week to implement
<b>C.2.c</b>	Calculate and forecast average Pell Grant Award using a 2-year reporting period	VPSS	Director of Financial Aid	2011-2014	Data will be used to project distributions over a 2-year period.	Staff and system use	30 hours per week for system upgrades and for calculation and forecast
<b>C.3.a</b>	Ongoing user-requested enhancements and changes to degree audit and E-Advising module	VPSS Dean of SCPD Director of CSS	Admissions Office Dean of SCPD CSS	2011-2015	Modifications will be made to improve system use and functionality.	Mutual planning and collaboration	6 hours per week for enhancement and changes to degree audit
<b>C.3.b</b>	Continuous updates to SARS hardware and software	VPSS Dean of ISS Director of CSS	Student Services Dean of SCPD Director of CSS	2011-2012 with annual review	Modifications will be made to improve system use and functionality.	Hardware, software, and staffing	10 hours per week for updates; funding consists of approximately \$20,000
<b>C.3.c</b>	Explore a process to provide	VPSS	Student Services	2011-2012	Student communication mode	Input from	50 hours initially for set-up and use;

	students with unified communication and information dissemination, e.g., Facebook, Twitter, email	Director of CSS	Dean of SCPD Director of CSS		will be used for mass dissemination of relevant college information.	stakeholders and system capabilities	ongoing administrative management for 20 per week
C.3.d	Create a Continuing Education application/registration web application	VPSS	Student Services Dean of SCPD Continuing Education CSS	2011-2013	Development of application and implementation	System set-up, programming, monitoring, and response	20 hours per week for application processing
C.3.e	Modify the f2f Wait List functionality, including allowing students on Wait List first access to newly open sections and co-requisite courses	VPSS Director of CSS Dean of ISS	Student Services CSS	2011-2013	Develop and implement a process to accommodate function	Policies and procedures development	120 hours for system modification
C.4.b	Ongoing improvement to MIS reporting, including matriculation data collection for improved accuracy using Data Warehouse as a management tool	VPSS VPAA Director of CSS Director of Research	SCPD CSS ISS	2011-2015	Develop project plan to improve reporting	Planning and collaboration	Sufficient staffing to monitor plan outcomes
C.4.c	Continued adherence to mandated reporting requirements to both external and internal agencies, e.g., includes FTES reporting, MIS, Enrollment tallies, CalWORKs, and electronic transcript transmission to SDSU	VPSS VPAA Director of CSS Director of Research	Student Services SCPD ISS CSS	2011-2015	Mandated reports are generated consistent with requirements.	Staffing and management	20 hours per week to generate and examine report accuracy
C.4.d	Design and implement an automated process to merge duplicate student records	VPSS Director of CSS	Student Services CSS	2011-2013	Build an automated process	Mutual collaboration and planning	80 hours per week for design and 120 hours for implementation
C.4.e	Consolidate student system records	VPSS	Student Services Director of CSS	2011-2014	Programming staff and management	Staffing for initial implementation, training, and sustainability	80 hours per week for design and 120 hours for implementation



**D. Campus Computing:** Develop and improve secure computing systems to increase institutional efficiencies and provide long-term support for campus computing needs.

ID	Action Items	Lead Manager	Responsible Units	Timeline	Performance Indicators	Dependency	Required Resources
<b>D.1.a</b>	Develop an online application for program reviews (Instruction, Student Services, Administration) based on the new forms and processes; design for future integration with other college planning and resource allocation databases	Dean of ISS	Director of Research Dean of ISS Dean of Student Services Dean of Counseling	2011-2014	A college-wide accessible system for entering, tracking, and archiving via digital, machine-readable means; annual program reviews	Sufficient programming staff and management	1,500 hours, depending upon the design specifications; 20 hours per week for ongoing maintenance and user support; use existing server and storage resources
<b>D.1.b</b>	Implement the assessment-tracking program for student learning outcomes (SLOs) that is integrated with the existing eLumen program	Director of CSS	CSS Office Research Office ISS Student Services	2011-2012	A college-wide, accessible system for assessing student learning outcomes of instruction and support services	Programming staff and management	1,500 hours depending upon the design specifications; 20 hours per week for ongoing maintenance and user support; use existing server and storage resources
<b>D.1.c</b>	Continuous development of CurricUNET	Curriculum Committee ISS	Curriculum Committee ISS	2011-2015	An improved web curriculum system	Programming staff and management	20 hours per week for ongoing maintenance and user support
<b>D.1.d</b>	Develop, expand, and support SARS Suite applications (Trak, Grid, Call, Alert, eSARS) for managing student appointments and tracking student services, tutorial FTEs via positive attendance in compliance with Title 5, and instructional hours at all campus locations	Director of CSS Dean of Counseling Dean of SS Dean of ISS Learning Assistance Services Coordinator	Student Services ISS CSS	2011-2012	SARS Suite applications are installed and supported as needed	Programming staff and management	20 hours per week for ongoing maintenance and user support; annual license renewal cost of \$20,000

<b>D.1.e</b>	Develop online forms for students to register for events or apply for services. Develop technical standards for accessible entry, submission, confirmation, auditing, security, storage, approval, workflow, data protection, archiving, etc.	Director of CSS VP of Student Services VP of AA	ISS Student Services	2011-2015	All popular college and district student forms are available online.	Functional, reliable web site	Dependent on scope of project
<b>D.1.f</b>	Implement a resource scheduling application that integrates with Datatel Colleague to provide detailed information about room scheduling, inventory, and utilization	Director of CSS	CSS ISS	2011-2012	Schedulers can use this system to schedule classes, meetings, performances, etc., and get room reports.	Collaboration with ISS and Facilities	District to provide estimate of staff time; 120 hours to input resource information; ongoing license costs; staff training; ongoing maintenance and support
<b>D.1.g</b>	Expand the document imaging system to additional offices as requested	Dean of ISS Director of CSS	ISS CSS	2011-2013	Additional offices can use the ImageNow document imaging system to go paperless and conserve paper and storage resources	Funding for document imaging software and hardware; development of new business procedures for managing documents per office	120 hours per department; funding for document imaging software licenses and scanners; funding to replace servers and storage every 4 to 5 years; 8 hours per week for ongoing maintenance and user support
<b>D.1.h</b>	Develop Load Pay – changing formula for paying adjunct faculty from hourly to load-based	Director of CSS	HR CSS ISS Payroll SCEA	Tabled for now	Tabled by Administration	Tabled	ISS involvement with Human Resources and Payroll
<b>D.1.i</b>	Implement the Assignment Contract Tracking component of Datatel.	Director of HR	HR ISS CSS Payroll	2011-2015	Contracts are created electronically through Colleague	Funding, consulting and change business practices. Completion of D.1.t	24 months – change Chart of Accounts to baseline of Colleague standards
<b>D.1.j</b>	Implement Time and Attendance Entry directly into the County Payroll system for hourly employees, special assignments, vesting across	Director of CSS Director of HR	CSS HR Payroll	2011-2013	Successful submissions of file(s) to County Department of Education	Funding, consulting and completion of D.1.t	Funding, consulting from County, 160 hours.

	all disciplines.						
<b>D.1.j</b>	Implement Time and Attendance Entry directly into the County Payroll system for hourly employees and many special assignments. SWC Human Resources Benefits module.	Director of CSS Director of HR	CSS HR Payroll	2011-2013	Successful submissions of file(s) to County Department of Education	Funding, consulting and completion of D.1.t	Funding, consulting from County, 160 hours.
<b>D.1.k</b>	Develop and implement a HRT electronic workflow	Director of CSS	CSS HR	2011-2013	Forms successfully submitted to HR	Funding	Funding, consulting, 160 hours
<b>D.1.l</b>	Develop People Admin for adverse impact reporting requirement	Director of HR	CSS HR	2011-2012	Reports satisfactory produced	Funding, consulting, training	Funding, consulting, 120 hours
<b>D.1.m</b>	Implement on-line Benefits module	Director of CSS VP of HR	CSS HR Payroll	2011-2013	Integration of benefit information in the HR module	Funding, consulting, training	Funding, consulting, 80 hours
<b>D.1.n</b>	Review and implement Self Service Copier Card Reader by which access to SWC's self-service copiers is controlled.	OSS Supervisor	OSS	2011-2013	Users trained and using process for self copying	Funding	80 hours from OSS
<b>D.1.o</b>	Develop and Implement Continuing Education Module, placing non-credit training into the college's primary systems.	Director of CSS	CSS Continuing Ed Admissions ISS	2011-2012	Successful registration of students through Web Advisor	Consulting	Programming and consulting, 80 hours
<b>D.1.p</b>	Implement Campus Organizations to tracking and support for student organizations	Director of CSS	CSS Student Activities	2011-2012	Campus clubs and organizations tracked	Consulting	Programming and consulting, 40 hours
<b>D.1.q</b>	Implementation of an Electronic Student	Director of CSS	CSS	2011-2013	Successful implementation of Student Ed Plan and	Funding, consulting	Consulting, programming, funding

	Educational Plan (SEP),e-Advising and Degree Audit reporting for the School of Counseling and Personal Development, and Evaluations office	Dean of Counseling	Counseling		Degree Audit		
<b>D.1.r</b>	Develop and implement the automation of Governing Board documents	Director of CSS	Superintendent – President Office CMR	2011-2013	Successful posting of on-line documents	Funding, consulting	Funding, training, consulting Coordination with Community and Media Relations
<b>D.1.s</b>	Organize and implement a campus wide Datatel Users Group	Director of CSS	CSS and Colleague Users Director of Research	2011-2012	Regular meetings and feedback from Colleague users	Support from the campus	Time for Colleague users to meet
<b>D.1.t</b>	Change the current Chart of Accounts to allow Baseline Colleague implementation	VPBFA	BFA CSS	2011-2012	Chart of Accounts changed	Funding	Funding, consulting, 12 months
<b>D.1.u</b>	Develop Online Budget development and Budget transfer processes	VPBFA	BFA CSS	2011-2012	Chart of Accounts changed	Completion of D.1.t	Funding, consulting, 12 months
<b>D.1.v</b>	Develop various HEAT processes	Director of CSS Director of Facilities	CSS Facilities Maintenance	2011-2012	Reports satisfactory produced and assignments made	Funding, consulting, training	Funding, consulting, 80 hours
<b>D.2.a</b>	Develop a centralized system for supporting users of custom applications	Director of CSS	CSS	2011-2013	An application support system that is integrated with the SWC Help Desk	Input from Research Department and stakeholders	60 hours to develop new procedures for support and provide training for staff; may need to purchase additional licenses for help desk system
<b>D.2.b</b>	Develop service level agreements for the support of the various network applications that are used by different departments	Director of CSS	CSS with input from various constituencies	2011-2015	Improved support of network applications	Adequate staffing	32 hours for the development of each SLA

<b>D.2.c</b>	Create and implement a course scheduling module that is web-based	ISS Dean	ISS CSS Facilities	2011-2015	Web-based course scheduling module is implemented; improved efficiency of course scheduling through one paperless process	Funding Collaboration with all scheduling constituents	Possible module purchase through CurriCUNET: \$150,000
<b>D.2.d</b>	Create and implement a web-based Program Review module	IPRC VPAA Office of Research	CSS IPRC	2011-2013	Successful submission of electronic program reviews	Funding Collaboration with all Program Review stakeholders	\$150,000 for initial cost; 40 hours to implement
<b>D.3.</b>	Conduct an annual proposal process to replace 20-25% of faculty and staff computer systems each year	Director of CSS	CSS	2011-2015	Faculty and staff offices have up-to-date computer equipment	Annual funding	\$80,000 initial cost; 160 to hours each year to install/configure computers
<b>D.4</b>	Develop and implement a new system for network access from off-campus that does not require the installation of client software; this authentication system will provide permission-level access to all authorized network resources	Director of CSS	CSS	2011-2012	Employees can securely access authorized network resources from off-campus	Upgrade existing firewall software	40 hours to research and implement; 8 hours per week of ongoing maintenance and user support
<b>D.5.a</b>	Develop and publish printer standards to govern the purchasing, installation, repair, supplies, and support of office and lab printers (network and stand-alone) and purchase through the technology clearinghouse	Director of CSS	ISS CSS	2011-2012 with annual review	Improved communications for printer purchasing and support processes	Funding, Dependent upon the establishment of the technology clearinghouse.	40 hours to develop and 4 hours per semester to update
<b>D.5.b</b>	Review, maintain, and upgrade existing pay-for-print system in computer labs	Dean of ISS Director of CSS	ISS DSS	2011-2015	The pay-for-print system is easier to deploy, maintain, and support in computer labs	Adequate staffing and funding	8 hours per week for ongoing maintenance and user support; use pay-for-print budget

<b>D.6.a</b>	Develop and implement ongoing funding for institutional software licenses as determined by Program Review	Dean of ISS Director of CSS Institutional Program Review Committee (IPRC)	ISS CSS	2011-2015	Reliable source of funding for institutional software	Prioritization of funding	\$100,000 per year
<b>D.6.b</b>	Develop software library and license documentation to account for all copyrighted software installed on any college-owned computer/server	Dean of ISS Director of CSS	ISS CSS Purchasing	2011-2013	CSS staff can readily locate software or license for any application installed on any computer	Collaboration between CSS, ISS, and Purchasing	160 hours to implement; 10 hours per month for ongoing maintenance
<b>D.6.c</b>	Create a centralized clearinghouse for institutional software licensing and provide staffing	Director of CSS VPBFA	CSS Purchasing	2011-2012	Institutional software licensing is ordered through the staffed centralized clearinghouse	Funding Staffing for CSS and Purchasing Coordination with Program Review	60 hours a week for one full-time and one part-time staff person to oversee and purchase all institutional software
<b>D.6.d</b>	Create a centralized clearinghouse for institutional hardware and peripherals and provide staffing	Director of CSS VPBFA	CSS Purchasing	2011-2012	Institutional hardware and peripherals are ordered through the staffed centralized clearinghouse	Funding Staffing for CSS and Purchasing Coordination with Program Review	60 hours a week for one full-time and one part-time staff person to oversee and purchase all institutional hardware and peripherals
<b>D.7</b>	Development of policies, procedures, and guidelines for college-wide technology requests, usage, services, and support to be included in the SWC Procedures manual as applicable	Director of CSS	CSS Technology Committee in collaboration with ATC	2011-2013	Users will have a better understanding of technology policies and procedures	Policies and procedures reviewed by SCC	40 hours for the improvement or development of each policy or procedure

**E. Network Infrastructure:** Upgrade and maintain the network infrastructure to support comprehensive wireless, voice, video, and data communications with high availability and recoverability.

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resources
<b>E.1.</b>	Ongoing review of current physical and logical design for the SWC network at all campus locations, focusing on high-availability/ high-bandwidth data (wired/ wireless), video, voice communications	Director of CSS	CSS	2011-2015	Documentation of network design	Funding	480 hours to research, develop, and document network design
<b>E.2.a</b>	Replace redundant network switches for the core network at the main distribution facility	Director of CSS	CSS	2011-2013	Improved network availability	Infrastructure project; scheduled network outage	Funding; purchase and installation of core switches; 320 hours to research, configure, install
<b>E.2.b</b>	Install an additional Internet connection to CENIC for redundancy and failover of Internet connectivity	Director of CSS	CSS	2011-2015	Improved Internet availability and redundancy	CENIC project prioritization	Funding for equipment; 80 hours to coordinate and install
<b>E.2.c</b>	Upgrade the electrical backup system to provide power for important network services and related devices in case of a power outage	Director of CSS	CSS	2011-2015	Operational servers remain accessible during power outages	Funding and site survey	An electrical generator and power system that is connected to the main distribution center
<b>E.3.a</b>	Acquire and implement an enterprise level network monitoring and managing systems at all college locations; develop a service level agreement for network policies and monitoring	Director of CSS	CSS	2011-2013	Readily monitor and control all necessary network traffic	Staffing	Funding for enterprise level network monitoring and management servers and software; 240 hours for research and installation at all college locations.
<b>E.3.b</b>	Proactively monitor network activity at all SWC locations to detect and remedy network failures or malevolence	Director of CSS	CSS	2011-2015	High network availability	Enterprise network monitoring system	2 hours per day, 7 days per week, for monitoring; additional time is required for responding to problems.

<b>E.3.c</b>	Implement network bandwidth shaping to prevent one type of traffic, such as video, from overwhelming all other types of traffic such as web browsing	Director of CSS	CSS	2011-2015	The network will not be overly congested by one type of traffic, such as video.	Network monitoring; approved network shaping policies and procedures	160 hours to research and install; 4 hours per week for ongoing maintenance and user support
<b>E.3.d</b>	Explore and possibly implement a two-factor authentication method for staff and managers who have access to sensitive data	Director of CSS	CSS	2011-2015	Staff and managers use two-factor authentication method to access sensitive data.	Successful pilot of two-factor authentication.	160 hours to explore and pilot a new system. 4 hours per week for ongoing maintenance and user support. Adequate funding for hardware, software and training.
<b>E.4.a</b>	Develop and implement a plan to identify and remove older data from the SWC network storage arrays onto a fixed storage medium for long-term archive	Director of CSS	CSS	2011-2013	More space is available for current network storage needs	Long-term archive solution	160 hours for initial planning and set up and about 8 hours per month for ongoing maintenance and user support
<b>E.4.b</b>	Provide additional network storage space for employees; In the short-term, this can be accomplished through expanding the existing storage array. In the long-term, new storage technologies may be needed.	Director of CSS	CSS	2011-2013	Ample storage space for documents	Funding	Short-term solution \$20,000 for the expansion of the existing storage technologies; 60 hours to install
<b>E.4.c</b>	Establish secure offsite storage of all backups and archive data files; establish process for destruction of data storage units	Director of CSS	CSS	2011-2012	Secured storage implemented	Secure location for tapes, DVD's, etc.	Funding and secure storage location
<b>E.5</b>	Develop a multi-tiered disaster recovery plan to restore access to critical information resources in case of a catastrophic outage	Director of CSS	CSS	2011-2012	An approved disaster recovery plan	Funding, staffing, and design	360 hours to develop the plan; need additional storage resources to implement the plan. Virtual servers would help



E.6.a	Virtual servers to replace physical servers in the SWC domain (employee network); Virtual servers consume less power and are more reliable and expandable than current servers.	Director of CSS	CSS	2011-2012	Access to virtual servers	Funding	\$300,000 for servers, licenses, storage, racks, etc.; 160 hours to install virtual servers and decommission old servers; 8 hours per week to monitor and maintain
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**F. Technology Support:** Provide ongoing training and technology support services to meet the needs of students, faculty, staff, and managers.

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resources
<b>F.1</b>	Develop service level agreements (SLAs) for the Help Desks for all SWC locations	Director of CSS Dean of ISS	Technology Committee ISS CSS ATC OLC	2011-2013	SLAs to cover the major functions of the Help Desks	Collaboration	80 hours for the development of each SLA
<b>F.2</b>	Develop a prioritized staffing plan for hiring additional computer and network staff and management based on Program Review	VPAA	ISS CSS Technology Committee ATC Human Resources (HR) VPAA	2011-2012	An SCC-approved plan for hiring new technical staff and management	CSS Program Review	80 hours to develop the staffing plan; funding
<b>F.3.a</b>	Provide employee training workshops on-campus and online throughout the year	VPHR	CSS Staff Development	2011-2012	Employees are more proficient in the use of these applications.	Employee participation	160 hours per semester for developing/delivering workshops
<b>F.3.b</b>	Provide ongoing training and cross-training for CSS staff and management to increase their technical proficiencies and knowledge	VPHR	CSS Staff Development	2011-2015	Technical staff are more proficient and able to cover for each other.	Staff and management participation in classes, workshops, conferences, etc.	20 hours per person per year, maximize the use of district funds for management and classified staff training.
<b>F.4</b>	Provide faculty and classified employee training workshops on-campus and online throughout the year	VPHR	CSS Staff Development	2011-2015	Employees are more proficient in the use of these applications.	Employee participation	20 hours per semester for developing/delivering workshops

**G. Digital Communications:** Develop and support multiple, digital, means of communication between the college, community, and all constituencies.

ID	Action Items	Lead Manager	Responsible Units	Time-line	Performance Indicators	Dependency	Required Resource
<b>G.1.a</b>	Establish district-wide project to unify communications for voice, email, and emerging technologies	Director of CSS	CSS	2011-2015	Unified communication system	District-wide technology infrastructure project	Funding
<b>G.1.b</b>	Implement a one-card system for universal access to all District services and transactions	CSS VPSS VPBFA ISS Dean	Student Services Bookstore Library Cashiering Facilities	2011-2015	Universal access to all District services and transactions; all District access points are enabled	Collaboration between all relevant College units; distribution of cards and student use of cards for transactions	Funding Infrastructure Technical system development
<b>G.2</b>	Collaboratively develop and implement a project plan for best utilizing the district portal for college communications, student communications, online forms, etc.	Director of CSS	CSS	2011-2015	Portal project plan	Installation of portal and expansion to SWC	160 hours to develop the plan; 16 hours per week to implement the plan; 8 hours per week for ongoing maintenance and user support
<b>G.3.a</b>	Develop new and updated web pages for all offices and departments on campus (required activity)	CMR	All units	2011-2013	All departments are represented on the website with current information	Employee involvement from each department	64 hours per week for training and support of departmental employees
<b>G.3.b</b>	Hire staff to support faculty in creation and porting of web pages on SWC Website	VP of BFA CMR	CMR	2011-2013	All faculty pages moved to SWC web site	Employee participation	16 hours per week for supporting page development
<b>G.3.c</b>	Ongoing review and improvement of the search engine and navigational links of the website through extensive user testing	CMR	CMR	2011-2013	Users can readily find information on the website using search or navigation	Stakeholder input	240 hours for testing and implementation

<b>G.3.d</b>	Remove former SWC website (www2.swccd.edu) from the Internet; provide SWC employees with at least three months of advance notification of when the former website will be removed	CMR	CMR	2011-2014	Website removed	All necessary information from the former website is provided on the new website	24 hours to check the former web services and decommission the website
<b>G.4</b>	Provide additional audio and video conferencing resources to connect individuals/groups between all SWC locations using either software-based systems or new video conferencing units if needed; encourage the use of videoconferencing to reduce travel	VP Legal Affairs	Director of CSS	2011-2012	Available audio-video conferencing resources for meetings spanning both locations	Appropriate network access between meeting locations; appropriate lighting and sound at each conferencing location	Additional software-based systems or portable video conferencing unit(s); 4 hours of support per meeting.
<b>G.5</b>	Implement a college-wide external notification system to send alerts to students and/or employees in a matter of minutes via one or more self-selected communication means; examples include class cancellations, power outages, etc.; consider digital signage	VP of BFA Campus Police CMR	Director of CSS	2011-2012	Notifications can be readily sent to students or employees	Input from Administration and Finance, ISS, Student Services	Depends on the system—it may be possible to fund one system in place of all of the disparate systems used by different offices.
<b>G.6</b>	Create an emerging technology Special Interest Group (SIG) to apprise the Technology Committee of new developments in communication technologies	TBD	Technology Committee	2011-2015	The Technology Committee and interested parties have updated information about emerging communication technologies	Participation in SIG	60 hours per semester for reading publications/websites, attending conferences, discussing findings, and documenting recommendations



# TECHNOLOGY INTEGRATION CHART

## P.I.E.

CONTINUOUSLY PLANNING,  
IMPLEMENTING, & EVALUATING

