Civility Taskforce

Report

❖ Member Check-in :
This is for periodic agreement, or for understanding of where we are by the meeting participants. Anyone may ask for a process check at anytime during the discussion, this is important to keep everyone up to speed on what is being discussed.

❖ Elephant in the room :
If you believe that there is an "elephant" in the room, the meeting may be stopped to discuss or expose the elephant to gain a greater understanding of the issues. *No-one likes to be uninformed of the issues surrounding a given issue.* Participants that may become uncomfortable during a discussion may ask for this and all should be able to speak freely concerning same. Anyone can raise the elephant as these meetings are issue driven rather than agenda driven. The imperative is to get the issue exposed to the light of day.

❖ Cell Phones and other Electronic Media :
To maintain a continuity of the meeting, all cell phones should be turned to vibrate, there should be limited e-mail checking on PDA or Smartphone's, limited lap-top use e.g. for only SCC meeting usage, and a limitation on other electronic media that could become a distraction to meeting participants. Wait to make or receive telephone calls until after the conclusion of the meeting. Keep focused on topics. Be physically and emotionally present.

❖ Focus on the issue at hand :
Respect for each other means we will pay attention, listen attentively, focus on what is being discussed. Be respectful and alert. Be here now… One person speaks at a time. Speaker list developed by raise of hands and list complied. Continue the established process. Speak when appropriate, not to hear your own voice. Listening and digesting is imperative to the process. No side bars, they are not relevant in most instances, or they are focusing on preplanned speaking and statements, game plans.   Be present, alert to hear what's going on. Share the air time, do not dominate the discussion, and listen respectfully to what others have to say. Be flexible and open.

❖ Verbal or non-verbal communication :
We are to be respectful of others communication to the group even if we are diametrically opposed to the content. We are not to sling hurtful jabs, judgments, attacks or blaming statements at one another. We are not to negatively judge the content of one's speech or evaluate it for perceived accuracy, nor are we to evaluate another committee member's idea or their questions seeking clarification. WE are mindful that we will not be offensive in our speech.

❖ Give each other the benefit of the doubt and assume their best intentions.

❖ Collegial Consultation :
  Consult collegially with your constituents as requested by the committee, make sure your dialogue is complete and open. You, as a committee members represent a small piece of the campus fabric and you represent that piece to the best of your abilities. Your vote is from your constituent group, it is not representing you alone. You do not represent yourself. In your duties as a committee member remember to keep the greater good in mind. Remember that the SCC and any other group your represent is a 'big picture' group.

Southwestern Community College District Policy

No. **4350**

Student Learning Outcomes and Administrative Unit Outcomes Assessment Policy

WASC Standards I, II, III and IV; (Ed. Code Section 70902 (b)(7)

As the College District enters a new era of education, the instruction, measurement and assessment of learning will now include assessment based on successful completion of Student Learning Outcomes (SLO) and Administrative Unit Outcomes (AUO). Our goal is to work in partnership with our students in the development of skills necessary to become successful life-long learners in the four Institutional Student Learning Outcomes (ISLO), which include communication skills (listening, speaking, reading, writing), thinking and reasoning (creative thinking, critical thinking, quantitative reasoning), information competency (research and technology) and global awareness (social, cultural, and civic responsibility).

To better help Southwestern College enact its value of student success and high academic standards, the Southwestern College Governing Board has adopted this district policy on SLO/AUO Assessment. Setting expected outcomes for student learning and assessing students' level of achievement through ISLOs**/**SLOs/AUOs will help guide future decisions regarding instruction, student services and administrative support.

As per Policy and Procedures 2515, Faculty are given the right by our Governing Board to assume primary responsibility for making recommendations in the areas of curriculum and academic standards, such as development and assessment of SLOs. SLO assessment data provides information to faculty for development of strong programs, effective curricula, innovative teaching, and high quality student learning. In addition, SLO assessment assists disciplines, programs and our institution by providing evidence of quality teaching and student learning expected by Western Association of Schools and Colleges Accreditation (WASC).

The Academic Senate, Student Service Programs, and Administrative Units supports SLO/AUO assessment as a means of understanding and improving student learning. At Southwestern College, assessment of student learning outcomes is never a part of faculty/staff evaluation as there are too many variables that can impact student learning that are beyond faculty/staff control.   Individual institutions make individual choices about how they will use the tools of student learning assessment. Southwestern College will not use the tools of assessment in any of the following ways:

> The College District will not use assessment of SLOs as an end in itself to meet an Accreditation requirement. Rather the assessment data generated will be directly used to promote and improve student learning.

> The College District will not use assessment of SLOs punitively or as a means of determining faculty or staff salaries or rewards. The purpose of SLO assessment is to evaluate student learning.

> The College District will not use any single mode of assessment to answer all questions or strictly determine program decisions.

> The College District will not use assessment in a way that will impinge upon the Academic Freedom or professional rights of faculty established in education code. Individual faculty members continue to exercise their best professional judgment in matters of curriculum, assessment and grading.

The College District will not assume that a single assessment can answer all questions about all students. We will not assume that we need to directly assess all students in order to learn about the effectiveness of our programs and policies.

The College District will not use assessment only to evaluate the end of the student's experience or merely to be accountable to outside parties.

The College District will not assume that assessment is only quantitative. Indicators of student learning can be expressed both as quantitative and qualitative data based on established criteria.

The College District must not assume that SLO assessment consists only of grading. While numerical scales or rubrics (such as the four-point grading scale) can be useful, their accuracy always depends on the clear understanding of the concepts behind the numbers.

This policy reaffirms the central role of faculty/staff in the assessment process and allows academic, student service programs, and administrative units flexibility to choose measurement and assessment methods that will be most useful and appropriate to faculty disciplines and staff.

Academic Affairs
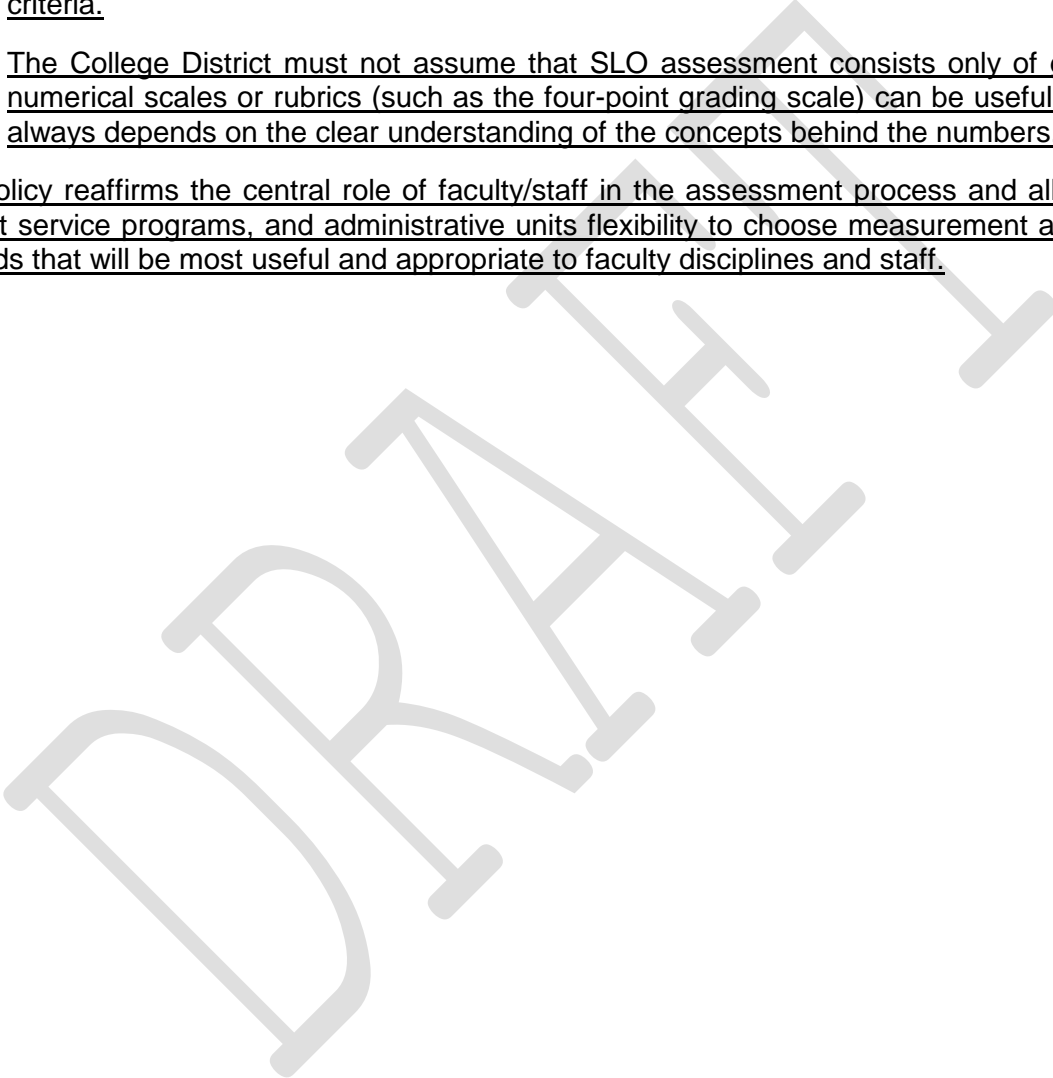
Student Learning Outcomes (SLO) and Administrative Unit Outcomes Assessment Procedures
WASC Standards I, II, III and IV: Ed Code 70902

Purpose & Background:

Assessment of student learning has always been an integral part of teaching and learning. Assessment of Student Learning Outcomes (SLO) and Administrative Unit Outcomes adds assessment beyond the measurement of learning based on instruction to Course Objectives. We now identify in SLOs/AUOs what we want our students to be able to do, either directly or indirectly, in one or more of the four Institutional Student Learning Outcomes (ISLO), which include communication, thinking and reasoning, information competency and/or global awareness, upon successful completion of a course or service.

Instructional review and assessment are a part of our Academic Program Review, Student Service Program Review, and Administrative Program Review cycle. Each program completes a comprehensive program review every six (6) to three (3) years and updates its work plan and SLO progress annually by completing the Annual **Program** Review Snapshot. ~~Because SLOs are a WASC accreditation requirement,~~ Academic SLOs are archived in CurricuNET~~, but~~ as an addendum, not part of the Course Outline of Record (COR) so as to allow faculty to revise, edit, or update **as** their discipline deems appropriate.

To put the assessment of SLOs and AUOs in context, Southwestern College poses and responds to the following key questions:

What is assessment? Assessment is the systematic collection, review, evaluation and use of information about educational endeavors undertaken for the purpose of improving student learning and development (Palomba and Banta, 1999. *Assessment Essentials: Planning, Implementing, Improving Assessment in Higher Education*). In addition, Dr. Thomas Angelo, founding Director of the Institute for Teaching and Learning at the University of Akron, has defined assessment as follows: "[SLO] Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance" (Dr. Thomas Angelo, *Reassessing (and Defining) Assessment*. The AAHE Bulletin, 48(2), November 1995, pp.7-9).

What will assessment be used for?

Southwestern College has focused its instruction and assessment on course objectives, SLOs, and criteria for measurement of learning. Our goal is to work in partnership with our students as they develop the skills necessary for success first in our courses, and then, for honing these skills as they transfer to other colleges, programs, and/or the workplace as successful lifelong learners.

At Southwestern College, assessment of SLOs shall be used to understand, and thereby improve, student learning through informed decision making and planning. More specifically, assessment can serve the following roles in the institution:

> To improve services, feedback, guidance, and mentoring to students in order to help them better plan and execute their educational programs.

To help design and improve programs and courses to better promote student learning and success.

To identify shared definitions and measurable benchmarks for evaluating student abilities to more coherently and effectively promote student learning.

What will assessment not be used for?

At Southwestern College, assessment of student learning outcomes is never a part of the evaluation of faculty or staff as there are too many variables that can impact student learning that are beyond faculty control. For example, student learning outcomes is dependent on student participation in class activities, homework, study, or services. Individual institutions make individual choices about how they will use the tools of student learning assessment. Southwestern College will not use the tools of assessment in any of the following ways:

The College District will not use assessment of SLOs as an end in itself to meet an Accreditation requirement. Rather the assessment data generated will be directly used to promote and improve student learning.

The College District will not use assessment of SLOs punitively or as a means of determining faculty or staff salaries or rewards. The purpose of SLO assessment is to evaluate student learning.

The College District will not use any single mode of assessment to answer all questions or strictly determine program decisions.

The College District will not use assessment in a way that will impinge upon the Academic Freedom or professional rights of faculty established in education code. Individual faculty members continue to exercise their best professional judgment in matters of curriculum, assessment and grading.

The College District will not assume that a single assessment can answer all questions about all students. We will not assume that we need to directly assess all students in order to learn about the effectiveness of our programs and policies.

The College District will not use assessment only to evaluate the end of the student's experience or merely to be accountable to outside parties.

The College District will not assume that assessment is only quantitative. Indicators of student learning can be expressed both as quantitative and qualitative data based on established criteria.

The College District must not assume that SLO assessment consists only of grading. While numerical scales or rubrics (such as the four-point grading scale) can be useful, their accuracy always depends on the clear understanding of the concepts behind the numbers.

What is the college's role in assessing student learning?
The College District shall provide the necessary support technology and infrastructure, including, but not limited to, release time for a faculty SLO coordinator to support the assessment of SLOs as provided by contract language.

Language of Assessment:

Creating a common language when discussing assessment is essential to academic planning and SLO assessment. Here are definitions of important assessment terms:

Term	Definition	Other terms with similar meaning

Analysis	Separation of complex information into parts for examination and synthesis as a summary. For assessment of SLOs this includes whether SLOs have been met or not met, as the basis for discussion and developing plans for improvement.	
Assessment	Systematic collection, review, evaluation and use of information about educational endeavors undertaken for the purpose of improving student learning and development. (Source: Palomba & Banta, 1999. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*). "[SLO] Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance" (Dr. Thomas Angelo, *Reassessing (and Defining) Assessment*. The AAHE Bulletin, 48(2), November 1995, pp.7-9).	Evaluation
Assessment Cycle	The assessment cycle refers to the process called closing the loop and reflects our College District's adopted planning cycle of: planning, implementation/assessment, and evaluation.	
Authentic Assessment	Traditional assessment sometimes relies on indirect or proxy items such as multiple choice questions focusing on content or facts. In contrast, authentic assessment simulates a real world experience by evaluating the student's ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting. (Wiggins, Grant 1990)	
Embedded Assessment	Embedded assessment occurs within the regular class or curricular activity. Class assignments linked to student learning outcomes through primary trait analysis serve as grading and assessment instruments (i.e., common test questions, CATs, projects, or writing assignments). Specific questions can be embedded on exams in classes across courses, departments, programs, or the institution. Embedded assessment can provide formative information for pedagogical improvement and student learning needs.	
Evaluation	To determine the value of, examine, judge student work for the purpose of improving student learning and program quality.	Assessment
Measure	Refers to the actual tool used to assess the learning of students	
General Rubric	A set of scoring guidelines that can be used to evaluate students' work. Rubrics allow for standardized	

	evaluation according to specified criteria, making grading simpler and more transparent.	
SLO Rubric	Educational scoring guide for assessing student's understanding and attainment of SLO. The Outcome Rubric contains a scale describing the quality of understanding and attainment for each SLO as well as the number of points to be given at each level of the scale.	
eLumen	Proprietary software developed to house educational rubrics for assessment of learning of students at a course level and the assessment results.	

The Assessment Cycle:

As a part of ~~academic~~ program review, assessment and program improvement efforts are cyclical and ongoing. Faculty/staff members administer measurement tools to assess student learning throughout the academic year in their classes and during services. The assessment results are collected and analyzed by faculty and staff with the sole purpose of program improvement. Aggregate results are reported annually as a part of program review update. Written findings from assessment activities are included as a part of decision making on curriculum, budget allocation, and allocation of space.

Template Annual assessment cycle		
Activity	**By whom?**	**Timeframe**
Gather and archive SLO data		
Analyze data		
Plan program and curriculum improvements		
Prioritize budget needs		
Produce institutional SLO report		

TEMPLATE ASSESSMENT MEASURES

SLO measurement options		
Activity	**When administered**	**When analyzed**

The Office of Institutional Research, Planning, and Grants/Foundation (IPRG/F) produces the following data related to student learning.

Activity	**Timeframe**
Retention rates	End of semester
Success rates	End of semester
Certificate Completion	End of program
Graduation rates	End of program
Transfer rates	End of program
Licensure rates	End of program
Placement rates	End of program
Graduate satisfaction surveys	End of program

Employer satisfaction surveys	One year after program

Assessment Responsibilities:

Faculty
Faculty are given the right by our Governing Board to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (Ed. Code Section 70902 (b)(7). These responsibilities include:
1. Developing SLOs and SLO measurement tools to assess student learning.
2. Creating rubrics that communicate clear criteria to be used for evaluation of student learning.
3. Analyzing SLO assessment results with colleagues.
4. Using SLO assessment results to plan ongoing course and program modifications.
5. Reviewing the validity of both measurement tools and rubrics in assessment as an ongoing process.
6. Providing aggregate assessment results in information to the RPG for posting on the internet for college and community review.
7. Updating SLOs and include results of SLO assessment in annual *Snapshot* ~~update~~ of Academic Program Review.

Faculty/Staff
Non-instructional programs/units provide services that support student learning either directly (i.e. Academic Success Center, Library, Cafeteria, Bookstore) or indirectly (i.e., Staff Development, Articulation, Purchasing, Office of the President/Superintendent). These responsibilities include:
1. Developing SLOs/AUOs and SLO/AUO measurement tools to support student learning either directly or indirectly.
2. Creating rubrics that communicate clear criteria to be used for evaluation of student learning (either directly or indirectly).
3. Analyzing SLO/AUO assessment results with colleagues.
4. Using SLO/AUO results to plan program improvements.
5. Reviewing the validity of the assessment and rubric as an ongoing process.
6. Providing aggregate assessment results information to the RPG for posting on the internet for college and community review.
7. Updating SLOs/AUOs and include SLO/AUO assessment results in annual Snapshot of Program Review.

Students
Assessment information that demonstrates student learning starts with the students. All college learning is based on student participation such as but not limited to: class activities, other outside assignments, study and tests, portfolios, community service and/or other academic projects. Thus, the student's responsibilities include:
1. Attending class, taking class notes, organizing class materials, following the course rubric and syllabus.
2. Participating in class discussions.
3. Asking questions to clarify learning.
4. Studying a minimum of two hours for every hour in class to include homework and completion of class assignments. For example, this equals a minimum of six (6) hours of study each week for every three (3) units of course work.
5. Using tutorial services and/or peer study groups as appropriate.
6. Providing feedback to instructors on instruction, rubrics, and measurement activities for improvement.
7. Using resources, such as the Library, Student Services, internet and other online College resources.

SLO Committee

The SLO Committee is a standing committee of the Academic Senate. Its purpose is to research and develop SLO policies, procedures and guidelines for consultation and adoption by the Academic Senate and the college community. These responsibilities include:
1. Researching national and statewide progress in the development, measurement and assessment of SLOs.
2. Preparing draft documents on the development, implementation, and assessment of SLOs as the College works to "close the loop" and establish SLOs as a part of our Academic Program Review cycle.
3. Updating and revising SLO procedures and processes.
4. Providing training one-on-one and in Staff Development activities.

Office of Institutional Research, Planning, and Grants/Foundation (IPRG/F)

The IRPG/F gathers, archives and makes data available for use by faculty in the assessment of SLOs. Its responsibilities include:
1. Coordinating with Computer Support Services in the uploading of student and course information from Colleague to eLumen.
2. Assisting faculty and staff with the development of rubrics for posting in eLumen.
3. Posting of data and SLO rubrics in eLumen.
4. Providing aggregate data reports and statistics of SLO assessment results to discipline faculty and programs.

Chairs and Deans

Department Chairs and Deans work with faculty to assist with the development, implementation, and assessment of SLOs. Their responsibilities include:
1. Supporting the development of measurement and assessment tools of SLOs.
2. Assisting with the participation of part-time faculty in the SLO Assessment process.
3. Representing faculty in Council of Chairs and Deans Council meetings.
4. Supporting instructional changes that result from assessment of SLOs.

Academic Program Review & SLO Assessment

Every program reviews progress in SLOs as a part of Academic Program Review (APR). Every three years programs formally review progress on the implementation and assessment of SLOs as a part of Component V on Criterion I. In this section, program faculty review the validity of SLOs, their measurement tools, their assessment results, and their ability to collaborate in the development of a plan to improve instruction. Improvements based on the assessment of SLOs are documented on the APR Work Plan, which is updated annually. For all other Academic Programs, the SLOs are reviewed during the annual "Snapshot".

Assessment, Planning and Resource Allocation

The Academic Program Review (APR) Committee chair archives all APR reports, which reflect data and program effectiveness. In order for programs to be considered for funding beyond instructional faculty, these APR reports must be completed on time. Funding may include instructional materials, hiring, and/or capital outlay for improvements. SLOs are a part of the APR process and must be completed in order to be included in funding considerations.

SLO Assessment and Faculty Workload

The District commits to examining the workload implications of the entire SLO process as it is placed on the table for negotiations.

Request for Consultation Form
(All items for consultation will be submitted to the SCC for first consultation on an SCC agenda)

Title:	**Policy & Procedures 4350**: SLO & Assessment		
Brief Overview of Proposal (attach additional support documentation as appropriate): This is a new Policy & Procedures setting out what SLOs will assess and how SLOs will be used. These have been vetted and approved by the Academic Senate and the Dean's Council.			
STEP 1	Date of First SCC Consultation: April 27, 2011		
STEP 2	Consultation Start Date: April 27, 2011		
STEP 3	Name of Originator: Angelina E. Stuart		
	Sponsoring Constituency Group: Academic Senate		
	Extension: Ext. 6437	Email: astuart@swccd.edu	
STEP 4	Timeline determined by SCC	☒ **Normal** (14-21 Calendar Days)	
		☐ **Urgent** (5-7 Calendar Days) Must provide a rationale:	

STEP 5			
	SCC Constituency Group Required for Consultation(Check all that apply)		Additional Stakeholders Required For Consultation
☒	Academic Senate	1.	
☒	ASO	2.	
☐	Classified Senate	3.	
☒	CSEA	4.	
☒	Confidentials Employee Group	5.	
☒	SCEA	6.	
☒	SCCDAA	7.	

STEP 6

Acknowledgment of Consultation Tracking This form is intended to track acknowledgment of consultation and to confirm that the SCC representatives for each constituent group below has had an opportunity to consult with the appropriate constituent group in the manner most effective for that group. This form does not imply agreement, only acknowledgement that opportunity consultation has occurred.

Constituency Group-Representative

Date	**Academic Senate-Academic Senate President**
Signature	

Manner of consultation (e.g. global e-mail, committee meeting, Academic Senate meeting):
Academic Senate meeting: Policy & Procedures Approved April 12, 2011.

Date	**Associated Student Organization- ASO President**
Signature	

Manner of consultation (e.g. global e-mail, committee meeting, ASO meeting):

Date	**California School Employee's Association-CSEA President**
Signature	

Manner of consultation (e.g. global e-mail, committee meeting, CSEA meeting):

Date	**Classified Senate- Senate President**
Signature	

Manner of consultation (e.g. global e-mail, committee meeting, Classified Senate meeting):

Date	**Confidential Employees-Confidentials Designee**
Signature	

Manner of consultation (e.g. global e-mail, committee meeting):

Date	**Southwestern College Education Association-SCEA President**
Signature	

Manner of consultation (e.g. global e-mail, committee meeting, SCEA meeting):

Date	**Southwestern Community College Administrators Association -SCCDAA President**
Signature	

Manner of consultation (e.g. global e-mail, committee meeting, CMT meeting):

STEP 7	Results of SCC Action
☐	Item Approved Date:
☐	Item Not Approved Date:
☐	Item Tabled Date:
☐	Item Postponed / No Action Date:

Request for Consultation Form

(All items for consultation will be submitted to the SCC for first consultation on an SCC agenda)

Title:	**Policy & Procedures 5311**: Faculty Recognition Awards

Brief Overview of Proposal (attach additional support documentation as appropriate):
Policy 5311 needs to be updated due to recommendations from the ASCCC (Statewide Senate). The Procedures for 5311 are new. These have been vetted and approved by the Academic Senate.

STEP 1	Date of First SCC Consultation: May 11, 2011	
STEP 2	Consultation Start Date: May 11, 2011	
STEP 3	Name of Originator: Angelina E. Stuart	
	Sponsoring Constituency Group: Academic Senate	
	Extension: Ext. 6437	Email: astuart@swccd.edu
STEP 4	Timeline determined by SCC	☒ **Normal** (14-21 Calendar Days)
		☐ **Urgent** (5-7 Calendar Days) Must provide a rationale:

STEP 5			
	SCC Constituency Group Required for Consultation(Check all that apply)		Additional Stakeholders Required For Consultation
☒	Academic Senate	1.	
☒	ASO	2.	
☐	Classified Senate	3.	
☒	CSEA	4.	
☒	Confidentials Employee Group	5.	
☒	SCEA	6.	
☒	SCCDAA	7.	

STEP 6

Acknowledgment of Consultation Tracking This form is intended to track acknowledgment of consultation and to confirm that the SCC representatives for each constituent group below has had an opportunity to consult with the appropriate constituent group in the manner most effective for that group. This form does not imply agreement, only acknowledgement that opportunity consultation has occurred.

Constituency Group-Representative

Date	**Academic Senate-Academic Senate President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, Academic Senate meeting): Academic Senate meeting: Policy & Procedures Approved April 26, 2011.	

Date	**Associated Student Organization- ASO President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, ASO meeting):	

Date	**California School Employee's Association-CSEA President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, CSEA meeting):	

Date	**Classified Senate- Senate President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, Classified Senate meeting):	

Date	**Confidential Employees-Confidentials Designee**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting):	

Date	**Southwestern College Education Association-SCEA President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, SCEA meeting):	
Date	**Southwestern Community College Administrators Association -SCCDAA President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, CMT meeting):	

STEP 7	Results of SCC Action
☐	Item Approved Date:
☐	Item Not Approved Date:
☐	Item Tabled Date:
☐	Item Postponed / No Action Date:

FACULTY RECOGNITION AWARD

~~Policy~~
~~The purpose of the faculty recognition awards is to recognize teaching excellence and~~ ~~leadership for contributions to students, the college, the community and the teaching~~ ~~profession by faculty employed at Southwestern College for a minimum of two (2) full~~ ~~academic years.~~

Procedures

Nomination/Selection Criteria

Any Southwestern College employee or student may nominate a faculty member for a Faculty Recognition Award (FRA). The Academic Senate shall establish a nominating committee and a separate selection committee for this award. The nominating committee will be responsible for soliciting documentation for each award category in compiling this information for each candidate.

Nominating committee members will be appointed by the Academic Senate President. There shall be at least three senators on the Nominating Committee. The nominating committee will be responsible for soliciting documentation for each award category and for reviewing the information compiled for each candidate by the Academic Senate Office Secretary.

The Selection Committee shall review the nominees in each category and will select the faculty to be recognized in each category by a majority vote based on the rubrics established by the Academic Senate.

The Selection Committee will be comprised of one faculty member from each School and shall also include representation from the Centers.
1. One administrator; : ~~v~~Vice ~~p~~President ~~of~~ for ~~a~~Academic ~~a~~Affairs or Vice President for ~~s~~Student ~~a~~Affairs or designee Dean appointed by the College ~~p~~President.
2. ~~a~~Academic Senate President or designee
3. Staff Development Coordinator
4. ~~One senator~~ 4 faculty members (Senators, when possible)
5. ~~On~~e 4 faculty member (non-Senators)
6. ~~One student (~~ASO President or designee~~)~~

Nominations and required paperwork for the awards must be submitted by the ~~set~~ deadlines set up by the committee in order to give the selection committee adequate time to evaluate the candidates. The Selection Committee will review the nominees in each

Comment [dk1]: Is this needed? Is the "Nominating Committee" different from the "Selection Committee?" Why are both needed? Who is on the "Nominating Committee" – how many members?

category and by majority vote of the committee select the candidate to be recognized in each category. The committee will then forward the name of the award winner as well as all of the nominees to the Academic Senate President, who will present their names to the Academic Senate and the Superintendent/President of the College District. All nominees and award winners will be acknowledged by the President of the College and the Governing Board.

The recognition award categories, required criteria and documents are as follows:

~~Teaching~~ Full-Time Faculty Excellence Award (1)
Candidates must be full-time faculty who ~~carry~~ teach at least one class section per semester ~~class~~ plus other assignments. The candidate must be committed to community college education and be able to show evidence of currency in their discipline and ~~education in general~~ in teaching and learning in the community college. They will demonstrate enthusiasm about their discipline to colleagues and students. There should be evidence that the candidate demonstrates excellence and consistency as an outstanding teacher or non-instructional faculty member.

    Nomination Forms:
    a. Curriculum Vitae
    b. one letter of support from a student
    c. one letter of support from a Dean
    d. one letter of support from a discipline colleague
    e. Supplemental form to provide evidence in all areas outlined above

Full-Time Professional Leadership Award (1)
Candidates are full-time faculty who serve as a leader or role model for colleagues by giving time above and beyond their regularly assigned duties and are committed to the community college. They ~~will~~ demonstrate consistent participation in the Academic Senate and/or campus-wide shared planning and decision-making ~~governance~~ committees and ~~they will~~ contribute actively to ~~in~~ their department in that capacity ~~or other committees~~. The candidate ~~should~~ can also prove commitment ~~be committed to~~ by serving as a representative of the profession beyond the local institution through service in regional, state, ~~regional,~~ or national activities.

    Nomination Forms:
    a. Curriculum Vitae
    b. one letter of support from a colleague
    c. one letter of support from a community member or person who has evidence of candidates professional commitment
    d. Supplemental form to provide evidence in all areas outlined above

Part-Time ~~f~~Faculty Excellence ~~a~~Award (1)
Candidates for this award are part-time ~~adjunct~~ faculty members whose dedication to the community college goes beyond part-time status. The candidate~~s~~ will have participated

in curriculum development and/or college committees, in their profession or community,. and Candidates will show willingness to give time above and beyond their assigned classroom or non-instructional hours in such areas as service to students, grants, departmental work, or other contributions to the college.

Nomination Forms:
a. Curriculum Vitae
b. one letter of support from a Dean
c. one letter of support from a day committee chairperson familiar with the candidates work
d. Supplemental form to provide evidence in all areas outlined above

Part-Time Professional Leadership Award (1)
Candidates are part-time faculty members who serve as a leader or role model for part-time colleagues by giving time above and beyond their regularly assigned duties and are committed to the College District and/or community college ideals. They demonstrate consistent participation in the Academic Senate as a part-time representative and/or campus-wide shared planning and decision-making governance committees and they will contribute actively to in their department in that capacity or other committees. The candidate should can also prove commitment be committed to by serving as a representative of the profession beyond the local institution through service in regional, state, regional, or national activities.

Nomination Forms:
e. Curriculum Vitae
f. one letter of support from a colleague
g. one letter of support from a community member or person who has evidence of candidates professional commitment
h. Supplemental form to provide evidence in all areas outlined above

Team Faculty Excellence Award (1)

Candidates for the Team Faculty Excellence Award consist of teams of faculty who have achieved distinction through their dedication to students, the department, or the college. A team of faculty may consist of a working group of at least three two faculty in the same discipline, department, or School, or an interdisciplinary faculty team of two. Faculty Teams may be recognized for exemplary work in the development and use of innovative teaching strategies, curriculum design, program development, resource development, or service to students.

Nomination Forms:
a. Curriculum Vitae for each member of the team
b. one letter of support from a Dean or Vice President

c. one letter of support from a faculty colleague familiar with the work of the team.
d. Supplemental form to provide evidence in all areas outlined above

Recognition of Awardees

Names of those selected for the Faculty Recognition Awards will be announced annually at the December Governing Board meeting and at Opening Day at the start of Spring semester as well as the following Fall. All award winners will be acknowledged by the College President and the Governing Board. A college-wide celebration will be held in honor of the recipients of these awards in the Spring semester. All award recipients will be invited and fully funded to participate in the annual conference of the National Institute for Staff and Organizational Development (NISOD) in May, or in another comparable national conference about teaching and learning in the community college. All award recipients will receive the NISOD certificate for excellence in teaching.

~~Recognition possibilities~~

- ~~a cash reward~~
- ~~name/biographies published in the local and school paper~~
- ~~names permanently engraved on a plaque~~
- ~~recognition luncheon/dinner each year~~
- ~~endorsed by the governing board~~
- ~~participation of one or all candidates in the national great teacher seminar~~
- ~~brochure of those recognized~~
- ~~separate plaques presented to each recipient at a board meeting~~
- ~~pictures placed on a wall in the president's office, LRC, and/or library~~

Comment [dk2]: Need to find out which of these are actually happening and add to the previous paragraph.

FACULTY RECOGNITION AWARD

<u>Policy</u>
<u>The Southwestern Community College District Governing Board recognizes the need to honor outstanding faculty</u>. The purpose of the <u>F</u>aculty <u>R</u>ecognition <u>A</u>wards is to recognize ~~teaching~~ <u>Full-Time and Part-Time</u> <u>faculty</u> excellence and leadership for contributions to students, the College District, the community and the teaching profession by faculty employed at Southwestern College for a minimum of two (2) full academic years.

YOU ARE A *SWC* STAR

Recognizing Service Excellence

SOUTHWESTERN COLLEGE

STAR
_____

Department
_____

Excellent Service Provided
_____

Recognized by _____   Date _____

YOUR LIGHT BRIGHTENS THE WAY FOR THE STUDENTS YOU ENCOUNTER

PROFESSIONAL DEVELOPMENT
References:
- *Title 5, California Code of Regulations, Sections 55700-55732*
- *WASC Accreditation Standard III.A.5*
- *NCAHLC Accreditation Criterion Four, Core Component 4a*

The Southwestern Community College District promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting professional development, inquiry, creativity, practice, and social responsibility in ways consistent with its mission through the programs described in district procedures 7160 Professional Development.

a. Professional Development is planned to support the mission and vision of the College District.

b. Planning for professional development is integrated with College District Strategic planning goals.

c. The College District plans and supports professional development activities to meet the needs of all personnel: Classified Professionals, Full-time Faculty and Part-time Faculty, and Administrators/Managers.

d. The College District plans and supports professional development activities to meet identified teaching and learning needs.

e. The College District plans and supports professional development activities for all personnel at all College District locations and as well as providing opportunities for professional development via distance learning when appropriate.

f. With the assistance of participants, the College District systematically evaluates all professional development activities and the Staff Development Program, and uses the results of these evaluations as the basis for improvement.

g. The College District demonstrates a forward-looking concern for ensuring educational quality through investments in professional development. Adequate resources are provided to conduct professional development activities.

PROFESSIONAL DEVELOPMENT

References:
- *Title 5, Code of Regulations, Sections 55700-55732*
- *WASC Accreditation Standard III.A.5*
- *Southwestern College Flex Guidelines*
- *Flex Advisory Committee Template, Shared Planning and Decision-Making Handbook*
- *Staff Development Committee Template, Shared Planning and Decision-Making Handbook*
- *Staff Development Plan*
- *Needs Assessment Surveys*

The Southwestern Community College District promotes professional development of all personnel through its support for the Flex program; Opening Day activities; Classified Professionals Development Days; Administrator Retreats; "Hurdle" and Educational Incentive programs; and attendance at professional meetings and conferences.

Staff Development Program

The mission of the Staff Development Program is to provide progressive activities that promote lifelong learning, professional growth and development of all employees, and in support of the College's Mission, Vision, and Strategic Plan. The Staff Development Program provides an integrated and comprehensive collection of activities that enable classified staff, faculty, and administrators to achieve the College's Strategic Plan's goals:

1. Student Access
2. Student Success
3. Economic, Workforce and Community Development
4. Fiscal Resources and Development
5. Organizational Effectiveness
6. Human Resources
7. Teaching and Learning

Staff Development Committee

The Staff Development Committee plans and approves professional development activities for the college. The membership includes representatives from all constituent groups, including ASO. This committee is chaired by the Staff Development Coordinator. Subcommittees of the Staff Development Committee address specific issues, including Opening Day, Budget, Flex Advisory Committee, and planning of activities for specific constituent groups. The composition and functions of the Staff Development Committee

are outlined in detail in the Shared Planning and Decision-Making Handbook.

Staff Development Program Staff

The Staff Development Coordinator is a 100% faculty position, reporting to the Vice President for Human Resources, who is responsible for the overall planning, implementation, and evaluation of the Staff Development program. This person also serves as the Faculty Flex Coordinator, responsible for the coordination and implementation of the college Flexible Calendar Program. The detailed responsibilities of this position are outlined in the District job description.

The Staff Development Program Assistant is a 100% 12-month classified position, reporting to the Vice President for Human Resources, who is responsible for coordinating the logistics of Staff Development Activities and for providing clerical support for the Staff Development program. The specific responsibilities of this position are outlined in the District job description.

The Training Services Coordinator is a 100% 12-month classified position, reporting to the Vice President for Human Resources, who coordinates and facilitates all training on institutionally-supported software. The specific responsibilities of this position are outlined in the District job description.

Professional Development Needs Assessments

Each Spring semester, a comprehensive Needs Assessment Survey is provided to each constituent group: Full-time faculty, part-time faculty, Classified Professionals, and Administrators. The Needs Assessment Surveys are developed by the Staff Development Coordinator, with input from members of the Staff Development Committee for each constituent survey. The Staff Development Coordinator tallies and analyzes the results and provides them in a report to the Staff Development Committee. The results of these four Needs Assessment surveys are used to plan professional development priorities and activities for the next academic year.

Professional Development Planning

One Year Plan: This plan shows the priorities for the coming year based upon the Needs Assessment results, and linked to the College Mission, Vision, and Strategic Priorities developed through an integrated planning process. The plan for the next academic year drives the budget planning process for the Staff Development Program.

Five Year Plan: This long-range plan includes priorities that go beyond the annual Needs Assessment and includes longer-range goals and desired outcomes for the Staff Development Program. The Five-Year Plan is developed through an integrated planning process to support the College Mission, Vision, and Strategic Priorities.

Professional Development Evaluation

The Staff Development Program is evaluated using the four levels of evaluation recommended in *Evaluating Staff and Organizational Development (2003)*:

1) Participant Reaction: feedback about what participants think and feel about a staff development activity, usually immediately following an activity.

2) Perceived Learning: feedback from participants regarding their own changes in knowledge, skills or performance resulting from participation in a staff development activity.

3) Behavior and Attitude Change: measurement of whether participants' on-the-job behavior and/or attitudes have changed related to the desired learning outcomes for the staff development activity.

4) Impact on the Institution and Achievement of College Goals: measurement of a variety of outcomes to determine whether behavior and attitude changes have had a positive impact on the institution and the achievement of its goals.

All workshops and events are evaluated routinely at Levels 1 and 2. Evaluation at Levels 3 and 4 are included within the Staff Development Plan.

Professional Development for Faculty

Full-time Faculty participate in professional development activities as part of their Flex requirement of 28 hours per year: 4 hours for Opening Day at the start of each semester, and 20 additional flexible hours to be completed throughout the academic year through participation in group or individual activities that have been approved for Flex credit through the processes outlined in the Southwestern College Flex Guidelines. These guidelines are reviewed and revised by the Flex Advisory Committee each Spring, and are approved by Academic Senate at the start of the academic year. The composition and functions of the Flex Advisory Committee is described in the Flex Guidelines and in the Shared Planning and Decision-Making Handbook. The Flex Advisory Committee is a subcommittee of the Staff Development Committee which reports to Academic Senate.

Full-time faculty who meet eligibility criteria are encouraged and supported to take

Sabbatical leaves for their professional development. Sabbatical processes are outlined in the SCEA Contract and in the Sabbatical forms.

Part-time Faculty are invited to participate in all professional development activities provided at Southwestern College, including workshops throughout the year and Opening Day at the start of each semester. A subcommittee of the Staff Development Committee works in collaboration with the Staff Development Coordinator to plan workshops and activities specifically for part-time faculty.

All full-time and part-time faculty may apply for Staff Development funds to attend professional conferences.

All full-time and part-time faculty have the opportunity to earn "hurdle" credits toward salary advancement by participating in appropriate professional development activities as per language outlined in the S.C.E.A. contract for faculty.

Professional Development for Classified Professionals

Classified Professionals are invited to all professional development activities and events provided through Staff Development. Two Classified Staff Development Days are scheduled for each academic year at times outside of the regular semester. Planning for these two days is done by a Classified Staff subcommittee of the Staff Development Committee.

Classified Professionals have the opportunity to earn educational incentive credits toward salary advancement by participating in appropriate professional development activities as per language outlined in the C.S.E.A. contract for classified professionals.

Classified Professionals may apply for Staff Development funds to attend professional conferences. Professional Growth funds for tuition reimbursement are available per CSEA contract.

Professional Development for Administrators and Managers

Administrators and Managers are invited to all Staff Development programs throughout the year. The College Management Team (CMT) and the Southwestern Community College Administrators Association (SCCDAA) holds an annual retreat after the end of Spring semester. This event is planned by the CMT and SCCDAA in collaboration with the Staff Development Coordinator.

Request for Consultation Form

(All items for consultation will be submitted to the SCC for first consultation on an SCC agenda)

Title:	**Policy & Procedures 7160**: Professional Development

Brief Overview of Proposal (attach additional support documentation as appropriate): Policy 7160 establishes Governing Board policy/procedures for the Professional Development of all faculty. This is a new policy/procedure for our campus and demonstrates the institutions commitment to nurture, develop and encourage all staff to expand their professional abilities. The policy promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting professional development, inquiry, creativity, practice, and social responsibility in ways consistent with its mission	
STEP 1	Date of First SCC Consultation: May 11, 2011
STEP 2	Consultation Start Date: May 11, 2011
STEP 3	Name of Originator: Bruce MacNintch, Diana Kelly & Randy Beach (co-chairs, AOC work group 7)
	Sponsoring Constituency Group: Accreditation Oversight Committee
	Extension: Ext. 5545 — Email: rbeach@swccd.edu
STEP 4	Timeline determined by SCC — ☒ **Normal** (14-21 Calendar Days)
	☐ **Urgent** (5-7 Calendar Days) Must provide a rationale:

STEP 5			
	SCC Constituency Group Required for Consultation(Check all that apply)		Additional Stakeholders Required For Consultation
☒	Academic Senate	1.	
☒	ASO	2.	
☐	Classified Senate	3.	
☒	CSEA	4.	
☒	Confidentials Employee Group	5.	
☒	SCEA	6.	
☒	SCCDAA	7.	

STEP 6	

Acknowledgment of Consultation Tracking This form is intended to track acknowledgment of consultation and to confirm that the SCC representatives for each constituent group below has had an opportunity to consult with the appropriate constituent group in the manner most effective for that group. This form does not imply agreement, only acknowledgement that opportunity consultation has occurred.	

Constituency Group-Representative

Date	**Academic Senate-Academic Senate President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, Academic Senate meeting):	

Date	**Associated Student Organization- ASO President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, ASO meeting):	

Date	**California School Employee's Association-CSEA President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, CSEA meeting):	

Date	**Classified Senate- Senate President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, Classified Senate meeting):	

Date	**Confidential Employees-Confidentials Designee**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting):	

Date	**Southwestern College Education Association-SCEA President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, SCEA meeting):	
Date	**Southwestern Community College Administrators Association -SCCDAA President**
Signature	
Manner of consultation (e.g. global e-mail, committee meeting, CMT meeting):	

STEP 7	Results of SCC Action
☐	Item Approved Date:
☐	Item Not Approved Date:
☐	Item Tabled Date:
☐	Item Postponed / No Action Date:

School of Social Science and Humanities

Proposed Merger: Plan A

The preference is to maintain the School of Social Science and Humanities as an academic division with its own dean; and if that option is unavailable, then Plan A is to merge all the disciplines, with the exception of anthropology and economics, with the School of Language and Literature:

Departments/Disciplines:

Behavioral Sciences: Psychology and Sociology

Philosophy: Humanities and Philosophy

Social Sciences and Cultural Studies: African-American Studies, Asian-American Studies, History, Mexican-American Studies, Political Science.

Exception: Anthropology and economics requests to be placed with departments in the School of Mathematics, Science, and Engineering.

Satellite Office: It is proposed that the current office area for the School of Social Science and Humanities remain as a satellite office of the School of Language and Language including a classified assistant and the mailboxes for the faculty in the Behavioral Sciences Department, Philosophy Department and Social Sciences and Cultural Studies Department.

May 10, 2011

Erin Browder, PH.D, Chair
Behavioral Sciences

Stanley James, Chair
Social Sciences and Cultural Studies

Alejandro Orozco, Chair
Philosophy

Ron Manzoni, Interim Dean
Social Science and Humanities

STATUS OF FACULTY VACANT POSITIONS   8.17.07 - 8.16.10

Name	Date of Separation	Discipline	Approved to Fill
Kirkwood, Carla	11/15/2007	Theatre Arts	
Sandra, Romero	12/19/2007	Office Information Systems Bilingual Medical Office (ROP non-tenure track)	
McCubbin, Robin	12/31/2007	English	
Waggoner, Charles (deceased)	½/2008	Automotove Technology	
Mata, Peggy	1/15/2008	Nursing	
Stroh, Joan	6/1/2008	Office Information Systems	
Selby, Ed (deceased)	4/12/2009	Administration of Justice	
Pompa, Mike	5/22/2009	Exercise Science	
Alexander, William	5/23/2009	Telemedia	
Kohler, Denise	12/31/2009	Nursing	
Kinney, Bill	5/21/2010	Exercise Science	
Stone, Arthur	5/21/2010	Exercise Science	
Morton, Meredith	5/21/2010	Reading; English	
Sherard, Richard	5/21/2010	Fire Science	
DeLay, Janet	5/22/2010	Administration of Justice	
Hammond, Mark	6/30/2010	Library	
Sisco, Elizabeth	7/8/2010	Visual Arts	

Count is 17

Unreplaced Faculty Vacancies 8.17.10 to Present

Name	Date of Separation	Discipline	Approved to Fill
Taylor, Sharon	9/9/2010	Communication	
Apatan, Leah	10/20/2010	Nursing	
Tate, TJ	12/17/2010	Counseling	
Krauss, Randy	12/18/2010	Mathematics	
Larson, Gary (deceased)	12/18/2010	Theatre Arts	✓

FHP FACULTY PRIORITIZATION SPRING 2011

1. Fire Science
2. Administration of Justice
3. Visual Arts/Photography
4. Exercise Science
5. Mathematics (BSI)
6. Reading
7. English (General Composition)
8. Culinary Arts
9. Biology
10. Fire Science
11. English As a Second Language
12. Mathematics
13. Simulation Nursing Faculty
14. Counseling
15. Dental Hygiene
16. Visual Arts/Art History
17. Communication/Journalism
18. Chemistry
19. English (BSI)
20. Italian
21. Automotive Technology
22. Music
23. Sustainable Energy Studies
24. Theatre
25. Telemedia/Recording Arts & Technology

SWC STATUS OF CLASSIFIED/MANAGEMENT VACANT POSITIONS 5/6/11

DISTRICT FUNDED VACANCY LIST - PENDING APPROVAL								
POSITION	**DIV**	**DEPARTMENT**	**FTE**	**M O**	**UNIT**	**PREVIOUS EMPLOYEE**	**EFF DATE**	**REASON FOR VACANCY**
Teacher	AA	CDC	1.000		CSEA	Alicia Gamboa	07/16/09	Resignation
Dean of Continuing Education & Economic, Workforce Development	AA	Continuing Education & Economic Workforce Development	1.000	12	ADM	Mary Wylie	07/02/08	Retirement
Instructional Lab Coordinator-EMS	AA	HEC-OM		12	CSEA	Russell Stolzoff	02/11/11	Resignation
Clerical Assistant II	AA	HEC-SY	0.500	12	CSEA	Sandra Jasso	02/04/11	Probation Rel.
Dean of School of Social Sciences & Humanities	AA	Social Sciences & Humanities	1.000	12	CSEA	Viara Giraffe		Retirement
Senior Systems Analyst	BFA	CSS	1.000	12	CSEA	Daniel Hill	08/04/08	Resignation
Senior Systems Analyst	BFA	CSS	1.000	12	CSEA	Larry Laframboise	12/30/03	Retirement
Food Service Worker	BFA	Food Services	1.000	12	CSEA	Guadalupe Franco	01/31/11	Retirement
Food Service Worker	BFA	Food Services	1.000	12	CSEA	Raul Haro	01/01/11	Retirement
Translator/Word Processor	BFA	OSS	1.000	12	CSEA	Clara Davis	8/21/2009	Retirement
Communications Energy Management Specialist	BFA	Maintenance	1.000	12	CSEA	Robert Wilson	2/28/2011	Retirement
Instructional Assistant I	SA	DSS	1.000	9	CSEA	Ann Lindshield	05/31/11	Retirement
Student Employment Services Specialist	SA	SES	1.000	12	CSEA	Jose Ernesto Rivera	03/31/09	Probation Rel.
Student Services Technician	SA	SES	1.000	11	CSEA	Veronica Rodriguez	02/18/11	Resignation
Administrative Secretary II	SP	Office of Institutional Effectiveness	1.000	12	CSEA	Anisabel Santamaria		Transfer (replaced Virginia Martinez)

DISTRICT FUNDED VACANCY APPROVED LIST: ACTIVE RECRUITMENT CYCLE								
POSITION	**DIV**	**DEPARTMENT**	**FTE**	**MO**	**UNIT**	**PREVIOUS EMPLOYEE**	**EFF DATE**	**REASON FOR VACANCY**
Director of Police Academy	AA	HEC-OM	0.800	11	ADM	New		New
Instructional Support Services Supervisor	AA	Instructional Support Services	1.000	12	SUP	Eva Hedger		Resignation
Vice President for Business & Financial Affairs	BFA	Business & Financial Affairs	1.000	12	ADM	Nick Alioto		Resignation
Campus Police Officer	BFA	Campus Police	1.000	12	CSEA	Justin Bourque	02/24/11	Resignation
Director of Information Technology	BFA	CSS	1.000	12	SUP	Steve Bossi	12/30/10	Retirement
Programmer Analyst (Web)	BFA	CSS	1.000	12	CSEA	New	04/13/11	New
Accountant	BFA	Financial Services	1.000	12	CSEA	Laura Sales	12/30/10	Retirement
Training Services Coordinator	HR	Staff Development	1.000	12	CSEA	Larry Lambert	06/09/05	Promotion
Financial Aid Specialist	SA	Financial Aid	1.000	12	CSEA	Rene Blanco	01/28/11	Resignation
Dean, Office of Institutional Effectiveness	SP	Office of Institutional Effectiveness	1.000	12	ADM	New	04/13/11	New
Project Grant Writer	SP	Institutional Research, Grants & Planning	1.000	12	CSEA	New	04/13/11	New
Project Grant Writer	SP	Institutional Research, Grants & Planning	0.500	12	CSEA	New	04/14/11	New
Senior Research & Planning Analyst	SP	Institutional Research, Grants & Planning	1.000	12	CSEA	New		New

PROJECT / GRANT FUNDED VACANCY LIST: PENDING APPROVAL

POSITION	DIV	DEPARTMENT	FTE	MO	UNIT	PREVIOUS EMPLOYEE	EFF DATE	REASON FOR VACANCY	NOTES
Project Instructional Assistant I	AA	Career/Technical Education & Learning Assistance	0.400	9	CSEA	New	07/08/09	N/A	RECRUITMENT NOTES: Waiting for direction from Trish regarding funding. Trish is requesting that 2 positions be changed to bilingual. Mark is initiating the steps to add the bilingual stipend to those positions. 1 POSITION FILLED; 2 POSITIONS ELIMINATED TO CREATE PROJECT CLERK
Project Instructional Assistant I	AA	Career/Technical Education & Learning Assistance	0.400	9	CSEA	New	07/08/09	N/A	
Project Manager-BETSI	AA	MSE/BETSI	1.000	12	SUP	Abigail Caschetta	09/03/10	Resignation	02/24/11 - On hold per Mark

DISTRICT FUNDED VACANCY LIST - APPROVED: ACTIVE RECRUITMENT CYCLE

POSITION	DIV	DEPARTMENT	FTE	MO	UNIT	PREVIOUS EMPLOYEE	EFF DATE	REASON FOR VACANCY	
Project Teacher-Childcare Access Means Parents in School (CCAMPIS) Grant	AA	CDC	0.375	10	CSEA	New	12/08/10	New	Per Robert Graham - $106,550 in total income. No expenses in this account.
Associate Director	AA	SBDC Network	1.000	12	SUP	New	04/13/11	New	
Project Technician	AA	SBDC Network	1.000	12	CSEA	Dorothy Palmer	12/30/10	Retirement	Per Robert Graham - The fund budgeted in a Project Hourly account. No expenses.

TO: SCC   March 30, 2011
FROM: Denise Whittaker
              Interim Superintendent/President
RE: Draft – Approval Process for Vacant Positions

It appears that there is no written process for how we approve/deny vacant positions.   Recognizing the shared decision-making process at SWC, I have drafted a process for your review and editing.

CLASSIFIED & MANAGEMENT POSITION REPLACEMENTS

1. Area manager provides justification to immediate supervisor for/against replacing a vacant classified or management position.
    a. What are the needs that warrant back-filling?
    b. What happens if the position is not back-filled?
    c. What are the plans to accommodate the negatives of not back-filling?
    d. Are there other options to consider?
        ☐   Distributing across other positions the work, within classification.
        ☐   Distributing across other positions the work, and work out of class if applicable.
        ☐   Re-organize to combine areas/divisions.
        ☐   Re-organize to include reclassifications.
        ☐   Eliminate service/program.
        ☐   Decrease services.
        ☐   Other
2. Supervisor submits request to Vice President for consideration.
3. Vice President submits to Cabinet for review and determination.
4. Superintendent/President provides updates to Budget Committee and Shared Consultation Council the status of replacement recommendations/determinations.

REQUEST FOR NEW CLASSIFIED OR MANAGEMENT POSITION
A new classified or management position may be considered outside of the annual Program Review or Snapshot prioritization process if sufficient justification occurs.
1. Area manager provides justification to immediate supervisor for creating a new classified or management position.
    a. Is the new position necessary to maintain program integrity or safety?
    b. Was this need noted in the most recent Program Review or Snapshot Report?   If not, why?
    c. What are the needs that warrant a new position?
    d. What is the funding source? Will the new position generate new sources of income?
    e. What happens if the position is not created?
    f. What are the plans to accommodate the negatives of not creating the new position?
    g. Can a reorganization occur to accommodate the new position?
2. Supervisor submits request to the appropriate Dean/Director for consideration.
3. Dean/Director submits request to the appropriate Vice President for considerations.
4. VP submits to Cabinet for review and determination.
5. Superintendent/President presents justification for new position to SCC.

FACULTY POSITIONS

1. Dean/Director provides justification to appropriate vice president for/against replacing a vacant position.
   a. Follow current FHP replacement process
   b. Report to Cabinet
   c. Superintendent/President submits list to Governing Board
   d. S/P reports outcome of FHP process to Academic Senate President.
2. In the event of an emergency replacement, the FHP Committee may submit exceptions to the Superintendent/President for replacement.
3. For programs involved in grants, contract education or external sources of funding (i.e. BSI), faculty positions may be considered outside of the normal FHP process.

SWC SCC Prioritization of Institutional Needs 5-4-11

Category	Item	Total Score	Priority
Classified Staff	1. Network Analyst	251	1
Faculty	1. Fire Science	310	2
Technology	1. BLDG 570	328	3
Technology	2. Chart of Accounts	416	4
Faculty	2. Administration of Justice	488	5
Other Unfunded Needs	1. Datatel / Training / Research	496	6
Technology	3. Software License Renewal (District-wide)	498	7
Classified Staff	2. Coordinator: Research/Planning/Grants/Foundation	521	8
Technology	4. Institutional (District-wide) Wireless Capability	572	9
Facilities	1. ART-710 Building (AC)	701	10
Equipment	1. Stability anchors for shelving in Bookstore	703	11
Other Unfunded Needs	2. Software: Maintenance, Replacement, Training	716	12
Supplies / Minor Equip	1. Computer Chairs/Tables – Reading Center Classrooms	722	13
Technology	5. Bandwidth Upgrade(IT) (NC)	732	14
Faculty	3. Visual Arts/Photography	755	15
Classified Staff	3. Clerk III: International Education / Articulation	859	16
Administrators	1. Center Supervisor - NC	867	17
Technology	6. Install and implement Financial Aid (F/A) Link	876	18
Faculty	4. Exercise Science	877	19
Facilities	2. Bldg. 400 renovation including bathrooms(LL)	885	20
Administrators	2. Center Supervisor - SYC	901	21
Faculty	5. Mathematics (BSI)	937	22
Supplies / Minor Equip	2. Photogenic Portable Lighting Strobe (4)	951	23
Equipment	2. Bleachers and Curtains (Dance)	953	24
Classified Staff	4. Clerical Assistant: Staff Dev	1005	25
Faculty	6. Reading	1015	26
Technology	7. Redundant Network Switches for the Core	1048	27
Administrators	3. Systems / Programming Supervisor	1082	28
Faculty	7. English (General Composition)	1089	29
Equipment	3. -80 Freezer (MSE)	1090	30
Facilities	3. DI Water system in 330 Building (MSE)	1094	31
Classified Staff	5. Grant Writer	1114	32
Supplies / Minor Equip	3. Membership in national and state research and grant publications	1167	33
Equipment	4. Student ID Card System (Hardware & Software)(Admin)	1213	34
Technology	8. Projectors to replace those over 8 years old (8 classrooms/labs) (MSE)	1242	35
Facilities	4. Forensic Crime (BPTE)	1245	36
Faculty	8. Culinary Arts	1309	37
Classified Staff	6. Secretarial Support to the Office of Institutional RPG	1334	38
Administrators	4. Academic Administrator EMT / Paramedic / Fire Science Programs	1441	39
Supplies / Minor Equip	4. Navy Program Office Supplies	1441	40
Other Unfunded Needs	3. Math Dept Final Testing Data Analysis	1445	41
Technology	9. Scanner (NC)	1455	42
Faculty	9. Biology	1470	43
Equipment	5. Operating Room Tables (2)	1475	44
Technology	10. Install redundant system for internet connectivity - CENIC system.	1527	45
Facilities	5. New Wellness Center for Health Services and Personal Wellness	1541	46
Classified Staff	7. DBA Administrator	1553	47
Supplies / Minor Equip	5. Presentation Cart for Academic Success Center	1620	48
Equipment	6. Update 4 High Fidelity Manikins OM	1620	49
Technology	11. UPS Electrical Backup	1673	50
Facilities	6. Relocate Server Cabinet away from human proximity (LL)	1690	51
Equipment	7. Purchase of a Hematology analyzer	1743	52
Technology	12. Adobe Master Suite Site License	1821	53
Administrators	5. Executive Director or the Foundation and for Center for Entrepreneurial Development	1840	54
Supplies / Minor Equip	6. Laptops/portable projectors --- Outreach	1879	55
Faculty	10. Fire Science	1899	56
Technology	13. ETRAN	1957	57
Facilities	7. ART-750 Building (Rm 751 AV Renovation-projector, sound system, screen)(AC)	1981	58
Supplies / Minor Equip	7. Instructional & Office Supplies for Staff Development Program	1986	59
Classified Staff	8. Purchasing, Contracts, Facilities & Leasing Assistant	2010	60
Faculty	11. English As a Second Language	2014	61
Supplies / Minor Equip	8. DSS Chairs for High Tech Center	2043	62
Technology	14. Position Control	2101	63
Faculty	12. Mathematics	2102	64
Supplies / Minor Equip	9. CAD Chairs	2172	65
Classified Staff	9. Aquatic Equipment Technician (partial contract – 10 hours per week) (CCAC) (NC)	2188	66
Facilities	8. ART-750 Building(AC)	2196	67
Technology	15. SARS Hardware & Software	2206	68
Other Unfunded Needs	4. Community & Media Relations Promotions	2217	69
Faculty	13. Simulation Nursing Faculty	2230	70
Classified Staff	10. Student Services Technician in Student Employment Services (SES)	2278	71
Facilities	9. Forensic Light Room Stn Steel Countertop, Sink and Fixture (BPTE)	2304	72
Supplies / Minor Equip	10. HEC/OM Printers for Signature Programs	2315	73
Faculty	14. Counseling	2344	74
Administrators	6. Director - Transfer Center	2353	75
Technology	16. Campus License for READ/WRITE	2360	76
Equipment	8. Police Patrol Vehicle (1), RCS Police Vehicle Radios (1)	2373	77
Equipment	9. Epilog Laser "12.24" 40W (Architecture, BPTE)	2419	78
Supplies / Minor Equip	11. Incubator (NC)	2428	79
Technology	17. Telemedia Server Network	2430	80
Classified Staff	11. Instructional Assistant II– Microcomputer (.5 FTE) (SY)	2487	81

Equipment	10. Incubators (8) MSE	2525	82
Faculty	15. Dental Hygiene	2539	83
Technology	18. Replace Computers for 2010-2011	2575	84
Other Unfunded Needs	5. Professional Org Membership Dues	2586	85
Classified Staff	12. Clerical Asst. (FT) to assist Admissions and Outreach Departments with office duties	2594	86
Faculty	16. Visual Arts/Art History	2599	87
Faculty	17. Communication/Journalism	2653	88
Classified Staff	13. Evaluator Specialist (increase 60% assignment to 100%)	2670	89
Faculty	18. Chemistry	2702	90
Faculty	19. English (BSI)	2720	91
Equipment	11. Kiln (Art)	2729	92
Other Unfunded Needs	6. Miscellaneous IT Training	2738	93
Equipment	12. COMMUNICATION-Vid-Oral booth overhaul	2812	94
Supplies / Minor Equip	12. ART – Conveyer Dryer, Washer Booth	2814	95
Facilities	10. New conference room/meeting for ASO etc.	2832	96
Classified Staff	14. Clerical support staff (BPTE)	2836	97
Technology	19. Digital Assistant for OLC	2875	98
Facilities	11. Electrical Outlets on wall for reading classrooms (427, 428, 429)(LL)	2894	99
Faculty	20. Italian	2916	100
Faculty	21. Automotive Technology	2926	101
Faculty	22. Music	2943	102
Faculty	23. Sustainable Energy Studies	2950	103
Equipment	13. TELEMEDIA-4 Teleprompters, 4 HD Studio Cameras, 4 Camera Pedestals	2951	104
Technology	20. Tech Purchasing Agent*	2969	105
Faculty	24. Theatre	2973	106
Faculty	25. Telemedia/Recording Arts & Technology	2980	107
Facilities	12. Room 302(MSE)	3047	108
Supplies / Minor Equip	13. PHOTO – 5 Sekonic 358 Flash meters, 2 Sekonic 558......1 Ringlight kit	3051	109
Technology	21. Video Flex Science Lab	3056	110
Classified Staff	15. Campus Police	3058	111
Classified Staff	16. Maintenance-Custodian	3078	112
Facilities	13. Renovate Planetarium	3089	113
Supplies / Minor Equip	14. Updated books & DVDs for Staff Development training	3103	114
Supplies / Minor Equip	15. ART – Water based Flash dryer......dip tank	3111	115
Supplies / Minor Equip	16. Chairs for Reading classrooms 428 and 429 (64) (LL)	3122	116
Supplies / Minor Equip	17. Chairs (30) for classrooms in 220 building (CIS/OIS)	3132	117
Supplies / Minor Equip	18. Surgical Equipment (instruments, OR packs, etc.) (OM)	3136	118
Facilities	14. Room 4104: Remodel into classroom with Smart Podium (OM)	3136	119
Supplies / Minor Equip	19. Supply budget - Ctr. For International Education	3146	120
Supplies / Minor Equip	20. DSS Software: Zoom for 10 DSS Computer units. (OM)	3150	121
Technology	22. Document Camera (2)	3165	122
Technology	23. Telemedia - 2 generic PC computers	3169	123
Equipment	14. MUSIC-Two Grand Pianos	3190	124
Facilities	15. Open facility on Fridays.(SY)	3201	125
Classified Staff	17. Campus Police	3205	126
Classified Staff	18. Cashiering Full time Account Clerk (from 47.50% to 100%FTE)	3208	127
Supplies / Minor Equip	21. Political Maps: 3 Italian, 4 Spanish-speaking world, 2 Francophone world (LL)	3225	128
Equipment	15. Scott SCBA Air-Pak® 75™ SCBA Cost $5,871 ea. (8 packs)	3235	129
Equipment	16. Armored Ultra Combat Fire Hose 1.75"x 50'	3237	130
Equipment	17. Forklift - Facilities	3239	131
Facilities	16. Remodel Math Center to increase study area(MSE)	3239	132
Equipment	18. Sweeper and riding vacuums for Corner Lot - Facilities	3241	133
Equipment	19. Plant Tissue Culture Chamber	3243	134
Equipment	20. Student ID Card System (Hardware & Software) (Admin)	3245	135
Equipment	21. Dental Operatory Replacement Plan (NC)	3247	136
Equipment	22. Police Patrol Vehicle (1), RCS Police Vehicle Radios (1)	3292	137
Equipment	23. Classroom Lab Chairs – Language Acquisition Center (LAC) – Room 445 (41)	3293	138
Equipment	24. Copier (HEC Admin)	3294	139
Equipment	25. Gator (CCAC)	3295	140
Facilities	17. MUSIC-Soundproofing for 800 building(AC)	3298	141
Facilities	18. Renovate Astronomy Laboratory	3299	142
Facilities	19. TELE-Classroom & Production room(AC)	3300	142
Facilities	20. Office space for Training Services Coordinator	3335	143
Facilities	21. COMMUNICATION: Forensic Team Space(AC)	3335	143
Facilities	22. Add boat storage space (CCAC) (NC)	3335	143
Facilities	23. Repair of Circulation Desk(ISS)	3335	143
Facilities	24. Emergency Vehicle Enclosure for motorized fire equipment(OM)	3335	143
Facilities	25. Building 560 and 550 classroom renovations.(BPTE)	3335	143
Supplies / Minor Equip	22. Structural Fire Helmets w/goggles (20 each) (OM)	3335	143
Supplies / Minor Equip	23. Two File Servers (OM)	3335	143
Supplies / Minor Equip	24. Firefighter Turnout Pants (20 each) (OM)	3335	143
Supplies / Minor Equip	25. Firefighter Turnout Coats (garments) (20 each) (OM)	3335	143

SWC SOUTHWESTERN COLLEGE Higher Education Centers
at National City
and SanYsidro

Achieving Educational Center Status

Spring 2011 Update

SWC SOUTHWESTERN COLLEGE **District Service Area**

SWC SOUTHWESTERN COLLEGE What is an Educational Center?

As defined by Title 5 of the California Education Code, and Educational Center is a postsecondary operation established and administered by an existing college or district at a location away from the campus of the parent institution.

An Educational Center:

(A) is planned to continue for ten or more years;

(B) generates at least 500 full-time equivalent student (FTES) annually.

(C) has an on-site administrator;

(D) offers programs leading to certificates and/or degrees conferred by the parent institution; and

(E) has been approved by the Board of Governors.

SWC SOUTHWESTERN COLLEGE What are the benefits of an approved
Educational Center?

An approved Educational Center is eligible for:

❑ State Capital Outlay funds.

❑ Maintenance costs allocated separately from other campuses.

❑ An annual base allocation of $1,000,000.

1

SWC — What are the requirements for an approved Educational Center to receive $1,000,000?

In order to receive an annual base allocation of $1,000,000, an approved educational center must have:

✓ Completed the review process of both the Board of Governors and the California Postsecondary Education Commission.

✓ Generate at least 1,000 FTES annually as reported in the district's annual attendance report.

SWC — Process for becoming an approved Educational Center

Three Phases:
- Phase I: Preliminary Notice
- Phase II: Letter of Intent
- Phase III: Needs Study/Analysis

Two to three year process that involves communication and/or interaction with the following agencies:

- California Postsecondary Education Commission
- California Chancellor's Office
- Department of Finance
- Demographic Research Unit
- Office of the Legislative Analyst
- Neighboring educational institutions

SWC — Phase I: Preliminary Notice

- General location of the proposed institution
- Type of institution under consideration
- Estimated enrollment and FTES at proposed campus opening date and within the first five years of operation
- Copy of the agenda item discussed by the local district discussing the authorization for the development of the center

SWC — Phase II: Letter of Intent

- An updated five-year enrollment and attendance projection.
- Current maps of the area with population densities, topography, and road and highway configurations.
- Map showing Sphere of Influence for the proposed educational center.
- Time schedule for development of the educational centers; including enrollment levels at the opening; intermediate; and final build out stages.
- A tentative five-year capital outlay budget starting on the date of the first capital outlay appropriation.
- Identification of neighboring public and independent institutions and/or Districts.
- A copy of the Resolution by the district governing board authorizing the new educational center.
- A copy of the district's most recent five-year capital construction plan.
- The location of the new educational center in terms as specific as possible.

Phase III:
Needs Study/Needs Analysis

- General description and overview
- Enrollment projections
- Academic planning and program justification
- Student services and outreach
- Support and capital outlay budget projections
- Geographic and physical accessibility
- Effects on other institutions
- Environmental impact
- Economic Efficiency

## Progress towards achieving Educational Center Status for National City & San Ysidro

✓On April 15, 2010, the SWC Governing Board approved a resolution substantiating the application of the HECNC and HECSY application for official educational center status.

✓GKK Works was hired as the consultant to complete the center status process for both Centers.

✓Phase I (submittal of Preliminary Notice) was completed in June 2010.

➢Phase II (Letter of Intent) to be submitted Summer 2011.

Higher Education Center at San Ysidro

Higher Education Center at National City & CCAC
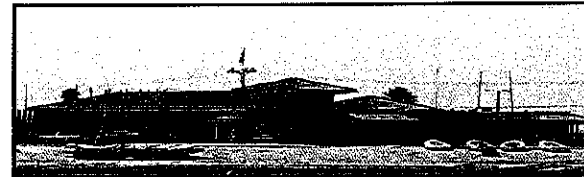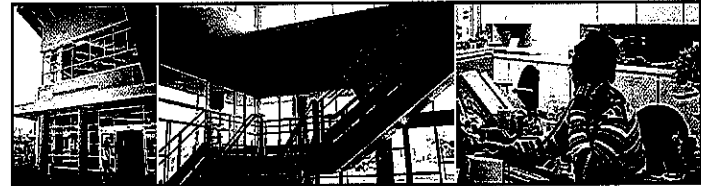
Higher Education Centers
Academic Programs/Student Support Services

SWC SOUTHWESTERN COLLEGE

INSTRUCTIONAL PROGRAMMING

- General Education/Transfer Courses
- Career/Technical Courses (Signature Programs)

- Prerequisite Courses for Signature Programs
- Basic Skills Courses
- Community/Business Interest Courses

STUDENT SUPPORT SERVICES

- Admissions and Records
- Assessment
- Bookstore
- Computer Lab
- Counseling
- Career/Transfer Center
- Disability Support Services

- E.O.P.S.
- Financial Aid
- Health Services
- Library Services
- Student Activities/ASO
- Student Employment
- Tutorial Services
- Online Learning Center

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Higher Education Centers
Signature Programs/Focus Areas

SWC SOUTHWESTERN COLLEGE

National City	❖ Dental Hygiene ❖ Medical Office Professions/Medical Assisting ❖ Medical Laboratory Technician ❖ Family Resource Center/MEFC ❖ Military Program: Southwest Regional Apprenticeship Program & Navy College Program	
Crown Cove Aquatic Center	❖ Safety Afloat Program *Cardiopulmonary Resuscitation (CPR)* *Pediatric Safety & CPR* *First Aid* *Automated External Defibrillation* *Oxygen Administration* *Lifeguard Training* *Fundamentals of Instructor Training* ❖ Marine Safety Service Program *First Responder* *Refresher Emergency Medical Technician (EMT)* *Refresher Automated External Defibrillation* *Swift Water Rescue Awareness*	❖ Youth and Community Group Program *Basic Boating and Water Safety* *Kayaking* *Canoeing* *Outrigger* ❖ Credit Classes *Sailing* *Surfing* *Outrigger* *Kayaking* *Sand Volleyball*
San Ysidro	❖ Legal Interpretation & Translation Program ❖ Focus Areas *ESL* *Child Development* *Basic Skills Courses*	

General Fund (Unrestricted) Expenses
and FTES Generated Revenue

SWC SOUTHWESTERN COLLEGE

2009-2010

Budgets by Object	National City & CCAC	San Ysidro
1000s Academic Salaries	1,902,506	925,022
2000s Classified Salaries	532,822	328,630
3000s Employee Benefits	392,585	214,559
4000s Supplies & Materials	93,204	20,368
5000s Other Expenses & Services	38,519	14,478
6000s Capital Outlay	9,849	2,501
TOTALS	2,969,484	1,505,558

FTES Generated	948	656
Dollar Amount ($4,564.825 per FTES)	4,327,454	2,994,525
Difference	**+1,357,970**	**+1,488,967**

Next Steps to Achieve
Center Status

SWC SOUTHWESTERN COLLEGE

San Ysidro

➤ Request of $138,000 budget augmentation to expand student access and course offerings to include Friday and Saturday operations.

➤ Reallocation of FTES to increase course offerings at the Center.

National City & CCAC

➤ Comprehensive enrollment management plan including student and community needs assessment surveys.

➤ Expand promotion and marketing efforts.

Continue to work with GKK Consultants to submit Letter of Intent and conduct Phase III of the CPEC approval process.

SWC   Center Status Timeline

SOUTHWESTERN COLLEGE

Submit the Letter of Intent (LOI) to the State	May 30, 2011	May 30, 2011
State Review of LOI (60 days)	May 30, 2011	July 30, 2011
Submit Projections to Department of Finance(DOF)	August 1, 2011	August 1, 2011
DOF Review (60 days)	August 1, 2011	October 1, 2011
Submit the Needs Study to the State	November 1, 2011	November 1, 2011
State review of Needs Study (60 days)	November 1, 2011	January 1, 2012
Board of Governor's Meeting-Designation of Center Status	Spring 2012	
Each Center generates 1,000 annual FTES	July 1, 2011	June 30, 2012
Each Center receives $1,000,000 (annually)	Fiscal Year 2012-2013	Ongoing

**All times are estimated and dependent on the State's ability to complete reviews in a timely manner and the District's ability to support the needs of the Centers.

Categorical Programs Supporting Student Access and Success Teaching & Learning

Prepared for:

Shared Consultation Council

Prepared by:

Angelica L. Suarez, Ph.D.
Vice President of Student Affairs

Friday, May 4, 2011

SWC 50 Years
SOUTHWESTERN COLLEGE

What exactly are CATEGORICALS?

- Specially funded programs designed to *supplement* other programs, services and needs of the college.
- They are not grants.
- They are not part of the general fund.
- They generally serve a specific, defined student population (except for Matriculation which is mandated to serve all students).
- They have very strict guidelines and regulations (Ed Code, Title 5 and federal statutes).
- They have many required state reports to complete.
- Faculty, staff and managers hired through categorical programs are considered 'permanent' rather than 'temporary'.

Extended Opportunities Program & Services (EOPS)

- What is EOPS?
  Extended Opportunity Program and Services is a state-funded, special assistance program for students who are socially, economically, and academically or language disadvantaged. EOPS assists students with counseling, money for books, emergency loans, priority registration, unlimited tutoring, and specialized support workshops.

- What services do EOPS students receive? Academic, career, and personal counseling
- Transfer/Career assistance
- Student Educational Plan (SEP) and Semester-by-Semester Plan for each student
- Tutoring
- Academic follow-up of students
- Progress reports - to provide information to students as to how they are doing in their classes
- Emergency Loans/Scholarships
- Book Service
- Cultural enrichment activities
- Workshops in personal development, study skills, career, and majors
- Leadership development activities
- CARE Program – Grant and additional services for EOPS students who are single parents, have a child 13 years or younger and have an open case number with the Department of Health and Human Services
- Priority Registration
- Student Employment Services (Job Prep and Job Placement)
- Cap and Gown for graduation

Students Served: 1700

Disability Support Services (DSS)

Southwestern College Disability Support Services (DSS) is committed to the academic success of students with documented disabilities by providing services, accommodations and resources for universal access.

- Disability Counseling Services: Specialized counseling to assist with the verification of a disability, identification of reasonable accommodations, academic advising and career planning.
- Eligibility Testing - Testing to verify eligibility for a learning disability is offered in accordance with California Community College Title 5.
- Accommodations and Services: Accommodations and services may include: priority registration, registration assistance, test proctoring, sign language interpreting, notetaking.
- High Tech Center: A computer laboratory with assistive hardware and software is open for student use. Adaptive technology includes speech output, screen readers, screen enlargement and alternate media. Course work is offered to support the development of computer skills, basic skills and to provide instruction in the use of assistive devices
- Personal Development Classes: Classes designed to develop specialized skills and strategies are offered to prepare students for college courses.
- Community Liaison: DSS provides referral and resource information to identify support services from community agencies.

Student Served: Approximately 1200

Matriculation

The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of five student-direct components of the matriculation process:

❖ Admissions
❖ Orientation
❖ Assessment & Placement
❖ Counseling/Advisement
❖ Student Follow up

• Largest funding source is for orientation, assessment/placement testing and counseling

Students Served: All "matriculating" students – all students.

Why we need/want categorical programs?

• These programs help the college meet its mission, goals, and objectives and accreditation standards related to:

❖ Access
❖ Student Success (Retention, Persistence and Success)
❖ Equity for underrepresented, underserved, first generation college students.

• These programs were designed to meet specific needs – to provide additional resources so that the college can be responsive to specific students – disabled, poor, first generation, basic skills.

• These programs are what makes the college responsive to the community

Budget Reductions – Comparisons
State Funding & College Support

Program	2008-2009	2009-2010	2010-2011	2011-2012	Decrease in Funding 08/09 > 11/12
DSS	$1,672,168	$1,095,911	$958,448	$958,448	42%
EOPS/CARE	$2,578,305	$1,555,497	$1,499,114	$1,499,114	41%
Matriculation (Credit)	$1,088,900	$584,313	$527,010	$527,010	51%
Matriculation (Non Credit)	$120,201	(Included)	$54,925	$54,925	54%
State Funding Total	$5,459,574	$3,235,721	$3,039,497	$3,039,497	44%
District Backfill * Carry forward ** ARRA ***		$802,954 ** $319,244 ***	$1,104,806* $167,118**	$1,245,606*	
Total Budget	$5,459,574	$4,357,919	$4,311,421	$4,285,103	21%

Personnel and Mandated (Services) Costs:

Program	Personnel (Fixed Costs)	Mandated Services/Costs
DSS	$1,082,120	$306,000 *
EOPS/CARE	$1,151,196	TBD
Matriculation (Credit)	$659,685	TBD
Matriculation (Non Credit)	$72,311	
Total	$2,965312	

* Estimate based on current year's costs

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Additional Funding Required for Categorical Programs -- 2011-2012
(DSS, EOPS/CARE, Matriculation)

- In February 2010, Student Affairs submitted a request (Budget Assumption Form) to the SCC Budget Committee for $1.5 Million in "recurring" College District backfill to offset cuts implemented by the State.

- In March 2010, the SCC Budget Committee voted to approve/recommend the request for $1.5 million in College District backfill.

- In September 2010, the amount was adjusted from $1.5 to $1.1 million once the final budget was provided by the State, and the use of one-time carry forward funds ($167,000) was used to offset the shortfall.

- In September 2010, the Final College budget was approved by the Governing Board.

- The request for "additional" funds is to maintain the current level of service based on the 2010/11 year given that we will not have carry forward funds. The "additional funds" required are $140,800 in addition to the $1.1 million previously approved as a recurring cost.

Questions/ Comments ?

Thank You!