

SHARED CONSULTATION COUNCIL / SCC MEETING
STRATEGIC PLANNING ~ POLICY & PROCEDURE APPROVAL ~ ISSUE MANAGEMENT ~ CAMPUS COMMUNICATION
Wednesday, December 7, 2011, 3:00 – 5:00 pm Room: L238S

SWC Mission Statement

Southwestern Community College District promotes student learning and success by committing to continuous improvement that includes planning, implementation and evaluation. We serve a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services

Funding Priorities

Preserve Jobs (Employment Integrity); Preserve Classes (Instructional Integrity); Preserve Support to Students (Student Services Integrity); Preserve Safety (Environmental/Security Integrity)

Members

4 Academic Senate Representatives:	4 CSEA Representatives:	7 Planning Representatives
<i>Victoria Lopez</i>	<i>Bruce MacNinch</i>	<i>AOC: Mink Stavenga</i>
<i>Janelle Williams</i>	<i>Michelle Fenlon</i>	<i>FSC: John Brown</i>
<i>Eric Maag</i>	<i>Heather MacNinch</i>	<i>IPRC: Linda Hensley</i>
<i>Chris Hayashi</i>	<i>Deborah Peckenpaugh</i>	<i>ITC: Paul Norris</i>
4 SCCDAA Representatives:		<i>OIE: Diana Kelly</i>
<i>Aaron Starck</i>	4 Associated Student Representatives:	<i>EP/EMC: Mia McClellan</i>
<i>Patti Larkin</i>	<i>Claudia Duran</i>	<i>ISLO: Rebecca Wolniemcz</i>
<i>Debbie Trujillo</i>	<i>Alix Lopez</i>	Non-Voting Resource Staff
<i>Silvia Cornejo-Dary</i>	<i>Candy Arias</i>	<i>Joseph Quarles, VPHR</i>
1 Confidential Representative	<i>Angel Castro</i>	<i>Angélica Suárez, VPSA</i>
<i>Patti Blevins</i>		<i>Kathy Tyner, Acting VPAA</i>
	1 SCEA Representative	<i>C.M. Brahmbhatt, Acting VPBFA</i>
<i>Valerie Goodwin-Colbert (Facilitator)</i>	<i>Janet Maggarella for Andy MacNeill</i>	<i>Linda Gilstrap, Dean, OIE</i>
<i>Rosalva Garcia (Recorder)</i>		<i>Ben Seaberry, IT Director</i>
Guest(s):		<i>Randy Beach, AS President-Elect</i>

10 + 1 Mutual Agreement Items:

9. District and college governance structures, as related to faculty roles.
10. Processes for institutional planning and budget development including self-study and annual reports.
11. + 1 Other academic and professional matters as mutually agreed between the Gov. Board & the Academic Senate.

A G E N D A

AGENDA ITEM	PRESENTER/S	DECISION
1. Call to Order / Approval of Agenda	Stuart	
2. Approval of the Minutes: November 2, 2011	Stuart	
I. Strategic Planning (40 Mins)		
3. Updates:		
<ul style="list-style-type: none"> • Director of IRG&P • Strategic Planning Update • Technology Plan Update: IT Priorities • Technology Priority Memo 	Gilstrap	(handouts)
	Seaberry	(handout)
4. Prioritization: Update Recommendation to Eliminate Vacant Job Titles	Whittaker	(handout)
5. Budget Update & Recommendations:		
<ul style="list-style-type: none"> • Message from VC Troy – Triggers & the SCO Cash Report (handout) • Travel Memo 	Temple/MacNeill Whittaker	(handout) (handout) Provide input from Constituent Groups
II. Policy/Procedures Development		
6. Policy & Procedures: Constituency signatures	Stuart	
7. Policy & Procedures 1200: (Institutional Mission, Vision & Values	Stuart/Suárez	(handout) Provide input from Constituent Groups
8. Campus Emergency Procedures: Fire, Earthquake & Active Shooter	Brahmbhatt/Sánchez	(handout)
III. Issue Management		
9. Parking Task Team Update	Brown/Howard	(handout)

10. Use of Student Union East	Stuart	
11. Naming of Buildings: <ul style="list-style-type: none"> • Corner Lot – Joseph Rindone • Cafeteria Grill – Raúl Haro 	Whittaker	(handout) Provide input from Constituent Groups
12. Hiring Updates: <ul style="list-style-type: none"> • Director, Admissions & Records(A&R) • PIO • VPAA • VPBFA • VPHR 	Whittaker	(A & R rationale & handout)
IV. Campus Communication		
13. New Construction User Group: identification of members process	Whittaker/Stuart	Info item
14. SCC Task Force Updates: <ul style="list-style-type: none"> • Think Tank: Futurist Council • Sustainability Task Force (Minutes) • Tree Removal 	Whittaker	
15. Emergency Response Team Update	Temple/McClellan/Sanchez	
16. 50 th Retiree Reunion Luncheon: <ul style="list-style-type: none"> • December 8 from 12:00-1:30 pm (R.S.V.P.) 	Whittaker	
V. Standing Committee Reports to be sent via email		
VI. IBB Process Check		
<ul style="list-style-type: none"> • Meeting Feedback 	Co-Chairs: Whittaker/Stuart	
Future Agenda Items		
<ul style="list-style-type: none"> • Mass Communication System Update • Shared Decision Making/Planning Manual Update • Fraud Policy 		



Annual SCC Holiday Pot Luck Party – immediately following SCC 5:00-7:00



Next SCC Meeting: Wednesday, January 18, 2012

SHARED CONSULTATION COUNCIL / SCC MEETING
STRATEGIC PLANNING ~ POLICY & PROCEDURE APPROVAL ~ ISSUE MANAGEMENT ~ CAMPUS COMMUNICATION
Wednesday, November 16, 2011, 3:00 – 5:00 pm Room: L238S

SWC Mission Statement

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Preserve Jobs (Employment Integrity); Preserve Classes (Instructional Integrity); Preserve Support to Students (Student Services Integrity); Preserve Safety (Environmental/Security Integrity)

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x	<i>Victoria Lopez</i>	ex	<i>Patti Blewns</i>	x	<i>AOC: Mink Stanenga</i>
x	<i>Janelle Williams</i>		4 CSEA Representatives:		<i>FSC: John Brown</i>
ex	<i>Eric Maag</i>	ex	<i>Bruce MacNintch</i>	x	<i>IPRC: Linda Hensley</i>
x	<i>Chris Hayashi</i>	x	<i>Michele Fenlon</i>	x	<i>ITC: Paul Norris</i>
	4 SCCDAA Representatives:	x	<i>Heather MacNintch</i>	ex	<i>OIE: Diana Kelly</i>
x	<i>Aaron Starck</i>	ex	<i>Deborah Peckenpaugh</i>	x	<i>EP/EMC: Mia McClellan</i>
x	<i>Patti Larkin</i>		4 Associated Student Representatives:	x	<i>ISLO: Rebecca Wolnienczyz</i>
x	<i>Omar Oribuela for Debbie Trujillo</i>	x	<i>Claudia Duran</i>		Non-Voting Resource Staff
x	<i>Silvia Cornejo-Darcy</i>	x	<i>Alix Lopez</i>	x	<i>Joseph Quarles, VPHR</i>
		x	<i>Candy Arias</i>	x	<i>Angélica Suárez, VPSA</i>
x	<i>Rosalva Garcia (Recorder)</i>	x	<i>Angel Castro</i>	x	<i>Kathy Tyner, Acting VPAA</i>
x	<i>Randy Beach (Facilitator)</i>			ex	<i>Robert Temple, Acting VPBFA</i>
			1 SCEA Representative	x	<i>Linda Gilstrap, Dean, OIE</i>
x	<i>Guest(s): Robert Sanchez, Marco Bareño</i>	x	<i>Janet Mazzarella for Andy MacNeill</i>	x	<i>Ben Seaberry, IT Director</i>
				x	<i>Randy Beach, AS President-Elect</i>

10 + 1 Mutual Agreement Items:

9. District and college governance structures, as related to faculty roles.
10. Processes for institutional planning and budget development including self-study and annual reports.
11. + 1 Other academic and professional matters as mutually agreed between the Gov. Board & the Academic Senate.

MINUTES

AGENDA ITEM	DECISION
1. Call to Order / Approval of Agenda	
2. Approval of the Minutes: November 2, 2011	Approved by Consensus
I. Strategic Planning (60 Minutes)	
1. Strategic Planning Update: <ul style="list-style-type: none"> • Strategic Planning workgroups: SCC Standing Committee templates (e.g., ITC, Facilities) 	<p>All leads of the Strategic Planning workgroups met and were a little surprised to learn that work has been added to their responsibilities. Gilstrap explained, however, that this was being done as part of the ongoing accreditation work towards integrating processes. Gilstrap is working with Stuart to ensure that the SCC organizational chart reflects the duties of the standing committees as approved by the SCC and will create a one page document summary of duties and responsibilities. She also shared that the goals and objectives have to be identified by the end of this month. In addition, Gilstrap summarized the input from the forums making it simpler for committees to digest.</p> <p>Seaberry provided an update on the ITC sharing that their committee continues working hard and are close to bringing the Technology Plan to the SCC. The Technology Plan will be added to the SCC agenda for the December meeting.</p>
<ul style="list-style-type: none"> • ARCC/SWC Fast Facts 	Tabled for next meeting
2. Budget Update & Recommendations: <ul style="list-style-type: none"> • Travel Memo - Input 	The SCC sought input from constituency groups on the Travel Memo, which will nearly suspend all travel. The Academic Senate stated that they are in favor of the travel memo. The Student Services Council

	<p>requested the number of miles be increased to 150 so that local conferences can be covered.</p> <p>A final decision was tabled until the next meeting; constituency leaders are asked to bring back feedback to the Dec. 7 meeting.</p>
II. Policy/Procedures Development	
3. Policy & Procedures: Constituency signatures	Postponed to December 7 meeting.
4. Policy & Procedures 1200: (for consultation) Institutional Mission, Vision & Values	After lengthy discussion, the SCC submitted modifications for Policy & Procedures 1200: Institutional Mission, Vision & Values. Once revisions are incorporated, these documents will be forwarded to the SCC to share with constituents for input. Constituency leaders are asked to bring back feedback to the next SCC meeting.
5. Smoking Policy & Procedures Update	Tabled for next meeting
III. Issue Management	
6. Parking Task Team Update	After lengthy discussion on parking issues, it was agreed that John Brown and Veronica Howard (Co-Chairs) be invited to the next SCC meeting present to present an update.
7. Naming of Buildings: (Constituency Feedback) <ul style="list-style-type: none"> Administration Bldg of the Corner Lot – Joseph Rindone Cafeteria Grill – Raúl Haro 	At the request of the SCC, Whittaker will provide the process and criteria for naming buildings as well as rationale and biographies for Joe Rindone and Raúl Haro.
8. Hiring Updates: <ul style="list-style-type: none"> VPAA (Permanent) VPBFA VPHR PIO 	Whittaker provided an update on the following positions: The VPAA job announcement will be closing in February. The VPBFA failed its search (once again) only one applicant was forwarded for 2 nd level interviews; however it was declined by the S/P. There is a full search for the VPHR and the PIO.
IV. Campus Communication	
9. Prioritization: <ul style="list-style-type: none"> Breakdown of Funding 2011-2012 On-Going Status Summary Unanticipated Determinations that were neither budgeted or included in the Prioritization Lists (IT–Datatel) 	Whittaker provided an update on prioritization and the unexpected expenses of \$60,000, which need to be paid before July 15, 2012.
10.SCC Task Force Updates: <ul style="list-style-type: none"> Think Tank Task Force Sustainability Task Force 	An update was tabled for next meeting
11.Emergency Response Team Update	McClellan continues working with the consultant on the production of the Emergency Response Team Update.
12.50 th Retiree Reunion Luncheon: <ul style="list-style-type: none"> December 8 from 12:00-1:30 pm (R.S.V.P.) 	The SCC approved by consensus to extend the 50 th Anniversary to June 30, 2012.
13.	
V. Standing Committee Reports to be sent via email	
VI. IBB Process Check	
<ul style="list-style-type: none"> Meeting Feedback 	Whittaker shared that she does not like to use thumbs to indicated consensus agreement of the SCC because in other cultures using thumbs up, down, to the side, or making a circle is very offensive. Other council members agreed. The SCC will come up with a new way of showing consensus. For the time being, the SCC will continue to use a show of hands.
Announcements:	Commencement 2012: It was announced that because Devore Stadium will be under construction next Spring, Commencement will

	<p>be held elsewhere. The College will be kept updated. Student Claudia Duran was selected as Vice President of CCCAST (Association of Student Trustees); Alix Lopez was elected as Director of Public Relations and Outreach for Region X! Congratulations Claudia & Alix!</p> <p>Reminder of the annual Xmas party: Everyone is welcome to sign up for the pot luck; contact Angie Stuart or Rosalva Garcia. No alcohol is allowed but a good time will be had!</p>
<p><u>Future Agenda Items</u></p> <ul style="list-style-type: none"> • Mass Communication System Update • Shared Decision Making/Planning Manual Update • Fraud Policy 	

Adjournment

The meeting adjourned at 4:40 pm

Memo

To: Denise Whittaker, Superintendent/President
From: Ben Seaberry, Director of Institutional Technology & CIO
Date: 9/9/2011
Re: Technology Plan 2011-2015: Prioritized Action Items for 2011-2012

The Institutional Technology Committee (ITC) and Technology Plan Oversight Team (TPOT) and I have worked to review and prioritize the Technology Plan Action Items that are scheduled to begin this fiscal year (2011-2012). The attached worksheet lists the Action Items in priority order and includes an estimated budget and funding source per item.

The Category A items are the highest priority and were selected because of their inclusion in the 2011-2012 Prioritization Master List. These items relate to various areas of the college: Institutional Technology (Staffing, Wireless, Infrastructure, Electrical Power, Computers, Policies), Finance (Chart of Accounts), Student Services (Financial Aid Link), Instruction (Tracking, Software Licenses, Computers). The remaining Action Items were categorized from B-D according to importance/impact. The top Category B items include WAN upgrades to the HECs, emergency notification system, disaster recovery, MIS reporting and electronic disbursements for students. There are a total of 70 Action Items scheduled for next year and the prioritized list will help us to make decisions for which items to address given our available resources.

The additional/annual cost columns are estimates – some estimates are based on vendor proposals and others are based on educated guesses. Some items do not have cost estimates because the scope requires additional information. Many items do not require additional costs and will be covered by the responsible departments. Potential funding sources were offered to serve as a guide. Prop R was listed as a potential funding source for some of the infrastructure related items but of course that will require review.

The ITC is a shared governance committee that has provided significant dialog and recommendations for prioritizing the technology plan action items. Thank you for your consideration and support.

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
A	1	F.2.	Develop a prioritized staffing plan for hiring additional computer and network staff and management based on Program Review -- Network Analyst (A-1)	2011-2012			HR	Network Analyst
A	2	D.1.t.	Change the current Chart of Accounts to allow Baseline Colleague implementation (A-4)	2011-2012	\$80,000	\$0	Tech Plan Allocation	Dependency for future development
A	3	D.6.a.	Develop and implement improved processes and ongoing funding for institutional software licenses as determined by ITC (A-7)	2011-2015			Tech Plan Allocation	To Be Determined (TBD)
A	4	D.6.c.	Create a centralized clearinghouse for institutional software licensing and provide staffing. (A-12)	2011-2013	\$0	\$0	N/A	Use existing staff
A	5	E.1.	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. (A-14)	2011-2015	\$25,000	\$0	Tech Plan Allocation	Network analysis and documentation
A	6	E.1.a.	Wireless upgrade District wide (A-14)	2011-2013	\$200,000	\$20,000	Prop R (if OK)	Enterprise system
A	7	C.2.d.	* Implement Financial Aid Link to allow students to purchase books and supplies in real time prior to the start of each semester. (A-18)	2011-2012	\$20,000	\$8,000	Tech Plan Allocation	

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
A	8	E.2.a.	* Replace redundant network switches for the core network at the main distribution facility, including distribution switches. (A-27)	2011-2013	\$200,000	\$20,000	Prop R (if OK)	
A	9	F.2.	Develop a prioritized staffing plan for hiring additional computer and network staff and management based on Program Review -- Systems and Programming Supervisor (A-28)	2011-2012			HR	Systems and Programming Supervisor
A	10	F.2.	Develop a prioritized staffing plan for hiring additional computer and network staff and management based on Program Review -- Database Administrator. (A-47)	2011-2012			HR	Database Administrator
A	11	E.2.c.	Upgrade the electrical back-up system to provide power for important network services and related devices in case of a power outage (Replacement of existing UPS and determine SLA [Service Level Agreement] for supplying temporary power). (A-50)	2011-2013	\$200,000	\$20,000	Prop R (if OK)	Alternatively - Standby hosting of critical servers and data offsite
A	12	D.6.a.	Develop and implement improved processes and ongoing funding for institutional software licenses as determined by ITC -- Adobe Master Suite (A-53)	2011-2015			Tech Plan Allocation	Depends on scope of Adobe license

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
A	13	D.1.d.	Develop, expand, and support SARS Suite applications (Track, 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. (A-68)	2011-2012	\$5,000	\$1,000	IT Annual Software	Already Purchased (however, need additional support)
A	14	D.6.a.	Develop and implement improved processes and ongoing funding for institutional software licenses as determined by ITC -- Read-Write Gold (A-76)	2011-2015	\$6,000	\$750	Tech Plan Allocation	Already Purchased (need annual)
A	15	A.3.a.	Conduct an annual prioritization process to determine which student computer labs should be replaced, reissued, or removed for the following school year based upon the age of the computers and program review plans using project management reporting tools. (A-84)	2011-2015	\$600,000	\$600,000	Tech Plan Allocation	Annual funding needed
A	16	D.3.	Conduct an annual proposal process to replace 20-25% of faculty and staff computer systems each year (A-84)	2011-2015	\$300,000	\$300,000	Tech Plan Allocation	Annual funding needed
A	17	A.3.b.	Development and implement new policies and procedures for installing updated software in student computer labs using project management reporting tools	2011-2012	\$0	\$0	N/A	IT and ISS

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
B	1	E.1.b.	WAN [Wide Area Network] upgrade District wide	2011-2013	\$60,000	\$15,000	Tech Plan Allocation	Gross estimate
B	2	G.5.	* Implement a college-wide emergency 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 cancellation, power outages, etc.; consider digital signage	2011-2012	\$115,918	\$24,083	Prop R (if OK)	Based on Proposal
B	3	E.5.	* Develop a multi-tiered disaster recovery plan to restore access to critical information resources in case of a catastrophic outage	2011-2013	\$30,000	\$0	Tech Plan Allocation	Gross estimate
B	4	C.4.a.	* Improvement to MIS reporting, including matriculation data collection for improved accuracy using Data Warehouse as a management tool	2011-2015			TBD	
B	5	C.2.a.	Refine an effective system that will execute student awards and electronic disbursements to avoid late payments to students	2011-2013			Tech Plan Allocation	TBD
B	6	E.3.c.	Implement network bandwidth shaping to prevent one type of traffic, such as video, from overwhelming all other types of traffic such as web browsing	2011-2012	\$50,000	\$20,000	Tech Plan Allocation	Gross estimate

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
B	7	B.1.d.	Adequate support for Office of Institutional Research using Data Warehouse to facilitate Program Review.	2011-2012			TBD	
B	8	C.2.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.	2011-2012			Tech Plan Allocation	TBD
B	9	E.4.c.	Establish secure offsite storage of all backups and archive data files; establish process for destruction of data storage units	2011-2012	\$3,120	\$3,120	IT	Use existing budget
B	10	C.4.e.	Implement a CCC Tran for online transcript requests and electronic exchange with other community colleges, and with four-year public and private institutions.	2011-2012	\$5,000		IT Annual Software	Already Purchased
B	11	D.6.b.	Develop software library and license documentation to account for all copyrighted software installed on any college-owned computer/server.	2011-2013	\$0	\$0	N/A	Use existing staff
B	12	D.1.b.	Implement the assessment-tracking program for student learning outcomes (SLOs) that is integrated with the existing eLumen program	2011-2012	\$0	\$0	ISS	Already purchased

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
B	13	D.1.f.	Implement a resource scheduling application that integrates with Datatel Colleague to provide detailed information about room scheduling, inventory and space utilization	2011-2012				TBD
B	14	A.4.a.	Install an effective, stable course management system	2011-2012				TBD
B	15	A.2.c.	Develop new policies and procedures for installing updated software in student computer labs using project management reporting tools.	2011-2012	\$0	\$0	N/A	
B	16	A.4.b.	Provide reliable synchronized communication among all systems that interface with the CMS [Learning Management System -- BlackBoard]	2011-2013	\$25,000	\$11,000	IT and ISS	Based on Proposal
B	17	D.1.q.	Implementation of an Electronic Student Educational Plan (SEP), e-Advising and Degree Audit reporting for the School of Counseling and Personal Development, and Evaluations office	2011-2013				TBD
B	18	D.5.b.	Review, maintain, and upgrade existing pay-for-print system in computer labs	2011-2012	\$10,000	\$2,000	Fee-Print Budget	
B	19	C.4.f.	Implement online credit and non-credit positive attendance tracking. Reporting for faculty and State reporting.	2011-2012	\$0	\$0	IT Annual Software	See A13 (SARS)

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B	20	B.1.a.	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 [ADA/UDE] standards.	2011-2012	\$0	\$0	N/A	TBD
B	21	B.1.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.	2011-2015				Collaborate with Online Learning Center (OLC)
B	22	D.2.d.	Create and implement a web-based Program Review module.	2011-2013				TBD
B	23	A.2.a.	Develop a new organizational model for the operation, supervision, and technical support of current and future SWC locations - all current and future labs.	2011-2012	\$0	\$0	N/A	
B	24	D.7.	Development of policies, procedures, and guidelines for college-wide technology requests, usage, services and support to be included in the SWC Policies & Procedures manual as applicable	2011-2014	\$0	\$0	N/A	
B	25	A.2.d.	Implement new policies and procedures for installing updated software in student computer labs using project management reporting tools.	2011-2012	\$0	\$0	N/A	

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
B	26	A.5.a.	Collaboratively develop action plans and service level agreements [SLAs] with Student Services to provide new or enhanced online student support services (e.g., advising, counseling, enrolling, etc.)	2011-2015	\$0	\$0	N/A	
B	27	D.1.s.	Organize and implement a campus wide Datatel Users Group	2011-2012	\$0	\$0	N/A	
B	28	G.3.b.	Hire staff to support faculty in creation and posting of web pages on SWC Website	2011-2012			HR	TBD
B	29	C.2.c.	Calculate and forecast average Pell Grant Award using a 2-year reporting period	2011-2014				TBD
B	30	F.3.a.	Provide employee training workshops on-campus and online throughout the year	2011-2012			Staff Development	TBD
B	31	G.3.c.	Ongoing review and improvement of the search engine and navigational links of the website	2011-2013	\$0	\$0	N/A	
B	32	A.4.c.	Provide support to instructional departments or divisions if they elect to develop fully online certificate or degree programs	2011-2013			ISS	TBD
B	33	B.1.c.	Hire digital content media support staff	2011-2013			HR	TBD
B	34	C.3.c.	Explore a process to provide students with unified communication and information dissemination e.g., Face book, Twitter, email	2011-2012	\$0	\$0	N/A	Community Relations

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
B	35	D.2.a.	Develop a service catalog for supporting users of integrated third-party applications	2011-2013	\$0	\$0	N/A	IT
B	36	G.3.a.	Develop new and updated web pages for all offices and departments on campus (required activity)	2011-2013	\$0	\$0	N/A	Community Relations
C	1	E.6.a.	Expand 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. Expand virtual servers to offsite Centers.	2011-2012	\$100,000	\$100,000	Tech Plan Allocation	Gross estimate - Depends on scope (e.g., Datatel servers)
C	2	F.3.b.	Provide ongoing training and cross-training for IT staff and management to increase their technical proficiencies and knowledge	2011-2015	\$0	\$0	Staff Development	
C	3	D.2.c.	Create and implement a course scheduling module that is web-based (might go with Curricunet development in D.1.c)	2011-2015	\$10,000	\$1,000	ISS	Governnet proposal
C	4	D.1.g.	Expand the document imaging systems to additional offices as requested (ImageNow)	2011-2014	\$185,000			Already funded (partial)

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
C	5	D.4.	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	2011-2013			Tech Plan Allocation	TBD
C	6	D.5.a.	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 clearing house. Combine with D.6.d.	2011-2013			TBD	TBD
C	7	D.1.l.	Develop People Admin for adverse impact reporting requirement	2011-2012			HR	TBD
C	8	F.4.	Provide faculty and classified employee training workshops on-campus and online throughout the year	2011-2015			HR	Recently hired new training coordinator
C	9	D.2.b.	Develop service level agreements [SLAs] for the support of the various network applications that are used by different departments	2011-2015	\$0	\$0	N/A	IT
C	10	D.6..d.	Create a centralized clearinghouse for institutional hardware and peripherals and provide staffing. Combine with D.5.a.	2011-2013	\$0	\$0	N/A	IT

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
C	11	G.3.d.	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	2011-2014	\$0	\$0	N/A	IT
C	12	D.1.v.	Develop various HEAT processes [Help Desk System]	2011-2013	\$0	\$0	N/A	IT
C	13	C.3.d.	Create a Continuing Education application/registration web application	2011-2013	\$0	\$0	IT	Resolve signature page issue
C	14	D.1.p.	Implement Campus Organization [module] to tracking support for student organizations	2011-2013	\$0		IT Annual Software	Needs implementation
C	15	D.1.o.	Develop and implement Continuing Education Module, placing non-credit training into the college's primary systems.	2011-2012	\$0		IT Annual Software	Needs support
D	1	D.1.c.	Continuous development of CurricUNET applications.	2011-2015	\$0	\$0	N/A	
D	2	G.6.	Create an emerging technology Special Interest Group (SIG) to apprise the Institutional Technology Committee of new developments to emerging technologies	2011-2015	\$0	\$0	N/A	
Footnotes								

Category ¹	Priority ²	ID ³	Action Item ⁴	Timeline ⁵	Estimated Additional Cost	Estimated Annual Cost	Potential Funding Source	Notes
¹ The Technology Plan Oversight Team (TPOT) categorized each Action Item into one of four categories -- A, B, C, D. Category A items are the highest priority and were selected because they were on the 2011-2012 Prioritization Master List. Category B is next highest due to relative importance and impact for current or future needs. Category D is lowest priority.								
² The Institutional Technology Committee (ITC) prioritized each Action Item per category from high to low. This was done via a survey to the ITC members whereby each item was evaluated according to the Level 1 through 4 criteria in the Technology Addendum for Annual Program Review Snapshots.								
³ The ID references correspond to the IDs in the SWC Technology Plan 2011-2015.								
⁴ The Action Items were taken from the Technology Plan 2011-2015 and include minor revisions per the work of the ITC and TPOT during summer/fall 2011.								
⁵ The timelines include items that are scheduled to begin in 2011 and include 2011-2012, 2011-2013, etc. These timelines vary somewhat from the 2011-2015 Tech Plan per the revisions of the TPOT and ITC during summer/fall 2011.								
* These items are important for compliance or potential catastrophic risk.								

SUMMARY – AMENDED 11/29/11
2011-2012 PRIORITIZATION - ONE-TIME REQUESTS MONITORING

FUNDS FROM PROP R – BEING VERIFIED BY BOND COUNCIL AND INTERIM VPBFA		\$250,000 ADDITIONAL FUNDS ALLOCATED TO INSTITUTIONAL TECHNOLOGY			\$461,575 SCC PRIORITIES NON-TECHNOLOGY ITEMS			
PRIORITY	EST. COST	PRIORITY		COST	PRIORITY		COST	
	Mass Communication System	\$50,000	2	Chart of Accounts	\$33,000	1	COMPLETED BLDG 570 (photo)	\$210,000
	Blue Light Emergency Parking Lot Phone System	\$125,000	6	Software: Maintenance, Replacement, Training	TBD	1	Tier 2 (photo) [included in prior item already]	\$46,336
	Other Safety and infrastructure needs	\$100,000	9	Install and implement Financial Aid (F/A) Link	\$19,000	5	Stability anchors for shelving in Bookstore	\$15,000
3	Institutional (District-wide) Wireless Capability	\$300,000	16	Student ID Card System (Hardware & Software)(Admin)	\$7,100	7	Computer Chairs/Tables – Reading Center Classrooms*	\$20,334
8	Bandwidth Upgrade(IT) (NC)	\$25,000	21	Scanner (NC)	\$15,000	11	Photogenic Portable Lighting Strobe (4)	\$4,800
13	Redundant Network Switches for the Core	\$200,000	23	Install redundant system for internet connectivity - CENIC system.*	\$10,000	12	Bleachers and Curtains (Dance)	\$55,000
27	UPS Electrical Backup	\$250,000	31	ETRAN	\$1,000	14	-80 Freezer (MSE)	\$8,000
	SUB TOTAL	\$772,000	35	Position Control	TBD	17	Projectors to replace those over 8 years old (8 classrooms/labs) (MSE)	\$40,000
			38	SARS Hardware & Software	\$4,500	18	Forensic Crime (BPTE)	\$60,000
	REDEVELOPMENT FUNDED		41	HEC/OM Printers for Signature Programs	\$4,000	49	Navy Program Office Supplies —(Included on the On-Going List)	\$500
15	TBD - DI Water system in 330 Building (MSE) - ESt	\$125,000	45	Telemedia Server Network	\$12,500	20	Math Dept Final Testing Data Analysis	\$15,000
			47	Replace Computers for 2010-2011	\$800,000	22	Operating Room Tables (2)	\$12,000
				SUB TOTAL without other estimates	\$891,100	25	Presentation Cart for Academic Success Center	\$700
						26	Update 4 High Fidelity Manikins OM	\$25,000
						28	Relocate Server Cabinet away from human proximity (LL)	TBD
						29	Purchase of a Hematology analyzer	\$8,000
						30	Laptops/portable projectors --- Outreach	\$5,400
						32	ART-750 Building (Rm 751 AV Renovation-	\$50,000

						projector, sound system, screen)(AC)	
						33 Instructional & Office Supplies for Staff Development Program *	\$5,000
						34 DSS Chairs for High Tech Center	\$1,400
						36 CAD Chairs	\$7,800
						39 Community & Media Relations Promotions	TBD
						40 Forensic Light Room Stn Steel Countertop, Sink and Fixture (BPTE)	\$9,505
						42 Police Patrol Vehicle (1), RCS Police Vehicle Radios (1)	\$46,000
						43 Epilog Laser "12.24" 40W (Architecture, BPTE)	\$12,495
						44 Incubator (NC)	\$3,000
						46 Incubators (8) MSE	\$40,000
						48 Kiln (Art)	\$7,000
						49 COMMUNICATION-Vid-Oral booth overhaul	\$20,000
						50 ART – Conveyer Dryer, Washer Booth	\$4,645
						52 Digital Assistant for OLC (should be on On-Going list)	\$60,000
						53 Electrical Outlets on wall for reading classrooms (427, 428, 429)(LL)	TBD
						SUB TOTAL of requests without other estimates	\$686,079
#	Future Prop R or Future Additional Space Needs to be Identified:						
4	ART-710 Building (AC) [Future Prop R]				\$175,000		
10	Bldg. 400 renovation including bathrooms[Future Prop R]						
24	New Wellness Center for Health Serv./Personal Wellness						
37	ART-750 Building(AC) [future Prop R Phase]				\$175,000		
51	New conference room/meeting for ASO etc.						

October 29, 2011 Revision
2011-2012 PRIORITIZATION
ON-GOING REQUESTS MONITORING SUMMARY

FUNDED - FHP 7-8 FACULTY FHP POSITIONS FUNDED FOR SPRING 2012		FUNDED - OTHER [NO FUNDING AVAILABLE AT THIS TIME]		PREVIOUSLY FUNDED* These positions should not have been included in the Prioritization process because they were already on the vacant funded list or previously approved for funding.	
PRIORITY		PRIORITY	NONE FUNDED AT THIS TIME	PRIORITY	
2	FIRE SCIENCE	4	Datatel/training/ research	1	Network Analyst
3	ADMIN OF JUSTICE	5	Software License Renewal (District-wide)	10	NC Center Supervisor
8	VISUAL ARTS/ PHOTO	6	Coordinator: Research/Planning/Grants/Foundation	12	SY Center Supervisor
11	EXERCISE SCIENCE	7	Software: Maintenance, Replacement, Training	16	IT systems programmer supervisor [substituted for previously funded vacant it position]
13	BSI MATH	9	Clerk III – International Education / Articulation (1@100% or 2@50%)	18	1.5 Grant writers
15	READING			21	OIE admin sec II
17	ENGLISH	14	Clerical Asst. (II or III ?) Staff Development	26	Database administrator - [substituted for previously funded vacant it position]
19	CULINARY ARTS PENDING FUNDS AVAILABILITY	20	Membership in national and state research and grant publications	35	Student Services Tech (Eliminated)
25	BIOLOGY	22	Academic Administrator: EMT/Paramedic/Fire Sci	39	Instructional Assistant II- Microcomputer (.5 FTE) (SY)
29	FIRE SCIENCE	23	Navy Program Office Supplies		
31	MATHEMATICS	24	Math Dept Final Testing Data Analysis		
34	NURSING SIMULATION	27	Adobe Master Suite Site License		
36	COUNSELOR	28	Executive Director or the Foundation and for Center for Entrepreneurial Development		
40	DENTAL HYGIENE	30	Instructional & Office Supplies for Staff Development Program		
43	VISUAL ARTS/ ART HISTORY	32	Aquatic Equipment Technician (partial contract – 10 hours per week) (CCAC) (NC)		
44	COMM / JOURNALISM	33	Community & Media Relations Promotions		
		37	Director - Transfer Center		
		38	Campus License for READ/WRITE Purchased in 2010-2011		
		41	Professional Org Membership Dues		
		42	Clerical Asst. (FT) to assist Admissions and Outreach Departments with office duties		
		5*	Digital Asst OLC		

* Transferred from One-Time List

From: Harris, Fred [FHARRIS@CCCCO.EDU]
Sent: Friday, November 11, 2011 11:00 AM
To: SO2CEO@LISTSERV.CCCNEXT.NET
Subject: Triggers and the SCO Cash Report

Message from Vice Chancellor Troy...

Colleagues,

Given the threat of CCC trigger reductions later this year, I thought it was important to make sure you were all aware of the bad news concerning cash released by the State Controller's Office this morning. For the month of October, alone, the SCO reports that cash receipts were \$810 million below expectations, bringing the cumulative cash deficit to \$1.5 billion for the first four months of the year. While there are other factors that will play into the decision to pull the Tier 1 and/or Tier 2 cuts, clearly a cash deficit of this magnitude so early in the fiscal year certainly does not bode well.

The Legislative Analyst's Office (LAO) will release their November revenue forecast next week, so that will also bring valuable information to the table. Budget-related legislation (http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab_0101-0150/ab_121_bill_20110630_chaptered.pdf) provides that the Director of Finance is to use the higher of the November LAO forecast or the December DOF forecast to determine whether or not revenues are tracking with budget assumptions. If the higher of those two forecasts projects General Fund revenues for the 2011-12 fiscal year is less than \$87,452,000,000, then the Tier 1 cuts are triggered. If the forecast is less than \$86,452,500,000, then both the Tier 1 and Tier 2 cuts are triggered. As you know, for the CCCs, the Tier 1 cut is \$30M and the Tier 2 cut is an additional \$72M.

I'll forward the LAO's report upon its release. Below is the link to the SCO monthly summary discussed above.

<http://sco.ca.gov/Files-EO/11-11summary.pdf>

Regards,
Dan Troy

Vice Chancellor for Fiscal Policy
Chancellor's Office of the California Community Colleges
dtroy@cccco.edu
(916) 445 - 0540

ELIMINATION OF VACANT AND FUNDED CLASSIFIED BARGAINING UNIT, CLASSIFIED AND ACADEMIC ADMINISTRATOR POSITIONS
 Effective: December 15, 2011

POSITION	DIVISION	DEPARTMENT	FTE	UNIT	PREVIOUS EMPLOYEE	EFFECTIVE DATE	SALARY SAVINGS
Dean	AA	Business, Professional & Technical Education	1.00	ADM	Trish Axsom	6/30/2011	\$ 139,812.00
Dean	AA	Social Sciences & Humanities	1.00	ADM	Vlara Giraffe	7/31/2010	\$ 141,812.00
Project Clerk-Tech/Prep	AA	Tech/Prep	0.60	CSEA	Lucy Preciado	6/9/2011	\$ 20,282.00
Senior Instructional Services Specialist	AA	Instructional Support Services	1.00	CSEA	Heidi Newhouse	8/10/2011	\$ 72,624.00
Senior Library Assistant	AA	Library	1.00	CSEA	Gloria DeLeon	6/30/2011	\$ 48,924.00
Bookstore Buyer	BFA	Bookstore	1.00	CSEA	Kim Monahan	6/6/2011	\$ 41,412.00
Welder/Metal Fabricator	BFA	Maintenance	1.00	CSEA	Tom Neiswonger	6/30/2011	\$ 61,092.00
EOPS Student Services Assistant	SA	EOPS	1.00	CSEA	*Myrna Tucker	7/31/2011	\$ 42,156.00
EOPS Technicalin	SA	EOPS	1.00	CSEA	*Sally Randolph	8/10/2011	\$ 46,836.00
EOPS Technicalin	SA	EOPS	1.00	CSEA	*Marcela Gutierrez	9/15/2011	\$ 46,848.00
Instructional Assistant I	SA	DSS	1.00	CSEA	Ann Lindshield	5/31/2011	\$ 36,693.00
Student Employment Specialist	SA	Student Employment Services	1.00	CSEA	Ernesto Rivera	3/31/2009	\$ 44,364.00
Student Employment Technician	SA	Student Employment Services	1.00	CSEA	Veronica Rodriguez	2/18/2011	\$ 43,296.00
Sub Total:							\$ 786,151.00
*Reallocate funds pending Director of Admissions & Records.							\$ 96,792.00
Grand Total:							\$ 689,359.00



Office of the Superintendent/President
M E M O R A N D U M

TO: SCC Members October 7, 2011

FROM: Denise Whittaker, Interim Superintendent/President

SUBJECT: Travel Limitations Recommendation

The Budget Committee recognizes the importance of attending professional conferences and workshops but in these difficult budget times. Our Budget Funding Values continue to be: Preserve Jobs; Preserve Classes; Preserve Student Support; Preserve Safety & Security. We are making critical savings decisions to thwart ultimately having to go to salary or job reductions.

Accordingly, the Budget Committee is submitting to SCC the recommendation to implement “near” suspension of all General Fund travel (non-mandatory meeting, conference, or workshops) unless absolutely necessary. Most colleges have already suspended all but mandated attendance at a conference or meeting due to the severe budget cuts. When the College is making severe cuts elsewhere in the budget, although we value professional development, at this time it is difficult to justify non-mandated General Fund travel in the scheme of things, especially when we have areas where funding is still desperately needed. Of the nearly \$500,000 in travel budgeted last year, we spent approximately \$200,000. We are hoping to save even more this year.

RECOMMENDATIONS:

1. Effective immediately, no General Fund budget transfers will be approved from travel budgets.
2. **GOVERNING BOARD APPROVAL REQUIRED:** As required for insurance coverage and reimbursement, all conference /workshop travel, regardless of funding source, needs to be approved by the Governing Board BEFORE the travel occurs. Although this is a standard process throughout the community college system statewide, this is a new process for SWC and something that we should have been doing all along because finance and auditing protocols presume that travel reimbursement does not occur unless the Board has pre-approved the conference/workshop. Also, there are insurance issues if the travel has not been pre-approved. IF there are extenuating circumstances where a last-minute mandated attendance is required, an exception may be made by the area Vice President and the Superintendent/President for submittal as a ratification (after the fact) to the Board.
3. **MEETINGS, CONFERENCES, WORKSHOPS:**
 - a. **Meetings: Defined as travel within 50 miles and less than \$100.**
 - 1) **Do not require Board Approval.**
 - 2) **Mandatory or regulated meeting travel** (for accreditation, program certification, safety, required state or federal, safety, etc.), regardless of the funding source, will continue to be approved as required. Optional meetings will be reviewed and approved based on program integrity or necessity.
 - b. **Conference/Workshop travel: Defined when the time requires at least one overnight stay and registration fees are involved.**
 - 1) **Requires Board Approval prior to the travel.**

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

- 2) ***Mandatory or regulated conference travel***, regardless of the funding source, will continue to be approved as required. Suspension of all optional conferences, workshops, or meetings is recommended to save budget dollars but in unusual circumstances, may be approved by the area Vice President and the Superintendent/ President upon justification for maintaining program integrity.
- c. Federal, State, and agency-mandated or required travel for accreditation, program certification will be approved but must be submitted prior to the travel for Board approval.
 - d. Out-of-state and out-of-country travel, if required, must be approved prior to the travel by the vice president, superintendent/president, and Governing Board.
 - e. Employees who wish to conference/workshop travel at no cost to the District still need to complete the travel request form and obtain prior Board approval to authorize the time away from the job and to provide insurance coverage if needed.
 - f. Exceptions for General Fund paid travel may be submitted to the respective Dean, Vice President, and Superintendent/President with a justification for the extenuating circumstances justifying the exception.

DRAFT

INSTITUTIONAL MISSION, VISION & VALUES

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

The following statement is the adopted Mission Statement, which is a key part of the Southwestern Community College District strategic planning process:

SWC Mission Statement

Southwestern Community College District promotes student learning and success by committing to continuous improvement that includes planning, implementation, assessment, and evaluation. We serve a diverse community of students by providing a wide range of dynamic and high quality educational-academic programs and comprehensive student services.

We provide educational opportunities in the following areas: associate degree and certificate programs; transfer; professional, technical, and career advancement; basic skills; personal enrichment; non-credit adult education; community services; and economic, workforce, and community development.

SWC Vision (For consultation: Please have your constituencies vote for one below)

OPTION 1: SWC seeks to build an exceptional community of learners and leaders who will promote social, educational and economic advancement.

OR

OPTION 2: SWC leads the community by promoting social, educational and economic advancement.

Commitment to Achieving Student Learning

Institutional Student Learning Outcomes:

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

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

INSTITUTIONAL MISSION, VISION & VALUES**Institutional Performance Indicators:**

The College District has identified ~~seven~~ eight Institutional Performance Indicators (IPIs) to track our progress toward accomplishing our Mission and Strategic Planning Priorities.

These IPIs include: retention rates, success rates, persistence rates, transfer preparedness, overall student satisfaction, employment preparation, licensure/certification pass rates, and student goal attainment.

Institutional Values:

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

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

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

INSTITUTIONAL MISSION, VISION & VALUES

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

SWG Mission Statement

The full version of the Mission Statement, which includes all three sentences listed below (e.g., two paragraphs), shall be used in posters and educational material that is provided to the external community. This version shall be called the official College District Mission Statement and shall be revised within each strategic planning cycle:

Southwestern Community College District promotes student learning and success by committing to continuous improvement that includes planning, implementation, ~~assessment~~, and evaluation. We serve a diverse community of students by providing a wide range of dynamic and high quality educational academic programs and comprehensive student services.

We provide educational opportunities in the following areas: associate degree and certificate programs; transfer; professional, technical, and career advancement; basic skills; personal enrichment; non-credit adult education; community services; and economic, workforce, and community development.

The abbreviated version, which will include only the first two sentences (e.g., first paragraph), shall be used internally on college emails, committee agendas, business cards, and other college communication documents:

Southwestern Community College District promotes student learning and success by committing to continuous improvement that includes planning, implementation, ~~assessment~~, and evaluation. We serve a diverse community of students by providing a wide range of dynamic and high quality educational academic programs and comprehensive student services.

SWG Vision: *(only one will be provided in final version when approved by the SCC)*

The Vision statement listed below shall be used on accreditation documents, internal strategic planning documents and for institutional planning purposes

OPTION 1: SWC seeks to build an exceptional community of learners and leaders who will promote social, educational and economic advancement.

OR

OPTION 2: SWC leads the community by promoting social, educational and economic advancement.

INSTITUTIONAL MISSION, VISION & VALUES

Commitment to Achieving Student Learning

The four Institutional Student Learning Outcomes (ISLOs) listed below shall be referenced in all official College District documents, websites and program review reports as necessary to promote and support the Mission of our College: student success and student learning:

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

Institutional Performance Indicators:

The eight identified Institutional Performance Indicators (IPIs) used to track the College's progress toward accomplishing our Mission and Strategic Planning Priorities, including retention rates, success rates, persistence rates, transfer preparedness, overall student satisfaction, employment preparation, licensure/certification pass rates, and student goal attainment, shall be referenced in strategic planning documents and included on program review reports as well as unit plans for strategic planning in an institutional effort to have a data-driven environment of shared planning and decision-making.

Institutional Values:

The approved institutional values listed below shall be used for planning purposes as well as a basis for ground rules for collegiality, which are designed to promote a positive climate and strengthen collaboration, morale and organizational effectiveness:

- Mutual respect – to treat one another with respect, dignity, trust, and fairness, appreciating the diversity of our community, students, and work force, in a collegial and cooperative manner
- Shared planning and decision-making – to engage in a collaborative process in which creative thinking, ideas and perspectives contribute to the well-being of the entire College community
- Integrity – to say what we mean, to deliver what we promise, to fulfill our commitments, and to stand for what SWC values

INSTITUTIONAL MISSION, VISION & VALUES

- Accountability – to assume responsibility for our College’s future as stated in our mission and goals
- Cultural competence and commonality – to positively engage our College community in developing a deep appreciation of and collegiality among all cultures
- Scholarship and love of learning – to foster and pursue one’s curiosity and passion to seek knowledge and gain deeper understanding
- Critical inquiry and thinking – to nurture intellectual exploration and develop the analytical skills to problem-solve in new situations throughout life
- Life-long learning – to inspire a vital and imaginative learning environment
- Practical and responsive – to provide practical educational experiences

The Institutional Mission, Vision & Values shall be reviewed on a regular basis and revised as necessary at the SCC Retreat to ensure that they are focused on current environmental scan data, best practices and student learning outcomes in order to create a rich learning environment for our community. If there are any changes to the policy, these would be implemented the following academic year. Non-substantive changes do not need to be sent forward for Governing Board approval.

Southwestern Community College District Shared Consultation Council (SCC)

Request for Consultation Form

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

Title and Description	Revision: Policy 1200: Institutional Mission, Vision & Values New: Procedures 1200: Institutional Mission, Vision, & Values		
STEP 1	Date of First SCC Consultation: SCC Retreat in August 2011	Consultation Start Date: SCC Meeting of 11/16/11	
STEP 2	Name of Originator(s): Angelina Stuart, Academic Senate President & Angelica Suarez, VPSA, Co-chairs of Workgroup 1 & Linda Gilstrap, Dean of Office of Institutional Effectiveness (OIE)	Sponsoring Constituency Groups: AOC Workgroup 1 Co-Chairs & Dean of Office of Institutional Effectiveness (OIE)	
STEP 3	Phone extension: Angelina Stuart, Ext. 6437 Angelica Suarez, Ext. 6315 Linda Gilstrap, Ext. 6614	Email: astuart@swccd.edu asuarez@swccd.edu lgilstrap@swccd.edu	
STEP 4	Timeline determined by SCC <i>Recommended: Seeking SCC Approval at SCC Meeting of December 7, 2011</i>	<input checked="" type="checkbox"/> Normal (14-21 Calendar Days)	<input type="checkbox"/> Urgent (5-7 Calendar Days) Must provide a rationale:
STEP 5			
SCC Constituency Group Representative (if not checked consultation not needed)	Print Name	Initials	Method of Consultation (e.g. e-mail, meeting, etc..)
<input checked="" type="checkbox"/> Academic Senate President	Angelina E. Stuart		
<input checked="" type="checkbox"/> ASO President	Claudia Duran		
<input type="checkbox"/> Classified Senate President	N/A		
<input checked="" type="checkbox"/> CSEA President	Bruce MacNintch		
<input checked="" type="checkbox"/> Confidentials Representative	Patti Blevins		
<input checked="" type="checkbox"/> SCEA President	Andy MacNeill		
<input checked="" type="checkbox"/> SCCDAA President	Aaron Starck		
Additional Groups for Consultation	<input checked="" type="checkbox"/> Deans Council <input checked="" type="checkbox"/> Other: Student Services Council		

SCC Request for Consultation

Approved _____

Page 1 of 2

10/5/2011 4:39 PM

	<input checked="" type="checkbox"/> Other: Student Success Committee			
STEP 6	Results of SCC Action			
Date:	<input type="checkbox"/> Item Approved	<input type="checkbox"/> Item Not Approved	<input type="checkbox"/> Item Tabled	<input type="checkbox"/> Item Postponed / No Action

Selection Criteria

Decisions to name facilities or properties after an individual shall be made under circumstances free from emotion and transitory pressures. Generally, a facility would be named for a person or persons, an organization, or a corporation only if:

- ✓ The honoree has achieved unique distinction in higher education and/or other significant contributions to the public good;
- ✓ The honoree has served the Southwestern Community College District and has earned a national or international reputation, or made such extraordinary contributions to the District or to the community college system which warrant special recognition;
- ✓ The honoree was an employee of the District (must be retired or deceased for at least two years, and if deceased, the approval of the family or estate is required);
- ✓ The honoree makes a substantial monetary gift to the District.
 - Southwestern Community College District may name facilities and properties in honor of significant contributions of funds to the District. It is expected that each naming opportunity will recognize the donor according to the level of gift and size of facility.
 - The Governing Board will take into consideration the significance and amount of the proposed gift as either or both relate to the realization, completion or enhancement of a facility or property.
 - The donor gift shall be in the amount which will either fund the total cost of the project to be named or provide the funding for that portion of the total cost which would not have been available from any other source (such as federal or state loans or appropriations, student fees, bond uses, etc.), the latter to constitute a significant portion of the total cost of the project to the named, as determined on the merit of each individual case.

NAMING OF COLLEGE FACILITIES

It is within the legal purview of the Governing Board to name campus buildings and other facilities based upon information provided by the Superintendent/President, following an appropriate nomination and review process. The naming of facilities can have philosophical and practical value to the institution from the standpoint of identity and community and regional pride.

Procedures shall be established to assure that the name of campus buildings and other facilities will be consistent in style and application. General guidelines to be applied to the process of naming campus buildings including the following:

1. Consideration of geographic location of facilities, including prominent landmarks and geographical features or community names.
2. Consideration of names with historic or cultural significance in the region.
3. Extraordinary financial support of the college to further its programs, activities or capital construction.
4. Extraordinary contribution to the college and its students by an individual, group or organization other than college staff.
5. Extraordinary individual or organizational service to the community served by the college, not necessarily the college alone.
6. Extraordinary and/or longstanding service by an individual member of the faculty, staff, student body, administration or Governing Board to the students and programs of Southwestern College.
7. Other extraordinary reasons as determined by the Governing Board.



Office of the Superintendent/President
MEMORANDUM

TO: SCC
FROM: Denise Whittaker, Interim Superintendent/President
SUBJECT: Naming of Building Criteria and Nominee Justification

DATE: 11/18/11

Background: The SWC Naming Committee consisted of the following constituent representatives: Chris Bender, Terry Davis, Tom Davis (community representative), Linda Gilstrap (Foundation representative), Janet Mazzarella (SCEA), Bruce MacNintch (CSEA), Angie Stuart (Academic Senate), and Bob Temple. I served as non-voting chair of the committee. Claudia Duran, ASO President (or designee) will be added to the committee per their recent request. The group met on June 23, 2011 to review several nominations and accepted/approved the following recommendations:

- 1. Name the Administration Building of the Corner Lot after Joseph Rindone, Jr., Founding Father of Southwestern College and first District Superintendent of the Sweetwater Community College (1961-1967).
2. Name the Snack Bar Grill in the Cafeteria after Raul Haro, for years of quality grill service.

Board Policy 2007 and corresponding Procedures (attached) served as the basis for naming consideration and includes the Selection Criteria shown below that was used in approving the two submittals.

Selection Criteria: Decisions to name facilities or properties after an individual shall be made under circumstances free from emotion and transitory pressures. Generally, a facility would be named for a person or persons, an organization, or a corporation only if:

- checkmark The honoree has achieved unique distinction in higher education and/or other significant contributions to the public good;
checkmark The honoree has served the Southwestern Community College District and has earned a national or international reputation, or made such extraordinary contributions to the District or to the community college system which warrant special recognition;
checkmark The honoree was an employee of the District (must be retired or deceased for at least two years, and if deceased, the approval of the family or estate is required);
checkmark The honoree makes a substantial monetary gift to the District.
- Southwestern Community College District may name facilities and properties in honor of significant contributions of funds to the District. It is expected that each naming opportunity will recognize the donor according to the level of gift and size of facility.
- The Governing Board will take into consideration the significance and amount of the proposed gift as either or both relate to the realization, completion or enhancement of a facility or property.
- The donor gift shall be in the amount which will either fund the total cost of the project to be named or provide the funding for that portion of the total cost which would not have been available from any other source (such as federal or state loans or appropriations, student fees, bond uses, etc.), the latter to constitute a significant portion of the total cost of the project to the named, as determined on the merit of each individual case.

Justification for Naming of the Administration Building of the new Corner Lot after Joseph Rindone, to commemorate him as our Founding Father:

- 1) Sweetwater Union High School District Superintendent, Joseph Rindone, Jr., started promoting the concept in the 1950's that a junior college was needed in the South Bay area.
- 2) The National City and Chula Vista Chambers of Commerce formed a junior college study committee in November, 1959. Joseph Rindone, Jr. explained that there was a 24¢/ \$100 of assessed property value for junior college purpose for all South Bay properties. He explained that the law provided a county-wide property tax to partially pay the cost of junior college level classes for the Sweetwater area students attending one of the three San Diego County junior colleges.
- 3) The committee decided to organize a junior college district and hold a bond election to provide funds for what is now the SWC site and facilities.
- 4) Joseph Rindone, Jr. and the Sweetwater Union High School District Board of Trustees proceeded with the steps for forming and operating a local junior college (now SWC). The approval steps included:
 - a. A study was submitted and approved by the San Diego County Committee on School District Organization. They approved the organization of a junior college for the Sweetwater district and referred the matter to the State Department of Education in February, 1960.
 - b. The State Department of Education approved the organization of a junior college in April , 1960 and requested the County Superintendent of Schools to call an election to determine if the local electorate supported the idea.
 - c. The item was placed on the November 8, 1960 ballot and 22,215 voters approved the formation of a junior college consistent with the boundaries of the Sweetwater District (4,631 voted against the measure).
 - d. Under laws at that time, the Sweetwater Superintendent (Rindone) and the Board of Trustees governed the junior college. Both districts (high school and junior college) were served by the same superintendent, administrators, and Board. High School and Junior College board meetings were held back-to-back until 1967 when the districts separated.
 - e. As noted in the document, "*Southwestern College 1961 – 1990 - A History by Chester S. DeVore*", Joseph Rindone, Jr. provided the following leadership:
 - i. Approval of Resolution No. 1 authorizing a \$6 million bond issue; called for the posting of the election notice, appointment and compensation to be paid bond election officers; and set the election date for February, 1961.
 - ii. Determined that junior college classes would be offered beginning September, 1961 only if the bond measure passed to avoid starting a junior college program in temporary facilities without the assurance of a new campus.
 - iii. Requested and received \$12,000 from the County Superintendent of Schools to pay for the bond election and other related expenses.
 - iv. Explored options for the temporary location for classes and identified Chula Vista HS as this site.
 - v. Created the Citizen's Committee for Education to support the passage of the bond.
 - vi. The bond passes with 84% voter support in February, 1961.

- vii. Recruited and hired the first president, William N. Kepley, Jr. on a one-year leave of absence from the Los Angeles Junior College District to assist in the development and structuring of the junior college.
 - viii. Joseph Rindone, Jr. was appointed Superintendent of the junior college (while concurrently serving as Superintendent of the Sweetwater Union HSD) for a term of four years.
 - ix. Hired Faculty and staff in May, 1961.
 - x. Explored various sites (studying purchase cost options, sewer, road access, water supply and pressure, etc.) for the permanent location of SWC.
 - xi. Provided operational structure for the junior college as provided by the SUHSD.
 - xii. Submitted to the Board for approval the name of the college, courses to be offered, class schedule, curriculum approval, etc.
- 5) In addition to the accomplishments directly related to Southwestern College, Joseph Rindone was also a highly respected community leader and educator, serving as teacher and principal in Chula Vista, and district superintendent for the SUHSD. He also served as President of the following community organizations: National City-Chula Vista 20-30 Club, Toastmasters Club, Chula Vista Rotary, Phi Delta Kappa (honorary education fraternity), California Interscholastic Federation, California Association of Secondary School Administrators, San Diego County School Administrators Association, Board of Managers for San Diego Section C.I.F.; Honorary Member: Chula Vista Kiwanis Club, National City Kiwanis Club, Kiwanis Club of Sweetwater-National City, and the School Employees Association. He also served as a member of the: Library Board, Community Chest Board, Safety Council, Chamber of Commerce Board of Directors, State Commission for Evaluation of the High School Programs and commended by the Assembly of the California Legislature for his many contributions to education as teacher and administrator.
- 6) In 1990, Joseph Rindone was awarded an Honorary Degree at Southwestern College for his outstanding service in education and as the Founder of Southwestern College.

As noted in the document, *“Southwestern College 1961 – 1990 - A History by Chester S. DeVore”*, the closing statement about Joseph Rindone, Jr. reads as follows: *Joseph Rindone was a strong, capable, and independent superintendent. He enjoyed the absolute backing and respect of the Board of Trustees. This made it possible to expedite decision-making required to meet the September (1961) opening date. **He is the key to all that occurred.***

The Naming Committee believes Joseph Rindone meets the criteria for naming a building or facility and that the absence of a building being named after the person who served as visionary for the creation of Southwestern College would be a significant oversight and that as part of our 50th Anniversary, it would be appropriate to rectify the omission by identifying the future Administration Building at the Corner Lot as the Joseph Rindone Administration Building. The community representative expressed acknowledgement that this action and recognition is long overdue. The Committee desires this to be approved now so as to use the time between now and the opening of the building to further opportunities for donation to the Foundation sponsored Joseph Rindone Scholarship that will be created in his honor in conjunction with the naming of the building.

Justification for Naming of the Grill Area of the Cafeteria as “The Raul Haro Grill” to commemorate the quality and service of Raul Haro, grill cook:

- 1) He was the Master Short-Order Cook in the Cafeteria, known for outstanding customer and quality service.
- 2) He was known for knowing everyone by name and respecting everyone who came into his life.
- 3) You were always served with kindness, special consideration, and genuine appreciation.
- 4) He made everyone feel special and is one of those rare people who touched so many lives in a positive manner.
- 5) Because he was a special human being to so many people, the staff in the Cafeteria would like to name the grill area in his honor to maintain his uplifting spirit and personality.
- 6) A Raul Haro Scholarship through the SWC Foundation will also be tied to the naming of the Grill area supporting culinary art students.
- 7) Raul served the Southwestern Community College District and made extraordinary contributions to the District which warrants special recognition
- 8) Raul Haro worked for SWC for 7 years.
- 9) He passed away unexpected in May, 2011.



STUDENT AFFAIRS DIVISION

TO: DENISE WHITTAKER, INTERIM SUPERINTENDENT/PRESIDENT
FROM: ANGELICA L. SUAREZ, PH.D., VICE PRESIDENT FOR ACADEMIC STUDENT
MIA MCCLELLAN, DEAN OF STUDENT SERVICES
SUBJECT: **JUSTIFICATION FOR POSITION: DIRECTOR OF ADMISSIONS AND RECORDS
DATE: NOVEMBER 7, 2011

The following information is provided as justification for the filling of Director of Admissions and Records. As we discussed previously, the funding for this position will be provided as part of the salary savings created by not filling other currently funded vacant positions. Currently, the Student Affairs Division has achieved approximately \$500,000 in savings due to reclassification, internal transfers, and not filling of positions.

Overview of Department:

The Admissions and Records Department provides core services for all students (new and current) and support for faculty/staff, in addition to serving as the primary reporting agency for the college District relating to attendance accounting (CCC 320 reporting), MIS, and international students (SEVIS), that may pose significant compliance issues and funding implications if not reported/monitored properly. The department is also responsible for maintaining the online application process, establishing student residency, and processing incoming and outgoing transcripts. In addition, the department is responsible for processing all census and grading rosters, implementing registration add/drop procedures, processing grade changes in student records, and reviewing/processing student petitions. These services are provided at all four SWC locations (Chula Vista, San Ysidro, Otay Mesa, and National City).

Background:

In December 2005, the Director of Admissions and Records retired (Georgia Copeland), and in July of 2006, the position was converted into a Dean of Enrollment Services in recognition of the scope of responsibility for this position. In September 2007, Michael Kerns was hired as Dean of Enrollment Services. However, during a transition in leadership, a major reorganization took place in May 2008. At this time, Michael Kerns was transferred to the position of Acting Vice President for Human Resources, and the Dean of Enrollment Services position was eliminated. This left the department without leadership in this critical area, and the Dean of Student Services was asked to assume this responsibility along with 10 other departments.

In summary, during the reorganization of 2008, three administrative positions were eliminated from the Student Affairs division: 1) Dean for Enrollment Services, 2) Supervisor of Evaluations and Veterans, and 3) Director of Outreach. Consequently, the additional duties were added to the responsibilities of the Dean of Student Services, Supervisor for Admissions and Records and the Director of Financial Aid. Although the administrative staff was significantly reduced, the services rendered remained the same, with the student

needs continuing to increase. However, the Dean currently has oversight for over ten large departments, and is unable to dedicate the time and focus that a Registrar should provide to the Admissions and Records Department (with operations at four locations). The filling of the vacant Director of Admissions and Records will provide this critical area with the level of administrative support necessary to ensure that the District can maintain educational integrity and operational effectiveness at all SWC locations.

- **Justification:** In addition to the day-to-day operations of the department, the Director of Admissions and Records would be responsible for the following critical projects that need administrative direction and oversight:
- **Imaging System:** We are transitioning the current imaging system, which includes converting microfiche documents, as well as older Filer 4 Imaging electronic documents, to the new electronic TIF documents. This new imaging system will allow all student records to be protected with increased privacy and security, while providing “need-to-know” viewing access for counselors and other staff as necessary. The coordination of this project with critical departments and higher education centers requires consistent communication and planning for effective implementation (with minimal student disruption).
- **E-Transcripts:** We are moving the processing of paper transcript requests to E-transcript for electronic transmitting of outgoing transcripts to various universities such as SDSU, UCSD, etc. This change will bring us into alignment with other community colleges in the area, and the preferred way of submitting student transcripts to local college and universities. This requires working closely with the IT department and the receiving colleges to ensure that the necessary pilot testing is conducted to minimize student impact (given that many colleges and universities will begin to offer enrollment decisions based on the initial review of e-transcripts).
- **Website:** As the District transitions to a new website, some of the website areas that need to be populated include: Current Student, Prospective Student, Admissions and Enroll Now. This project requires the administrative oversight to ensure that the necessary and correct information is provided/population as this is our main “access” point for student information. Given the reductions in staff, students and the overall community will be depending on the website to provide e-solutions to their questions. This position will provide the focus necessary to explore such solutions and work with staff for implementation.
- **Compliance Issues:** There are many components of Admissions and Records that require close monitoring and review of existing internal processes, guidelines, and standard operating procedures to ensure compliance. These requirements are centered on FERPA, MIS reporting, Title 5, Education Code, Federal and State mandates that have implications for funding, accreditation, and legal compliance. During this current legislative period, the District must change procedures and practices to include Foster Youth within our enrollment priorities, as well as preparing to enforce the new Title 5 Course Repetition and Course Withdrawal regulations. This position will take the lead in reviewing existing policies and procedures and the creation of new policies and procedures as necessary.
- **International Students:** As we continue to focus institutional attention on the Center of International Education, there will be an increasing need to provide support structures to pursue the recruitment of international students. In addition to enriching the college environment with a global educational approach, there are revenue-generating opportunities. There needs to be a focus and

assessment on the processes and communication to current, as well as new, International Students. This is an area where the District can expand and take advantage of the opportunity of our close proximity to the International Border, as well as to the global community. We need to review and assess our International Student Application and testing methods, as well as other aspects of the International Admissions process.

Due to the recent changes in global travel and potential threats to our nation's security, there have been numerous changes in the Student and Exchange Visitor System (SEVIS). Each change requires time and attention to submit the appropriate information about our academic and student support programs in order to maintain our current certification. SEVIS is Federal regulated, which works with Homeland Security and Immigration and Customs Enforcement (ICE). The College must stay compliant in order to continue to issue F-1 visas to incoming International Students.

- **Datatel/IT Link:** Due to the heavy customization of the SWC Datatel/Colleague system and lack of programming IT staff, the Dean of Student Services has taken a lead with the Admissions and Records staff to constantly monitor and test the student data which is processed through registration, grading, updating academic major and directory information etc. In order to stay updated with State or Federal mandates, the dean works closely with the IT staff to reprogram and test the functions and parameters of the allowable or restricted permissions. There are currently several critical areas for which we are waiting resolutions from Datatel, and this position would provide the critical oversight to this important function.

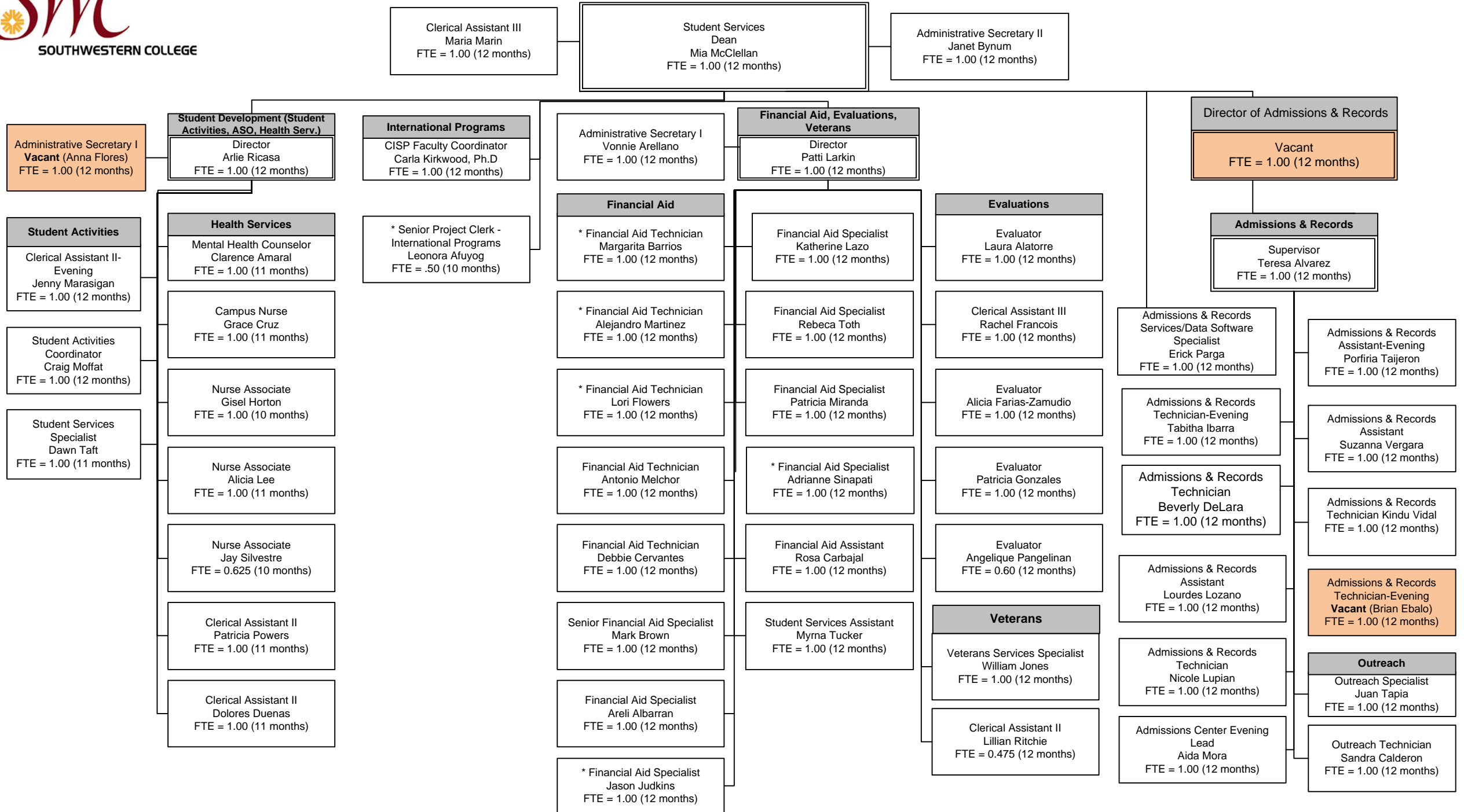
We strongly recommend the filling of this position to provide this critical area with the level of administrative support necessary to ensure that the District can maintain educational integrity and operational effectiveness at all SWC locations.



Student Affairs Organizational Chart

Student Services

November 28, 2011



*Project Funded Position (11/28/11) prp

SOUTHWESTERN COLLEGE
MINUTES - SCC FUTURIST COUNCIL (FORMERLY KNOWN AS THE THINK TANK TASK TEAM)
THURSDAY, DECEMBER 1, 2011
2:00 – 3:00 P.M. BOARD ROOM

Members/Attendees: Nancy Brian-Hemme, David Brown, ✓Norma Cazares, Terry Davis, Diane Edwards-Lipera, ✓Rachel Fisher, ✓Al Garrett, Michael George, Ph.D., Linda Gilstrap, ✓Allison Green, ✓Gustavo Guerrero, Michael Hernandez, ✓Diana Kelly, Ph.D., Larry Lambert, Christopher Martinez, ✓Mark Meadows, Ph.D., Salvador Ramirez, Tammy Ray, S. Rob Shaffer, Mark Sisson, Bruce Smith, Kathy Tyner, ✓Denise Whittaker

PURPOSE: *The members of the Futurist Council are committed to being attentive to trends, changes, and needs which will keep Southwestern College's programs, services, and operations on the cutting-edge.*

AGENDA ITEM	MINUTES / NOTES
1. Welcome/ Introductions	Introductions of attendees (as noted by the ✓ above were made.
2. Review of Purpose	<p>Interim S/P Whittaker explained that her thinking in asking SCC to create the Think Tank Task Team was to ensure that SWC stayed on the cutting edge in its programs, services, and operations and that this group would serve as the eyes and ears of trend changes in an advocacy capacity to ensure currency in everything we do. She explained that unless a group identified themselves for this purpose, responding to change and trends would come slowly, if at all.</p> <p>Her intent in creating this visionary group was to provide a venue where discussions about where we want to be in the future would occur, be presented to SCC as the primary planning body, and influence change. She clarified that the Sustainability Task Team would be addressing green, recycling, and energy conservation options for both revenue and budget savings.</p> <p>It was intended that the Futurist Council would meet 4 times a year and would identify 1 or 2 areas to study and report on. Various examples of futuristic projects include but are not limited to:</p> <ul style="list-style-type: none"> • What does the future learning space look like? • What technology advancements should we be looking at for instruction, student support services, and operations to be prepared for a new wave of technologically sophisticated student body? • How will students best learn in the future? What different learning options should we be considering to meet our population's needs? [Weekend College? Midnight College? On-Line AA Degree Program? Etc.] Data would be needed to assess the need for such options. • What instructional programs should we be looking at to address future needs which might also cross over into our own operations (i.e. Solar, nanotechnology, robotics, biometrics, cell phone and simple computer classes, etc.) • Who's responsible at SWC for monitoring trend changes that could impact construction, energy, instruction, and how we provide service to students? • Recognizing the important role grant writing plays in addressing change. <p>Dr. Diana Kelly commented that she is a member of the World Future Society and that she receives regular publications regarding future thinking and has a presentation about this topic that she would be happy to make to this group.</p> <p>It was also noted that members of this group would be attentive to news regarding future trend data, bringing such information back and sharing it with the appropriate vice president. The attendees responded that the name of this group should really reflect futuristic concepts and should be changed to Futurist Council.</p>
3. Next Meeting & Agenda	<p>The next meeting is recommended for the end of January or early February with the new S/P attending. The Agenda will be:</p> <ol style="list-style-type: none"> 1. Dr. Diana Kelly – Futures Presentation 2. Brainstorm Futures Concepts for Consideration 3. Identify 1 or 2 concepts to study

MINUTES
SOUTHWESTERN COLLEGE
SCC SUSTAINABILITY TASK TEAM
FRIDAY, OCTOBER 21, 2011
2:00 – 3:30 P.M. L238 N

Members/Attendees: ✓ Corey Breininger, ✓ Jessica Posey, ✓ Richard Fielding, Gonzalo Quintero, Ed.D, Terry Davis, Salvador Ramirez, ✓ Benjamin Flores, ✓ Angela Rock, ✓ Alexia Gutierrez, ✓ S. Rob Shaffer, ✓ Linda Hernandez, Corina Soto, Michael Hernandez, Carol Stuardo, Linda Jones, ✓ Val Villegas, ✓ Christopher Martinez, ✓ Marie Vicario, ✓ Michael Meacham, ✓ Denise Whittaker, Selene Miles, Bea Zamora-Aguilar

TOPIC	NOTES / COMMENTS / ACTION
1. Welcome and Introductions	<p><i>NOTE: ITEMS FOR IMMEDIATE CONSIDERATION ARE HIGHLIGHTED IN YELLOW.</i></p> <p><i>The attendees introduced themselves to each other. S/P Whittaker explained that the purpose of the Sustainability Task Team was to serve as the champion for moving the college towards improved Sustainability and that they would serve in an advisory capacity as an SCC Task Team, meeting no less than quarterly to discuss sustainability ideas and progress. The group began discussion on the following items: possibility of establishing a college/student/community garden; botanical zero-scape future projects. An agenda item will be added to consider other options in the future.</i></p>
2. Review of Purpose	<p><i>The purpose was modified to include scrap metal, composting, landscaping, and digital/paperless methodologies.</i></p>
3. Cost-Saving Discussion	<p><i>There was considerable discussion regarding Utilities cost-savings considerations as follows:</i></p> <ul style="list-style-type: none"> • Identify a "point-person" to spear-head immediate cost-saving efforts. • Create conservation theme college-wide: Reduce Before You Produce • WATER Conservation <ul style="list-style-type: none"> ◆ PE showers are difficult to turn off so water drips ◆ Scrutinize watering cycles and pressure ◆ Research waterless urinals in some areas ◆ Research multi-sensor faucets ◆ Ask plumbers to check water pressure throughout college sites and reduce where feasible ◆ Consider coin-operated showers or timers so that users don't let the water run ◆ Create beautiful outside spaces (which eliminates grass/water) as gathering spaces • Other Conservation Suggestions <ul style="list-style-type: none"> ◆ Paper /plastics – college goal to go paperless <ul style="list-style-type: none"> - Faculty and staff: digitize and eliminate paper as much as possible - If you have to use paper, use both sides - Reduce use of color ink - Governing Board – implement Board Docs (paperless agenda) - Bring your own mug (paperless cup) to work for coffee - Eliminate use of paper and Styrofoam cups where possible - Eliminate use/purchase of plastic water bottles; use faucet water ◆ Consider blowers for hand-dryers in bathrooms in lieu of paper towels ◆ Solar Tubes ◆ Do not turn on parking lot lights at 5:30am – too early ◆ Research the feasibility of installing small solar panels outside, on rooftops of all public bathrooms to run hand-blowers and florescent lights that go to electrical / battery source at night ◆ Day-lighting, insulation, passive energy methods ◆ Set environment/sustainability goals; obtain benchmarks of prior usage to determine progress in utilities cost savings efforts ◆ Change employee habits and include sustainability on employee performance evaluations at all levels as a demonstration of importance and institutional commitment. ◆ POST IT – poster campaign reflecting energy conservation strategies ◆ Establish BEST PRACTICES APPLICATIONS ◆ Establish Sustainability Board Policy & Procedures to formalize commitment

TOPIC	NOTES / COMMENTS / ACTION
4. Revenue-Generating Discussion <ul style="list-style-type: none"> - Recycling - Cans - Glass - Paper - Electronics - Other • Cell Towers • Other 	<p><i>There was considerable discussion regarding Utilities cost-savings considerations as follows:</i></p> <ul style="list-style-type: none"> • Pursue formal recycling plan. Solicit RFP's for college/community recycling bins for paper, plastic, aluminum, card board, electronics (promotes recycling and generates revenue) • Research what other community colleges are doing and identify current status of local recycling centers • Pursue cell towers (SWC currently has 2); Michael Meacham to send information • Solar Technology; research solar options and what solar is being considered in new construction? • Consider environmental/sustainability interns for all construction projects • Consider Kaiser's model for solar covered parking spaces • Michael Meacham will provide power purchase agreements/lease samples • OTHER Suggestions: <ul style="list-style-type: none"> ◆ Promote conservation to all employees (including part time faculty) and at all sites ◆ Turn off lights ◆ Adjust heating and air temperature controls up and down to save energy ◆ Shut down heating /air on Friday nights and don't start back up until Monday morning where possible. ◆ Maintain summer 4 day work week to conserve energy ◆ Do a "Best Practices" survey among employees to see what they are currently ◆ Turn off non-essential computer/computer screens nightly ◆ Send out college wide email that includes current costs for utilities, water, etc. to promote greater awareness (and to obtain baseline data).
5. Next Meeting	January, 2012
6. Minutes Report	These minutes will be submitted to SCC for review and discussion.

BACK-UP SUPPLEMENTAL INFORMATION:

Paper Recycling: Allan Recycling Company is paid \$3,600 a year to pick up all the recycled paper collected from the offices on campus.

Cell Tower Sites: The AT & T Company pays our District \$2,354.97 each month for having their cell tower on campus. That money is deposited into the Facilities Use Budget (1-38854-683000-876)

T-Mobile Company pays our District \$2,350.00 each month for having their cell tower on campus. That money is deposited into the Business Related Trust Budget (8-29518-692044-000)

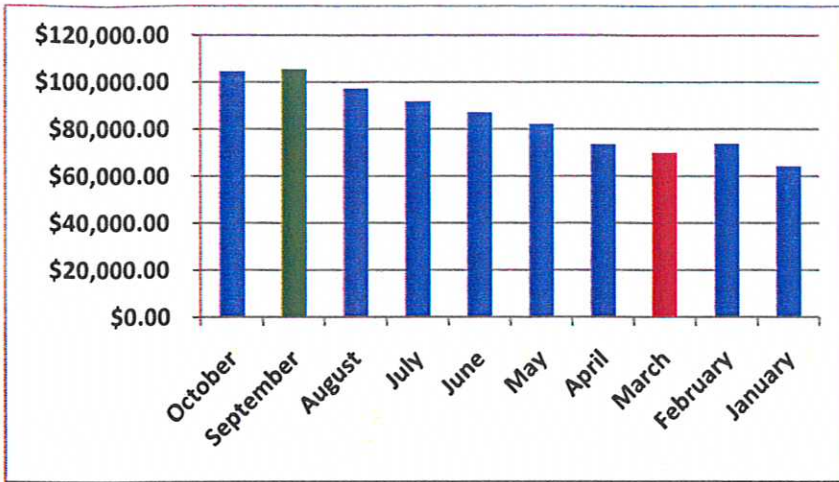
Scrap Metal: Arrow Recycling is contracted to remove the scrap metal tossed in our container. The company is called only when the container is full and it is in need of being emptied. The last four (4) payments to our District are listed below and the money is deposited into Budget No. 1-38896-000000-000.

- | | |
|----------------------|------------|
| 1. January 25, 2011 | \$678.60 |
| 2. January 21, 2011 | \$1,556.36 |
| 3. December 14, 2010 | \$427.74 |
| 4. November 2, 2010 | \$753.00 |

Cardboard Recycling: The cardboard waste is picked up by Allied Waste Services which has a Blanket PO (we pay them) for \$81,250.00 a year. For this amount, and in addition to picking up the cardboard recycling, they take Cafeteria recycling, snack bar recycling, automotive and grounds recycling, bookstore trash, and much more. The Cardboard recycling portion of this PO comes out to a cost of \$80.00 a month give or take a few dollars each month.

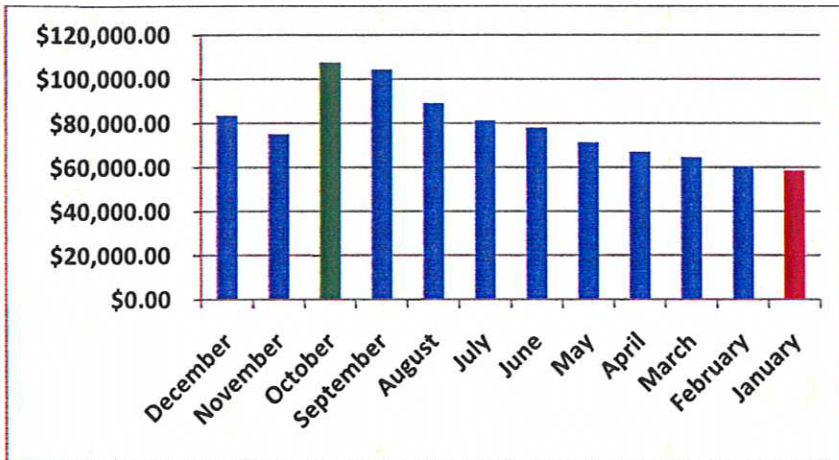
National City Recycling: EDCO Recycling has a recycling container in National City Picked up each week for which we pay \$40 a month.

SOUTHWESTERN COLLEGE 2011 ELECTRIC BILL TO DATE



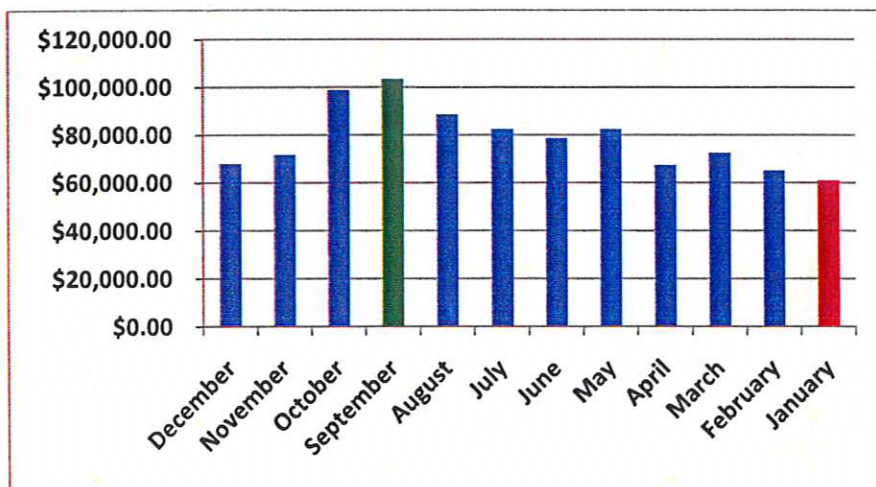
October	\$104,586.33
September	\$105,607.50
August	\$97,304.43
July	\$91,808.79
June	\$87,192.35
May	\$82,245.85
April	\$73,551.99
March	\$69,949.73
February	\$73,948.21
January	\$64,314.07

SOUTHWESTERN COLLEGE 2010 ELECTRIC BILLS MONTH-TO-MONTH



December	\$83,469.82
November	\$75,019.69
October	\$107,371.74
September	\$104,331.11
August	\$89,008.01
July	\$81,146.90
June	\$77,937.48
May	\$71,169.96
April	\$66,985.02
March	\$64,477.42
February	\$60,333.83

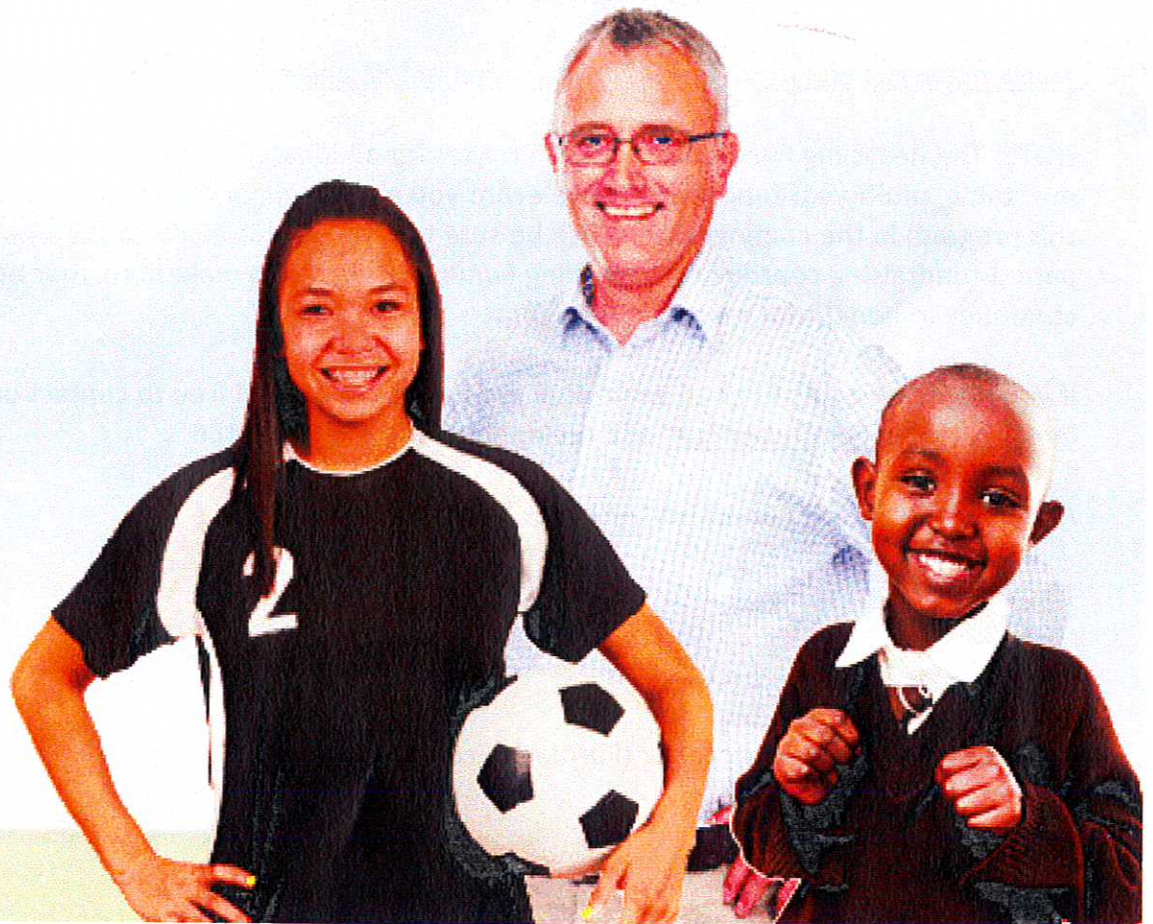
SOUTHWESTERN COLLEGE 2009 ELECTRIC BILLS MONTH-TO-MONTH



December	\$67,840.39
November	\$71,710.65
October	\$98,726.63
September	\$103,283.42
August	\$88,497.98
July	\$82,342.32
June	\$78,593.90
May	\$82,449.92
April	\$67,393.72
March	\$72,429.33
February	\$65,109.77

Guide to a Successful Recycling Fundraiser

Promoting Your Consumer Electronics & Jewelry Recycling Program



Dear Participant:

Congratulations on starting your consumer electronics & jewelry recycling drive! You've joined more than 50,000 organizations nationwide currently participating in the Recycling Fundraiser program. We appreciate your participation and look forward to providing you a superior fundraiser for many years to come.

Based on our experience we have developed a proven fundraising marketing strategy designed to compliment and support your fundraising program. Therefore, we strongly urge you and key members of your organization to review and incorporate the instructions provided. Remember, this system is the result of thousands of Recycling Fundraiser Drives and will save your organization both time and energy while ensuring maximum results.

Enclosed you will find all of the necessary marketing materials including:

- Instructions – Guide to A Successful Recycling Fundraiser
 - Parents & Relatives
 - Developing Business Supporters
 - Conducting a Neighborhood Canvass
 - Donor Solicitation Letter Template

These materials and more can be downloaded online and edited for your particular needs.

NOTE: The Recycling Fundraiser program makes for an ideal on-going, low maintenance, profitable, multi-year fundraiser. In the event you are no longer responsible for coordinating this program in the coming year please be sure to forward this guide to the new teacher / parent fundraising coordinator. Recycling Fundraiser wants to make sure your organization continues to benefit for many years to come.

If you have questions or need additional assistance please feel free to contact us at info@RecyclingFundraiser.com or by telephone at (888) 326-7466.

All of us at Recycling Fundraiser wish you the best.

Thank you,

Ronnie Coleman
President – Recycling Fundraiser (Formerly EcoPhones)

Getting Started...

Steps:

Set a Goal – Every successful fundraiser starts with establishing a clear objective. First determine how much money your organization plans to raise and calculate how many items you'll need to collect to achieve your goal. NOTE: There are more than 100 million used cell phones in the US and the average American discards his/her cell phone every 12-18 months.

Think Ongoing – Experience has demonstrated that although many parents and others will donate their used consumer electronics and jewelry immediately it may initially take several regular reminders before the majority of prospective donors remember to donate / bring / send their items. Once parents and others are conditioned to associate your school or organization with an ongoing recycling fundraiser the results can be overwhelming. Subsequently, an ongoing recycling drive produces much better fundraising results than a short (1 to 2 day event) or even a multi week effort. (*See important 'Business Donors' section below*)

Plan to Implement an Active Solicitation Program – As stated above to ensure maximum results participants must initially actively request, rather than passively await, donations. A program founded on hopes that prospective donors will drop their items off in collection boxes is not effective. There is no selling required, but a certain amount of 'direct appeal' and 'salesmanship' are required to demonstrate the program's benefits to prospective donors. (*See important 'Business Donors' section below*) In addition, it is important to make it as easy as possible for the donor to physically get their donated items to you. People are busy and often want to donate items but just don't get around to finding them and getting them to you. Experience indicates that the single most important factor in conducting a successful drive is a direct appeal.

Identify Your Target Donors – Generally speaking, your target donors will be one or all of the following:

- Parents & Relatives
- Business Donors (local business collection points)
- A Community or Neighborhood based canvass of donors.

Each of these target donor groups must be approached in a different manner.

Directly Related Donors

Again, using a school fundraiser as an example, studies indicate parents are the largest supporters of fundraising activities. Unlike other school fundraisers, however, a Recycling Fundraiser collection program does not require parents to make a cash contribution or purchase something they often do not want. A Recycling Fundraiser drive simply asks them to donate something that is of no practical value to them and yet permits them to claim a tax deduction for a "donation in kind" (See 'Motivation' section below). They not only help their child's school, they benefit the environment and often cut down on the clutter in their own homes. Everybody wins!

To execute this strategy it is important to appeal directly to the parents, either by mailing or sending a letter home to them explaining the reason for the fundraiser and the benefits of the program. **NOTE: Please visit www.RecyclingFundraiser.com to download and edit any of the pre-formatted letters provided FREE by Recycling Fundraiser.** (See 'Getting Started' below). In addition, we recommend sending home our donation acknowledgement form asking parents to confirm that they did in fact receive the information regarding the recycling fundraiser. This form may also serve as a tax deduction receipt for donations. Again, FREE downloadable drafts are available online at www.RecyclingFundraiser.com.

Business Donors

Enlisting business supporters can greatly help launch your recycling fundraiser. Schools and organizations that have business supporters are generating three times the number of donations compared to those that don't have any.

What is a Business Supporter? Business supporters are businesses, churches, or individuals in your community who will collect and donate their items on behalf of your organization. There is no cost for business supporters to participate in your program. In fact, RecyclingFundraiser will send them the same prepaid shipping labels that we send to you.

How do we go about getting Business Supporters? For starters have parents ask their employers. Many corporations regularly upgrade their employees' cell phones and laptops and welcome the possibility of a tax write-off. Corporate IT, Human Resources and Shipping & Receiving departments are generally responsible for the procurement (and storage) of their employees used cell phones and laptops. Another great source is your local cell phone store.

Lastly, many businesses that appeal to teenagers make for great collection / drop-off points, e.g. Blockbuster, Wendy's, movie theaters, etc. These businesses generally are willing to host a collection box and display one of the FREE color posters Recycling Fundraiser provides. After all, it helps the environment, it benefits your school or organization and it demonstrates that local businesses are willing to give back to their communities. In fact, such arrangements have even caught the attention of local newspapers and television stations in many markets.

Neighborhood Canvassing

A common strategy to expand the prospective donor base is to canvass local neighborhoods. Identify the neighborhoods you wish to canvass and break them down into manageable subgroups you can assign to people. Next, assign parent leaders in each target neighborhood. Each parent leader will help coordinate students assigned to canvass their respective neighborhood(s). We strongly recommend canvassing neighborhoods on weekends, as this is convenient for both the parent leaders and prospective donors. Where younger children will be doing the canvassing, it is important they are accompanied by a parent to ensure their safety.

Download and edit one of the pre-formatted letter templates provided by Recycling Fundraiser. (See *'Getting Started'* below) for your canvassers to use when they canvass the neighborhoods.

Review the announcement letter with participating parent leaders and students. It makes a great script for door-to-door collectors. Role-playing exercises in which one person acts as the door-to-door 'collector' and another person acts as the 'donor' are a good means of familiarizing your canvassers with the program and the questions they may experience from donors. Special emphasis should be placed on the tax-deductible donation receipt section at the bottom of the script.

Participants that are unable to memorize the brief script or are uncomfortable reading it can simply introduce themselves and hand the donor solicitation letter/tax deduction receipt directly to the prospective donor.

In the event that a prospective donor expresses interest but is pre-occupied or no one is home be sure to leave a copy of the donor solicitation letter and notify the person that you will return again on the following Saturday and have them place any donated items inside plastic bag(s) and hang them on their front door. Indicate you will leave a tax deduction form when you pickup their item(s).

Communicate, Motivate & Inspire

Communicate - Whether at meetings or via e-mail it is imperative that everyone involved in the fundraiser clearly understands the goal and its associated deadline. We encourage you to conduct regularly scheduled updates and/or reminders.

Motivate – Two Groups (Participants (i.e. Students, Members, etc.) & Donors)

Participants

We recognize that while your organization's fundraising cause and the subsequent environmental benefit that a recycling drive affords should provide sufficient motivation for your participants (i.e. students, members, etc.) it doesn't hurt to provide a little extra incentive. The following are a few ways this can be done:

Peer Recognition

Organizing regularly scheduled group updates and acknowledging participant's/students' efforts in front of their peers with praise (or words of encouragement).

Awards Certificates

Customizable award certificates and Environmental Stewardship Award templates are available online at www.RecyclingFundraiser.com.

Purchase Prizes

Foster competition among students by organizing regularly scheduled group updates and rewarding their efforts with prizes such as movie tickets, movie rental gift certificates and anything else students enjoy. It's amazing how much mileage you can derive out of just a few prizes.

Thermometer Gauge

If you don't have the time to organize regularly scheduled group updates you can always design a simple image that readily depicts your fundraiser's progress to date and requires very little time to maintain. We recommend drawing an empty thermometer (or other type of measuring gauge) on a prominently displayed chalkboard, whiteboard or poster paper. By coloring in the empty thermometer students and faculty or members can easily track your progress as it rises towards your fundraising objective.

Donors

Understanding what motivates prospective donors and how to harness their motivation is as equally as important as finding ways to effectively motivate students. While many prospective donors are sympathetic to your fundraising cause and are concerned about the environment they may need some extra incentive. Fortunately, we can help. A Recycling Fundraiser drive provides prospective donors with the opportunity to save money on their taxes in the form of a tax write-off. While a donor's used items may only represents a few dollars in fundraising revenue for your organization it could mean much more in tax savings for the donor. You cannot specify what the donor should claim as a tax deduction as this is dependent on the model, age and condition of the item they donate. A relatively new item in good condition, however, could easily justify a large deduction, which would provide a significant tax savings.

Inspire – The environmental aspect of the Recycling Fundraiser program can serve to further motivate and inspire students of all ages. For example did you know that for every cell phone your school collects 158,000 gallons of water will be protected from potential toxic contamination? That's 1.2 million 12-ounce sodas for every phone! Moreover, 2 and ½ ounces of oil are used to make a single inkjet cartridge. Stacked end to end, cartridges thrown away in 2004 could circle the Earth! For more inspirational facts about consumer electronics and jewelry recycling visit www.RecyclingFundraiser.com.

Resources for Promoting Your Recycling Fundraiser

Visit www.RecyclingFundraiser.com, click "Resource Center" on the menu bar and download the MS Word File / Power Point template that best suits your needs. If you encounter any problems downloading or opening the files please contact us toll-free at (888) 326-7466.

Open the file(s) using MS Word or PowerPoint.

In the designated spaces edit the document to include your organization's name, fundraising cause, contact name and contact phone number.

Make the necessary number of photocopies for each of the participants.

SAMPLE LETTER TEMPLATE

ATTN: A customizable version of this and other templates is available online for FREE at: www.RecyclingFundraiser.com under the "Flyers" button.



**Save on Taxes.
Help our school.
Protect the Environment.
Donate your used electronics & jewelry!**



Dear Parent or Guardian:

(Insert your organization name here) is conducting a recycling fundraiser. There's nothing to buy. We are simply asking you to protect the environment by donating your used consumer electronics and unwanted, broken or mismatched jewelry. Your used item(s) may be tax deductible and will be recycled in accordance with EPA regulations. 100% of the proceeds will help fund (insert your organization's cause here).

We are currently collecting the following items:

- | | | | |
|-----------------|-------------------------|---------------------------------|-------------|
| Cell Phones | Laptop Computers | Inkjet Cartridges | MP3 Players |
| Digital Cameras | Digital Video Cameras | Handheld Game Systems | GPS Devices |
| Radar Detectors | Electronic Book Readers | Gold, Silver & Platinum Jewelry | |

Please drop off any items you would like to recycle at: (Insert Your Organization's Drop Off Location and Collection Point Information.)

We greatly appreciate your support!

Best regards,

(Organization Name)
(Contact Name) / (Contact Phone #)

Please acknowledge that you have reviewed the material by checking one of the boxes below, initialing and having your child return the form to their teacher at school. Thank you.

- Yes, I pledge my support by donating my used consumer electronics**
Note: We cannot accept accessories such as car chargers, ear-pieces, etc. Thank you.
- I am unable to help at this time.**

Parent or Guardian's Initials

.....
(Tear along dotted line and retain for your records)

Tax Deductible Donation Acknowledgement

Thank you for your donation. We cannot make any determination as to the value of the specific item(s) you have donated to us. Generally speaking, older items will not warrant a tax deduction (but still can be recycled). You should consult your tax advisor regarding value determination for tax purposes. The IRS requires the following information for tax deductions of \$250 or less. Please fill in the information indicated below and retain this for your tax records.

(Insert organization name here)
Donation Organization _____ Donation Date _____ Description of item(s) _____
\$ _____
of Items _____ Value of Donation _____ Donor's Name _____ Donor's Address _____

Recycling Fundraiser (Formerly EcoPhones) - Consumer Electronics and Metal Jewelry Recycling Buy Back List
Price List Effective 09.15.2011

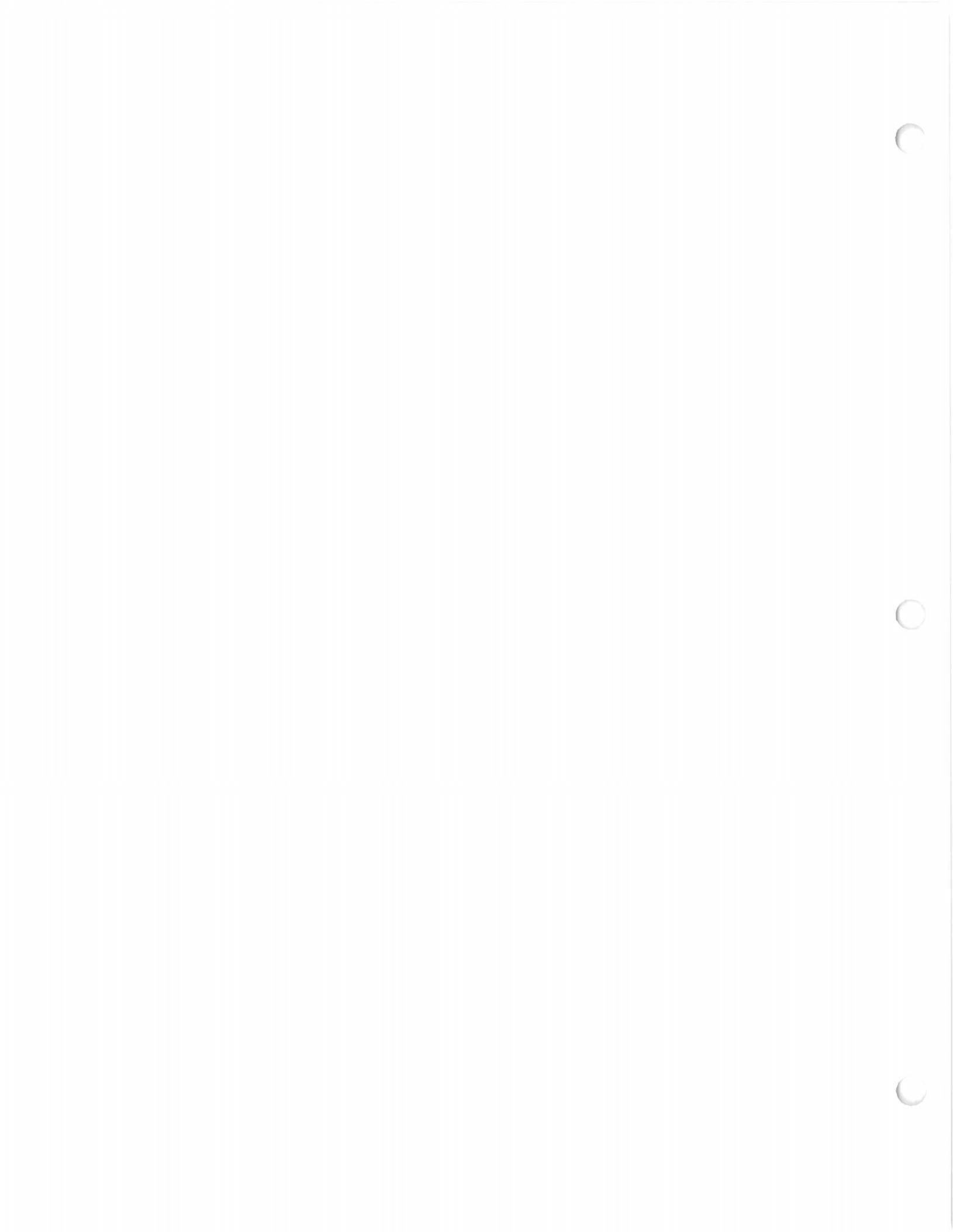
Up to \$350 per phone!

Cell Phone Price List: Effective: 09.15.2011

Up to \$350 per phone!

We pay something for EVERY cell phone, listed or not!

<p>APPLE</p> <p>iPhone 4GB \$ 15.00 iPhone 8GB \$ 25.00 iPhone 16GB \$ 35.00 iPhone 3G 4GB \$ 30.00 iPhone 3G 16GB \$ 75.00 iPhone 3GS 8GB \$ 50.00 iPhone 3GS 16GB \$ 100.00 iPhone 3GS 32GB \$ 150.00 iPhone 4 8GB \$ 50.00 iPhone 4 16GB AT&T \$ 200.00 iPhone 4 16GB Verizon \$ 75.00 iPhone 4 32GB AT&T \$ 250.00 iPhone 4s 32GB Verizon \$ 100.00 iPhone 4s 8GB \$ 350.00 iPhone 4s CDMA \$ 250.00</p> <p>AUDIOVOX</p> <p>PPC-6601 \$ 1.00 PPC-6700 \$ 1.00 SMT-5500 \$ 0.50 SMT-5600 \$ 0.50 XV-6600 \$ 1.00 XV-6700 \$ 1.00</p> <p>BLACKBERRY</p> <p>7210 \$ 0.50 7230 \$ 0.50 7280 \$ 0.50 7290 \$ 1.00 7730 \$ 0.50 7780 \$ 0.50 8800 \$ 5.00 8820 \$ 5.00 8830 \$ 3.00 7100g \$ 0.50 7100t \$ 0.50 7130c \$ 1.00 8700c \$ 3.00 8700g \$ 3.00 8700r \$ 3.00 8703e \$ 0.50</p> <p>Bold 9600 \$ 25.00 Bold 9650 \$ 50.00 Bold 9700 \$ 100.00 Bold 9900 \$ 150.00 Bold 9930 \$ 150.00 Curve 3G 9300 \$ 50.00 Curve 3G 9330 \$ 50.00 Curve 3300 \$ 15.00 Curve 3310 \$ 15.00 Curve 8320 \$ 15.00 Curve 8330 \$ 3.00 Curve 8350 \$ 15.00 Curve 8520 \$ 25.00 Curve 8530 \$ 5.00 Curve 8900 \$ 25.00 Curve 9350 \$ 50.00 Onyx 9700 \$ 50.00 Pearl 3G 9100 \$ 75.00 Pearl 3G 9105 \$ 100.00 Pearl 8100 \$ 5.00 Pearl 8110 \$ 5.00 Pearl 8120 \$ 5.00 Pearl 8130 \$ 1.00 Pearl Flip 8220 \$ 5.00 Pearl Flip 8230 \$ 3.00 Storm 2 9550 \$ 50.00 Style 9670 \$ 25.00 Torch 9530 \$ 10.00 Torch 9500 \$ 100.00 Torch 9510 \$ 125.00 Torch 9550 \$ 125.00 Torch 9580 \$ 125.00 Tour 9630 \$ 10.00</p> <p>CASIO</p> <p>Brigade C741 \$ 25.00 Exlim C721 \$ 15.00 GZone Boulder \$ 3.00 GZone Commando \$ 100.00 GZone Rock \$ 15.00 GZone Type S \$ 1.00 GZone Type V \$ 1.00 Ravine C 751 \$ 25.00</p> <p>GARMIN</p> <p>Garminfone \$ 25.00 NuVifone G60 \$ 25.00</p> <p>HP</p> <p>iPaq 610 \$ 3.00 iPaq 910 \$ 10.00 iPaq Glisten \$ 25.00</p> <p>HTC</p> <p>3125 \$ 1.00 8100 \$ 1.00 8500 \$ 1.00</p> <p>Aria \$ 50.00 Arrive \$ 75.00 Dash / Snap 90 \$ 10.00 Dash M-620 \$ 5.00 Desire \$ 50.00 Droid Eris \$ 25.00 Droid Incredible \$ 50.00 Droid Incredible 2 \$ 150.00 Evo 3D \$ 125.00 Evo 4G \$ 75.00 Evo Shift 4G \$ 75.00 Evo View 4G Sprint \$ 150.00 EXCA 100 \$ 5.00 Faraday 2125 \$ 1.00 Freestyle \$ 50.00</p>	<p>Kyocera</p> <p>Loft S2300 \$ 0.50 Neo E1100 \$ 0.50 Rio E3100 \$ 3.00 XTC M2000 \$ 0.50</p> <p>LG</p> <p>Accolade VX5600 \$ 0.50 Ally / Apex VX740 \$ 25.00 Arena GT950 \$ 5.00 Atlanta VN270 \$ 50.00 AX/LX310 \$ 0.50 AX355 \$ 0.50 Banter AX265 \$ 1.00 C1500 \$ 0.50 C2000 \$ 0.50 CE110 \$ 1.00 CF360 \$ 3.00 CG225 \$ 1.00 CG300 \$ 0.50 Chocolate 3 VX8560 \$ 1.00 Chocolate Touch VX8575 \$ 3.00 Clout \$ 3.00 Cosmos 2 \$ 50.00 Cosmos Touch VN270 \$ 50.00 CU400 \$ 1.00 CU405 \$ 1.00 CU500 \$ 1.00 CU515 \$ 3.00 Dare VX9700 \$ 5.00 Decoy VX8610 \$ 1.00 dLite \$ 3.00 Encore GT550 \$ 10.00 enV Touch VX11000 \$ 10.00 enV2 VX9100 \$ 3.00 enV3 VX9200 \$ 5.00 Expo GW820 \$ 50.00 F9100 \$ 0.50 F9200 \$ 0.50 Fathom VS750 \$ 10.00 GD710 \$ 5.00 i2X \$ 125.00 iSensis US750 \$ 100.00 Glimmer UX330 \$ 1.00 GU292 \$ 3.00 GU295 \$ 3.00 Helix LUX700 \$ 0.50 Incite CT810 \$ 5.00 Invasion CB630 \$ 1.00 Lotus \$ 1.00 Lotus Elite LX610 \$ 5.00 LX230 \$ 1.00 LX370 \$ 0.50 LX400 \$ 0.50 LX570 \$ 0.50 Neon GT365 \$ 5.00 Neon II GT350 \$ 15.00 Octana \$ 25.00 Optimus 2X \$ 125.00 Optimus 3D P920 \$ 250.00 Optimus M/C \$ 25.00 Optimus S/UV \$ 25.00 Optimus T VNS30 \$ 25.00 Phoenix \$ 25.00 Prime GS390 \$ 10.00 Quantum C900 \$ 25.00 Remarg LN240 \$ 1.00 Revolution \$ 150.00 Rhythm AX585 \$ 0.50 Rumor 2 LX265 \$ 1.00 Rumor Touch LN510 \$ 5.00 Rumor UX260 \$ 1.00 Rumor VX260 Sprint \$ 3.00 Saber GT950 \$ 5.00 Select MN180 \$ 1.00 Sentio GS505 \$ 10.00 Shine 2 KE970 \$ 3.00 Shine CU720 \$ 3.00 Spyder LG830 \$ 3.00 Thrill 4G P920 \$ 250.00 Thrive \$ 25.00 Trax CU575 \$ 1.00 Tritan UX840 \$ 1.00 Versa VX9600 \$ 5.00 Vortex VS560 \$ 25.00 Voyager VX10000 \$ 3.00 Vu CU915 \$ 5.00 Vu CU920 \$ 5.00 Vu Plus \$ 15.00 VX8100 \$ 0.50 VX8300 \$ 0.50 VX8350 \$ 0.50 VX8500 \$ 0.50 VX8550 \$ 0.50 VX8600 \$ 0.50 VX8700 \$ 0.50 VX8800 \$ 1.00 VX9000 \$ 0.50 VX9400 \$ 1.00 VX9800 \$ 0.50 VX9900 \$ 1.00 Wine UX280 \$ 0.50 Wine II UN430 \$ 1.00 Xenon GR500 \$ 5.00</p> <p>MOTOROLA</p> <p>A630 \$ 0.50 Adventure V750 \$ 1.00 Atrix 4G \$ 100.00 Backflip \$ 25.00 Ball WX415 \$ 25.00 Barrage V860 \$ 3.00 Bravo MB920 \$ 15.00 C139 \$ 0.50</p>	<p>Motorola</p> <p>Blaze V \$ 100.00 Titanium VX11000s \$ 5.00 Trillion VX425 \$ 100.00 Tundra Va76r \$ 5.00 V190 \$ 0.50 V195 \$ 1.00 V235 \$ 0.50 V300 \$ 0.50 V330 \$ 0.50 V360 \$ 1.00 V361 \$ 1.00 V365 \$ 1.00 V400 \$ 0.50 V505 \$ 0.50 V525 \$ 0.50 V535 \$ 0.50 V540 \$ 0.50 V545 \$ 0.50 V547 \$ 0.50 V550 \$ 0.50 V551 \$ 1.00 V555 \$ 1.00 V557 \$ 1.00 V600 \$ 0.50 VE440 \$ 0.50 VE465 \$ 0.50 W315 \$ 0.50 W370 \$ 0.50 W375 \$ 0.50 W385 \$ 1.00 W490 \$ 1.00 W510 \$ 1.00 W755 \$ 1.00</p> <p>XRRT \$ 100.00 Z9c \$ 1.00 Z9g \$ 1.00 Zine ZN5 \$ 1.00</p> <p>NEXTEL</p> <p>Bruja i650 \$ 15.00 Clutch i465 \$ 3.00 Glitch i475 \$ 15.00 Debut i856 \$ 5.00 i1 \$ 50.00 i9 \$ 15.00 i296 \$ 3.00 i325 \$ 0.50 i335 \$ 3.00 i410 \$ 1.00 i412 \$ 5.00 i450 \$ 0.50 i455 \$ 0.50 i560 \$ 1.00 i570 \$ 3.00 i576 \$ 3.00 i580 \$ 3.00 i605 \$ 0.50 i670 \$ 0.50 i760 \$ 1.00 i776 \$ 5.00 i830 \$ 1.00 i833b \$ 1.00 i833p \$ 1.00 i835 \$ 0.50 i836 \$ 1.00 i850 \$ 3.00 i855 \$ 1.00 i860 \$ 5.00 i870 \$ 5.00 i875 \$ 3.00 i880 \$ 10.00 i885 \$ 10.00 i886 \$ 50.00 i890 \$ 50.00 i920 \$ 3.00 i930 \$ 3.00 ic902 \$ 0.50</p> <p>NOKIA</p> <p>1110 \$ 1.00 1112 \$ 1.00 1116 \$ 0.50 1200 \$ 3.00 1208 \$ 3.00 1600 \$ 3.00 1618 \$ 1.00 1680 \$ 3.00 2115 \$ 3.00 2116 \$ 3.00 2125 \$ 3.00 2126 \$ 3.00 2128 \$ 3.00 2310 \$ 1.00 2366 \$ 0.50 2610 \$ 1.00 2630 \$ 3.00 2660 \$ 1.00 2680 \$ 3.00 2720 \$ 3.00 2760 \$ 1.00 3155 \$ 0.50 3200 \$ 0.50 3220 \$ 0.50 3300 \$ 0.50 3555 \$ 3.00 3595 \$ 0.50 3600 \$ 0.50 3620 \$ 0.50 3650 \$ 0.50 3660 \$ 0.50 3711 \$ 1.00 5070 \$ 0.50 5140 \$ 0.50</p>	<p>Nokia</p> <p>2600b \$ 0.50 2865i \$ 3.00 3500c \$ 5.00 6015i \$ 1.00 6165i \$ 0.50 6170b \$ 0.50 6230b \$ 1.00 6235i \$ 1.00 6255i \$ 0.50 6256i \$ 0.50 6265i \$ 1.00 6310i \$ 1.00 6315i \$ 1.00 6820b \$ 0.50 7510 \$ 5.00</p> <p>Astound C7-00 \$ 25.00 C 3 \$ 10.00 C 6 \$ 10.00 C2-00 \$ 10.00 C3-01 Touch and Type \$ 25.00 C6-00 \$ 10.00 C6-01 \$ 75.00 E 5 \$ 10.00 E50 \$ 1.00 E5-00 \$ 10.00 E51 \$ 10.00 E61 \$ 15.00 E62 \$ 15.00 E63 \$ 15.00 E65 \$ 15.00 E7-00 \$ 100.00 E71 \$ 25.00 E71x \$ 15.00 E72 \$ 50.00 E90 \$ 25.00 Luna 8600 \$ 15.00 Mural 6750 \$ 3.00 N 8 \$ 75.00 N70 \$ 5.00 N73 \$ 10.00 N75 \$ 5.00 N76 \$ 10.00 N78 \$ 5.00 N80 \$ 5.00 N81 \$ 15.00 N82 \$ 15.00 N85 \$ 15.00 N88 8MP \$ 75.00 N90 \$ 3.00 N95 \$ 100.00 N91 \$ 3.00 N95 \$ 25.00 N97 \$ 50.00 N97 Mini \$ 50.00 N-GAGE \$ 1.00 N-Gage QD \$ 1.00 Nuron 5230 \$ 15.00 Shade 2705 \$ 0.50 Twist 7705 \$ 3.00 X 6 \$ 25.00 X2-01 \$ 10.00 Xpress Music 5130 \$ 5.00 Xpress Music 5800 \$ 25.00</p> <p>PALM</p> <p>Centro 685 \$ 5.00 Centro 690 \$ 1.00 Palm Pix \$ 3.00 Palm Pix Plus \$ 5.00 Palm Pre \$ 3.00 Palm Pre 2 CDMA \$ 15.00 Palm Pre Plus \$ 5.00 Treo 650g \$ 3.00 Treo 680 \$ 5.00 Treo 700 \$ 0.50 Treo 750 \$ 5.00 Treo 755p \$ 1.00 Treo 800w \$ 1.00 Treo Pro \$ 1.00</p> <p>PANTECH</p> <p>Breeze II P2000 \$ 1.00 C630 \$ 0.50 Caper TXT8035pp \$ 1.00 CDM8635 \$ 0.50 Crossover \$ 75.00 Crux \$ 25.00 Duo CB10 \$ 1.00 Ease P2020 \$ 3.00 Link \$ 5.00 Matrix C740 \$ 1.00 Matrix Pro C820 \$ 1.00 Ocean 2 \$ 0.50 P7000 Impact \$ 3.00 P9020 Pursuit \$ 5.00 P9050 Laser \$ 25.00 Pursuit 2 \$ 50.00 Reveal C970 \$ 1.00 Siate C530 \$ 1.00 TXT8010 Blitz \$ 3.00 TXT8026 \$ 1.00 TXT8040 Jest \$ 1.00</p> <p>SAMSUNG</p> <p>A107 \$ 0.50 A127 \$ 3.00 A177 \$ 3.00 A187 \$ 5.00 A197 \$ 0.50 A437 \$ 1.00 A707 \$ 1.00 A717 \$ 1.00</p>	<p>Samsung</p> <p>i325 \$ 0.50 i730 \$ 0.50 i907 \$ 5.00 Impression A777 \$ 5.00 Instinct 4G i997 \$ 150.00 Instinct 3D M850 \$ 10.00 Instinct M800 \$ 3.00 Instinct S30 M810 \$ 3.00 Intensity II U460 \$ 5.00 Intercept M910 \$ 15.00 Intrepid i350 \$ 1.00 Jack i637 \$ 15.00 Juke U470 \$ 0.50 M240 \$ 0.50 M320 \$ 0.50 M360 \$ 1.00 M540 Rant \$ 1.00 M620 Upstage \$ 0.50 M630 Highnote \$ 0.50 Magnet A257 \$ 5.00 Memoir T929 \$ 15.00 Mesmerize i800 \$ 75.00 Messenger III R570 \$ 10.00 Messenger Touch R630 \$ 3.00 Messenger Touch R631 \$ 3.00 Moment M900 \$ 10.00 Mythic A897 \$ 15.00 Nexus S \$ 100.00 Nexus S 4G \$ 100.00 Omnia 2 i8000 \$ 25.00 Omnia i910 \$ 5.00 P207 \$ 0.50 Propel A767 \$ 5.00 R350 \$ 0.50 R351 \$ 0.50 R450 \$ 1.00 R500 \$ 0.50 R510 \$ 0.50 R560 \$ 1.00 R900 \$ 30.00 Reality US20 \$ 10.00 Reclaim M560 \$ 3.00 Renewn U810 \$ 1.00 Rhapsody M550 \$ 15.00 Restore M570 \$ 5.00 Rouge U960 \$ 10.00 Rugby 2 A547 \$ 10.00 Saga i770 \$ 1.00 Seek M350 \$ 3.00 Smiley T359 \$ 5.00 Smooth U350 \$ 0.50 Solstice 2 A817 \$ 15.00 Solstice A857 \$ 10.00 Solstice II A817 \$ 10.00 Stride R330 \$ 0.50 Stride R335c \$ 0.50 Striva A687 \$ 10.00 Suede \$ 15.00 Sunburst A697 \$ 5.00 T139 \$ 0.50 T209 \$ 1.00 T239 \$ 0.50 T249 \$ 5.00 T259 \$ 10.00 T319 \$ 0.50 T329 \$ 1.00 T349 \$ 1.00 T369 \$ 5.00 T509 \$ 0.50 T519 \$ 0.50 T539 \$ 0.50 T559 \$ 3.00 T609 \$ 0.50 T619 \$ 0.50 T629 \$ 1.00 T659 \$ 3.00 T719 \$ 0.50 T729 \$ 1.00 T739 \$ 1.00 T749 \$ 5.00 T809 \$ 1.00 T819 \$ 1.00 Tint R420 \$ 0.50 Trance U490 \$ 1.00 Transform M920 \$ 50.00 Trendar M350 \$ 75.00 Tril R520 \$ 0.50 U340 \$ 0.50 U450 \$ 1.00 U650 \$ 0.50 U740 \$ 1.00 U900 \$ 1.00 Vibrant T959 \$ 100.00 Vice R561 \$ 1.00 X426 \$ 0.50 X427 \$ 0.50 X475 \$ 0.50 X495 \$ 0.50 X497 \$ 0.50</p> <p>SANYO</p> <p>Ignogno SCP 6760 \$ 3.00 Innuendo SCP 6780 \$ 3.00 Katana 2 \$ 1.50 Katana DLX \$ 1.50 Katana Eclipse X \$ 1.50 Katana LX \$ 1.50 Pro-200 \$ 1.50 Pro-700 \$ 1.50 SCP-2700 Juno \$ 1.50 SCP-3810 Mirro \$ 1.50 SCP-6750 \$ 1.50 SCP-8400 \$ 1.50</p>
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Fusion 5800	\$ 3.00	C155	\$ 0.50	5300	\$ 5.00	A727	\$ 1.00	Tabo by Kyocera	\$ 10.00
Flize	\$ 15.00	C261	\$ 0.50	6310	\$ 15.00	A737	\$ 3.00	Vero SCP-3820	\$ 1.50
G1	\$ 15.00	C650	\$ 0.50	6610	\$ 10.00	A747	\$ 1.00	Zio by Kyocera SCP-8600	\$ 5.00
G2	\$ 50.00	Qharm MB502	\$ 25.00	5700	\$ 1.00	A837	\$ 3.00	SHARP	
HD 2	\$ 50.00	Citrus WX455	\$ 5.00	6010	\$ 0.50	A950	\$ 0.50	EX	\$ 10.00
HD 7	\$ 100.00	Oilq	\$ 10.00	6016	\$ 1.00	Access A827	\$ 1.00	Kin One	\$ 3.00
Hermes 8525	\$ 5.00	Oilq XT / Quedh	\$ 15.00	6019	\$ 1.00	Acclaim R880	\$ 15.00	Kin Two	\$ 3.00
Haro	\$ 25.00	Oil2	\$ 50.00	6020	\$ 1.00	Alies 2 U750	\$ 5.00	SIDEKICK	
Harra 110	\$ 3.00	Crush W835	\$ 1.00	6021	\$ 1.00	Behold II T939	\$ 15.00	Danger Sidekick C	\$ 0.50
Hario	\$ 25.00	Dafy MB526	\$ 75.00	6030	\$ 1.00	Behold T916	\$ 10.00	Danger Sidekick II	\$ 0.50
Inspire 4G	\$ 75.00	Davour	\$ 10.00	6061	\$ 1.00	BlackJack 807	\$ 5.00	Danger Sidekick III	\$ 1.00
MDA	\$ 3.00	Droid 2 A885	\$ 75.00	6085	\$ 1.00	BlackJack II G17	\$ 10.00	EX Plus	\$ 25.00
Marq	\$ 100.00	Droid 2 Global	\$ 75.00	6086	\$ 1.00	C417	\$ 0.50	EX S7X2	\$ 25.00
Mogul PPC-6800	\$ 3.00	Droid 3	\$ 175.00	6100	\$ 1.00	Caliber R850	\$ 1.00	Sharp Sidekick ID	\$ 0.50
myTouch 4G	\$ 25.00	Droid A855	\$ 25.00	6101	\$ 1.00	Galvalite 1697	\$ 100.00	Sharp Sidekick LX	\$ 1.00
myTouch 4G Slide	\$ 50.00	Droid Pro A957	\$ 100.00	6102	\$ 1.00	Code i220	\$ 5.00	Sharp Sidekick LX 2009	\$ 1.00
myTouch 4B	\$ 100.00	Droid X MB610	\$ 75.00	6103	\$ 1.00	Convoy U640	\$ 3.00	Sidekick 2008	\$ 1.00
MyTouch 4G Slide	\$ 50.00	Droid X2	\$ 125.00	6110	\$ 0.50	D407	\$ 1.00	Sidekick 4G	\$ 75.00
Nexus One	\$ 100.00	E398	\$ 0.50	6111	\$ 0.50	D807	\$ 1.00	Sidekick Slide	\$ 0.50
Ozone XV-6175	\$ 5.00	E815	\$ 0.50	6126	\$ 5.00	Dart T469	\$ 50.00	SONY ERICSSON	
Rare	\$ 50.00	EM330	\$ 1.00	6131	\$ 5.00	Droid Charge	\$ 150.00	D905	\$ 10.00
S-730	\$ 1.00	Enlice W766	\$ 1.00	6133	\$ 5.00	E105	\$ 0.50	Equinox W518	\$ 5.00
SDA	\$ 1.00	Evoke QA4	\$ 1.00	6136	\$ 0.50	E315	\$ 0.50	K550i	\$ 1.00
Sensation 4G	\$ 150.00	Flipout ME511	\$ 75.00	6155	\$ 0.50	E316	\$ 0.50	K700i	\$ 0.50
Shadow	\$ 3.00	Flipside MB608	\$ 25.00	6200	\$ 0.50	E317	\$ 0.50	K750i	\$ 1.00
Shadow 2 (2009)	\$ 5.00	Grasp WX404	\$ 3.00	6210	\$ 0.50	E318	\$ 0.50	K790	\$ 3.00
Snap S-511	\$ 3.00	Hint QA30	\$ 1.00	6220	\$ 1.00	E335	\$ 0.50	P900	\$ 0.50
Status	\$ 100.00	Karma QA1	\$ 3.00	6225	\$ 0.50	E630	\$ 0.50	P910	\$ 0.50
Surround	\$ 50.00	Kravez ZN4	\$ 1.00	6230	\$ 1.00	E635	\$ 0.50	P910a	\$ 0.50
Thunderbolt	\$ 125.00	Krzz K1	\$ 3.00	6235	\$ 1.00	E715	\$ 0.50	S700	\$ 0.50
THT 8925	\$ 10.00	Krzz K1m	\$ 1.00	6236	\$ 3.00	Epic 4G D700	\$ 75.00	S700i	\$ 0.50
Touch Diamond	\$ 5.00	L2	\$ 1.00	6263	\$ 3.00	Eternity II A597	\$ 15.00	S710a	\$ 0.50
Touch Diamond 2	\$ 25.00	L6	\$ 1.00	6350	\$ 1.00	Evergreen A667	\$ 5.00	T610	\$ 0.50
Touch PPC-6900	\$ 3.00	L7	\$ 1.00	6555	\$ 3.00	Exclaim M550	\$ 3.00	T630	\$ 0.50
Touch Pro	\$ 10.00	L9	\$ 1.00	6600	\$ 3.00	Exhibit 4G T759	\$ 100.00	T637	\$ 0.50
Touch Pro 2	\$ 15.00	Maxx VE	\$ 0.50	6610	\$ 0.50	Factor	\$ 1.00	Vivaz U8	\$ 25.00
Trophy	\$ 75.00	Milestone XT720	\$ 25.00	6620	\$ 1.00	Fascinate 1500	\$ 75.00	W200	\$ 1.00
Wildfire	\$ 25.00	Pebble U6	\$ 0.50	6630	\$ 0.50	Finesse R810	\$ 1.00	W300i	\$ 1.00
Wildfire S	\$ 100.00	Q	\$ 1.00	6650	\$ 5.00	Flight A797	\$ 10.00	W350	\$ 1.00
Wing 4350	\$ 3.00	Q9h	\$ 1.00	6670	\$ 1.00	Flight II A927	\$ 15.00	W580	\$ 5.00
Wiza 100	\$ 3.00	Q9m	\$ 0.50	6680	\$ 1.00	Focus i917	\$ 100.00	W600	\$ 1.00
Wiza 200	\$ 5.00	Quantico W845	\$ 5.00	6681	\$ 1.00	Freeform 3 R380	\$ 3.00	W610i	\$ 0.50
Wizard 8125	\$ 5.00	Rambler WX400	\$ 3.00	6682	\$ 1.00	Freeform II R360	\$ 5.00	W710	\$ 0.50
XV-6700	\$ 1.00	Rapture VU30	\$ 0.50	6790	\$ 10.00	Galaxy Indulge R910	\$ 75.00	W760	\$ 5.00
XV-6800	\$ 3.00	Razr 2 V8	\$ 5.00	6800	\$ 0.50	Galaxy Indulge R915	\$ 75.00	W800	\$ 3.00
XV-6900	\$ 5.00	Razr 2 V9	\$ 5.00	6820	\$ 0.50	Galaxy S 4G	\$ 75.00	W810i	\$ 3.00
		Razr 2 V9m	\$ 3.00	6822	\$ 0.50	Gleam U700	\$ 0.50	Xperia Arc X12	\$ 175.00
		Razr 2 V9x	\$ 5.00	7210	\$ 0.50	Gloss U440	\$ 0.50	Xperia Mini Pro X10	\$ 50.00
		Razr V3 a/c/g/m/t	\$ 1.00	7250	\$ 0.50	Glyde U940	\$ 1.00	Xperia Mini X10	\$ 50.00
		Razr V3 xx	\$ 3.00	7260	\$ 1.00	Gravity 2 T469	\$ 5.00	Xperia Play	\$ 100.00
		Razr VE20	\$ 0.50	7270	\$ 0.50	Gravity 3 T479	\$ 5.00	Xperia X10	\$ 50.00
		Renegade V950	\$ 1.00	7280	\$ 1.00	Gravity Smart T559	\$ 40.00	Z300	\$ 0.50
		Rival A455	\$ 1.00	7370	\$ 1.00	Gravity T1669	\$ 15.00	Z310	\$ 0.50
		Rizr Z6m	\$ 1.00	7610	\$ 1.00	Gravity T459	\$ 3.00	Z520	\$ 1.00
		Rizr Z6v	\$ 1.00	8820	\$ 15.00	Gusto U360	\$ 1.00	Z550a	\$ 1.00
		Rokr E1	\$ 0.50	8901	\$ 5.00	Haven U320	\$ 3.00	Z750	\$ 3.00
		Rokr E2	\$ 0.50	9300	\$ 3.00				
		Rokr E8	\$ 10.00	1100 B	\$ 1.00				
		Rokr U9	\$ 3.00	2320c	\$ 3.00				
				2330c	\$ 3.00				

Working Phones are phones that power up (must include battery), have an undamaged LCD screen, are able to make a test call, have a clear ESN, are not cracked or otherwise damaged and are not 'locked'.
 Non-Working Phones or phones with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working phone prices above.

Gold, Silver & Platinum Price List : Effective 09.15.2011

Highest \$ Amount for Jewelry!

Highest \$ Amount for Jewelry!

We pay competitive prices for all Gold, Silver & Platinum - Even broken jewelry!

Gold	Prices based on net weight & purity.
Silver	Prices based on net weight & purity.
Platinum	Prices based on net weight & purity.

When shipping us jewelry please note that not all of the overall weight is recoverable metal weight, i.e. costume jewelry, glass watch faces, leather / plastic watch bands, quartz watch mechanisms, etc. all comprise a portion of the overall weight yet are expensive to demanufacture, separate and dispose of properly. In addition, not all of the metal weight is precious metal weight, e.g. platinum 850 is only 85% platinum - the other 15% is made up of inexpensive alloys and perhaps even soldering lead.

Recycling Fundraiser does not accept costume jewelry including jewelry composed of base metals, plastic jewelry, etc. Please keep in mind that Recycling Fundraiser pays for items based on the recycled metals value only. Recycling Fundraiser does not pay for gemstones or other non-metal jewelry components and will not return ship them.

Up to \$350 per laptop / netbook!

Laptop / Notebook Computer Price List: Effective 09.15.2011

Up to \$350 per laptop / netbook!

We pay something for EVERY laptop/netbook computer - Working or Not!

Intel / AMD Processors
 Pentium II Or Less Will NOT Be Accepted

Intel Pentium III: 600-900 MHZ	\$3.00
Intel Pentium III M	\$3.00
AMD Athlon-XP M	\$3.00
Intel Pentium IV (4)	\$5.00
Celeron	\$5.00
AMD Sempron/Athlon 64	\$5.00
Intel Pentium M Centrino	\$10.00
Celeron M	\$10.00
AMD Turion s4	\$10.00
Intel Dual Core	\$15.00
Intel Core Duo	\$15.00
AMD Turion 64X2	\$15.00
Intel Core 2 Duo T Series	\$25.00
Intel Core 2 Duo P Series	\$50.00
Intel i3 1st gen , Core 2 Quad	\$75.00
Intel i5 1st gen	\$100.00
AMD X3 X4	\$150.00
Intel i7 600,700 Series 1st Gen	\$200.00
Intel i3, i5 2nd Gen	\$200.00
Intel i7 2nd Gen	\$250.00

Apple Power PC Processors
 Pentium II Or Less Will NOT Be Accepted

iBook G3: 500-700 MHZ	\$3.00
PowerBook G4: 466-650 MHZ 15"	\$3.00
iBook G4 (Not Titanium)	\$5.00
PowerBook G4: 12", 15.4" Titanium Model	\$10.00
MacBook Intel Core Duo	\$25.00
MacBook with Intel Core 2 Duo	\$30.00
MacBook Pro Titanium with Intel Core Duo	\$50.00
MacBook Pro with Intel Core 2 Duo 15"	\$75.00
MacBook Pro with Intel Core 2 Duo 17"	\$100.00
MacBook Air 1st gen	\$250.00
MacBook Aluminum (Late 2008 model Core 2 Duo)	\$150.00
MacBook Pro Unibody (2008 Model) Core 2 Duo	\$250.00
MacBook Unibody Mid 2010 13" CD	\$200.00
MacBook Pro Unibody 2010 15" CD	\$300.00
MacBook Pro 15.4" Unibody Intel i5 9ra Mid 2010	\$350.00
MacBook Air (11", 13" Late 2010 Version)	\$250.00

Apple Mac Mini (on GPU) (from \$25 to \$80) \$50.00

Netbook (Prices based on CPU / Ram)

Netbooks without Webcam	\$5.00
Netbooks with Webcam (Single Core)	\$15.00
Netbooks with Dual Core Processor and WebCam	\$25.00
Netbooks with Touchscreen and WebCam	\$50.00

Recycling Fundraiser destroys ALL laptop hard drives. You may remove and keep your own hard drive. Please keep the hard drive holder intact.
 Recycling Fundraiser will still pay full working price for laptops that have had their hard drives removed provided all of the conditions listed below are met.
PACK LAPTOP / NETBOOK COMPUTERS CAREFULLY - USE BUBBLE WRAP.
DO NOT USE STYROFOAM 'PEANUTS' - THESE CAUSE STATIC ELECTRICITY WHICH WILL DAMAGE THE COMPUTER AND RESULT IN A REDUCED PAYMENT.
 Working laptop / netbook computers are computers that power up (must include battery & power cord / charger) and all of the following are intact & undamaged:
 RAM, floppy drive, CD drive, DVD drive (if applicable), all ports, screen, latches, and are not cracked, 'locked' or otherwise damaged. We do not buy laptops with recalled batteries.
 Non-working laptop / netbook computers or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working laptop / netbook computer prices above. Laptop / netbook computer prices subject to change without notice.

Up to \$400 per iPad or tablet!

iPad & Tablet Price List: Effective 09.15.2011

Up to \$400 per iPad or tablet!

iPad & iPad 2

iPad 2 - 16 GB Apple iPad - Wifi	\$200.00
iPad 2 - 32 GB Apple iPad - Wifi	\$250.00
iPad 2 - 64 GB Apple iPad - Wifi	\$300.00
iPad 2 - 16 GB Apple iPad - Wifi + 3G	\$300.00
iPad 2 - 32 GB Apple iPad - Wifi + 3G	\$350.00
iPad 2 - 64 GB Apple iPad - Wifi + 3G	\$400.00
iPad - 16 GB Apple iPad - Wifi	\$125.00
iPad - 32 GB Apple iPad - Wifi	\$150.00
iPad - 64 GB Apple iPad - Wifi	\$200.00
iPad - 16 GB Apple iPad - Wifi + 3G	\$150.00
iPad - 32 GB Apple iPad - Wifi + 3G	\$200.00
iPad - 64 GB Apple iPad - Wifi + 3G	\$250.00

Tablets

Acer Iconia 150 A500-10516U	\$75.00
Acer Iconia Tab A500-10532U	\$100.00
Acer Iconia W500-B2467	\$100.00
Acer Iconia Tab A100-07U06U	\$75.00
Archos 9 Tablet PC	\$75.00
Asus Eee Pad Transformer 10.1	\$50.00
Asus Eee Slate EP121-1A010M	\$350.00
BlackBerry Playbook 16GB	\$75.00
BlackBerry Playbook 32GB	\$150.00
BlackBerry Playbook 64GB	\$300.00
CybertronPC Pad TPT1111TA	\$350.00
CybertronPC Pad TPT1111TB	\$400.00

Tablets (Cont.)

Dell Strack 7 16GB	\$50.00
Fujitsu Stylistic C550-36GB-01	\$350.00
Fujitsu Stylistic C550-32GB-02	\$300.00
HP Slate 500 XT862UA	\$350.00
HP Touchpad (16 or 32GB)	\$28.00
HTC Evo View 4G	\$160.00
HTC Flyer 16GB	\$78.00
Lenovo IdeaPad K1	\$100.00
Motorola Xoom 10 Inch	\$78.00
Samsung Galaxy Tab 10.1	\$180.00
Toshiba Thrive 10" 16GB	\$28.00
Toshiba Thrive 10" 32GB	\$78.00

PACK iPADS & TABLETS CAREFULLY - USE BUBBLE WRAP.

DO NOT USE STYROFOAM 'PEANUTS' - THESE CAUSE STATIC ELECTRICITY WHICH WILL DAMAGE THE ITEM AND RESULT IN A REDUCED PAYMENT.

Working iPads and Tablets are items that power up (must include battery & power cord / charger) and all of the following are intact & undamaged:

Internal Memory, SD Drive (if applicable), all ports, screen, and are not cracked, 'locked' or otherwise damaged. iPads must be able to sync with iTunes and all tablets/iPads must be able to be activated on their respective carrier networks. **Non-working iPads and tablets** or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working iPad / tablet prices above.

Up to \$5 per ink jet!

Ink Jet Cartridge Price List : Effective 09.15.2011

Up to \$5 per ink jet!

We pay something for EVERY ink jet cartridge, listed or not!

Canon	Dell	HP	HP	Lexmark
BX-3 \$ 1.00	#0529 (A920B) \$ 0.50	#22 (C9352) \$ 2.00	#60 Black (CC640W) \$ 0.25	#2 (1800190) \$ 0.40
CL-41 \$ 2.00		#23 (C1823D) \$ 0.25	#60 Color (CC643W) \$ 0.50	#3 (18C1530) \$ 0.25
CL-51 \$ 1.00		#26 (51626A/D/G) \$ 0.25	#78 (B6578A/D) \$ 0.50	#16 (10N0016) \$ 0.25
PG-210 Black High Yield \$ 0.50	HP	#27 (C8727A) \$ 0.25	#343 (C8766E) \$ 5.00	#34 (1800034) \$ 1.00
CL-211 XL \$ 0.25	#17 (C6625AN) \$ 0.25	#28 (C8728A) \$ 2.00	#344 (C9363E) \$ 5.00	#36 (1800036) \$ 1.00
CL-211 Color \$ 0.50	#20 (C6614A/D) \$ 0.25	#57 (C8657A) \$ 1.00	#9011/9014XL \$ 0.50	
PG-210 XL \$ 0.25	#21 (C9351) \$ 0.25			

Cartridges that have been refilled are considered damaged. Cartridges must not be broken, i.e. cartridge case, circuitry or print head. **Recycling Fundraiser does not accept laser or toner cartridges. If the cartridge is larger than the palm of your hand it is not an ink jet cartridge.**

We accept & pay for all manufacturers and brands of inkjet cartridges. No toner please.

Up to \$100 per MP3 player!

MP3 Player Price List : Effective 09.15.2011

Up to \$100 per MP3 player!

We pay something for EVERY Apple iPod, Microsoft Zune, Sandisk Sansa and Creative Zen MP3 Player - Working or Not!

Apple iPods	Apple iPods (Cont.)	Nano Gen 4 (Video) 4 GB \$ 5.00	Nano Gen 4 (Video) 8 GB \$ 5.00	Nano with Camera \$ 10.00	Creative	Microsoft Zune
iPod Gen1 10 GB \$ 3.00	iPod Touch Gen 1 3/16 GB \$ 10.00	Nano Gen 4 (Video) 8 GB \$ 5.00	Nano Gen 4 (Video) 8 GB \$ 5.00	Mini Gen1 4 GB \$ 1.00	Zen Mosaic \$ 3.00	Zune 8 \$ 1.00
iPod Gen2 10GB / 20 GB \$ 3.00	iPod Touch Gen 2 3/16 GB \$ 25.00	Mini Gen2 4.6 GB \$ 1.00	iPod Shuffle V2 1 GB \$ 1.00	iPod Shuffle 2 GB - Gen 3 \$ 3.00	Zen X-Fi 8 GB \$ 3.00	Zune 16 \$ 3.00
iPod Gen3 10/20/30/40 GB \$ 3.00	iPod Touch Gen 3 32 GB \$ 35.00	iPod Shuffle V2 1 GB \$ 1.00	iPod Shuffle 2 GB - Gen 3 \$ 3.00	iPod Shuffle 4 GB - Gen 3 \$ 3.00	Zen X-Fi 32 GB Wifi \$ 10.00	Zune 30 \$ 8.00
iPod Gen4 20/30/40/60 GB \$ 3.00	iPod Touch Gen 3 84 GB \$ 50.00				Zen MX \$ 3.00	Zune 30 \$ 8.00
iPod Gen5 30 GB \$ 5.00	iPod Touch Gen 3 8 GB \$ 35.00					Zune 120 \$ 10.00
iPod Gen5 60 GB \$ 10.00	iPod Touch Gen 4 32 GB \$ 50.00					Zune HD 16 GB \$ 15.00
iPod Gen5 80 GB \$ 5.00	iPod Touch Gen 4 84 GB \$ 100.00					Zune HD 32 GB \$ 15.00
iPod Gen5 5 30 GB \$ 10.00	Nano 1/2/4 GB \$ 3.00				Sandisk	Zune HD 64 GB \$ 25.00
iPod Photo 40/60 GB \$ 5.00	Nano Gen2 2/4/8 GB \$ 3.00				Sansa View 8 GB \$ 3.00	
iPod Classic 120 GB \$ 10.00	Nano Gen 3 4/8 GB \$ 3.00					
iPod Classic 160 GB \$ 10.00	Nano Touch 3/16 GB \$ 25.00					

Working MP3 Players are MP3 Players that power up (must include battery) and all of the following are undamaged:

Data port, memory, microprocessor, digital signal processor (DSP), display, playback controls, audio port and amplifier. **Non-working MP3 Players** or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working MP3 Player prices above.

Up to \$500 per DSLR!

Digital SLR (DSLR) Camera Price List: Effective 09.15.2011

Up to \$500 per DSLR!

We pay something for every digital SLR camera body and/or lens - working or not!

Canon	Nikon	Nikon (Cont.)	Panasonic	Sony
EOS 1D \$ 100.00	D2H \$ 150.00	D200 \$ 150.00	Lumix DMC-G1 \$ 25.00	DSLR-A100 \$ 25.00
EOS 1D Mark II \$ 150.00	D2X \$ 200.00	D300 \$ 200.00	Lumix DMC-GH1 Micro \$ 100.00	DSLR-A200 \$ 50.00
EOS 1Ds Mark III \$ 400.00	D3 \$ 500.00	D300s \$ 250.00		DSLR-A230 \$ 25.00
EOS SD \$ 250.00	D3X FX-Format \$ 500.00	D700 FX-Format \$ 250.00	Pentax	DSLR-A350 \$ 50.00
EOS 7D \$ 250.00	D40 \$ 25.00	D3000 \$ 50.00	K7 \$ 150.00	DSLR-A380 \$ 75.00
EOS 40D \$ 100.00	D40X \$ 25.00	D7000 FX-Format \$ 150.00	K200D \$ 75.00	DSLR-A550 \$ 100.00
EOS 50D \$ 100.00	D50 \$ 25.00			DSLR-A360 \$ 75.00
EOS D60 \$ 25.00	D60 \$ 50.00	Olympus	FujiFilm	DSLR-A550 \$ 100.00
EOS 60D \$ 100.00	D70 \$ 50.00	E-1 \$ 25.00	FinePix S2 Pro \$ 50.00	DSLR-A700 \$ 150.00
EOS Digital Rebel XT \$ 25.00	D80 \$ 75.00	E-3 \$ 100.00		DSLR-A850 Alpha \$ 300.00
EOS Digital Rebel Xti \$ 50.00	D90 \$ 100.00	E-5 \$ 150.00		DSLR-A800 Alpha \$ 500.00
EOS Rebel T1i \$ 100.00	D100 \$ 25.00	E-600 \$ 50.00	Minolta	Digital SLR Lenses (All Brands) \$ 50.00
Other Rebel Models \$ 15.00		E-620 \$ 50.00	Maxxum 6D \$ 25.00	
			Maxxum 7D \$ 40.00	

Working digital SLR cameras are cameras that power up (must include battery & power cord / charger) and all of the following are undamaged:

Memory, flash, microprocessor, display and playback controls, manual and auto focus, housing, lens attachment, all USB and AV ports, memory card slot. **Non-working digital SLR cameras** or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working digital SLR camera prices above.

Digital Camera Price List

Prices Effective 09.15.2011

Digital Video Camera Price List

Prices Effective 09.15.2011

Handheld Game System Price List

Prices Effective 09.15.2011

We pay something for every digital camera, digital video camera & handheld game system - working or not!

Megapixels	Media Storage Type	Sony PSP Handheld \$ 10.00
4 to 5.9 \$ 1.00	Mini DVD \$ 5.00	Nintendo PSP GO Handheld \$ 25.00
6.0-6.9 \$ 3.00	Hard Drive 30 GB \$ 10.00	Nintendo DSi \$ 25.00
7.0 to 9.9 \$ 5.00	Hard Drive 60 GB \$ 15.00	Nintendo DS Lite \$ 10.00
10+ \$ 10.00	Hard Drive 80 GB+ \$ 35.00	Nintendo DS Original \$ 3.00
		Nintendo Gameboy Advance / Color \$ 1.00

We accept all major brands including: Sony, Canon, Casio, Panasonic, FujiFilm, Olympus, Kodak, Samsung, Polaroid, HP, Vivitar & Nikon.

We do not accept keychain cameras or miniature cameras.
We do not accept unmarked cameras or 35mm cameras.

Working digital cameras are cameras that power up (must include battery & power cord / charger) and all of the following are undamaged:

Memory, flash, microprocessor, display and playback controls. **Non-working digital cameras** or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working digital camera prices above.

We accept all major brands including: Sony, Canon, Casio, Panasonic, FujiFilm, Olympus, Kodak, Samsung, Polaroid, HP, Vivitar & Nikon.

We only accept digital video cameras that use mini DVDs and hard drives to store videos.

Cameras using other media storage are considered non-qualifying. **We do not accept unmarked cameras or 35mm cameras.**
We do not accept non-digital (analog) video cameras.

Working digital video cameras are digital video cameras that power up (must include battery & power cord / charger) and all of the following are undamaged:

Memory, hard drive, flash, mic, lens, microprocessor, display and playback controls. **Non-working digital video cameras** or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working digital video camera prices above.

Working handheld game systems are game systems that power up (must include battery & charger), play a game and all of the following are undamaged:

Memory, hdd, led, charge port, earphone jack, usb port, AV ports and keypad.

Non-working handheld game systems or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working handheld game system prices above.

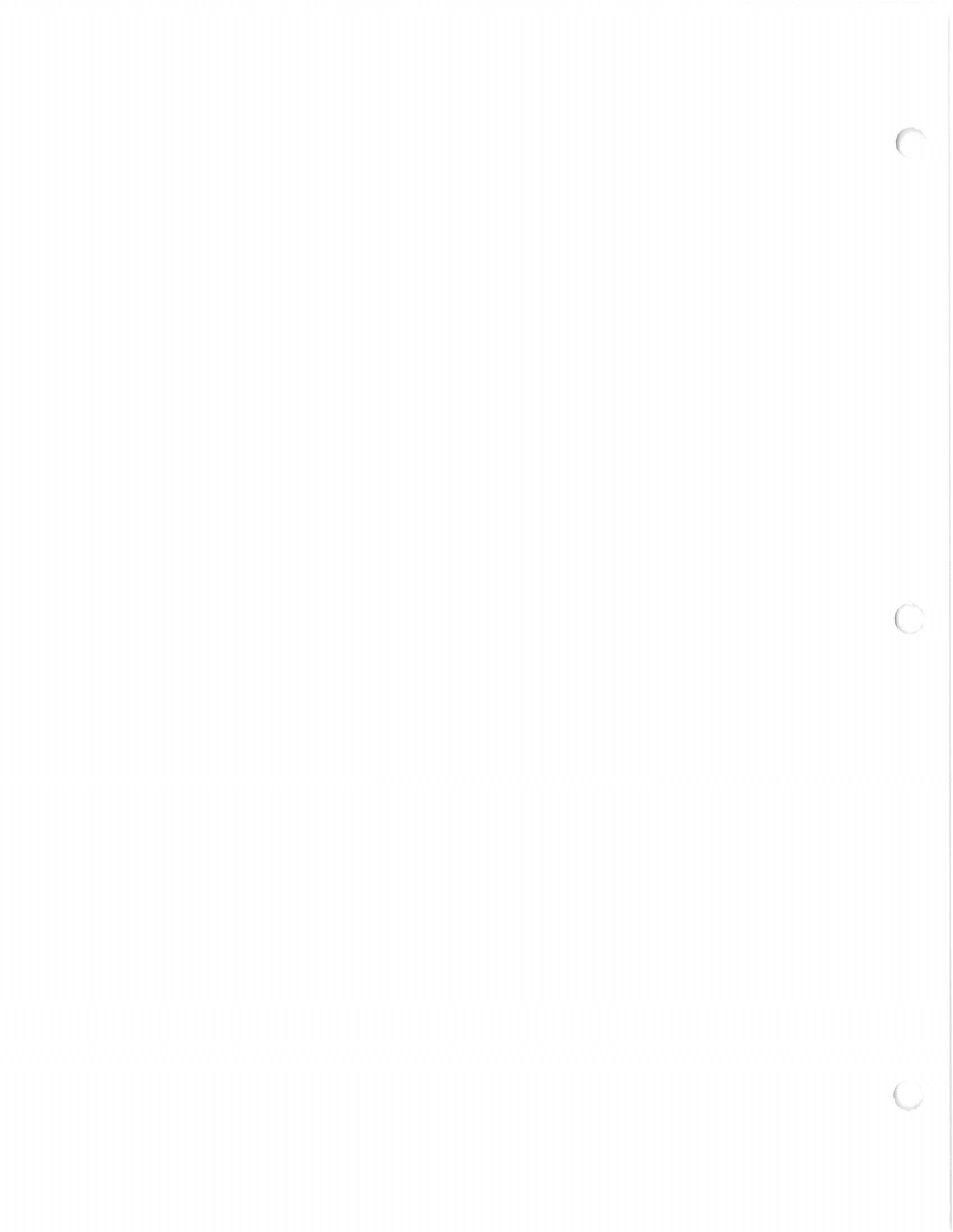
Up to \$100 per game system!

Game Console Price List: Effective 09.15.2011

Up to \$100 per game system!

We pay something for EVERY PS3, Wii or Xbox 360, listed or not!

PlayStation 3	Nintendo Wii	Xbox 360	Working game consoles/controllers are game/controllers Consoles that power up (must include charger and av cables), play a game, connect to the TV and all of the following are undamaged:
Console 60/80 GB \$ 50.00	Console - White \$ 25.00	Console - 4 GB \$ 25.00	Memory, hdd, charge port, av jacks, usb port, sensors, optical drive
Console 120/160 GB \$ 75.00	Console - Black \$ 25.00	Console - 250 GB \$ 50.00	Working games are games that can be played and do not have excessive scratches.
Console 320 GB \$ 100.00	Console - Red Special Ed. \$ 35.00	Console - Halo Limited \$ 75.00	Non-working game consoles or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of working prices.
'S3 Games \$ 2.00	Wii Fit Board \$ 15.00	Kinect \$ 15.00	
Sony Wireless Controller \$ 2.00	Wii Games \$ 2.00	Xbox 360 Games \$ 2.00	
Sony Wired Controller \$ 0.50	Controllers \$ 2.00	Xbox Wireless Controller \$ 2.00	
BluRay Remote \$ 2.00	Nunchucks \$ 1.00	Xbox Wired Controller \$ 0.50	



Up to \$75 per item!

Range Finder & SkyCaddie Price List - Effective 09.15.2011

Up to \$75 per item!

We pay something for EVERY Range Finder or SkyCaddie, listed or not!

SkyCaddie	
80X	\$ 10.00
80S	\$ 15.00
80 4	\$ 10.00
80 3.5	\$ 10.00
80 3	\$ 5.00
80 2.5	\$ 5.00
80 2.5 Lite	\$ 5.00

Leupold Range Finders	
GX1	\$ 25.00
GX2	\$ 25.00
GX3	\$ 50.00
GX4	\$ 75.00

Bushnell Laser Range Finders	
Pro 1600 Slope	\$ 75.00
Pro 1600 Tournament	\$ 50.00
Tour V2 Slope	\$ 50.00
Tour V2	\$ 25.00
Madalier	\$ 25.00

Bushnell GPS Range Finders	
Yardage Pro XG	\$ 5.00
Yardage Pro XG	\$ 10.00
Yardage Pro	\$ 3.00
Neo	\$ 3.00

Other Brands	
	\$ 5.00

Recycling Fundraiser also accepts and pays for the following brands of Range Finders: Callaway, Laser Link, Leica, Nikon, On Par, Sonocaddie, Tru Pulse

Working Range Finders and SkyCaddies are devices that power up (must include battery) and all of the following are undamaged: Laser, Viewfinder, LCD Screen (if applicable), data port, memory, display, navigation controls, audio port and amplifier.
Non-Working Range Finders and SkyCaddies or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working device prices above.

Up to \$50 per GPS!

Portable GPS Device: Effective 09.15.2011

Up to \$50 per GPS!

We pay something for EVERY TomTom, Garmin, Magellan & Mio GPS, listed or not!

Garmin	
nuvi 205 / 205w	\$ 10.00
nuvi 225 / 225w	\$ 5.00
nuvi 265t / 265wt	\$ 15.00
nuvi 275t	\$ 10.00
nuvi 500	\$ 15.00
nuvi 550	\$ 10.00
nuvi 755t	\$ 25.00
nuvi 765t	\$ 50.00
nuvi 775t	\$ 50.00
nuvi 785t	\$ 25.00
nuvi 855	\$ 25.00
nuvi 885t	\$ 50.00
nuvi 1200	\$ 15.00
nuvi 1250	\$ 25.00
nuvi 1300	\$ 15.00
nuvi 1350 / 1350t	\$ 25.00
nuvi 1900t	\$ 15.00
nuvi 1490t	\$ 15.00
nuvi 1450	\$ 15.00
nuvi 1450 LMT	\$ 25.00
nuvi 1490 T/LMT	\$ 25.00
nuvi 1690	\$ 50.00
nudi 2200	\$ 5.00

nui 2250	\$ 5.00
nui 2250 LT	\$ 10.00
nui 2300	\$ 10.00
nui 2300 L/M/L	\$ 5.00
nui 2350	\$ 15.00
nui 2350 LMT	\$ 25.00
nui 2360 LMT	\$ 25.00
nui 2370 LT	\$ 25.00
nui 3750	\$ 50.00
nui 3760 T/LMT	\$ 50.00
nui 3790 T/LMT	\$ 50.00
nui 5000	\$ 15.00
nui Link1 1695	\$ 50.00

Mio	
Knight Rider GPS	\$ 10.00
Moov 500	\$ 5.00
Moov 310	\$ 3.00
Moov 300	\$ 3.00
Moov 200	\$ 3.00
Moov R Series	\$ 3.00
Moov M Series	\$ 1.00
Moov S Series	\$ 1.00

Magellan	
Maestro 3200	\$ 5.00
Maestro 3210	\$ 5.00
Maestro 3220	\$ 5.00
Maestro 3225	\$ 3.00
Maestro 3250	\$ 5.00
Maestro 4200	\$ 5.00
Maestro 4210	\$ 5.00
Maestro 4250	\$ 10.00
Maestro 5310	\$ 10.00
Maestro 4350	\$ 15.00
Maestro 4370	\$ 15.00
Maestro 4700	\$ 25.00
Roadmate 1212	\$ 3.00
Roadmate 1220	\$ 5.00
Roadmate 1340	\$ 5.00
Roadmate 1400	\$ 3.00
Roadmate 1412	\$ 5.00
Roadmate 1430	\$ 5.00
Roadmate 1440	\$ 10.00
Roadmate 1470	\$ 10.00
Roadmate 1700 / MU	\$ 25.00
Roadmate 2036-MU	\$ 10.00
Roadmate 2045	\$ 5.00

Roadmate 2055	\$ 10.00
Roadmate 3035-LM	\$ 10.00
Roadmate 3045	\$ 10.00
Roadmate 3046-MU/LM	\$ 25.00
Roadmate 3055	\$ 15.00
Roadmate 3055-MU	\$ 25.00
Roadmate 3055	\$ 15.00
Roadmate 5045	\$ 15.00
Roadmate 5045-MU/LM	\$ 25.00
Roadmate 6055	\$ 25.00
Roadmate 6020	\$ 25.00
Triton 2000	\$ 25.00
Triton 1500	\$ 15.00
Triton 500	\$ 10.00
Triton 400	\$ 5.00
Triton 300	\$ 3.00
Triton 200	\$ 3.00

TomTom	
GO 630	\$ 15.00
GO 730	\$ 15.00
GO 740 Live	\$ 25.00
GO 930	\$ 15.00
GO 930T	\$ 50.00
GO 2405-7M	\$ 25.00
GO 2505-7M	\$ 50.00
EASE Series	\$ 5.00
XL 925 Series	\$ 5.00
XL 930 Series	\$ 5.00
XL 935 Series	\$ 5.00
XL 340 Series	\$ 5.00
XL 340 Live Series	\$ 10.00
XL 350 Series	\$ 10.00
XXL 540 Series	\$ 10.00
XXL 540 WTE Series	\$ 15.00
XXL 550 Series	\$ 10.00
One 140s	\$ 5.00
One 180s	\$ 3.00

Working GPS Devices are GPS Devices that power up (must include battery) and all of the following are undamaged: LCD Screen, data port, memory, display, navigation controls, audio port and amplifier.
Non-Working GPS Devices or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working GPS Device prices above.
Recycling Fundraiser does not accept in-dash GPS Devices or those devices which require special installation. Portable GPS units only.

Radar Detector Price List: Effective 09.15.2011

E-Book Reader Price List: Effective 09.15.2011

We pay something for EVERY Escort, Beltronics & Cobra Radar Detector, listed or not!

We pay something for EVERY Kindle, Sony & Verizon iRex Reader!

Escort	
Passport IQ	\$ 25.00
Passport Q145	\$ 25.00
Passport 8500	\$ 15.00
Passport 8500x	\$ 15.00
Passport 8500 x50	\$ 15.00
Passport 9500ix	\$ 50.00
Passport 9500i	\$ 25.00
Passport 9500ci	\$ 50.00
olo S2	\$ 5.00
olo S2 Cordless	\$ 5.00

Beltronics	
GX65	\$ 15.00
RX65	\$ 5.00
BT Driver	\$ 25.00
Vector 940	\$ 3.00
Vector 955	\$ 5.00
Vector 995	\$ 5.00

Cobra	
XRS 9960G	\$ 25.00
XRS R10G	\$ 50.00
XRS R8	\$ 25.00
XRS 9955	\$ 10.00
XRS 9945	\$ 10.00
XRS 9845	\$ 5.00
XRS 9745	\$ 5.00
XRS 9965	\$ 25.00
XRS 9970G	\$ 50.00

Kindle / Kindle 2	\$ 10.00
Kindle DX	\$ 35.00
Kindle (Latest Generation) Wifi	\$ 25.00
Kindle (Latest Generation) Wifi 4GB	\$ 35.00
Barnes & Noble Nook	\$ 15.00
Barnes & Noble Nook Color	\$ 25.00
Sony - Touch Edition (PRS-8008C)	\$ 25.00
Sony - Daily Edition (PRS-9008C)	\$ 10.00
Sony - Pocket Edition (PRS-3008C)	\$ 5.00
Verizon - iRex	\$ 15.00
Pandigital Nova 7" Color	\$ 10.00
Pandigital Nova 9" Color	\$ 15.00
Litara Wireless Reader	\$ 10.00

Working Radar Detectors are devices that power up (must include battery and cables) and all of the following are undamaged: Laser port, earphone jack, power jack, radar antenna and laser lens, display, usb port and control keys.
Non-Working Radar Detectors or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working Radar Detector prices above.
Recycling Fundraiser does not accept in-dash Radar Detectors or those devices which require special installation.

Working Electronic Book Readers are devices that power up (must include battery and charger) and all of the following are undamaged: LCD screen, usb/power port, earphone jack, speakers, keyboard, navigation / control keys.
Non-Working Electronic Book Readers or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working prices above.

Mobile Hotspots / MiFi Price List Effective 09.15.11

4G USB Air Cards Eff. 09.15.11

We pay something for EVERY 4G Mobile Hotspot, MiFi or 4G USB Air Card, listed or not!

Verizon Fiaspote Global Ready 3G Wireless Hotspot	\$5.00
Verizon MiFi 2200 Intelligent Mobile Hotspot	\$5.00
AT&T MiFi 2372 Mobile Hotspot	\$5.00

Sprint Overdrive 3G/4G by Sierra Wireless	\$10.00
Sprint 4G Desktop Modem DRE125150 by Motorola	\$5.00

Verizon LG VL400 4G	\$5.00
Verizon Palmteck UML290 4G	\$5.00
Sprint 4G 4G USB iU600	\$5.00

Working Mobile Hotspots, MiFi Devices and USB Air Cards are devices that power up (must include battery) and all of the following are undamaged: USB Connection Port (if applicable), Internal Antenna, Wireless Signal Output.
Mobile hotspots, MiFi devices and air cards must be able to be activated on their respective carrier networks to qualify for payment.
Non-Working Mobile Hotspots, MiFi or USB Air Cards or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working device prices above.

Up to \$10.00 per calculator!

TI Graphing Calculator Price List: Effective 09.15.2011

Up to \$10.00 per calculator!

We pay something for EVERY TI Graphing Calculator, listed or not!

TI-83	\$ 1.00
TI-83 Plus	\$ 3.00

TI-84	\$ 3.00
TI-84 Plus	\$ 5.00

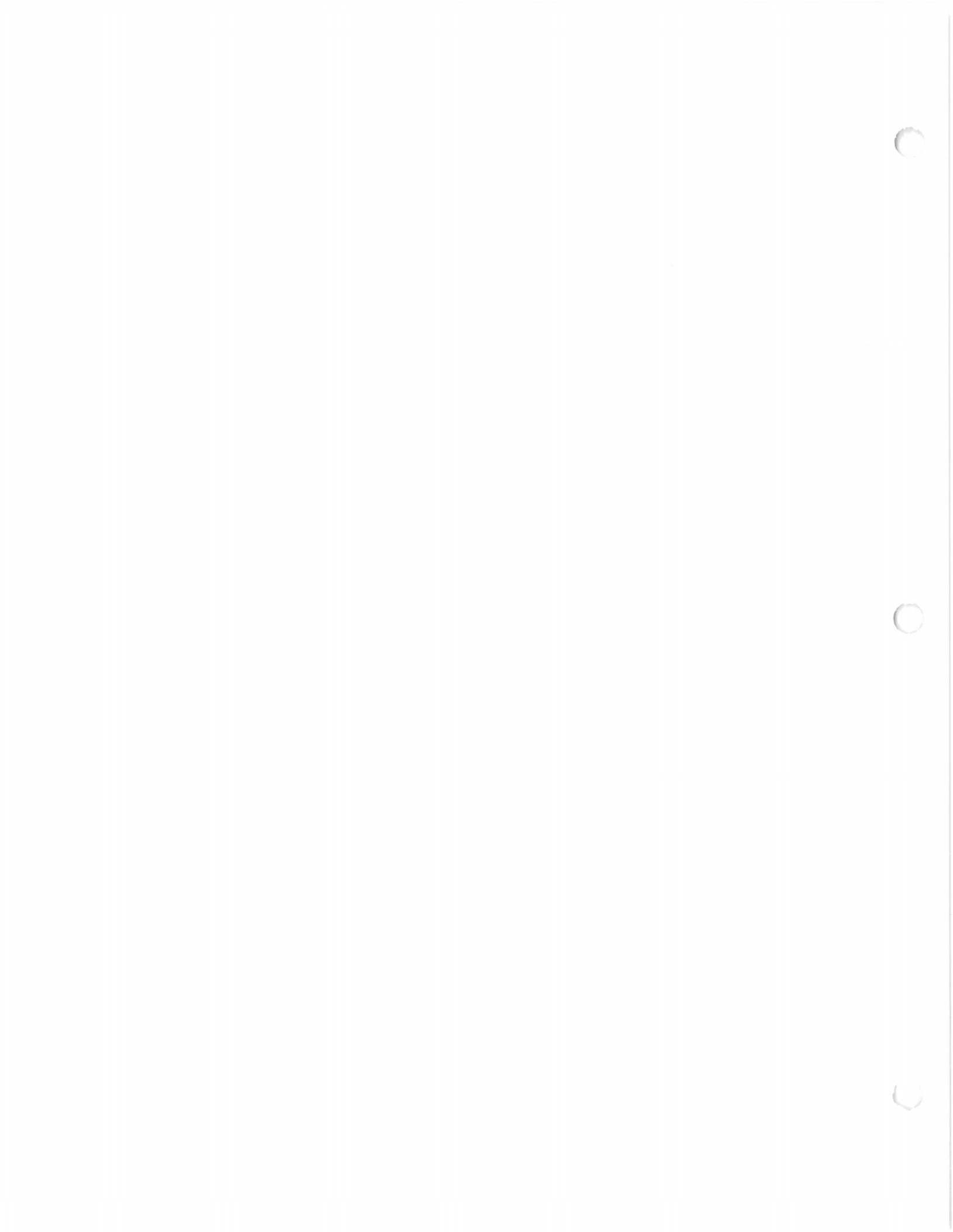
TI-89	\$ 10.00
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TI-24	\$ 10.00
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TI Nspire	\$ 10.00
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Working Graphing Calculators are devices that power up and all of the following are undamaged: LCD screen, usb/power port, keypad, cover (if applicable)
Non-Working Graphing Calculators or those with excessive cosmetic damage will be credited at a reduced rate, i.e. 20% of the working prices above.

All prices listed above are subject to change without notice. Please see each item category above for a description of how Recycling Fundraiser determines working vs. non-working items and their corresponding values.





DRAFT RECOMMENDATIONS:
Advancing Student Success in
California Community Colleges

CALIFORNIA COMMUNITY COLLEGES

**STUDENT
SUCCESS**

TASK FORCE

1 2 3 4 5 6 7 8 9

December 1, 2011

**California Community Colleges
Student Success Task Force**

Introduction

There's a story that each member of this Task Force wants to be true - true at every community college and for every student. It's the story of a student who walks onto a California Community College campus for the first time, unsure of what she wants to do, but knowing generally that she wants to find a direction in both her life and her career.

She is able to go online or get an appointment to meet with a counselor or advisor to learn about the wide variety of options available at the college and maybe a few offered elsewhere. The options presented to her aren't discrete classes but rather pathways toward different futures. Not all of them are easy; some require a lot of time and work, but she sees where they lead and understands what she will need to do to succeed in each pathway.

She participates in a college orientation and prepares for her assessment tests. She learns that most paths will require her to work on basic skill mathematics and English.

She easily finds her way to the financial aid office where she learns of the various financial aid opportunities available to her. She sees that she can maximize financial aid opportunities if she decides to enroll full time. She understands that accepting financial aid means accepting responsibility for her academic future.

Using either online or in-person counseling support, she develops an education plan and determines her program of study. She enrolls in her basic skills coursework in her first term and follows her counselor's lead in selecting a college-level course that is appropriate to her level of preparation. Her basic skills class may rely heavily on tutoring or use other approaches that help her learn more effectively than she did in high school. The results of her diagnostic assessment test let the professor know what she needs help with, so she is able to focus on those things, moving at a pace that's comfortable. She succeeds and then takes the college-level coursework needed to complete her program of study. She uses the roadmap provided by the college and finds that she's able to enroll in all the required courses in the semester in which she needs them. She earns a certificate and/or associate degree, or maybe she transfers to the nearby California State University campus with her associate degree in hand. Wherever her path leads, she successfully reaches her academic goal and is thus able to advance her career and earn a wage sufficient to support herself and her family.

This is the vision that the recommendations of this Task Force are designed to support. Taken alone, no single recommendation will get us there, but taken together, these policies could make the vision a reality for every student, at every college.

While it is entirely natural for readers to skim through a report like this looking for the two or three recommendations that most affect to their particular constituency, we encourage readers to resist this temptation and consider the set of recommendations as a whole and how they will benefit **students**. In making these recommendations, each member of the Task Force strived to do just that, at times setting aside their particular wants and making compromises for the greater good.

We hope you will join us in that effort.

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PART I

Advancing Student Success in the California Community Colleges

A Commitment to Student Success

Each year, the California Community Colleges provide instruction to approximately 2.6 million students, representing nearly 25 percent of the nation's community college student population. With 112 community colleges statewide and 71 off-campus centers, we enroll students from all ages, backgrounds, and educational levels. We are a system that takes pride in serving the most diverse student population in the nation, and we value that diversity as our greatest asset. Most students, though not all, are seeking access to well-paying jobs: jobs that require enhanced skills, certificates, or college degrees. Community colleges also offer, though in fewer numbers than in the past, enrichment courses that serve students who seek personal growth and life-long learning.

The California Community Colleges have a strong record of benefiting our students and the communities we serve:

- The California Community Colleges are the state's largest workforce provider, offering associate degrees and short-term job training certificates in more than 175 different fields.
- The California Community Colleges train 70% of California nurses.
- The California Community Colleges train 80% of firefighters, law enforcement personnel, and emergency medical technicians.
- 28% of University of California graduates and 55% of California State University graduates transfer from a community college.
- Students who earn a California Community College degree or certificate nearly double their earnings within three years.

The California Community Colleges can and should take pride in these positive impacts. For the students who successfully navigate our colleges, we provide tremendous opportunity for self-improvement and economic benefit.

However, there is another set of statistics that are a cause of concern. These figures relate to the large numbers of our students who never make it to the finish line:

- Only 52 percent of our degree-seeking students ever achieve a certificate, degree, or transfer preparation. For African-American and Latino students, the rate is much lower (41 percent).
- Of the students who enter our colleges at one level below transfer-level in Math, only 42 percent ever achieve a certificate, degree, or transfer preparation. Of those students entering four levels below, only 25.4 percent ever achieve those outcomes.
- Of our students who seek to transfer to a four-year institution, only 41 percent are successful. For African Americans, only 34 percent succeed. For Latinos, the figure is 31 percent.

While these statistics reflect the challenges many of our students face, they also clearly demonstrate the need for our system to recommit to finding new and better ways to serve our students.

Overview of Recommendations

This report, the product of the Community College Student Success Task Force, contains recommendations aimed at improving the educational outcomes of our students and the workforce preparedness of our state. The 22 recommendations contained herein are more than just discrete proposals. Taken together, these recommendations would strengthen the community college system by expanding those structures and programs that work and realigning our resources with what matters most: student achievement. This report presents a vision for our community colleges in the next decade, focused on what is needed to grow our economy, meeting the demands of California's evolving workplace, and inspiring and realizing the aspirations of students and families.

The Task Force recommendations rely on the following key components to move students more effectively through our community college system:

- Development and implementation of a common diagnostic assessment tool to better determine the skill levels of entering students;
- Expanded use of technology and hiring of additional counselors, especially as it relates to students' educational plans;
- Development of structured pathways to help students identify a program of study and get an educational roadmap to indicate appropriate courses and available support services;
- Enhanced professional development for both faculty and staff, especially as it relates to the instructional and support needs of basic skills students;
- Revised financing, accountability and oversight systems to ensure that resources (both financial and intellectual) are better aligned with student success;
- Stronger statewide system coordination and oversight to allow for the sharing and facilitation of new and creative ideas to help students succeed, including the ability for California to "take to scale" the good practices already in place;
- Better alignment of local district and college goals with the education and workforce needs of the state.

This plan calls for greater coordination between K-12 schools and community colleges. Under the proposal, the community college system will be more responsive to the needs of incoming students. K-12 education and community colleges will align standards with meaningful definitions of college readiness so that students have consistent expectations and receive consistent messages about expectations throughout their educational careers about what it takes to be ready for, and successful in, college. We will develop consistent policies, programs, and coherent educational pathways across our colleges in order to better serve the many students who attend more than one college. The colleges, while retaining their local character, will function as a system with common practices to best serve students.

The community college system will leverage technology to better serve students, because this generation and future generations of students contain many digital natives. These students expect to use technology to access the world around them. While technological solutions cannot take the place of human contact and will not work for all students, they have shown tremendous potential to help diagnose student learning needs, to enhance the delivery of instruction, to improve advising and other support services, and to streamline administrative costs.

This report envisions a restructuring our system to provide more structure and guidance to students so as to encourage better choices and increase their probability of success. A primary curricular goal is to increase the effectiveness of basic skills instruction by identifying and disseminating strategies that have demonstrated effectiveness at preparing students for college-level work.

More than 70 percent of community college students enter the system under-prepared to do college-level work. A majority of these are first generation college students, low-income, and/or underrepresented groups. They face the most challenging obstacles for success and unfortunately, have the lowest completion rates in the system. A major focus of the Task Force is to give these students the tools, supports, and academic foundation to succeed.

While we emphasize the need for our system to improve basic skills instruction through innovation and flexibility, we urge state leaders to examine the larger, and critical issues, of adult education in California. There is a large and growing population of adults who lack the basic proficiencies for gainful employment and the state needs the overarching K-12 and community college policies and delivery systems to address this challenge.

The community college system envisioned in this plan rewards successful student behavior and makes students responsible for developing individual education plans; colleges, in turn, will use those plans to rebalance course offerings and schedules based on students' needs. Enrollment priorities will emphasize the core missions of transfer to a four-year college or university, the award of workforce-oriented certificates and degrees, and the basic skills development that supports both of these pathways. Student progress toward meeting individual educational goals will be rewarded with priority enrollment and continued access to courses and to financial aid.

Together, the recommendations contained in this report will improve the effectiveness of the community colleges and as a result, help more students to attain their educational objectives.

Defining Student Success

Because students come to California Community Colleges with a wide variety of goals, measuring their success requires multiple measures. Despite this diversity of

objectives, most students come to community colleges with one thing in mind: earning a degree or certificate and then getting a job. For some, entering the workforce is a longer term goal, with success defined as transferring to, and subsequently graduating from, a four-year college. For others, the academic goal is earning an associate's degree. Still other community college students are looking to gain job skills to help them enter into the workforce in a shorter time frame. This could be accomplished by either completing a vocational certificate program or through any number of skill-oriented courses. Regardless of their goals, the vast majority of students come to community colleges in need of basic skills such as reading, writing, and mathematics.

Acknowledging the varied educational goals of students, the Task Force adopted a set of Student Success Outcome Metrics. The Task Force recommends that the system define success using the following metrics:

- Number of degrees and certificates earned.
- Number of students transferring to a four-year institution after completing a transfer curriculum.
- Percentage of community college students earning a certificate or degree, transferring, or achieving transfer-readiness within a 6-year period.
- Percentage of students successfully completing courses.

While the above-noted student outcomes are key measures of student achievement, recent research has highlighted the need to also monitor student progress on the way to the final outcomes. Specifically, along a students' path to completion, there are a number of key points where they are likely to falter or drop out. The recognition of these "loss points" guided the work of the Task Force and helped structure recommendations that could be aimed at mitigating student drop out.

Each time a student progresses beyond a "loss point" the likelihood of reaching his or her educational goals increases. By turning these loss points into progression metrics, we are able to track how well students and institutions are doing in ensuring that students better meet their educational goals. Examples of progression metrics include:

- Successful completion of basic skills competencies;
- Successful completion of first collegiate level mathematics course;

- Successful completion of first 15 semester units;
- Successful completion of first 30 semester units.

To place additional focus on these critical progression metrics, system-wide accountability efforts will, therefore, include collecting and reporting both the outcomes and the progression measure for the system, and for each college. These measures will be disaggregated by race/ethnicity to aid the system in understanding how well it is succeeding in educating those historically disadvantaged populations whose educational success is vital to the future of the state. (It should be noted that system-wide accountability efforts will include more than the core measure outlined here, as colleges and the Chancellor's Office are committed to using data to continually improve student outcomes.)

A Commitment to Equity

As the Task Force deliberated over strategies to improve student success rates in the community colleges, they were unanimous and resolute in their belief that improvements in college success rates should not come at the expense of the underrepresented groups. The California Community Colleges take great pride in being the gateway to opportunity for Californians of all backgrounds, including traditionally underrepresented economic, social, and racial/ethnic subgroups. Our system “looks like California” and we are committed to maintaining that quality. The goal of equitable access – and the importance that all students achieve success – is a driving force behind the recommendations contained in this report.

Success is defined by the Task Force as increasing the share of students from all demographic and socioeconomic groups who attain a certificate, degree or transfer to a four-year college or university. As such, improving completion and closing achievement gaps among underserved students are co-equal goals. The Task Force's commitment to educational equity is reflected throughout the recommendations, but perhaps most explicitly in its proposal to establish statewide and college-level performance goals that are disaggregated by racial/ethnic group. Doing so will allow the system and state leaders to monitor impacts of the policy changes on these subgroups while also focusing state and local efforts on closing gaps in educational attainment. Given California's demographic profile, the success of these “underrepresented” groups will determine the fortunes of our state.

State and National Context

Fiscal Context

The California Community Colleges are in the midst of a serious fiscal crisis brought on by unprecedented cuts in state funding. Historically, the community colleges have been the lowest funded of California's segments of public education. For many decades, lean funding has forced an overreliance on less expensive part-time faculty and resulted in too few counselors and advisors. Course offerings are often insufficient to meet local needs.

While funding has always been scarce, the state's current fiscal crisis and resulting cuts in funding to the California Community Colleges have greatly exacerbated these significant challenges. Deep cuts to categorical programs in the 2009-10 State Budget reduced by roughly half the funding available to support critical student services such as counseling, advising, assessment, and tutoring. Cuts in base apportionment funding in the 2009-10 and 2011-12 State Budgets, totaling over 8 percent, have forced colleges to reduce thousands of course sections, barring access to hundreds of thousands of potential students. The lack of cost-of-living allocations in the State Budget, going back to 2008-09, has eroded the spending power of community colleges by 10.88 percent. It is hard to overstate the cumulative strain that these budget reductions have placed on community colleges and the students and communities they serve.

In its deliberations, the Task Force discussed at length how underfunding has diminished the capacity of the community colleges to meet the education and training needs of California. It is clear that the community colleges, with additional funding, would serve many more Californians and be more successful at helping students attain their educational objectives. In particular, additional funding would allow the colleges to hire more full-time counseling and instructional faculty, and student support personnel—all of which have been shown to increase institutional effectiveness.

The Task Force wishes to make clear that its recommendations are in no way meant as a substitute for additional funding. To the contrary, the Task Force expressed a strong belief that the community college system should continue to advocate strongly for additional resources to support access and success for our students. Additional investment in the community colleges on part of the state will be essential for California to reach levels of educational attainment needed to be economically competitive.

The Task Force recommendations represent policy changes that will support fundamental improvements in the effectiveness of the community college system. All

the recommendations will yield greater benefits to students more quickly if matched with significant additional state investment. In the absence of additional funding, however, the task force recommendations make good policy sense and will help ensure that the community colleges are leveraging all available resources to help students succeed.

National and State Student Success Efforts

In recent years a growing body of research has documented a national decline in educational attainment at the very time when our economic competitiveness is increasingly tied to a highly skilled workforce. This trend, seen in national data, is even more pronounced in California. Projections from the National Center for Higher Education Management Systems (NCHEMS) demonstrate that California is at risk of failing to meet global workforce needs. Specifically, NCHEMS found that California's changing demographics, combined with low educational attainment levels among our fastest-growing populations, will translate into substantial declines in per capita personal income between now and 2020 – placing California last among the 50 states in terms of change in per capita personal income.

As state and national leaders have become aware of this growing problem, there has been a concerted call for reforms to improve levels of educational attainment. Due to large scale and relative economy, community colleges nationwide have been identified as the only viable option capable of producing college graduates and certificate holders in the large numbers necessary to reverse current trends. Perhaps most notable in these policy statements was President Obama's 2010 White House Summit and "Call for Action" in which he highlighted the community colleges. This message resonated with employers, economists, and educators here in California.

It should be noted that the work of the Student Success Task Force builds on other state-level reform efforts. Notably, the Community College League of California's recent *Commission on the Future* report served as a basis for many of our recommendations, as did prior community college reform efforts, including the *Partnership for Excellence* program and various reviews of the *California Master Plan for Higher Education*.

Task Force Origins and Process

Chronology of This Effort

In January 2011, the Community Colleges Board of Governors embarked on a 12-month strategic planning process to improve student success. Pursuant to Senate

Bill 1143 (Chapter 409, Statutes of 2010), the Board of Governors created the Student Success Task Force. The resulting 20-member Task Force was composed of a diverse group of community college leaders, faculty, students, researchers, staff, and external stakeholders. The Task Force delved deeply into complex college and system level policies and practices. It worked for seven months to identify best practices for student success and develop statewide strategies to take these approaches to scale while ensuring that educational equity for traditionally underrepresented students was not just be maintained, but bolstered.

Each month, from January through June 2011, the Task Force met to examine topics critical to the success of students, ranging from College Readiness and Assessment to Student Services, from Basic Skills Instruction to Performance-Based Funding. The Task Force turned to state and national experts (such as Dr. Kay McClenney, Dr. David Conley, Dr. Vince Tinto, and Dr. Alicia Dowd, among others) for the latest research-based findings and had frank discussions about what works to help students achieve their educational objectives.

Beginning in July, the Task Force spent three months (July, August and September) narrowing down its list of recommendations to those contained in this report. Recommendations were chosen based on their ability to be actionable by state policymakers and college leaders and to make a significant impact student success, as defined by the outcome and progression metrics adopted by the group.

To foster public input, during October and November, the Task Force held a series of public town hall meetings, made presentations to dozens of community colleges stakeholder groups, and hosted a lively on-line dialogue. Over six weeks, the task force heard from both supporters and critics of the recommendations and received substantial input that has been used to inform its deliberations. The input helped shape the final recommendations and elevated the public discussion about improving outcomes for college students.

As a result of public input, the task force made several substantive changes to the draft recommendations. Modifications include:

- Eliminating a proposal to consolidate categorical program funding. Feedback from community college constituencies expressed concerns that consolidating categorical funding would threaten existing programs and diminish student support. Further, concerns were raised about the possible interaction of categorical program consolidation with various federal

matching fund requirements. While the Task Force discussed options to mitigate the concerns, its final determination was to remove the categorical consolidation proposal from the recommendations.

- Removing a recommendation that would have limited state apportionment payments to only those classes contained in student education plans. Although the Task Force originally intended this recommendation as a strategy to better align campus course offerings with the needs of students, concerns that it would create a two-tiered student fee structure convinced the task force not to pursue the proposal.
- Removing a recommendation that would have limited state subsidy to only those noncredit courses meeting the College Development College Preparation (CDCP) criteria. Additionally, revisions were made to the recommendation that related to alternative funding for basic skills to instead allow colleges to develop pilot programs for delivering basic skills instruction using their apportionment funding.

Public input has been critical to the Task Force's work and will continue as the recommendations proceed to the Board of Governors. As noted, below, proposals adopted by the Board of Governors will then be implemented through processes that also rely heavily on public input.

Limitations of Scope

There are a variety of topics related to community colleges and student success that the Task Force was either unable to address or chose not to address. For example, policy issues related to the local governance structure of colleges and districts have been well vetted elsewhere and thus were not discussed by the group. Further, the group chose not to address policies surrounding student fees. Workforce and career technical education was not addressed directly by the Task Force, but the implementation document to be developed by the Chancellor's Office will carefully consider the implications for career technical education and make additional recommendations based on that analysis.

Distance education and workforce /career technical education, while critical topics to the future of the community colleges, were not discussed due to time and schedule constraints. That having been said, the recommendations in this report are intended to strengthen the core capacity of the community colleges to serve all students, regardless of instructional program. Improved student support structures and better alignment of curriculum with student needs will increase success rates in transfer, basic skills, and career technical/workforce programs.

Implementation Processes

The recommendations in this report represent the policy and practices that the Task Force believes will help orient the California Community Colleges system to improve student success. Some of the recommendations reflect changes that are already underway, while others chart entirely new territory. In each case, the recommendations will require that in-depth, discrete, and specific implementation strategies be developed in consultation with the appropriate practitioners and stakeholders. The strategies employed will vary depending on whether the proposed change is statutory, regulatory, or simply involves disseminating best practices. The community college system has a rich history of shared governance and local collective bargaining; nothing in this report is designed to upend those processes. Further, the Task Force recognizes that to be successful, these recommendations will need to be implemented over time, in a logical and sequential manner. The recommendations contained herein will not be achieved overnight.

After approval of this report by the Board of Governor's a separate document, authored and distributed by the Chancellor's Office, will be developed and will lay out various strategies for implementing the recommendations contained within this report. In all cases, implementation groups composed of the relevant internal and external stakeholders, including the Academic Senate, will be involved at each step of the process. Implementation of these recommendations will take time, and it is the intent of the Task Force that the parties work together to address the practical matters associated with the eventual success of the recommendations.

Conclusion

The Task Force recommendations present the California Community Colleges with an opportunity for transformative change that will refocus our system's efforts and resources to enable a greater number of our students to succeed. Our colleges have a long, proud history of helping Californians advance. The Student Success Plan will help us be even more effective in achieving our mission.

PART II

Recommendations of the Student Success Task Force

Chapter 1

Increase Student Readiness for College

POLICY STATEMENT

Community Colleges will collaborate with the State Board of Education, the California Department of Education, and other statewide efforts to define and address college and career readiness.

A vast majority of first-time students entering the California Community Colleges (CCC) are underprepared for college-level work. In the CCCs, 70-90 percent of first-time students who take an assessment test require remediation in English, math, or both. In 2010, 79 percent of California's 11th grade students who took the Early Assessment Program (EAP) college readiness test did not test "college ready." Currently, system policies between K-12 and postsecondary education related to standards, curriculum, and assessment are not well aligned to communicate either clear expectations for college or career readiness or to support a smooth transition for high school graduates. Within K-12, students and parents receive conflicting messages about expectations for high school completion because the California High School Exit Exam (CAHSEE) measures English and mathematics skills that are far below the standards adopted for 11th and 12th grade curriculum. Thus, students have

been led to believe that they are ready to graduate and proceed on to colleges without actually having met grade level standards. The EAP has begun to address that problem by informing 11th grade students where they stand in relation to college expectations and encouraging them to reach higher before they leave high school.

The State Board of Education (SBE) adopted the Common Core State Standards (CCSS) in August 2010 and joined the Smarter Balanced Assessment Consortium in May 2011 to develop a new K-12 assessment system based on the CCSS. Under federal requirements, the new 11th grade assessment must include an assessment of college and career readiness.

This presents an ideal opportunity for the state to develop curriculum frameworks and assessments that align expectations and standards across public education and the higher education systems and to address gaps that have historically undermined efforts to set clear expectations for college or career readiness and to support a smooth transition for high school graduates.

Stemming the tide of underprepared students is an urgent priority for community colleges, as it is for the CSU system. It is this need that drove the CSU to initiate and the community colleges to join the EAP. Because the EAP had to fit within the existing K-12 content standards and assessments, postsecondary faculty had a limited opportunity to define or validate standards and assessments. The state's transition to the CCSS provides an ideal opportunity for collaboration among all parties to collectively refine the definition of college readiness upon which the 11th and 12th grade curriculum frameworks and 11th grade assessments will be built.

Community Colleges and K-12 must also work together to develop a definition of "career readiness" and add those criteria to the menu of assessments used to guide students' programs of study. Career readiness scores have the ability to influence students' selection of a program of study or certificate. There is a great deal of work to be done in this area and the SBE president has stated publicly on more than one occasion that he will rely on community colleges to provide leadership in this arena.

Absent the proactive involvement of the Community Colleges - together with our higher education and K-12 will partners - to define college and career readiness and determine the best means of measuring those standards within the context of CCSS, the SBE will move forward with what it believes best meets the needs of higher education.

Aligning community colleges standards for college and career readiness with K-12 is a long term goal that will require a significant investment of time and energy that the Task Force believes will pay off by streamlining student transition to college and reducing the academic deficiencies of entering students.

Recommendation 1.1

Community Colleges will collaborate with K-12 education to jointly develop new common standards for college and career readiness that are aligned with high school exit standards.

The Taskforce recommends that the community college system closely collaborate with the SBE and Superintendent of Public Instruction to define standards for college and career readiness as California implements the K-12 Common Core State Standards and determine the appropriate means for measuring these standards. Doing so would reduce the number of students needing remediation, ensure that students who graduate from high school meeting 12th grade-level standards are ready for college-level work, and encourage more students to achieve those standards by clearly defining college and career expectations.

Requirements for Implementation

- No statutory or regulatory changes are needed to authorize community college participation in the development of common standards.
- Discussion with K-12 and the California State University may identify conforming changes to statute governing the Early Assessment Program.
- Leadership from the Academic Senate, Board of Governors, and Chancellor will be needed to ensure community college representatives have membership in key committees that will plan and execute the definition of standards and the development of related curriculum frameworks and assessments.
- Establish formal and regular channels of communication between the community colleges, the SBE and CDE to ensure ongoing partnering on all matters related to college and career preparation.

Chapter 2

Strengthen Support for Entering Students

POLICY STATEMENT

Community colleges will provide stronger support for students entering college to identify and meet their goals. Stronger support will be facilitated by centralized, integrated and student-friendly technology to better guide students in their educational planning process. Counseling faculty and other human resources will be more effectively targeted.

Status of Matriculation Program

In 1986, the Seymour-Campbell Matriculation Act charged the Board of Governors with ensuring that all community college students were provided support to define and attain their educational goals. The Board adopted Title 5 regulations that require districts to provide admissions, orientation, assessment, counseling and follow-up services for all students (except those specifically exempted) to the extent funding was provided for those services. Funding has never been adequate to serve all students and, as a result, colleges have not been able to provide the level of services needed. In 2009-10 a 52 percent budget cut in Matriculation program funding in particular turned a bad situation into a crisis.

Students Need Guidance

Extensive research has documented the importance of assessment, orientation and informed education planning to set incoming students on a pathway to a successful outcome and build early momentum for their success. Given options, students who lack guidance are likely to seek what they think will be their most direct path through college-level courses, without understanding what is required to be successful in the

college environment and without regard to their academic preparation for college-level work. There are multiple consequences when students make uninformed choices:

- Students find themselves in courses that are unconnected to reaching an educational goal and for which they are not prepared, at best lengthening their time to completion and all too often causing them to drop out;
- Colleges lose the ability to target limited seats and services where they will be most effective; and
- Faculty are faced with underprepared students in their courses.

Assessments Vary by College

Currently, the community college faculty at each college determine which assessments are administered to place students within that college's curriculum for English, math, and English as a Second Language (ESL). Colleges are required to also consider other measures of a student's ability to succeed, such as academic history and demonstrated motivation. This local approach to assessment has created obstacles for students by allowing for significant variation between campuses, in some instances limiting portability of assessment results even within a single district. Other significant drawbacks include the high cost of assessment instruments purchased locally and inefficient test administration.

Since 2008, the system has taken significant steps to move toward a centralized assessment system. Grant funding was obtained from the Bill and Melinda Gates Foundation and the William and Flora Hewlett Foundation to complete a common assessment feasibility study. In an initiative called CCC Assess, an advisory committee was convened that included faculty, matriculation and assessment coordinators, instructional and student services administrators, technology experts, and CSU and CDE representatives to determine system requirements for English reading and writing, and math and ESL assessments. The CCC Assess advisory committee identified diagnostic assessments, computer-scored writing samples, opportunities for test preparation and psychometrically sound re-test capacity as critical components of a centralized assessment system. Vendor capacity and interest to develop these assessments was determined to be strong. Two barriers caused this work to stall. The first is the need to identify sufficient funding to enable colleges to use a new system at no or very low cost, and the second is the need to ensure alignment with the new K-12 assessment system standards and processes.

All of the work done by this committee will guide the implementation of the Task Force's recommendation.

In a parallel effort, the Board of Governors sponsored AB 743, Block (Chapter 615, Statutes of 2011) to advance common assessments. The CCC Assess advisory committee will be reconvened to determine how to move forward to implement the legislature's direction that the system implement a low-cost assessment as an interim step toward achieving the Task Force's vision.

Guidance is Key to Student Success

While students are asked to indicate their educational objective on the application for admission, many students are unclear about their educational objectives when they first enroll in community college and remain so for too long given no systematic process, or even encouragement, to define and pursue a specific program or major. The current matriculation model assumes that students will clarify their educational objective in the course of meeting with a counselor. However, many students never see a counselor. Even before the 52 percent budget cut to Matriculation funding, colleges were unable to provide all students with access to counseling services to help them clarify and refine their educational objectives and assist with the development of education plans to achieve those objectives. Student to counselor ratios range from 800 to 1 to 1800+ to 1 in the community colleges. As a result, students often enroll in basic skills or general education courses without understanding the level of rigor associated with the course or the applicability of the course to any specific program or transfer objective. While there is clearly value to students having the opportunity to explore disciplines and other options before declaring their program or major, there is a difference between systematic exploration and the blind trial and error experienced by too many students. Helping students make informed choices about their education is a critical strategy to help increase student success in the CCCs.

Every Matriculating Student Needs an Education Plan

Every student who enrolls to pursue a certificate, degree or transfer objective, and in many cases even those seeking career advancement, needs a Student Education Plan that represents the sequence of courses that can get them from their starting point to attainment of their educational goal. Students who arrive without a clear goal need an education plan that allows them to systematically define their educational needs and objectives and explore their options. For example, a student who indicates transfer as the goal but lacks a major or career objective should be guided

to enroll in general education courses, along with basic skills courses or resources if the student's assessment results indicate such a need. General education curriculum is designed to expose students to a breadth of educational experiences that can enable them to find areas of particular strength and interest. Once a student selects his or her major, the discipline-specific sequence and specialized or elective options can be factored into the plan. There would be nothing to preclude a student from changing their objective or major, but the implications of a change, in terms of cost and time to completion, should be made clear. Expanded resources for career exploration are essential.

Technology Can Help

The creation of online resources that would support advisement and allow many students to self-manage their academic pathways is essential. Some districts have undertaken this task, but the high development costs make creating such systems impractical for most districts, leaving students to struggle with a dearth of information available to them to follow an appropriate academic pathway. Almost all students enter the CCC's through a common electronic application (CCCApply), and the system could be further developed to lead them, once they are admitted, to build an online profile and access guidance and planning resources. Scaling up the use of technology is one of the few viable ways of reaching substantially more students, many of whom are technologically capable of, and in many cases prefer navigating their pathway through community college in an online environment.

In the same manner that companies like Netflix and the Apollo Group have created tightly integrated online pathways for their customers, the CCC system needs to look towards the creation of centralized student support modules that offer high interactivity with local campus and district IT and administrative systems. Appropriate suggested student choices could be developed using research conducted on educational data to create "default" pathways that are suggested to students through online advisement systems. These systems could be used as tools by students, counselors, and advisors to nudge students towards better academic choices and to reduce excess unit accumulations and unnecessary withdrawals.

There is a plethora of education data collected both within the CCC system and in other educational sectors that can be aggregated in education data warehouses, leveraged, and used to help advise students on effective pathways through college. An example of this would be the use of an analysis of past student outcomes in various courses for students at various levels of basic skills to create an advisement

matrix that keeps students enrolled in courses appropriate for their particular skill levels.

An additional benefit to the creation and maintenance of centralized technology utilities is that doing so will create huge economies of scale for the system. By lifting these costs from local districts and freeing up local monies, centralized technology in the CCC's will drive down costs by bulk purchasing and development while allowing districts to invest in more human resources.

Need for More Counselors

Technology, while having many benefits, will not serve all students or fulfill all student needs. An expanded student-friendly technology system will allow the most self-directed students to complete a variety of activities (e.g., education planning, orientation, preparing for assessments) using resources with which they are most familiar - computers, smart phones and the like. However, some students will still need the face-to-face interactions provided by advisors and counselors. By shifting the lower-need, self-directing students to online tools we free up advisors and counselors to focus their face-to-face interactions with those students who lack access to technology or are not adequately prepared to utilize it and those who need more complex interactions with a counselor. It would also allow counseling faculty to spend less time performing routine functions and utilize their professional skills to support students in more complex dimensions.

Recommendation 2.1

Community colleges will develop and implement a common centralized assessment for English reading and writing, mathematics, and English as a Second Language (ESL) that can provide diagnostic information to inform curriculum development and student placement and that, over time, will be aligned with the K-12 Common Core State Standards (CCSS) and assessments.

Requirements for Implementation

- Reconvene the CCC Assess Advisory Committee to guide implementation.
- Design a centralized assessment system that includes a robust array of options to help students prepare to take the assessments for the most valid result. It should include consistent testing and re-testing policies that are decided based on psychometrics rather than budget.
- The centralized assessment must be diagnostic to ensure placement into appropriate coursework and to inform local academic senates as they design appropriate curriculum. It should also include an assessment of “college knowledge” and the extent to which a student understands and exhibits key academic behaviors and habits of mind necessary for success in college. This more robust assessment, coupled with multiple measures, would be used to determine students’ needs for additional support and to enable colleges to more effectively place students in appropriate courses and target interventions and services.
- With the Academic Senate, work with the K-12 system to ensure alignment of community college assessment standards within the state’s new CCSS assessments when those are implemented in 2014.
- After development of the diagnostic assessment, amend Education Code Section 78213 to require colleges to use the new common assessment for course placement while allowing districts to supplement common assessment with other validated multiple measures.
- Eventually, the Board of Governors would propose to amend Education Code Section 99300 ff. to transition the use of the Early Assessment Program (EAP) to the new assessment that is aligned with the K-12 CCSS.
- In the meantime, the enactment of AB 743 will facilitate the interim selection of a currently available “off the shelf” assessment instrument for English,

math and ESL, to be procured in the most cost-effective manner for use statewide.

- One-time funds of \$1 million (already secured from outside sources) together with dedicated state-level funding of approximately \$5 million would enable the Chancellor's Office, working with the CCC Assess advisory committee, to conduct a centralized procurement using state-level buying power to drive down the cost of assessments while leveraging some customization thus providing unlimited assessment capacity to colleges at low or no cost.
- Participation in the interim system would be voluntary but incentivized by the significant local cost savings.

Recommendation 2.2

Require all incoming community college students to: (1) participate in (a) diagnostic assessment and (b) orientation, and (2) develop an education plan.

By requiring students to participate in these core services, the community college system will ensure that students have the foundational tools necessary to make informed choices about their education. The Board of Governor's will define categories of students who should be exempt from mandatory placement and orientation, such as students with a prior degree returning to pursue training in a different career field. Colleges would also be able to exempt students from each of these requirements on a case-by-case basis.

Requirements for Implementation

- Education Code section 78212 and Title 5 section 55500 ff. already require colleges to provide these and other matriculation services to all non-exempt students (if funding is provided for that purpose.)
- Amend Title 5 sections 55521-25 to require students to participate in assessment, orientation and development of a student education plan.
- Amend Title 5 section 55532 to establish more explicit criteria for exempting students from participation in required services in order to achieve greater clarity and statewide consistency in the proportion of students to be served.

Please note: The Task Force recognizes that implementation of this recommendation requires: (1) a substantial reallocation of existing local resources; (2) additional resources, and (3) new modes of service delivery in order to make these required services available to all incoming students.

Recommendation 2.3

Community colleges will develop and use centralized and integrated technology, which can be accessed through campus or district web portals, to better guide students in their educational process.

Several recommendations in this report rely heavily on the ability of technology to help guide students along educational pathways. To implement many of the recommendations, the community colleges must develop and implement a variety of centralized technology applications. Thoughtfully designed online technology will enable students to guide as much of their own education planning as is appropriate for their level of technology access and skills and their ability to choose and follow an appropriate pathway. It will also provide useful tools for counselors and advisors to better assist students with educational planning and for administrators and faculty to better plan class schedules to ensure that students have access to the courses they need to complete their education in a timely and efficient manner.

These technology applications will generate efficiencies, but more importantly they will increase and improve communications with students by using platforms they already rely on to manage their daily lives. Today's students use laptops, smart phones and tablets not only to communicate with friends and professors, but also to make appointments, purchase goods and services, watch movies and do research. This is where our students spend much of their time, and we must create smart applications that make it easier for them to pursue and reach their educational goals. While not all students have devices, skills and experience to make effective use of this kind of technology, a huge and growing proportion do and have expectations that the institutions with which they interact will utilize current technology to facilitate practical transactions as well as the learning experience.

Rather than having individual colleges create their own online student planning tools, the Chancellor's Office would work with counselors, instructional and student services administrators and college technology representatives to create applications that would be plugged into existing college and district web portals. Colleges would be able to place these applications in locations that mesh with their own unique website, with the services being centrally provided and centrally supported.

Examples of the types of online services include:

- A common application to college;

- An electronic transcript;
- An online BOG fee waiver form;
- An education planning module;
- An electronic library resource and library catalog;
- A career exploration module;
- A job placement module;
- A textbook purchasing module; and
- A transfer advisement module.

Requirements for Implementation

- Secure additional state funding for the development of the proposed technology tools that would then be provided to colleges free of charge.
- A centralized development and procurement process would leverage the system's size to drive down the estimated annual cost of the project to approximately \$12 million.
- Initiate discussion with existing advisory groups, such as the Matriculation Advisory Committee, Telecommunications and Technology Advisory Committee, Chancellor's Office Advisory Group on Counseling, CCCApply Steering Committee and others, to refine the scope and approach to growing services.
- Convene appropriate advisory groups that include program and technology experts to plan and execute technology projects as funding is secured.

Recommendation 2.4

Require students whose diagnostic assessments show a lack of readiness for college to participate in a support resource, such as a student success course, learning community, or other sustained intervention, provided by the college for new students.

A student's readiness for college is based on several factors in addition to their academic proficiency in English and mathematics or their ability to perform well on standardized assessment tests. College readiness includes other variables that can influence a student's ability to successfully complete credit-bearing, college-level coursework. The extensive work done by Dr. David Conley's Education Policy Improvement Center at the University of Oregon defines four dimensions of "college knowledge" critical to student success: (1) Key cognitive strategies, including analysis, interpretation, precision, problem solving, and reasoning; (2) Specific types of content knowledge, most importantly the ability to read and write critically; (3) Attitudes and behavioral attributes, including study skills, time management, awareness of one's performance, persistence, and the ability to utilize study groups; and (4) Contextual knowledge about college resources and expectations and how to successfully adjust to navigating the college environment.

Community college have tested numerous models of supporting under-prepared students, both inside and outside the classroom, through college success courses, first-year experience programs, learning communities and campus-wide initiatives to promote critical thinking skills and behaviors, or "habits of mind" essential to college success. Experience within the system as well as national research demonstrates the effectiveness of such deliberate interventions in supporting student persistence and success. Note: A student success course would likely need to be provided in a noncredit format in order to avoid issues related to cost or financial aid.

Requirements for Implementation

- Amend Title 5 section 55521 to allow for students to be placed in a noncredit student success course or other support activity.
- Require students to participate in a student success support intervention if assessment results demonstrate a need.
- Review the readily available literature on student success courses and other interventions to determine elements that would likely make them most effective for California's community college population.

- Review college models for campus and online student orientation and student success courses currently in place and disseminate the most effective scalable approaches and curricula.

Recommendation 2.5

Encourage students to declare a program of study upon admission, intervene if a declaration is not made by the end of their second term, and require declaration by the end their third term in order to maintain enrollment priority.

Declaring a program of study is much more specific than declaring an educational goal. Doing so sets incoming students on an educational pathway and builds early momentum for their success. Research from the Institute for Higher Education Leadership and Policy shows that students who entered a program in their first year were *twice as likely* to complete a certificate, degree or transfer as students who entered a program after their first year. First-year concentrators were nearly 50 percent more likely to complete than those who entered a program in their second year, and the rates of completion fell sharply for students entering a program of study later than their second year. A student who is unable to declare a major or program of study by the end of their second term should be provided counseling and career planning interventions to assist them. Students who fail to declare a program of study after their third term should lose enrollment priority.

Nothing would preclude a student from changing their direction and declaring a new program of study but the implications of change, in terms of cost and time to completion, should be made clear. In addition, students would have the ability to appeal a loss of enrollment priority.

Requirements for Implementation

- Amend Title 5 regulations to require students to declare a specific program of study by the end of their second term.
 - Current title 5 regulations require students to declare an educational goal “during the term after which the student completes 15 semester units or 22 quarter units of degree-applicable credit coursework, unless the district establishes a shorter period.” Title 5 also requires districts to establish a process for assisting students to select a specific educational goal within a “reasonable time,” as defined by the district, after admission.
- Amend Title 5 to define “program of study” as a certificate, degree or transfer objective in a specific occupational area or major. Groups of

students exempted from meeting this requirement should also be specified in regulation.

Chapter 3

Incentivize Successful Student Behaviors

POLICY STATEMENT

Community colleges will incentivize those student behaviors that are associated with their eventual success.

Rationing of Classes

One of the basic tenets of the Master Plan for Higher Education is that all Californians who have the capacity and motivation to benefit from higher education should have a place in the California Community Colleges. Given the scarcity of resources currently available to the colleges, the reality is, the state has failed to live up to that commitment and we as a system are rationing access to education. While we continue to admit all students that apply, not all admitted students are able to enroll in the courses needed to meet their educational goals.

Enrollment Priorities

Under current law and practice, students already in the system have enrollment priority over new students. Registration priority is generally higher for students with higher unit accumulations, so only unit accumulation is a rewarded student behavior in the registration process. As a result, there is perverse incentive for students to enroll in classes that don't further their educational objectives simply to gain a place higher in the enrollment queue. In the 2009-10 academic year, approximately 137,000 *first time* students were unable to register for even a single course due to their low placement in the registration queue.

Policies that enable students to wander around the curriculum, withdraw and repeat classes multiple times, avoid services that could steer them along a productive pathway, and accumulate an unlimited number of units are a disservice to enrolled students and to those who can't get into the system for lack of available classes.

Adopt Consistent Policies for Enrolling Students

As a system, we have both initiated and continue to support these ineffective policies. However, now is the time for the community college system to abandon these ineffective policies and adopt enrollment management policies that encourage students to follow and make progress along delineated educational pathways that are most likely to lead to completion of a certificate, degree, transfer or career advancement goal.

Use the BOG Fee Waiver Program as a Way to Incentivize Successful Student Behaviors

The Board of Governors (BOG) Fee Waiver Program, for example, which was designed to ensure that the community college fees do not present students with a financial barrier to education, are an underutilized mechanism for incentivizing successful student behaviors. Unlike federal and state financial aid programs, the community colleges do not require BOG Fee Waiver recipients to make satisfactory academic progress, make progress toward a goal, or limit the maximum number of units covered by the award. The Task Force believes that policies governing eligibility for the BOG Fee Waiver should be consistent with enrollment policies designed to promote student success. By enacting accompanying BOG Fee Waiver changes, low-income students who rely on the waiver will be provided the same level of support and held to the same standards as other students.

Recommendation 3.1

The Community Colleges will adopt system-wide enrollment priorities that: (1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their educational goal.

Current law and practice guiding student enrollment tends to favor the continuing student, based solely on their accrual of course units. The existing system fails to align with the core priorities of community colleges: to provide courses for students seeking to earn a degree or certificate, transfer, participate in a career-technical program, or improve their basic language or computational skills. Altering enrollment prioritization is an efficient way of encouraging successful student behaviors and ensuring that we are rationing classes to provide more students with the opportunity to succeed.

Highest enrollment priority should be provided for:

- Continuing students in good standing who are making progress toward a certificate, degree, transfer or career advancement objective (including incumbent workers who enroll in a course that develops skills required to retain their job or advance their careers.)
- This includes students who are actively pursuing credit or noncredit basic skills remediation.
- First-time students who participate in orientation and assessment and develop an informed education plan that includes courses or other approaches to begin addressing any basic skills deficiencies in their first year.
- To address student equity goals, current statutory and regulatory provisions requiring or encouraging priority registration for special populations (active duty military and recent veterans, current and emancipated foster youth, students with disabilities and disadvantaged students) should be retained. To the extent allowable by law, these students should be subject to all of the limitations below.

Continuing students should lose enrollment priority if they:

- Do not follow their original or a revised education plan
- Are placed for two consecutive terms on Academic Probation (GPA below 2.0 after attempting 12 or more units) or Progress Probation (failure to successfully complete at least 50 percent of their classes)
- Fail to declare a program of study by the end of their third term
- Accrue 100 units, not including Basic Skills and ESL courses.

Requirements for Implementation

- Adoption of this policy is within the purview of the Board of Governors.
- Board of Governors should amend Title 5 regulations to establish statewide enrollment priorities.
- Current legal requirements and relevant legislation include the following:
 - Education Code section 66025.8, as recently amended by SB 813 (Chapter 375, Statutes of 2011) requires community colleges to grant priority enrollment to any member or former member of the Armed Forces of the United States for any academic term within four years of leaving active duty.
 - Title 5 section 58108 authorizes community college districts to establish procedures and policies for registration, including a priority registration system.
 - Title 5, section 58108 permits colleges to provide special registration assistance to disabled and disadvantaged students in accordance with a priority system adopted by the local board of trustees.
 - Title 5, section 56026 authorizes community colleges to provide registration assistance, including priority enrollment to disabled students.
 - Title 5, section 56232 requires colleges to provide access services for EOPS students, including “registration assistance for priority enrollment.”
 - AB 194, Beall (Chapter 458, Statues of 2011) requires community colleges to grant priority enrollment to current and former foster youth.

Recommendation 3.2

Require students receiving Board of Governors (BOG) Fee Waivers to meet various conditions and requirements, as specified below.

(A) Require students receiving a BOG Fee Waiver to identify a degree, certificate, transfer or career advancement goal.

(B) Require students to meet institutional satisfactory progress standards to be eligible for the fee waiver renewal.

(C) Limit the number of units covered under a BOG Fee Waiver to 110 units.

The BOG Fee Waiver Program allows financially-needy students to have their fees waived. Unlike federal and state financial aid programs, the community colleges do not limit the maximum number of units covered by the award nor do they require students to make satisfactory academic progress or make progress toward an educational goal. The federal and state financial aid programs impose these requirements because they work to keep students progressing toward their educational goals and help them to meet those goals in a timely manner.

Implementation of this recommendation will likely result in modest cost savings to the community college system. Dollars saved by implementing this proposal would be reallocated within the community college system for reinvestment in the student support and retention activities identified in the student success plan. Any cost savings derived from this recommendation will diminish over time as the efforts of this recommendation influence student behavior.

Requirements for Implementation

- Amend Education Code section 76300(g) and Title 5 section 58612 or 58620 to add eligibility criteria.
- Build in a series of active interventions to ensure that students facing difficulties do not lose financial aid eligibility.
- Ensure that students failing to make progress have the ability to appeal.
- Ensure that financial aid offices retain capacity to administer this recommendation regardless of the number of fee waivers granted on a particular campus.

Recommendation 3.3

Community Colleges will provide students the opportunity to consider the benefits of full-time enrollment.

Research indicates a high correlation between full-time enrollment and students' achievement of their educational objectives. The faster a student completes his or her education the less time there is for life or family issues to get in the way. Students benefit from full-time attendance by increasing their earning potential sooner while colleges benefit from the greater efficiency of serving one full time student versus two or more part time students for the same funding.

Recognizing that many community college students are not in a position to enroll full time, particularly those who work full time and are enrolled to upgrade their job skills as well as those who depend on full-time employment to support families, there are nonetheless simple steps that can be taken to ensure that students are made aware of the benefits of full-time enrollment and can consider whether such a route is possible for them.

Requirements for Implementation

- No statutory or regulatory changes are needed. This can be accomplished by dissemination of best practices for financial aid packaging and deployment of existing resources, including the *I Can Afford College* financial aid awareness program.

Recommendation 3.4

Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.

Chapter 5 of this document addresses improving the quantity and efficacy of basic skills instruction. Colleges need to be able to offer students an array of courses, laboratories, and other approaches to skill improvement. These might include courses with embedded contextualized basic skills instruction, special interventions like Math Jam, online and other computer-based laboratory resources, tutoring, supplemental instruction and intensive basic skills courses.

Requirements for Implementation

- By following the procedures for establishing prerequisites or co-requisites outlined in Title 5 (Sections 55200-02) community college districts are already permitted to require students assessed below collegiate level to begin remediation before enrolling in many college-level courses. However, much of the curriculum is unrestricted.
- A more direct approach would be to adopt a new Title 5 regulation making the requirement explicit for all students at all colleges.

Chapter 4

Align Course Offerings to meet Student Needs

POLICY STATEMENT

Community colleges will focus course offerings on meeting student needs.

Offer Courses that Align with Student Education Plans

Significant reductions in public funding have forced community colleges across the state to reduce the number of course sections they offer. As a result, the availability of courses is insufficient to meet the student demand in almost every area of the curriculum. At the beginning of each term, course sections close quickly and waiting lists are longer than ever.

Given this context, California community colleges must strategically focus the scheduling of courses to meet the needs of students who are seeking degrees, certificates, and specific job training. These high priority needs are at the core of the CCC mission and fundamental to helping Californians of all backgrounds to achieve their economic and social goals.

Under the recommendations contained in this report, colleges have an additional responsibility to align course offerings to the needs of students. Chapter 3 recommends specific incentives for students to develop and follow an education plan and includes consequences for students who fail to do so. Students cannot and should not be held accountable for enrolling in courses that are not made available to them in a timely manner by the colleges.

Use a Balanced Approach

The Task Force recognizes that the scheduling of courses is a complex matter that requires balancing the priorities of the college. In order to meet student and industry needs, colleges must shift from using historical course scheduling patterns and instead utilize the numerous sources of data available to them as the basis for informed course scheduling. To help meet this end, Chapter 2 recommends that all matriculating students, as well as students enrolling for career advancement, complete an education plan. Coupling a more universal use of education plans with technology will provide colleges with access to valuable information about the future course needs of its students.

Fund Courses that Support Student Educational Plans

Further, the Board of Governors and the legislature should ensure that state subsidization for instruction, whether it be credit or noncredit courses, is used to support those courses that support a program of study and are informed by a student education plan. Courses that do not support programs of study and that solely serve an enrichment or recreational purpose should not be subsidized with state funds. Targeting state apportionment funding to support courses that are necessary to meet students' specific educational objectives will ensure that finite resources are used to meet high priority educational objectives in CTE, transfer, and basic skills.

Recommendation 4.1

Community Colleges will use aggregated data from students' programs of study, along with state and local data, including enrollment trends, and labor market demand to develop course schedules and determine course offerings.

Requirements for Implementation

- Amend statute and Title 5 as needed to explicitly allow colleges to enroll community service students without receiving credit in otherwise state-supported credit classes, where there is excess capacity in those classes.
- Amend statute and Title 5 regulations to specify that apportionments may only be claimed for courses that support student education plans.
- Develop appropriate systems of assessment, metrics, goals, and reports addressing student success and student completion in all categories of community college noncredit and/or adult education, including Career Development and College Preparation (CDCP) and other noncredit programs and courses that are part of a noncredit student's education plan. A noncredit student education plan is defined as student educational goals facilitated through an intended course or courses necessary for academic achievement, career preparation, economic productivity, self-sufficiency, and/or civic participation.
- Adopt Recommendation 7.1 to increase the statutory authority of the CCC Chancellor's Office (CCCCO) to monitor colleges' course offerings and disseminate best practices for enrollment management. For instance, the CCCCCO could assist colleges in establishing and expanding community education programs that respond to community needs while not diverting scarce public resources from higher priority instructional needs related to basic skills, transfer, and CTE.
- Adopt Recommendation 2.2, which would strengthen the use of student education plans to provide students with better defined courses of study. Implementation of this recommendation will also provide colleges with useful data related to course demand that can be used to plan course offerings.

Chapter 5

Improve the Education of Basic Skills Students

POLICY STATEMENT

The community college system will develop a cohesive statewide framework for the delivery of basic skills educational services.

Need for Basic Skills Reform

In California, basic skills students often are “traditional” students who have matriculated through the K-12 system and arrived at the community colleges underprepared for college-level work. They may also be “nontraditional” students who are working adults returning to gain a degree or further career-based skills.

Overall, the picture for our basic skills students is not a rosy one. Conservative estimates from national researchers show that 60 percent of all entering college students taking assessment tests assess as needing basic skills remediation. Yet, according to data compiled for the Basic Skills Supplement to the ARCC Report (March 2011), only 300,000 students (approximately 10 percent of all community college students) are enrolled in basic skills coursework in any given year. It is particularly worrisome that hundreds of thousands of students are in need of basic skills remediation but not enrolling in those courses.

The success data from the ARCC Basic Skills Supplement is equally concerning. Of students who begin a mathematics sequence four levels below transfer-level (16.2 percent of entering students are assessed at this level), only 25.4 percent ever achieve a certificate, degree, or transfer preparation. While students who begin one level below transfer-level (18.4 percent of entering students are assessed at this level) achieve one of these goals at the rate of 42.6 percent, that still leaves more than 50 percent of students failing to meet their educational goals. These general

ranges are also applicable to students who begin at equivalent levels in basic skills English writing, reading, and English as a second language.

From an equity perspective, there is also cause for concern. Using the same data source (Basic Skills Supplement) Hispanics comprise over 40 percent of all basic skills enrollments. Blacks comprise 11 percent; Asians comprise 13 percent; and Whites comprise 22 percent. Within two years, Blacks have the lowest rate of successful completion of college-level mathematics at only 17 percent. Hispanics completed college-level mathematics at 25 percent, while whites and Asians completed college-level mathematics at 30 percent and 38 percent respectively. The disparity in completion rates underscores the need for our system to embrace the goal of measuring and working to close equity gaps.

The problem that confronts our system is one of magnitude and resources. We must develop a responsive system of education that clearly outlines the pathway and the interventions necessary for student success and reflects an institutional commitment to commensurately deploy resources to optimize increasingly limited dollars.

Professional Development is Key

Central to the creation and implementation of a cohesive framework for the delivery of basic skills is the use of professional development (as discussed in Chapter 6.) In many cases, the changes necessary to increase student success and completion require faculty and staff to build new skills or hone existing skills. Faculty, staff and administrators need consistent, thoughtful, and productive professional development activities that are tied to the desired outcomes.

While many community colleges groups (Academic Senate, the CIOs, the CSSOs, 3CSN, 4CSD, the Research and Planning Group, and the Chancellor's Office) have provided professional development to improve basic skills instruction and supports in the state, statewide coordination of what is now a completely-locally-determined professional development activity is needed if systematic change is to be accomplished.

Need to Scale Practices That Work

System-wide efforts such as the Basic Skills Initiative have made initial inroads into addressing basic skills and the students who need them. Scattered throughout the state are successful basic skills interventions that are moving towards college-scale in terms of impact. However, in many more places, colleges still struggle with how

best to tackle this pervasive issue, and the struggle becomes more desperate as resources are further constrained.

Therefore, it is time to overlay local efforts with a more structured statewide framework that provides support for research-based approaches to basic skills interventions, support for bringing successful interventions to scale, support for making the financial decisions necessary for implementation, and support for the intersegmental conversation needed to serve all adult learners in the state.

Basic Skills is a Shared Responsibility with K-12

Addressing basic skills is a shared responsibility between K-12 and the community colleges. Thus, activities regarding alignment and messaging with K-12 and our public four-year institutions are key components of this report and are addressed in Chapter 1. It is important to note that approximately 68 percent of entering CSU freshman require remediation making it apparent that, as a state, we must provide education in new ways to ensure that students are college-ready. At the same time we work intersegmentally to address improving the educational pipeline, as community colleges, we must develop new methods of ensuring that those students who enter our colleges unprepared for college level work receive the instruction and services needed to help make them successful.

Balancing Needs of the CCC System

Competency in basic skills (reading, writing, and mathematics) prior to entering a community college is a key challenge for California. While addressing the basic skills needs of students is a central mission of the community college system, the time and resources devoted to basic skills instruction need to be balanced with the other missions of the system, namely occupational training, college-level academic preparation, and transfer. The task force is aware that existing resources need to be allocated judiciously to accomplish these three primary missions. This will involve further prioritizing of the apportionment streams and more directed uses of discretionary funds such as those provided for the Basic Skills Initiative.

Recommendation 5.1

Community Colleges will support the development of alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful model programs for delivering basic skills instruction.

The task force believes that the community college system must foster more effective basic skills instruction on a large scale. We cannot simply place students into classes that use the same mode of instructional delivery that failed to work for them in high school. Within the system, colleges have developed or adopted alternatives to the traditional curriculum that show great promise in revolutionizing the delivery basic skills instruction to adults. For example: (1) the use of learning communities; (2) modularized instruction; (3) intensive instruction; (4) supplemental instruction; (5) contextualized learning – particularly within Career Technical Education Programs; and (6) team teaching, all illustrate new and innovate ways of teaching adults.

There are also new models that have yet to be created. Community colleges can – and should - provide incentives for developing alternatives to traditional curriculum and taking to scale model programs that work.

Requirements for Implementation

- Authorize the reallocation of Basic Skills Initiative (BSI) dollars in the annual Budget Act.
- Chancellor's Office will adopt amended guidelines to redistribute the BSI funding to:
 - Target a fixed portion of the money to specifically incentivize faculty redesign of curriculum and support innovations in basic skills instruction.
 - Develop clear curricular pathways from basic skills into collegiate-level coursework.
- Amend Title 5 regulations to remove the requirement that supplemental instruction, with regards to basic skills support, be tied to a specific course. This would explicitly enable the use of supplemental instruction for the benefit of basic skills students.
 - Under current regulation (Title 5 Section 58050 and 58172), apportionment can only be claimed for supplemental instruction provided through a learning center if the hours of instruction are tied to

a specific course and the hours are laid out in the course outline of record for the course. Given that the needs of basic skills students vary and are hard to predict, such restrictions prevent colleges from funding this form of support for basic skills students.

Recommendation 5.2

The state should develop a comprehensive strategy for addressing basic skills education in California that results in a system that provides all adults with the access to basic skills courses in mathematics and English. In addition, the state should develop a comparable strategy for addressing the needs of adults for courses in English as a second language (ESL.)

Improve Coordination of K-12 and Community College Basic Skills Programs

The community colleges, with their K-12 and community-based partners, should develop a clear strategy to respond to the continuum of need in order to move students from educational basic skills to career and college readiness. This plan should include:

- Improved availability and quality of advising and counseling services for basic skills students, providing them a clear pathway to reaching their academic goals.
- Increased preparedness for faculty and staff on the special needs of basic skills students.
- Identification and funding of best practices in basic skills delivery, in both student services and instructional programs, that support moving students more effectively and efficiently to career and transfer readiness.
- Identification of the appropriate credit and non-credit levels to be delivered by each education segment making sure to provide “safety nets” and an appropriate overlapping of services to provide all students with access to basic skills instruction.

Demise of Adult Education

Failure to address the basic skills needs of the state will have lasting negative impacts on hundreds of thousands of Californians as well as the state's economy and social climate. The Governor and Legislature should reexamine the implementation of K-12 budgetary flexibility for adult education funds, and the resulting redirection of funds intended to support these programs, to determine if this practice is consistent with California's current social and economic needs.

As part of the 2009-10 State Budget, K-12 school districts were given the authority to redirect categorical program funding originally appropriated for specified programs.

As a result, roughly \$800 million in Adult Education funds was shifted to support other K-12 categorical programs that had experienced deep funding cuts. Based on recent estimates, school districts have exercised this option and transferred more than \$400 million out of Adult Education programs. It is important to note that the decision to redirect funds is made at the district level and therefore program implementation varies. Statewide, the substantial reduction in support for K-12 adult education programs has resulted in increased demand on community colleges to provide education to this population in addition to current students' needs for noncredit and credit basic skills courses. Unfortunately, due to budget cuts, community colleges do not have the capacity to expand course offerings to meet this increased demand. As a result, large numbers of adults in need of basic skills education have gone unassisted. In addition, the considerable local variation in programmatic decisions by K-12 districts has resulted in a fractured system of basic skills delivery to an already needy yet essential segment of the California population.

Need for Legislative and Gubernatorial Direction

State leaders need to determine if the current flexibility over K-12 adult education funds is consistent with state economic and social needs and whether these funds should be rededicated to serving basic skills needs. They should also determine whether these programs would best be placed in the K-12 or community college system and provide funding commensurate with the task.

Chapter 6

Revitalize and Re-envision Professional Development

POLICY STATEMENT

The community college system will develop and support the continued and focused professional development for all faculty and staff.

Need for Professional Development

On-going professional development is a fundamental component of supporting systemic change that will improve student success. Without a sustained and focused approach to professional development, institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and staff rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement. This type of change will not happen overnight. The end result envisioned by the Task Force will need to emerge through years of refinement.

History of Professional Development

Support for professional development in the California Community Colleges has been mixed. While recognition was given to the important role of professional development in the landmark community college reform bill AB 1725, the goal of providing specific funding to support on-going professional development has never been reached. Today, most colleges attempt to carve out support from the general fund, but financial pressures have continued to erode institutionally supported professional development. Some colleges have relied on outside grants for professional development to faculty, but for the most part these strategies are limited

to boutique programs rather than campus-wide approaches. The Basic Skills Initiative (BSI) has provided some funding for professional development, but these funds are modest. Furthermore, in spite of the best intentions of those hired to provide professional development at the colleges, professional development activities have tended to focus on short-term programs or one-time workshops rather than providing the sustained engagement with ideas and processes that, research has shown, has a greater chance of bringing about real change.

Flex Days

Education Code 84890 - established in 1981 – allowed community colleges to move away from the standard 175-day instructional calendar that was a holdover from the K-12 system and instead use up to 15 days per year for professional development [see Title 5 sections 55720-55732]. Most colleges implemented a combination of fixed and flexible days. Fixed days require faculty and staff to attend mandatory programs determined by the college while flexible days are used for faculty-determined activities, such as conferences, coursework, and research. Today, fixed professional development days are comprised largely of campus-wide activities such as convocations, beginning-of-the-semester state-of-the-college presentations, and departmental meetings. Workshops related to effective teaching and student success are also offered, but, as stated above, suffer from being of limited duration and thus of limited effect overall.

Under the current regulations, the following are allowable staff development activities under a flexible calendar:

1. Course instruction and evaluation;
2. In-service training and instructional improvement
3. Program and course curriculum or learning resource development and evaluation;
4. Student personnel services;
5. Learning resource services;
6. Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
7. Departmental or division meetings, conferences and workshops, and institutional research;

8. Other duties as assigned by the district.
9. The necessary supporting activities for the above.

The Flexible Calendar Program Numbers

Category	Totals
Percentage of colleges that participate in the Flexible Calendar Program	95.5%
Number of colleges that do not participate in the Flexible Calendar Program	5
The average number of Flexible days per college is	5.3 days
The most common number of Flexible days taken by colleges.	23 Colleges have 4 Flexible days
Number of colleges with the maximum number of 15 Flexible days.	0
Number of colleges that have 14 Flexible days	2
Number of colleges that have only 1 Flexible day	5

The state provides strong support for professional development activities through its Flexible Calendar Program, which allows colleges to exchange instructional days (where students are on campus) for professional development days (where faculty and staff are engaged in active professional development.) In the 2009-10 academic year, the community college system converted almost three percent of its instructional days into professional development days.

The Task Force believes that, as a community college system, we must adopt a more systemic and long-term approach to professional development. Without this change, colleges will be unable to achieve the changes necessary to increase the success of our students. Because classroom reform is essential to improving outcomes for students, faculty should be the primary focus of professional development efforts, including part-time faculty, who teach up to 50 percent of the courses on a given campus.

Recommendation 6.1

Community colleges will create a continuum of strategic professional development opportunities, for all faculty, staff and administrators to be better prepared to respond to the evolving student needs and measures of student success.

To accomplish major changes in the California Community Colleges, professional development must be at the center of the discussion. In many cases, the changes necessary to increase student success and completion require building new skills or honing existing skills. Faculty, staff and administrators need consistent, thoughtful, and productive professional development activities that are tied to a set of outcomes linking to a state agenda for student success.

The Board of Governors should have the ability to direct colleges to respond to what are agreed upon strategic professional development activities. As California prepares to address key issues, whether they be instructional, fiscal, safety, or intersegmental, professional development of community college personnel is key. Given the level of responsibility granted to the Academic Senate on instructional matters, the Board of Governors should consult with the Academic Senate on a regular basis with regards to statewide professional development goals and direction.

Requirements for Implementation

- Amend statute and Title 5 regulations to authorize the Chancellor's Office and/or Board of Governors to align the use of professional development with state objectives by encouraging colleges to link mandatory professional development activities to a set of statewide objectives and then measure movement towards those objectives.
- Amend Title 5 regulations to authorize the Chancellor's Office and/or Board of Governors to recommend specific professional development purposes for flex day(s).
- Amend Title 5 regulations to ensure that professional development is equally focused on part-time faculty.
- The Chancellor's Office should explore the use of myriad approaches to providing professional development, including regional efforts and expansion of the use of technology.

Recommendation 6.2

Community Colleges will direct professional development resources targeted at both faculty and staff toward improving basic skills instruction and support services.

In addition to the flexible calendar program for the community colleges, there are allocations directed by the Legislature specifically toward basic skills professional development. These allocations should not only continue but be expanded to provide continuous and thorough support for faculty and staff in the issues related to basic skills instruction and student support services. The pedagogical approaches to be included should respond not only to discipline issues but also within the context of economic and cultural differences of students.

In addition to the specific professional development funds available through the annual Budget Act, California should continue to direct and coordinate special programs in vocational education, economic development, science, mathematics, categorical areas, and others in order to integrate basic skills improvement throughout the entire community college system.

Requirements for Implementation

- Amend, if needed, statute and/or Title 5 regulations to authorize the Chancellor's Office/Board of Governors to align professional development with state objectives, thus encouraging colleges to link mandatory professional development activities to a set of statewide basic skills objectives and then measure movement towards those objectives.
- Amend Title 5 to authorize the Chancellor's Office/Board of Governors to recommend specific purposes for flex day(s).
- Amend Title 5 to enable part-time faculty to engage in and be supported by college professional development activities.

Chapter 7

Enable Efficient Statewide Leadership and Increase Coordination Among Colleges

POLICY STATEMENT

The State should promote greater state-level support and coordination, including the implementation of a new goal-setting framework, so that California’s diverse community colleges can function more as a system.

Need for a Stronger Community College System Office

Successfully implementing system-wide reforms to improve student outcomes in the California Community Colleges will require stronger state-level leadership and coordination than currently exists. The community college system needs a structure that can both drive and ensure fidelity to statewide efforts aimed at improving student outcomes. Improved sharing of data, common goal setting, and a stronger Chancellor’s Office are foundational to implementing system-wide reform and refocusing the system on improving student outcomes.

For example, the implementation of key recommendations in this report, such as aligning college readiness standards and assessment tools, improving the identification and dissemination of best practices; sharing longitudinal K-12 data; state and district goal setting; providing technical assistance for districts; and creating a student-oriented technology system all rely heavily on stronger and more coordinated state-level leadership.

Comparison with California's Other Higher Education Systems

Each of the three public higher education segments in California has a central office charged with leading, coordinating, and administering the respective systems. Of the three, the California Community Colleges Chancellor's Office and the Board of Governors has, by far, the least direct control over campuses within its system. Unlike the UC Office of the President and the CSU Chancellor's Office, the CCC Chancellor's Office is a state agency under the control of the Governor. While the Governor makes appointments to all three system's governing boards and all three boards appoint their respective CEO's, only the CCC Chancellor lacks the ability to appoint senior management staff such as vice chancellors. This inability to manage the senior management team reduces the authority of the Chancellor and diminishes the Chancellor's ability to lead the system. The authority of the CCC Chancellor's Office is also impaired by state control over its regulatory power. Unlike the other higher education segments, the CCC must obtain the approval of the Department of Finance before enacting regulations affecting the community college districts or changing how its resources are deployed to meet system needs.

Role that Stronger Chancellor's Office Would Play

While local district control remains a bedrock principle of the CCC system, many of the colleges face common challenges that could be most efficiently addressed through more structured leadership from the Chancellor's Office. For example, colleges often develop extremely effective educational programs that could benefit all of the colleges, but the system lacks a robust mechanism for disseminating effective best practice information to the colleges. Further, recommendations contained in this chapter call on districts and colleges to establish student success goals and to align those goals with state and system-wide priorities. To effectuate this recommendation, a stronger Chancellor's Office is needed to coordinate and oversee those efforts.

In some cases, groups of colleges within a region could benefit from collaborating to address issues unique to those regions. While there are examples of regional collaboration among districts, they have been the exception rather than the rule. A strong Chancellor's Office, oriented towards student success, would be empowered to help coordinate and incentivize regional approaches to delivering programs.

Past Attempts

Proposals to strengthen the CCC Chancellors Office have been included in past statewide educational planning processes. For example, prior reports by The Little Hoover Commission and legislative reviews of the Master Plan for Higher Education have all included recommendations to better align colleges through a more robust CCC system-wide office. Sadly, these proposals have all failed, for different reasons and at different times, but they have failed nonetheless.

California is at a critical economic juncture, and community colleges, through the recommendations contained in this report, are committed to reorienting themselves toward ensuring students succeed. Without more authority in the Chancellor's Office to help colleges implement these recommendations and hold them accountable for positive change, the impact of the recommendations contained within this report will be substantially weakened.

Recommendation 7.1

The state should develop and support a strong community college system office with commensurate authority, appropriate staffing, and adequate resources to provide leadership, oversight, technical assistance and dissemination of best practices. Further, the state should grant the Community College Chancellor's Office the authority to implement policy, consistent with state law.

Requirements for Implementation

- Amend statute to grant the Board of Governor's authority to appoint vice-chancellors.
- Amend statute (Education Code 70901.5) to allow the Chancellor's Office to promulgate Title 5 regulations without obtaining approval from Department of Finance.
- Revise funding for the Chancellors Office by financing the office through alternative means, possibly through the use of ongoing Proposition 98 funding, to be taken from the community colleges share of the Proposition 98 guarantee, or a fee-based system.
- Centrally fund statewide initiatives (technology and professional development)
- Retain annual current Budget Act authority appropriating funds for the academic senate and add budget authority for the student senate to support the critical roles of these groups in the shared governance process.
- Focus the Chancellor's Office on adopting a regional framework to help colleges collaborate and developing a robust system of disseminating best practice information and technical assistance to local colleges.

Recommendation 7.2

In collaboration with the CCC Chancellor’s Office, districts and colleges will identify specific goals for student success and report their progress towards meeting these goals in a public and transparent manner (consistent with Recommendation 7.3).

Requirements for Implementation

- The Chancellor’s Office, in consultation with the internal and external stakeholders, will establish an overarching series of goals, with districts and individual colleges prioritizing these goals and establishing strategies that address local considerations.
- In order to measure and direct attention to addressing persistent equity gaps, these goals will include sub-goals by race/ethnicity.
- The Chancellor’s Office will implement robust accountability reporting (via a publicly understandable “scorecard” per recommendation 7.3), which will include progress made on intermediate measures of student success as well as ultimate outcomes. Starting from the ARCC data, implementation of this recommendation will focus on which additional data elements are needed to support the goal setting function as well as which data elements can be retired to offset the new reporting requirements.
- Implementation of recommendation 7.1 is critical to ensuring that local goals are aligned with state and system-wide measures of student success and that accountability “scorecards” are implemented in a meaningful way.

Recommendation 7.3

Implement a student success scorecard.

In order to increase both public and institutional attention on student success, the California Community Colleges will implement a new accountability tool that would present key student success metrics in a clear and concise manner. These scorecards will be posted at the state and local levels to help focus the attention of educational leaders and the public on student performance. In order to concentrate state and local efforts on closing equity gaps, the scorecards will be disaggregated by racial/ethnic group. The scorecards are intended to promote meaningful policy discussions not only within the community colleges, but also with our colleagues in K-12 schools, business, local government, and other key groups.

The success metrics included on the scorecard would measure a variety of student outcomes, including successfully reaching “momentum points,” such as completion of a basic skills sequence and earning specified thresholds of units, which have been shown to lead to successful program completion. In calculating gains in performance, each college would be compared against its own past performance, thus neutralizing differences associated with local economic and demographic variables. These success measures would include intermediate as well as completion outcomes. Examples of intermediate outcomes include: rate of earning 15 units, 30 units and 60 units; rate of completion of a college level (degree applicable) course in math and English; basic skills improvement rate; rate of term-to-term persistence; and ESL improvement rate. Completion outcomes would include earning a certificate, an associate degree, and transferring to a four-year institution. The Chancellor’s Office will develop scorecard metrics and format, in consultation with internal and external stakeholders.

This new scorecard would be built on the existing Accountability Reporting for Community Colleges (ARCC), our current statewide data collection and reporting system. It should be noted that ARCC has proven itself to be an extremely effective system for gathering and reporting a broad range of institutional and student-level data from the colleges. The key difference is that the new scorecard would present a distilled subset of data in a brief format that will help to focus attention on the system’s current student success efforts.

Requirements for Implementation

- No statutory changes are needed to develop the scorecard format and process.
- Amend Title 5 to require local boards to discuss the scorecard at a public hearing and certify its content. Colleges would then publicly post their scorecard on websites and at physical locations and the Chancellor's Office would make results for all colleges readily available for public view. Implementation of the scorecard process would be required as a condition of receiving funding under the Student Support Initiative (see Recommendation 8.1.)

Recommendation 7.4

The state of California should develop and support a longitudinal student record system to monitor student progress from elementary through postsecondary education and into the workplace.

Linked student level data is tremendously useful to help determine what is working and what is not working to improve student achievement. Under the present system, educational records are housed at each of the segments (CCC, CDE, CSU, UC) respective headquarters. While these institutions routinely share data for a variety of mandated reports and studies, data has not been aggregated centrally or leveraged to improve student instruction or develop centralized student support systems.

The community colleges need system-wide student-level data that can link to the other higher education segments, K-12, and workforce records in order to analyze progress and identify, improve, and implement strategies that are effective at improving student outcomes. The necessity to target resources to support effective strategies has increased as the state budget crisis has led to significant cuts in funding for public education. Information on what is working allows the state to set funding priorities that maximize positive impacts and put students' needs first.

Shared student-level data is also needed to unite the colleges' work to improve student completion. Many community college students transfer among colleges during their educational career or take courses at more than one college at the same time. A shared data system would allow colleges to synchronize assessments, use a common standard to determine readiness for credit bearing coursework, and aggregate academic records. Further, robust data would better enable faculty members to incorporate post-enrollment student outcomes into their curriculum development.

Good linked data are essential both for in-person and online education planning and advisement, the implementation system-wide enrollment priorities, and the ability of colleges to match course offerings with actual student educational pathways. Without good student-level information, neither counselors nor online tools will be able to effectively provide the guidance necessary to help students select courses and sequence those courses in a manner appropriate to their program of study. Such data is also needed maintain transcripts and monitor students' degree status so students not only know how to pursue their postsecondary goals, but also are also aware of when they have reached them. Because of the lack of coordination between community colleges today, many students continue to take courses even

after meeting the requirements for a certificate or transfer to a UC or CSU simply because they are not aware that they have completed the requirements. Shared data is essential to making the system more efficient and to improve student completion of their academic goals.

Required for Implementation

- Secure a commitment from the education segments for the development of a longitudinal K-20/wage data warehouse and the creation of an educational research resource.
- Chancellor's Office, together with the other education segments and the labor agency should procure one-time funding (including grant and philanthropic funding) for database development.

Chapter 8

Align Resources with Student Success Recommendations

POLICY STATEMENT

Both the redirection of existing resources and the acquisition of new resources will be necessary to implement the recommendations contained in this report.

In developing its recommendations, the Task Force took care to work within reasonable assumptions of available state funding. Clearly the current economic recession and California's lingering structural budget shortfall will continue to constrain the ability of the state to make new large-scale investments in the community colleges. For this reason, the Task Force crafted its recommendations to be viable within a reasonable range of financial costs.

Throughout this document, many recommendations are designed to make the colleges and the system as a whole more efficient, by improving productivity, lowering costs and better targeting existing resources. The resources saved by implementing these recommendations can then be reinvested to advance the system's student success efforts. The following is a list of resource saving strategies included in previous chapters of this report:

- Improving enrollment and registration priorities to focus scarce instructional resources on the most critical educational needs;
- Centralizing the implementation of assessment, technology, and other initiatives to achieve greater economies of scale;
- Modifying the Board of Governor's Fee Waiver program;

- Expanding the use of technology to promote efficiency and effectiveness;
- Identifying best practices that can be achieved by redirection of local resources.

Despite efforts to contain costs, many aspects of these recommendations will require additional funding in order to implement them at scale and achieve significant positive impacts on student outcomes. Notably, expanding the use of diagnostic assessments, orientation, and education planning as well as having sufficient full time faculty, including counselors, have been identified as critical elements for our colleges to better serve students. Under the current community college funding model and within the system's current funding levels, it is not feasible to expand these practices to the degree necessary to spur systemic improvement. However, with an additional state investment, coupled with the reallocation of existing community college funding and the expanded use technology, we believe it is possible to implement system-wide improvements capable of yielding substantial increases in student outcomes.

Recommendation 8.1

Encourage categorical program streamlining and cooperation.

Over time, the Legislature, often at the urging of the community college system, has developed categorical programs to address specific priorities and concerns. In the community colleges, these programs were by-and-large designed to ensure that: (1) traditionally underserved populations of students received services, (2) money was available to support the needs of part-time faculty, (3) a mechanism existed to centrally fund core programs and services or to designate that dollars be spent for specified, yet critical programmatic purpose.

While well intentioned, the cumulative effect of this budget practice has been to create 21 separate programs that local colleges must manage and coordinate as they attempt to focus on the ultimate objective of helping students achieve their educational goals. Further, while each categorical program benefits the students being served by that particular program, every year hundreds of thousands of otherwise eligible students go without assistance due to capacity constraints.

While the Task Force is not recommending that the current budget structure be changed, it does believe that community colleges should move away from a strict categorical funding approach. The Task Force believes that the current approach results in organizational silos that are inefficient create unnecessary barriers for students in need of critical services and detract from the need for local colleges to have control and flexibility over their student outcomes and resources. To address these issues, the Task Force recommends that:

- State leaders (including the Legislature and Board of Governors) review the administration and reporting requirements of the various categorical programs and streamline them where needed.
- Colleges and programs strive to break down programmatic silos and voluntarily collaborate in an effort to improve the success of students.

Recommendation 8.2

Invest in a student support initiative.

At the heart of this report is the need to improve and expand core student support services such as diagnostic assessments, orientation, and education planning in order to help students successfully navigate the community college environment. Bolstering these support programs will require reprioritization of resources at the state and local levels, and increased use of innovative technologies, as well as additional state investment.

While innovation and reprioritization will be necessary, the reality is that without an additional investment by the state, the ability of colleges to implement many key elements of this report, particularly in the area of support services, is in jeopardy. Accordingly, the state and the community college system should set as the first priority for additional state funding the investment in a new Student Support Initiative.

- The Student Support Initiative would rename and encompass the current Matriculation program thus elevating the prominence of the program.
- Beginning with the 2012-13 State Budget, the first priority for new monies appropriated to the system would be to augment the Student Support Initiative.
- These funds would be directed to community college districts to make strategic local investments in activities and programs that are necessary to promote student success, including but not limited to implementing diagnostic assessments, orientation, and education planning.
- Receipt of these funds by a district would be conditioned on the district developing and submitting to the Chancellor's Office local student success plans that are consistent with state and local district goal setting (as outlined in Chapter 7) and address student equity impacts. Plans will identify specific strategies and investments over a multi-year period.
- Further, as a condition of receiving Student Support Initiative funds, districts would be required to implement the common assessment proposed in Recommendation 2.1 and the accountability scorecard described in Recommendation 7.3.
- The Chancellor's Office will monitor district progress towards meeting goals, both in terms of programmatic implementation and also student success metrics.

Requirements for Implementation

- Amend the annual Budget Act, Statute, and Title 5 regulations to fund and implement the new Student Support Initiative as outlined above.

Recommendation 8.3

Encourage innovation and flexibility in the delivery of basic skills instruction.

Helping students to successfully master basic skills requires a range of interventions, from innovative pedagogical strategies to proactive student support services. The right combination of interventions varies across colleges and across student characteristics; there is no “one size fits all” model. In addition, the intensity and timing of interventions needed to help students progress in basic skills acquisition also varies considerably. Despite the significant differences in individual student needs, the current community college funding model assumes that all basic skills students progress along a standard course sequence, with funding dispensed to districts based on the standard full-time equivalent students (FTES) allocation formula.

To allow greater local innovation in the delivery of basic skills, the Task Force recommends developing an alternative funding model that would allow colleges to pilot new strategies for addressing the basic skills needs of students. This approach would allow districts to implement new approaches based on student need rather than on the timing and structure of the standard community college funding allocation model. The total cost to the state of moving students through the basic skills sequence would remain unchanged.

Requirements for Implementation

- Allow a college, with the concurrence of its local academic senate, to seek the approval of the Chancellor’s Office to pilot innovative ways of delivering basic skills instruction that would be supported by regular FTES funding.
- Amend statute and the annual Budget Act to provide the Chancellor’s Office with the authority to allocate funding to colleges to implement innovative basic skills pilots. The amount of funding provided to a college under this model would be equivalent to what a college would have earned to serve the cohort of students under the standard funding model.
- Colleges participating in this alternative funding model would be eligible for exemption from the attendance rules that are contained in the regular FTES funding model. Colleges would report on student outcomes in order to assist in the identification of effective practices.

Chapter 9

A Review of Outcomes-Based Funding

As part of its statutory charge, the Task Force studied outcomes-based funding as one of many potential strategies to promote improved student success. The topic was addressed extensively in both the full Task Force and in a smaller Working Group on Finance. In this examination, the Task Force benefited from input by practitioners from other states that have implemented outcomes-based funding as well as nationally recognized researchers who have examined various funding models. In addition, the Task Force reviewed the available literature, including numerous studies and reports from academic researchers and education groups.

The underlying premise of outcomes-based funding is that by providing funding to colleges in manner that rewards improvement in desired outcomes, college personnel will develop a greater focus on student success and modify activities and investments to harness the greatest possible achievement in the specified outcomes. As the Task Force examined the topic, they considered potential concerns about this funding model including: (1) the risk that community colleges might “cream” students in order to improve success rates; (2) that colleges serving more disadvantaged population might be financially penalized; and (3) that increased funding volatility might actually undermine the ability of colleges to plan and support effective programs. The Task Force also studied strategies that could be used to mitigate against these potential concerns. In this work, the Task Force studied the implementation of outcome-based funding in other states, including Pennsylvania, Indiana, Tennessee, Ohio, and Washington.

Of the models examined, the Task Force determined that the program implemented in Washington State offered the most promising approach. Their success metrics focus on momentum points and reward colleges for a variety of outcomes including advancing students through a basic skills sequence and accumulating specified

thresholds of units that have been shown to be important “tipping points” leading to successful program completion. Each college is compared against its own past performance, thus neutralizing differences associated with local economic and demographic variables. The outcomes-based funding mechanism involves a relatively small portion of overall funding, thus limiting funding volatility. Lastly, the Washington State model has demonstrated early signs that student outcomes have improved under the new funding formula.

Split Decision

After considerable review, the Task Force was deeply divided on the topic of outcome-based funding. A vocal minority supported implementing some version of outcome-based funding, while the majority of Task Force members did not support such a proposal at this time due to various concerns, some of which are noted above. For many Task Force members, the lack of evidence demonstrating that outcome-based funding made a positive impact on student success was an important factor in their decision to reject implementing outcome-based funding at this time. While some states have identified positive impacts, others have not and have terminated implementation of their outcomes-based funding models. The Task Force suggested that the Chancellor’s Office continue to monitor implementation of outcomes-based funding in other states and model how various formulas might work in California.

Related Recommendation for an Accountability Scorecard

In presentations to the Task Force, educational leaders from Washington and Ohio emphasized that while linking funding to outcomes helped their states bring attention to measures of success, it was the public reporting of outcome data that had the greatest effect on the planning and decisions of college leaders. This information fueled a spirited discussion in the Task Force that led to a widely supported recommendation that the California Community Colleges implement a new outcomes-based accountability tool that would present key student success metrics in a clear and concise manner. These scorecards would be posted at the state and local level and would help to concentrate the focus of educational leaders on student performance. (Please see Recommendation 7.3 for additional details on the scorecard proposal.)

Student Success Task Force Members

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Southwestern Community College District Shared Consultation Council (SCC)

Request for Consultation Form

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

Title and Description	Campus Emergency Procedures for Fire, Earthquake and Active Shooter (see attached forms)		
STEP 1:	Date of First SCC Consultation: October 05, 2011	Consultation Start Date: December 07, 2011	
STEP 2:	Name of Originator(s): Robert Sanchez, Acting Chief of Police	Sponsoring Constituency Groups: District's Safety Committee	
STEP 3:	Phone extension: Robert Sanchez ext.6785	Email: rsanchez@swccd.edu	
STEP 4:	Timeline determined by SCC <i>Recommended: Seeking SCC Approval at SCC Meeting of January 18, 2012</i>	<input checked="" type="checkbox"/> Normal (14-21 Calendar Days)	<input type="checkbox"/> Urgent (5-7 Calendar Days) Must provide a rationale:
STEP 5:			
SCC Constituency Group Representative (if not checked consultation not needed)	Print Name	Initials	Method of Consultation (e.g. e-mail, meeting, etc.)
<input checked="" type="checkbox"/> Academic Senate President	Angelina E. Stuart		
<input checked="" type="checkbox"/> ASO President	Claudia Duran		
<input type="checkbox"/> Classified Senate President	N/A		
<input checked="" type="checkbox"/> CSEA President	Bruce MacNintch		
<input checked="" type="checkbox"/> Confidentials Representative	Patti Blevins		
<input checked="" type="checkbox"/> SCEA President	Andy MacNeill		
<input checked="" type="checkbox"/> SCCDAA President	Aaron Starck		
Additional Groups for Consultation	<input type="checkbox"/> Deans Council <input type="checkbox"/> Other: Student Services Council <input type="checkbox"/> Other: Student Success Committee		
STEP 6:			
Date:	<input type="checkbox"/> Item Approved	<input type="checkbox"/> Item Not Approved	<input type="checkbox"/> Item Tabled
			<input type="checkbox"/> Item Postponed / No Action



Southwestern College Police Department



Robert Sanchez
Acting Chief of Police

GUIDELINES FOR FIRE RESPONSE

Southwestern College Police Department (619) 216-6691

FIRE

When College Is In Operation

- Do you see **Smoke or Flames**? Are hazardous materials there?
 - Call 911 immediately
- **Get everyone OUT!** Double-check all areas if it is safe to do so
 - Check with staff to ensure accountability for all staff/students.
- **Alarm system failed?**
 - Yell, signal, bang on something, but let people know!
- Is it a **life-threatening** situation?
 - **ACTIVATE** the emergency plan.
- **Supervise** evacuation site:
 - Ensure that all rooms and areas are evacuated.
- Is someone hurt?
 - Provide first aid if needed. Take injured to Triage area or to Health Services.



Southwestern College Police Department



Robert Sanchez
Acting Chief of Police

GUIDELINES FOR EARTHQUAKE RESPONSE

Southwestern College Police Department (619) 216-6691

EARTHQUAKE

ARE YOU INSIDE?

- **A DROP and HOLD command** is given by any staff member at the first indication of ground shaking.
- **All staff/students: DROP and HOLD** and move under a table, desk, or other object. If appropriate, staff/students should hold onto table/desk leg to keep it over body. If in hallway, move to inside wall, or stand in doorway.
- **Avoid glass** and falling objects.
- **Move away** from windows.
- **Move away** from heavy suspended light fixtures.
- **Extinguish flames; turn off power equipment, and electrical appliances.** Turn off gas valves.
- **Remain undercover** for at least two to three minutes
- After first aftershock, or after two to three minutes, **activate site earthquake evacuations plan.**

ARE YOU OUTSIDE?

- **Move to open space** away from buildings, trees, and overhead power lines.
- When the shaking stops, **leave in an orderly way.**
- **Evacuate building(s)** according to evacuation plan.
- **Take injured people** to Health Services or designated Triage area.
- **Do not allow people to return to buildings** until officially declared structurally safe.
- **Authorized personnel** should only return to building if absolutely necessary.



Southwestern College Police Department



Robert Sanchez
Acting Chief of Police

GUIDELINES FOR ACTIVE SHOOTER ON CAMPUS

Southwestern College Police Department (619) 216-6691

When a shooting occurs:

- **CALL 911.** Identify your college and your exact location. Remain calm and answer their questions
- **Tell students and employees to get on the ground immediately,** face down as flat as possible. If within **15-20 feet** of a safe place, duck and run to it.
- **Move or crawl away from gunfire.** Try to use any objects between you and the gunfire. Remember that many objects may not be bulletproof.
- **Get inside or behind a building** and stay down.
- When you reach a safer place, **stay down and do not move.** **Do not** peek or raise your head to see what is happening.
- **Wait and listen** for directions from the police.

If suspect is outside your classroom:

- **Duck and cover.** Keep students inside the classrooms and down on the floor. Move behind objects inside the classroom.
- **Close and lock the outside door** to the classroom if possible. Close the blinds turn off the lights and stay on the floor. Do not peek out the door or windows to see what may be happening.
- **Report location** of the shooter when possible.

Office personnel:

In keeping with effective emergency planning, office personnel should have pre-designated assignments to ensure an effective response in case of a shooting. Actions by multiple persons must be taken simultaneously to expedite a response.

In response to a report of a shooting from a classroom or another area of campus, have all persons in the office duck and cover onto the floor, behind protective objects or into side rooms. Make required emergency telephone calls to the police from this position. It is crucial that telephone calls be limited to emergency calls only.

Note: Phone calls, other than for emergency purposes, should be made only after the police have cleared a phone line for that purpose. A phone call to friends or family will bring onlookers, bystanders or concerned loved ones to the campus, interfering with the operation of emergency personnel and unnecessarily placing more people in danger.

Calling "911":

When you call "911" identify your exact location. Remain calm and answer the operator's questions. Police dispatchers are trained to obtain the necessary and required information for a proper emergency response. As the police are being dispatched, answer the questions asked of you by the operator or police dispatcher. Although you are not expected to know all of the answers, answer them to the best of your ability.

Although you may think the questioning is wasting valuable time, the information you provide will enable phone personnel to dispatch officers and other emergency personnel safely and effectively.

While you are being questioned, emergency personnel have been dispatched and are on the way.

You will be asked Questions such as:

- What exactly is happening and how do you know? Is it still happening now?
- Where is the suspect now? What was his/her last known direction? Is the suspect still on campus?
- Is anyone injured? Are there wounded and how many?
- Where did it happen? What's the specific location of occurrence?
- What weapons were used-- if you know? Knowing the number and types of weapons will assist the police in their response. Describe the weapon(s) or other dangerous object(s) if possible, and any visible ammunition:
- Were any shots fired? Describe the sound and the number of shots fired.
- Do you know who the suspect(s) is? If yes, identify him/her/them, and provide any background knowledge you may have.

Note: It is important to tell the Campus Police/Dispatcher if your office has called or is on the line with a 911 operator.