Enrollment Management Plan

2017-2022

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Approved by Shared Consultation Council: January 25, 2017

Approved by Governing Board: February 14, 2017

Enrollment Management

Introduction

Southwestern Community College District (SCCD) provides educational opportunities in four key areas consistent with the California Community College mission statement: 1) Basic Skills, 2) Career Technical and Degree, 3) Transfer, 4) and Continuing Education. Enrollment management covers a range of functions to provide access to collegiate study, facilitate admission and progress to graduation, while maintaining the fiscal health of the district. Our enrollment management efforts focus on the following areas:

- Academic Program Management
- Course Schedule design
- Budget Development and Productivity
- Communication
- Marketing, Outreach, Student Recruitment and On-Boarding
- Assessment
- Orientation
- Educational Planning
- Student Retention, Completion, and Success
- Data and Research
- Equity, Diversity, Inclusiveness
- Facilities and Technology

This enrollment management plan is an update to the 2011–2016 Plan and reflects Southwestern College's commitment to the integration of the fiscal integrity of our institution and the offering of class schedules that are responsive to student and community needs.

To improve our enrollment management efforts, the District requested and received assistance from the Chancellor's Office via their Institutional Effectiveness Program Initiative (IEPI). Many of the action steps in the following plan resulted from their feedback and input. (See Appendix A). The team highlighted that various factors including average class size, recruitment, retention efforts, program efficiency, scheduling efficiency, and widespread dialogue and understanding of the relationship of these enrollment management factors to fiscal health.

Planning Assumptions

- Scheduling is based on student demand, facility optimization, and budget considerations.
- Schedule and planning are data-driven and depend on current, reliable, accessible data from Office of Institutional Effectiveness' Research Unit.
- Students should be able to complete a degree or program within a reasonable period of time.
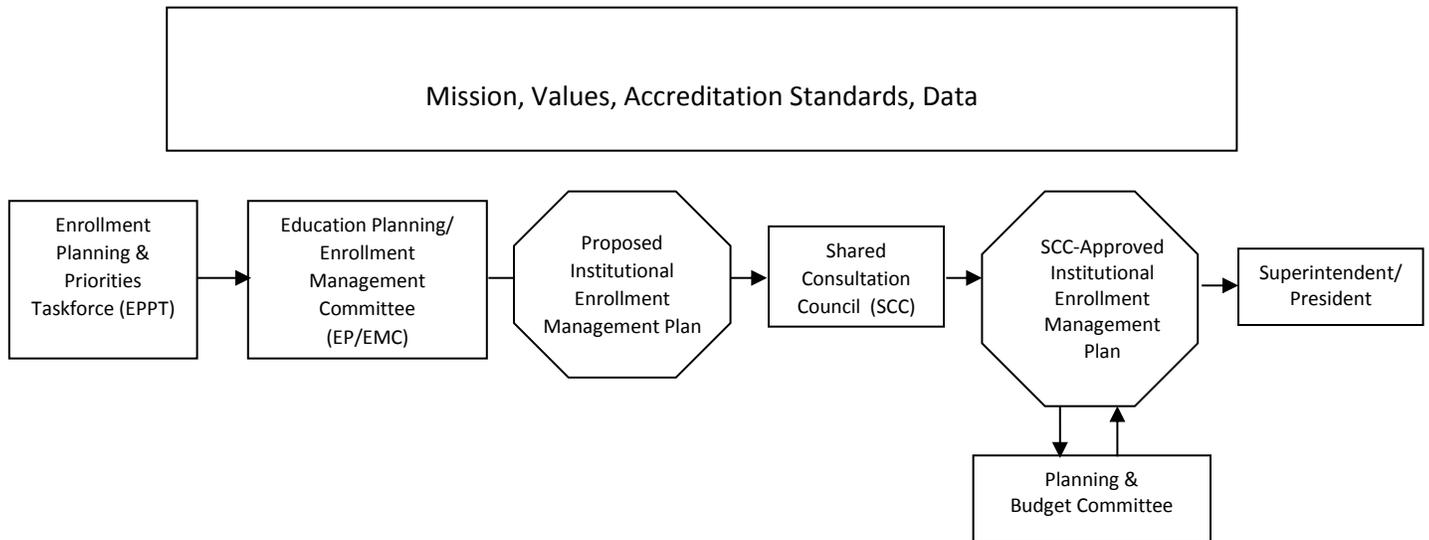
Decision Making Process

The Vice President for Academic Affairs (VPAA) is ultimately responsible for making enrollment management decisions and works in collaboration with the Vice President of Business and Financial Affairs (VPBFA) to ensure that these decisions are fiscally sound.   In addition, he/she receives input from instructional and non-instructional deans in coordination with department chairs to provide information that is relevant to enrollment management decisions. The Office of Institional Effectiveness' Research Unit provides all the relevant statistical information.

Organizational Structure

The Educational Planning and Enrollment Management Committee (EP/EMC) (See Appendix B) is a standing committee of the Shared Consultation Council (SCC) (See Appendix C) that meets monthly and is responsible for making recommendations related to student access and success and promoting excellence in teaching and learning and the Enrollment Management Plan (See Appendix D).The Educational Planning and Priorities Taskforce (EPPT) (See Appendix E) makes recommendations to the EP/EMC related to meeting SCCD's FTES target, student centered scheduling, and the strategic allocation of FTES to best meet student need. Approval for the Enrollment Management Plan follows the integrated planning process shown below.

Integrated Planning Process Model

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│         Mission, Values, Accreditation Standards, Data            │
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│Enrollment │   │Education  │   │ Proposed  │   │  Shared   │   │SCC-Approved│  │Superintendent/│
│Planning & │ → │Planning/  │ → │Institutional│ →│Consultation│ →│Institutional│ →│ President  │
│Priorities │   │Enrollment │   │Enrollment │   │ Council   │   │Enrollment │   │           │
│Taskforce  │   │Management │   │Management │   │  (SCC)    │   │Management │   │           │
│(EPPT)     │   │Committee  │   │  Plan     │   │           │   │  Plan     │   │           │
│           │   │(EP/EMC)   │   │           │   │           │   │           │   │           │
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                                                                │Planning & │
                                                                │Budget Committee│
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Accomplishments from 2011-2016 Enrollment Management Plan

Accomplishment	Relevant Section of 2011-2016 Plan
Develop and implement Program Discontinuance Policy and Procedures	1.1
Make data for Academic Program Review accessible	1.1
Investigate CurricUNET Program Review	1.1
Develop an annual process and report for VPAA and deans to review resources necessary for the support of existing and new programs (Program Review and SCC Prioritization Process)	1.3
Meet with local feeder high schools to determine student preparedness for college entrance and develop bridge programs to assist and enhance student readiness (e.g. Summer Bridge, FYE)	1.5
Investigate and recommend purchase of software necessary to assess SLOs.	1.6
Hire an SLO Coordinator.	1.6
Complete SLOs for all courses and programs.	1.6
Curriculum Committee will review GE, AA, and AS requirements annually each spring.	1.7
Complete investigation of a new 16-week calendar including introducing a winter intersession.	2.4
Create new and modify existing non-credit offerings to meet community need.	2.4.4
Consider scheduling courses at community centers and high schools, military installations.	2.4.5
Increase the number of Online/Hybrid courses.	2.4.6
Consider scheduling courses in a weekend format.	2.4.7
Fully implement improved intake process of counseling appointments; establish and pilot an electronic student education plan.	3.11
Establish a process that would notify students that their transcripts have been received	3.11.2.1
Evaluate the process of having transcripts evaluated to receive course credit.	3.11.2
Provide notification that, though transcripts have been received, they will not be evaluated until the student has actually enrolled.	3.11.2.2
Provide follow-up assistance to academic probation students.	3.15
Probation students will receive a letter from the Dean of Counseling requiring their attendance at an Academic Success Seminar.	3.15.1
Explore the 16-week academic calendar to accommodate the time needed to identify and contact probation and disqualified students.	3.16.1
Investigate and compare the success of a variety of distance education offerings (hybrid and 100% online).	3.6.2
Examine best practices for distance education practiced by proprietary colleges and universities.	3.6.3
Provide faculty with new tools for distance education course delivery and training to use these effectively.	3.6.4
Provide evaluation instruments to assist faculty in developing their DE course delivery skills.	3.6.5
Provide opportunities for faculty to share distance education best practices with other faculty.	3.6.6
Develop specific strategies to improve retention, completion and success in basic skills *(Career Tech, RDG, ESL, MATH, ENGL and PD)* programs to enhance student progression into transfer and/or certificate programs.	3.7
Provide training for faculty in student retention, completion and success strategies for the Career Tech, RDG, ESL, MATH, ENGL and PD students.	3.7.1
Continue Learning Communities program to increase student retention and persistence.	3.7.2
Provide ongoing mentoring for faculty in developing learning communities.	3.7.3
Institutionalize support for the ESL advocate position currently funded by state BSI funds.	3.7.4

Institutionalize programs funded by the Basic Skills Initiative that have demonstrated effective results for student retention, completion and success.
    -Power-study program
    -PAIR
	3.8

Website and social media: • Banners for all locations • Website and social media • Facebook, YouTube, Twitter	4.1.1.1.4.2 4.1.1.1.4.5 4.1.1.1.4.6
College Events and campus visits	4.1.1.1.6
Community Meetings	4.1.1.1.7
Develop a Virtual Campus Tour and other video materials	4.5.2
Establish a 'standard' classroom design for both lecture and lab.	5.2
Provide classroom space designated for Continuing Education Programs	5.6

The following acronyms are used throughout the document:

AA	Associate of Arts	LLH	Language, Literature & Humanities
ACSS	Art, Communication & Social Sciences	LHE	Lecture Hour Equivalent
ADT	Associate Degree for Transfer	MESA	Mathematics Engineering Science Achievement
AEBG	Adult Education Block Grant	MSE	Mathematics, Science & Engineering
APR	Academic Program Review	OER	Open Educational Resources
AS	Associate of Science	OIE	Office of Institutional Effectiveness
ASO	Associated Student Organization	PIO	Public Information Officer
AY	Academic Year	PLNU	Point Loma Nazarene University
BSI	Basic Skills Initiative	S/P	Superintendent/President
CE	Continuing Education	SA	Student Affairs
CITD	Center for International Trade Development	SBDC	Small Business Development Center
CSSP	Counseling & Student Support Programs	SCC	Shared Consultation Council
CTE	Career and Technical Education	SCEA	Southwestern College Education Association
DE	Distance Education	SDCOC	San Diego Contracting Opportunities Center
EDI	Equity, Diversity and Inclusion	SDICCCA	San Diego/Imperial County Community College Association
EOPS	Extended Opportunity Programs and Services	SDSU	San Diego State University
EP/EMC	Educational Planning & Enrollment Management Committee	SEP	Student Education Plan
EPPT	Enrollment Planning & Priorities Task Force	SLO	Student Learning Outcomes
F2F	Face to Face	SSSP	Student Success and Support Program
FTES	Full Time Equivalent Students	SUHSD	Sweetwater Union High School District
FYI	First Year Experience	TELA	The Exponential Learning Academy
GE	General Education	UCSD	University of California, San Diego
GPA	Grade Point Average	VPAA	Vice President for Academic Affairs
HECOM	Higher Education Center at Otay Mesa	VPBFA	Vice President for Business & Financial Affairs
IPRC	Institutional Program Review Committee	VPs	Vice Presidents
ISS	Instructional Support Services	VPSA	Vice President for Student Affairs
IT	Institutional Technology	WESA	Wellness, Exercise Science & Athletics
LAS	Learning Assistance Services	Z-Degrees	Zero Cost Degrees

Major Goals

Goal	Accountability	Timeline
1. Consider realignment and revision of programs to better enable student completion. Develop and implement rubric for analyzing programs for viability in alignment with Program Discontinuance policy. • Rubric criteria to include o # completions per year o # students declaring program as a major per year o total enrollment in the discipline per year o courses satisfy requirements in other programs o meets other student needs (e.g. personal development, learning skills, Reading, ESL) o comparison of # units in courses/programs to other SDICCCA colleges o labor-market demand for CTE programs o other strong work force data • Implement rubric and use findings to evaluate programs. Modify programs as necessary to better enable student completion. o include evaluation and modification in Academic Program Review	Academic Senate Discipline Faculty Deans IPRC	Begin Spring 2017 AY 17-18
2. Change drop for non-payment process (in progress). • Help students through intervention • Provide options such as payment plans • Evaluate dollar threshold ($160–200) • Select a single drop date and make it public • Do not drop from all classes for non-payment of one course	VPs	Fall 2016 With further review
3. Investigate the possibility of having sections of courses at large capacity. Identify how many sections possible, effect on productivity, and # of students served. • Provide facilities to accommodate large capacity sections • Negotiate compensation and teaching assistant support • Set guidelines to identify classes that could be taught at large capacity (e.g. high demand lecture classes) • Voluntary to faculty • Evaluate student outcomes • Annotate schedule in WebAdvisor to communicate to student "large capacity sections" • Implement "pilot program" and evaluate outcomes and impact • Ensure teaching and learning is placed as a priority	Academic Senate SCEA WebAdvisor ISS Deans	Spring 2017
4. Identify and resolve bottlenecks to student success/scheduling issues • Impacted courses. • Scheduling conflicts with required courses • Align class offerings with number of majors • Meet student needs by moving day/times of classes • Majors with a two-year guarantee • Consider hybrid option for high-demand classes o Identify classes, facilities, and faculty	Counseling Dept. Chairs Deans EPPT	Spring 2017

5. Create clear criteria for distribution of FTES. • Base distribution on previous enrollment patterns, waitlists, retention/completion, Golden 4, general education, degrees/certs/transfer • Reallocate FTES to other schools as necessary (also departments within a school and among other schools/Centers) • Hold schools accountable for meeting FTES/LHE goals	VPAA Dept. Chairs Deans	Spring 2017

6. Create criteria to evaluate and establish class maximums.
• Create taskforce of Curriculum Committee to address class maximums
• Evaluate effectiveness of established class maximums
• Create criteria for:
   o lecture
   o lab
   o basic skills
   o online
• Compare courses to other colleges
	Academic Senate
	Research Office
		Spring 2017

7. Ensure website and mobile apps are effective. • Program information pulled from online catalog to ensure consistency of information • Noncredit • Continuing education • Jargon free	IT PIO ISS Continuing Ed. Deans	AY 16-17
8. Utilize counselors assigned to schools/departments/discipline and ensure collaboration and communication. • One meeting each semester with chairs and deans to identify and report on bottlenecks or other issues in programs	Counseling Deans Dept. Chairs Presiding Chair	AY 16-17
9. Timely and focused communication with students. • Enable deans and chairs to email all waitlists for a particular course • Assign SCCD email accounts to students (in progress)	Deans Dept. Chairs	
10. Simplify enrollment process. • Simplify the way sections with different class room or end times appear in the student view in WebAdvisor if possible. • Stream line registration • Degree audit	IT Admissions & Records Evaluations	Spring 2017
11. Review data on disconnect between increased applications and decreased enrollments. • Identify what is contributing to this problem • Survey students who apply but do not enroll	Research Office Admissions & Records	AY 16-17
12. Investigate one year pilot program to add students above class maximum. • Investigate models from other colleges • VPHR, VPAA, Union discuss (e.g. voluntary, compensation, effect on adjuncts, effect on load) • Implement timeline • determine benefit of action on productivity • Identify classrooms where possible • Identify limitations on implementation (e.g. labs, classroom size, regulatory guidelines) • Assess curricular impact and student outcomes	Curriculum Committee Academic Senate VPs SCEA	Spring 2017

Action Plans

Category	Actions	Accountability	Timeline
Academic Program Management/ Comprehensive review of existing and potentially new program offerings	1. Review AA/AS programs and ADT programs to eliminate unnecessary duplication and streamline program offerings. • compare to other SDICCCA colleges: • # units in programs • # of units in each required course student outcomes • include evaluation and modification in Academic Program Review • Consider narrowing GE options on SCCD-Plan A that do not align with transfer GE patterns	Chairs Deans Directors Discipline Faculty Counseling	2 years AY 2017-18
	2. Review certificate and degrees to eliminate those with little or no demand.	Chairs Deans Directors Program Faculty	2 years AY 2017-18
	3. Determine the optimal programs to run at the Centers based on student interest and FTES requirements for Center status.	Chairs Deans Directors	Review every 2 years

	4. Simplify program offerings.
	• Develop and implement rubric for analyzing programs for viability
	   o # units
	   o # completions per year
	   o # students declaring program as a major per year
	   o total enrollment in the discipline per year
	• courses satisfy requirements in other programs
	• meets other student needs, e.g. personal development, learning skills, reading, ESL
		Chairs
		Deans
		Directors
			Review every 3 years (Comprehensive Program Review)
			
			AY 2017-18

	5. Modify program review process to incorporate rubric for program viability (IIIa). • Implement rubric at each comprehensive program review cycle, at minimum • Annually identify impacted courses/areas or other FTES needs and place in "Uncategorized Needs" in APR. Must be substantiated with enrollment data on APR form (use current fall and past spring data). (Ties with EP/EMC prioritization process, contributes to District-wide dialogue) • Faculty will initiate, review and revise courses and programs to ensure currency and relevance using the adopted Program Discontinuance Policy and Procedures • Place at-risk programs on a three-year improvement plan similar to Golden West Community College	APR Committee Academic Senate	AY 2017-18

	6. Investigate and leverage local industry labor market needs and potential opportunities for developing new CTE programs.	Deans Chairs Directors	Every 2 years in cycle AY 2017-18
	7. Incorporate budget impact form into the curriculum development and approval process, i.e. cost of materials, equipment, LHE, technology, etc.	Curriculum Committee Deans Dept. Chairs	New program, course, or modifica- tion
	8. Expand noncredit course offerings in alignment with AEBG three-year plan. • Provide greater opportunities for students to take NC pre-college level classes to prepare them for credit courses • Increase curriculum development and modification of NC courses to include courses that prepare students for first level sequence courses in MATH, ENGL, RDG and ESL • Develop a Basic Skills Academy of non-credit courses (existing and newly created) to provide students with an organized approach to college level preparation without amassing large numbers of credit units • Increase curriculum development and modification of NC courses that can be taken in a series and that provide the option of being converted into one or more credit courses	Dean of ISS & CE Deans Dept. Chairs Discipline Faculty AEBG Coordinator	Annually
	9. Create a District-wide committee to address class maximums. • Target average enrolled class size = 35 (lecture), 28 (lab)	Academic Senate SCEA Deans VPAA	Establish Spring 2017 AY 2017-18
	10. Continue to establish programs that improve enrollment opportunities for nontraditional students: • International students • Correctional facilities • Weekend college • K-16 Career Pathways • Targeted University Transfer Program • Prescribed sequence of classes for FYE student	Faculty and Deans (Academic and Student Affairs)	Ongoing Review Annually
	11. Implement discipline faculty-to-faculty working relationships with feeder districts (SUHSD) and transfer institutions.	Deans Faculty	Spring 2017

Category	Actions	Accountability	Timeline
Course Schedule Design	1. Create criteria for placement of courses on two-year schedule. • 5-year recency • Enrollment history • Frequency of capstone courses	VPAA Deans Dept. Chairs EPPT	Due when schedule draft is due
	2. Create criteria for adding single sections to two-year schedule.	VPAA Deans Dept. Chairs EPPT	ASAP
	3. Provide Deans with a targets for FTES, productivity, % fill, LHE and hold accountable.	VPAA	Due when schedule draft is due
	4. Provide School/Center/Unit data by department and discipline for FTES, productivity, % fill, and LHE.	VPAA	Due when schedule draft is due
	5. Evaluate cost effectiveness of DE course offerings and determine the optimal % to offer.	VPAA VPBFA Deans Dept. Chairs EPPT	End of prior semester
	6. Select classes to offer in order to facilitate achievement of ISLOs, GE requirements, and other degree requirements.	EPPT VPAA Deans Dept. Chairs Academic Senate SLO Coordinator(s) Research Office	End of academic year
	7. Schedule classes to reduce conflicts in progressing through a degree or certificate program.	Deans Dept. Chairs Counseling	Proto time
	8. Analyze the number and proportion of courses that satisfy each GE requirement in the three GE plans and adjust to achieve a balanced schedule; provide adequate breadth.	Deans Dept. Chairs EPPT	End of academic year
	9. Develop collaboratively and widely distribute to deans and chairs a decision-making criteria for adding/ reducing/replacing/eliminating/canceling sections in a manner that best meets student or community needs including, but not limited to: • Type of course (required for pre-requisites / Golden 4) • Fill rate by term • budget viability/productivity • Student success/retention	VPAA Deans Dept. Chairs EPPT Academic Senate	Spring 2017 +/- one week from Opening Day

	• Balance DE with F2F • Re-evaluate low-filling classes/sections before removing permanently • Multiple offerings (e.g. <75% or <20 students) • Single sections (e.g. <55%) • Labor market demand/ • Two-year schedule • CTE specialized to student population		
	10. Develop a decision making process for allocation of FTES across schools/departments/disciplines in a manner that best meets student need including, but not limited to: • GE/IGETC/Golden 4 • Major prep • Sequential courses • CTE • FYE • Student Ed Planning • Reallocation of FTES due to cancelled classes • Balanced schedule of classes to meet SCCD's mission including: Basic Skills, Career Technical and Degree, Transfer, and Self Improvement and Continuing Education	VPAA Deans Dept. Chairs EPPT Academic Senate	End of AY
	11. Ensure deans/chairs are staffing DE courses with trained faculty in compliance with SCEA 2016 contract by fall 2017.	Deans Dept. Chairs	Proto time
	12. Establish optimal summer and intersession schedule that considers start date, census date, term length, proportion of F2F/ DE, university and high school schedule to improve low fill rate and productivity compared to Fall/Spring.	Deans Dept. Chairs Calendar Committee ISS	Proto time

Category	Actions	Accountability	Timeline
Budget Development and Productivity	1. Establish criteria, plan, timeline, target, goals to increase productivity (IEPI plan) (FTES/FTEF; 17.5 is the goal).	VPBFA VPAA Deans Chairs	Spring 2017

	2. Investigate impact of the following:
	• Increasing enrollments
	• balancing # of high productivity and low productivity sections to ensure fiscal viability
	• Ensure compliance of SCEA language regarding adding students up to census date
	• Increase average class size via:
	  o Increase to class maximums
	  o Creation of large capacity sections ("super classes" voluntary to faculty)
	    ▪ Identify which courses, how many sections possible, effect on productivity, and # of students served.
	    ▪ Remodel (if needed) existing facilities to accommodate large capacity sections
	    ▪ Negotiate teaching assistant support
	    ▪ Negotiate compensation
	    ▪ Evaluate student outcomes
		VPBFA
		VPAA
		EPPT
		Deans
		Chairs
		Academic Senate
		SCEA
		EP/EMC
			Spring 2017

	3. Establish annual two-day professional development training program for deans and department chairs on enrollment management, including the relationship between productivity and budget (Data/Discipline Summits). • Basic definitions • Cost/revenue analysis • Relationship between productivity target and fiscal health of District • Impact of class maximums • Impact of reassigned time • Difference between fill rate and productivity measures • Connection between FTES earned and financial benefit to District (50% rule/FON)	VPBFA VPAA VPSA Deans Dept. Chairs	AY 2017-18
	4. Establish processes for allocation of PTOL funding. • Adjustments for retirement raises, COLA, payback, sabbatical, release time, and other leaves	VPBFA VPAA Deans	AY 2017-18
	5. Implement IEPI recommendations: • provide adequate financial resources in support of student retention efforts including tutoring, faculty training, student services • pursue specialized programs such as "Long Beach Promise"	VPBFA VPAA VPSA	AY 2017-18

Category	Actions	Accountability	Timeline
Communication	1. Develop and implement a District-wide dialogue that fosters a greater understanding of enrollment management efforts and the relationship to budget. • Macro-level staff development for all employees	President, Leadership, VPs SCC	AY 2017-18
	2. Regularly communicate efforts/ achievements/ challenges/needs. • Monthly enrollment reports to District and EP/EMC (VPAA/ EP/EMC) • Bi-annual semester summary report to all staff by EP/EMC • Customer service	VPAA EP/EMC	AY 2017-18
	3. Regularly communicate to District and community the benefits of optimal enrollment management practices and achieving enrollment targets (a.k.a. "Enrollment Management Involves Everyone").	VPAA Deans Chairs EP/EMC	AY 2017-18
	4. Schedule two dean/chairs meetings per semester for enrollment update (ideally before chairs meet with faculty at monthly school meetings).	VPAA	AY 2017-18
	5. Presiding chair provides regular enrollment management update at Council of Chairs.	Presiding Chair	AY 2017-18
	6. Weekly updates at Deans meetings.	VPAA and Deans	AY 2017-18
	7. Weekly standing meetings with school deans and chairs (enrollment management update, best practices, issue management).	Deans Chairs	AY 2017-18

Category	Actions	Accountability	Timeline
Marketing, Outreach, Student Recruitment, and On-Boarding	1. Purchase Search Engine Optimization (Google search doesn't direct queries to SCCD academic programs, e.g. Culinary Arts)/program specific website updates.	IT	AY 2017-18
	2. Improve marketing materials (update fliers, handouts, literature).	PIO IT S/P	Now
	3. Establish marketing team to improve SCCD merchandise, expand our brand, and imprint	PIO Marketing Team	Now
	4. Image build • Publicize data regarding student outcomes for students who transfer versus students who start at four year schools • Publicize low tuition, small class sizes, transfer guarantees, multiple locations and online (Cappex.com data) • Publicize and profile specialty programs (CTE, dental, nursing, etc.) • Faculty visits/meetings with high schools/adult schools to share majors and transfer information with students and HS faculty • Merit based scholarships • Mailer in February to HS juniors/seniors to market our programs, ADTs • Highlight PLNU bachelor degree programs • Increase exposure to SCCD services via fieldtrips • Ensure better understanding of transfer process • Highlight transportation services to SCCD • Implement season ticket sales plan for athletic events and performances	Marketing Team Outreach Foundation Faculty Deans of WESA and ACSS	Yearly
	5. Publicize to all employees the process for proposing news releases and promoting programs internally and externally.	PIO	Now
	6. Continue to identify optimal methods for reaching our student population and potential target markets (e.g. send S/P Column to all enrolled SCCD students, mailer).	Outreach	Now
	7. Strengthen K-16 partnerships. • Meet with feeder intersegmental institutions on a regular basis to jointly discuss initiatives of interest to both SCCD and SUHSD and governing boards • Reverse the negative opinion that SUHSD counselors have about SCCD. • Address the "13th grade" image • Publicize to high school counselors curriculum and program updates that provide a more efficient path to completion	VPAA VPSA Counseling Deans Dept. Chairs Discipline Faculty PIO OIE	AY 2017-18

	• Collaborate on common areas of interest including data sharing, curriculum alignment, student readiness, student success etc. • Promise Programs • Gap Analysis with Math, Reading and English		
	8. Guaranteed pathway at Otay Mesa re Administration of Justice, pre-nursing.	Dean HECOM Program Director Dept. Chairs of AJ and Nursing	AY 2017-18
	9. Expand College Bound course offerings (e.g. dual enrollment, AB 288, short-term certificates, course offerings for 9-11th grade).	Dean HECOM Dean Student Services Outreach Deans Dept. Chairs	AY 2017-18
	10. Provide regular communications to the parents of students at our feeder high schools (e.g. via Jupiter).	PIO VPAA VPSA	
	11. Focus on marketing CTE programs that take a short time to complete to compete with private schools.	CTE Deans CTE Chairs Discipline Faculty PIO	AY 2017-18
	12. Increase partnerships with industry and the community to create needed programs.	CTE Deans CTE Chairs Discipline Faculty SBDC CITD SDCOC	AY 2017-18
	13. Publicize partnerships with business entities that employ our students through work experience.	PIO Deans Dept. Chairs	AY 2017-18
	14. Advertise both internally and externally work we are doing with community partners and business.	PIO Deans Dept. Chairs	AY 2017-18
	15. Targeted on-campus freshman activities. • Majors meetings • College Preview Day • Freshman Orientation	VPAA VPSA Deans Dept. Chairs Discipline Faculty PIO ASO Outreach	AY 2017-18
	16. Evaluate the on-boarding process to identify steps where there is the greatest loss of students as well as a disproportionate impact. Modify as needed. Demographics to include: • self-reported GPA • # applicants versus # receiving orientation • # receiving orientation versus # students taking the assessment	VPSA SA Deans Admissions & Records Assessment Research Office	AY 2017-18

	• # students taking assessment versus the # students enrolling		
	17. Provide immediate student ID numbers for students applying via CCCApply.	VPSA SA Deans Admissions & Records	AY 2017-18
	18. Develop emeritus faculty and student alumni associations and engage them in the college community. • Develop a list of alumni and emeritus faculty • Begin a well-run campaign for membership • Provide incentives to join, e.g. use of library, discounted tickets, discounted fee-based classes, speaker series at Mayan Hall • Use revenue from associations to provide scholarships • Season tickets	PIO Foundation Deans of ACSS and WESA VPBFA	AY 2017-18
	19. Increase signage. • Provide marquees at the HECs and the new corner lot • Provide signage for new freeway by Higher Education Center at Otay Mesa	Facilities Committee VPBFA Deans HECs	AY 2017-18
	20. Articulate courses with high schools to connect/feed our programs (2+2 or just one course) (fast track and online). • increase College Bound program • AB288 dual enrollment with SUHSD • Provide courses during SUHSD break	Deans Dept. Chairs CTE Transitions Rep. Articulation Officer	AY 2017-18

Category	Actions	Accountability	Timeline
Assessment	1. Determine the optimal approach to assess at-risk students without demoralizing them.	Assessment Office	AY 2017-18
	2. Offer Pre-Assessment workshops for math and English	Deans LLH & MSE Discipline Faculty	AY 2017-18
	3. Implement multiple measures (e.g., GPA, placement exam, SAT).	Assessment Office Deans LLH & MSE Discipline Faculty	AY 2017-18
	4. Update and implement policies on established pre-requisites and co-requisites using statistical validation and content review per Title 5.	VPSA Assessment Office Research Office	AY 2017-18
	5. Implement math refresher training so high school students place better • math/English bootcamp • provide high school teachers information regarding content of SCCD assessments	Assessment Office Deans LLH & MSE Math, English & Reading Faculty	AY 2017-18

Category	Actions	Accountability	Timeline
Orientation	1. Provide "Just in Time Orientation."	VPSA Dean of Student Services Student Services	Start Fall 2016 ongoing
	2. Provide program-specific orientations (e.g. Major's meetings) and involve counselors.	VPAA Deans Dept. Chairs Discipline Faculty Counselors	Fall 2016, ongoing
	3. Evaluate online orientation for effectiveness.	VPSA Student Services Deans	Spring 17

Category	Actions	Accountability	Timeline
Educational Planning	1. Use electronic SEP to inform schedule creation. • Ensure SEP data is current and valid	VPSA Dean, CSSP Dean, ISS & CE	AY 2017-18
	2. Create abbreviated (one semester) vs comprehensive SEP.	VPSA Dean, CSSP	AY 2017-18
	3. Embed counseling support within departments/ disciplines.	VPSA Dean of CSSP	AY 2017-18
	4. Update WebAdvisor's student planning information for currency (e.g. ES and comparative literature are still listed as requirements for AA).	IT VPAA VPSA Dean, CSSP Dean, ISS & CE	AY 2017-18
	5. Provide Math and English sequence charts online.	Dean, ISS & CE Dean, MSE Dean, LLH Discipline Faculty	AY 2017-18
	6. Add career planning and exploration videos to highlight strong workforce initiative.	Dean, ISS & CE	AY 2017-18

Category	Actions	Accountability	Timeline
Student Retention, Completion, and Success	1. Investigate and implement ways to increase awareness of student success metrics (outcome data, scorecard data, and institution-set standards) and status towards achievement. • Publicize scorecard data	OIE Research PIO	AY 2017-18
	2. Increase student engagement on campus, e.g. clubs, faculty interactions, office hours. • Improve awareness of work experience opportunities for students • Establish a central location to house all on-campus and off-campus internship information and work experience information	Dean, Student Services ASO Dept. Chairs Deans Discipline Faculty	AY 2017-18
	3. Explore ways to encourage full time enrollment, e.g.: • Same cost for 12 units as 15+ units • First year tuition free Southwestern Promise • Payment strategies and financial support • Publicize merits of full-time enrollment • Publicize Z-degrees and OER courses	VPSA VPAA Dean, Student Services Admissions & Records Financial Aid PIO	AY 2017-18
	4. Increase threshold of amount owed for drop for non-payment (in progress).	VPBFA VPAA VPSA IT Admissions & Records	Fall 2016 Ongoing

	5. Nods and nudges at momentum points (e.g. congratulations, you finished your first year, 12 units to go before you complete).	VPSA VPAA Research Office	AY 2017-18
	6. Early detection of students close to completing degrees/certificates and overlooked completers.	VPSA	Ongoing AY 2017-18
	7. Provide to all staff data on degree/certificate completions and number of students declaring each major for all programs.	Research Office	Fall 2016 Ongoing
	8. Provide faculty data to assess the effectiveness of teaching strategies and methods on student outcomes. • Provide each faculty with a report on student retention, completion and success at the end of each semester for their sections • Provide faculty with aggregate data by course on student retention, completion, and success • Provide Staff Development training to assist faculty to understand student retention, completion and success data	VPAA IT OIE Research	AY 2017-18
	9. Provide training in pedagogical strategies to improve retention, success, and completion in both F2F and DE. • Provide opportunities specifically designed to teach classroom student retention strategies. o Provide training in On Course, 4MAT and other strategies to create optimal learning environments for students to become empowered learners (http://oncourseworkshop.com/evidence/institutional-studies/) o Promote hurdle/flex opportunities with outside higher education institutions that help improve instruction, teaching, and student learning (e.g. UCSD Extension, SDSU Community College Certificate and Ed.D. program, Alliant International University)	Professional Development	AY 2017-18
	10. Support programs and services that improve teaching and learning. • Expand faculty training programs (e.g. SDICCCA, Math/SDSU internship program) • Investigate re-branding the library as a "Center for Teaching and Learning" • Continue to assess the need for expansion of academic support programs, services, and mentoring opportunities and update plans accordingly (e.g. SSSP, SEP, BSI) • Increase faculty awareness and usage of Writing Center, Math Center, Language Acquisition Center,	VPAA VPSA Deans Dept. Chairs	AY 2017-18

and the Online Writing Lab (OWL) programs and evaluate usage on a yearly basis • Ensure optimal learning environments are implemented into DE courses including staffing with trained faculty • Increase percent of students progressing through sequential basic skills courses into transfer-level courses • Continue institutional support for the following: EOPS; Puente; TELA; Math Summer Bridge; Summer Readiness; Cooperative Work Experience, MESA, and other learning communities		
11. Continue to refine external transcript review process so that it is compatible with student planning module.	VPSA Dean Student Services Admissions & Records	AY 2017-18
12. Increase early alert intervention strategies and evaluate impact on student retention and success.	VPSA Dean Student Services	AY 2017-18
12. Increase intervention strategies for students who have been placed on probation or disqualification status	VPSA Dean, SS	AY 2017-18
13. Improve student awareness of financial resources (e.g. active duty and veterans benefits, scholarships, ASO Textbook Rental Program).	VPSA Dean, SS Veterans Financial Aid ASO	AY 2017-18
14. Facilitate adoption of OOER and develop Z-degrees. • provide faculty stipends to develop course material around OERs (e.g. SEP funds) • develop standard course template around OER for easy adoption	Academic Senate VPAA VPSA Deans	AY 2017-18
15. Increase support for Power Study Program in more courses to increase retention/success.	VPSA VPAA Deans LAS Coordinator	AY 2017-18
16. Assess effect of following and modify as needed: • add period • drop period • withdrawal • short-term and full-term	Research Office VPSA VPAA	AY 2017-18

Category	Actions	Accountability	Timeline
Data and Research	1. Develop research agenda and disseminate data to inform decision-making process for key areas of concern: • # of units in programs/courses compared to other SDICCCA • Class maximums • Impact of compressed schedule • Productivity of other colleges • Large capacity sections- student outcomes, types of courses, offerings at other colleges • Student and community interest in large capacity classes • Impact of removal of local requirements • Impact of students repeating a course beyond the second time	Research Office Academic Senate Curriculum Discipline Faculty	Spring 2017
	2. Measure student engagement to improve retention using Community College Survey of Student Engagement (CCSSE).	OIE	AY 2017-18 (Every 3 years)
	3. Develop an FTES Reporting, Forecasting and Reconciliation Tool.	VPAA IT ISS	AY 2016 -17
	4. Disseminate shared data from SUHSD and online annual projections report from feeder high schools and use to inform schedule building.	VPAA IT	Annually
	5. During the building of the schedule of classes, provide Deans and Chairs with a three year enrollment summary report that includes % seats filled, average class size, productivity by School, Department, Discipline on Opening Day and Census (weekly).	VPAA ISS	2 weeks before proto is sent out
	6. Provide all staff with 3–5 year history of completion data by program and number of students declaring a major by program.	OIE	ASAP
	7. Ensure Deans and Chairs use summary reports from #4 and #5 to facilitate program/department/campus-wide dialog.	VPAA Deans Dept. Chairs	Ongoing
	8. Ensure discussions of enrollment management data, targets, and initiatives are conducted at deans council, chairs-deans meetings, school/center/unit meetings and regular meetings between deans and the chairs in their School/Center/Unit.	VPAA Deans	Ongoing
	9. Conduct systematic research using disaggregated data for student retention, completion, success and	Research Office VPAA Deans	ASAP

	persistence to develop intervention methods for targeted groups.
	• Identify disproportionate impact by major sociodemographic variables (age, gender, ethnicity, veteran status)
	• Conduct analysis of:
	   o all degree and certificate programs by population group to compare completion rates
	   o probation and disqualification by population groups
	   o barriers to student outcomes including retention, success, persistence, completion, and transfer
	   o course taking patterns during summer and intersession
	• Develop intervention methods as needed
		IPRC
		Faculty	

Category	Actions	Accountability	Timeline
Equity, Diversity, Inclusiveness	1. Create an environment of inclusiveness by integrating multicultural and international perspectives into all teaching and learning environments. • Provide workshop series via professional development on micro-aggressions and inclusiveness (e.g. Harris, Obear) • Implement a team of "inclusion practitioners" to infuse issues of equity and inclusion into daily practices and develop and/or revise policies, program, practices and services with an inclusion lens • OIE surveys all employees regarding equity, diversity, and inclusion competencies	All Staff Professional Development EDI OIE	Ongoing AY 17-18
	2. Utilize research in Action Step #8 (Data and Research) to develop intervention strategies to assure equity in student outcomes for targeted groups. • Assess effectiveness on a regular basis (Title V and SEP funding)	VPAA VPSA Deans	Ongoing

Category	Actions	Accountability	Timeline
Facilities and Technology	1. Pilot new schedule building process that will reduce duplication of efforts without increasing error. • Explore use of Google docs • Schedule 25 • School/Centers/Unit input directly into Colleague/Ellucian as pending status	ISS IT Schools/ Centers	Pilot in Spring/ Fall 2017
	2. Implement scheduling software.	ISS IT Schools/ Centers	Pilot in Fall 2017
	3. Evaluate and revise as necessary the current protocol for classroom assignment.	ISS IT Schools/ Centers	Spring 2017
	4. Provide facilities to accommodate large capacity sections. • Evaluate and revise as necessary the process to develop or change/redesign classrooms.	ITC Schools/ Centers	Spring 2017
	5. Conduct research of room designs that could be used as both a lecture room and a computer lab and determine feasibility of adopting a new lecture/computer lab standard.	ITC Schools/ Centers	Spring 2017
	6. Ensure design of new classrooms and buildings is flexible enough to meet changing student demand and complies with District standards for size and capacity.	VPBFA Facilities Committee	Ongoing

Appendix A

Institutional Effectiveness Partnership Initiative
Institutional Innovation and Effectiveness Plan: Status Report
November 1, 2016
Institutional Innovation and Effectiveness Plan

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status
A. Fiscal/Budget/ Enrollment Management	1. Strengthen linkage between fiscal/budget development and enrollment management	Tim Flood Kathy Tyner	Spring 2017	a. Establish a professional development program to train faculty/staff on enrollment management (EM), including the relationship between productivity and budget (Data/Discipline Summits).	a. Enrollment management professional development trainings scheduled and conducted	a..Training and discussions conducted by faculty leaders, administrators, and guest speakers took place during opening day workshops, and meetings of EPPT, joint Deans and Chairs, EPEMC, Academic Senate, and the All-College Forum etc.
				b. Identify, develop and/or acquire integrated technology/software including room charts, FTES/productivity reporting tools, scheduling software, and software that has the capability of projecting productivity and budget. Add waitlist information to existing Section Efficiency Report	b. Acquisition, availability, and utilization of room charts, FTES/productivity reporting tools, scheduling software, and software that has the capability of projecting productivity and budget. Waitlist information included in existing Section Efficiency Report.	b. An improved FTES Report has been developed that includes productivity measures, has the capability to be used to make projections, and is accessible via the web. Deans and Chairs were trained on this new report in an interactive session on August 9, 2016. **Evidence: 6.0, 13.0, 28.0** A room charts tool has been developed to facilitate scheduling of classes. Evidence: 14.0 Waitlist information for primary sections has been incorporated into the existing Section Efficiency Report. Evidence 15.0 Additional technological accomplishments include programming new functionality into the College District's Ellucian system (Colleague) in which Earned FTES per Section at Census is stored as a data element. In addition, a single-source computation for FTES and related terms has been programmed into the Ellucian system (Colleague) which can be distributed to other College District reporting databases in order to achieve unified reporting. Evidence 16.0 The following additional changes are planned for subsequent upgrades of the FTES Report and Room Charts

						FTES Report 1. Add identifier to match primary sections with their secondary sections 2. Add a Global Waitlist column with combined waitlist totals for primary and all secondary sections 3. Add a Global % Fill for primary and all secondary sections 4. Add a section that gives Totals by School/Center/Unit for each column 5. Add a section that gives Totals by Discipline for each column within a School/Center/Unit 6. Add a column with pay rate that corresponds to faculty name when paid by PTOL 7. Add column with total pay for semester for a given faculty member paid by PTOL 8. Add column with loading history per section for 3 prior semesters (e.g. Fall to Fall) Room Charts 1. Customize room charts for scheduled classes only a. Collapse room chart for entire semester into one page per classroom (i.e. Most weeks are exactly the same as the next within the semester) b. Room chart should have capability to be scrolled thru room by room when searching for available rooms and times c. Room Chart for entire day should be visible on monitor screen d. Room chart should be searchable when looking for available time slots. 2. For the existing Room Chart Design a. Include three tabs - one with instruction, one with WAC, and one combined. b. Room chart should have capability to be scrolled thru room by room when searching for available rooms and times c. Room chart should be searchable when looking for available times. Purchased budget reporting software module (Synoptics) that will allow for a simplified budget analysis and reporting process. Standardized reports are being created to help managers review and understand their budgets
				c. Evaluate the number of existing degrees and certificates and modify as necessary to improve student outcomes and productivity. (Data/Discipline Summits).	c. Number and percentage of programs in process of modification or innovations	c. Review of Academic and CTE programs to ensure they are meeting student and labor market needs has continued in Fall 2016 with support from the CTE Committee and Academic Senate. Evidence: 30.0

				d. Review impact of drop for nonpayment practices on enrollment management, develop and implement a plan to reduce impact.	d. Changes to existing practices (drop for nonpayment).	d. Review of SWC's current drop for nonpayment practice took place in summer and fall 2016 by the VPAA, VPSA, VPBFA, Dean of Student Services, Dean of Instructional Support Services and other staff members. Modification of our current practice will be in place as a pilot for registration for spring 2017. Specifically drop for non-payment processes were changed to move from a rolling 5 day drop to two specific dates. Changes have been incorporated into the new class schedule for spring 2017. Evidence: 17.0, 18.0, 19.0, 20.0
				e. Establish criteria/plan/target goals to increase productivity.	e. Increase in productivity	The 2011-16 Enrollment Management Plan (EnrMP) will be replaced by the 2017-22 EnrMP, which includes more focused goals that specifically address productivity. The draft 2017-22 EnrMP was co- authored by the Presiding Chair 2015-16 and Vice President for Academic Affairs and underwent extensive review and revision by the Deans and Department Chairs working collaboratively. Ten major goals in the 2017-22 EnrMP were identified collaboratively by the Deans and Department Chairs, with four of the ten targeted for immediate action. These include: 1.Negotiating with the faculty bargaining unit for compensation for large class enrollment over the established class maximum 2. improving accessibility, optimization, and user-friendliness of the College District's website and online class registration 3. developing criteria for allocation of FTES and enrollment targets to increase productivity 4. Revising the aforementioned drop for non-payment process. Consultation with the appropriate committees, including the Educational Planning and Enrollment Management Committee (EPEMC) and the Enrollment Projections and Planning Taskforce (EPPT), has been taking place during the Fall 2016 semester with feedback incorporated prior to approval of the final draft 2017-2022 EnrMP by the Shared Consultation Council (SCC), planned for their consideration in December, 2016, with implementation beginning in Spring 2017. Evidence: 21.0, 22.0, 23.0, 24.0, 25.0
B.Fiscal Budget/ Strategic Planning	1.Strengthen linkage between fiscal/budget development and strategic planning	Tim Flood Linda Gilstrap	Spring 2017	a.Improve process for budget development and strengthen budget training.	a. Program review process will include definitions regarding items that can be part of resource allocation; training will be provided to communicate this change to all constituency groups.	a. Discussions regarding what qualifies for resource allocation have already begun in the Institutional Facilities Committee. b. Budget training processes that will include reports are in the process of being created (November-December rollout). c. Multi-year budget development has been included in the college budget discussions and Budget Books d. Budget training to college and supplemental training as part of our Organizational Leadership Academy (OLA) have been developed e. Strategic Plan Cost center was created to assist the college in capturing and tracking funded activity expenditure information

				b.Link budget development to strategic plan	b. Budget development training is overhauled to include a planning and enrollment management factor.	f. College strategic planning has been emphasized during the budget development process. Funds identified to support strategic planning initiatives were included in the Tentative and Adopted Budget development processes. The college, through our Planning and Budget Committee, identified funding source categories for all actives g. New Strategic Plan assessment tool has been created that will allow departments and programs to capture their progress towards achieving their Strategic Plan action steps. This document will allow the college to more efficiently capture progress and evidence.
				c.Ensure that resources that do not fit in program review to not get lost..	c. Institutional communication strategies are established and implemented going forward that informs college staff and faculty regarding budget development, prioritization and strategic planning status and integration.	h. Completed first "Did You Know" document listing the items that were funded and completed in 2015-16. Have initiated an approval and award notification system to improve communication regarding strategic planning.
				d.Identify scope of criteria for items eligible for resource allocation and clearly link to strategic plan	d.	i. Still working on this. Discussions about combining categories versus keeping the categories separate and budgeting according to category need. Items all link to strategic plan and this link is better communicated through the Did You Know document. Planning & Budget Committee took on task of fund identification.
				e.Strengthen link between budget development and program review including links supporting Strategic Plan.	e.	j. Re-distributed globally the SCC Prioritized Request Lists for 2012-13, 2013-14, and 2014-15 with Updated Completion Status showing linkage to strategic priorities. Evidence: 29.0
C. Fiscal/Budget / Strategic Planning and Enrollment Management	1.Strengthen linkage between fiscal/'budget development, enrollment management and strategic planning.	Tim Flood Linda Gilstrap Kathy Tyner	Spring 2017	a. Develop and establish a widespread institutional dialogue and communication plan focused on enrollment management, strategic plan and budget.	a. Implementation of District-wide enrollment management communication plan	a. Example: Academic Senate hosted enrollment management workshop on October 28, 2016 discussing the integration of enrollment management, budget and strategic planning

IEPI Innovation and Effectiveness Grant Progress Report

Object of Expenditure	Budget	1st Quarter Expenditure	1st Quarter Balance	2nd Quarter Expenditure	2nd Quarter Balance	3rd Quarter Expenditure	3rd Quarter Balance	Final Expenditure	Final Unspent Balance
1000 Instructional Salary									
2000 Noninstructional Salary									
3000 Employee Benefits									
4000 Supplies and Materials	$ 5,000	$ 2,355	$ 2,645						
5000 Other Operating	$145,000	$78,413	$66,587						
6000 Capital Outlay									
7000 Other Outgo									
Total	$150,000	$80,768	$69,232						

Summary of implementation of activities and expenditures:
Budget Reconciliation
$150,000 IEPI grant

$ 20,586   ASPOS software tools for enrollment management license ($17,094) and Ellucian module ($3,492)
$ 2,355   business related expense (catering service for enrollment management workshops)
$ 57,827   TEC enrollment management software ($55,000)/Ellucian module ($2,500), Enrollment Management Presenter ($327)
$ 80,768   total expenditure (June-October 2016) Remaining IEPI

Grant Funds: 69,232

If expenditures are lower than expected, or might appear to be lower than expected given the reporting period, please include a short description of the expected expenditures through the remaining period of the grant, and indicate whether you expect there to be an unexpended balance at the end of the one-year period of your grant:

Grant expenditures are on target accordingly to spending plan. The remaining grant funds will be spent on additional software purchases as well as contract services that will further to strengthen our efforts with aligning enrollment management and the budget. SCCD does not expect to have unexpended funds at the end of the one-year grant period.

Appendix B: EP/EMC Committee Chart
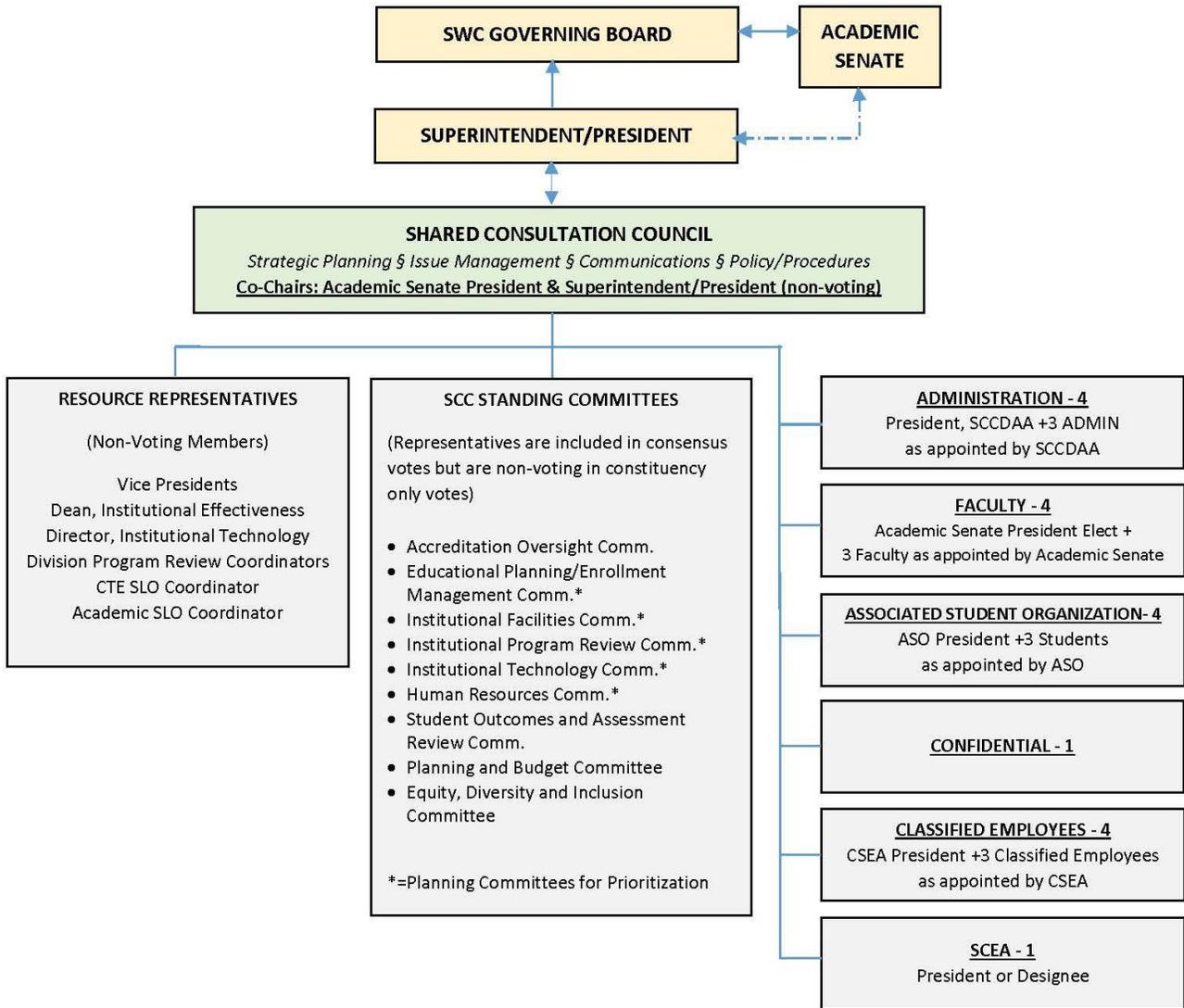
<table>
<tr><td colspan="3" align="center">Educational Planning & Enrollment Management Committee
(EP/EMC)</td></tr>
<tr><td>Mission/Purpose</td><td colspan="2">The EP/EMC is a shared planning & decision-making committee that makes recommendations related to student access and success; promoting excellence in teaching and learning; and economic, workforce, and community development to SCC for the institution.</td></tr>
<tr><td>Parent Committee</td><td colspan="2">Shared Consultation Committee (SCC)</td></tr>
<tr><td>Standing Subcommittees</td><td colspan="2">Enrollment Priorities & Planning Task Force (EPPT) and other subcommittees or task force as needed</td></tr>
<tr><td>Major Responsibilities and Reports</td><td colspan="2">Responsibilities

Is charged with the responsibility to review and revise the Educational Master Plan (Educational Portion) and the Enrollment Management Plan.
Make recommendations to create a new Enrollment Management Plan when appropriate.
Addresses the issues related to Distance Education Program.
Aligns the Educational Master Plan (Educational Portion) and Enrollment Management Plan with the Strategic Plan.
Prioritizes institutional needs for the SCC related to uncategorized needs
Addresses ACCJC Self Evaluation Report Standard 2: Student Learning Program Services related to enrollment management issues.
Provide feedback to Accreditation Oversight Committee (AOC) on relevant issues.
Approve recommendations from the Enrollment Priorities and Planning Task Force (EPPT)

Provides input for Reports

Prioritization of Program Review Needs List for Uncategorized needs
Strategic Plan sections, goals and updates related to Teaching & Learning, Student Access, Student Success, and Economic, Workforce, and Community Development
Educational and Facilities Master Plan (Educational Portion)
Enrollment Management Plan
Economic and Workforce Development Plan
ACCJC Self-Evaluation Report Standard 2: Student Learning Programs and Services
</td></tr>
<tr><td>Chair/Co-Chairs</td><td colspan="2">Administrative Co-Chair: Dean of ISS and Continuing Education or designee
Non-Administrative Co-Chair: Presiding Chair, Council of Chairs</td></tr>
<tr><td>Recorder:</td><td colspan="2">Administrative Secretary for ISS</td></tr>
<tr><td>Additional Office & Support Staff</td><td colspan="2">Office of ISS</td></tr>
<tr><td colspan="3" align="center">Voting Members</td></tr>
<tr><td><i>Constituent Group</i></td><td><i>Number of Representatives</i></td><td><i>Specific Position of Representative(s) (e.g. Academic Senate President)</i></td></tr>
<tr><td>Administration</td><td>2</td><td>Vice President Reps</td></tr>
<tr><td>Academic Senate</td><td>2</td><td>Academic Senate President or designee
Academic Senate Rep</td></tr>
<tr><td>SCCDAA</td><td>2</td><td>SCCDAA President or designee
SCCDAA Rep</td></tr>
<tr><td>CSEA</td><td>4</td><td>CSEA President or designee
Four additional CSEA Reps</td></tr>
<tr><td>ASO</td><td>4</td><td>ASO President or designee
Up to five additional ASO Reps</td></tr>
<tr><td>Confidential</td><td>1</td><td>Confidential Rep</td></tr>
<tr><td>SCEA</td><td>2</td><td>SCEA President or designee
One additional SCEA Rep</td></tr>
<tr><td>Economic & Workforce Development</td><td>3</td><td>Administrator
Faculty
Classified Staff</td></tr>
<tr><td colspan="3" align="center">Non-Voting Resource Members</td></tr>
<tr><td><i>Office Represented</i></td><td colspan="2"><i>Specific Position of Representative(s) (e.g. Vice Pres. For Academic Affairs)</i></td></tr>
<tr><td></td><td colspan="2">Dean of Office of Institutional Effectiveness (OIE)
Co-chair, Curriculum Committee
Former Chair of Chairs</td></tr>
</table>

	Supervisor of ISS Instructional Services Specialist Professional Development Coordinator Director of Admissions Director of Facilities or designee Director of IT or designee Chief Public Information & Government Relations Officer
Meetings	
Meeting Frequency (Day, time, how many times per month, does the committee meet in the summer?	The EP/EMC meets the 1st and 3rd Wednesdays of the month from Noon to 1 P.M. and as needed. No (only meets during academic year)
Method of Action	Consensus
Brown Act Compliant?	No
Month of Annual Self–Evaluation and Goal Setting	May

Appendix C: SCC Organizational Structure

SOUTHWESTERN COLLEGE SHARED CONSULTATION MODEL – 9/7/16

SWC GOVERNING BOARD ↔ **ACADEMIC SENATE**

SUPERINTENDENT/PRESIDENT

SHARED CONSULTATION COUNCIL
Strategic Planning § Issue Management § Communications § Policy/Procedures
Co-Chairs: Academic Senate President & Superintendent/President (non-voting)

RESOURCE REPRESENTATIVES

(Non-Voting Members)

Vice Presidents
Dean, Institutional Effectiveness
Director, Institutional Technology
Division Program Review Coordinators
CTE SLO Coordinator
Academic SLO Coordinator

SCC STANDING COMMITTEES

(Representatives are included in consensus votes but are non-voting in constituency only votes)

- Accreditation Oversight Comm.
- Educational Planning/Enrollment Management Comm.*
- Institutional Facilities Comm.*
- Institutional Program Review Comm.*
- Institutional Technology Comm.*
- Human Resources Comm.*
- Student Outcomes and Assessment Review Comm.
- Planning and Budget Committee
- Equity, Diversity and Inclusion Committee

*=Planning Committees for Prioritization

ADMINISTRATION - 4
President, SCCDAA +3 ADMIN
as appointed by SCCDAA

FACULTY - 4
Academic Senate President Elect +
3 Faculty as appointed by Academic Senate

ASSOCIATED STUDENT ORGANIZATION- 4
ASO President +3 Students
as appointed by ASO

CONFIDENTIAL - 1

CLASSIFIED EMPLOYEES - 4
CSEA President +3 Classified Employees
as appointed by CSEA

SCEA - 1
President or Designee

NOTE: SCC votes by consensus. If there is no consensus after two attempts, a 2/3 vote is required to pass an item.

Appendix D: SCC Standing Committee Responsibility Chart

Standing Committee	Institutional Plan	Responsibilities within Prioritization Process	Strategic Priority 2016–2019	Self-Evaluation ACCJC Standard
Planning and Budget Committee (PBC)	Strategic Plan Mission, Vision & Values (BP 1200) Self-Evaluation Report SCC Operating Principles SCC Prioritization Process Shared Planning and Decision Making Handbook Financial Resource Plan	Identifies funding sources for Master Prioritization List	Physical and Financial Resources Organizational Effectiveness	1. Institutional Mission and Effectiveness 3. Financial Resources
Institutional Technology Committee (ITC)	Technology Plan	Technology (greater than $2,500)	Institutional Technology and Research	3C. Technology Resources
Educational Planning / Enrollment Management Committee (EP/EMC)	Educational & Facilities Master Plan (Educational portion) Enrollment Management Plan Workforce & Business Development Plan	Institutional Needs	Student Access Student Success Economic, Workforce, and Community Development Teaching and Learning	2. Student Learning Programs and Services
Human Resources Committee (HRC)	Human Resources/Staffing Plan Staff Diversity Plan Staff Development Plan	None	Human Resources Organizational Effectiveness	3A. Human Resources
Institutional Facilities Committee (IFC)	Educational & Facilities Master Plan (Facilities portion)	Facilities Major Equipment (greater than $5,000)	Physical and Financial Resources (Physical Resources portion)	3B. Physical Resources

Standing Committee	Institutional Plan	Responsibilities within Prioritization Process	Strategic Priority 2016–2019	Self-Evaluation ACCJC Standard
Institutional Program Review Committee (IPRC)	Program Review Process and Forms	Program Review Snapshot Oversees Prioritization Process	Organizational Effectiveness	4A. Decision-Making Roles and Processes
Accreditation Oversight Committee (AOC)	ACCJC Self-Evaluation	N/A	All	All ACCJC Standards
Equity, Diversity, and Inclusion Committee (EDI)				
Student Outcomes Assessment Review (SOAR) Committee	Student Outcome Assessment Review Committee (SOAR) Report	None	Student Access Student Success Teaching and Learning Organizational Effectiveness Physical and Financial Resources	All ACCJC Standards

Appendix E: EPPT Committee Chart

Enrollment Planning & Priorities Taskforce (EPPT)		
Mission/Purpose	The EPPT is a shared planning & decision-making task force that makes recommendations to the EP/EMC related to meeting Southwestern College's FTES target and student-centered scheduling.	
Parent Committee	EP/EMC	
Standing Subcommittees		
Major Responsibilities and Reports	Responsibilities • Serve as workgroup to update the Enrollment Management Plan • Develop strategies to optimize enrollment and productivity (FTES/FTEF). • Make recommendations regarding FTES allocations to meet student needs Reports • Enrollment Management Plan	
Chair/Co-Chairs	Administrative Co-Chair: Dean, Instructional Support Services or designee Non-Administrative Co-Chair: Presiding Chair, Council of Chairs	
Recorder:	Administrative Secretary for ISS or designee	
Additional Office & Support Staff	Office of Instructional Support Services	
Voting Members		
	Number of Representatives	*Specific Position of Representative(s) (e.g. Academic Senate President)*
Administration	3	Vice President for Academic Affairs School Dean Center Dean
Academic Senate/ Council of Chairs	3	Academic Senate President or designee Counseling faculty or designee Instructional faculty or designee
Instructional Support Services	1	ISS Specialist
Admissions	1	Director, Admissions & Records
ASO	2	ASO President and/or designee
Non-Voting Resource Members		
Office Represented	*Specific Position of Representative(s) (e.g. Vice Pres. For Academic Affairs)*	
	Office of Institutional Effectiveness (OIE) Deans Supervisor of Instructional Support Services Director, Finance Director, Community & Government Relations Facilities Other resource members as needed	
Meetings		
Meeting Frequency (Day, time, how many times per month, does the committee meet in the summer?)	The EPPT meets every other Friday of the month from 2-4 P.M. and as needed. The EPPT does not meet during summer months.	
Method of Action	Consensus then Majority Vote	
Brown Act Compliant?	No	