SOUTHWESTERN COLLEGE

INSTITUTIONAL SELF-EVALUATION REPORT

In Support of an Application for Reaffirmation of Accreditation

Submitted by
Southwestern College
900 Otay Lakes Rd., Chula Vista, CA 91910

to

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

January 2021

GOVERNING BOARD

Nora E. Vargas, President

Tim Nader, Vice President

Robert Alcantar, Member

Leticia Cazares, Member

Griselda A. Delgado, Member

Melkitsedeq Jorge Hernandez, Student Trustee, August 2020–May 2021

SUPERINTENDENT/PRESIDENT

Kindred Murillo, Ed.D.

ACCREDITATION OVERSIGHT COMMITTEE

Jessica Posey, Ed.D., Co-Chair, Professor of English, Vice President of the Academic Senate

Minou Spradley, Ph.D., Co-Chair, Accreditation Liaison Officer, Assistant Superintendent/Vice President for Academic Affairs

Committee Members

Bill Abasolo, Dean, Institutional Research and Assessment

Dan Borges, Interim Vice President of Technology and Operations (through Jan. 2020)

Rachel Fischer, Interim Dean of Student Services

Sylvia Garcia-Navarrete, Ed.D., Professor of Reading

Arthur Guaracha Jr., Ed.D., Counselor

Kelly Hall, Ph.D., Assistant Superintendent/Vice President for Business and Financial Affairs

Christopher Hayashi, Ed.D., Professor of Psychology

Shawna Hutchins-Williams, Power Study Program Coordinator

Tina King, Ed.D., Interim Assistant Superintendent/Vice President for Student Affairs

Lillian Leopold, Chief Public Information and Government Relations Officer

Emily Lynch Morissette, Academic Senate President and Professor of Paralegal Studies

Mia McClellan, Dean, Instructional Support Services

Cynthia McGregor, Ph.D., Dean, School of Arts, Communication and Social Sciences

Kyle Miller, Instructional Lab Technician

Matt Millus, Instructional Lab Technician

Farrah Morrisey, Grant Writer

Kindred Murillo, Ed.D., Superintendent/President

Silvia Nadalet, Professor of Mathematics

Chris Perri, Dean, Higher Education Center at National City and Crown Cove Aquatic Center

Jessica Posey, Ed.D., Co-Chair ,Professor of English, Vice President of the Academic Senate

Itzel Seidel, Writing Lab Technician

Minou Spradley, Ph.D., Vice President of Academic Affairs

Bob Stretch, Programmer Analyst

Rebecca Wolniewicz, Ph.D., Communication Studies

WRITING TEAMS

INTRODUCTION AND ORGANIZATIONAL INFORMATION

Lillian Leopold, Chief Public Information and Government Relations Officer

Christopher Hayashi, Ed.D., Professor of Psychology

Farrah Morrisey, Grant Writer

STANDARD I

Bill Abasolo, Dean, Institutional Research and Assessment

Rebecca Wolniewicz, Ph.D., Communication Studies

Kyler Miller, Instructional Lab Technician

STANDARD II.A

Minou Spradley, Ph.D., Vice President of Academic Affairs

Chris Perri, Dean, Higher Education Center at National City and Crown Cove Aquatic Center

Cynthia McGregor, Ph.D., Dean, School of Arts, Communication and Social Sciences

Jessica Posey, Ed.D., Co-Chair ,Professor of English, Vice President of the Academic Senate

Sylvia Garcia-Navarrete, Ed.D., Professor of Reading

Itzel Seidel, Writing Lab Technician

STANDARD II.B

Mia McClellan, Dean, Instructional Support Services

Shawna Hutchins-Williams, Power Study Program Coordinator

STANDARD II.C

Rachel Fischer, Interim Dean of Student Services

Tina King, Ed.D., Interim Assistant Superintendent/Vice President for Student Affairs

Arthur Guaracha Jr, Ed.D., Counselor

STANDARD III

Dan Borges, Interim Vice President of Technology and Operations (through Jan. 2020)

Michael Davis, Director of Institutional Technology

Kelly Hall, Ph.D., Assistant Superintendent/Vice President for Business and Financial Affairs

Emily Lynch Morissette, Academic Senate President and Professor of Paralegal Studies

Bob Stretch, Programmer Analyst

STANDARD IV

Kindred Murillo, Ed.D., Superintendent/President

Zaneta Encarnacion, Special Assistant to the Superintendent/President

Silvia Nadalet, Professor of Mathematics

Matt Millus, Instructional Lab Technician

Certification

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

From: Kindred Murillo, Ed.D., Superintendent/President
Southwestern College
900 Otay Lakes Rd., Chula Vista, CA. 91910

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

_____

Kindred Murillo, Ed.D., Superintendent/President   Date

_____

Nora E. Vargas, Governing Board President   Date

_____

Minou Spradley, Ph.D., Co-Chair, Accreditation Liaison Officer   Date

_____

Jessica Posey, Ed.D., Co-Chair, Professor of English, Vice President of the   Date
Academic Senate

_____

Fernando Poveda, President, Southwestern Community College District   Date
Administrators' Association (SCCDAA)

_____

S. Rob Shaffer, President, Southwestern College Education Association (SCEA)   Date

_____

Silvia Nogales, President, California State Employee Association (CSEA)   Date

CONTENTS

LIST OF ACRONYMS

AANAPISI Asian America, Native American, Pacific Islander serving institution

AB705 A law that requires California Community Colleges to maximize the probability that a student will enter and complete transfer level coursework in English and math within a one-year timeframe.

ADT Associate Degree for Transfer

AETA Advancing Equity in Teaching Academy

AOC Accreditation Oversight Committee

ASC Academic Success Center

ASO Associated Student Organization

ATC Academic Technology Committee

CAPR Comprehensive Academic Program Review

CCAC Crown Cove Aquatic Center

CCAP Career Access Pathways

CCGR The Office of Communications, Community & Government Relations

CCLC Community College League of California

CE Career Education

CITD San Diego Center for International Trade Development

CNA Certified Nursing Assistant

COR Course Outline of Record

CSEA Classified Staff Education Association

CSLO Course Student Learning Outcome

CSU California State University

CTE Career Technical Education

CWEE Cooperative Work Experience and Education

DE Distance Education

DEFT Distance Education Faculty Training

DERC Distance Education Review Committee

DSS Disability Support Services

EEPD The Office of Equity, Engagement, and Professional Development

ELT	Executive Leadership Team
EMP	Education Master Plan
EMT	Emergency Medical Technician
EOPS	Extended Opportunities Programs and Services
FHP	Faculty Hiring Process
FMP	Facilities Master Plan
FON	Faculty Obligation Number
GESLO	General Education Student Learning Outcome
HECNC	Higher Education Center National City
HECOM	Higher Education Center Otay Mesa
HECSY	Higher Education Center San Ysidro
HECS	Higher Education Centers
HR	Human Resources
HSI	Hispanic Serving Institution
ILT	Instructional Lab Technician
ITC	Institutional Technology Committee
IGETC	Intersegmental General Education Transfer Curriculum
IPRC	Institutional Program Review Committee
IRP	The Office of Institutional Research and Planning
ISER	Institutional Self Evaluation Report
ISLO	Institution Student Learning Outcome
ISS	Instructional Support Services
IT	Institutional Technology
JP	Jaguar Pathways
LAS	Learning Assistance Services
LOAC	Learning outcome Advisory Committee
LRC	Learning Resource Center
LSP	Library Service Platform
MESA	Mathematics, Engineering, Science Achievement program
MLT	Medical Laboratory Technology

OAT	Outcomes Assessment Timeline
OLC	Online Learning Center
OWL	Online Writing Lab
PBC	Planning and Budget Committee
PIE	Plan, Implement, and Evaluate
POCR	Peer Online Course Review
PSLO	Program Student Learning Outcome
PSP	Power Study Program
SANDAG	San Diego Association of Governments
SCC	Shared Consultation Council
SCCD	Southwestern Community College District
SCEA	Southwestern College Education Association
SDICC	San Diego and Imperial Community College Regional Consortium
SEA	Student Equity and Achievement Program
SES	Student Employment Services
SLO	Student Learning Outcome
SSOS	Student Services Outcomes
SSSP	Student Success and Support Program
SWC	Southwestern College

A. INTRODUCTION

About Southwestern College District

THE COLLEGE

Southwestern College is an Hispanic-Serving-Institution and one of the most diverse community colleges in the nation. With 89% non-white, Southwestern College also qualifies as an Asian American, Native American, Pacific Islander serving institution (AANAPISI). In recent years, Southwestern College has increased efforts to fulfill its mission by supporting services and instruction that meets the needs of the community's most vulnerable populations. The College District established a Restorative Justice Program that provides face-to-face instruction for incarcerated students at the Richard J. Donovan Correctional Facility and recently graduated its first students. The College District has College and Career Access Pathways (CCAP) agreements with both public school districts and a number of charter and private schools in its service area providing college courses to a large number of local high school students. The College District supports students' basic needs with the Jag Kitchen food pantry that serves students with hot meals and staple pantry goods at the Chula Vista, National City and San Ysidro campuses. Jag Kitchen has become the foundation for a larger SWC Cares hub that provides financial aid assistance, personal wellness and safety, legal, and immigration resources among other services.

Mission

Southwestern Community College District is the premier public institution of higher education in Southern San Diego County that serves a diverse community of students by providing quality academic programs, comprehensive student support services that ensure equitable access and clear pathways to student success.

Southwestern Community Collegze District promotes learning and success to prepare students to become critical thinkers and engaged lifelong learners/global citizens. The District is committed to continuous improvements through the use of data-informed planning, implementation, and evaluation.

Southwestern Community College District utilizes a variety of instructional modalities to provide educational and career opportunities in the following areas: Associate degree and certificate programs, transfer, professional , technical and career advancement, foundational skills, personal enrichment, and continuing education.

Vision

Southwestern College is the leader in equitable education that transforms the lives of students and communities.

Values

Student Success - Southwestern College provides a student-centered environment, through equitable access, opportunity, support and clear pathways that enable students to achieve their educational and professional goals.

Equity- Southwestern College intentionally identifies and removes barriers to cultivate success for all, and purposely addresses the effects of systemic inequities

Scholarship - Southwestrern College inspires students to become lifelong learners and responsible global thinkers.

Professional Excellence - Southwestern college continuously supports and educates all employees to ensure effective collaboration, support student success, and uphold the highest professional standards.

Cultural proficiency - Southwestern College engages in cultural proficiency by providing a rich learning environment that embraces our cultural differences and experiences.

Sustainability of Stewardship - Southwestern College utilizes natural, financial and physical resources effectively, equitably, and respectfully.

Community - Southwestern College bridges the gap between higher education, civic engagement, and economic well-being to the community we serve.

SOUTHWESTERN COLLEGE DEFINITIONS OF DIVERSITY, EQUITY, AND INCLUSION

Diversity - Diversity is all differences and similarities including all human traits, experiences, beliefs, and backgrounds that make each individual unique.

Equity - Equity is intentionally identifying and removing barriers to ensure access and provide meaningful opportunities and support for all to succeed.

Inclusion - Inclusion is actively honoring and respecting diversity to foster a safe and welcoming community where all are inspired to participate and realize a sense of belonging.

SOUTHWESTERN COLLEGE INSTITUTIONAL LEARNING OUTCOMES

A. Communication Skills (Listening, Speaking, Reading, Writing)

1. Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.
2. Present ideas in a clear and organized way to others.
3. Analyze and evaluate text in writing.

B. Thinking and Reasoning (Creative Thinking, Critical Thinking, Quantitative Reasoning)

4. Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.
5. Assess and analyze data and information as they investigate issues and solve problems.
6. Use quantitative reasoning to identify, analyze and solve quantitative problems.

C. Information Competency (Research and Technology)

7. Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.
8. Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.

D. Global Awareness and Ethics (Social, Cultural, and Civic Responsibility)

9. Collegially work with diverse groups of people.
10. Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.
11. Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.
12. Analyze and critique the ethical implications of decision making on personal behavior, and on social, political or economic institutions.
13. Evaluate and determine if a given set of economic, social and environmental systems and practices are sustainable in the long term.

E. Aesthetic Sensitivity and Historical Literacy (History, Creativity, and Artistic and Perceptual Experiences.)

14. Identify, examine and critique the aesthetic, political, scientific, philosophical or and historical elements of human culture.
15. Demonstrate creative thinking and artistic sensitivity in creating works of art and effectively describe the artistic processes used.
16. Analyze and critique the philosophical, technical, historical, cultural and aesthetic qualities of works of art

ESTABLISHMENT AND EXPANSION

Located in the southern part of San Diego County, the the Southwestern Community College District is a single-college district that serves the communities of Bonita, Chula Vista, Coronado, Imperial Beach, National City, Nestor, Otay Mesa, Palm City, San Ysidro, and Sunnyside. Residing next to two major U.S.-Mexico border crossings, the College also serves a large number of binational students which attributes to the College's "frontera" identity that imbues its mission to "prepare students to become critical thinkers and engaged lifelong learners/global citizens." Since Southwestern College is the only public higher education institution in its service area, this unique location positions the College to play an important role in the intellectual growth and economic development for residents and industry in both the United States and Mexico.

Established in 1961, Southwestern College (SWC) conducted classes in the evenings at Chula Vista High School. In the three years before the College took occupancy on its current 156-acre Chula Vista location, Southwestern offered classes to 1,677 students. Over the last 59 years the College has grown significantly. Over the years, Southwestern has opened three Higher Education Centers in key geographical areas of the College's service area in National City, Otay Mesa, and San Ysidro in response to student needs as defined in the mission. Southwestern College also operates the Crown Cove Aquatic Center site in Coronado. SWC has had significant community support through the approval of three general obligation bonds including Proposition Z, a $400 million general obligation bond passed overwhelmingly by South County voters in 2016. This bond led to the construction of instructional space for a Wellness and Aquatics Complex, a Math, Science, and Engineering building, an additional science and lab building at the Higher Education Center in National City campus, a Center for Business Advancement to house all small business resources, and a College Police Building. In the 2018-19 school year, Southwestern College served a population of 28,937 students and in the same year granted 2,775 degrees and certificates.

Sites

The Higher Education Center at National City (HECNC) was established in 1998 in partnership with the City of National City. The campus received Center status from the California Community Colleges Board of Governors in May 2013. The Center offers a varied curriculum and in fall 2018 enrolled an unduplicated headcount of 2,762 students. The Center houses three Career Education (CE) programs: Dental Hygiene, Medical Laboratory Technician, and Medical Office Professional, and a variety of student services such as career counseling and library services are available for students to support their academic success and career planning goals. The HECNC is also the home base for an apprenticeship program with the Puget Sound Naval Shipyard and the Naval Air Station, North Island in Coronado. Coursework leads to a Certificate in Leadership and Supervision. With funding from SWC's Proposition R general obligation bond passed in 2008, the College established the Center for Business Advancement to consolidate the College's four, small-business resources into one location at the HECNC. Housed in the Center for Business Advancement are the following programs: San Diego Center for International Trade Development (CITD); Procurement Technical Assistance Center (PTAC); Small Business Development Center Network (SBDC) and South San Diego Small Business Development Center; and San Diego & Imperial Women's Business Center.

The Crown Cove Aquatic Center (CCAC) is an off-campus site of Southwestern College nestled between the cities of Coronado and Imperial Beach on the Silver Strand State Beach. Through a unique partnership with California State Parks and Recreation and the Division of Boating and Waterways, CCAC provides a wide range of educational and recreational aquatic activities predominantly in the sports of canoeing, kayaking, sailing, stand-up paddling, and surfing. In fall 2018, CCAC enrolled 678 students (unduplicated headcount) in service to the local community with recreational opportunities and instruction in support of the mission.

The Higher Education Center at Otay Mesa (HECOM) opened and was granted Center status by the California Community Colleges Board of Governors in fall 2007. Located in Otay Mesa only minutes away from the U.S.-Mexico International Border, the Center brings higher education closer to those who live or work in the border region.

The HECOM houses a number of resident programs including the Police Academy, Nursing & Health Occupations, Fire Science Technology, Paramedic, Emergency Medical Technician, International Business, and the International Logistics and Transportation program. The Center also offers courses in general education, basic skills, community development, and transfer studies, and provides general and specialized counseling services. In fall 2018, the HECOM served 1,752 students (unduplicated headcount).

(Southwestern College Data Warehouse. Enrollments by HEC Location (2014-15 to 2018-19))
(Higher Education Center at Otay Mesa)

The Higher Education Center at San Ysidro (**HECSY**), first established in 1988, is located in a small community in the southwest portion of the College District's service area, minutes away from the U.S.-Mexico International Border. The Center is built on the former site of a McDonald's restaurant, which in 1984 was the location of the largest mass shooting in the U.S. at the time. A monument to the 21 victims was designed by a SWC architecture student and is located in front of the Center. A memorial is held each year on the anniversary of the shooting to commemorate the community's resilience and determination to turn a tragedy into a symbol of positivity and hope that educational opportunity brings to its residents. The HECSY achieved Center status from the California Community Colleges Board of Governors in May 2013.

The Center's signature programs are Family Studies (formerly Child Development) and Legal Interpretation and Translation. The Center also offers a wide range of services and courses for students to complete general education requirements. In fall 2018, HECSY served 2,717 students (unduplicated headcount).

(Southwestern College Data Warehouse. Enrollments by HEC Location (2014–15 to 2018–19))
(Higher Education Center at San Ysidro)

ACCREDITATION STATUS AND CERTIFICATION

Southwestern Community College District is accredited by the Accrediting Commission of the Community and Junior College (ACCJC) of the Western Association of Schools and Colleges. Additionally the following programs are accredited or certified/sanctioned by professional organizations, government agencies and other oversight bodies:

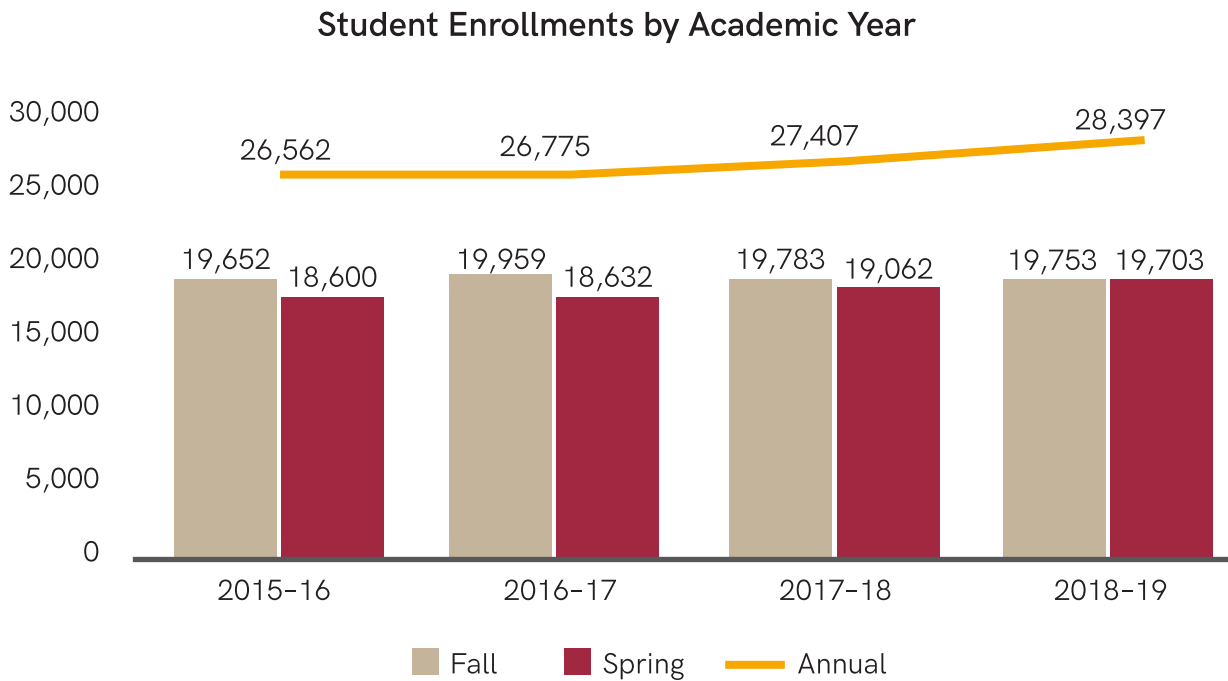| Professional Program	Accreditor
Associate Degree Nursing	Accreditation Commission for Education in Nursing (ACEN)
Surgical Technology	Commission on Accreditation of Allied Health Education Program (CAAHEP) in collaboration with Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)
Dental Hygiene	American Dental Association Commission on Dental Accreditation
Emergency Medical Technician (EMT)	Committee on Accreditation of Educational Programs (CoAEMSP) for the EMS Professions
Paramedic Training	Commission on Accreditation of Allied Health Educations Programs (CAAHEP)
Medical Laboratory Technology (MLT)	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Certified Nursing Assistant (CNA)	California Department of Health Services Licensing and Certification Aide and Technician Certification Section (ATCS)
Licensed Vocational Nursing	California Board of Vocational Nursing and Psychiatric Technicians
Paralegal	American Bar Association (ABA) Standing Committee on Paralegals
Police Academy Training Program	State of California Department of Justice Commission on Peace Officer Standards and Training (POST)

SOUTHWESTERN COLLEGE DEMOGRAPHICS AND TRENDS

Southwestern College is a proud Hispanic-Serving-Institution (HSI) and has maintained its commitment of providing access to higher education to students throughout its service area. For the four academic years spanning 2015–16 to 2018–19, the College's enrollment has experienced consistent growth each academic year.

Term and Annual Enrollments

College enrollments presented as unduplicated headcount in figure one increased an average of 2.3% annually in the four years (Table 1). The majority of unduplicated headcount increase is accounted for in Spring term enrollments which grew at an average of 1.9% annually. Fall term headcount increased a modest annual average of 0.2%. This increase in unduplicated headcount represents approximately 600 additional enrollments per academic year over the previous annual headcount.

Figure 1. Four year trend in Fall and Spring unduplicated student headcount

Student Enrollments by Academic Year

Academic Year	Fall	Spring	Annual
2015–16	19,652	18,600	26,562
2016–17	19,959	18,632	26,775
2017–18	19,783	19,062	27,407
2018–19	19,753	19,703	28,397

Source: CCC Chancellor's Office Data Mart

Table 1. Comparision of fall and spring four year average unduplicated headcount

Unduplicated Student Headcount by Academic Year			
Comparisons	**Fall**	**Spring**	**Annual**
Four-Year Average	19,787	18,999	27,285
Average Annual Percentage Change	0.2%	1.9%	2.3%

Source: CCC Chancellor's Office Data Mart

Table 2 presents the College's full-time equivalent student (FTES) data. Data are presented for both credit and noncredit FTES per year. Although there is some fluctuation in the amount of FTES generated per year, on average the College has been collecting 14,671 FTES per year with no average annual percentage change in the four years for which data are presented.

Table 2. Full-Time Equivalent Student by academic year

Full-time Equivalent Students (FTES) by Academic Year			
Academic Year	**Credit FTES**	**Noncredit FTES**	**Total**
2015-16	14,527	189	14,716
2016-17	14,380	151	14,530
2017-18	14,472	169	14,640
2018-19	14,677	119	14,796

Source: CCC Chancellor's Office Data Mart
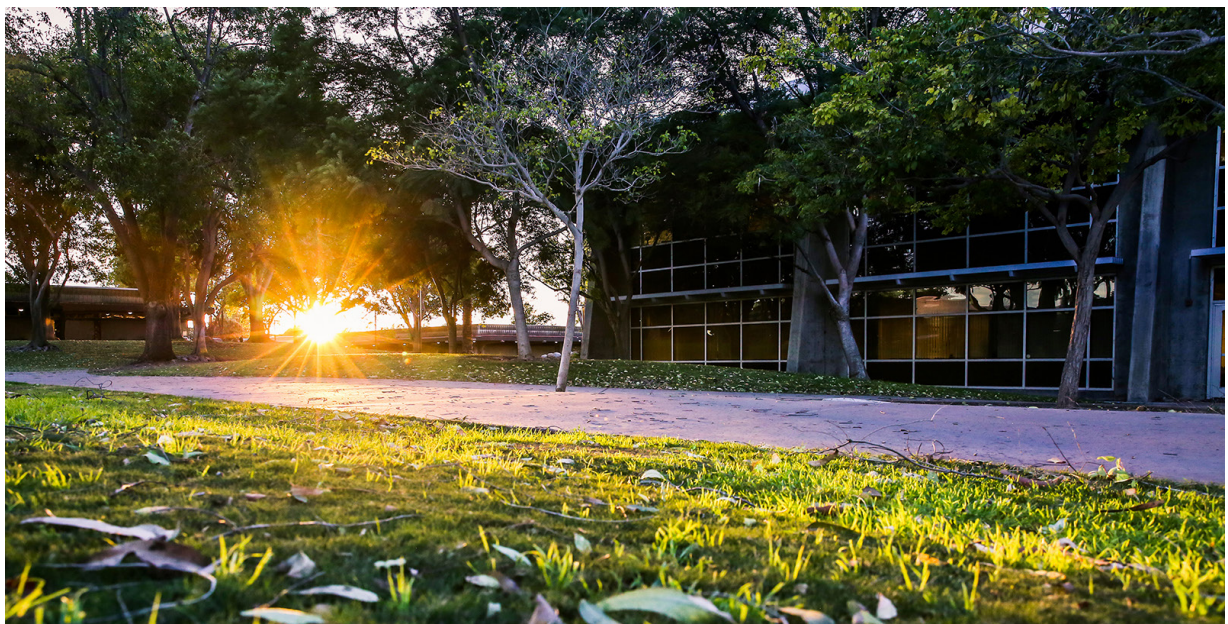
Demographic Data

Within San Diego County, Hispanics represent approximately thirty-four percent of county residents. The Southwestern Community College District service area, as well as the College District's student population, reflect the diverse racial and ethnic makeup of San Diego County's South Bay region (Table 3). Hispanics comprise more than sixty percent of district residents. Based on San Diego Association of Government (SANDAG) population estimates, the current number of residents of 504,804 is projected to grow to 550,888 by 2020. The percentage of Hispanics residing within the service area is expected to increase to 71% by 2050. Overall Southwestern College enrollment is a reflection of the demographics of its service area population.

Table 3. Demographic Comparison of SCCD Service Area and SCCD Enrollment

Ethnicity/Race	SCCD Service Area Population: 2018	SCCD Enrollments: 2018–19*
Gender		
Male	50.7%	43.6%
Female	49.3%	55.3%
Age		
Age 20 to 24	9.0%	31.4%
Age 50 and over	28.4%	7.1%
Race/Ethnicity		
American Indian/Alaskan Native	0.3%	0.3%
Asian	11.8%	10.5%
Black or African American	4.2%	4.5%
Hispanic/Latino	61.1%	68.6%
Pacific Islander	0.4%	0.4%
Two or More	2.6%	4.0%
White, Non-Hispanic	19.6%	10.2%
Other		
Persons with Disabilities	10.5%	6.6%

Percentages for the gender and ethnicity/race categories exclude the "Unknown" and "Decline to State" designations; the "Asian" designation includes the Filipino demographic group.

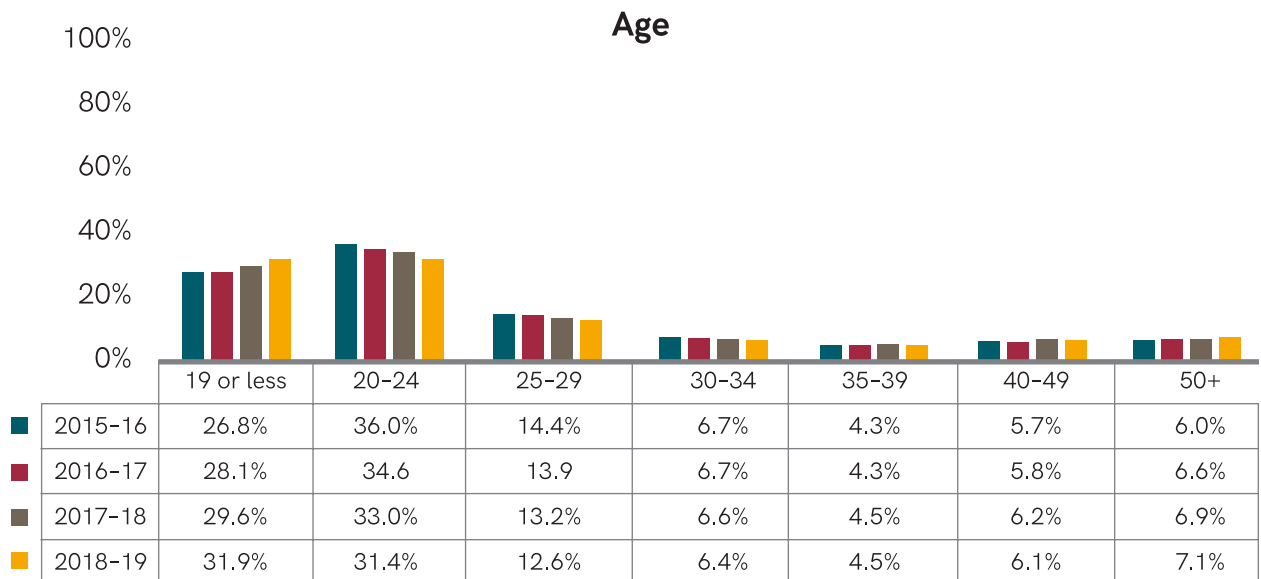**Source:** San Diego Association of Government

Gender

A comparison of gender representation within the College District finds a substantially higher proportion of female students when compared to the community (Table 3); however, this proportion is consistent with community college enrollment percentages statewide. The four-year average at Southwestern College reflects gender demographics within the California community college system. For both the College and system, gender percentages have remained relatively consistent at approximately 54% female and 45% male and 1% unknown

Age

Southwestern College's age demographic reflects a pattern typical within community colleges, with a disproportionately larger number of "20 to 24" years olds compared to the general population of the service area (Table 3). The College also serves a larger proportion of older adults over the age of 50 than are represented in the College's service area.

Southwestern College students under age 25 constituted more than 62% of the College's student population over the span of the last four years. In the past four years there has been an increase in the percentage of students aged "19 or less" as well as students over the age of 50 whereas the College has seen a decrease in students aged "20-24 (Figure 2)."

Figure 2. Age distribution of Southwestern College students between 2015 and 2019

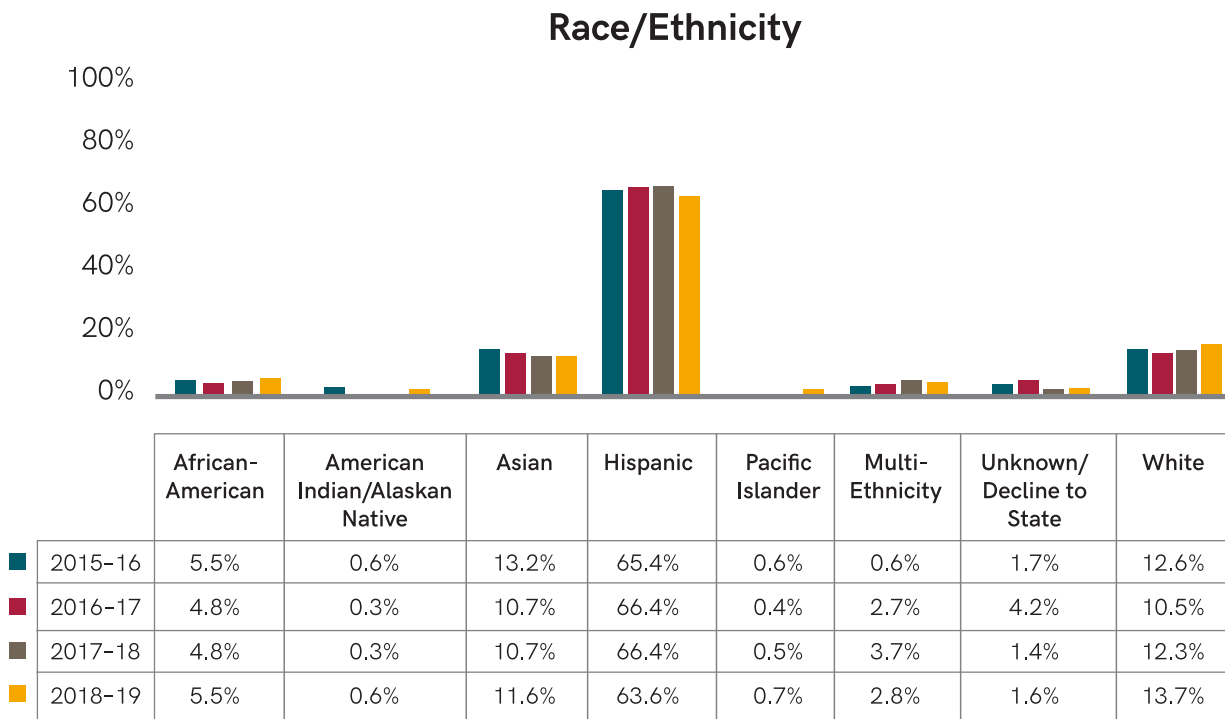| Age	19 or less	20–24	25–29	30–34	35–39	40–49	50+
2015–16	26.8%	36.0%	14.4%	6.7%	4.3%	5.7%	6.0%
2016–17	28.1%	34.6	13.9	6.7%	4.3%	5.8%	6.6%
2017–18	29.6%	33.0%	13.2%	6.6%	4.5%	6.2%	6.9%
2018–19	31.9%	31.4%	12.6%	6.4%	4.5%	6.1%	7.1%

Source: California Community College Chancellor's Office Management Information Systems Data Mart

Race/Ethnicity

Southwestern College has a U.S. Department of Education Hispanic-Serving-Institution (HSI) designation. The College serves a smaller proportion of Asians and White non-Hispanic students than is present in the community. In comparison the proportion of Hispanic, African American, and multiracial students served is greater than the proportion present in the College's service area (Table 3 and Figure 3).

Figure 3. Race and Ethnicity distribution of Southwestern College students between 2015 and 2019

Race/Ethnicity

		African-American	American Indian/Alaskan Native	Asian	Hispanic	Pacific Islander	Multi-Ethnicity	Unknown/ Decline to State	White
■	2015–16	5.5%	0.6%	13.2%	65.4%	0.6%	0.6%	1.7%	12.6%
■	2016–17	4.8%	0.3%	10.7%	66.4%	0.4%	2.7%	4.2%	10.5%
■	2017–18	4.8%	0.3%	10.7%	66.4%	0.5%	3.7%	1.4%	12.3%
■	2018–19	5.5%	0.6%	11.6%	63.6%	0.7%	2.8%	1.6%	13.7%

**Source:** California Community College Chancellor's Office Management Information Systems Data Mart

Regional Cost of Living

Urban residents in San Diego County experience not only one of the highest cost-of-living burdens for the nation's metropolitan areas, but it is also among the highest within the state of California. Based on San Diego County's Consumer Price Index (CPI) from April 2020, the county's index stood at 302.589, which is higher than the national average of 256.389 and above all other California urban consumer price indices.

Low-income Student Enrollment

Southwestern College students experience an economic burden in terms of costs of education an regional cost of living. Using the definition of "Perkins Economically Disadvantaged" disaggregated data available publicly on the Chancellor's Office Student Success dashboard, data for Southwestern College shows that 20,773 students were categorized as Perkins Economically disadvantaged. Additionally 6720 students were categorized as Not Perkins Economically disadvantage. These data are presented in Figure 4 below for the 2017-2018 academic year.

Figure 4. Southwestern College students categorized as Economically Disadvantaged for Academic year 2017–2018
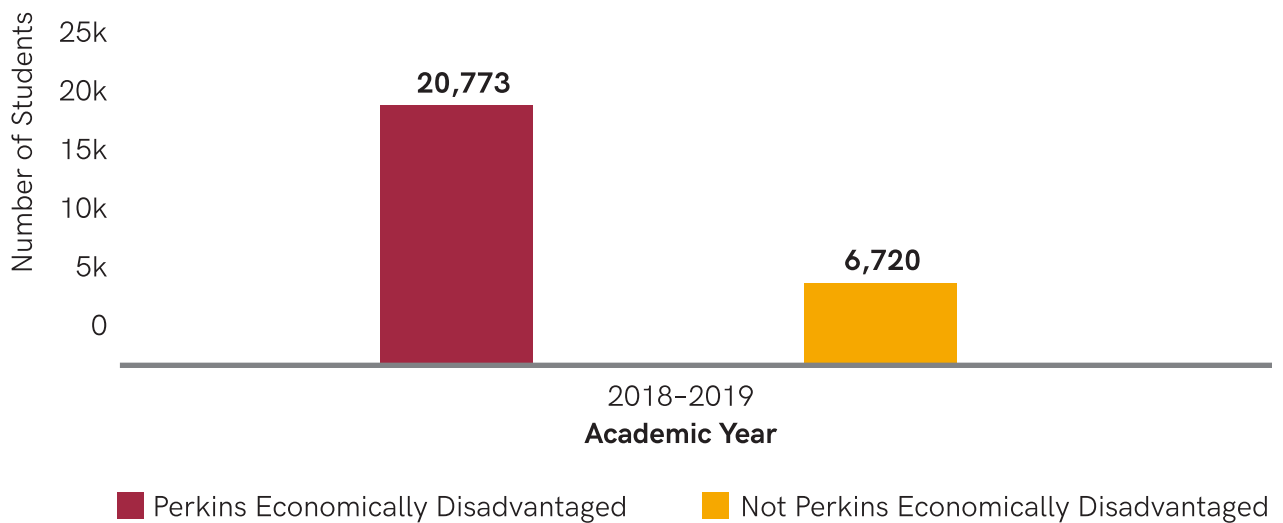

Source: Chancellor's office Management Information System

Labor Market Data

Prior to the COVID-19 pandemic, projections provided by the San Diego Association of Governments (SANDAG) indicated the highest employment growth in the Southwestern Community College District service area would be in the "Construction" service ("Finance and Real Estate," "Professional and Business Services") and "Information Systems" sectors of the economy.

Figure 5 presents Southwestern Community College District's future employment growth in its service area in comparison to the region. Prior to the pandemic, SANDAG's growth projections indicated that Southwestern College's service area growth trends would outpace those for the region.

Figure 5. Comparison of employment growth between SWC service area and the region.

Growth Trends in Employment
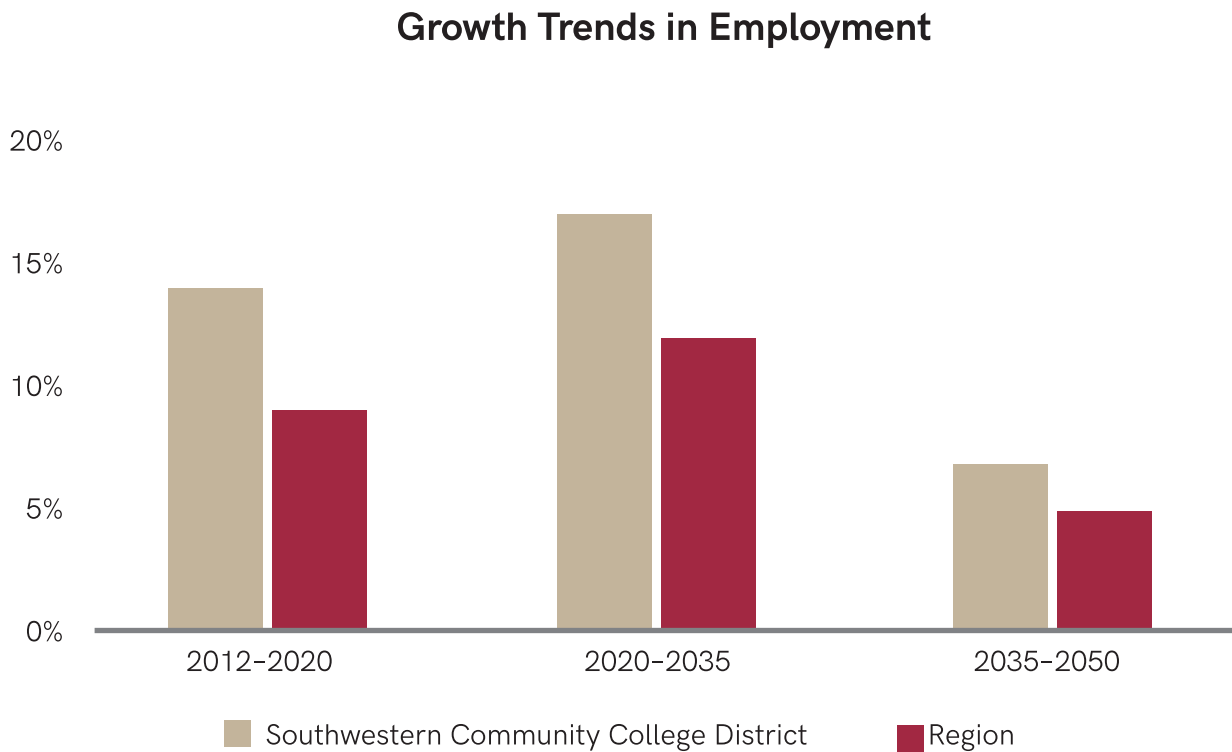
Source: San Diego Association of Governments Data Surfer, Series 13 Forecast, Southwestern College Service Area

# B. PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Southwestern College has set standards for areas of institutional performance relevant to its mission in alignment with regulation and ACCJC policy. The College has incorporated these standards into its institutional decision-making process to promote continuous quality improvement. Processes used to establish the standards and monitor progress are discussed in Standard I.B.3. These processes resulted in the alignment of the College's Mission, the goals of the Governing Board, Vision for Success goals, Equity Goals, and Jaguar Pathway (Guided Pathways) goals. This alignment has helped to facilitate conversations that engage a cross-functional array of College employees, students, and community members in a more integrated approach (INT-1).

COURSE COMPLETION RATES

Course completion rates overall exceed institutional set standards and have been increasing over the past five year (Figure 6). Although course completion rates for internet based courses still lag behind and below institutional set standards, distance education courses success rates have increased every year for which data is available (Table 4). This is due to the College District's commitment to rigorous professional development for faculty who teach online. A distance education certification is required before faculty are allowed to teach online.

Figure 6. Course Completion Rates compared to institutional set standards.

Successful Course Completion Rates – Overall
Compared to Institution Set Standards for the Past 5 Years
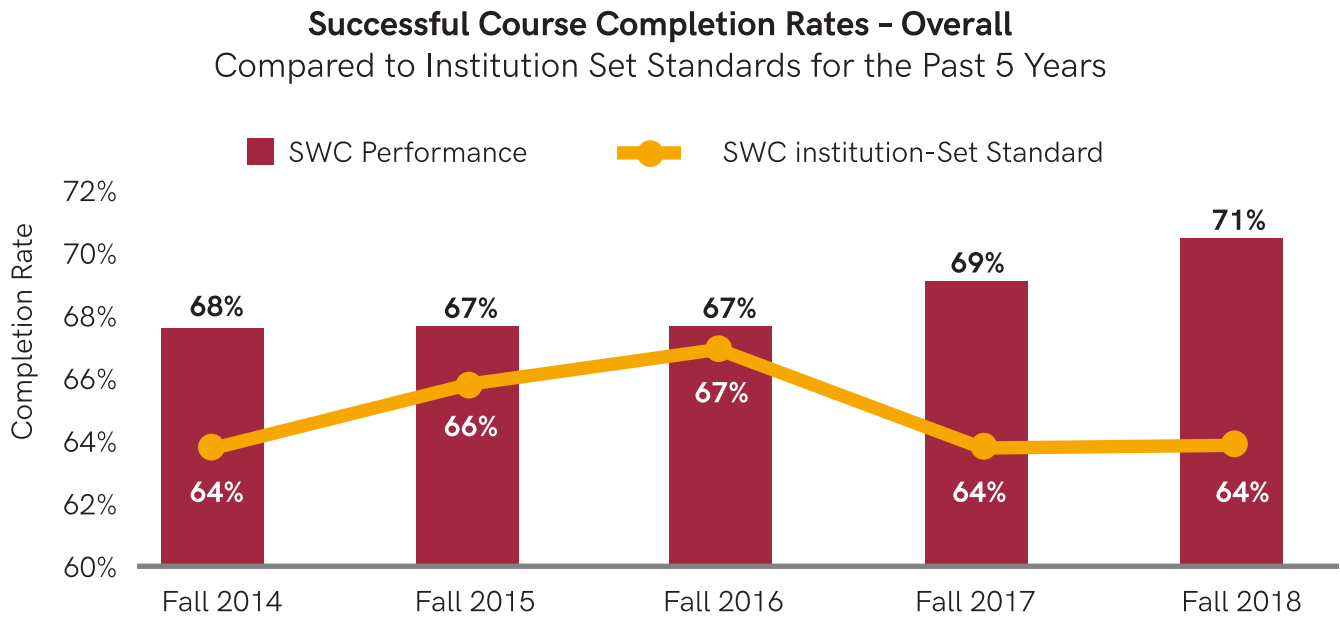
Definition: The percentage of credit enrollments that resulted in a passing or satisfactory grade (A, B, C, P, IA, IB, IC, IPP) during the fall term

Source: California Community Colleges Chancellor's Office Management Information System Data Mart

Table 4. Course Completion rates by delivery method

Student Group	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	5-Year Average
Delivery Method						
Delayed Interaction (Internet Based)	60.8%	61.7%	60.7%	65.5%	66.2%	63.0%
Non Distance Education Methods	69.4%	68.7%	68.6%	69.6%	72.0%	69.6%

Overall course completion rates for all age groups exceed the institutional set standard. As shown in Table 5, on average course completion rates for all students except the 18 & 19 year old group increased over the five years for which data was available. Older students had a much higher success rate than younger students. On average, students in the less than 18 year old group had a higher success rate than all other students except the 50+ group. One explanation for this can be that this group of very young students are either in College Bound courses in the local high schools or are dually enrolled on campus. This group is usually selected by counselors at their local schools as likely to succeed in college courses or are self-selecting into courses as dual enrollment students either because they are highly motivated or encouraged by family members.

Source: California Community Colleges Chancellor's Office Management Information System Data Mart

Table 5. Course Completion Rates by Age

Student Group	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	5-Year Average
Age						
1 to 17	77.9%	77.1%	76.3%	78.0%	78.2%	77.5%
18 & 19	68.0%	66.8%	66.1%	67.1%	67.6%	67.1%
20 to 24	65.0%	65.1%	65.1%	66.9%	69.2%	66.3%
25 to 29	67.4%	67.3%	67.2%	70.0%	73.3%	69.0%
30 to 34	73.1%	71.8%	69.9%	72.9%	75.5%	72.6%
35 to 39	72.0%	74.0%	73.6%	75.3%	78.0%	74.6%
40 to 49	73.8%	75.9%	76.2%	78.3%	82.9%	77.4%
50 +	78.6%	76.1%	78.3%	79.6%	83.5%	79.2%

Source: California Community Colleges Chancellor's Office Management Information System Data Mart

Both men and women successfully complete courses at a higher rate than the institution-set standard. Course completion rates for both males and females increased during the five years for which data has been presented. Female students are more likely to complete their courses successfully compared to male students (Table 6).

Table 6. Course Completion Rates by Gender

Student Group	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	5-Year Average
Gender						
Female	68.8%	69.3%	69.0%	70.7%	72.3%	70.0%
Male	66.6%	65.3%	65.1%	67.0%	69.3%	66.7%
Unknown	70.6%	66.6%	63.7%	66.1%	68.1%	67.0%

Source: California Community Colleges Chancellor's Office Management Information System Data Mart

Course completion rates are highest for white non-hispanic students and have remained steady at an average of 75.4% over the past five years. Course completion rates have increased for African American students but at the rate of 61% on average remains the lowest success rate among all student groups and below the institution-set standard. Asian students complete courses at a rate that is almost equivalent to white students (Table 7). All other completion rates exceed the institution-set standard.

Table 7. Course Completion Rates by Race/Ethnicity

Student Group	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	5-Year Average
Race / Ethnicity						
African-American	60.3%	59.1%	60.8%	64.0%	-	61.0%
American Indian/Alaskan Native	63.0%	70.0%	64.6%	68.9%	-	66.6%
Asian	74.1%	72.7%	74.1%	76.9%	-	74.5%
Hispanic	-	66.0%	65.4%	67.0%	-	66.1%
Multi-Ethnicity		75.0%	68.1%	70.1%	-	71.0%
Pacific Islander	65.0%	63.3%	71.9%	65.8%	-	66.5%
Unknown	71.4%	74.4%	67.3%	76.1%	-	72.3%
White Non-Hispanic	-	75.1%	75.8%	75.3%	-	75.4%

Source: California Community Colleges Chancellor's Office Management Information System Data Mart

■ DEGREE COMPLETIONS

When comparing the number of Associate Degree completion to institutional set standards for the past five years, the number of completions exceeds the standards for all years for which data has been presented. The overall number of Associates Degrees earned has been increasing each year (Figure 7)

Figure 7. Associate Degree Completion compared to institution-set standards

Associate Degree Completion
Compared to Institution Set Standards for the Past 5 Years
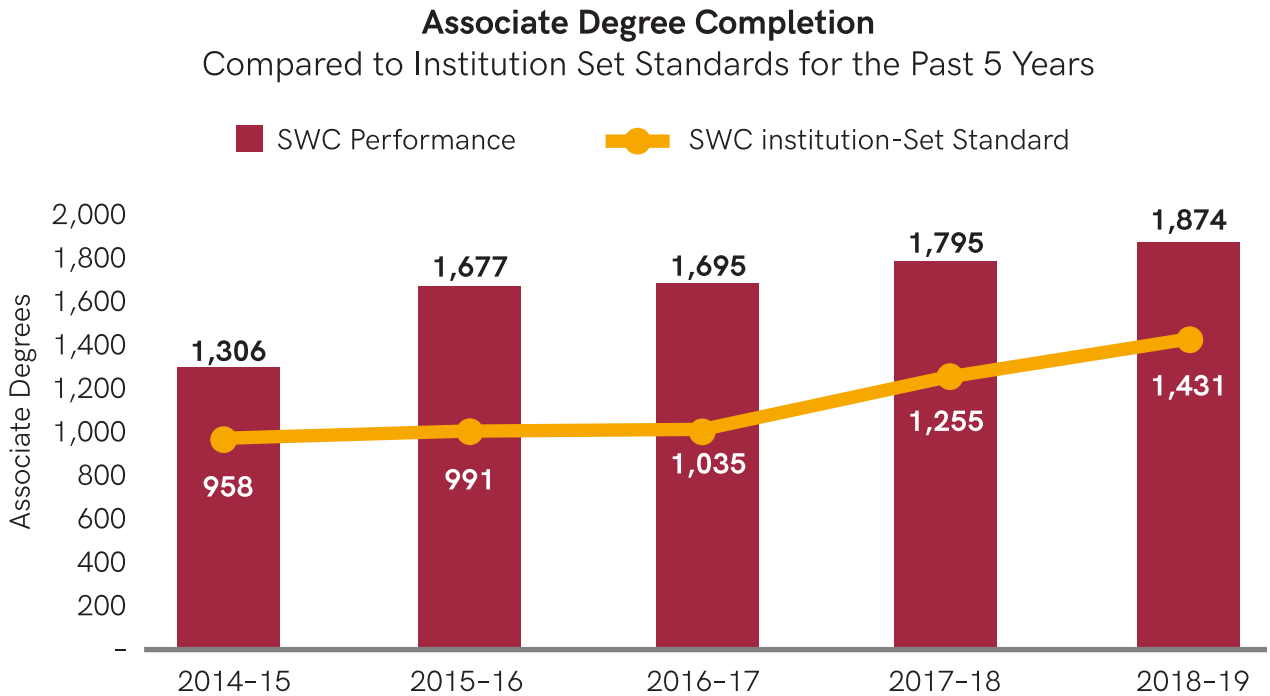
Source: Southwestern College's Internal Data Warehouse

The Southwestern Community College district awarded more associate degrees to women than to men. This is to be expected as the number of female students exceeds male students. The number of Associate Degrees has increased for both men and women over the past five years. Hispanic students are the largest group of students obtaining Associate degrees. Again this is to be expected given the demographics of the student population (Table 8).

Table 8. Associate Degree Completions by Gender and Race/Ethnicity

| Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	5-Year Average
Gender						
Female	785	1,009	1,016	1,047	1,081	988
Male	521	666	670	741	775	675
Unknown	*	*	*	*	18	*
Race / Ethnicity						
American Indian/ Alaskan Native	11	*	*	12	*	*
Asian	31	51	40	50	53	45
Black or African American	66	42	61	64	70	61
Filipino	178	235	203	179	187	196
Hawaiian/Pacific Islander	11	*	*	*	*	*
Hispanic	734	993	1,039	1,141	1,184	1,018
Two or More Races	23	29	43	50	65	42
Unknown	19	27	15	19	16	19
White	233	288	277	271	285	271

Definition: The number of Associates Degrees (AA, AS, ADT) awarded during the academic year (SU, FA, SP). In cases where the number of awards for demographic groups (gender or race / ethnicity) is less than 10, an asterisk* is provided. Awards by TOP code are not masked because no identifiable demographic information is provided in the breakdown.

Source: Southwestern College's Internal Data Warehouse

■ CERTIFICATE COMPLETION

The number of certificates completed each year has exceeded the institution-set standards for the past five years and shows a steady increase year to year (Figure 8)

Figure 8. Certificate Completion Compared to Institutional Set Standards

Certificate Completion
Compared to Institution Set Standards for the Past 5 Years

■ SWC Performance   ━●━ SWC institution-Set Standard
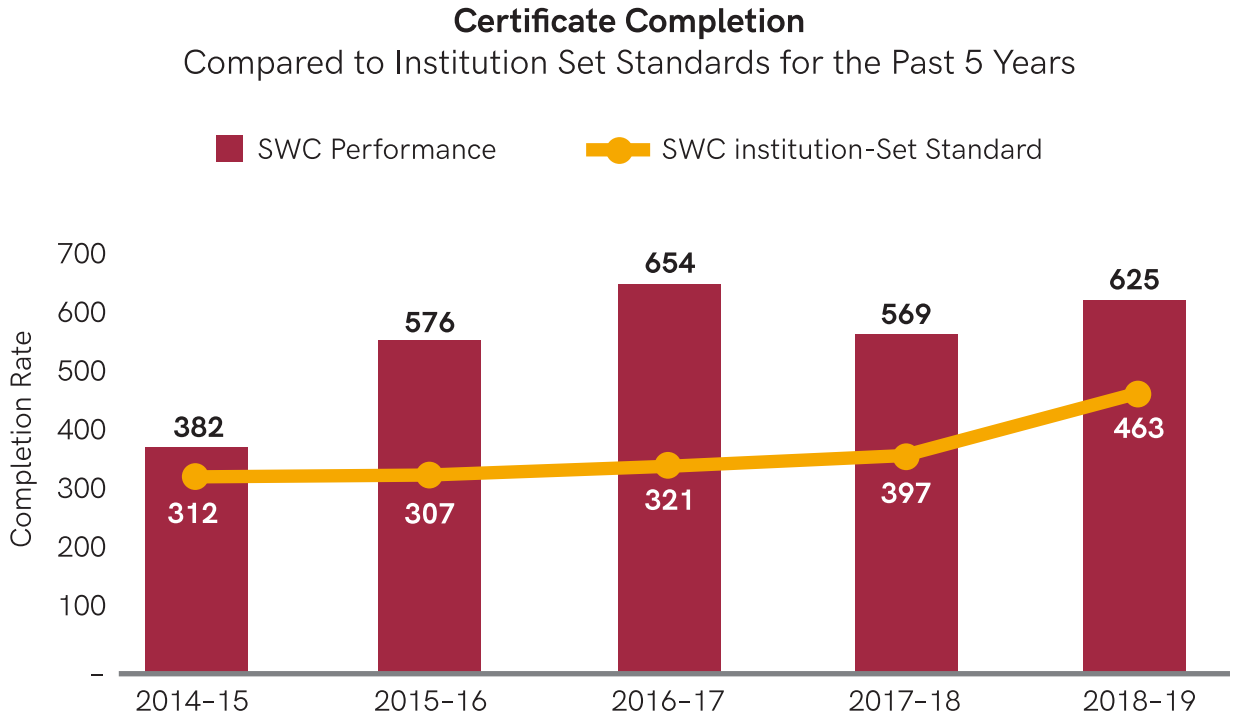
Source: Southwestern College's Internal Data Warehouse

The number of certificates earned by women has increased steadily over the five years for which data are presented. Women also out performed men in obtaining certificates. When the available data are further disaggregated by race/ethnicity, no clear pattern of increase in certificate completion by year is evident for any of the categories. However, more Hispanic students earn certificates compared to other race/ethnicities (Table 9)

Table 9. Certificate Completion by Gender and Race/Ethnicity

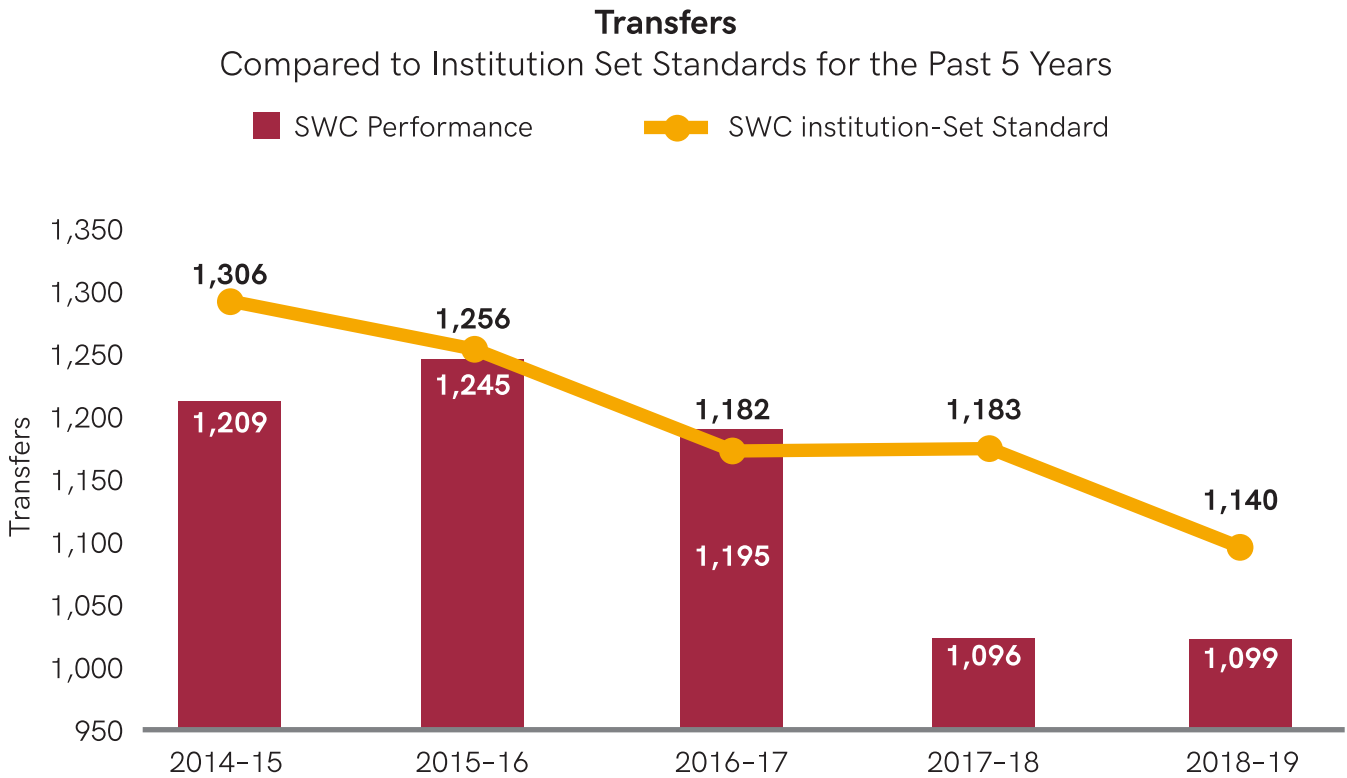| Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	5-Year Average
Gender						
Female	184	287	380	316	352	334
Male	198	289	271	253	265	259
Unknown	*	*	*	*	*	*
Race / Ethnicity						
American Indian/ Alaskan Native	*	*	*	*	*	*
Asian	*	13	15	*	*	10
Black or African American	19	15	20	15	19	18
Filipino	38	62	60	43	63	53
Hawaiian/Pacific Islander	*	*	*	*	*	*
Hispanic	216	353	433	394	425	364
Two or More Races	*	*	*	*	19	10
Unknown	*	11	*	*	*	*
White	82	105	104	89	83	93

Source: Southwestern College's Internal Data Warehouse

Definition: The number of Certificates of Achievement (Chancellor's Office approved certificates) awarded during the academic year (SU, FA, SP). In cases where the number of awards for demographic groups (gender or race / ethnicity) is less than 10, an asterisk* is provided. Awards by TOP code are not masked because no identifiable demographic information is provided in the breakdown.

TRANSFER

Transfer rates have declined steadily in the past five years and have fallen below institution-set standards (Figure 9). The College community will be further analyzing these data with broad discussion to ascertain the reasons and to implement measures to increase students' successful transfer to four year institutions. One of the solutions implemented this year is the College's partnership with San Diego State University to open a Microsite on the Southwestern College Chula Vista campus providing additional access to the most popular majors to Southwestern College Students.

Figure 9. Student Transfer Numbers Compared to Institutional Set Standards.

Transfers
Compared to Institution Set Standards for the Past 5 Years

■ SWC Performance   ━●━ SWC institution-Set Standard

Year	SWC Performance	SWC institution-Set Standard
2014–15	1,209	1,306
2015–16	1,245	1,256
2016–17	1,195	1,182
2017–18	1,096	1,183
2018–19	1,099	1,140

Source: Southwestern College's Internal Data Warehouse

When transfer numbers are further disaggregated it indicates that student transfer to out of state and private institutions has steadily declined over the past five years while transfer to The University of California (UC) and California State Universities (CSU) has increased (Table 10).

Table 10. Overall Transfer Numbers

Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	5-Year Average
Institution Type						
In-State-Private (ISP)	245	184	171	167	141	141
Out-of-State (OSS)	257	214	197	210	187	187
CSU	611	737	703	633	639	639
UC	96	110	124	86	132	132

Source: Southwestern College's Internal Data Warehouse

Definition: The number of transfers that occur during the academic year (SU, FA, SP). In cases where the number of transfers for demographic groups (gender or race / ethnicity) is less than 10 (CSU) or 5 (UC), an asterisk* or blank is provided. See data caution notes below for details.

◼ LICENSURE PASS RATES

Programs for which students must pass a licensure examination in order to work have set individual institution-set standards that are listed in Table 11 below. For the past three years all programs have an exam pass rate higher than the institutio-set standard.

Table 11. Licensure Examination Pass Rates Compared to Institutional Set Standards

Licensure Examination Pass Rates				
Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
Program	Institution-Set Standard	2016-17 Pass Rate	2017-19 Pass Rate	2018-19 Pass Rate
Associate Degree Nursing	80.8%	94.3%	81%	86%
Certified Nursing Assistant	91%	95.2%	93.7%	100%
Dental Hygiene	95%	100%	100%	100%
Licensed Vocational Nursing	70%	100%	86%	96%
Medical Laboratory Technician	94%	100%	100%	100%
Paramedic	93%	100%	100%	100%
Emergency Medical Technician	67%	59%	80%	76%

Sources: California Board of Registered Nursing, National Nurse Aide Assessment Program, National Dental Hygiene Board, Board of Vocational Nursing and Psychiatric Technicians, American Society Clinical Pathology (ASCP) Board of Certification, National Registry of Emergency Medical Technicians (Paramedic and EMT)

JOB PLACEMENT RATES

Job placement rates are an important measure for Career Technical Education (CTE) Fields and are a reflection of the College's effort both in training and providing students with opportunities for internships as well as the college's effort in placing students in high wage jobs. Placement rates for all CTE programs are presented in Table 12 along with the institution-set standards for each one. With few exceptions job placement rates have been increasing over the past three years and exceed the institution-set standards. The changing employment marked as a result of the pandemic will be affecting both the College's training efforts and placement rates in the future.

Table 12. Employment Rates for Career and Technical Education Students

Employment Rates for Career and Technical Education Students				
Job Placement rates for students completing certificate programs and CTE (Career technical education) degrees:				
Program	Institution-Set Standard	2016-17 Job Placement Rate	2017-18 Job Placement Rate	2018-19 Job Placement Rate
Accounting	61.90%	57.10%	75%	81.10%
Architecture	64.20%	66.70%	60%	53%
Automotive Performance Systems	66.90%	73.30%	83%	80%
Business Administration	65.70%	73.30%	72.70%	72%
Business Management	59.70%	58.30%	60%	89%
Certified Nursing Assistant	79%	50%	90.90%	88%
Child Development	53%	59.60%	67.10%	68%
Child Development Teacher	70.20%	69.60%	69.20%	61%
Clinical/Medical Laboratory Technician	91%	93.30%	94.10%	100%
Community, Economic and Urban Development	66.30%	81.80%	83.30%	81%
Computer Science	62.30%	50%	n/a	67%
Criminal Justice	70.80%	69.90%	83.60%	80%
Culinary Arts—Baking/Pastry	69.90%	87.50%	83.30%	87%
Dental Hygiene	86.20%	89.80%	90%	86%

Emergency Medical Technology and Paramedic-AS	76.70%	95%	100%	74%
Emergency Medical Technology and Paramedic-CT	77%	78.60%	80.80%	94%
Fire Science Technology	69.10%	79.50%	79.40%	87%
Fitness Specialist Certification—Advanced	66.30%	71.40%	77.80%	80%
Graphic Design	55.90%	47.80%	75%	29%
Landscape Occupations	47.90%	33.30%	63.60%	63%
Law Enforcement Training Academy	88%	100%	91.70%	92%
Leadership and Supervision—Intermediate	40.30%	40%	25%	33%
Medical Interpreter—Basic (English/Spanish)	66.30%	83.30%	63.20%	60%
Nursing, Associate Degree	76%	83.30%	87.30%	89%
Nursing, Vocational	79.90%	90.50%	92.30%	100%
Nursing: Central Service Technology	95%	100%	n/a	100%
Office Information Systems Professional	59.70%	51%	65.90%	72.50%
Paralegal Studies: Bilingual (English/Spanish)	51.60%	50%	70%	75%
Professional Photography	45.50%	50%	61.50%	70%
Surgical Technology	76.90%	70.60%	85%	87.50%

Source: California Community Colleges Chancellor's Office, MIS Division, Career and Technical Education (CTE) Perkins IV Core Indicator Reports

C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

Beginning on March 16, 2020, Southwestern College made the decision to shift to remote operations. The intention behind this was to slow the transmission of the Coronavirus that had reached pandemic proportions and ensure the safety of the entire campus community. Although all aspects of the campus have been impacted by the switch to remote operations, the current policies and procedures have proven flexible enough to allow faculty, classified professionals, and administrators to adapt to the new environment and continue to fulfill the College mission. For this reason, the Accreditation Oversight Committee (AOC) decided not to revise sections of the self-evaluation report that had been written prior to the outbreak of the Coronavirus.

The Accreditation Oversight Committee (AOC) has steered the institutional self-evaluation process since 2010. As a standing committee of the Shared Consultation Council (SCC), the main collaborative shared planning and decision-making body of the institution, the AOC provides guidance to SCC standing committees in Accreditation review, analysis and reporting. The AOC makes the SCC standing committees aware of Commission Standards and changes in the self-evaluation process.

The SCC Co-Chairs--Superintendent/President Dr. Kindred Murillo and Senate President Emily Lynch Morissette--serve as the team leaders for the Pilot Project of the Institutional Self Evaluation Report (ISER). The SCC Co-Chairs held the inaugural meeting of the ISER on Dec. 3, 2018 where they identified team leaders for each of the ISER sections. Overseeing the overall management and implementation of the ISER are Accreditation Liaison Officer Dr. Minou Spradley, assistant superintendent/vice president for academic affairs, and English Professor Dr. Jessica Posey. Team leads for each Accreditation Standard consist of an administrator, faculty, and classified professionals and are known as the SWC Accreditation Leadership Team. Each team assembled constituency group members to augment their individual committees and to bring relevant information to the Accreditation Leadership Team. Team leaders collected information, data, and evidence from committee members, the Superintendent/President, as well as members of the Academic Senate and Governing Board in order to draft responses based upon the ISER Template of 2018.

The Accreditation Leadership Team reviewed its first rough draft on Dec. 13, 2019. The ISER team leads submitted their first final draft on May 29, 2020. Throughout the process regular updates and special presentations on the progress of the ISER were provided at meetings of the AOC, SCC, the Academic Senate, and the Governing Board.
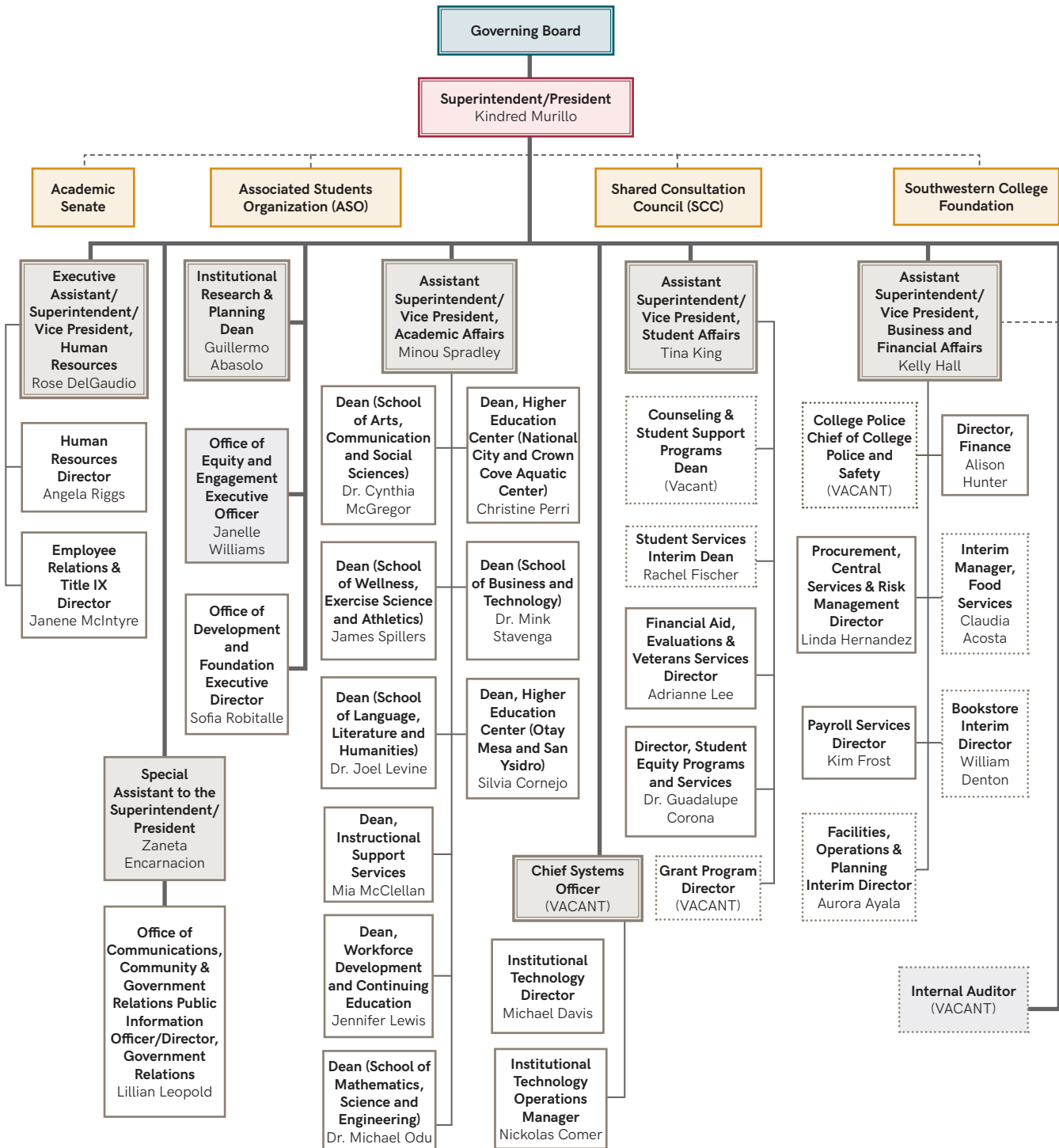
During the summer, Drs. Spradley and Posey and Professor Randy Beach reviewed the ISER for any potential gaps and finalized the draft for constituency review from September through November, 2020. Throughout the fall, the College facilitated three ISER-related meetings and workshops to solicit final comments. Constituency group leaders and ISER team leads collected comments and sent them to Drs. Spradley and Posey. From September through November 2020, the ISER underwent first and second reads from the Academic Senate, the SCC and the Governing Board. After several months of College-wide vetting by campus groups, the Board voted to accept the Institutional Self-Evaluation Report at its regularly scheduled meeting in December 2020.
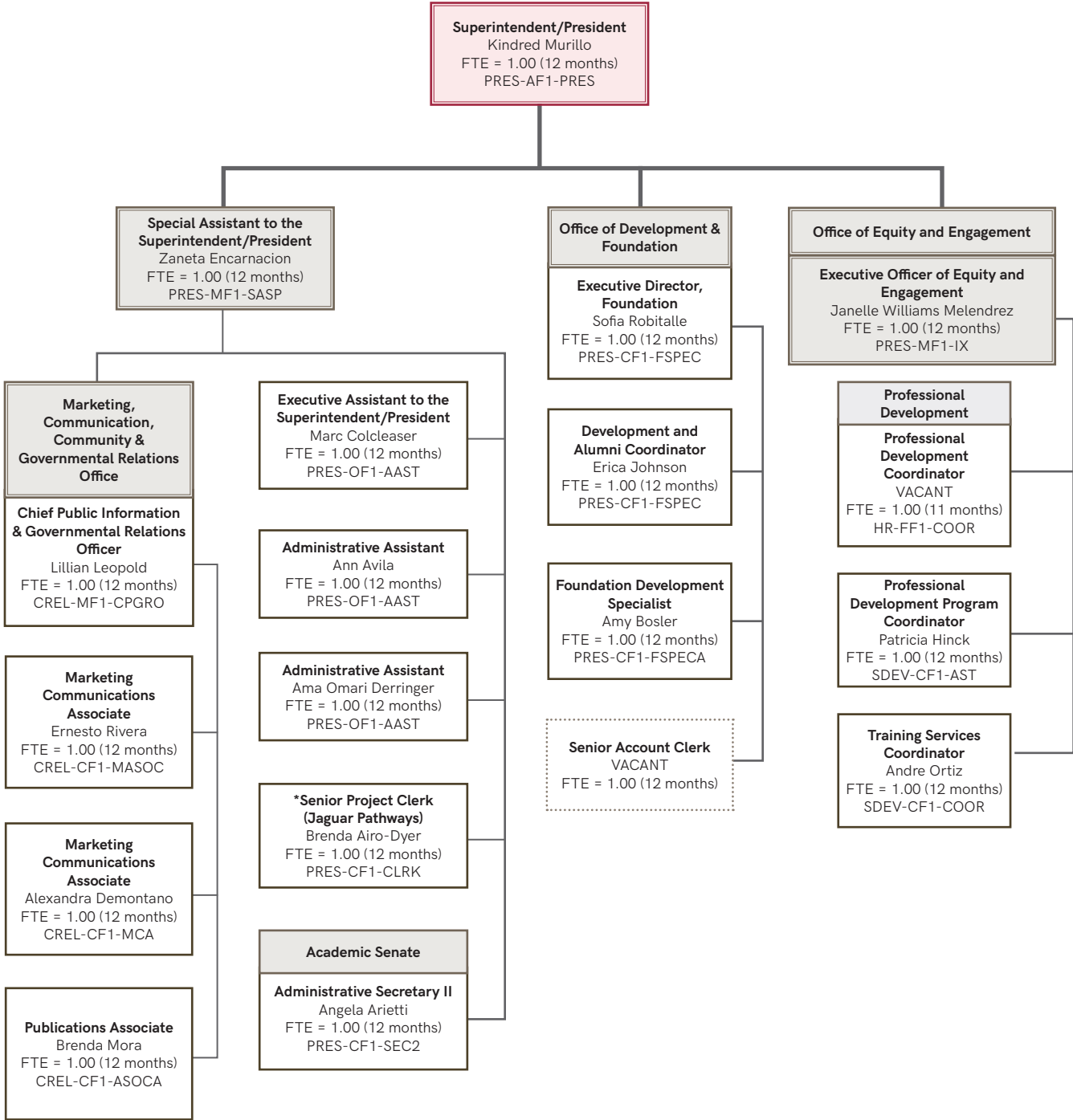
MAJOR MILESTONES

DEC. 3, 2018   SWC Accreditation Leadership Team identified and ISER sections assigned

FEB. 12, 2019   ACCJC training for ISER Development in Los Angeles

MARCH 6, 2019   ISER launch at SWC

APRIL 5, 2019   Identification of ISER team participants per report categories; scope of work and meeting schedule determined

MAY 1, 2019   SWC Accreditation Leadership Team meeting

SEPTEMBER–NOVEMBER, 2019   ISER teams meet to draft writing of respective section and identify relevant evidence; ongoing AOC meetings

DEC. 13, 2019   SWC Accreditation Leadership Team and ISER teams meet to present draft work

MAY 29, 2020   ISER Team leads submitted their first final draft

SEPTEMBER–NOVEMBER 2020   ISER enters shared governance review in Academic Senate, Shared Consultation Council, and the Governing Board

DECEMBER 2020   Governing Board Acceptance of ISER

D. ORGANIZATIONAL INFORMATION

SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART
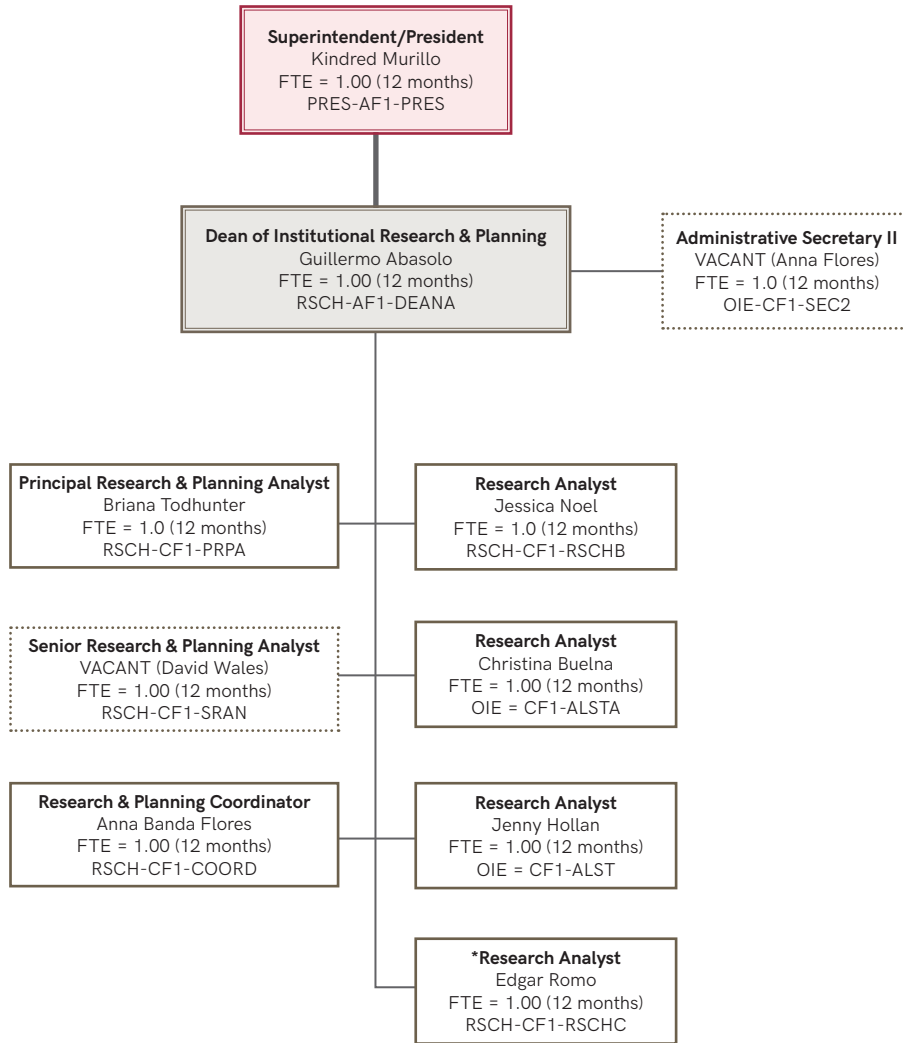## COLLEGE MANAGEMENT TEAM
September 2020

- **Governing Board**
- **Superintendent/President** — Kindred Murillo

Academic Senate

Associated Students Organization (ASO)

Shared Consultation Council (SCC)

Southwestern College Foundation

- Executive Assistant/Superintendent/Vice President, Human Resources — Rose DelGaudio
  - Human Resources Director — Angela Riggs
  - Employee Relations & Title IX Director — Janene McIntyre

- Institutional Research & Planning Dean — Guillermo Abasolo
- Office of Equity and Engagement Executive Officer — Janelle Williams
- Office of Development and Foundation Executive Director — Sofia Robitalle

- Special Assistant to the Superintendent/President — Zaneta Encarnacion
  - Office of Communications, Community & Government Relations Public Information Officer/Director, Government Relations — Lillian Leopold

- **Assistant Superintendent/Vice President, Academic Affairs** — Minou Spradley
  - Dean (School of Arts, Communication and Social Sciences) — Dr. Cynthia McGregor
  - Dean, Higher Education Center (National City and Crown Cove Aquatic Center) — Christine Perri
  - Dean (School of Wellness, Exercise Science and Athletics) — James Spillers
  - Dean (School of Business and Technology) — Dr. Mink Stavenga
  - Dean (School of Language, Literature and Humanities) — Dr. Joel Levine
  - Dean, Higher Education Center (Otay Mesa and San Ysidro) — Silvia Cornejo
  - Dean, Instructional Support Services — Mia McClellan
  - Dean, Workforce Development and Continuing Education — Jennifer Lewis
  - Dean (School of Mathematics, Science and Engineering) — Dr. Michael Odu
  - Chief Systems Officer — (VACANT)
    - Institutional Technology Director — Michael Davis
    - Institutional Technology Operations Manager — Nickolas Comer

- **Assistant Superintendent/Vice President, Student Affairs** — Tina King
  - Counseling & Student Support Programs Dean — (Vacant)
  - Student Services Interim Dean — Rachel Fischer
  - Financial Aid, Evaluations & Veterans Services Director — Adrianne Lee
  - Director, Student Equity Programs and Services — Dr. Guadalupe Corona
  - Grant Program Director — (VACANT)

- **Assistant Superintendent/Vice President, Business and Financial Affairs** — Kelly Hall
  - College Police Chief of College Police and Safety — (VACANT)
  - Director, Finance — Alison Hunter
  - Procurement, Central Services & Risk Management Director — Linda Hernandez
  - Interim Manager, Food Services — Claudia Acosta
  - Payroll Services Director — Kim Frost
  - Bookstore Interim Director — William Denton
  - Facilities, Operations & Planning Interim Director — Aurora Ayala
  - Internal Auditor — (VACANT)

SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART
SUPERINTENDENT/PRESIDENT'S OFFICE
October 2019

Superintendent/President
Kindred Murillo
FTE = 1.00 (12 months)
PRES-AF1-PRES

Special Assistant to the Superintendent/President
Zaneta Encarnacion
FTE = 1.00 (12 months)
PRES-MF1-SASP

Office of Development & Foundation

Executive Director, Foundation
Sofia Robitalle
FTE = 1.00 (12 months)
PRES-CF1-FSPEC

Office of Equity and Engagement

Executive Officer of Equity and Engagement
Janelle Williams Melendrez
FTE = 1.00 (12 months)
PRES-MF1-IX

Marketing, Communication, Community & Governmental Relations Office

Chief Public Information & Governmental Relations Officer
Lillian Leopold
FTE = 1.00 (12 months)
CREL-MF1-CPGRO

Marketing Communications Associate
Ernesto Rivera
FTE = 1.00 (12 months)
CREL-CF1-MASOC

Marketing Communications Associate
Alexandra Demontano
FTE = 1.00 (12 months)
CREL-CF1-MCA

Publications Associate
Brenda Mora
FTE = 1.00 (12 months)
CREL-CF1-ASOCA

Executive Assistant to the Superintendent/President
Marc Colcleaser
FTE = 1.00 (12 months)
PRES-OF1-AAST

Administrative Assistant
Ann Avila
FTE = 1.00 (12 months)
PRES-OF1-AAST

Administrative Assistant
Ama Omari Derringer
FTE = 1.00 (12 months)
PRES-OF1-AAST

*Senior Project Clerk (Jaguar Pathways)
Brenda Airo-Dyer
FTE = 1.00 (12 months)
PRES-CF1-CLRK

Academic Senate

Administrative Secretary II
Angela Arietti
FTE = 1.00 (12 months)
PRES-CF1-SEC2

Development and Alumni Coordinator
Erica Johnson
FTE = 1.00 (12 months)
PRES-CF1-FSPEC

Foundation Development Specialist
Amy Bosler
FTE = 1.00 (12 months)
PRES-CF1-FSPECA

Senior Account Clerk
VACANT
FTE = 1.00 (12 months)

Professional Development

Professional Development Coordinator
VACANT
FTE = 1.00 (11 months)
HR-FF1-COOR

Professional Development Program Coordinator
Patricia Hinck
FTE = 1.00 (12 months)
SDEV-CF1-AST

Training Services Coordinator
Andre Ortiz
FTE = 1.00 (12 months)
SDEV-CF1-COOR

SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART
INSTITUTIONAL RESEARCH & PLANNING
September 2020

Superintendent/President
Kindred Murillo
FTE = 1.00 (12 months)
PRES-AF1-PRES

Dean of Institutional Research & Planning
Guillermo Abasolo
FTE = 1.00 (12 months)
RSCH-AF1-DEANA

Administrative Secretary II
VACANT (Anna Flores)
FTE = 1.0 (12 months)
OIE-CF1-SEC2

Principal Research & Planning Analyst
Briana Todhunter
FTE = 1.0 (12 months)
RSCH-CF1-PRPA

Research Analyst
Jessica Noel
FTE = 1.0 (12 months)
RSCH-CF1-RSCHB

Senior Research & Planning Analyst
VACANT (David Wales)
FTE = 1.00 (12 months)
RSCH-CF1-SRAN

Research Analyst
Christina Buelna
FTE = 1.00 (12 months)
OIE = CF1-ALSTA

Research & Planning Coordinator
Anna Banda Flores
FTE = 1.00 (12 months)
RSCH-CF1-COORD

Research Analyst
Jenny Hollan
FTE = 1.00 (12 months)
OIE = CF1-ALST

*Research Analyst
Edgar Romo
FTE = 1.00 (12 months)
RSCH-CF1-RSCHC

*Project Funded Positions

SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART
ACADEMIC AFFAIRS
October 2019

Administrative Secretary II
Anisabel Santamaria
FTE = 1.00 (12 months)
ACAF-CF1-SEC2A

Clerical Assistant III
Arely Murillo
FTE = 1.00 (12 months)
ACAF-CF1-CA3A

Assistant Superintendent/Vice President, Academic Affairs
Minou Spradley, Ph.D.
FTE = 1.00 (12 months)
ACAF-AF1-VP

Administrative Assistant
Kimberie Rader
FTE = 1.00 (12 months)
ACAF-OF1-AAST

Dean (School of Arts, Communication and Social Sciences)
Dr. Cynthia McGregor
FTE = 1.00 (12 months)
ART-AF1-DEANA

Dean (School of Mathematics, Science and Engineering)
Dr. Michael Odu, Ph.D.
FTE = 1.00 (12 months)
15

SLO Assessment Coordinator
Rachel Nead
SCEA

SLO Assessment Coordinator
Joachim Latzer
SCEA

Dean (School of Wellness, Exercise Science and Athletics)
James Spillers
FTE = 1.00 (12 months)
WESA-AF1-DEAN

Dean (School of Business and Technology)
Dr. Mink Stavenga
FTE = 1.00 (12 months)
BT-AF1-DEAN

Dean (School of Language, Literature and Humanities)
Joel Levine, Ph.D.
FTE = 1.00 (12 months)
LLH-AF1-DEAN

Dean, Higher Education Center (National City and Crown Cove Aquatic Center)
Christine Perri
FTE = 1.00 (12 months)
HEC-AF2-DEAN

Dean, Instructional Support Services
Mia McClellan
FTE = 1.00 (12 months)
OIS-AF1-DEANA

Dean, Higher Education Center (Otay Mesa and San Ysidro)
Silvia Cornejo
FTE = 1.00 (12 months)
OTAY-AF4-DEAN

Dean, Workforce Development and Continuing Education
Jennifer Lewis
FTE = 1.00 (12 months)
SEWD-AF1-DEAN

*Project Funded Positions

SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART
STUDENT AFFAIRS
November 2020

Assistant Superintendent/Vice President, Student Affairs
Tina King
FTE = 1.00 (12 months)
STAF-AF1-ASVP

Administrative Assistant
Martha Irene Plummer
FTE = 1.00 (12 months)
STAF-OF1-AAST

Clerical Assistant III
VACANT
FTE = 1.00 (12 months)
STAF-CF1-CA2

Dean, Counseling & Student Support Programs
VACANT
(Jonathan King, Ph.D.)
FTE = 1.00 (12 months)
COUN-AF1-DEAN2

Director, Student Equity Programs and Services
Guadalupe Corona, Ed.D.
FTE = 1.00 (12 months)
EDI-AF1-DIR

Interim Dean, Student Services
Rachel Fischer
FTE = 1.00 (12 months)
SSRV-AF1-DEAN

Director, Financial Aid & Veterans Services
VACANT
FTE = 1.00 (12 months)
FAEV-MF1-DIRA

Director, Grant Program
VACANT
FTE = 1.00 (12 months)
OIE-AF1-DIRG

Director of Student Support Programs
Zeidy Barrera

Director of Admissions and Records
Nicholas Montez

Director of Disability Support Services
Malia Flood

Interim Director of Student Development
Ronnie Hands

Director of Extended Opportunity Programs and Services
Omar Orihuela

SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART
BUSINESS & FINANCIAL AFFAIRS
November 2020

Assistant Superintendent/Vice President, Business & Financial Affairs
Kelly Hall
FTE = 1.00 (12 months)
BUAF-MF1-ASVP

Administrative Secretary I
Carmen Cortez
FTE = 1.00 (12 months)
BUAF-CF1-SEC

Administrative Assistant
Andrea Cletus
FTE = 1.00 (12 months)
BUAF-CF1-AAST

Financial Services

Director, Finance
Alison Hunter
FTE = 1.00 (12 months)
FISC-MF1-DIR

Procurement, Central Services & Risk Management

Director, Procurement, Central Services & Risk Management
Rosalinda Hernandez
FTE = 1.00 (12 months)
PRCH-MF1-DIRB

Enterprise Services

Interim Director of Campus Enterprise Services
Marquise Jackson
FTE = 1.00 (12 months)
ES-MF1-DIR

Facilities, Operations & Planning

Director, Facilities, Operations & Planning
Aurora Ayala
FTE = 1.00 (12 months)
BOPS-MF1-DIR

Payroll

Director of Payroll Services
Kimberly Frost
FTE = 1.00 (12 months)
PAY-MF1-DIRA

College Police

Chief, College Police and Safety
VACANT
(Davis Nighswonger)
FTE = 1.00 (12 months)
CPOL-MF1-COPSA

Internal Audit

Internal Auditor
VACANT (New)
FTE = 1.00 (12 months)
IA-MF1-AUD

SOUTHWESTERN COLLEGE ORGANIZATIONAL CHART
HUMAN RESOURCES
September 2020

Executive Assistant Superintendent/Vice President, Human Resources
Rose DelGaudio
FTE = 1.00 (12 months)
HR-AF1-EASVP

Administrative Assistant
Maggie Croft
FTE = 1.00 (12 months)
HR-OF1-AAST

Employee Relations & Title IX

Director of Employee Relations & Title IX
Janene McIntyre
FTE = 1.00 (12 months)
HR-MF1-IX

EE Relations & Title IX Coordinator
May Zhang
FTE = 1.00 (12 months)
HR-OF1-COORD

Tenure Review

Tenure Review Coordinator
Claire Utgaard
FTE = 1.00 (11 months)
Reassigned Time

HR Operations

Director of Human Resources
Angela Riggs
FTE = 1.00 (12 months)
HR-MF1-DIR

HR Administrative Support
Amanda Johnson
FTE = 1.00 (12 months)
HROP-OF1-AST

Human Resources Systems Analyst
Efren Barrera
FTE = 1.00 (12 months)
HROP-OF1-BSA

Human Resources Analyst
Diana Haskins
FTE = 1.00 (12 months)
HROP-OF1-ANLST

Workers' Compensation

Workers' Compensation Analyst
Ruby Ayala
FTE = 1.00 (12 months)
HR-OF1-ALSTA

Assistant Director of Human Resources
VACANT (Angela Riggs)
FTE = 1.00 (12 months)
HR-MF1-ASSDIR

Human Resources Specialist
Teri Ashabraner
FTE = 1.00 (12 months)
HROP-OF1-SPEC

Human Resources Specialist
Tiffany Lawrence
FTE = 1.00 (12 months)
HROP-OF1-SPEC

Human Resources Specialist
Cynthia Carreno
FTE = 1.00 (12 months)
HROP-OF1-SPEC

Human Recruitment Specialist
Vivana Govea
FTE = 1.00 (12 months)
HROP-OF1-HRRS

Human Resources Specialist
Alfredo Farah
FTE = 1.00 (12 months)
HROP-OF1-SPECA

Human Resources Clerical Assistant
Maribel Vidal
FTE = 1.00 (12 months)
HROP-OF1-SPECA

Employee Benefits

Benefits Specialist
Shelley Carbajal
FTE = 1.00 (12 months)
BNFT-OF1-SPECA

Benefits Specialist
Gabby Esquivel
FTE = 1.00 (12 months)
BNFT-OF1-SPECB

E. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Southwestern College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Southwestern College has maintained its accredited status since it opened in 1961. Southwestern College was last accredited by the ACCJC in 2015-16 (INT-2).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Southwestern College serves close to 20,000 students each academic semester and over 26,000 students annually as seen in Table 1. The College's comprehensive offerings provide students with the opportunity to obtain a degree, to transfer to a four-year university, or to obtain job skills for career placement or advancement. The College offers more than 2,000 course sections each semester. Course offerings can be found via the SWC schedule of classes (INT-3).

Enrollment History

Table 1. Four Year Unduplicated Headcount Fall and Spring

Unduplicated Headcount by Academic Year			
Academic Year	**Fall**	**Spring**	**Annual**
2018-19	19,753	19,703	28,397
2017-18	19,783	19,062	27,407
2016-17	19,959	18,632	26,775
2015-16	19,652	18,600	26,562

Source: CCC Chancellor's Office Data Mart

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Southwestern College offers 282 degrees and certificates that are listed on the College's website and catalog (INT-4). These include certificates that may take one or two courses to associate degrees that require 60 units to complete. Southwestern College offers a breadth of general education courses that meet eligibility for transfer. Southwestern college also offers non-degree courses and programs.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The College District employs a chief executive officer who is appointed by the Governing Board and whose full-time responsibility is to the institution. Superintendent/President Dr. Kindred Murillo was appointed by the Board in December, 2016. Dr. Murillo has more than 20 years of educational and leadership experience in the California Community College system. The superintendent/president possesses the requisite authority to administer board policies per Governing Board Policy 2430: Delegation of Authority to the Superintendent/President which assures full authority, responsibility and accountability for the College's business, operations and educational programs lies with the CEO (INT-5).

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The College is financially accountable through ensuring compliance with state and federal requirements. Adopted annual district budgets (INT-6, INT-7, INT-8, INT-9) are publicly posted on the Business and Financial Affairs website along with tentative budgets, presentations made to the public, and the governing board and budget workshops offered to the Colleges' employees.

Annual audit reports (INT-10, INT-11, INT-12) for the College District, bond activity, and the Foundation are conducted by certified accountants and housed on the website (INT-13, INT-14). The certified public accountants that audit the College District's finances also include a financial aid audit.

Eight years worth of default rate data is included (INT-15, INT16, INT17, INT18, INT19, INT-20).

F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

The Southwestern Community College District certifies that it continues to be in compliance with the federal regulations. Eligibility Requirements one through five are addressed above with evidence provided of the College District's continued compliance. Eligibility Requirements six through twenty one are addressed in standards throughout this document and also demonstrate that the district continues compliance with Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The College will prepare a news release and post on the District's News Center (INT-21), inviting the public to provide comments. The College will also distribute the news release to all local media outlets. Finally, the College will post information on the Evaluation Team Visit and the opportunity for Third Party Comment on the College District's Accreditation Page (INT-22). Any third party comments will be responded to in a timely manner. (Refer to I.C.12)

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College establishes standards and performance in respect to student achievement through its Institution-Set Standards and Vision for Success goals which are regularly and systematically assessed to determine if students are achieving those outcomes. The College District's Institution-Set Standards were first established in 2013 (INT-23). They are updated each spring, and the last three years of results are posted on the Accreditation webpage under the "Annual Accreditation Reports" (INT-24) tab. These include course, certificate, and degree completion data, persistence and transfer data. (Refer to I.B.3)

Student learning and achievement outcomes are measured and assessed across the curriculum, no matter where or how the courses are offered. Institutional student learning outcomes and individual program student learning outcomes are listed in the College catalog and data on student achievement and learning outcomes are a part of program review. Additionally, the College tracks achievement data through student success metrics established as part of its Vision for Success goals (INT-25) and Student Equity Plan (INT-26). More detailed information on the College's performance standards is included in Standards I.B.3, I.B.4, I.B.5, I.B.6, and I.B.9 with comparison data provided in Section 7b in the ISER.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The College designs programs and awards academic credit in accordance with the California Community College Chancellor's Office and the Title 5 California Code of Regulations. Per AP 4100 "Graduation Requirements for Degrees and Certificates" (INT-27) associate degrees require a minimum of 60 units, including a general education component that reflects standards in higher education, and those requirements are explained in the college catalog. The College's Curriculum Committee ensures that assignment of credit hours and degree program lengths is reliable and accurate across courses and modes of instruction, including courses approved to be offered via distance education. Per AP 4020 "Educational Programs & Curriculum Development" the College determines clock-to-credit-hour conversion in a manner consistent with the United States Department of Education 34 Code of Federal Regulations sections 668.8(k)(2)(i)(A) and 668.8(l) (INT-28). Student tuition and fees are explained in Board Policy 5030: Fees (INT-29) and are also included in a dedicated site on the College District's website (INT-30) and in the College Catalog (INT-31).

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

The College engages in accepted practices when transferring and awarding credit, including ensuring academic study of sufficient content, breadth and length; levels of rigor appropriate to the degrees or certificates offered; and assessment results. These thorough practices provide evidence that students are achieving key institutional and program learning outcomes. Information on these policies is available in Administrative Procedure 4050: Articulation, (INT-32), Administrative Procedure 4020:Educational Programs & Curriculum Development (INT-28), and are in the college catalog found on the College's website (INT-33).

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The College District maintains Board Policy and Administrative Procedures 4105:Distance Education (INT-34, INT-35) and 4115:Distance Education Regular and Effective Contact (INT-36, INT-37) which define and classify a course as offered by distance education. To ensure accurate and consistent application of the policies and procedures for determining if a course is offered by distance education, distance education addenda are approved through the College's faculty-driven Curriculum Committee, and must follow the official course outline of record (COR) as approved by the College.

To ensure authentication of student identity when taking a course via distance education, the College requires students to access the course management system (Canvas) by logging into a password-protected secure portal called MySWC. The student must authenticate each time s/he signs into the portal. The College uses the Canvas Learning Management System for its course management system and maintains an Online Learning Center to support students' use of technology. The College employs a full-time Distance Education Faculty Coordinator to provide training for employees in Canvas and distance education principles, and the College's Office of Institutional Technology provides network and systems support. To ensure all course materials offered via distance education are accessible and 508 compliant the College employees a Technology Specialist for Accessibility & Compliance.

The college does not currently offer correspondence education, although plans are in development to begin in spring 2021.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College's Office of Student Services operates in compliance with the ACCJC Policy on Student and Public Complaints against the institution. The process for filing complaints is included in the SWC Student Handbook (INT-38), and current or prospective students may read the policies and procedures on the "Student Rights and Grievances" page in the catalog (INT-39) and on the College's "Title IX & Campus SAVE Act" website (INT-40). Student complaint files are maintained for seven years and information on filing complaints and contact information for the names of programmatic accrediting bodies are available on the respective programs' websites. Information for contacting ACCJC is available within one click from the College District's homepage. A direct link to the ACCJC Complaint Process is provided on the College District's "Accreditation" website (INT-41).

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1))(vii); 668.6.

The College catalog and other official publications and promotional literature--both print and electronic--are readily available and are clear, factually accurate and current, and depict all information of programs, locations and policies. All Accreditation documentation is available within one click from the district's homepage (INT-42).

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The College's Financial Aid Office operates in compliance with Title V and is diligent in keeping student loan default rates at an acceptably low level. The student loan default rates for 2017 (the most recent year available) is 12.6% (INT-43). The College promptly responds to United States Department of Education (USDE) Federal Student Aid audits appropriately. The USDE has not initiated a Program Review of the College District in at least the past five years. The College District is audited annually in compliance with accreditation, USDE, and State standards and Title IV is included in the compliance audits. The 2018-19 compliance portion of the audit resulted in an auditor's opinion that the College District complied, in all material respects, with the compliance requirements that could have a direct and material effect on each of the College District's major federal programs for the year ended June 20, 2019 and that the schedule of expenditures of federal awards was fairly stated in all material respects. (Standard III.D.15 and III.D.16)

G. INSTITUTIONAL ANALYSIS

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. MISSION

Standard I.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The College has defined its mission in Governing Board Policy 1200: Institutional Mission, Vision & Values (1A1-1). The mission statement is posted on the SWC website (1A1-2) and in the SWC Online 2019-2020 Catalog (1A1-3).

Analysis and Evaluation

The mission statement states that the Institution "serves a diverse community of students by providing quality academic programs, comprehensive student support services that ensure equitable access and clear pathways to student success." The mission states the types of degrees and other credentials offered by the College. It lists educational and career opportunities for professional, technical, career advancement, and transfer to four-year institutions. It also provides for building foundational skills, personal enrichment, and continuing education. The mission statement also reflects the Institution's commitment to supporting student learning and student achievement as appropriate to an institution of higher learning. Specifically, it states "Southwestern Community College District promotes learning and success to prepare students to become critical thinkers and engaged life-long learners/global citizens."

The College's Vision and Values statements work in tandem to guide the internal decision making process, convey priorities, and highlight the campus culture to ensure the focus of the institution is on equitable education.

Standard I.A.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College uses institutional data to determine how effectively it accomplishes its mission. In June 2019, the Governing Board reviewed and adopted goals built on the College's 2016-2019 Strategic Plan and the Chancellor's Office Vision for Success, which parallel the Mission, Vision, and Values of the College (1A2-1). The Office of Institutional Research and Planning (IRP) provides an annual "Fast Facts" document (1A2-2) with data tied to mission accomplishment, such as degree and course completion, and has recently expanded its use of the Tableau software system to provide data visualization to enhance reporting (1A2-3). Each year, IRP presents to the Governing Board data from the Student Success Scorecard on how well the institution is doing in remedial instruction, job training programs, retention of students and graduation and completion rates (1A2-4, 1A2-5). The IRP also annually presents the Governing Board an evaluation of the College's Institution-Set Standards for successful course completion, persistence, degree completion, certificate completion, transfer volume, and licensure pass rates (1A2-6, 1A2-7, 1A2-8). The Governing Board and the Superintendent/President use the mission and data to set their goals (1A2-9). In 2015, the College developed its 2016-2019 Strategic Plan using the mission statement to drive the College's short-term goals (1A2-10). In 2019, data on student access, retention, course completion, degree and certificate completion, and transfer from the Student Success Metrics dashboard was used in developing the institutional priorities aligned with the College's mission contained in the Vision for Success Local Goals & Student Equity Plan 2019-20 adopted by the Governing Board on May 28, 2019 (1A2-11, 1A2-12).

In addition to the work of the Governing Board, the IRP also worked with college constituents to establish ambitious student achievement goals aligned with the College's mission in its Vision for Success Local Goals and Student Equity Plan 2019-2022. Two Student Success Summits were planned for March 1 and April 12, 2019 (1A2-13, 1A2-14) to give college constituents an opportunity to review data and discuss innovations, as well as ongoing conversations surrounding the Jaguar Pathways (Guided Pathways) work happening throughout the College. The resulting Vision for Success and Student Equity Plan brought qualitative and quantitative data together to form institutional priorities, goals and action steps (1A2-12). Finally, IRP provides data and research services for all college constituents to make data-informed decisions regarding program improvement to support the mission by providing a process for requesting data and research (1A2-15).

Analysis and Evaluation

The Office of Institutional Research and Planning (IRP) provides support for the College to use data to evaluate accomplishment of the mission. For example, use of data from the Student Success Scorecard and Institution-Set Standards has effectively helped the Governing Board evaluate how well the College is accomplishing its mission.

Standard I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Alignment of programs and services with the mission is assured through the College's institutional planning process, curriculum approval process, and comprehensive program review. Institutional planning at the College is an integrated framework of institutional and operation plans, which consist of goals and activities that align with and help to fulfill the mission and is outlined in the *Integrated Planning Manual* (1A3-1). In addition, The curriculum approval process ensures all programs support the mission. The Curriculum Committee ensures programs are approved using data such as labor market information, meets standards of regulatory compliance, and are aligned with the mission (1A3-2). Further, the College's student services support students' academic and non-academic needs (1A3-3) in alignment with the mission.

Alignment between the mission and programs and services is further supported by comprehensive program review, which is a cyclicial, systematic, and self-reflective process that emphasizes alignment with the mission (1A3-4). This gives every program the opportunity to evaluate its successes and participate in the resource allocation process to ensure their programs are student-centered and promote excellence.

Finally, the mission guides institutional decision-making and planning which is supported by the College's process of shared governance, as detailed in the *Shared Governance: Decision Making and Committee Handbook* (1A3-5). The College's resource allocation process is integrated with institutional planning and relies on its mission, strategic planning priorities, program review, and a realistic assessment of financial assets and needs (1A3-6). The College's institutional planning and resource allocations are all aligned with its mission as is evidenced by the meeting minutes of the Budget and Planning Committee and board presentations (1A3-7, 1A3-8, 1A3-9, 1A3-10, 1A3-11).

The curriculum approval process includes the mission as a key element of new program development. New programs are asked to justify the need for the program by explaining its relevance to the mission (1A3-12).

Analysis and Evaluation

The College's institutional planning and resource allocations are all aligned with its mission. This is clearly reflected in the College's institutional planning process, comprehensive program review, and curriculum approval process. *The Integrated Planning Manual* contains descriptions of these planning processes and practices that guide the College's constituency groups in participating and contributing to achieving the mission through ongoing short-term and long-term planning and resource allocation efforts. The foundation of the College's integrated planning approach is program review. Academic and administrative support units complete a robust, comprehensive program review every four years and provide an annual update for purposes of establishing goals that support the College mission and guiding resource allocation annually. The mission is a key component of the self-evaluation process.

Standard I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College clearly articulates its mission, vision, and values in Board Policy 1200: Mission, Vision, and Values (1A1-1). The mission, vision, and values are published on the "About SWC" page of the institution's website (1A1-2), are included in each edition of the college catalog (1A1-3), and are prominently displayed in institutional plans, departmental offices, and conference rooms (1A2-12, 1A4-1).

The college periodically reviews and updates the mission. The College District reviewed and updated the mission in 2015 and 2012. As one of the first steps in periodic development of a new strategic plan for the institution in each of those years, the College District updated the mission statement and related policies through the shared governance process in February 2012 and March 2015 (1A4-2, 1A4-3; 1A4-4; 1A4-5). In June 2018, the College held a summit to begin work on the Guided Pathways framework. At the summit, the District initiated review of its mission, vision, and values, which was followed in November with a taskforce of constituent group representatives to develop a draft for adoption (1A4-6). The taskforce presented its draft to the SCC which was reviewed and revised on February 13, 2019 (1A4-7) and then approved by the Governing Board on May 14, 2019 (1A4-8).

Analysis and Evaluation

The College's mission, vision and values are evaluated and revised on a cyclical basis to correspond with institutional strategic planning timelines. The most recent review and update occurred in 2019. The mission, vision, and values are published both online and in hardcopy formats that are disseminated throughout the College.

CONCLUSIONS ON STANDARD I.A. MISSION

Southwestern College's mission describes the institution's broad educational purposes, its intended student population, degrees, and credentials and other elements unique to the College and its service area. The College's Office of Institutional Research and Planning provides a comprehensive infrastructure to support the use of data regularly to evaluate how effectively the College accomplishes its mission and determines institutional priorities. Institutional practices such as program review and the curriculum approval process ensure the Institution's programs and services are aligned with its mission. Processes for institutional decision-making, planning, and resource allocation are driven by the mission, which is reviewed and updated regularly by the Shared Consultation Council and the Governing Board.

EVIDENCE LIST

1A1-1_BP_1200.pdf

1A1-2_Mission_webpg.pdf

1A1-3_Mission_Catalog.pdf

1A2-1_GB_Goals_ 19-20.pdf

1A2-2_2020_Fast_Facts.pdf

1A2-3_Data_Reprt_Webpg.pdf

1A2-4_GB_Mnts_Scrcrd.pdf

1A2-5_SS_Scorecard.pdf

1A2-6_GB_Mnts_ISS_41018.pdf

1A2-7_ACCJC_AnRprt.pdf

1A2-8_ACCJC Fiscal Rprt.pdf

1A2-9_GB_Agen_Brd_gls.pdf

1A2-10_Strat_Plan_16-19.pdf

1A2-11_GB_Mnts_VFS.pdf

1A2-12_VFS_SEP_Goals.pdf

1A2-13_Summt_PPT 3119.pdf

1A2-14_Summt_PPT 41219.pdf

1A2-15_Research_Request.pdf

1A3-1_Int_Pln_pg11.pdf

1A3-2_CurricHdbk_pg16-19.pdf

1A3-3_Student_Services.pdf

1A3-4_ACProgram_Review.pdf

1A3-5_Shrd_Gov_Hdbk.pdf

1A3-6_Int_Pln_pg24.pdf

1A3-7_Crosswalk-Budget.pdf

1A3-8_GB TB worshop.pdf

1A3-9_PBC_ Mnts 41720.pdf

1A3-10_PBC_ Mnts 5120.pdf

1A3-11_PBC_ Mnts 51520.pdf

1A3-12_New_Prgrm.pdf

1A4-1_Doc_Review_Chklst.pdf

1A4-2_SCC_Mnts_BP1200.pdf

1A4-3_GB_Mnts BP1200.pdf

1A4-4_SCC_Agen_BP1200.pdf

1A4-5_GB_Min_BP1200_Rv.pdf

1A4-6_SCC_Mnts_111418.pdf

1A4-7_SCC_Mnts_21319.pdf

1A4-8_GB_Mnts_Miss.pdf

I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Academic Quality
Standard I.B.1

The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The College is committed to and regularly conducts on-going, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College's *Shared Governance: Decision-Making and Committee Handbook* identifies the process and committees where these dialogues typically occur, although discussion is not limited to these forums (1B1-1).

Substantive dialogue regarding student outcomes, student equity, and institutional effectiveness occurred throughout the process of developing the College's three-year local goals under the Vision for Success and the Student Equity and Achievement Program, including discussions at two Student Success Forums (1B1-2, 1B1-3), the Academic Senate (1B1-4), the Shared Consultation Council (1B1-5), which is the College's primary committee for shared governance and institutional planning, and the Governing Board (1B1-6).

Dialogue on student outcomes and student equity occurs annually when the Chancellor's Office Student Success Scorecard (1B1-7) is presented to the Governing Board (1B1-8). Although the Scorecard was discontinued in 2018, data on student outcomes and student equity will continue to be provided to the Governing Board from the Chancellor's Office newly published Student Success Metrics dashboard.

Sustained and substantive dialogue on student outcomes, student equity, academic quality and continuous improvement of student learning and achievement occurs regularly through the College's District process of program review as detailed in its *Integrated Planning Manual* (1B1-9). One example of this dialogue is detailed in the Fall 2018 Comprehensive Academic Program review of the Communication department. As part of the program review process, faculty reviewed SLO data as an opening day activity in the Fall and Spring, as well as at their final school meeting of the academic year. Based on their analysis, faculty made recommendations in program review specifically geared to improve students' mastery of the student learning outcomes associated with Communication 104 (1B1-10). The program review process requires inclusion and discussion of achievement and outcomes data by all programs and utilizes that data discussion to plan improvements.

The College has a strong infrastructure for supporting institutional dialogue around student learning outcomes. Dialogue by faculty on Course Student Learning Outcomes (CSLOs) and Program Student Learning Outcomes (PSLOs) occurs each term at the program and discipline level as part of the assessment and improvement planning process. The College's Learning Outcomes Advisory Committee (LOAC), a subcommittee of the Academic Senate's Curriculum Committee, and the SLO Coordinators create an annual Institutional Student Learning Outcomes/ General Education Student Learning Outcomes (GESLO) report that is presented to College leadership groups to facilitate institutional dialogue (1B1-11, 1B1-12). The ISLO/ GESLO report is discussed at the LOAC, Academic Senate, Shared Consultation Council, and the Curriculum Committee and is disseminated to all chairs and Deans to support Program Review. The report is also posted on the website. The most recent report included suggestions for improvement based on dialogue between the LOAC members (1B1-13, 1B1-14). Work is underway on the 2020–2021 ISLO/GESLO report.

Sustained and substantive dialogue regarding academic quality and continuous improvement of student learning and achievement occurs regularly at the Academic Senate. Topics have included institution-level student learning outcomes, general education, student learning outcomes assessment, and principles of teaching and learning (1B1-15, 1B1-16, 1B1-17). The Senate's Curriculum Committee also addresses issues of academic quality by establishing standards and processes for distance education, transferability of courses, general education, requisites, and other curricular elements.

In addition to being used in goal-setting for Vision for Success and the Student Achievement Program, sustained discussion of student outcomes and student equity data have led the Office of Equity, Inclusion and Professional Development to develop an Advancing Equity in Teaching Academy (AETA) in 2019. This year-long training program focuses on helping faculty to improve equity-based teaching skills and strategies to better serve all students and reduce achievement gaps. The College is committed to AETA for three years and will then evaluate its effectiveness. AETA will help the College meet its goals to increase overall student achievement through the use of data and self-evaluation, while simultaneously reducing equity gaps. AETA is another example of sustained dialogue leading to improvement and innovation.

Sustained dialogue to support students is occurring as a result of the College's multi-year process of adopting the national Guided Pathways principles referred to at Southwestern as Jaguar Pathways. In this process, discussions of student achievement and institutional effectiveness have led to a variety of innovations including efforts to improve student success and completion as well as an on-going effort to restructure the College's shared governance and decision-making process into a smaller, more integrated and efficient set of committees (1B1-18). This effort is supported by the Institution's Executive Leadership Team and Shared Consultation Council and widespread constituent dialogue has occured at the College Management Team, Academic Senate, Shared Consultation Council, and other groups at the college (1B1-19, 1B1-20, 1B1-21, 1B1-22, 1B1-23, 1B1-24, 1B1-25, 1B1-26). Discussions of academic quality and continuous improvement in student learning and achievement led the Academic Senate to establish and promote new Teaching and Learning Principles to support faculty effectiveness in Fall 2019 (1B1-27).

Analysis and Evaluation

Dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement occurs regularly throughout the College each year and that dialogue has stimulated plans for improvement. The College's Shared Consultation Council provides structure and leadership for organized and systematic discussion of student achievement and institutional effectiveness through its committees. The SCC uses that data-informed discussion to inform policies and procedures, long-term planning, and institutional effectiveness. The College's *Shared Governance: Decision-Making and Committee Handbook* identifies the process and committees where these dialogues typically occur, and the College's process of program review is detailed in its *Integrated Planning Manual* and *Institutional Program Review Handbook.* Both documents establish SWC's structure for sustained dialogue. Many examples of improvement planning and processes demonstrate the College's commitment to collaborative dialogue and analysis of evidence, data, and research in support of overall student success. Alongside the program review process, sustained and substantive dialogue regarding improvements to institutional effectiveness has been underway throughout the College in its Guided Pathways (aka Jaguar Pathways) implementation.

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The College has defined Institutional Student Learning Outcomes (ISLOs) (1B2-1) and General Education Student Learning Outcomes (GESLOs) (1B2-2). All instructional programs and student support services across the institution have designed SLOs to align with institution-level and general education level student learning outcomes (1B2-3). SLOs are regularly and systematically assessed across the institution following timelines and program review cycles (1B2-4). Discussion notes for SLO results are stored in the SLO Liaison resource site (1B2-5).

Analysis and Evaluation

In the spring of 2017, the Southwestern College Education Association (SCEA) and the District negotiated to include student learning outcome assessment in the faculty contract. This agreement helped to create the support and infrastructure needed for a sustainable process of assessing SLOs. To assist with the processes of defining, aligning, and assessing SLOs across the institution, SLO liaisons have been assigned to instructional programs and a point of contact has been assigned to Student Support Service units. These individuals assist faculty and student support staff with defining and assessing SLOs. The result of this new structure has streamlined the assessment processes and use of SLO discussion results to suggest program and unit improvements. This has resulted in richer discussions for improving academic quality and overall institutional effectiveness.

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

With input from the Accreditation Oversight Committee (AOC) as well as the Academic Senate, the College established Institution-Set Standards for student achievement appropriate to its mission in Spring 2014 (1B3-1). After much discussion and review of potential formulas to set the standards, the College elected to use 95% of a 5-Year Average (1B3-2). The College determined to include with the annual presentation a 5% plus or minus range when determining that the Institution-Set Standard was met, a practice that was in line with practices adopted by other colleges up and down the state at the time. The College annually produces an Institution-Set Standards Summary (1B3-3) and an ACCJC Annual Report (1B3-4) which provides an achievement assessment. Both are published on the College's Accreditation website (1B3-5). Beginning 2019-20, the College began publishing performance data regarding Institution-Set Standards in a stand-alone report (1B3-6). In order to raise awareness of the Institution-Set Standards and support discussion, the Dean of Institutional Research and Planning presented at the Academic Senate (1B3-7) and at the Career Education Committee (1B3-8). More plans for sustained dialogue were interrupted by the College's response to the COVID pandemic but will continue in the future. The College reviews the ACCJC Annual Report with the Governing Board annually to assess performance of Institution-Set Standards (1B3-9, 1B3-4).

Analysis and Evaluation

For the past three years, the College has exceeded its Institution-Set Standards with regard to the following metrics: Successful Student Course Completion Rate, Student Retention Percentage (Fall to Fall), Student Degree Completion, Student Certificate Completion, Student Licensure Exam Pass Rates, and Student Job Placement Rates. However, in recent years the College did not meet its Institution-Set Standard relating to students who transfer to a four-year college/university. The College has fallen below the transfer standard in 2017-2018 and will use that data as part of the Quality Focus Essay.

To improve transfer rates overall, the College has established a joint task force with the City of Chula Vista (1B3-10) to develop a university transfer center on its Chula Vista campus (1B3-11). Recognizing that aspects of the Institution-Set Standards for Student Retention Percentage (Fall to Fall), Student Degree Completion, Student Certificate Completion overlap with elements from the Vision for Success Local Goals and Student Equity Plan, the College is also pursuing development of a "Second Year Experience" program to educate and support students who aspire to transfer.

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College District's institutional process to support student learning and student achievement is based on an analysis of assessment and outcomes data and woven together through integrated planning (1B4-1, 1B4-2). The College uses assessment and outcomes data to support student learning and student achievement (1B4-3). Student learning outcomes (SLOs) are required to be a component of the assessment data used in program review. Other assessment data such as course completion and success rates, degrees and certificate completion, course grade distributions, and grade point averages are also used.

The Integrated Planning Manual (1B4-4) defines how the College District organizes its institutional processes to support student learning and achievement. This manual details how program review identifies needed improvements to educational quality, student learning, and student success. Program review includes resource allocation requests to implement these improvements. Following program review, a resource allocation process is conducted to prioritize requests that both directly and indirectly promote student learning. Prioritization occurs through a shared governance process which ensures dialogue and analysis of requests by constituencies across the institution. The final prioritized list of resource requests is fulfilled to the extent possible from available funding sources. In the subsequent cycle of program review, implemented improvements based on fulfilled resource requests are included in the program's assessment of student learning and achievement, as is the continuing need for unfulfilled resource requests.

Analysis and Evaluation

The program review process, and its required use of assessment data, has effectively led to the identification of actions to continuously improve academic quality, student learning, and student outcomes. This allowed the program to improve academic quality, student learning, and student outcomes. The prioritization of resource requests, through shared governance, has led to the effective identification of those resources most needed and most likely to have a significant impact on student learning and institutional effectiveness (1B4-5).

Standard I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Per the College's *Integrated Planning Manual* (1B5-1), program review is a vital component in the examination of how programs and services meet their mission and support the College's mission. The Institutional Program Review Committee evaluated the previous process for program review and made suggestions which will result in changes to the manual (1B5-2, 1B5-3).

The program review process evaluates goals, objectives, student learning outcomes, and student achievement (1B4-1). Each program, unit and division completes a comprehensive review once every four years and an annual update in the intervening years. To manage workload, academic comprehensive reviews are due on a staggered cycle so each year approximately one third of programs, units and divisions do a comprehensive review while the other two thirds do annual updates. During the fourth year, only annual updates are completed (1B5-4).

The academic annual update consists of program goals, activities to accomplish goals based on supporting qualitative and quantitative SLO data, resource requests to implement identified activities, and a justification to demonstrate how these items support the College's institutional plans and mission (1B5-5). The most current version of the Academic Comprehensive Program Review (1B5-6) consists of five components. Component IV (Program Evaluation) requires detailed discussion of how program goals support the College's mission and institutional plans, an analysis of student learning outcomes and student achievement and how they lead to planned improvements, a review of program modifications to adapt to changing conditions in the field, an assessment of program resource needs, and a discussion of professional development efforts. In Fall 2019 the district was able to obtain disaggregated SLO data from eLumen. In Spring 2020 the SLO liaisons discussed this data and are compiling findings into a report to be disseminated in the fall of 2020 for use in Program Review for instructional improvements. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery, whether it be face-to-face, hybrid, or online.

Analysis and Evaluation

The College has established and uses program review processes that incorporate systematic, ongoing evaluation of programs and services using data on student learning and student achievement. These processes support programmatic improvement, implementation of modifications, and evaluation of the changes for continuous quality improvement. To achieve more efficiency the process was revised with the final adjustments currently being made to the revisions.

The program review process demonstrates how goals and objectives and the data provide information about how well the College is achieving its mission. Data assessment and analysis drive college planning to improve student learning and student achievement. In 2018, the College determined that the program review and resource allocation processes could be improved as they were not fully supporting academic quality and accomplishment of the mission by supporting implementation of identified improvements. As a result, the program review process was revised to improve the alignment of program goals to the mission and to improve resource allocation to support innovation. As part of that revision, resource requests considered operational were categorized separately from requests to support innovations and program improvements to support identified goals. This is an improvement in progress. In this new approach, the College is maintaining the use of quantitative and qualitative data as a fundamental aspect of program review; aligning planning and goals with statewide Vision for Success goals, Jaguar Pathways, and student equity goals; and identifying areas for improvement such as training.

Standard I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

In the Vision for Success and Student Equity Plan 2019-2022, the Institution analyzed student learning and achievement data disaggregated by nine student subpopulations (1B6-1). The College identified performance gaps in over 30 student groups belonging to those subpopulations. In the plan, the College set ambitious student learning and achievement goals, such as increasing student completion by 20 percent and reducing performance gaps by at least 40 percent in three years. Twelve strategies were adopted to achieve these goals, including focused professional development for faculty, support for the implementation of AB 705 (that requires California Community Colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and Math within a one year timeframe), and culturally relevant curriculum and teaching interventions (1B6-2).

At the institution level, one specific example of implementing focused professional development for faculty is the Advancing Equity in Teaching Academy (1B6-3). This year-long training program focuses on improving faculty equity-based teaching skills and andragogy to better serve all students and reduce achievement gaps. The effectiveness of these strategies will be evaluated using a variety of tools such as internally generated reports and the Chancellor's Office Student Success Metrics dashboard.

At the discipline level, the Vision for Success and Student Equity Plan goals have been integrated into program review (1B6-4). For example, in response to the institutional student equity goal to increase completion of transfer-level math and English, the English Department faculty established the goal that, "By academic year 2021-2022, [to] increase English 115 success rates from 63.4% to 65%" (1B6-5). Based on outcome data analyzed, the English department requested a resource allocation to fund a summer Community of Practice for English department faculty. The SWC Summer Community of Practice is a professional development workshop modeled on the guiding principles of the California Acceleration Project. The three-day workshop and subsequent academic year follow up meetings offer tools and support for implementing reforms necessary to increase completion and success rates in transfer-level English courses (1B6-6). Current success rates in the College's freshman composition course (ENGL 115, College Composition: Reading and Writing Analytically) will be compared with future success rates of ENGL 115 after faculty have participated in the Summer Community of Practice training session.

Further, the Academic Senate identified categories for the disaggregation of student learning outcomes data. In support of the Academic Senate's decision, the Student Learning Outcome (SLO) Coordinators in partnership with the Dean of Institutional Research and Planning created a sustainable process for the collection of disaggregated SLO data. Starting in Fall 2019, the College produced disaggregated SLO data by gender and race/ethnicity (1B6-7) and is in the process of training its 24 SLO Liaisons to run disaggregated SLO reports and to train faculty to analyze, discuss, and use disaggregated SLO data in program review (1B6-8). Disaggregated SLO data is scheduled to be used in the 2020-2021 program review cycle.

Analysis and Evaluation

The analysis of disaggregated student achievement data helped the College to identify achievement gaps. In response to these gaps, strategies have been implemented. Focused professional development is one such strategy. The Advancing Equity in Teaching Institute was a four-day long interactive conference with participation from over 100 faculty and staff members. Forty faculty members at the institute entered a year-long Advancing Equity in Teaching Academy (AETA) to train participants in equitable teaching practices.

Through the analysis and discussion of disaggregated student achievement data, employees across the College are able to target areas of student need and provide practical and effective teaching and support strategies. The College is confident it will see improvement in both student learning and achievement in next year's student equity reporting.

Standard I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Per Administrative Procedure 2410: Adoption of Policies and Administrative Procedures and the Institution's *Board Policy and Administrative Procedures Manual*, all policies and procedures are regularly reviewed on a six-year cycle, unless earlier review is initiated due to a change in the law, update from the Community College League of California (CCLC), or internal recommendation (1B7-1, 1B7-2). This includes policies and procedures across all areas of the institution and includes the College's mission and policies and procedures relevant to the Governing Board, the General Institution, Academic Affairs, Student Affairs, Business and Financial Affairs, and Human Resources (1B7-3). The procedure for reviewing or revising all policies and procedures is detailed in the *Board Policy and Administrative Procedures Manual*. This procedure requires that revisions be approved through the College's Shared Consultation Council (SCC) and Governing Board to assure effectiveness in support of academic quality and accomplishment of the mission (1B7-4, 1B7-5, 1B7-6).

In addition, the College's Institutional Program Review Committee (IPRC) began the process of reviewing and improving program review in Fall 2018 (1B7-7). *The Institutional Program Review Handbook*, which documents the process of institutional program review, is being revised by the IPRC as components of program review have been updated and improved (IB7-8). In Fall 2019, the IPRC reviewed the prioritization process within program review and made improvements to be implemented in Spring 2021 (1B7-9). During the prioritization process, research, reports, data, and program reviews drive the resource allocation process. The Shared Consultation Council (SCC) serves in an advisory capacity to the budget development process. It assures the effectiveness of the College's processes by systematically reviewing, evaluating and modifying them as appropriate (1B7-10).

In Fall 2018, the College established the Jaguar Pathways Integrated Planning Team. The Integrated Planning Team reviewed the institution's shared governance committee structure, researched its costs and effectiveness, and presented the results to SCC (1B7-11). The team also reviewed the structure of other similarly situated community colleges and developed a potential new committee structure for adoption by the institution. In May 2020, the SCC approved the restructuring of shared governance committees with refinement and implementation to occur in summer and fall (1B7-12, 1B7-13).

Analysis and Evaluation

The College has processes in place to ensure regular evaluation of policies and practices across all areas of the institution. The College's *Board Policy and Administrative Procedures Manual* establishes the process and timelines for that review, and an approval structure is in place.

The College's policy and procedure review process works effectively, but in an effort to further improve the process, a subcommittee of the SCC dedicated to policy and procedure review has been approved under the new shared governance committee structure. In recent years, the program review and resource allocation processes were reviewed and it was determined they could be improved to more fully support academic quality and accomplishment of the mission. This is an improvement in progress. Similarly, the governance structure has been analyzed by the Jaguar Pathways Integrated Planning Team for potential improvement. A recommendation was made and approved at SCC to switch to four main subcommittees of the SCC in an effort to minimize meetings and increase effectiveness. This plan will move forward at the SCC in fall 2020 wherein committee membership and goals will be further delineated.

Standard I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The Office of Institutional Research and Planning communicates the Institution's assessment and evaluation results through publication on the SWC website, through the distribution of global email to the College community, and via discussions at various committees in the shared decision-making process. For example, the campus and community can access the Institution's "SWC Fact Book", student and employee survey results, and institutional student learning outcomes on its Institutional Plans, Reports, and Surveys webpage (1B8-1). In addition, faculty and staff can access all program reviews on SWC's internal website application (1B8-2).

Assessment and evaluation results are communicated via global email to the College community to ensure that results are widely disseminated and transparent. For example, the results of the Institutional Student Learning Outcomes (ISLO)/General Education Student Learning Outcomes (GESLO) report, as well as access to course specific student learning outcomes, institutional student success metrics, and relevant labor market data was sent out to all College employees for consideration in program review (1B8-3).

Assessment and evaluation results are also presented to various committees in the Institution's shared decision-making process to ensure appropriate discussion and actions are taken. For example, during the adoption of the College's Vision for Success Local Goals and Student Equity Plan, results of various student success metrics were presented at two student success summits (1B1-2, 1B1-3) and discussed at several institutional committees including the Academic Senate (1B1-4) and the Shared Consultation Council (1B1-5). The review of student equity data during this process led to a decision to fund a new professional development program for faculty focused on improving equitable outcomes in the classroom. This PD program is titled the Advancing Equity in Teaching Institute and one aspect is to teach faculty how to leverage data to develop and assess the effectiveness of classroom interventions on student equity.

Analysis and Evaluation

As stated in SWC's mission statement, the College is committed to continuous improvements through the use of data-informed planning, implementation, and evaluation. To ensure this occurs, regularly updated data is made available to all applicable constituencies in a transparent and accessible process. This process includes regularly updating assessment and evaluation data on the College's website, distributing this data via email to all employees, and ensuring that it is included when planning and establishing priorities through shared governance. One major improvement in the transparency of evaluation and assessment results has been the development in 2019 of the College's internal program review website application where all program reviews are posted and accessible to faculty, staff and administrators.

Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The College has enacted a continuous, broad based, systematic evaluation and planning process that leads to a mission-driven, institutional strategic plan developed on a three-year cycle. The development of the strategic plan is a comprehensive process involving input from the community, faculty, staff, and students (1B9-1, 1B9-2, 1B9-3, 1B9-4, 1B9-5). The College's 2016-2019 strategic plan contained the following eight priorities: Student Access, Student Success, Teaching and Learning, Economic Workforce and Community Development, Human Resources, Physical and Financial Resources, Organizational Effectiveness, and Institutional Technology and Research. For each priority, goals and objectives were established addressing the institution's long-range needs in these key areas (1B9-6).

The planning process is established by the College's *Integrated Planning Manual* (1B9-7). The institutional planning and evaluation process includes the use of data and input from constituent groups to ensure planning is comprehensive and integrated. Major planning processes are informed by data provided with support from the Office of Institutional Planning and Research, such as environmental scans, community input, program review data and analysis of that data. Short and long-term needs are also addressed through plans such as the Facilities Master Plan (1B9-8); the Technology Plan (1B9-9); the Vision for Success and Student Equity Plan (1B6-2), and the Educational Master Plan (1B9-10). In mid-2019, the College began efforts to develop its next strategic plan and conducted forums in the fall semester to gather input from all stakeholders and constituencies (1B9-3, 1B9-4, 1B9-5). Plans to finalize the new strategic plan by May 2020 were interrupted by the onset of the Covid-19 pandemic and were rescheduled for fall 2020.

The College includes an evaluation component as part of its institutional planning. Under the leadership of the Institutional Program Review Committee, in 2018-2019 the College revised program review by implementing an online application (1B9-11) and updating program review templates to improve analysis and goal setting. The goals were to ensure program resource requests aligned with strategic plan goals and to streamline the process for prioritizing resource needs and budget development (1B9-12). The revised process removed resource requests for ongoing maintenance such as the replacement of broken furniture, cleaning of classrooms, and calibrating existing equipment and to focus on program improvements, innovations, and faculty hires for the Faculty Hiring Process (FHP). A new process was initiated to handle operational resource requests. Both processes encourage consideration of total cost of ownership. Academic programs complete a Comprehensive Academic Program Review that includes resource requests and planning as well as completion and student learning outcomes data (1B9-13).

The revisions were reviewed by the Institutional Program Review Committee, the Academic Program Review Committee, and the Academic Senate (1B9-14) (1B9-15). These improvements were first implemented in Fall 2019 and led to the substantial reduction of resource requests included in program review prioritization. In turn, the Spring 2020 prioritization process is expected to result in better application of prioritization funding to address short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. Future evaluation of the effectiveness of these reforms may be skewed by the impacts of the COVID crisis.

In addition, the College's Jaguar Pathways program in partnership with the Office of Institutional Research and Planning led an effort in 2018-2019 to evaluate the effectiveness of the decision-making and planning processes. The members of the Integrated Planning Team for Jaguar Pathways, co-chaired by the Dean of Institutional Research and Planning and a faculty co-chair, evaluated the institutional decision-making structure and has offered recommendations to redesign the Shared Consultation Council and institutional planning processes to support the student experience through greater integration of planning, technology, and more streamlined decision-making structures. The team has also developed a template for creating institutional plans as part of its recommendations (1B9-16). The Shared Consultation Council has approved a recommendation to restructure at its May 13, 2020 meeting (1B9-17) and will further develop them beginning in Fall 2020 with an estimated implementation in Fall 2021.

Analysis and Evaluation

The College engages in continuous, broad based, systematic evaluation and planning that results in major institutional plans such as a three-year Strategic Plan, a Technology Plan, and many others, that guide decision-making and resource allocation. The planning process is informed by data and constituent group input with support from the Office of Institutional Research and Planning. Institutional planning addresses short- and long-range needs for educational programs and services based on annual program review that integrates planning and resource allocation. The College includes as part of its process an evaluation component that has led to improvements in planning to support more consistent, transparent and streamlined institutional planning and decision-making that effectively supports the College's mission.

CONCLUSIONS ON STANDARD I.B. ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Southwestern College's governance structure emphasizes shared decision-making and integrated planning through processes involving regular and substantive institutional dialog and review. Planning and resource allocations are based on a comprehensive program review process which emphasizes analysis of student learning outcomes and student achievement data, disaggregated to support understanding and identification of strategies to address equity and achievement gaps. The College District's institutional plans, supported with necessary resource allocations, are the foundation for accomplishment of the mission, improvement of academic quality, and increases in institutional effectiveness. Committed to continuous improvement, the College District also actively identifies and implements improvements to its integrated planning processes.

IMPROVEMENT PLAN(S)

As a result of the evaluation processes associated with the ISER, the College has already taken steps to improve alignment of data-informed improvement plans created in the program review process with resource allocation and achievement of the mission and strategic initiatives. The College will continue to fine-tune reforms that were made last year in the upcoming program review cycle. Also, as a result of the self-evaluation and the analysis and research compiled by the Jaguar Pathways program, the College will implement a redesign of the shared planning and decision-making process manifest in the structure of the Shared Consultation Council. In May of 2020, the Shared Consultation Council approved a restructuring and has begun fine-tuning the structure. The new structure will include relevant subcommittees if needed, committee memberships, and committee responsibilities with an estimated full implementation by Fall 2021.

EVIDENCE LIST

1B1-1_Shared_Gov_Hndbk.pdf

1B1-2_Stud_Succes_3119.pdf

1B1-3_Stud_Succes_41219.pdf

1B1-4_AS_Mnts_51419.pdf

1B1-5_SCC Mnts_51519.pdf

1B1-6_GB_Mnts_52819.pdf

1B1-7_Stud_Scorecard.pdf

1B1-8_GB_Mnts_Scorecard.pdf

1B1-9_Integ_Pln_Pg 29-33.pdf

1B1-10_APR_Comp_FA18.pdf

1B1-11_Curr_Com_Mnts.pdf

1B1-12_AS_Mnts_102219.pdf

1B1-13_ISLO-GESLODsc1.pdf

1B1-14_ISLO-GESLODsc2.pdf

1B1-15_AS_Agen_102219.pdf

1B1-16_ISLO_GESLO Rprt.pdf

1B1-17_AS_Prin_Tch_Lrn.pdf

1B1-18_SCC_Mnts_71520.pdf

1B1-19_Pthws_SCC.pdf

1B1-20_Pthws_Summit.pdf

1B1-21_GB_Pres_Pthws1.pdf

1B1-22_GB_Mnts_Pthws2.pdf

1B1-23_AS_Mnts_Pthws.pdf

1B1-24_SCC_Mnts_JPEfct.pdf

1B1-25_SCC_Effctv_Comm.pdf

1B1-26_JP_Pres_CMT.pdf

1B1-27_AS_Mnts_Teach.pdf

1B2-1_ISLO.pdf

1B2-2_GESLO.pdf

1B2-3_SLO_Align_Visual.pdf

1B2-4_TA_on_SLO's.pdf

1B2-5_SLO_Liaison_Site.pdf

1B3-1_SCC_Mnts_31914.pdf

1B3-2_SCC_Mnts_Clc_ISS.pdf

1B3-3_ISS_Summary_2019.pdf

1B3-4_ACCJC_An_Report.pdf

1B3-5_Accredit_Pg_ISS.pdf

1B3-6_ISS_Data.pdf

1B3-7_AS_Mnts_42820.pdf

1B3-8_CE_Min_51420.pdf

1B3-9_GB_Mnts_41018.pdf

1B3-10_GB_JTS_Agen.pdf

1B3-11_GB_Mnts_JTS.pdf

1B4-1_IntegrPln_Sct_III.pdf

1B4-2_SLO_BP/AP_4350.pdf

1B4-3_IPR_Handbook.pdf

1B4-4_IntegrPln_82720.pdf

1B4-5_Prioritiztion_Lst.pdf

1B5-1_Integr_Plan_Pg29.pdf

1B5-2_IPRC_Mnts_21220.pdf

1B5-3_IPRC_Mnts_42220.pdf

1B5-4_IPRC_Timeline.pdf

1B5-5_Complete_An_Updte.pdf

1B5-6_CAPR _Apprv.pdf

1B6-1_VFS_&_SEP_19-20.pdf

1B6-2_VFS_SEP_Goals.pdf

1B6-3_AETA_Email.pdf

1B6-4_PR_Manual_Goal9.pdf

1B6-5_English_PR.pdf

1B6-6_Comm_Pract_Email.pdf

1B6-7_SLO_Disagg_Acct,.pdf

1B6-8_LOAC_Mnts_101119.pdf

1B7-1_AP_2410.pdf

1B7-2_P&P_Manl_Pg12.pdf

1B7-3_ P&P_Manl_Pg5-11.pdf

1B7-4_ P&P_Manl_Pg13-25.pdf

1B7-5_SCC_Mnts_51519.pdf

1B7-6_GB_Mnts_41919.pdf

1B7-7_IPRC_Mnts_101018.pdf

1B7-8_Prog_Rev_Hndbk.pdf

1B7-9_IPRC_Mnt_PR_Rstr.pdf

1B7-10_AP_3250.pdf

1B7-11_SCC_Mnts_31120.pdf

1B7-12_SCC_Mnts_51320.pdf

1B7-13_Prop_New_Struct.pdf

1B8-1_Rprts_Surv_Webpg.pdf

1B8-2_PR_Sbmsn_FY1819.pdf

1B8-3_Prog_Rev_data.pdf

1B9-1_Strat_Pln_Frm.pdf

1B9-2_Agn_StrtPln_Wkshp.pdf

1B9-3_Invt_StrtPln_20-25.pdf

1B9-4_Agn_StrtPln_20-25.pdf

1B9-5_Fdbck_StrtPln_Frm.pdf

1B9-6_2016-2019_StrtPln.pdf

1B9-7_Inrgrtd_Plan_Man.pdf

1B9-8_Facilit_Mstr_Pln.pdf

1B9-9_Technology_Plan.pdf

1B9-10_Ed_Master_Plan.pdf

1B9-11_Evid_From_App.pdf

1B9-12_IR_PR_Prcess_Mnl.pdf

1B9-13_New_Comp_APR.pdf

1B9-14_APRC_Mts_101619.pdf

1B9-15_AS_Mnts_111219.pdf

1B9-16_Drft_Intg_Plan.pdf

1B9-17_SCC_Mntsl_51320.pdf

I.C. INSTITUTIONAL INTEGRITY

Standard I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Southwestern College regularly and systematically reviews all information it provides to the public for clarity, accuracy, and integrity. Information is provided to prospective and current students, faculty, and other campus constituent groups related to its mission via the SWC website and catalog. The College Catalog is a primary source of information for students and the community and a process is in place for regularly updating this online document. Instructional Support Services conducts an annual review of catalog content and revises the catalog to reflect changes in college policies and procedures as well as updates new or modified programs and courses (1C1-1). Instructional Support Services (ISS) provides an "Online Catalog Production Timeline" that indicates the responsibilities of different stakeholders to update their sections of the catalog (1C1-2).

The Office of Communications, Community & Government Relations (CCGR) ensures information provided in official district brochures and publications is current and within college standards. Also, the CCGR works with Institutional Technology (IT) to ensure content on the College's website is reviewed and updated regularly throughout each calendar year. Any department or office may request a page and designates a staff member to maintain it. Staff responsible for maintaining website information can update their pages using the OmniUpdate system through the College's "ServiceNow" web portal. They may also request the changes be made on their behalf (1C1-3). Changes to websites are vetted through CCGR and a compliance check for accessibility is conducted by the College's Technology Specialist for Accessibility and Compliance who also offers workshops on website accessibility compliance. The Online Learning Center supports a Canvas site of self-paced tutorials to help any employee build accessible content (1C1-4). Training is provided for updating websites by IT (1C1-5).

The College maintains a website with information on its accredited status by ACCJC, and that website is available one-click from the home page of the College's website (1C1-6). The site includes current and past accreditation documents as well as third-party complaint and contact information for the ACCJC. Academic programs with programmatic accreditors are included on the site and on their respective websites.

Analysis and Evaluation

The College has processes in place to ensure the accuracy and integrity of information provided to students and the community on its website and other published and disseminated information. The mission statement, catalog and student support information on the SWC website are reviewed on a regular basis by staff most familiar with the information. Information regarding institutional and programmatic accreditation is readily available on the College's website.

Standard I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

The College provides an online catalog for current and prospective students via the SWC website (1C2-1). The catalog is available to all interested parties on the SWC website via the "Programs and Academics" tab - SWC Catalog (1C2-2). There are a number of hard copies of the College Catalog printed for counselors as well as for Schools and Center offices. Students can access a hard copy for their use in the Library and in the Disability Support Services Office.

Instructional Support Services ensures information in the catalog is precise, accurate, and current on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" in Eligibility Requirement 20 (1C1-1). The online catalog is updated annually and made accessible to current and prospective students by July of each year. ISS creates a "Online Catalog Production Timeline" that indicates the responsibilities of different stakeholders to update their sections of the catalog to ensure accuracy (1C1-2).

Analysis and Evaluation

Southwestern College provides an online catalog for current and prospective students on its website and provides hard copies for counselors and College student support services employees that can benefit from a hard copy of the catalog. The College has established a production and review process that ensures the catalog contains current and accurate information and is compliant with the "Catalog Requirements" found in Eligibility Requirement 20.

Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College District regularly and systematically shares documented assessment of student learning and achievement with current and prospective students via its website. These data are shared with the public via the SWC website on the Institutional Research and Planning (IRP) website, in particular on the "Institutional Plans, Reports, and Surveys" site (1C3-1). Reports available to the public via the SWC website include the following student learning and achievement data reports:

- Annual SWC Fact Books (1C3-2).
- The California Community Colleges Student Success Scorecards (1C3-3).
- Data related to AB 705 (basic skills and multiple measures assessment) implementation and student achievement
- Institutional Student Learning Outcomes and General Education Student Learning outcomes results and analysis (1C3-4).

In addition, the College shares documentation of assessment of student learning and achievement on its "Annual Accreditation Reports" website including the College's Institution-Set Standards and annual reports submitted to ACCJC (1C3-5).

The College communicates assessment results to various constituencies such as the Governing Board, the Shared Consultation Council, and the Academic Senate. The IRP also annually presents the Governing Board an evaluation of the College's Institution-Set Standards for successful course completion, persistence, degree completion, certificate completion, transfer volume, and licensure pass rates as part of its presentation of the ACCJC annual report (1C3-6, 1C3-7, 1C3-8). The Institutional Learning Outcomes and General Education Student Learning Outcomes report as well as data reports regarding AB 705 implementation have been presented to both the Academic Senate and the Curriculum Committee (1C3-9, 1C3-10). These are a few examples that illustrate the College's culture of documenting and communicating student learning and achievement information.

Analysis and Evaluation

Southwestern College uses documented assessment of student learning and evaluation of student achievement to communicate matters of quality to students and members of the public. Through an extensive website, the College provides Annual Fact Books, state and federal scorecard links, and student learning outcomes data publicly, presents these data to the Governing Board, and disseminates the data to various committees of the Shared Consultation Counsel and the Academic Senate to support integrated planning and decision-making.

Standard I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College publishes information regarding its certificates and degrees in its online catalog (1C4-1). Each certificate and degree is accompanied by information regarding its purpose, content, course requirements, and expected learning outcomes (1C4-2). Program pages are available to students through the SWC website (1C4-3, 1C4-4). Through Strong Workforce funding, the College created individual videos for each of the Career Technical Education (CE) awards offered at the college (1C4-5). These videos provide a brief description of the jobs students can obtain with a CE award. Further, Jaguar Pathways is working to create similar videos for each of the College's non-CE certificates and degrees.

Analysis and Evaluation

The College describes its certificates and degrees clearly in its catalog, and each certificate and degree listed is accompanied by program learning outcomes. Program descriptions provided in the catalog include course sequences, number of units or credit hours to complete a program, required and recommended prerequisites, and additional admission requirements deemed by partner programs.

Standard I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Board Policy and Administrative Procedures 2410: Adoption of Policies and Administrative Procedures details how policies and procedures are regularly reviewed to assure integrity in all representations of its mission, programs, and services (1C5-1, 1C5-2). Board Policy 2410: Adoption of Policies and Administrative Procedures states, "The Governing Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the College District." Further, the SWC Policies and Procedures Tracking Form not only provides a timeline for review, but also tracks date of adoption, last revision, and responsible parties for updates.

The Office of the Superintendent/President ensures the regular and systematic review of institutional policies and procedures by maintaining the SWC Policies and Procedures Tracking Form (1C5-3). This form lists every policy and procedure and when each should be reviewed by the College. The division Vice Presidents work with constituent groups such as the Academic Senate to update policies and procedures as needed. To ensure publication integrity, the Office of the Superintendent/President has responsibility for updating the College's BoardDocs website when new or revised policies and procedures are approved by the Governing Board or the Shared Consultation Council respectively. Paper and electronic publications presented to the public, such as the College Catalog and website, are reviewed and updated by the responsible offices.

Analysis and Evaluation

The College has policy and procedures that establish a clear process for reviewing institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.This policy and timeline aid the College in maintaining consistent review, drafting, and maintenance of its policies and procedures that assure integrity in all representations of its mission, programs, and services.

Standard I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 5030: Fees (1C6-1, 1C6-2) lists all the fees adopted by the College and approved by the Governing Board. Fees are communicated to students and the public in the catalog (1C6-3) and class schedules (1C6-4). The Total Cost of Education is provided on the Admissions and Financial Aid webpage under Cost of Attending SWC (1C6-5). The College maintains a searchable database of textbook costs on the college website (1C6-6) and has a direct link to class textbook options in WebAdvisor (1C6-7). In order to ensure that students have access to the cost of textbooks prior to enrolling in a class, faculty are required to submit requisitions to the bookstore by stated deadlines (1C6-8).

Analysis and Evaluation

The College District publishes information to support student knowledge of the total cost of education on the Admissions/Financial Aid website. The required and optional fees are available in the online catalog and class schedules which are accessible via the College website. The costs of textbooks are available on a link on WebAdvisor to the Express Textbook website and posts additional material fees in the searchable class schedule.

Standard I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College ensures institutional and academic integrity by publishing and supporting Governing Board Policy and Administrative Procedure 4030: Academic Freedom (1C7-1, 1C7-2) which is available to the public and all college constituencies in BoardDocs. Administrative Procedure 4030 states, "The District recognizes the right of the faculty to freedom of speech in accordance with the First Amendment. When executing their duties faculty must be able to communicate with their colleagues without restraint." This policy and procedure ensure institutional commitment to the unfettered pursuit of knowledge. Governing Board Policy and Administrative Procedure 3900: Freedom of Expression (1C7-3, 1C7-4) establishes that "Students, faculty, and staff are free to exercise the rights to assemble and engage in expressive activity in a constitutionally-protected manner subject only to the content-neutral regulations necessary to fulfill the mission and obligations of the College District." In addition to finding the policies and procedures on the Governing Board's BoardDocs site, the academic freedom policy is posted in the catalog (1C7-5).

Analysis and Evaluation

Policies and procedures regarding academic freedom and freedom of expression establish the institution's commitment to cultivating a learning environment that prizes free expression and pursuit of knowledge for faculty and students alike. These policies and procedures are regularly reviewed by the Academic Senate and the Governing Board and are easily accessible via BoardDocs and the College catalog.

Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College establishes and maintains clear policies and procedures that promote honesty, responsibility, and academic integrity of personnel and students.

For personnel the College maintains the following policies and procedures:
- Policy and Procedure 2710: Conflict of Interest (1C8-1, 1C8-2).
- Policy and Procedure 2715: Code of Ethics (1C8-3, 1C8-4).
- Policy 3050: Code of Professional Ethics (1C8-5).
- Policy 4000: Academic Integrity (1C8-6).

For students the College maintains the following policies and procedures:
- Policy and Procedure 5500: Standards of Student Conduct Policy (1C8-7, 1C8-8).
- Plagiarism Statement and Disruptive/Discipline Statement in syllabi (1C8-9).
- Policy and Procedure 4105: Distance Education (1C8-10).

Analysis and Evaluation

Clear policies and procedures that promote honesty, responsibility, and academic integrity have been established for both personnel and students. The aforementioned policies and procedures outline responsibilities and violations specific to personnel. Examples include but are not limited to, legal and ethical commitments in regard to financial interests, encouraging free expression of opinion by all.

The aforementioned policies and procedures specific to students outline responsibilities and violations as well. These include, but are not limited to student conduct, academic dishonesty, and authentication of identity in distance education classes.

Standard I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Administrative Procedure 4030: Academic Freedom defines parameters for the presentation of information in the classroom (1C7-1, 1C7-2) to ensure that classroom information taught is presented fairly and objectively. It also supports providing opportunity for the expression of diverse points of view. More specifically, it states: "Each faculty member has the right and the responsibility to introduce materials and controversial topics into classroom discussion and to provide opportunity for the expression of diverse points of view. The subject matter must be relevant to the discussion, and any information or data should be presented fairly and objectively." These policies and procedures are available on the College's website.

Analysis and Evaluation

The expectations for faculty to distinguish professionally accepted views and personal conviction are outlined in Administrative Policy 4030: Academic Freedom and this policy is made available to the public via BoardDocs.

Standard I.C.10

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The College maintains policies for specific codes of conduct of all district staff and students regarding conflict of interest, employee and student codes of conduct and ethics, standards of scholarship, and acceptable use of technology. The policies include:
- Board Policy and Academic Procedure 2710: Conflict of Interest (1C8-1, 1C8-2).
- Board Policy and Administrative Procedure 2712: Conflict of Interest Code (1C10-1, 1C10-2).
- Board Policy and Administrative Procedure 2715: Code of Ethics (1C8-3, 1C8-4).
- Board Policy 4000: Academic Integrity (1C8-6).
- Board Policy and Administrative Procedure 4220: Standards of Scholarship (1C10-3, 1C10-4).
- Board Policy and Administrative Procedure 3720: Computer and Network Use (1C10-5, 1C10-6).

Student Affairs Board Policies and Academic Procedures are posted in the catalog (1C10-7) and *Student Policy Manual* Policies directed towards College employees are the responsibility of Human Resources. Further, Board Policies and Administrative Procedures are discussed in the Academic Senate. For instance, Academic Procedure 3720: Computer and Network Use Policy was discussed at the Academic Senate in fall 2019 (1C10-8).

Analysis and Evaluation

All Board Policies and Administrative Procedures are posted publicly and made available via the SWC website in BoardDocs. Also, Board Policies and Administrative Procedures directed towards students are published in the catalog. Board Policies and Administrative Procedures directed towards employees are distributed by managers and shared with employees on a regular basis and maintained in Human Resources.

Standard I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Southwestern College does not operate in foreign locations.

Analysis and Evaluation

Southwestern College does not operate in foreign locations.

Standard I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Southwestern College demonstrates compliance with the ACCJC's requirements for public disclosure by maintaining a website with current and historical accreditation documents one click away from the home page (1C1-6). The website includes links to accreditation reports and action letters since the last visit, including the College's 2015 Institution Self Evaluation Report and subsequent action letters from the Commission, the 2018 midterm report, follow-up reports, and annual reports for 2013-2020. The site includes a link for anyone to submit a third-party complaint against the institution to the Commission. Past substantive change proposals and confirmation letters are available on the "Accreditation Archive Reports" site. The College has not had a substantive change application in recent years.

The College District has made public all required reports and documents regarding its compliance with ACCJC standards. The College District has met all of its reporting deadlines and submits its annual report, annual fiscal report, and necessary substantive change applications (1C12-1). Dates of the upcoming comprehensive peer review visit have been published (1C12-2). The prepared report has been circulated and comments have been solicited by all campus constituencies as well as third parties.

Analysis and Evaluation

The College District provides publicly all needed and required information that demonstrates meeting of reporting deadlines and compliance with Commision policies.

Standard I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Southwestern College demonstrates honesty and integrity in its relationship with external agencies which include local school districts including charter and private K12 institutions (1C13-1, 1C13-2, 1C13-3, 1C13-4, 1C13-5, 1C13-6), local and other transferring institutions, governmental and non governmental agencies, businesses, and local non-profit organizations. This is done through the maintenance of an accurate and regularly updated website that informs the public about the College's accreditation status events, bond expenditures, and other matters that require partnership with the community.

All third party and external, programmatic accreditations are up to date and affirmed (1C13-7, 1C13-8, 1C13-9, 1C13-10, 1C13-11, 1C13-12). All contracts with external agencies are presented to the Governing Board for approval and signed by both parties (1C13-13, 1C13-14). Bond projects and expenditures are reviewed with the Citizen's Bond Oversight Committee and expenditures are regularly presented and reviewed by the Board of Trustees (1C13-15, 1C13-16).

Analysis and Evaluation

Southwestern College utilizes its website to disseminate consistent and accurate information regarding its relationships and contracts with external agencies as well as as programmatic accreditors and other public and private educational institutions.

Standard I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Southwestern College's mission does not include the generation of funds for financial return (1C14-1). All of the College's work is aligned with its mission including commitments to high quality education and student achievement and learning as described in the institution's Vision for Success Local Goals and Student Equity Plan (1C14-2). To that end the institution remains a not-for-profit organization. Regular audits of the College's financial statements do not indicate any endeavors that generate financial returns for investors. Assumptions used for budget and financial planning are aligned with the College's mission and values (1C14-3).

Analysis and Evaluation

As a publicly-supported institution within the California Community College system, Southwestern College is focused on providing high quality education, student achievement, and student learning. Southwestern College does not not generate financial returns for investors, does not have a parent or related organization, and does not support external interests.

◼ CONCLUSIONS ON STANDARD I.C. INSTITUTIONAL INTEGRITY

Southwestern Community College District has Board Policies and Administrative Procedures in place to ensure the integrity of all employees, CEO, and Board of Trustees Members. The College ensures the accuracy of the information it provides to the students and members of the public. This commitment is reflected in the College's mission statement, its policies and procedures as well as the multitudes of platforms used for communication of information to all stakeholders.

EVIDENCE LIST

1C1-1_Catalog_Checklist.pdf

1C1-2_Cat_Prod_Timeline.pdf

1C1-3_OmniUpdate_web.pdf

1C1-4_Workshop_offerings.pdf

1C1-5_Omnupdte_Train_Pg.pdf

1C1-6_Accred_Website.pdf

1C2-1_Catalog_Tile_Web.pdf

1C2-2_Cat_Web_Tab.pdf

1C3-1_Inst_Pln_Rprt_Srv.pdf

1C3-2_19-20_Fact_Book.pdf

1C3-3_2018_Scces_Scrcrd.pdf

1C3-4_ISLO_GESLO Reprt.pdf

1C3-5_Accred_Rprts_Webs.pdf

1C3-6_GB_Mnt_ISS_41018.pdf

1C3-7_ACCJC_Annul_Rprt.pdf

1C3-8_ACCJC_Fscl Rprt.pdf

1C3-9_CrrCm_Mnt_10319.pdf

1C3-10_AS_Agen_AB705.pdf

1C4-1_Online_Catalog.pdf

1C4-2_ADT_Anthro_Trnsfr.pdf

1C4-3_CTE_Webpage.pdf

1C4-4_Non_CTE_Webpage.pdf

1C4-5_CE_Video_Website.pdf

1C5-1_BP_2410.pdf

1C5-2_AP_2410.pdf

1C5-3_PP_Tracking_Form.pdf

1C6-1_BP_5030.pdf

1C6-2_AP_5030.pdf

1C6-3_Catalog_Page.pdf

1C6-4_SM2020_Schedule.pdf

1C6-5_Admns_FinAid.pdf

1C6-6_Express_Textbook.pdf

1C6-7_Webadvisor_Textbk.pdf

1C6-8_Faculty_Requsiton.pdf

1C7-1_BP_4030.pdf

1C7-2_AP_4030.pdf

1C7-3_BP_3900.pdf

1C7-4_AP_3900.pdf

1C7-5_Acad_Frdm_Cat.pdf

1C8-1_BP_2710.pdf

1C8-2_AP_2710.pdf

1C8-3_BP_2715.pdf

1C8-4_AP_2715.pdf

1C8-5_BP_3050.pdf

1C8-6_BP_4000.pdf

1C8-7_BP_5500.pdf

1C8-8_AP_5500.pdf

1C8-9_Syllabus_Checklst.pdf

1C8-10_AP_4105.pdf

1C10-1_BP_2712.pdf

1C10-2_AP_2712.pdf

1C10-3_BP_4220.pdf

1C10-4_AP_4220.pdf

1C10-5_BP_3720.pdf

1C10-6_AP_3720.pdf

1C10-7_Stdnt_Plcy_Mnl.pdf

1C10-8_AS_Mnts_102919.pdf

1C12-1_Web_Documents.pdf

1C12-2_Web_Visit_Date.pdf

1C13-1_CCAP_Bayfront.pdf

1C13-2_CCAP_Coronado.pdf

1C13-3_CCAP_HTHCV.pdf

1C13-4_CCAP_MaterDei.pdf

1C13-5_CCAP_Sweetwatr.pdf

1C13-6_CCAP_Lrn_Choic.pdf

1C13-7_Accred_Dent_Hyg.pdf

1C13-8_Accred_MLT.pdf

1C13-9_Accred_Nursing.pdf

1C13-10_Accred_Paramed.pdf

1C13-11_Accred_Surg_Tech.pdf

1C13-12_Accred_EMT.pdf

1C13-13_GB_CCAP_71420.pdf

1C13-14_GB_CCAP_81120.pdf

1C13-15_GB_Bnd_Ovrsght.pdf

1C13-16_GB_Bond_51220.pdf

1C14-1_Mission_Catalog.pdf

1C14-2_VFS_SEP_Goals.pdf

1C14-3_Crsswlk-Bdgt.pdf

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. INSTRUCTIONAL PROGRAMS

Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

As the only public higher education institution in the South Bay area of San Diego county, the College offers 281 degrees and certificates to meet the diverse educational and workforce needs of the community (2A1-1) and address the College's mission to offer associate degree and certificate programs, transfer preparation, professional, technical and career advancement, foundational skills, personal enrichment, and continuing education (2A1-2). Program descriptions list degrees and certificates that can be earned (2A1-3). In addition to taking courses at the Chula Vista campus, students can complete programs at all higher education centers as well as complete basic skills courses and personal enrichment courses. The College offers courses through distance education delivery modes, through a "Restorative Justice" program for incarcerated students that supports educational programs at Richard J. Donovan Correctional Facility, and through a "College Bound" dual enrollment program for high school students in service area high schools (2A1-4). Continuing Education and enrichment courses are available at all locations including the Crown Cove Aquatic Center and community locations (2A1-5). In 2019-2020 the college offered 11 noncredit certificates (2A1-6) as well as many noncredit courses and fee-based classes in areas such as customer service, tax preparation, English as a Second Language, and Career and personal development.

Programs are vetted by the Curriculum Committee to verify they align with the College's mission and all programs culminate in student attainment of identified student learning outcomes and in achievement of degrees, certificates, employment, or transfer (2A1-7). Program descriptions list the degrees and certificates that can be earned and career opportunities associated with the program. All educational programs include student learning outcomes (SLOs) that are aligned to the College's Institutional Student Learning Outcomes (2A1-8). Program Student Learning Outcomes (PSLOs) are published in the catalog and housed in CurricUNET (2A1-9). Each program has an "Outcomes Assessment Timeline" (OAT) which provides every program's SLOs and the cycle of assessment (2A1-10). All courses in a program include Course Student Learning Outcomes (CSLOs) that align with the PSLOs and students are awarded their degrees or certificates based on attainment of the learning outcomes by completing all required courses, including general education courses for associates degrees. Evidence that students attain identified student learning outcomes can be found in the eLumen data management system (2A1-11).

Achievement of degrees, certificates, employment, or transfer to other higher education programs are evidenced by licensure examination pass rates of programs that required them (2A1-12), as well as term to term retention rates. Program completion numbers include the acquisition of certificates and degrees (2A1-13). Job placement attainment is documented in the Equitable Online Pathways grant data (2A1-14) which address learning outcomes for online Career Education students.

Board Policy 4115: Distance Education Regular Effective Contact (2A1-15) assures that all courses regardless of location and modality of instruction meet the same standards as face-to-face courses. The Curriculum Committee requires faculty to complete a Distance Education Addendum before offering a course as fully-online or through hybrid delivery to ensure educational quality for online students (2A1-16). The College collects data regularly to assess the success of online students compared to face-to-face courses. Spring 2019 Distance Education Data (2A1-17) indicates that the rate of student success continues to improve in online instruction, largely due to faculty training and other efforts aimed at ensuring quality instruction.

Analysis and Evaluation

College programs are appropriate for post-secondary education and align with the mission of the Institution. According to the *2019-2020 SWC Fact Book*, for the past five years Southwestern College has awarded over 12,000 associate degrees and certificates. For 2018-19, the college awarded a total of 1,874 associate degrees and 901 certificates. Of the associate degrees awarded, nearly half (47%) were Associate Degree for Transfer (ADT) degrees. The ADT has grown in popularity since its introduction at Southwestern College in 2012-13 and is fully transferable to the California State University (CSU) system. In 2018-2019, 767 students transferred to a CSU or UC institution.

All courses and programs offered by the College have Student Learning Outcomes. CSLOs are available in CurricUNET and PSLOs in the catalog. Multiple sources of data indicate that students regularly achieve established student learning outcomes at the course and program level. These include data at the course and program level as well as term to term retention, achievement of degree and certificates, licensure exam pass rates, transfer rates, and job placements.

Standard II.A.2

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Faculty at Southwestern College are responsible for participating in the development of new curriculum and for revising existing curriculum to meet changing standards and evolving fields of study. These responsibilities are explained in faculty job postings such as a recent posting for an Assistant Professor of Horticulture and Design as well as in job descriptions, such as the Distance Education Coordinator job description (2A2-1), and are stipulated in the faculty collective bargaining agreement (2A2-2). *The Southwestern College Curriculum Handbook* was created by the SWC Curriculum Committee and approved by the Academic Senate (2A2-3). This handbook provides the College community with information regarding the standards for curriculum development and approval at Southwestern based on state and federal legislation and regulation, including the *California Community Colleges Program and Course Approval Handbook*. Course and program outlines are required and establish required information for all courses and programs (2A2-4, 2A2-5). Course and program outlines are managed in the CurricUNET curriculum management system.

The Southwestern College Curriculum Committee reviews and approves new and revised curriculum and academic policies to ensure compliance with the Academic Senate's "10+1" agreement with the District, California title 5 regulations, and California Education Code prior to submission to the District Governing Board for approval. The committee consists of faculty from all schools, faculty representation for the Higher Education Centers, and voting and non-voting resource faculty members such as the Distance Education Coordinator, the Articulation Officer and the Assessment and Prerequisite Faculty Coordinator (2A2-6). The committee provides guidance and oversight to ensure that all curriculum is sound, comprehensive, and responsive to the evolving needs of students as well as the academic, business, and local communities and helps the College to fulfill its mission.

The Curriculum Committee requires faculty to complete a comprehensive Distance Education Addendum to the course outline of record for both credit and noncredit courses to ensure methods of instruction meet generally accepted academic and professional standards for distance education. The DE addendum addresses the validity of offering a course online, strategies for regular and effective contact, accessibility requirements of all instructional materials, and other standards (2A2-7). Currently, SWC's Curriculum Committee relies on its subcommittee the Distance Education Review Committee (DERC) to vet Distance Education addenda based on a rubric and normed standards (2A2-8). DERC members work with the faculty proposing the addendum to make revisions and they provide a recommendation for approval to the full Curriculum Committee (2A2-9). The Curriculum Committee takes action on each distance education addendum as a separate action item from the course outline of record per California title 5 regulations §55206 (2A2-10).

Program Review has specific areas that require faculty to use student achievement and learning outcome data in program analysis. The Academic Program Review Committee recently made revisions to the program review process for implementation in Academic Year 2020-2021. One question focuses on a review of student success and completion data, and another on student learning outcome data (2A2-11). At the beginning of each year, faculty are presented with student learning outcome and achievement data. This data is used during program review to improve instructional courses and programs. For example in the Comprehensive Program Review for Communication Studies, student learning outcome data was used to support a request for new speech recording equipment. As a result of using the equipment, it was found that overall student proficiency in speech performance improved (2A2-12). Similarly, Anthropology faculty reviewed multiple years of student success and completion data in their Annual Update for Program Review. They noted that since the inception of their Anthropology speaker's series, completion rates, student GPAs, and course enrollments all experienced a marked increase (2A2-13).

Analysis and Evaluation

Southwestern College has a faculty-driven curriculum development and approval process with established standards that support the community and comply with state and federal laws and regulations. The approval process is robust for all curriculum including courses to be taught via distance education.

Over the past two years, The Institutional Program Review Committee worked diligently to update program review processes and documents to ensure use of data in program analysis and requests for resources. These updates were made with the goal of continuously improving instructional courses and programs. Improving processes will help faculty ensure program currency, improve teaching and learning strategies, and promote student success.

Standard II A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

All approved courses offered by the College have course outlines of record which contain student learning outcomes, as well as assessment methods (2A3-1, 2A3-2, 2A3-3, 2A3-4, 2A3-5, 2A3-6, 2A3-7). These student learning outcomes are placed on syllabi distributed to students every semester as a requirement (2A3-8, 2A3-9, 2A3-10, 2A3-11, 2A3-12, 2A3-13, 2A3-14). All student learning outcomes for courses, programs, certificates and degrees are assessed on a regular cycle following established institutional procedures listed in the SCEA contract (2A3-15). The district established a team of SLO liaisons in 2017 to assist faculty with all aspects of the SLO assessment process including training, planning, and interpretation of results (2A3-16). Liaisons are tasked with maintaining the Outcomes Assessment Timelines (OATs). These timelines list every SLO within an area of study, when it should be assessed, and when SLO data should be analyzed (2A3-17). Liaisons support faculty in their use of SLO data in Comprehensive Academic Program Review (2A3-18).

Official course outlines of record (CORs) are reviewed regularly by faculty during comprehensive academic program review (2A3-19). During this time, SLO liaisons support faculty in reviewing SLOs on the COR (2A3-20). Any revisions or updates to the CORs are then reviewed by the Curriculum Committee.

Syllabi are reviewed regularly via faculty evaluation processes (2A3-21). Course syllabi are provided to students by their instructors at the beginning of the semester, and copies of these syllabi are regularly collected by the school offices.

Analysis and Evaluation

Southwestern College has established a regular and effective cycle of assessment for SLOs. The three-year SLO assessment timeframe runs parallel to the program review cycle of that discipline/unit. As per the faculty contract, unit members are required to consider and use the results of SLO assessments when developing and implementing plans to improve the delivery of instructional/non-instructional services as needed.

SLO liaisons assist faculty with communication, organization, and assessment of SLOs. Part of the instructor evaluation process requires that faculty include SLOs on all syllabi. At the beginning of each semester, SLO liaisons send reminder emails to all faculty to include SLOs in their syllabi to ensure SLOs are accurately communicated to students. SLO liaisons also help faculty stay organized by maintaining and updating the outcomes assessment timelines (OATs) to ensure that SLOs are assessed on a regular cycle. Liaisons also help faculty keep SLOs current on the course outline of record. During the assessment process, liaisons assist faculty with the review of SLO data to improve instruction and student learning (e.g., using SLO data for program review).

Standard II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.o

Evidence of Meeting the Standard

Southwestern College offers pre-collegiate level curriculum in English, Math, and English as a Second Language, as well as continuing and community education courses. Courses with a number less than 100 are considered pre-collegiate (2A4-1) and courses with the code "[ND]" in the courses's catalog description indicate non-degree applicable courses (2A4-2). Course outlines indicate when a course is designated as a basic skills course (2A4-3).

To support students engaged with basic skills curriculum, counselors provide guidance for education planning and point students to available resources. Also, the College's Learning Assistance Services provides tutoring and academic support services for students in basic skills courses through eTutoring, an on-ground and an online Writing Center, Math Lab, and a comprehensive PowerStudy program (2A4-4). The College's Assessment website provides information for students on placement into basic skills classes (2A4-5). Along with faculty-developed placement protocols, a Guided Self-Placement tool has been developed to help students identify their own learning needs while clarifying distinctions between collegiate and pre-collegiate courses (2A4-6, 2A4-7). Finally, student achievement data is frequently analyzed to determine the impact of pre-collegiate level courses on student success, such as data that reviews the success rates of graduates of the College's English as a Second Language program in English classes (2A4-8).

Analysis and Evaluation

While the number of sections of basic skills courses have retracted due to decreased student demand in the wake of new placement processes under California law AB 705, the assessment and placement team at Southwestern College, under leadership of the Assessment and Prerequisite Faculty Coordinator, plays a key role in helping students distinguish between pre-collegiate curriculum and collegiate curriculum. Resources are provided in the catalog, on course outlines, and through counseling and learning assistance services.

Standard II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Southwestern College offers degrees and programs that follow common practice in American Higher Education. Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates (2A5-1) details the requirements for Southwestern College's associates degree and alignment of degrees and programs with the California State University and University of California systems. Policy 4100 requires that local associate's degrees and transfer degrees maintain a minimum of 60 semester credits. The policy also outlines requirements for minimum academic proficiencies, general education, degree and certificates, graduation, obtaining transcripts, continuous enrollment, and catalog rights regarding course work towards a major. The catalog clearly indicates for each degree the number of units required to obtain a degree (2A5-2, 2A5-3, 2A5-4, 2A5-5, 2A5-6, 2A5-7, 2A5-8).

In addition, the College follows unit standards for the General Associate Degree and the Associate Degree for Transfer (AA-T and AS-T) outlined in California regulations and the *Program and Course Approval Handbook* (PCAH) (2A5-9, 2A5-10) created by the California Community Colleges Chancellor's Office. Southwestern College defines and incorporates into all degree programs general education requirements designed to ensure breadth of knowledge and promote intellectual inquiry. These requirements are consistent with levels of quality and rigor appropriate to higher education. Southwestern maintains a local general education pattern for its associates degree and includes that pattern in the catalog (2A5-11). The College also makes the California State University (CSU) General Education Breadth Requirements and the Intersegmental General Education Transfer Curriculum (IGETC) for the University of California system available in the online college catalog and website (2A5-12, 2A5-13). (ER12)

Since 2017, Southwestern College faculty have reviewed degrees and academic programs to ensure appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning through the lens of its Jaguar Pathways efforts to make student success more equitable. To facilitate student selection of a major, the College has created Fields of Study pages in the College catalog and on its website (2A5-14, 2A5-15) that logically group similar areas of study together which is intended to help students determine a major more successfully. The College has also published curriculum maps by major to help students select classes each semester and graduate in a two-year period (2A5-16, 2A5-17). The College hopes to use program maps in the future to schedule courses more strategically, which is a focus of the Quality Focus Essay.

Analysis and Evaluation

Southwestern College's degrees and programs follow practices common to American higher education. The College has policy and practices in place that ensure minimum degree requirements are 60 semester credits or equivalent at the associate level. All degree programs define components of general education to ensure breadth of knowledge and promote intellectual inquiry consistent with levels of quality and rigor appropriate to higher education. Students can find Board Policy 4100: Graduation Requirements for Degrees and Certificates, CSU GE Breadth and IGETC Advising Sheets, and the Fields of Study and Program Maps by major on the Southwestern College website. Southwestern policies are updated in collaboration between faculty and administration. General Education Advising Sheets are updated yearly and used by academic counselors. *The Program and Course Approval Handbook* (PCAH) is frequently referenced for program development and to prepare program submittals to the Chancellor's Office. Additional activities as part of the College's Jaguar Pathways program are also intended to ensure programs are of appropriate length, breadth, depth, and rigor and course sequencing supports a reasonable time to completion and synthesis of learning.

Standard II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

In order to schedule courses in a manner that allows students to complete certificate and degree programs within a time period consistent with expected expectations in higher education, SWC has created an Enrollment Management Plan which establishes action supportive of effective scheduling practices that meet students' needs (2A6-1). School and Center Deans and Department Chairs work collaboratively to schedule classes to meet student demand with support from the Office of Instructional Support Services. Department chairs often rotate course offerings to ensure that capstone courses in a program are offered at least once every two years. The College has a student petition process that allows for course substitutions, waiving major requirements, and other options to support timely student completion when a course may not be offered (2A6-2). The previous year's schedule of classes is the basis for developing new course schedules each semester. College employees responsible for scheduling decisions receive the "Daily Vice President for Academic Affairs Report" (2A6-3) which provides enrollment data for each section. These data include fill rates for courses and wait lists which provides support for data-informed decision-making when adding or cancelling course sections based on student demand.

Analysis and Evaluation

The College has a process for developing semester course schedules that relies primarily on historical course-taking patterns. Enrollment management decisions are data-informed and are primarily driven by FTES management concerns and program requirements. The College has already begun several projects to improve schedule creation that is focused on a better awareness of student need. These projects are outlined in the Quality Focus Essay. The plans include partnering with Jaguar Pathways to create program maps and processes for updating maps for students to improve their student education planning and to provide the College with a better predictor of student course-taking behavior. The College has also begun implementing technology to support electronic, student-created education plans which provides an opportunity to collect real-time data on student course needs based on students' declared educational programs and fields of study. This will improve forecasting abilities to schedule courses in a way to support more timely completion.

Standard II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College recognizes the diversity of learning styles and access challenges that students face and provides a variety of instructional delivery modes and services that are easily accessible for all. Course sections may be scheduled as face-to-face courses or via distance education as a hybrid or fully online section as defined in the *SWC Curriculum Handbook* (2A7-1). The College does not currently offer courses via correspondence education. The College offers work experience courses that allow students to learn in a hands-on environment at a place of business and supports work-based learning that connects coursework with industry to make teaching methods and learning more relevant to student academic and career goals.

The College complies with California title 5 regulations §55206 by maintaining a robust approval process for distance education that ensures distance education sections meet equitable teaching standards. Board Policy 4105: Distance Education and Administrative Procedure 4105: Distance Education establishes standards and processes (2A7-2, 2A7-3). The Curriculum Committee implements the process, which is informed by the Online Education Initiative Course Design Rubric provided by the California Community Colleges Chancellor's Office and supports faculty to teach courses via distance education according to the rubric. The process relies on the Distance Education Review Committee (DERC) to review proposed distance education addenda for credit and noncredit courses (2A7-4) and to educate faculty on standards for equitable access, regular effective contact, and many other areas related to instructional quality in a distance education environment. Members of DERC create reports and provide recommendations to the Curriculum Committee before a course will be approved for distance education (2A7-5). The Curriculum Committee approves all distance education addenda (2A7-6) and recommends approval to the Governing Board in the monthly Curriculum Summary Report provided by the Vice President for Academic Affairs (2A7-7).

In response to lower success and retention rates for distance education delivery, in Fall 2016 the District developed a 5-week Distance Education Faculty Training (DEFT) program and instituted a training requirement for DE instructors in Fall 2017. Online success rates have increased 4.8% in the ensuing two years, and hybrid success rates have increased 4.5%. To support DEFT, the College employs a Distance Education Faculty Coordinator who coordinates a wide variety of training for faculty in distance education teaching methods that are often applicable in face-to face sections as well (2A7-8, 2A7-9). These opportunities are open to all faculty, full-time or part-time.

The College has an infrastructure and training opportunities to support equitable achievement for students in both face-to-face sections of courses and distance education sections. To support equity in teaching, over 100 faculty members were involved in the Advancing Equity in Teaching Academy Professional Development program using their own class data for disproportionate impact or equity gaps (2A7-10, 2A7-11). In addition using regional Strong Workforce funding, 27 career education faculty participated in the Strong Workforce Faculty Institute, which called on faculty to evaluate their class data to determine equity gaps in workforce development courses and develop effective practices for more equitable teaching (2A7-12). Finally, the Quest for Online Success site (2A7-13) for students was piloted in 2018 and launched in 2019; this self-paced introduction to online learning enjoys strong support among students, with students completing the program stating they would recommend it to others.

The College regularly evaluates the effectiveness of face to face, online, and hybrid delivery modes through research in student success, retention, and persistence. Recent data show that online classes show a marked increase in retention and persistence (2A7-14). These results guide improvements in faculty training, including training courses (2A7-15), workshops (2A7-16, 2A7-17, 2A7-18), and on-demand resources (2A7-19). To further improve online success rates, the District has formed a local Peer Online Course Review (POCR) program based on the OEI model that has led to 4.5% higher success rates than the state average. To address equity concerns in distance education delivery, the College's Peer Online Course Review program integrates the Peralta Online Equity Rubric (2A7-20). As a result of the COVID-19 pandemic and the move to distance education, the College invested heavily into increasing training for all faculty by not only increasing the number and variety of training but also by increasing staff in the Online Learning Center to support faculty.

Analysis and Evaluation

The College provides opportunities for students to take courses in a variety of modes in which faculty use teaching methods that promote equitable access and outcomes. The process of approving courses for distance education ensures faculty understand the requirements and effective teaching methods to support distance education. To further develop equity-minded teaching practices in online classes, the College uses data to guide research and professional development and has added the Peralta Online Equity Rubric to its training opportunities as well as webinars on equity in online instruction. The Online Learning Center and the Learning Assistance Services Center also provides support for students learning in a variety of modalities.

Standard II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

At this time, Southwesterrn College does not employ department-wide course and/ or program examinations except in some disciplines where such examinations are part of external accreditation and certification. In those disciplines and programs, the maintenance of the exam and validation thereof are maintained by the certifying agency administering the exam. Administrative Procedure 4260: Prerequisites and Corequisites describes the process students may use to challenge a requisite (2A8-1) and Administrative Procedure 4235: Credit By Examination establishes alternate methods for students to receive credit for prior learning for specific courses (2A8-2). Direct assessment of prior learning for veteran students follows Board Policy 5014: Awarding Credit for Prior Military Experience (2A8-3) while advanced placement credit is addressed in Board Policy 5017: Advanced Placement Credit (2A8-4). To ensure processes are in place to reduce test bias and enhance reliability, Board Policy 4260 Prerequisites And Corequisites was recently revised to more clearly address disproportionate impact and the requirement for using multiple measures and high school transcript data for placement that was legislated by AB 705. These policies and procedures are currently in the approval process with anticipated approval in fall 2020.

Analysis and Evaluation

There are multiple policies and procedures in place that address the assessment of prior student learning, ranging from self-assessed placement to credit for learning already completed. The passage of California Assembly Bill 705 has created opportunities to address other ways of assessing student prior learning. Instead of taking multiple semesters of pre-college level math and English courses, placement is now largely based on previous learning and grades from high school data. As a result, bias is greatly reduced. Students are able to get credit for prior learning and register into college level math and/or English within the first year of attending college after no more than one semester of pre-college math and/or English. To ensure processes are in place to reduce test bias and enhance reliability, Board Policy 4260 was recently revised to more clearly address disproportionate impact and the requirement for using multiple measures and high school transcript data for placement that was legislated by AB 705. These policies and procedures are currently in the approval process with anticipated approval in fall 2020.

Standard II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards course credit based on student achievement of measurable course objectives, which are listed in the officially approved course outline of record (COR). The COR lists these objectives in the section entitled, "Measurable Course Objectives and Minimum Standards," as determined by standards set by the instructor, at 70 percent proficiency for a grade of "C." The number of course objectives varies but is generally less than fifteen. Each objective must be measurable and begins with a consistent format, "Student will...," followed by one or more verbs from Bloom's Taxonomy and the task the student will carry out to demonstrate that learning has occurred. For example, as stated in the COR for Architecture 150: Architectural Design I (2A9-1), "Student will utilize directed conceptual design processes to develop three-dimensional studies of architectural space."

The Curriculum Committee reviews course objectives prior to approving new or modified courses to assure that each is measurable. Course student learning outcomes (CSLOs) are developed from these measurable course objectives and are assessed throughout the course. Passing grades on assignments or exams link directly to students' demonstration of achieving learning outcomes. In addition, course credit is awarded based on students' demonstration of achieving learning outcomes (2A9-2).

All degrees and certificates have program student learning outcomes (PSLOs) (2A9-3) and they are available in the catalog (2A9-4). In addition, all three of the College's general education patterns have SLOs (GESLOs) (2A9-5). The College maintains an ongoing system of SLO assessment. The courses within each program are aligned to ensure that program PSLOs are met through the completion of the courses that comprise the core requirements of the degree or certificate. Students are awarded the degrees and certificates by satisfactorily completing the necessary courses that align with the PSLOs.

Faculty assess student learning on the achievement of all of a program's learning objectives and SLOs (CSLOs and PSLOs). All learning objectives and PSLOs are crafted, reviewed, and measured by faculty. In addition, all program learning objectives and PSLOs emanate directly from course objectives and CSLOs. All programs at the College have stated program-level objectives and SLOs (2A9-6). Further, all CSLOs and PSLOs align directly with institutional student learning outcomes (ISLOs) to assess if students earning a degree or certificate in any program meet the College's stated ISLOs.

Board Policy 4020: Educational Programs & Curriculum Development, and the associated Administrative Procedure 4020: Educational Programs & Curriculum Development (2A9-7, 2A9-8), clearly address the length of term and how lecture credit hours are awarded (based on standards set by the Chancellor's Office). At Southwestern College, a minimum of 48 total student learning hours with a 1:2 ratio of in-class to outside-of-class work is equivalent to 1 unit of credit and the minimum unit increment is 0.5.

As per Administrative Procedure 4020, Cooperative Work Experience courses adhere to the formula for credit hour calculations identified in Title 5. The ratios are 75 hours of paid work experience for 1 unit of credit and 60 hours of non-paid work experience for 1 unit of credit. In addition, credits for clock hour designated programs which require licensures are awarded consistent with Federal Standards. For programs that meet this definition, 37.5 clock hours equals one unit of credit. Additional information regarding the credit hour and the clock hour is available in the *SWC Curriculum Handbook* (2A9-9).

Analysis and Evaluation

Faculty use student achievement of course objectives and stated SLOs as the primary factor in determining students' success. The general education requirement for degrees also ensures that students have met both institutional and program SLOs. Southwestern College awards units of credit consistent with institutional policies which reflect generally accepted norms or equivalencies as defined in Title 5 and the Carnegie definition of the credit hour. In addition, the institution offers courses with a work-experience component which are based on clock hours and follow the Federal standards for clock-to-credit-hour conversions.

Standard II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Southwestern College has approved policies and procedures that address articulation and transfer of credit, including foreign degree evaluations, and makes those policies available to students in BoardDocs and the College catalog. Board Policy 4050: Articulation and the accompanying Administrative Procedure 4050: Articulation establish the "process of developing a formal written and published agreement that identifies courses (or sequences of courses) on a 'sending' campus that are comparable to or acceptable in lieu of specific courses requirements at a 'receiving' campus." (2A10-1, 2A10-2). To certify that transfer credits to fulfill degree requirements have comparable expected learning outcomes, the Evaluations Office consults with the appropriate dean or discipline faculty to ensure course equivalence. In addition, the College informs students in the catalog how to prepare for transfer and to access ASSIST.org, the official repository for course articulation between CSU, UC, and California community colleges for course and major preparation articulations (2A10-3). The catalog informs students how to submit transcripts to be reviewed by the Evaluations Office (2A10-4) and guidelines for determining course equivalency (2A10-5). Instructions for foreign degree evaluations is also on the College website (2A10-6).

Analysis and Evaluation

The Institution's transfer-of-credit and articulation process to address transfer courses from and to other institutions is communicated to students in the College catalog under Course Equivalency, Transfer of Credit, and Preparation for Transfer, as well as in Administrative Policy 4050: Articulation. Policies and procedures are regularly reviewed through the shared governance process that includes departmental staff, faculty, and administrators. Policy and procedures for 4050 were recently reviewed in spring 2020 and will be approved by the Governing Board in fall 2020. Course equivalency and transfer of credit processes communicated between evaluations staff, discipline faculty, and administration are working well. The articulation agreements are used daily by college and university students, evaluators, discipline faculty, and counselors. A goal of the College's Quality Focus Essay is to improve transfer rates for students and to clarify academic pathways between institutions.

Standard II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College maintains institution-level student learning outcomes (ISLOs) in the categories of communication skills, thinking and reasoning, information competency, global awareness and ethics, and aesthetic sensitivity and historical literacy (2A11-1). It further maintains and assesses general education student learning outcomes (GESLOs) for each major category in its three general education patterns (2A9-5). All programs have program-specific learning outcomes (2A1-8) that appear in the College catalog (2A11-2). Alignment of SLOs to ISLOs is located in the College's curriculum management system CurricUNET as an addendum to the official course and program outlines of record (2A11-3, 2A11-4). As faculty write course-level SLOs (CSLOs), each CSLO is linked to a specific ISLO or GESLO in CurricUNET (2A11-5). ISLO and GESLO data collected is reviewed annually and compiled in a report used campus-wide (2A11-6). Program SLO data is included in the program review process (2A11-7).

Analysis and Evaluation

Faculty have written CSLOs for each of their discipline courses and all programs have program student learning outcomes. Each CSLO links to a specific ISLO or GESLO. This process helps ensure that learning content in academic programs encompasses the breadth of learning outcomes specific to competency, inquiry, reasoning, and engagement appropriate to the program level. Faculty systematically review SLOs and assess data collected in line with the four-year program review cycle.

Annually, the Learning Outcomes Assessment Committee (LOAC) reviews all ISLO and GESLO data collected across the campus. Discussion and analysis of the data culminates in the ISLO/GESLO Report. This report is shared with the Curriculum Committee, Academic Senate, and then campus-wide. The report is then used as a planning tool to inform and drive program improvement via program review.

Standard II.A.12

The institution requires all of its degree programs to include a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Southwestern College is committed to providing general education encompassing the areas of Social and Behavioral Sciences, Natural Sciences, Humanities, and Language and Rationality which are consistent with California's title 5 code of regulations §55063 Minimum Requirements for the Associate Degree. Southwestern College Board Policy 4100: Graduation Requirements for Degrees and Certificates (2A12-1) and its accompanying administrative procedure (2A5-1) explain the College's philosophy for general education. The College prints this information in the catalog for students (2A12-2) as well as the GE plans themselves (2A5-11, 2A5-12, 2A5-13).

In order to determine appropriateness of each course for inclusion in the general education curriculum, the institution utilizes the California State University (CSU) guiding notes (2A12-3), the Intersegmental General Education Transfer Curriculum (IGETC) standards, and a faculty-driven process developed by the SWC Curriculum Committee (2A12-4). All proposals must demonstrate how the course supports specific general education student learning outcomes (GESLOs) prior to adding a course to the local general education pattern. Courses that have already been approved for the CSU or IGETC curriculum plans are automatically included in Southwestern College's general education requirements as was agreed upon at the October 11, 2018 Curriculum committee meeting (2A12-5). When a course does not satisfy CSU or IGETC, the Articulation Officer works with discipline faculty to prepare general educational proposals that are presented to the Curriculum Committee in order to provide justification as to how the course meets local general education requirements and the established GESLOs.

Analysis and Evaluation

The Institution has established policies and procedures which rely on the expertise of the Articulation Officer, discipline faculty, and the Curriculum Committee to determine the appropriateness of each course for inclusion in the general education curriculum. The Articulation Officer uses the CSU Guiding Notes and the IGETC standards to determine which courses satisfy requirements to articulate in these areas. The Curriculum Committee then uses the GE Process form to help guide decision making. All approved general education requirements for degree programs are clearly stated in the Southwestern College catalog.

Standard II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

College Administrative Policy 4100: Graduation Requirements for Degrees and Certificates complies with California title 5 regulations §55063 Minimum Requirements for the Associate Degree which requires associate's degrees to include "at least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines" (2A13-1). Each academic program awarded an associate's degree requires at least 18 semester units of study in a specific discipline or area of emphasis (2A13-2, 2A13-3). Additionally, each academic program listed in the catalog is accompanied by program student learning outcomes that align with the core learning outcomes for each program (2A13-4). Each course offered by the College is supported by student learning outcomes (2A13-5) For new programs, faculty complete a "Program Checklist" that relates the proposed program's goals to the College mission, student need, and expected outcomes for students (2A13-6, 2A13-7). The questionnaire helps ensure programs have an interdisciplinary core.

Analysis and Evaluation

All programs are reviewed and approved by the Curriculum Committee. The curriculum approval process ensures all programs include a focused study on one area, inquiry, or discipline. It further ensures that key theories and practices are appropriate for each type of award. For new programs, faculty complete a "Program Checklist" questionnaire regarding the program's alignment to an interdisciplinary core. The checklist is reviewed by the Curriculum Committee for approval.

Standard II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

At the curriculum development level, all new CE programs require San Diego and Imperial Community Colleges Regional Consortium (SDICC) review and recommendation prior to submittal to the Chancellor's Office to ensure new program development begins with a needs assessment. This assessment includes a labor market demand and supply analysis generated by program advisory committees and the Centers of Excellence. Once a program is approved by the Chancellor's Office, all degree and certificate programs conduct self-assessments on an annual basis through program review. In order to ensure that graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards, all Career Education (CE) programs with external licensure and certifications maintain external accreditations (2A14-1).

Each CE program also maintains an Advisory Committee to inform and guide the program's quality and alignment with industry standards. Advisory Committee meeting membership lists, agendas, and minutes are individually housed in the program's respective Dean's Office and a comprehensive college-wide database is maintained in the School of Continuing Education and Workforce Development. A comprehensive assessment of CE programs can be found in CE Biennial reports (2A14-2, 2A14-3) and reviews of the Strong Workforce Metrics in the CTE Launch Board (2A14-4). Southwestern College publishes program-specific licensure pass rates on its Consumer Information website (2A14-5).

Analysis and Evaluation

The College District's Program Review process includes a review of Perkins Core Indicators that in 2019-20 revealed that of the 34 Core Indicators, the College surpassed the state-negotiated level in all but nine areas. In addition to the program review process, CE programs also engage in an in-depth analysis via biennial reports. Biennial reports assess the following about each CE program: meets a documented labor market demand; does not represent unnecessary duplication of other manpower training programs in the area; and is of demonstrated effectiveness as measured by the employment and completion success of its students. As part of the annual analysis and evaluation of CE programs, the College reviews the CTE Launchboard Strong Workforce Metrics and in 2017–18, the College's CE programs have annually increased numbers in six of the eight metrics showing great success related to completion of 9+ CTE units, wage increases, employment, and attainment of jobs in a related field of study. Strategic investment of Strong Workforce and Perkins funds have supported the increase in identified metrics for generating a positive reaction for Career Education students who demonstrate technical and professional competencies that meet employment standards.

Standard II.A.15

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Academic programs are discontinued in accordance with Board Policy and Administrative Procedure 4021: Program Discontinuance (2A15-1, 2A15-2). The process includes a review of student enrollment, outcomes data, and industry need or alignment with university transfer majors by the discipline faculty and dean. Board Policy 4021 clarifies the conditions under which a program may be discontinued and the accompanying administrative procedure delineates the process for discontinuing a program. This procedure includes creating a teach-out plan that establishes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

All academic programs in consideration for discontinuance are required to present the completed Program Viability Suspension and Discontinuance Review Request Form to the Ad Hoc Program Discontinuance Review Committee (2A15-3, 2A15-4). Additionally, the Office of Instructional Support Services has created a Program Viability, Suspension, and Discontinuance Review document (2A15-5) to facilitate the implementation of the process in conjunction with the Program Viability Suspension and Discontinuance Review Request Form (2A15-6, 2A15-7, 2A15-8). The Academic Senate must take action on a proposal for program discontinuance (2A15-9) and the Governing Board approves program discontinuances on its monthly Curriculum Summary Report (2A15-10).

Analysis and Evaluation

The College has a policy and procedure to address discontinuance of programs. Processes and practices necessary to effectively implement this policy are consistently followed. Instructional faculty and administrators work with counselors and administrators in the Student Services Division to ensure students are advised appropriately on how to complete educational requirements when programs are eliminated.

Standard II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

All instructional programs offered through SWC are developed and approved through a standardized curriculum approval process regardless of the service location or instructional delivery method (2A16-1). Curriculum summary reports listing all approved courses and programs are available on Governing Board agendas each month (2A16-2).

Courses and programs are evaluated during Academic Program Review, which is also accessible from the College website (2A16-3). Within each discipline, faculty members conduct program review as a self study. The criteria that are used include relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future. The process is the same for all college programs, regardless of type (collegiate, pre-collegiate, career-technical, and continuing and community education).

As an example of enhancing learning outcomes and achievement for students, in its 2019-2020 Program Review, the Fire Science program utilized the 2018 Program Biennial Report as evidence to support changes such as development of curriculum (Firefighter I Academy) and construction of the Public Safety Training Center at the HEC Otay Mesa which is currently under construction and projected to open Fall 2021(2A16-4). Southwestern College also recently approved an updated version of the questions that are used in conducting Comprehensive Program Reviews. The Comprehensive questions are in addition to an analysis of goals that is completed in the Annual Update.

Analysis and Evaluation

Academic Program Review stimulates review and revision of course outlines and overall programs. Academic Program Review reports are used in institutional planning, resource allocation, and budget development. Changes to courses and programs have occurred as a result of Program Review. For example, Academic Program Review identified the need for the Fire Science curriculum to be updated in order for the program to be accredited by the Office of the State Fire Marshal in order to offer a FireFighter I Academy. Additionally, the Fire Science Program Review identified other necessary resources to become an accredited program. As a result, the College has incorporated this information into its institutional and budget plans and is in the process of hiring personnel and building a Public Safety Training Center to support the updated Fire Science program, which has achieved conditional accreditation by the Office of the State Fire Marshal.

CONCLUSIONS ON STANDARD II.A. INSTRUCTIONAL PROGRAMS

The College District's instructional programs are designed to support the College mission and are developed with learning outcomes, student completion, and transferability as driving forces. The College has increasingly emphasized inclusive teaching techniques as is made evident in faculty training so that all students succeed with their educational goals and they feel a sense of belonging to the institution. The faculty-led Curriculum Committee ensures that academic integrity is at the core of the curriculum, and faculty ensure that students are achieving their SLOs and PSLOs, which has helped the College District see an increase in program completion and transfer rates.

The College District continues to review and evaluate the viability of programs available to students. Because ADTs overall have a higher completion rate than the AA degrees, faculty are reviewing programs with zero completions for program discontinuance. The College District has committed to providing students the technology they need to develop individualized student education plans as well as to view their progress in their degree and streamline the process from declaring their major to program completion within a timely manner.

IMPROVEMENT PLAN(S)

The College has identified areas of improvement in enrollment management, scheduling, and the development of student education plans that are outlined in the Quality Focus Essay.

EVIDENCE LIST

2A1-1_Prg_Rep_CurcUNET.pdf

2A1-2_SWC_Mission.pdf

2A1-3_Smp_Prg_Desc_Cat.pdf

2A1-4_Collge_Bnd_Web.pdf

2A1-5_Cont_Ed_Schedule.pdf

2A1-6_Active_NC_Prog.pdf

2A1-7_Cur_Com_Pg16-19.pdf

2A1-8_Workbook_PSLOs.pdf

2A1-9_Cat_Pgs_PSLOs.pdf

2A1-10_OATS_SLO_Web.pdf

2A1-11_PSLO_BIOL.pdf

2A1-12_Lic_Exm_Pas_Rate.pdf

2A1-13_Deg_Cer_Aw_3-5Yr.pdf

2A1-14_Eq_Onln_Pthwy.pdf

2A1-15_BP_4115.pdf

2A1-16_Sample_Addend.pdf

2A1-17_Dist_Ed_Dta_SP19.pdf

2A2-1_SCEA_Job_Desc.pdf

2A2-2_SCEA_Contrct_Pg33.pdf

2A2-3_Curr_Hndbk_2020.pdf

2A2-4_Sample_CORs.pdf

2A2-5_New_Prog_Outlines.pdf

2A2-6_Cur_Com_Hdbk_Mem.pdf

2A2-7_Samp_DE_Addenda.pdf

2A2-8_DERC_Rubric.pdf

2A2-9_DERC_Appr_Flow.pdf

2A2-10_Cur_mnts_10319.pdf

2A2-11_CmpIV_CPR_20-21.pdf

2A2-12_Comm_APR_2018.pdf

2A2-13_APR_ANTH_2019.pdf

2A3-1_SLO_CD278.pdf

2A3-2_SLO_COMM103.pdf

2A3-3_SLO_ESL49D.pdf

2A3-4_SLO_LEGL260.pdf

2A3-5_SLO_LNT99.pdf

2A3-6_SLO_MATH100.pdf

2A3-7_SLO_SOC101.pdf

2A3-8_Syllabus_CD278.pdf

2A3-9_Syllabus_COMM103.pdf

2A3-10_Syllabus_ESL49D.pdf

2A3-11_Syllabus_LEGL260.pdf

2A3-12_Syllabus_LNT99.pdf

2A3-13_Syllabus_MATH100.pdf

2A3-14_Syllabus_SOC101.pdf

2A3-15_SLO_Art_XIX.pdf

2A3-16_Liaison_Job_Desc.pdf

2A3-17_OAT_SOC_2018.pdf

2A3-18_SLO_FA18_CAPR.pdf

2A3-19_SLO_Updtd_CAPR.pdf

2A3-20_Ver_SLOs_CORs.pdf

2A3-21_Syllab_Chcklist.pdf

2A4-1_Crse_NmbCur_Hdbk.pdf

2A4-2_MAT11_MAT35_Dsc.pdf

2A4-3_MATH_35_COR.pdf

2A4-4_LAS_Website.pdf

2A4-5_Asmnt_PreRq_Web.pdf

2A4-6_ESL_GSP.pdf

2A4-7_ENGL_MATH_GSP.pdf

2A4-8_Data_Analysis_ESL.pdf

2A5-1_AP_4100.pdf

2A5-2_Mathematics_Prog.pdf

2A5-3_Acad_ESL_Prog.pdf

2A5-4_Child_Dev_Prog.pdf

2A5-5_Comm_Studs_Prog.pdf

2A5-6_Lnd_Arc_Nurs_Prog.pdf

2A5-7_Parlegl_Stud_Prog.pdf

2A5-8_Sociology_Prog.pdf

2A5-9_PCAH_Pgs_74-76.pdf

2A5-10_Ttle5_Req_ASDeg.pdf

2A5-11_ASDg20-21_61620.pdf

2A5-12_CSU_GE_Breadth.pdf

2A5-13_IGETC.pdf

2A5-14_Flds_of_Stdy_Cat.pdf

2A5-15_Fids_of_Stdy_Web.pdf

2A5-16_Prog_Maps_Web.pdf

2A5-17_Music_Prog_Map.pdf

2A6-1_Enr_Mgmt_Pgs8-11.pdf

2A6-2_Stdnt_Ptition_Web.pdf

2A6-3_VPAA_Sp20_41920.pdf

2A7-1_Crse_Modes_Hdbk.pdf

2A7-2_BP_4105.pdf

2A7-3_AP_4105.pdf

2A7-4_DE_Addenda.pdf

2A7-5_DERC_Rdr_Report.pdf

2A7-6_Cur_Mnts_9519.pdf

2A7-7_GB_CSR_Dist_Ed.pdf

2A7-8_Email_Fac_9920.pdf

2A7-9_DE_Trning_Suprt.pdf

2A7-10_AETA_Flyer.pdf

2A7-11_AETA_4-Day_Prog.pdf

2A7-12_Wrkfrce_Fac_Inst.pdf

2A7-13_Quest_Succ_Site.pdf

2A7-14_2020_Dist_Ed_Rep.pdf

2A7-15_DEFT_Outline.pdf

2A7-16_DE_Wrkshps_FA18.pdf

2A7-17_DE_Wrkshp_SP19.pdf

2A7-18_Cnvs_Ornts_SP19.pdf

2A7-19_Cnvs_Essentials.pdf

2A7-20_POCR_Rubric.pdf

2A8-1_AP_4260.pdf

2A8-2_AP_4235.pdf

2A8-3_BP_5014.pdf

2A8-4_BP_5017.pdf

2A9-1_ARCH150_COR.pdf

2A9-2_Syl_CAD220_Intro.pdf

2A9-3_Workbook_PSLOs.pdf

2A9-4_Program_PSLOs.pdf

2A9-5_GESLOs.pdf

2A9-6_ARCH_PSLO.pdf

2A9-7_BP_4020.pdf

2A9-8_AP_4020.pdf

2A9-9_Cur_Hdbk_Crdt_Hr.pdf

2A10-1_BP_4050.pdf

2A10-2_AP_4050.pdf

2A10-3_Prep_Transf_Cat.pdf

2A10-4_Trans_Colgs_Aten.pdf

2A10-5_Course_Equivalen.pdf

2A10-6_Trnsfr_Crd_19-20.pdf

2A11-1_ISLOs.pdf

2A11-2_Prog_PSLOs.pdf

2A11-3_Prog_SLO_Pg_Art.pdf

2A11-4_Course_SLO_ART.pdf

2A11-5_ART104_ISLO.pdf

2A11-6_ISLO_GESLO_Rprt.pdf

2A11-7_CmpIV_Prg_20-21.pdf

2A12-1_BP_4100.pdf

2A12-2_Grad_GE_Cat.pdf

2A12-3_CSU_Guidng_Notes.pdf

2A12-4_Cur_Com_GE_Proc.pdf

2A12-5_Curr_Mnts_101118.pdf

2A13-1_AP_4100_T5.pdf

2A13-2_CIS_Prog_Outline.pdf

2A13-3_Drone_Prg_Outlne.pdf

2A13-4_Catlog_Acct_Pg.pdf

2A13-5_Crse_SLO_Adnda.pdf

2A13-6_Prog_Checklist.pdf

2A13-7_Cert_Ach_Nar_Dta.pdf

2A14-1_Accred_Affi_Cat.pdf

2A14-2_Bienial_Rep_Nurs.pdf

2A14-3_CE_Sumry_18.pdf

2A14-4_CTE_Lnchbrd_Dta.pdf

2A14-5_Cnsmr_Info_Web.pdf

2A15-1_BP_4021.pdf

2A15-2_AP_4021.pdf

2A15-3_PrDs_mnts_51618.pdf

2A15-4_PrDs_mnts_4819.pdf

2A15-5_Prg_Viability.pdf

2A15-6_Susp_Discnt_Form.pdf

2A15-7_Conven_Discnt.pdf

2A15-8_Math_Dscnt_Form.pdf

2A15-9_AS_Mnts_10918.pdf

2A15-10_CSR_121118.pdf

2A16-1_Curric_Commit.pdf

2A16-2_GB_Agen_Curr.pdf

2A16-3_Acad_PR_Website.pdf

2A16-4_PR_Fire_Science.pdf

STANDARD II.B. LIBRARY AND LEARNING SUPPORT SERVICES

Standard II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The Institution supports student learning and achievement by providing library access and other support services both online and on all four of its campus sites (2B1-1).

Library services are detailed on the College website (2B1-2) and include borrowing materials, online databases, computer workstations with access to the internet and printers, study rooms and tutoring, streaming video services, and disability support. On the Chula Vista Campus, Learning Assistance Services (LAS) provides learning support services that include the following:
- Interdisciplinary tutoring services
- Specialized tutoring services for the Power Study program, the Mathematics, Engineering, Science Achievement (MESA) program, the Math Center, and the Writing Center
- Test proctoring services

Onsite Academic Success Center (ASC) interdisciplinary tutoring labs are available at all Higher Education Centers (2B1-3). Further, the institution supports student learning online for students across the College via the following:
- eTutoring
- The Online Writing Lab (OWL)
- Access to Learning Links that focus on study strategies demonstrated to increase student success in college.

The Institution supports faculty and staff responsible for student learning by providing support services (2B1-4). It provides the following:
- Library orientations tailored to classes
- Library liaisons for individual disciplines
- A process for placing specialized materials on reserve for students
- Support for ongoing learning and instruction by making available resources for teaching and learning that include Open Educational Resources, videos for instruction, and multimedia services.

Further, services provided under LAS are evaluated and a Tutor Evaluations Report is generated (2B1-5).

Analysis and Evaluation

The SWC Library and Learning Assistance Services (LAS) provides comprehensive support for student learning and achievement through a wide array of services and resources both face-to-face and online. The library offers analog and digital collections that may be accessed through the easy-to-use online catalog on the library website. Media conforms to the Americans with Disabilities Act, and students can access media materials by searching the library's automated catalog. They may use media in private listening carrels or in group viewing rooms at the library, or they make take advantage of streaming services. The library maintains locations at the Higher Education Centers (HECs) as well.

LAS provides tutoring, supplemental instruction (Power Study), and test proctoring at the Academic Success Center on the Chula Vista campus while offering support and assistance to tutoring located at the higher education centers at Otay Mesa, National City, and San Ysidro. The tutoring is provided in several subjects with an emphasis on English and math and the LAS is certified as a College Learning and Reading Association Level One program. For example, The SWC MESA program provides academic enrichment, advising, and other resources to STEM students in order to excel academically and transfer to four-year institutions with science, engineering, or math-based majors. LAS also offers online tutoring via a membership with the Western eTutoring Consortium and through SWC's Online Writing Lab (OWL). Both the library and LAS host computer labs are designated as Interdisciplinary Tutoring Centers which enable access to the internet and include software packages used in instruction, including Microsoft Office and the Adobe suite. Both are staffed with the personnel required to accomplish program goals.

The institution supports personnel responsible for student learning by providing a variety of support services. Two ways this is accomplished are via specialized services for faculty (such as research orientations tailored to their courses), but also through structured trainings. For example, The Power Study Program (PSP) requires all tutors (PSP Leaders) to attend an intensive three-day training before the start of spring and fall semesters, and all PSP Leaders receive a comprehensive PSP Leader Manual. The PSP also offers faculty-facilitated content-based workshops for students who are enrolled in challenging STEM classes, and faculty-facilitated content-based training for tutors of math and English.

LAS administers surveys to collect student feedback and based on those surveys the services provided are both sufficient and effective.

Standard II.B.2

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

In order to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission, librarians and other learning support professionals participate in the Academic Technology Committee (ATC) and Institutional Technology Committee (ITC) in order to stay informed and up-to-date about faculty and student needs (2B2-1). The curriculum process (2B2-2) is utilized in conjunction with usage statistics (2B2-4, 2B2-5), the Library's Collection Development Guidelines (2B2-6), and the Institutional Technology Plan (2B2-7).

Analysis and Evaluation

By participating on the ATC and ITC, librarians and Learning Assistance Services (LAS) faculty are able to express faculty and student needs for educational equipment and materials pertaining to the library and LAS. On these committees, the library and LAS voices are utilized to assist in the prioritization of resources. Through the curriculum approval process as noted on the Curriculum Process flowchart, librarians are kept aware of all new and updated programs and courses, and individual librarians work with relevant faculty to assess existing materials and enhance collections as required. While working with instructional faculty, librarians also follow a documented set of guidelines to oversee the currency, accuracy, and relevance of the collections, especially in terms of acquiring new or removing outdated material regardless of format, as outlined by the Library's Collection Development Guidelines.

To assess the effectiveness of its collections and determine whether materials are sufficient in quantity, quality, depth, and variety to meet the learning needs of students, the Library, Academic Success Center (ASC), and other related support services regularly monitor their usage statistics and solicit feedback from students and faculty. One aspect of the usage statistics are the faculty and student requests which are important drivers of maintenance and collection decisions. The Library and LAS rely on the College's Institutional Technology plan that informs the campus' technology acquisition process and identifies technology resources that are targeted for replacement and/or re-allocation.

Standard II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Library and Learning Assistance Services (LAS) assure adequacy in meeting student needs through the Library Student Survey (2B3-1), the LAS Student Learning Outcome (SLO) Survey (2B3-2), and the LAS Campus Survey (2B3-3). The results of these evaluations are used to inform Library and LAS Program Review and Annual Snapshots (2B3-4, 2B3-5, 2B3-6, 2B3-7).

Analysis and Evaluation

The Library is committed to the plan, implement, and evaluate (PIE) model of assessment to adequately meet identified student needs. The Library administers surveys to collect and analyze feedback about a variety of topics, like open hours, study rooms, and access to online article databases to ensure student needs are being met adequately. Information gathered from the surveys is used to inform Program Review in order to establish goals for improvement and justify resource requests to support these services.

LAS, using a similar model of PIE and survey administration, evaluates student needs through employing the LAS SLO Survey, which assesses student confidence and impact of services offered on student success. The LAS Campus Survey evaluates the sufficiency and scope of services for students and faculty. The results of these surveys inform Program Review.

Standard II.B.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Library maintains contracts with the California Community Colleges Chancellor's Office for ExLibris, the Library Service Platform (LSP) (2B4-1), the California Community Colleges Council of Chief Librarians (CCCCCL) (2B4-2) and the Online Computer Library Center (OCLC) (2B4-3). Learning Assistance Services (LAS) maintains a contract with the Western eTutoring Consortium (2B4-4). These contracts are documented through the district's Purchasing and Contracts Office. These services are evaluated on an annual basis via usage statistics and satisfaction surveys (2B4-5, 2B4-6, 2B4-7).

Analysis and Evaluation

The Library collaborates through formal agreements with third-party sources to support its instructional programs and services. For example, to make print and electronic research materials findable, the Library maintains an annual agreement with ExLibris. In using this service, the Library ensures it supports instructional programs, enables users to find the research materials they need, and gathers usage statistics to evaluate and improve its usability. Another contract is with the California Community Colleges Council of Chief Librarians which provides statewide information regarding the community college libraries, professional development, and negotiated subscriptions to online resources through the Community College Library Consortium (CCL). The CCL's Electronic Resource Committee (EAR) consistently evaluates electronic resources available to academic libraries. Their reports are accessible on the CCL-EAR website. This information informs the SWC Library's selection process of databases and renewal cycles.

The Library's contract with the Online Computer Library Center (OCLC) for the EzProxy platform helps ensure security and reliability for authentication of remote users.

LAS maintains a contract with the Western eTutoring Consortium to provide online tutoring services as a supplement to on ground tutoring services. eTutoring is evaluated via usage statistics and through the LAS Campus Survey.

CONCLUSIONS ON STANDARD II.B. LIBRARY AND LEARNING SUPPORT SERVICES

Southwestern College Library and Learning Support Services provide the College students and faculty with support that is aligned with the College's mission and vision and is sufficient and effective. The Library, Learning Assistance Center (LAS), as well as other Learning Support Services routinely collect feedback from students by the distribution of surveys and evaluations and implement changes based on the data collected.

EVIDENCE LIST

2B1-1_Library_Service_Cat.pdf

2B1-2_Library_Website.pdf

2B1-3_Tutoring_Schd_F19.pdf

2B1-4_Lib_Fac_Services.pdf

2B1-5_Tutor_Eval_SP18.pdf

2B2-1_ATC_&_ITC_Templ.pdf

2B2-2_Curric_Process.pdf

2B2-4_Lib_Circ_Chckt.pdf

2B2-5_Lib_Circ_Stats.pdf

2B2-6_Collec_Dv_Guidlns.pdf

2B2-7_Inst_Tech_Plan.pdf

2B3-1_Lib_SLO_Rep_FA15.pdf

2B3-2_LAS_SLO_Rep.pdf

2B3-3_LAS_Cmps_Srv.pdf

2B3-4_Lib_PReview_1617.pdf

2B3-5_LAS_PReview_2015.pdf

2B3-6_Lib_An_Snpsht.pdf

2B3-7_LAS_An_Snpsht.pdf

2B4-1_ExLibris_Sub_Agre.pdf

2B4-2_CCCCCL_Member.pdf

2B4-3_OCLC_Contract.pdf

2B4-4_Western_eTutoring.pdf

2B4-5_Lib_Usage_Stats.pdf

2B4-6_LAS_Survey_Pg14.pdf

2B4-7_LAS_Survey_Pg23.pdf

STANDARD II.C. STUDENT SUPPORT SERVICES

Standard II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The College regularly evaluates the quality of its 29 student support service programs via the Student Feedback Survey (2C1-1). This instrument was created to evaluate students' familiarity, usage, and overall satisfaction.

Analysis and Evaluation

The Student Feedback Survey supports the College mission via continuous commitment to ensuring comprehensive student support services through the use of data-informed planning, implementation, and evaluation (2C1-2). The Student Feedback Survey is sent out every year to all students enrolled in spring. The most recent survey was sent out to all students (N=19,070) enrolled in spring 2018. Students were invited via email to participate in the online survey during the month of April. Five email reminders were sent during the survey. The College received 3,377 survey responses. The survey found that students were largely familiar with five services. These were the campus Bookstore (85%), Counseling services (77%), Financial Aid (72%), Admissions Office (69%), and Library/Learning Resource Center (68%). Similarly, students largely visited (sometimes or often) the campus Bookstore (90%), Counseling services (75%), and Admissions and Records Office (74%). In the area of overall satisfaction, students were found to be satisfied or very satisfied with multiple services. This included EOPS/CARE, Disabled Student Services, Library/Library Resource Center, Personal Wellness, Counseling, and Veterans Service Office.

Standard II.C. 2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

In order to identify and assess learning support outcomes and provide appropriate student support services and programs, comprehensive program reviews were conducted in 2017 for Assessment, Disability Support Services (DSS), Cooperative Work Experience and Education (CWEE), Evaluations, Health Services, Personal Wellness, and Student Employments Services (SES). Annual updates were also conducted for the remaining student service programs that were not scheduled to complete a comprehensive program review. These program reviews and updates include an assessment of each program's outcomes and plans for program improvement. The program review process identifies Student Services Outcomes (SSOs) and goals for each of the student support service programs, outlines activities and action steps, and assesses the outcomes for related SSOs and program goals based on institutional data and survey instruments (2C2-1, 2C2-2, 2C2-3, 2C2-4, 2C2-5, 2C2-6, 2C2-7). Another way learning support outcomes were assessed was with the Student Feedback Survey. Administered annually, this assessment tool evaluates student's familiarity, usage, overall satisfaction, and effectiveness associated with each student support service (2C1-1).

The Student Feedback Survey supports the College mission via continuous commitment to ensuring comprehensive student support services through the use of data-informed planning, implementation, and evaluation. The most recent survey was sent out to all students (N = 19,070) enrolled in spring 2018. The College received 3,377 survey responses. The survey results related to satisfaction and effectiveness of student support services include the following findings:

- The three services with the highest overall satisfaction were Extended Opportunities Programs and Services (EOPS), Disability Support Services (DSS), and the Learning Resource Center (LRC)/Library.
- Between the 2016 and 2018 Student Feedback Survey, overall satisfaction for Student Clubs and EOPS has increased.
- 73% of the respondents strongly agreed or agreed that the Assessment Center staff helped them understand how to select courses based on Assessment Center test results.
- When asked whether there is another service the ASO could provide, the highest responses indicated no additional services were needed. The second highest response indicated advertising/providing more information would be helpful, along with additional assistance with personal needs (food, personal care items, housing).

- 83% and 84% of the respondents strongly agreed and agreed that DSS provided them with all of the information they needed as a DSS student and that DSS information was readily available when they needed it.
- As a result of tutoring provided by the Learning Assistance Services, 69% of the respondents indicated they were able to maintain or improve their grades, 71% were able to complete their courses, 73% were able to strengthen their academic skills, and 75% were able to take greater responsibility for their own success.

87.7% of the respondents who have used the Transfer Center's services found the services helpful in achieving their educational or transfer goals.

The Student Success Scorecard was presented to the Governing Board on May 8, 2018 (2C2-8). The presentation and discussion with the Board included: a profile of Southwestern College students; completion of five-year summary of cohorts; completion rates by ethnicity and preparedness; remedial math progress rate by ethnicity; 5-year remedial English progress rate by ethnicity; completion of transfer math level course; completion of transfer level English course; retention rates for first time students; career technical education completion outcome; career technical education metrics, career skills builder, and change in median earnings. An overview of interventions for closing the student equity gaps were identified via the analysis of the scorecard and also presented to the Governing Board. These interventions include a closer collaboration with Sweetwater Union High School District in order to strengthen high school outreach and faculty partnerships, embedded tutoring, the SWC Cares initiative, equity minded professional development, Transfer University Campaign, implementing Multiple Measures, increasing the effectiveness of Student Communities, and decreasing the student to counselor ratio.

Analysis and Evaluation

The College regularly identifies and assesses the learning support outcomes for its student population. Examples of such include the annual Institutional Program Review process of the Student Affairs division, results from the annual Student Feedback Survey, and results from the Student Success Scorecard. These assessment tools indicate that the student support programs at the College are critical to the success of students and can be improved with additional resources allocated to these efforts to further close equity gaps.

Standard II.C. 3

The College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College supports students at the Chula Vista campus, Higher Education Centers (HECS), and via online programs (2C3-1). Students can access student services resources at any of our campus locations. The César E. Chávez Student Services Center, serves as a one-stop location for student services, including, the Office of Student Services, Admissions and Records, Evaluations, CalWORKs, Counseling, Extended Opportunities Programs and Services (EOPS), Employment and internships, Veterans' Services, Disability Support Services, Financial Aid, and many other critical programs (2C3-2). In addition to the Cesar E. Chavez Center One-Stop location, services are also available at the Higher Education Center campuses and through Cranium Cafe, our virtual Student Service platform. The HECS Centers have special Educational Center Technicians (Ed Center Techs) who are cross-trained in multiple areas to provide a one-stop approach to students. The Ed Center Techs are proficient in Admissions and Records, Financial Aid, and the processing of multiple student services and the needs of our special populations. Moreover, students can access these resources online through their MySWC Portal (2C3-3). This system brings together many SWC services that matriculate students into the College and toward the completion of their academic goals.

Analysis and Evaluation

The College assures equitable access to services at the Chula Vista, National City, Otay Mesa, and San Ysidro campuses. At these locations, prospective, new and continuing students can access the offices of Admissions, Counseling and Personal Wellness, Extended Opportunities Programs and Services, Veterans' and Disability Support Services, and Financial Aid.

Standard II.C. 4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College encourages each student to participate in co-curricular activities (i.e. student government, campus newspaper publication, intercollegiate athletics, etc.). The College also certifies integrity of these programs both on- and off-campus (2C4-1). To ensure that these programs are suited to the mission, contribute to the educational experience of students, and are conducted with integrity, the institution relies on policies and procedures for the Associated Student Organizations (ASO) (2C4-2) Associated Student Organization; Athletics (2C4-3); and student journalism program, and newspaper publications (2C4-4). Moreover, the College has policies and standards related to the student election process and expectations of officers (2C4-5). This also includes the management of its finances (2C4-6). These standards and processes are detailed in the colleges ASO Constitution, By-Laws, & House Rules.

In addition to the Board Policies, the Institution also operates under the California Community College Athletics Association Constitution and Bylaws. Additionally, each year, as required by the Federal Student Financial Aid Program, the College reports the revenues and expenses for all men's and women's athletic programs (2C4-7). The report includes a detailed overview of the full-time undergraduate athletes enrolled at the college, coaching assignments, and revenues and expenses. The data are also disaggregated by male and female athletes, coaches, and teams to ensure an equitable and comprehensive analysis.

Analysis and Evaluation

Southwestern College offers co-curricular programs and athletic programs that operate under the campus board policies and administrative procedures. These programs are suited to the College's mission and contribute to the social and cultural dimensions of the educational experience of its students.

Standard II.C. 5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Diverse counseling faculty and staff provide services to newly enrolled, continuing, returning and prospective students registered in credit or noncredit courses. These services are offered throughout the District at the Chula Vista campus, Higher Education Centers, military bases and via online Distance Education programming. Academic Procedure 5110: Counseling (2C5-1) highlights Southwestern College's process that ensures the following:

- Academic, career and personal counseling via short and long-term planning of academic goals (personal enrichment, certificate, associate's degree, transfer); Career assessment and advancement of students' abilities, interest, skills and values; Personal Counseling to assist with the management of personal, family, or other social concerns that may impact their ability to learn and succeed in college; and Group Counseling workshops to assist students with orientation, registration, selection of major, transferring, accessing campus resources, college success skills, academic progress and career exploration.

- Specialized services and Learning Communities for a diverse population of students (i.e. Extended Opportunities Programs and Services (EOPS), CalWORKs, Disability Support Services, BAYAN, First Year Experience, Athletics, Puente, Umoja, Veterans, etc.) (2C3-2).

Faculty and other staff responsible for advising are prepared with weekly departmental meetings (2C5-2) and professional development opportunities (2C5-3, 2C5-4).

The School of Counseling & Student Support Programs has a team of qualified counselors that are prepared to talk with students about their academic performance, choice of career, personal goals, and transfer opportunities (2C5-5). Students are offered individualized counseling sessions, exciting workshops, personal development courses and special academic programs or Learning Communities.

Analysis and Evaluation

The College provides Counseling faculty and staff with various professional development training opportunities and weekly departmental meetings focused on advising students. Professional development training for faculty and staff were offered to enhance the knowledge and skills needed to ensure quality student support and success. These trainings included conferences and workshops focused on preparing students for transfer to four-year colleges; career development (i.e. Workforce Training, Career Theory, etc.); and understanding students' needs from an equity-minded lens.

Standard II.C. 6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Governing Board Policy 5010: Admissions (2C6-1), Administrative Procedure 5010 : Admissions and Concurrent Enrollment (2C6-2), and Administrative Procedure 5011: Admissions and Concurrent Enrollment of High School Students (2C6-3) identify the admission policy for any person who possesses a high school diploma or its equivalent, any person enrolled in a qualifying apprenticeship program, other persons who are at least 18 years old and have the ability to benefit from the instruction offered, and students who are enrolled in grades 10-12. Administrative Procedure 5015 – Residence Determination outlines the process used to determine the residency of students, AB 540 requirements, the appeal process, and reclassification process (2C6-4). Administrative Procedure 5012 :International Students outlines the admission requirements for international students (2C6-5). Administrative Procedure 5013: Students in the Military outlines the residence determinations for military personnel and dependents and withdrawal policies for members of the military (2C6-6).

Board Policy 5052 : Open Enrollment (2C6-7) and Administrative Procedure 5052 : Open Enrollment (2C6-8) identify that all courses of the College shall be open to enrollment. However, enrollment may be limited to students meeting properly validated prerequisites and corequisites, or due to other non-evaluative, practical considerations as determined by the Vice President for Academic Affairs. Board Policy 5055: Enrollment Priorities (2C6-9) and Administrative Procedure 5055: Enrollment Priorities (2C6-10) identify students who are eligible for enrollment priority and procedures for administering enrollment priority.

Administrative Procedure 5050: Student Success and Support Program (SSSP) (2C6-11) outlines the process of developing a student education plan, which includes identifying an education and career goal, identifying a course of study, assessment and course placement process, orientations, course completion, and maintaining progress towards education goals. Administrative Procedure 5050 also outlines access to student support services such as counseling, health services, mental health services, student employment placement services, extended opportunity programs and services, campus child care services, tutorial services, foster youth support services, veteran support services, and disability support services. Administrative Procedure 5120: Transfer Center outlines the components of the District's Transfer Center plan, which includes transfer advising, counseling, various transfer-related workshops, campus tours to universities, and information on the Transfer Admission Guarantee Program (2C6-12). The College is in the process of developing and implementing the guided pathways framework, known as Jaguar Pathways (2C6-13) and held a Guided Pathways Summit June 4-6, 2018 (2C6-14). The Jaguar Pathways Steering Committee includes the Student Onboarding and Support Implementation Team which meets monthly and is focusing on strengthening the College's orientation program to include career exploration;

targeted exposure to pathways, programs, and services; a face-to-face component, in addition to an online component; and differentiated orientations for specific student populations. The Student Onboarding and Support Implementation Team is also involved in the development and piloting of a Student Career Action Plan to assist all incoming students with the early exploration and identification of their career goals prior to developing their academic plan with a counselor, along with the implementation and launch of CCCMyPath, a guided pathway onboarding platform that provides information and resources to incoming students (2C6-15, 2C6-16).

Analysis and Evaluation

The College has adopted and adheres to admission policies consistent with its mission and Governing Board Policy 5010: Admissions and Concurrent Enrollment; Administrative Procedure 5010: Admissions and Concurrent Enrollment; Board Policy 5011: Admissions and Concurrent Enrollment of High School Students; Administrative Procedure 5011: Admissions and Concurrent Enrollment of High School Students; Administrative Procedure 5015: Residence Determination; Administrative Procedure 5012: International Student;, and Administrative Procedure 5013: Students in the Military. Enrollment policies and procedures are detailed in Board Policy 5052: Open Enrollment; Administrative Procedure 5052: Open Enrollment; Board Policy 5055: Enrollment Priorities; and Administrative Procedure 5055: Enrollment Priorities. The College specifies the qualifications of students for each program via the Southwestern College catalog and defines and advises students on clear pathways to complete degrees, certificates, and transfer goals via our Administrative Procedure 5050: Student Success and Support Program; Administrative Procedure 5120: Transfer Center; and academic advising and development of student education plans with the College's counselors.

Standard II.C. 7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Implementation of Multiple Measures began with Test Assessment Reports for English, ESL, Math, and Reading (2C7-1, 2C7-2, 2C7-3, 2C7-4) and the Multiple Measures Only Placement (MMOP) pilot study in the Fall 2016 semester that assessed whether or not the number of students placed in transfer-level courses increased, a comparison of the success rate between MMOP and assessment-only students, and the factors related to academic success. This project grew to include more students in Fall 2017. As a result of this study (2C7-5, 2C7-6), in Fall 2018, Southwestern College's assessment process involved both a placement exam and the collection of self-reported multiple measures data and was offering students the better of the two placements, resulting in many students being placed on the basis of multiple measures. All studies included analysis of bias and disproportionate impact.

In response to the passage of AB 705 in August 2017, an AB 705 workgroup/ Developmental Education implementation team was formed in Spring 2018 to begin the planning and implementation of the AB 705 mandates. As a result of the group's work, corequisite support courses for English and math successfully completed the curriculum approval process and were offered during the Fall 2018 and Spring 2019 semesters, campus constituent groups have been informed, a research plan has been developed, and a placement process has been implemented to establish which students will be required to take corequisite support (2C7-7). As part of the implementation of AB705, the Southwestern College AB705 Workgroup has developed a guided self placement (GSP) process and instrument for use with students who were identified in the guidance from the California Community Colleges Chancellor's Office (CCCCO) as needing placement by other means because of the inability to reliably use transcript data in their placement (2C7-8). Ongoing plans include continuation of collaborating with local high school districts, refining placement methodologies, gathering student progress data, and implementing additional support interventions to improve student success.

Analysis and Evaluation

The College regularly evaluates admissions and placement instruments and practices in order to ensure instruments and practices are effective, while minimizing biases. Evidence of meeting this standard include the 2017 Multiple Measures Only Pilot Program Report and Presentation and Southwestern College's AB705 Adoption Plan, Southwestern College's Guided and Self Placement Processes, and Test Assessment Reports for English, ESL, Math, and Reading.

Standard II.C. 8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Governing Board Policy and Administrative Procedures 3310: Records Retention and Destruction (2C8-1, 2C8-2) outlines the definition of records, the process of classifying records as either Class 1 (Permanent), Class 2 (Optional), or Class 3 (Disposable), the procedures for the retention and destruction of records, including annual reports, official actions, employee records, student records, and property records, depending on the class of the record. Administrative Procedures 3310 also provides examples of records for each division of the college, a retention schedule for each class of records, and outlines the retention, backup, and oversight of electronic records.

The Colleague ERP/SIS system exists behind the college network firewalls requiring VPN access to connect to it. The VPN uses secure two-factor security requirements. Additional detail for Colleague security is described in the Colleague Security PDF (2C8-3). The College Disaster and Recovery System (2C8-4) describes the College's backup system and cycles, data centers, software, data transmission, restoration, and management.

Governing Board Policy 5040 : Student Records, Directory Information and Privacy (2C8-5) assures that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records and outlines the circumstances and process for releasing student record information. Students can request a release of specified portions of their student record to specific entities by completing a release form (2C8-6). Administrative Procedure 5045: Student Records Challenging Content (2C8-7) identifies the process a student would use to challenge their student record and Administrative Policy 3300 :Public Records (2C8-8) outlines the public records request process and the records that are exempt from this process, which includes student records. Greater detail of the process for public records requests (PRA) related to technology are outlined in the college Public Disclosure of Data procedures (2C8-9). All student employees requesting access to Colleague must undergo training in the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) prior to accessing student information. After completing this training, the student workers complete the FERPA Training Completion Agreement Form (2C8-10).

Analysis and Evaluation

The College maintains student records permanently, securely, and confidentially with a secure backup of all files, regardless of form via Governing Board Policy and Administrative Procedures 3310: Records Retention and Destruction and SWC Disaster and Recovery System. The College has published and follows established policies for the release of student records per Governing Board Policy 5040: Student Records, Directory Information and Privacy, Administrative Procedure 5045: Student Records Challenging Content, and Administrative Policy 3300. Student employees accessing student records are required to complete online FERPA training.

CONCLUSIONS ON STANDARD II.C. STUDENT SUPPORT SERVICES

The College supports students at the Chula Vista campus, Higher Education Centers (HECS), and online programs. Students can access student services resources at any of the campus locations. The César E. Chávez Student Services Center, serves as a one-stop location for student services, including, the Office of Student Services, Admissions and Records, Evaluations, CalWORKs, Counseling, Extended Opportunities Programs and Services (EOPS), Employment and internships, Veterans' Services, Disability Support Services, Financial Aid, and many other critical programs. In addition to the Cesar E. Chavez Center One-Stop location, services are also available at the Higher Education Center campuses and through Cranium Cafe, the College District's virtual Student Service platform.

Southwestern College offers co-curricular programs and athletic programs that operate under the campus board policies and administrative procedures. These programs are suited to the College's mission and contribute to the social and cultural dimensions of the educational experience of its students. The College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Southwestern College regularly evaluates the quality of its 29 student support service programs via the Student Feedback Survey. The College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The College uses assessment data to continuously improve student support programs and services.

The College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The College defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

EVIDENCE LIST

2C1-1_Stud_Fdback_Surv.pdf

2C1-2_Mission_Website.pdf

2C2-1_SAPR-ASSESS-17.pdf

2C2-2_SAPR-DSS-17.pdf

2C2-3_SAPR-CWEE-17.pdf

2C2-4_SAPR-EVAL-17.pdf

2C2-5_SAPR-HEALTH-17.pdf

2C2-6_SAPR-PW-17.pdf

2C2-7_SAPR-SES-17.pdf

2C2-8_GB_Mnts_5818.pdf

2C3-1_SS_Camp_Resou.pdf

2C3-2_Schls_Cntrs_Dprts.pdf

2C3-3_MySWC_Portal.pdf

2C4-1_BP_5510.pdf

2C4-2_BP_5400.pdf

2C4-3_BP_5700.pdf

2C4-4_BP_4500.pdf

2C4-5_BP_5410.pdf

2C4-6_BP_5420.pdf

2C4-7_EADA_Report.pdf

2C5-1_AP_5110.pdf

2C5-2_Disci_Meeting_F19.pdf

2C5-3_Convening_11420.pdf

2C5-4_Convening_3320.pdf

2C5-5_Counseling.pdf

2C6-1_BP_5010.pdf

2C6-2_AP_5010.pdf

2C6-3_BP_5011.pdf

2C6-4_AP_5015.pdf

2C6-5_AP_5012.pdf

2C6-6_AP_5013.pdf

2C6-7_BP_5052.pdf

2C6-8_AP_5052.pdf

2C6-9_BP_5055.pdf

2C6-10_AP_5055.pdf

2C6-11_AP_5050.pdf

2C6-12_AP_5120.pdf

2C6-13_GP_Summit_Prog.pdf

2C6-14_JP_Website.pdf

2C6-15_Onboard_Suppor.pdf

2C6-16_SOS_Agen_82819.pdf

2C7-1_Assessment_Eng.pdf

2C7-2_Assessment_ESL.pdf

2C7-3_Assessment_Math.pdf

2C7-4_Assessment_Read.pdf

2C7-5_MM2017_Report.pdf

2C7-6_MMeasure_Pilot.pdf

2C7-7_AB705_Adopt_Plan.pdf

2C7-8_GSP_Submission.pdf

2C8-1_BP_3310.pdf

2C8-2_AP_3310.pdf

2C8-3_Colleague_Sec.pdf

2C8-4_Discovery_Recov.pdf

2C8-5_BP_5040.pdf

2C8-6_Consent_Release.pdf

2C8-7_AP_5045.pdf

2C8-8_AP_3300.pdf

2C8-9_Public_Disclosure.pdf

2C8-10_FERPA_Training.pdf

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

STANDARD III.A. HUMAN RESOURCES

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

In order to ensure the integrity and quality of its programs and services, Southwestern College employs qualified faculty, staff, and administrators who meet or exceed legally required or locally established minimum qualifications as outlined in Board Policy 5317: Disciplines Policy and Minimum Qualifications (3A1-1) in alignment with Board Policy 7120: Recruitment and Hiring (3A1-2), and Administrative Procedures 7120: Recruitment and Hiring (3A1-3), 7120A: Faculty (3A1-4), and 7120B: Unrepresented Administrators (3A1-5) which govern the recruitment and selection of employees. The policies provide standardized procedures that support equal employment opportunity for the recruitment and hiring of employees.

If the candidate's qualifications are based on having the equivalent of the required minimum qualifications, in alignment with Board Policy 5317: Minimum Qualification Equivalency Policy, they are screened by the Equivalency Committee to determine if they meet equivalency before advancing further in the selection process. Further, foreign degrees require an evaluation for United States degree equivalency. The foreign degree equivalency process is outlined in each faculty job announcement so the applicant may submit the appropriate evaluation report. Human Resources (HR) further verifies that all degrees held by faculty and educational administrator applicants are awarded by institutions recognized by U.S. accrediting agencies. At the finalist stage references are conducted to verify work experience, and prior to hire official transcripts are required and reviewed to validate educational degrees (3A1-6).

New job descriptions which include duties, responsibilities, required skills and knowledge as well as minimum qualifications are vetted through the respective unions, the Shared Consultation Council for input from all constituencies, the respective Vice President, and then the Executive Leadership Team to ensure the job description meets the mission and goals of the institution with ultimate approval by the Board of Trustees (3A1-9, 3A1-10, 3A1-11).

Job announcements are publicly posted on the SWC HR website (3A1-7) and a multitude of other advertising resources are utilized depending on the position being recruited (3A1-8). Job announcements provide the minimum qualifications, position criteria, a tentative timeline of the selection process, and a College Values statement that speaks to the interest of the College in serving its student population (3A1-9, 3A1-10, 3A1-11).

Screening tools are also used to assist selection committee members in evaluating applicants based on established criteria. A Rating Criteria Form is utilized at the paper screening level (3A1-12). This form contains the essential duties of the position for evaluation against the applicant's skill set. An Interview Rating Form is further utilized during the interview to evaluate the interviewees's responses to questions in alignment with established associated job criteria (3A1-13).

Analysis and Evaluation

Prior to advertising positions, management supervisors update job descriptions to ensure they accurately reflect the current needs of the institution. This practice allows for the currency of job descriptions upon hire. Upon receipt of applications, they are vetted through Human Resources professionals to evaluate whether applicants meet the minimum qualifications as established in the job announcement. Further, the College provides for a reclassification process as established in the classified bargaining unit contract that provides for the reclassification of support staff positions when an employee or supervisor believes that the duties of a position have changed sufficiently to warrant a reclassification (3A1-14). This process allows for the opportunity to maintain currency in job descriptions in alignment with the mission and goals of the institution.

A new position of Assistant Director of Human Resources was hired in fall 2019. Among the many duties include: managing the recruitment process; working with management to develop new job descriptions; and managing and monitoring the reclassification process to ensure that positions are updated timely. Such duties are to ensure that the District's recruitment, selection, and hiring processes are strategic, in alignment with regulatory and policy requirements and the College's mission and goals.

Lastly, while the institution has a well developed applicant and candidate selection process which includes multiple screening procedures and tools, selection committees would be well served by providing selection committee training that is focused on how to evaluate candidates based on the desired qualities the institution seeks with associated criteria that supports advancing the institution's priorities.

Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The College ensures that faculty have knowledge of the subject matter and the requisite skills for the service to be performed by adhering to Board Policy 5319: Disciplines Policy and Minimum Qualifications (3A2-1) and verifying that faculty meet minimum qualifications listed in the job description and job announcement. Human Resources (HR) verifies that conferred degrees are from an accredited institution through the collection of official transcripts and evaluation reports for foreign degrees. HR verifies professional experience through the collection of Verification of Employment forms (3A2-2).

Faculty job descriptions (3A2-3) are accessible to the public on the HR website. Faculty that teach are employed under a general Instructor job description (3A2-4) and the job announcement from when they applied. The job description and the job announcement include language on development and review of curriculum as well as the assessment of learning (3A2-3, 3A2-5).

Analysis and Evaluation

Job announcements and job descriptions for faculty positions clearly state the minimum qualifications. When designing faculty job announcements and job descriptions, the qualifications for the corresponding discipline are analyzed to ensure the established minimum mirrors the minimum defined by the California Community College Chancellor's Office. Job announcements are reviewed extensively by the school dean, the department chair, and HR to ensure the announced minimum qualifications are correct. HR consults with the Academic Senate if the minimum qualifications differ from the state minimum. HR recommends the development of a process that allows for a periodic review of faculty job descriptions for updates.

The expectation is that all faculty are involved in curriculum review and student learning outcomes, as described in the job description and job announcements. Appropriate faculty are assigned on the basis of the faculty's qualifications, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution

Standard III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Board Policy 1200: Institutional Mission, Vision, and Values (3A3-1) is used as a guide when determining job duties and writing class specifications for administrators. All academic administrator job descriptions (3A3-2) and job announcements (3A3-3) include minimum qualifications determined by the Governing Board in accordance with Education Code 87356 (3A3-4, 3A3-5). The Human Resources office reviews all applications and verifies that degrees are conferred and from an institution recognized as accredited by the U.S. Department of Education (DOE) (3A3-6) or the Council for Higher Education Accreditation (CHEA) (3A3-7). Applications deemed not to meet the minimum qualifications are noted for the Selection Committee to review (3A3-8).

Analysis and Evaluation

The College's Governing Board Policy 1200: Institutional Mission, Vision, and Values defines the enduring character of the College District and guides all actions, including recruitment and equivalency processes. Examples include critical inquiry and thinking, mutual respect, shared planning and decision making, scholarship, and integrity. These guidelines ensure administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

When recruiting for a full-time academic administrator position, Human Resource reviews each application to analyze the applicant's qualifications and determine if the applicant meets the necessary minimum qualifications. Unofficial transcripts showing the conferred degree, and degree date, are required upon application. The College interviews candidates who meet or exceed stated minimum qualifications. The Human Resources department verifies that administrators and other employees responsible for educational programs and services have the appropriate conferred degrees and professional experience by collecting official transcripts and related work experience.

Standard III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The College ensures that the degrees held by faculty, administrators, and other employees are from institutions recognized by U.S accrediting agencies according to the California Code of Regulations Title V: 53406 (3A4-2). Human Resources (HR) verifies official transcripts are from an institution recognized as accredited by the U.S. Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA). The following online databases are resources for accreditation verification:

- Database of Accredited Postsecondary Institutions and Programs (3A3-6).
- Council for Higher Education Accreditation (3A3-7).

HR verifies through the institution's website if an institution does not exist in the databases. Foreign degrees not recognized by DOE or CHEA are accepted, if evaluated to the equivalent U.S. degree by a member of the National Association of Credential Evaluation Services, Inc. (NACES) (3A4-1).

Analysis and Evaluation

The College complies with Title 5: 53406 regulations and verifies that required degrees, collected from faculty and academic administrators, are recognized as accredited by DOE and CHEA. The College accepts foreign degrees not recognized by ED or CHEA if accompanied with a report of U.S. equivalency from a member of NACES.

Standard III.A.5

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Southwestern College personnel are systematically evaluated at clearly stated intervals, as defined in their collective bargaining agreement (CBA). Evaluation procedures for employee groups not represented can be found in their employee handbook. The following articles provide the evaluation procedures for each employee group:

- Academic Administrators, Article IX of the *Academic Administrator Handbook* (3A5-1).
- Classified Administrators, Article VIII of the *Classified Administrator Handbook* (3A5-2).
- Classified Confidentials, Article II of the *Classified Confidentials Employee Handbook*
- (3A5-3).
- Classified Staff, Article IV of the CSEA Contract (3A5-4).
- Faculty, Article VI and *Tenure Review and the Faculty Evaluation Manual* (3A5-5, 3A5-6, 3A5-7, 3A5-8).

Human Resources (HR) notifies managers when classified staff and classified administrators are due for evaluation. Notifications are automated and sent through the NeoGov performance management software. Included in the email notification is a link to guides on how to navigate through the software.

- NeoGov Performance Evaluations User Guide for SWC Managers (3A5-9).
- NeoGov Performance Evaluations User Guide for SWC Employees (3A5-10).

HR notifies managers when faculty and academic administrators are due for evaluation. Manual notifications are sent to the supervisor by way of a report.

- Faculty Evaluation List Notice to Manager (3A5-11).
- Full-time Faculty Performance Evaluation Report – Administration of Justice
- (3A5-12).
- Part-time Faculty Performance Evaluation Report– Administration of Justice
- (3A5-13).

Analysis and Evaluation

HR identifies when employees are due for evaluations and sends out a communication to management. Notifications to the supervisor and employee are sent 60 days before the start of the assessment. For faculty evaluations, the manager is notified via email and on a semester basis, of which faculty are due for evaluation. Included in the email is a comprehensive list of active faculty and the next evaluation period. The supervisor notifies those faculty members currently scheduled for an evaluation. Automated notifications for faculty evaluations, similar to classified staff and classified administrators, is projected to begin in fall 2020. HR will pilot a department for part-time faculty evaluations in fall 2020 and full-time in spring 2021. Any gaps in evaluations in Spring 2020 due to the Coronavirus have been rescheduled.

The performance of classified staff is evaluated three times during the first year of employment. Performance is then evaluated once a year during their first five years, then every three years.

Out of sequence evaluations, referred to as Special Evaluations, may be conducted if deemed appropriate by the employee's immediate supervisor, or the administration, to improve the performance of a classified employee who is not meeting College standards. The tool used to evaluate the performance of classified staff and classified administrators is a negotiated form. The form has 12 factors, including work knowledge, judgment, quality of work, attitude, leadership of others, attendance, and communications. The evaluator can rate an employee with an exceeds expectations; satisfactory; needs improvement; or unsatisfactory. The CSEA contract includes a rubric that clearly outlines the difference between the ratings to enable managers to consistently and equitably evaluate College employees. If needed, the manager provides the employee with clear direction regarding the nature of any performance or behavior requiring improvement. The evaluation contains a specific timeframe for reviewing progress. This process assesses the effectiveness and encourages the development of personnel.

The performance of classified administrators is evaluated three times during the first year of employment. Performance is then evaluated once in the second year, and then every three years.

The performance of faculty is evaluated in the fall and spring semesters only. Full-time faculty are evaluated once a year within their first four years, in the fall semester, and then every three years in the spring semester. Part-time faculty are evaluated three semesters in their first six semesters and then once every six semesters. *The Tenure Review & Faculty Evaluation Manual* outlines the forms, timelines, processes, expectations, and procedures for evaluating all faculty. The tools used to evaluate a faculty member include a self-evaluation, a course syllabus, a classroom visitation, student evaluations, and a performance evaluation summary. Full-time faculty identified as needing improvement have a staff development plan developed by said faculty member in consultation with the peer evaluator and the dean. Part-time faculty members identified as needing improvement or unsatisfactory, have a conference with the dean, and are provided copies of their evaluations.

The College has significantly improved the evaluation process over the past year. NeoGov, the performance management software, was purchased to increase efficiency, accountability, and transparency. NeoGov allows for automatic notifications to both the manager scheduled to complete the evaluation and the employee due for evaluation. Another enhancement NeoGov provides is the ability for supervisors to run a report of overdue evaluations for analysis and follow up. All classified employees' evaluations have moved to this system. The College is now working on transferring all academic employees' evaluations. The current estimate is to have part-time faculty implemented by spring 2021 and full-time faculty by fall 2021.

Standard III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College tasked the Faculty Hiring Prioritization (FHP) committee to evaluate which discipline areas the District will be staffing. The FHP Process and Procedures define what criteria the committee uses to determine the order of staffing by discipline area and then forwards this to the Governing Board for acceptance. The Faculty Obligation Number is used to determine the number of positions to recruit.

- Faculty Hiring Prioritization Process & Procedure 2019-20 (3A7-1).
- Faculty Hiring Prioritization List 2019-20 (3A7-2).

Analysis and Evaluation

The College is required by the State to maintain a minimum ratio of full-time faculty in comparison to part-time and adjunct faculty to meet the requirements for the Faculty Obligation Number, 50% Law Requirement, and the recommendations of the College's Student Success Task Force. Academic Affairs, Student Affairs, and the College's Academic Senate collaborate to develop, maintain, and implement a mutually agreed upon Faculty Hiring Prioritization Process and Procedures. This process uses a college-wide, multi-criteria approach that includes qualitative and quantitative data and focuses on students' overall success. The goal of this effort is to prioritize requests for full-time faculty positions transparently and fairly in support of the institutional mission and strategic priorities as well as helping the College in its ongoing assessment of Student Learning Outcomes. Once the Board accepts the Faculty Hiring Prioritization List, the Human Resources Office begins the recruitment process to employ full-time faculty.

Standard III. A. 8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Employment policies and practices for part-time faculty are defined within Board Policy 7215: Employment of Temporary (Full-Time) Faculty & Adjunct (Temporary PartTime) Faculty (3A8-1), Board Policy 7210: Academic Employees (3A8-2), and the Southwestern College Education Association (SCEA) Collective Bargaining Agreement (3A8-3). The SCEA Contract includes processes for new hire orientation, evaluations, and professional development.

After a new part-time faculty member accepts an offer of employment, they receive an email directing them to the forms needed for onboarding. The new hire contacts the Human Resources Office to schedule an appointment for orientation, providing employment paperwork, and receiving pertinent policies and procedures (3A8-4).

In fall 2019, the Office of Equity and Engagement, in collaboration with the Human Resources Office, established an Onboarding Program for all new classified, faculty, and management employees in accordance with Board Policy 7160: Professional Development (3A8-5). The purpose of the Program is to welcome, orient, and connect new hires to Southwestern College throughout their first year of employment. The Program encompasses policy and procedure, introduction to departments they will be associating with, and assists in a professional development plan that would work for them.

Part-time faculty members with an assignment are required to participate in professional development activities scheduled at Opening Day for that term. Section 15.4 of the SCEA contract outlines the compensation for part-time faculty participating in Opening Day activities. (3A8-6).

Analysis and Evaluation

The College regularly provides all personnel with onboarding activities and appropriate opportunities for continued professional development. To promote a life of learning, the Office of Equity and Engagement conducts needs assessment surveys to determine training needs and professional development interests (3A8-7, 3A8-8, 3A8-9). Training and other professional development activities are available to all personnel throughout the year.

Standard III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College maintains appropriate staffing levels and qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College reviews and identifies staffing needs for each program, service, and administrative on an annual basis through the Program Review process (3A9-1). Human Resources (HR) requests for Classified Professionals, Confidentials, and Administrators are submitted to the Executive Leadership Team (ELT) for prioritization. The task to prioritize HR requests for Faculty lies with the Faculty Hiring Prioritization (FHP) Committee (3A7-1).

To ensure appropriate staffing of departments, managers submit requests to replace or reorganize their existing positions through the HR ServiceNow portal (Reorganization Process (3A9-2). Managers interested in reorganizing must propose their initial plan to their Vice President. The Vice President will ensure that the proposal aligns with the College Strategic Plan. If approved to proceed, the manager will schedule a meeting with Human Resources for guidance and then with Finance for fiscal impact. Human Resources provides information that the Vice President will need to propose to the Executive Leadership Team (ELT). If approved to proceed, the manager will submit a formal request through the HR ServiceNow portal. ELT approved reorganizations require Governing Board approval (3A9-3).

Analysis and Evaluation

Multiple levels of review and analysis ensure the college makes informed and strategic decisions regarding appropriate staffing levels for each program and service.

Standard III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College maintains an appropriate number of administrators with the appropriate qualifications to provide continuity and effective administrative leadership. The College reviews and identifies staffing needs for each program, service, and administrative area on an annual basis through the Program Review process. Human Resources (HR) requests for Administrators are submitted to the Executive Leadership Team (ELT) for prioritization. The hiring selection for an administrator position includes representation from all units as outlined in Administrative Procedure 7120: Recruitment & Hiring Procedure (3A1-3), and Administrative Procedure 7120B: Recruitment & Hiring (Unrepresented Administrators) (3A1-5). Board Policy 7160: Professional Development (3A10-1) and Administrative Procedure 7160: Professional Development (3A10-2) ensure that the College promotes a life of learning for employees and maintains a sufficient number of administrators with appropriate expertise by providing administrators professional development that supports the institution's mission and purpose.

Analysis and Evaluation

The College regularly reviews all administrator positions against the needs of the College District. As these needs arise, the College assesses and takes action accordingly. In the absence of restructuring, administrators are hired according to Board Policy 7120: Recruitment and Hiring (3A1-3). The College employs administrators who exemplify the skill and knowledge to provide effective leadership. The College has made strides in recent months to ensure the continued effectiveness of administrators by providing professional development opportunities as well as manager specific trainings. The Human Resources department has conducted and scheduled management trainings during the Fall and Spring semester. The trainings address state-mandated issues (i.e., sexual harassment training), project management, and effectively administering college policies and procedures. It is the intent of the College to continue these management trainings in order to assist administrators in providing effective leadership.

Standard III.A.11

The Institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

SWC personnel policies and procedures are governed by Chapter 7000 Board Policies and Administrative Procedures (3A11-1); faculty (3A11-2), classified staff (3A1l-3), and management (3A11-4) collective bargaining agreements. These documents are readily available for information and review on the College's website.

Human Resources serves in the central role of providing counsel and compliance with personnel policies and procedures, collective bargaining agreements, and regulatory requirements. This centralized role supports administering its personnel policies and procedures, and collective bargaining agreements fairly, equitably, and consistently.

Per Administrative Procedure 2410: Adoption of Policies and Administrative Procedures, all policies and procedures are vetted through our Shared Consultation Counsel (SCC) prior to submission to the Board for approval (3A11-5).

To further ensure that management is knowledgeable of and therefore equitable and consistent with the application of personnel policies, procedures and agreements, in fall 2019 and spring 2020, Human Resources instituted and conducted a series of "Human Resources Management Training" workshops. As an example, the fall 2019 management trainings included a workshop focused on the essential elements of the classified staff (CSEA) collective bargaining contract; and the spring 2020 management training held a session titled, "SCEA (Faculty) Contract: Review of New Contract Language" (3A11-6, 3A11-7).

Analysis and Evaluation

Southwestern College has policies and procedures that govern all aspects of personnel. All the different collective bargaining agreements also provide articles governing personnel related issues. All policies and procedures are vetted through Shared Consultation Counsel (SCC). This process supports fairness, equity, and input from all constituencies in the development of policies and procedures. In turn, Human Resources serves as the central point of contact and counsel for personnel related decisions as a means to ensure that policies and procedures are fairly, equitably and consistently administered.

The College has been committed to ensuring that all complaints are addressed consistently and fairly in alignment with policies and procedures and appropriate actions are taken based on the nature of the violation. In this regard, over 153 Title IX, unlawful discrimination, grievances, and personnel complaints have been resolved in the last three years.

Standard III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Through Board Policy 3420: Equal Employment Opportunity, the College sets forth its support and commitment to its diverse personnel by prohibiting the discrimination of " ... any person in employment or in any program affiliated with the District on the basis of age, ancestry, color, ethnic group identification, national origin, religion, race, sex, gender identity, gender expression, sexual orientation, physical or mental disability, veteran status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics" (3A12-1).

The Governing Board also adopted Board Policy 3410: Nondiscrimination; Board Policy 3430: Prohibition of Harassment; and Board Policy 3415: Universal Design which provide examples of the institution's support and commitment to providing an academic and work environment that respects the dignity and accessibility of all individuals and groups equitably (3A12-2, 3A12-3, 3A12-4).

In addition, the institution provides a comprehensive number of programs, practices, and services that support diverse personnel including: the hiring of a Title IX Officer and the Executive Officer of Equity and Engagement; on-boarding of new employees; affinity group support; employee climate surveys which assess employee experiences; extensive professional development opportunities; and a yearly Faculty and Staff Diversity Report to the Governing Board (3A12-5). The report provides a longitudinal view of hiring progress made among various race and ethnic groups which allows for adjustments to be made in College practices.

Analysis and Evaluation

The College has several Board Policies addressing practices that promote equity and diversity. Based on employee assessment the College has instituted a number of professional development programs (3A12-6). The College has increased the diversity of faculty and staff over the past three years and continues to be committed to the fair treatment of employees by following and enforcing policies and procedures that are in place.

Standard III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Southwestern College has adopted policies and procedures to ensure that all employees act with professionalism and integrity. Modeling ethical behavior starts with the Governing Board who adopted Board Policy and Administrative Procedure 2710: Conflict of Interest, (3A13-1, 3A13-2) and Board Policy and Administrative Procedure 2715: Code of Ethics which model the expected standards of ethical conduct in the course of their Board duties (3A13-3, 3A13-4). In addition, Board Policy 2715 states that, "District Policy and Procedure No. 2715, 'Code of Ethics,' together with District Policy 3050, 'Institutional Code of Ethics,' shall constitute the ethical standard for its Governing Board members in both the conduct of policy and in its relationships with the administration, staff, students, and the District community." While all personnel are expected to abide by Board Policy 3050: Institutional Code of Ethics, nevertheless the policy contains consequences for the violations of Board Policy 3050. Allegations of violations of Board Policy 3050 are investigated and brought to resolution (3A13-5).

Analysis and Evaluation

The College maintains an appropriate Code of Ethics which encompasses all personnel. As stipulated in Board Policy 3050, personnel who fail to abide by the "Institutional Code of Ethics" may be disciplined. Incidents are assessed on a case-by-case basis and disciplinary actions may be taken in accordance with applicable regulations, board policies, administrative procedures, and collective bargaining agreements under their discipline articles. As violations occur incidents are assessed through Human Resources and appropriate actions are taken in accordance with expected behavior as established in College policies and collective bargaining agreements.

Standard III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College plans professional development training and activities for classified support staff, administrators, as well as full-time and part-time faculty each semester. Activities are in line with the institutional mission, vision, strategic goals, as well as with the Chancellor's Office frameworks and initiatives. Activities, presentations, trainings are regularly evaluated for feedback and guidance for improvement.

Professional development opportunities are planned and offered each semester. Offerings are informed by Annual Program Review, Needs Assessment Surveys (3A8-7, 3A8-8, 3A8-9), Professional Development Committee feedback, (3A14-1, 3A14-2, 3A14-3, 3A14-4), and Activity evaluations (3A14-5, 3A14-6).

Analysis and Evaluation

Through the analysis of these data, the institution made changes to professional development opportunities to better meet the needs of employees. Examples of programs that have been developed as a result of this feedback, include:

- The needs assessments for all groups showed a need for further training in technology. Opportunities were modified to include "on demand" training services, as well as a more robust technology training schedule.
    - On-Demand Training allows offices to request training on standard, or specialized topics in order to complete an office project or process. The training topic can include any software, or system that is supported by the College.
    - Google Suite and Google Apps training is offered for classified professionals and administrators that allows them to integrate technology in their daily routines to allow for easier and quicker collaboration.
    - Educational Apps and Technology is training designed specifically for faculty and focused on the available technology or software for incorporation into their face-to-face or distance education lectures.
- Faculty feedback showed a significant interest in training around teaching techniques. As a result, the Advancing Equity in Teaching Series was created.
    - Advancing Equity in Teaching Symposium invited full and part-time faculty to attend a two-day faculty professional learning opportunity to enhance teaching and learning. Day One focused on understanding how neuroscience principles can be aligned with teaching to promote student success. Day Two worked with faculty by demonstrating how to promote inclusion and address bias when it occurs in the classroom.
    - Advancing Equity Teaching Institute built on the Symposium above and extended learning with a two-day Equity-Minded Teaching Institute. Faculty learned strategies for creating educational experiences and learning environments that lead to success for all students.
    - The Advancing Equity Teaching Academy is a year-long faculty professional development program that aims to develop teachers' awareness of equity issues in education as they develop their skills in teaching a culturally and linguistically diverse student body through Culturally Responsive Pedagogical tools. Faculty apply their learning to their classroom teaching and produce artifacts that will then be passed on to their colleagues in their schools and departments.

- The Department of Human Resources has also sponsored semester-long "Human Resources Management Training" sessions that include HR related topics focused on building management's understanding of collective bargaining contracts and skill sets that support their management role and responsibilities (3A11-6, 3A11-7).
- Across all groups, the feedback coupled with data collected from listening sessions with newer employees and a survey of managers, resulted in an expressed need for improved employee onboarding practices. As a result, the institution developed an onboarding program that connects new employees with current employees (mentoring model), and provides monthly luncheons that include professional development topics that address the various topics that new employees have indicated are important. The session takes place at different locations across the district, and also includes a tour of each campus.
- Lastly, the institution is currently in the development process of a Leadership Development Program focused on strengthening the institution's leadership capacity with a focus on equity-minded cultural transformation, fostered through a continued climate of fairness, equity, and inclusion for everyone. Designed in alignment with SWC's values and strategic goals, the program will provide added value and opportunity for all employees in building their leadership skills and thus supporting a long-term climate of respect, trust, and openness.

Standard III.A.15

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The security and confidentiality of personnel files and the ability of employees to access their personnel file is governed by the following collective bargaining articles: CSEA, Article V - 5.1.4. (3A15-1); SCEA, Article XIII – 13.3 and 13.7 (3A15-2); and SCCDAA, Article 17.3 and 17.3.3 (3A15-3).

Employee personnel documents are scanned to a secured electronic software system called Perceptive Content and then the physical copy is shredded. District employees have the right to access their personnel file as governed by California Labor Code 1198.5 (3A15-4), California Education Code 87031 (3A15-5), and their collective bargaining agreement by requesting a review in the Human Resources Office. Information included in the personnel file is only released with proper consent or as legally required.

Analysis and Evaluation

With the security and confidentiality of the electronic software system, Perceptive Content and the adherence to collectively bargained agreements, personnel files are maintained securely and confidentially, and staff is provided access to their personnel files.

CONCLUSIONS ON STANDARD III.A. HUMAN RESOURCES

During the last few years Human Resources has engaged in a process of continuous improvement. In 2018, the College District completed a reclassification study for all management positions which resulted in updated job descriptions for all management positions. In addition, in fall 2019 the tenure-track faculty job announcement template was extensively revised to now include the College's values. Furthermore, in response to Board Goal 2, "Achieve organizational effectiveness by normalizing and operationalizing an equity-focused culture," the tenure-track faculty job announcement's responsibilities, desired qualifications, and knowledge and abilities also now include an equity-minded focus, responsiveness, and effectiveness.

In June 2019 an HR reorganization was approved by the Governing Board. This was done with the interest of positioning Human Resources strategically and to better serve the needs of the College District. The reorganization was completed in July 2020. The reorganization included:

1. Addition of an Assistant Director of HR who will add more efficiency and effectiveness to hiring processes, as well as help to expedite reorganizations and reclassifications.
2. Reorganization of an HR Specialist position into an HR Analyst position due to the high volume need for research and analysis of data in Human Resources.
3. Addition of a Coordinator of Employee Relations and Title IX, as that area is majorly impacted with a heavy caseload and in need of additional support.
4. Restructuring of an HR Specialist position into an HR Business Systems Analyst due to HR's heavy systems orientation and the need for business process systems redesigns (3A).

In order to support the College management staff through the multitude of changes and ensure their leadership success, Human Resources inaugurated the HR Management Training Series in the fall of 2019. The program will be sponsored every semester. Training topics included: The Management and Classified Staff New Hire Process; CSEA Contract Administration, SCEA (faculty) Contract Administration; Performance Management; and Workplace Bullying.

While progress has been made with the updating of management job classifications, a number of support staff classifications, however, remain outdated. As a result, in spring 2020 the District and the classified staff union (CSEA) agreed to a reclassification process by Job Family that will support a more comprehensive reclassification approach that ensures all support staff job descriptions are updated routinely. This remains a work in progress.

Lastly, as addressed previously in III.A.1, the College may be well served to ensure selection committees are trained in the needs and priorities of the District to ensure that selection committees are aligning selection criteria with District staffing needs and priorities. Human Resources can further support this initiative by requiring that interview questions contain criteria to be evaluated against the candidate's response.

◼ IMPROVEMENT PLAN(S)

1. Update classified job descriptions as appropriate
2. Provide selection committee training focused on best practices for evaluating and hiring best candidates.
3. Create a hiring tool that establishes criteria for interview questions.

EVIDENCE LIST

3A1-1_BP_5317.pdf

3A1-2_BP_7120.pdf

3A1-3_AP_7120.pdf

3A1-4_AP_7120A.pdf

3A1-5_AP_7120B.pdf

3A1-6_Job_An_Forgn_Deg.pdf

3A1-7_SWC_Job_Posting.pdf

3A1-8_Adv_Recruitment.pdf

3A1-9_Staf_Samp_Job_Ann.pdf

3A1-10_Fac_Samp_Job_Ann.pdf

3A1-11_Adm_Job_Announce.pdf

3A1-12_Rating_Criteria.pdf

3A1-13_Interview_Rating.pdf

3A1-14_CSEA_Art_XIV.pdf

3A2-1_BP_5319.pdf

3A2-2_Verific_Employmnt.pdf

3A2-3_Fac_Jb_Dsc_NonIns.pdf

3A2-4_Generic_Faclty_JD.pdf

3A2-5_PT_FacJob_Desc.pdf

3A3-1_BP_1200.pdf

3A3-2_JD_Administrator.pdf

3A3-3_Job_Annunce_Admin.pdf

3A3-4_Ed_Code_87356.pdf

3A3-5_CA_Cde_Reg_53420.pdf

3A3-6_DOE_Online_DB.pdf

3A3-7_CHEA_Online_DB.pdf

3A3-8_PepleAdmin_MQNote.pdf

3A4-1_NACES-Members.pdf

3A4-2_CA_Cde_Reg_53406.pdf

3A5-1_Acad_Admin_Hdbk.pdf

3A5-2_Class_Admin_Hdbk.pdf

3A5-3_Confi_Hdbk_Eval.pdf

3A5-4_CSEA_Art_IV_Eva.pdf

3A5-5_SCEA_Art_VI_Eval.pdf

3A5-6_SCEA_TRMan_PT.pdf

3A5-7_SCEA_TRMan_Ten.pdf

3A5-8_SCEA_TRMan_Ten_Tr.pdf

3A5-9_NeoGov_Mngrsguide.pdf

3A5-10_NeoGov_Emplyegde.pdf

3A5-11_Fac_Eval_Notice.pdf

3A5-12_Fac_Evl_FTAJ.pdf

3A5-13_Fac_Evl_PTAG.pdf

3A7-1_FHP_Process_19-20.pdf

3A7-2_FHP_List_19-20.pdf

3A8-1_BP_7215.pdf

3A8-2_BP_7210.pdf

3A8-3_SCEA_ Art_XV.pdf

3A8-4_Intk_Form_Acd_Tmp.pdf

3A8-5_BP_7160.pdf

3A8-6_SCEA_PT_PD.pdf

3A8-7_Needs_Survey_Fac.pdf

3A8-8_Needs_Survey_Clas.pdf

3A8-9_Needs_Survey_Adm.pdf

3A9-1_Stf_Nds_IPRC_Hdbk.pdf

3A9-2_Reorg_Process.pdf

3A9-3_Reorg_Pro_Flwchrt.pdf

3A10-1_BP_7160.pdf

3A10-2_AP_7160.pdf

3A11-1_BP_Chap_7000.pdf

3A11-2_SCEA_Personnel.pdf

3A11-3_CSEA_Personnel.pdf

3A11-4_SCCDAA_Personel.pdf

3A11-5_AP_2410.pdf

3A11-6_Mgmt_Train_Fa19.pdf

3A11-7_Mgmt_Train_Sp20.pdf

3A12-1_BP_3420.pdf

3A12-2_BP_3410.pdf

3A12-3_BP_3430.pdf

3A12-4_BP_3415.pdf

3A12-5_Fac_Staf_Dvrsity.pdf

3A12-6_Employee_PD.pdf

3A13-1_BP_2710.pdf

3A13-2_AP_2710.pdf

3A13-3_BP_2715.pdf

3A13-4_AP_2715.pdf

3A13-5_Case_log.pdf

3A14-1_PDC_Mnts_121418.pdf

3A14-2_PDC_Mnts_21219.pdf

3A14-3_PDC_Mnts_31219.pdf

3A14-4_PDC_Mnts_91019.pdf

3A14-5_Eval_Stdnt_Eqity.pdf

3A14-6_Eval_Workshp.pdf

3A15-1_CSEA_Art_5.1.4.pdf

3A15-2_SCEA_Art_13.3.pdf

3A15-3_SCCDAA_Art_17.3.pdf

3A15-4_LAB_1195.5.pdf

3A15-5_Ed_CD_87031

3A-HR_Org_Chart.pdf

STANDARD III.B. PHYSICAL RESOURCES

Standard III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Southwestern Community College District operates from the main campus located in Chula Vista, comprised of classrooms, laboratories, administrative, and campus support services spaces. In addition to the Chula Vista campus there are three Higher Education Centers and an aquatics center within the service area. The College District as a whole consists of 198 acres. Southwestern Community College District assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The Facilities Department plans for building upgrades, renovations, and safety improvements using the Facilities Master Plan, an annual Statewide Association of Community College inspection performed by Keenan & Associates in compliance with Governing Board Policy 6800: Safety (3B1-1), work orders submitted through the District's computerized maintenance management system, as well as proactive safety walk-throughs of buildings.

The Governing Board in 2018 approved the Facilities Master Plan and later approved an update in October 2019 (3B1-2). This Facilities Master Plan is developed from, and supports, the instructional needs contained in the Educational Master Plan for all new construction and modernization projects. Building designs are reviewed and approved by the Division of State Architect and contracted for construction to meet the current federal, state, and local building codes. The local City Fire Marshall and, as applicable, the County Department of Heath also review the plans before construction. During the construction and modernization process, an onsite inspector representing the Division of State Architect works with the architect and construction teams to ensure and document conformance with the approved plans and specifications, including fire and life safety, building structural plans, accessibility requirements, and results of all required special inspections.

On an annual basis Keenan & Associates, the insurance carrier for Southwestern Community College, performs a Statewide Association of Community College property and liability inspection (3B1-3). Inspection focuses on security, emergency preparedness, fire prevention, pest management, chemical safety, forklift/utility cart procedures, playground safety, property and liability self-inspection program, injury and illness prevention program. Recommendations resulting from inspection are used as a guide for corrections. Progress is tracked through a computerized work order system.

The Facilities, Operations, and Planning department also works closely with local and state authorities to comply with fire, life, and safety requirements on existing buildings not undergoing modernization or replacement. Monthly, quarterly, and annual inspections are performed to meet National Fire Protection Association regulations and local fire codes. In addition, a third-party monitoring company is contracted to monitor the fire alarm panels and communicate any issues to onsite police dispatchers and Facilities Director.

Campus security is provided through onsite and third-party monitoring of an intrusion system (3B1-4). Campus police monitor security cameras and intrusion system panels. Southwestern Community College District added new security measures; keyless door entry. The card readers are now included in the building construction standards. Programming of key cards requires supervisor approval, and as such, this operational process adds an extra measure of security.

The Facilities, Operations, and Planning department is responsible for the maintenance, operations and management of physical resources related to the buildings and the physical environment. The department promotes and encourages all Southwestern Community College District staff and faculty to report any safety concerns (3B1-5), through the online work order system ServiceNow (3B1-6). The facilities department performs preventative maintenance tasks to extend and maintain critical systems, such as elevators, generators and sprinkler systems. A new category was recently added to the general maintenance categories titled Health and Safety; this new category helps identify immediate safety issues.

The Southwestern Community College District thrives on making the college environment a safe, secure, and healthy learning and working experience for faculty, staff, and students. The Facilities, Operations, and Planning staff receive regular training through Keenan SafeSchools (3B1-7) a web based online safety training program.

Analysis and Evaluation

Southwestern Community College District has monthly meetings with various groups, including leadership to ensure facilities planning implementation aligns with the Facilities Master Plan. Using Propositions R and Z funds, aging physical resources are being modernized, repaired or replaced for example the Central Plant recently underwent a forecasted and planned upgrade with new equipment to meet the expansion demands of new construction (3B1-8). Infrastructures such as sewer, electrical and fire alarm systems are currently in the process of being replaced due to the aging infrastructure (3B1-9). The campus wayfinding initiative contained in the Facilities Master Plan is nearing completion and revitalizes the directional and local signage on campus. The project not only improves vehicular and pedestrian maneuverability but also provides clear directional support for first responders to campus emergencies. Proactive planning is providing a safe, healthful learning and working environment.

Standard III.B.2

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

In February 2017, Southwestern Community College District began the development of a revised Facilities Master Plan, developed from guidance contained in the April 2013 Educational Master Plan (3B2-1). The facilities planning principles consist of campus organization, access and wayfinding as well as collegiate identity.

The Vice President for Business and Financial Affairs is responsible for the planning and programming of new construction, alterations, and repairs of the facilities (3B2-2). The development of the Facilities Master Plan had participation from board workshops, community organizations, college consultation groups, and meetings with discipline departments among others (3B2-1). The process was completed and approved by the governing board in November 2018 (3B2-3). In 2019, an update was made to the Facilities Master Plan, phase one.

The Facilities Master Plan contains a redevelopment and new construction plan presented in three phases. Phase one includes the following projects at the Chula Vista campus: new transit stop, renovation of the ten building series, Instructional Building One, which includes the University Center; Institutional Technology Building: Landscape Nursery Technology: Student Union Complex: Operations and Warehouse Relocation; Tennis and solar relocation as well as infrastructure projects. Two projects from phase one are at the Higher Education Center in Otay Mesa; the Fire Science, Police Academy (3B2-4), and EMT Paramedic Facility (collectively known as the Public Safety Training Center),as well as the Automotive Technology department (3B2-5). Phase two includes a new Student Services Gateway, Instructional Complex Two, One Stop Modernization, Instructional Complex Four, Athletics Support Building and Track, and redesign of the parking lot and ring roads. Phase three includes Instructional Complex Three (3B2-6).

Recently, under Proposition R (3B2-7) the new construction of the following buildings were completed: Wellness and Aquatic Center, Math and Science, National City Phase II, and the College Police Building. These buildings improve efficiency, sustainability, have modernized laboratories, equipment, and overall improve the learning experience for the students.

Proposition Z (3B2-8) is currently fully allocated to the Facilities Master Plan phase one project list, including the Performing Arts Center (partially funded with proposition R (3B2-9) Along with these large scale projects, Proposition Z has also funded Campus Wayfinding, Voice Over IP upgrades, AV upgrades, electrical panels upgrade and IT infrastructure (3B2-10).

Facilities has an ongoing effort to maintain physical resources such as the sports fields that have regular maintenance for weeding, seeding, and trimming. This process helps maintain the field in a safe and beautiful state, supporting the Athletics programs.

Analysis and Evaluation

The voters have recently approved two general obligation bonds for Southwestern Community College District. Propositions R in 2008 (3B2-11) and Proposition Z in 2016 (3B2-12). These bond measures have funded new construction, expanded the Central plant, purchased new equipment, and are providing funds to renovate existing buildings. A facilities condition assessment was performed in 2015; the finding of the report determined that Proposition Z funds will be allocated to fund the replacement of aging mechanical systems, roof replacements as well as structural replacements. The physical resources maintenance and replacement support the institutional plan while achieving the educational mission.

Standard III.B.3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Southwestern Community College District occasionally performs a full facility condition assessment that includes mechanical, structural, electrical, and roof. The assessment was performed in 2015. Fulfillment of recommendations have been ongoing and documented in Facilities Utilization Space Inventory Options Net system. The College annually submits plans for scheduled maintenance and new facilities to the California Community Colleges Chancellor's Office within the Facilities Utilization Space Inventory Options Net system database (3B3-1). This portal is designed to track facilities assessment, planning, projects and facility deficiencies. Currently proposition Z is funding the ongoing repairs and replacements of major infrastructure (3B3-2), as recommended in the Facilities Master Plan (3B3-3).

The Facilities Master Plan is a comprehensive master plan updated every five years (3B3-4). This plan has taken into account the replacement and upgrades of the storm water system, sewer system, potable water, fire alarm system, irrigation/reclaimed water system, as well as the electrical and hydronic water system connected to the Central Plant. The intent of the Southwestern Community College District Facilities Master plan is to establish the five-year capital construction plan and long-term facilities needs of the College based upon the Educational Master Plan (EMP) (3B3-5). The objective of the Facilities Master plan is to determine current and future space allocation, identify the building/facilities required, establish building facilities priorities, formulate project costs, and recommend a resource allocation plan for the District. The College reviews space utilization and other relevant data regularly to plan and to evaluate its facilities and equipment.

Planning and evaluation of physical resources and processes for prioritizing and executing maintenance and repair of physical resources is an ongoing and collaborative effort. The office of Facilities Operations and Planning conducts regular walks throughout offices, classrooms, and exterior of facilities to review current conditions. These services are documented in a computerized maintenance management system called ServiceNow (3B3-6).

Analysis and Evaluation

When planning for sufficient physical resources, the College follows California Community Colleges Chancellor's Office procedures and protocols for assignable square footage. The College completes annual space inventory, submitted through the Facilities Utilization Space Inventory Options Net system (3B3-7) and utilizes information to plan and to address space utilization needs. The department of Facilities, Operations, and Planning aligns its organizational goals to maximize the physical plant resources to support student achievement.

Standard III.B.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The Facilities Master Plan(FMP) is used as a guide for long-range capital planning, space utilization, and total cost of ownership (3B4-1). There are three phases of construction noted in the Facilities Master plan. Propositions R and Z can support phase one of the Facilities Master Plan. Phase one includes the construction of new buildings, demolition of aged buildings. Replacement and repairs of infrastructure, upgrade outdated technology, parking lot improvements, wayfinding and modernization of aging buildings. The Facilities Planning Principles described in the Facilities Master Plan provide the framework for the recommendations for the Chula Vista Campus. These principles were developed early in the planning process and were used as a guide for the development and evaluation of early concepts and ideas. The principles represent a set of overarching goals for future development and have been translated into a series of projects described (3B4-2).

During the design phase of new construction the director of facilities along with the architect, construction team, and equipment consultant review the cost of ownership of new equipment, building mechanical systems, and structural maintenance. Using data gathered by service providers and various departments an estimate is calculated to determine various costs such as utilities, preventative maintenance, custodial support, safety services, and consumables (3B4-3).

The Facilities Master Plan along with a condition assessment survey that was performed have identified the condition of buildings, from poor to excellent (3B4-4). The condition assessment survey is being used to prioritize repairs and for future budget planning. Based on the condition and age of equipment a determination is made to replace or repair (3B4-5). The cost of ownership of aging buildings was a factor when working with Gensler architects on planning for new construction using proposition R and Z bond funds.

Analysis and Evaluation

Long-range capital planning for space utilization and total cost of ownership planning for equipment have been partially addressed with the Facilities Master Plan and the Educational Master Plan. Processes for integrating these needs into long range capital planning are under review including a college-wide maintenance study, a custodial services study, and a facilities assessment survey.

As capital projects move forward in execution, responsible departments are included in briefings on the upcoming facilities. As construction proceeds, end users and facilities support departments that are included in the development of furniture, fixture, and equipment listings, to ensure conformity with College standards. The cost of maintenance of all new equipment is considered during the selection process.

CONCLUSIONS ON STANDARD III.B. PHYSICAL RESOURCES

On a regular basis, the College evaluates its facilities and equipment to assess feasibility and effectiveness of its physical resources. This assessment takes into account utilization and other data. The College develops long-range capital plans that support institutional improvement goals and reflect the total cost of ownership of new facilities and equipment.

Physical resource planning includes regular and systematic assessment of the effective use of physical resources and uses the results of the evaluation as the basis for improvement. As with all division planning at the College, physical resource planning is integrated with institutional planning. Physical resource planning is integrated with institutional planning in order to ensure that physical resources, including facilities, equipment, land, and other assets, support student learning programs and services and lead to improvements in institutional effectiveness.

IMPROVEMENT PLAN(S)

Improve vehicular access control to all sites by installing steel swing arms or a compatible safety measure to restrict access to the campuses.

EVIDENCE LIST

3B1-1_BP_6800.pdf

3B1-2_SWC_Campus_Map.pdf

3B1-3_SWACC_Inspec_Rep.pdf

3B1-4_BP_3501

3B1-5_ServiceNow_Maint.pdf

3B1-6_Serv_Portal_Wbpg.pdf

3B1-7_SafeColleges_Trng.pdf

3B1-8_Central _Plant.pdf

3B1-9_FMP_2018_Pg9.pdf

3B2-1_GB_FMP_Presen.pdf

3B2-2_AP_6350.pdf

3B2-3_GB_Approval_FMP.pdf

3B2-4_Project_Profile.pdf

3B2-5_GB_FMP_Presen_OM.pdf

3B2-6_GB_FMP_Presen_CV.pdf

3B2-7_Prop_R&Z.pdf

3B2-8_2020_Fin_Rprt_Pg2.pdf

3B2-9_Perfrm_Art_Cntr.pdf

3B2-10_Bond_Bdgt_Rprt.pdf

3B2-11_Bond_Language.pdf

3B2-12_PropZ_Ballot.pdf

3B3-1_Maint_Projects.pdf

3B3-2_Bond_bdgt_pg1

3B3-3_FMP_pg236.pdf

3B3-4_FMP.pdf

3B3-5_Ed_Mstr_Pln_pg19.pdf

3B3-6_ServieNow.pdf

3B3-7_Fusion_Space.pdf

3B4-1_FMP_Pg176.pdf

3B4-2_FMP_Recommend.pdf

3B4-3_Total_Cost_Ownshp.pdf

3B4-4_Local_Repairs.pdf

3B4-5_FMP_Fac_Condition.pdf

STANDARD III.C. TECHNOLOGY RESOURCES

Standard III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College's Technology Plan guides institutional planning and infrastructure to ensure professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services (3C1-1). The plan is developed by a broad-based comprehensive group of constituents and is the product of a campus-wide dialogue, based on collaborative research, shared planning, and decision-making (3C1-2). The plan explains definitions, standards, operational procedures and the decision-making structure that ensure technology needs in the District are addressed. The Institutional Technology department refers to the plan several times a year to set priorities and establish action steps that align with district goals and the mission.

Based on the Technology Plan, many resource-intensive initiatives have been undertaken and completed in the past few years. The concept of determining the full cost of ownership (one-time and on-going costs, support, training, and replacement) is called Total Cost of Ownership (TCO). One project that illustrates the College's approach to TCO in the area of technology is the new Mitel Voice over Internet Protocol (VOIP) phone system that was deployed to replace the 16 year old Siemens Hi Path 4000 in September 2019 for greater capability and capacity. Additionally, the College migrated from the depreciated Unibasic/UNIX server systems that supported Colleague, the student information system, to modern Structured Query Language (SQL) servers to maintain viability of the system and upgrades, as well as data safety and security when it comes to Disaster Recovery (DR). These changes were all successfully implemented as part of the Technology Plan.

The plan is informed by the College's mission and other shared planning and decision-making planning processes such as the Facilities Master Plan process and the annual Program Review evaluation process. This integration is supported by a shared planning and decision-making structure that determines the priority and support of Institutional Technology (IT) projects and ensures timelines associated with "front-end" student-facing projects and "back-end" infrastructure issues are met. The Institutional Technology Committee (ITC) is a shared governance committee that makes technology recommendations to the Shared Consultation Council (SCC) for the institution (3C1-3). The ITC consists of representatives from many offices that rely on technology to maintain operational functions as well as instructional areas, such as the Online Learning Center and Instructional Support Services (3C1-4). The ITC is charged with responsibility for the Institutional Technology Plan and for integrating institutional needs for technology and research into the Strategic Plan. The ITC works collaboratively with the

Academic Technology Committee (ATC), a standing committee of the Academic Senate. These committees share responsibility for assessing technology needs, prioritizing institutional technology needs identified in program review, developing policies and procedures regarding institutional technology, and revising the Technology Plan when needed.

The Office of Institutional Technology (IT) provides services to support the mission of the College. Under the direction of the Director of Institutional Technology, IT maintains an adequate staff to support all technology needs (3C1-5). The department consists of 34 full time employees including programmers, systems architects, specialists, Instructional Lab Technicians (ILTs), and an IT security analyst. Network security analysts maintain server and network infrastructure, including ensuring new and existing buildings have adequate wireless internet coverage. IT staff ensure infrastructure, such as wall jacks for hard wired connections and phone lines, meet staff needs. Additionally, desktop technicians install upgrades to existing computers and maintain them for staff and students. Instructional Lab Technicians (ILTs) work with schools to make sure all computer labs are functioning correctly and their software is updated based on student and staff needs. Programmers implement new software packages, upgrade existing software, and develop in-house software solutions. The IT department operates a virtual HELP Desk to answer front-line questions for staff such as email or software access (3C1-6).

The IT department supports Ellucian Colleague, the College's enterprise resource planning (ERP) system. IT installs new features and updates to Colleague and installs and maintains third-party application software that connects with Colleague. The maintenance of the Colleague system is critical to the College to ensure student access to services, such as registration and to pay fees, and to the accuracy of the College Catalog and enrollment reporting to the Chancellor's Office. To support reliable services and to be prepared in case of a system failure, the College's network systems are monitored 24/7 with 16 servers for data storage. IT supports over 40 TB of document storage and backup and provides redundant managed 10 GB Internet access. The centrally managed antivirus system blocks over 400 different threats per month.

Analysis and Evaluation

The College District maintains a comprehensive planning process and support infrastructure that ensure staff and students have access to technology that supports the institution's management and operational functions, academic programs, teaching and learning, and support services. The College creates a Technology Plan to provide overall guidance for technology planning and establishes standards and processes for the College's technology footprint. The Institutional Technology Committee and the Academic Technology Committee provide a structure for shared planning and decision-making that gives voice to needs from all constituent groups, while the team in the Office of Institutional Technology provides "boots-on-the-ground" support to staff and students in every aspect of instructional and operational technology.

Standard III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Southwestern continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. Long-term planning found in the Technology Plan is supported and enhanced by the annual program review process. Program review asks offices and departments to establish plans and goals and to identify solutions and resources needed to achieve those goals, including technology needs (3C2-1, 3C2-2, 3C2-3, 3C2-4, 3C2-5). Technology requests are sorted and prioritized by the Academic Technology Committee (ATC) and the Institutional Technology Committee (ITC) based on intended area of support and a shared criteria. ATC prioritizes all new academic technology requests and replacement requests identified in program review (3C2-6); ITC prioritizes all new institutional technology requests and replacement requests identified in program review (3C2-7). ATC and ITC hold a shared vote using a remote voting system to combine their two lists to determine the most urgent and impactful technology improvements needed to ensure integrity of the technology infrastructure and the quality of instruction to support the mission of the College (3C2-8). These identified needs are then used in the College's resource allocation process and budget process by the Shared Consultation Council. Over the years, this process has resulted in technology improvements for institutional needs as well as the needs of individual academic programs. For example, through the program review process, classroom scheduling has become far more efficient with the implementation of Ad Astra software which allows departmental administrative assistants control to schedule their own classrooms.

In addition to the program review process, Instructional Technology uses surveys to inform planning (3C2-9, 3C2-10). The survey determines technology needs and attitudes that inform IT's operations in a variety of ways. Because of the College's cycle of technology planning 176 of the digitally–enhanced/Americans with Disabilities Act (ADA)-compliant "Smart Classrooms" at all facilities have been upgraded within the past five years, along with more than 64 labs. This includes learning spaces in both existing and newly constructed locations. Other innovations due to the College's continuous planning and assessment of technology needs includes OmniUpdate, a new mobile-ready and student-friendly main college website. Also, a Single Sign-On (SSO) "MySWC" system (3C2-11) was put into place, as well as a "portal," which links all major SWC student and employee applications on a single page (3C2-12). The wireless internet has been expanded across all sites, bandwidth increased, and a new multi-level sign-on was built to allow maximum access and security to all users. This was an area that needed improvement based on a 2018 user survey (3C2-13).

The College maintains a master spreadsheet of computer/technology replacements (3C2-14). ITC works with the ATC to review technology in need of replacement, based on agreed upon criteria, and IT implements that plan. The goal is to keep the age of the computers and software in the infrastructure to less than seven years, as the budget allows. An average of 372 computers have been replaced each year over the last five years. This has allowed the District to achieve an average age of systems down to only 3.6 years old. In addition, the College maintains a software inventory list to ensure up-to-date versions of software are available to staff and students (3C2-15) and periodically reviews this list at ITC and with deans and department chairs.

Analysis and Evaluation

Southwestern College has a robust technology planning process, based on the mission and its guiding Technology Plan, that supports updates and replacements to technology and ensures the College District's technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. The College utilizes program review and other needs assessment tools and relies on a shared governance structure to continuously plan. Plans are updated and progress toward plan objectives is assessed on a monthly or even weekly basis. Technology needs are assessed and reviewed on a regular basis.

Standard III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College's Institutional Technology (IT) office supports technology resources at all Higher Education Centers (HECs) and the Distance Learning program by providing dedicated staff and District-level services in support of reliable access, safety, and security. Each Higher Education Center has at least one full time, front-line IT staff person responsible for supporting technology, hardware, and software for students and staff. These professionals also work with the College District network team to install equipment and maintain technology infrastructure to support reliable access to online and onground technology. The needs of the HECS are identified in program review and other assessment tools such as the annual survey and are included in the College's planning and technology replacement cycle.

To ensure reliable access and support at any location, the College District uses ServiceNow, a system for technology, maintenance, and research requests, to manage service requests from any College location (3C3-1). This system allows users to submit their needs and track progress towards completion. A 2018 survey said that 87% of respondents used the system and 74.4% of them rated the system as four or five stars out of five (3C2-9). In that same year, IT resolved 8,700 incidents and completed 1,500 requests (3C3-2). Use of the system has expanded to provide support to Human Resources, the Online Learning Center, Payroll, and some student services such as access to tutors through the Online Writing Lab.

IT and the Online Learning Center (OLC) provide support to students and staff in order to ensure students have reliable access to their learning management system, Canvas, and the technology tools provided by the College to support Distance Learning. The OLC has a physical space for students to receive technology support on the third floor of the library on the Chula Vista Campus as well as an Online Learning website (3C3-3) with instructions for accessing additional resources on Canvas. Registered students at SWC are provided college email accounts for logging into the MySWC portal where they are provided access to the Google G Suite of software tools and they may also request a license for Office 365 to support their learning.

The College takes steps to ensure its technology network is secure and reliable and has established contingencies for backing up data in case of system failures. The College's network systems are monitored 24/7 with 16 servers for data storage. IT supports over 40 TB of document storage and backup and provides redundant managed 10 GB internet access. The centrally managed antivirus system blocks over 400 different threats per month. To ensure security and accuracy of data, student transactions are mirrored in different systems, and hourly a snapshot of all student transactions is sent to the disaster recovery site at Otay Mesa to provide a complete backup of all student data. Veeam snapshot technology allows the recovery of that data in case of a system failure.

Analysis and Evaluation

The College ensures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. Regardless of location, including in the online environment, the maintenance of equipment and software is a key priority in the Technology Plan. In addition to the major College systems upgrades mentioned earlier, processes have been put in place to better manage service requests from staff and students that are accessible from any location.

Standard III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Southwestern College's Office of Institutional Technology (IT), the Office of Equity Engagement, and Professional Development (EEPD), and the Online Learning Center (OLC) work collaboratively to provide appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

IT conducts a survey of technology training attitudes and needs and provides support in identified areas (3C2-9, 3C2-10). IT provides "on-demand" training resources for faculty, staff, and students, with a series of training videos on the use of common applications on campus, such as Google Suite, ServiceNow, Smart Classroom, WebAdvisor, Zoom Meetings, Adobe, BusinessObjects, Canvas, Email, and the Room Scheduler. These videos and related documents are available to all from the College website 24/7 on any type of device (3C4-1). Training documents are available on SharePoint and provide training instructions for Helpdesk, NEOGOV (HR software), Perceptive Content, Phone System, Procurement, and WebAdvisor (3C4-2). IT programmers and technicians provide "lessons-learned" articles that are available to other IT specialists as well as users in the public-facing self-help articles in the ServiceNow system and IT's public-facing website (3C4-3) and provide individualized training and support for departments when requested. *The SWC Technology Handbook* provides detailed instructions for common applications and key areas new employees must know to be effective users of technology at the College (3C4-4).

The Online Learning Center (OLC) provides support for faculty and students in the use of learning technology, including the Canvas Learning Management System, Zoom, and many others. The OLC supports the Faculty Distance Education Coordinator who provides extensive training for faculty in distance learning principles, standards and policies as well as technology tools for effective teaching, including a 6-week Distance Education Faculty Training (DEFT) certification course (3C4-5) and frequent workshops and training events. The OLC staff provide support to students taking courses online while IT addresses access issues for students attempting to access Canvas (3C3-3). The Office of Equity Engagement, and Professional Development (EEPD) includes a Training Services Coordinator who provides instruction for all staff in technology tools available to staff through the My SWC portal (3C4-6). Members of the OLC as well as the EEPD attend the Institutional Technology Committee meetings to leverage efforts and the Faculty Distance Education Coordinator and Technology Specialist for Accessibility & Compliance give regular reports (3C4-7).

Given the importance of accessibility for educational institutions as reflected in Board and Administrative Policies 3410: Non Discrimination, and 3415: Promoting a Safe and Secure Campus for All respectively, a new position for 508 Accessibility & Compliance was created (3C4-8) and the incumbent has been surveying campus technology, e-textbooks, distance education offerings, as well as publisher course software for compliance issues. The specialist provides training to faculty and staff on accessibility and compliance requirements. Virtual and live training sessions on this and other teaching/learning-related topics are posted in Canvas, provided through synchronous and asynchronous online learning experiences by the Online Learning Center.

Analysis and Evaluation

Southwestern College is well aware that hardware and software are only as effective as the operators who use them. Several College offices including Institutional Technology, the Office of Equity Engagement, Professional Development, and the Online Learning Center provide extensive training and support for staff, students, and faculty to utilize available technology to its fullest extent. Employees are given synchronous and asynchronous opportunities to improve their skills and students are supported through "on-demand" tutorials and training videos as well as support staff in the OLC. The College has shown commitment to issues of equity and accessibility by employing a Technology Specialist for Accessibility & Compliance to provide training to faculty and staff on accessibility and compliance requirements.

Standard III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Southwestern College Governing Board Policy 3720:Computer And Network Use guides the appropriate use of technology in the teaching and learning processes (3C5-1). Staff and faculty must sign the acceptable use policy before being granted email rights and access (3C5-2). In addition to Board Policy 3720, The College maintains Board Policy 3310: Records Retention And Destruction (3C5-3) which provides for management of electronically-stored information. The College's Governing Board has also adopted BP 3415:Universal Design to ensure products and environments use universal design principles (3C5-4) and support the teaching and learning of all students. All policies and procedures are available to all college employees and community members through the College's website.

Analysis and Evaluation

The College has policies and procedures that guide the appropriate use of technology in the teaching and learning process. Employees are required to affirm their adherence to those policies of professional ethics around technology use. In addition the College includes electronically-stored information in its policies on the maintenance of student records. The College strives to bridge equity gaps by adhering to policies and procedures to address universal design principles in teaching and learning to support students and employees for whom technology may present challenges.

CONCLUSIONS ON STANDARD III.C. TECHNOLOGY RESOURCES

The College District maintains a comprehensive planning process and support infrastructure that ensure staff and students have access to technology that supports the institution's management and operational functions, academic programs, teaching and learning, and support services. A partnership between the Office of Institutional Technology (IT), the Institutional Technology Committee, and the Academic Technology Committee work collaboratively to embrace long-term planning found in the Technology Plan as well as short-term planning and needs identified in the program review process. IT ensures systems are in place to protect student data and recovery systems are in place in case of a systems failure. This infrastructure supports student and staff technology needs at all campus locations as well as distance education instruction. IT collaborates with the Online Learning Center and the Office of Equity Engagement, and Professional Development to identify training needs and provide instruction and support in ways most convenient and accessible for staff and students. The College has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

EVIDENCE LIST

3C1-1_Tech_Plan.pdf

3C1-2_Tech_Plan_Devel.pdf

3C1-3_SCC_Org_Chart_ITC.pdf

3C1-4_ITC_Membership.pdf

3C1-5_IT_Directory.pdf

3C1-6_HELP_Desk_Website.pdf

3C2-1_Prog_Rev_Dshbard.pdf

3C2-2_Prog_Rev_Goals.pdf

3C2-3_Prog_Rev_Res.pdf

3C2-4_Prog_Rev_Res_Adds.pdf

3C2-5_Tech_Res_Requsts.pdf

3C2-6_Acad_Tech_Needs.pdf

3C2-7_Instit_Tech_Needs.pdf

3C2-8_Mnts_ITC_4-12-19.pdf

3C2-9_IT_Survey_2018.pdf

3C2-10_IT_Survey_2020.pdf

3C2-11_MYSWC_SSo.pdf

3C2-12_MySWC_Portal.pdf

3C2-13_IT_Fact_Sheet.pdf

3C2-14_Compter_Replace.pdf

3C2-15_IT_Invntory_2020.pdf

3C3-1_ServieNow_Homepg.pdf

3C3-2_ServiceNow_Stats.pdf

3C3-3_Student_OLC.pdf

3C4-1_On-Demand_Train.pdf

3C4-2_ShrePont_Docs_Ste.pdf

3C4-3_Lessons_learned.pdf

3C4-4_Tech_Handbook.pdf

3C4-5_DEFT_Website.pdf

3C4-6_Training_Website.pdf

3C4-7_Mnts_ITC_41020.pdf

3C4-8_JD_Acces_Comp.pdf

3C5-1_AP_3720.pdf

3C5-2_Tech_Hdbk_Instruc.pdf

3C5-3_BP_3310.pdf

3C5-4_BP_3415.pdf

STANDARD III.D. FINANCIAL RESOURCES

Planning
Standard III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

As a single-college district, Southwestern Community College receives the majority of its funding from state apportionment. The District also receives revenue from other sources that are categorized into fund groups as defined by the *California Community College Budget and Accounting Manual*. The main fund group is the General Fund which is used to account for transactions that cover the full scope of District operations. The General Fund is divided into two sub groups: Unrestricted General Fund and Restricted General Fund.

The 2018/19 ACCJC Fiscal Report is the most current report at time of writing. This report includes information for years 2016/17, 2017/18, and 2018/19. The District ended these years with an unrestricted fund balance of 12.7%, 19.3%, and 19.5%, respectively. During this time, the District issued no short-term debt nor any long-term debt other than General Obligation Bonds. The ACCJC Fiscal Report also details revenues, expenditures, and cash balance for the 3-year period. The information contained in the Fiscal report demonstrates that financial resources are sufficient (3D1-1).

The District follows established policy and procedure, regulations and generally accepted accounting practices in managing resources. The budgetary accounts have been recorded and maintained in accordance with the *Chancellor's Office of the California Community College's Budget and Accounting Manual* (3D1-2).

Expenditures from the board-mandated reserve require the approval of the Governing Board. Governing Board Policy 6210: General Fund Reserve is reviewed annually, any material changes in any assumptions upon which the budget was based are reported to the Governing Board in a timely manner. Budget projections address long-term District goals and commitments (3D1-3).

The Southwestern Community College District is committed to a transparent and effective resource allocation process that is integrated with institutional planning, relies on its mission, strategic planning priorities, program review, and a realistic assessment of financial assets and needs (3D1-4). The District plans for short-term and long-term financial conditions and makes decisions based on a well-developed process that is open and transparent (3D1-5, 3D1-6, 3D1-7, 3D1-2).

The Planning and Budget Committee (PBC) is a standing committee of the Shared Consultation Council and guides the process for integrated planning and resource allocation (3D1-8). This committee uses a shared planning and decision-making approach to develop a process for creating an annual operating budget for the College and provides oversight for all matters related to planning and budget development. Specifically, the Planning and Budget Committee makes recommendations to the Shared Consultation Council regarding processes, timelines, analysis and outcomes for institutional planning and resource allocation (3D1-9). The work of the PBC is integrated with the process for resource allocation (3D1-10, 3D1-11).

The annual budget is built to support the College District's mission statement and Educational Master Plan. Assumptions upon which the budget is based are presented to the Governing Board for review (3D1-12). Unrestricted general fund reserves are defined in Board Policy 6210: General Fund Reserve, which states: The College District shall maintain a general fund budgeted reserve of 7% of unrestricted fund budgeted expenditures to provide for economic uncertainties (3D1-3).

Financial affairs are stable and managed with integrity. Pursuant to Board Policy 6400: Financial Audits, the College District's financial reports are audited annually. Auditing firms' contracts do not exceed a five-year period (3D1-13). The College's annual audits have resulted in no material findings of misstatements nor internal control weaknesses since at least 2015 (3D1-14). The College's credit ratings reflect stability and sound management practices. As of 2020, the district received the following ratings: Moody's - Aa2 ,stable, S&P - AA-, stable. The ratings agencies note experienced management and good practices and policies in arriving at the stable credit rating (3D1-15, 3D1-16).

Analysis and Evaluation

The College has a multi-year record of maintaining financial resources that are adequate to support student success, institutional effectiveness, and fiscal stability.

The Planning and Budget Committee is structured to provide a consultative and transparent budgeting process that is focused on furthering the institution's mission through integrated planning.

The established policies and procedures related to budget preparation, management, and oversight demonstrate a commitment to sound fiscal stewardship. Several consecutive years of clean audit opinions with no material findings and stable credit ratings are indicative of prudent financial management that is undertaken with integrity.

Standard III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The College District's Mission, Institutional Goals and Institutional Objectives are fundamental to financial planning and integrated with program review resource allocations. The Planning and Budget Committee (PBC) is a standing committee of the Shared Consultation Council (3D1-8). The PBC plays an instrumental role in the district's processes for integrated planning and resource allocation (3D1-12, 3D2-1, 3D2-2).

The District's resource allocation process is transparent. Southwestern's budgeting and financial planning, processes, and oversight are guided by Board Policy and Administrative Procedures. These procedures follow guidelines and recommendations from the State and are regularly reviewed and updated through collegial consultation processes and then routed to the Governing Board for review and approval (3D2-3, 3D1-5, 3D1-6, 3D1-7, 3D1-2, 3D2-4, 3D1-13).

Financial updates, budget workshops and a variety of reports are prepared and presented to the Governing Board, the Planning and Budget Committee, and various other committees and constituency groups throughout the year (3D2-5, 3D2-6, 3D2-7, 3D2-8, 3D2-9, 3D2-10).

Analysis and Evaluation

At least annually, the PBC examines budget assumptions based on current fiscal conditions and the College District's mission, vision, and values as well as the College's strategic and educational master plan. Each year, the PBC develops and approves budget building assumptions, priorities, and a budget calendar. The Executive Leadership Team, the Shared Consultation Counsel and the Governing Board are consulted and advised of these efforts. The calendar includes information for the dates of the preliminary, tentative, and final budget presentations.

Workshops and trainings are planned throughout the year and are open to all campus constituents. Various financial reports are posted on the College District Website or Board Docs and available to all interested readers. Additionally, customizable reports are available upon request through the Business Objects reporting tool. Training on how to use the tool is available by submitting a ServiceNow request.

The PBC has a tri-chair model that includes the Dean of Research and Planning, the Academic Senate President, and the Chief Business Officer. The Committee and the Budget Calendar are effective tools for strong communication around budget matters.

Standard III.D.3

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The financial planning and budget development process is well-established (3D1-5, 3D3-1, 3D1-6, 3D1-7). The budget calendar provides a useful tool for transparency and timeliness (3D1-9). The Planning and Budget Committee (PBC), as a representative body, is an effective vehicle for constituent consultation. Members report back to their respective groups and then communicate the interests of their constituents in the planning and budgeting process. The process is informed by the state budget, the Chancellor's Office, enrollment projections, and the District's master plans (3D1-8, 3D1-10, 3D1-11). Multiple opportunities exist throughout the year for all constituencies to participate in the budget planning and development process as well as the prioritization of resource requests. Program review allows for innovative and new funding. Faculty also produce lists of operational expenses, which are used to develop school budgets. This process for resource requests emanating from program review is depicted in the Prioritization Process Flowchart. (3D3-2, 3D3-3, 3D3-4, 3D3-5, 3D3-6, 3D3-7, 3D3-8).

Analysis and Evaluation

Process for financial planning and budget development are laid out in various Board Policies and Academic Procedures. Processes are communicated via the Budget Calendar, annual trainings, various workshops and reports and the District web page. The PBC is a representative body that meets twice a month. The process is also informed and responsive to annual program review. Faculty participate in the guidelines and processes for financial planning and budget development through program review.

Fiscal Responsibility and Stability
Standard III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College District develops resource allocation plans that are based on a realistic assessment of financial assets and needs. SCCD plans for short and long term financial conditions and makes decisions based on a well-developed process that is open and transparent. Revenues are projected using the most up-to-date information from the State and Chancellor's Office. Financial planning is informed by the Fiscal Crisis & Management Assistance Team (FCMAT) modeling tool for the Student Centered Success Formula, projected enrollment data, the full-time faculty obligation number, the 50% calculation, and cost of living adjustments.

Presentations and reports on financial forecasts and conditions are delivered regularly to the campus community throughout the year. Expense-to-Budget Analyses are prepared each quarter. These reports are discussed at the Executive Leadership Team meetings. The ensuing discussions provide leadership with the opportunity to make timely spending adjustments as necessary throughout the year. These Analyses are presented to the Academic Senate, Planning and Budget Committee, and the Governing Board. They are also available on the school website (3D4-1, 3D4-2, 3D4-3, 3D4-4, 3D4-5, 3D4-6, 3D4-7, 3D4-8). The College District has general obligation bond funds to assist with funding the Facilities Master Plan and Technology Master Plan. The College District also generates funds by facility leasing, PepsiCo sponsorship, and a number of significant grant partners. In 2019, the College District successfully competed for approximately $6.5 Million dollars in external grant funding. Significant grant partners include the US Small Business Administration, California Governor's Office of Economic Development, the Defense Logistics Agency, and the City of San Diego. (3D4-9)

Analysis and Evaluation

The budget is developed based on a realistic assessment using the most updated tools and information available. The budget is monitored throughout the year. Actual expenditures are compared to projections and adjustments are made as necessary. General Obligation Bond funds, partnerships and competitive grants are incorporated into institutional planning

Standard III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College District has several policies and procedures in place to assure financial integrity and adequate internal controls. Board Policy 6400:Financial Audits establishes that there shall be an annual financial audit of all funds, books, and accounts (3D1-13). Board Policy 6300: Fiscal Management, instructs the Superintendent/President to establish procedures to ensure that adequate internal controls exist and that adequate management information systems provide accurate and timely information (3D1-2). Administrative Procedure 6303: Fraud, describes the College's intent to fully investigate any suspected acts of fraud, misappropriation, or other similar irregularity (3D5-1).

The annual financial audit of the College District's finances has yielded no significant findings of errors, omissions, misstatements, or deficiencies in internal control over the past five years. Audit results are presented to the public and the Governing Board each year by the audit firm. These reports are also available on the College website by clicking on Administration, then the Business and Financial Affairs link (3D5-2, 3D5-3, 3D5-4, 3D5-5, 3D5-6, 3D5-7, 3D5-8).

The District utilizes the Ellucian Colleague enterprise resource planning system for financial transactions. There are multiple built-in internal controls including multiple layers of approval for purchases and contracts.

To assist in evaluating the adequacy of the College District internal control system, the College entered into a standing, annual agreement in 2014 with the CPA firm of Christy White to provide regular internal audit support, including the audit of commercial warrants (3D5-9).

The College also contracted with Christy White to conduct a comprehensive internal audit of processes and procedures relating to the fiscal operation of the district internal controls and cash handling processes in 2020 (3D5-10). The results of this audit were not available at the time of this writing but this information will be used as part of the College District's continual improvement process.

Analysis and Evaluation

The College District's internal control structure has appropriate control mechanisms. The institution regularly evaluates its practices and uses the results to improve internal control systems.

Standard III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College's financial documents, including the budget, have a high degree of credibility. A quarterly report is presented to the Governing Board that displays budgeted expenses compared to actual (3D6-1). An analysis of the fiscal years 15/16, 17/18, and 18/19 reveals that revenues were budgeted, on average, within 4.4% of audited actuals. Budgeted expenses for those same years varied an average 0.12% from audited actual results (3D6-2).

The Planning and Budget Committee ensures a robustly participative budget development process that integrates the budgeting process and priorities with academic program review and student learning (3D1-8, 3D1-10, 3D6-3, 3D1-5, 3D1-13, 3D6-4).

Favorable audit results, integrated planning, and consistent compliance with state-mandated measures indicate resources are allocated appropriately (3D5-4, 3D5-5, 3D5-6, 3D5-7, 3D6-5).

The College District submits 311A and 311Q reports to the state in a timely manner. The 311A report demonstrates compliance with Lottery expenditure guidelines, Gann compliance etc. The District consistently meets its full-time faculty obligation number (FON) and has been in compliance with the 50% law calculation (3D6-6).

Analysis and Evaluation

Budget to actual comparisons of revenues and expenses demonstrate accurate and credible budget projections. Budget building timelines, assumptions, and goals are presented annually to constituency groups and the Governing Board. Tentative and Adoption Budgets are approved by the Governing Board in public meetings in May and September. The College District's budgets and financial audits for the previous five years are posted on the Business & Financial Affairs page of the District website. Foundation Audits and Proposition R and Z Audits are also posted in this area.

The annual financial audit of the District's finances has yielded no significant findings of errors, omissions, misstatements, or deficiencies in internal control over the past five years. State and Federal funding is applied to the appropriate unrestricted or restricted accounts according to the *Budget and Accounting Manual*, the Chancellor's Office, and the Federal Office of Management and Budget.

Standard III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The College District regularly has established procedures that require ongoing evaluation of internal controls and fiscal management practices for effectiveness and compliance (3D1-2). The results of these assessments are used for improvement. Annual financial audits have not resulted in any material findings in the past five years (3D1-14). Audit results are presented to the Board of Trustees each year (3D7-1). Audit reports are posted on the Vice-President of Business and Financial Affairs section of the District website (3D7-2).

Analysis and Evaluation

External audit reports consistently indicate that the College District manages and accounts for its finances in accordance with generally accepted standards and procedures. The College's financial audits have resulted in unmodified opinions with no reportable findings for the past five years. Audit results are communicated broadly and available for public viewing. Consistent unmodified audit opinions coupled with no reportable findings reflect sound budget and fiscal management and reporting.

Standard III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The College District's internal control systems are evaluated for validity and effectiveness as part of the Annual District Financial, General Obligation Bond, and Foundation Audits. Annual financial audits consider internal controls related to financial reporting. Financial audits also report on the internal controls over compliance with Federal grants and awards. A review of the College's audit reports reveals no recent findings of deficiencies in the College's internal controls; this indicates adequate internal controls are in place and followed (3D5-3, 3D5-4, 3D5-5, 3D5-6, 3D5-7, 3D8-1, 3D8-2, 3D8-3).

To assist in ensuring the adequacy of the internal control system, the College District entered into a standing, annual agreement in 2014 with the CPA firm of Christy White to provide regular internal audit support, including the audit of commercial warrants (3D5-8). The College uses Ellucian's Colleague system to track and report all General Fund activity. All financial transactions are subject to a multi-level electronic approval process that begins at the department level and culminates in a final review by the Department of Finance. The Planning and Budget Committee (3D1-8) and Citizen Bond Oversight Committee review and make recommendations on the adequacy and effectiveness of internal controls (3D8-4).

In June of 2019, the College engaged a consultant to review a number of its processes and practices. The scope of work included internal controls. The observations resulting from this review indicated that cash handling and credit card processing practices in place were adequate but could be improved (3D8-5). As a result of this assessment, the District implemented a comprehensive credit card use process (3D8-6). The District also engaged the CPA firm of Christy White to conduct a comprehensive internal audit of processes and procedures relating to internal controls and cash handling (3D8-7, 3D5-9).

Analysis and Evaluation

The College District's internal controls systems are robust and effective. These systems are assessed regularly, both internally and through the external audit process. Adjustments for continuous improvement are on-going. The College District, Foundation, andGeneral Obligation Bond Funds are audited each year. These audits include an evaluation of internal controls; no deficiencies or concerns have been identified by auditors in the past several years.

The College assesses the effectiveness of the institution's internal controls and uses the results for improvement. An example of this practice is the College's engagement of a consultant to evaluate the efficacy of internal controls. Although no deficiencies were identified, the College used this assessment to take actions that would result in enhanced control systems. A new credit card process was developed and training was provided to users. An independent audit on the efficacy of the College's internal controls and cash handling processes was commissioned. The results of the internal control audit are not completed at the time of this writing. When available, those results will be incorporated into the on-going improvement cycle of the College District's fiscal services.

Standard III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The College District's Governing Board has established procedures to ensure fiscal stability and adequate cash resources. The College demonstrates a commitment to a safe working environment and implements adequate interventions and preventative measures to manage risks through various board policies and administrative procedures. Board Policy 6210:General Fund Reserve requires the College to maintain an unrestricted reserve equal to 7% of unrestricted expenditures (3D1-3).

The College District's June 30, 2018 audit identifies cash balances beginning on page 72. Unrestricted cash was $26.6 Million. An additional $6.5 Million of internal liquidity was on hand from other district funds such as the Bookstore and Self-Insurance funds (3D5-7). A cash flow worksheet is maintained by the Department of Finance to anticipate potential cash flow needs. According to the most recent analysis, the District's average unrestricted cash balance in Fiscal year 18/19 was $22 Million or 20% of unrestricted expenditures (3D9-1).

Board Policy 3500: Campus Safety, requires a comprehensive campus safety plan (3D9-2, 3D9-3). To further enhance emergency preparedness, the College employs a full-time Emergency Preparedness Coordinator (3D9-4) and regularly publishes a variety of resources to assist with this effort (3D9-5).

Other board policies and administrative procedures that contribute to the College District's ability to respond to unforeseen circumstances include: Campus Safety (3D9-3), Campus Security and Access (3D9-6), Emergency Response Plan (3D9-7, 3D9-8), and Reporting of Crimes (3D9-9, 3D9-10, 3D9-11).

A key element of the College District's risk management strategies and contingency planning is insurance. Insurance requirements are established by Board Policy and Administrative Procedure 6450: Insurance (3D9-12, 3D9-13). The College District is a member of the Joint Powers Authority Statewide Association of Community Colleges for its comprehensive insurance coverage including property, liability, and worker's compensation. The Statewide Association of Community Colleges (SWACC) represents approximately half of the colleges in the state. The College's coverage is detailed in the Memorandum of Coverage (3D9-14).

The District's self-insurance per claim is $10,000. At the end of fiscal year 2018, the District's Self-Insurance fund had a cash balance of over $900,000, more than adequate to cover potential claims (3D5-7).

Analysis and Evaluation

Southwestern Community College maintains a healthy fund balance and sufficient cash reserves. This parameter indicates the Governing Board's commitment to ongoing fiscal stability of the College. Transfers of cash from other funds or from outside sources is unnecessary due to the strong fiscal management practices.

The Governing Board is committed to a safe and secure College District work and learning environment.

A major objective of the office of Risk Management and Campus Police is to heighten awareness among staff and students of safety practices. The principal means of doing this is through various safety training and workshops offered through the office of Risk Management and Professional Development. The College District is firmly committed to maintaining a safe and healthful working environment. As part of this commitment, the College District has established, implemented, and maintains an effective Injury and Illness Prevention Program, an Accident Prevention Program, a Hazard Communication Program, and the Bloodborne Pathogen Program.

The College District has a campus safety plan that includes availability and location of security personnel, methods for summoning assistance of security personnel, any special safeguards that have been established, any actions taken in the preceding 18 months to increase safety, and any changes in safety precautions to be made during the next 24 months.

Standard III.D.10

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

FINANCIAL AID: The Southwestern College Financial Aid Office provides financial aid services to the college community by educating students and parents about federal, state, and institutional aid opportunities, which allow students to focus on academic success by removing financial barriers (3D10-1, 3D10-2, 3D10-3). The College District provides services for a diverse population in a student-centered environment that respects the dignity and privacy of all and assures equity by applying need analysis consistently across the institution's full population of student financial aid applicants (3D10-4).

The College District procedures that satisfy the U.S. Education Department General Administrative Regulations (EDGAR) Second Edition for any Federal funds received by the College District. The College District maintains compliance with federal Title IV rules and regulations through systematic review and updating of related policies, procedures and business practices. Annual district financial audits indicate no financial aid-related findings (3D1-14).

The Financial Aid Office submits to the U.S. Department of Education (USDE) the amount of financial aid paid to students throughout the year (3D10-5). Reconciliation of all financial aid funds is completed after each transmittal to students and then finalized at the end of the fiscal year. The Financial Aid Office also submits the annual Fiscal Operation Report and Application to Participate (FISAP) report each September (3D10-6). A Cal Grant program reconciliation is performed with the California Student Aid Commission every year to ensure adequate awarding and payment per student (3D10-7).

The College District holds a contract with BankMobile to service financial aid disbursement that is in compliance with federal regulations and accreditation requirements (3D10-8).

GRANTS: In compliance with Board Policy 3280 (3D10-9) and Education Code Section 70902, SCCD supports the acquisition of external funding that is aligned with the College District's mission, goals and initiatives. The Governing Board is informed about competitive and non-competitive grant applications submitted and received by the College. The District has established procedures to assure effective oversight and management of grants. These are spelled out in Board Policy and Administrative Procedures 3280: Grants (3D10-9, 3D10-10), and the *Grants Procedures Manual* (3D10-11).

SCCD practices oversight of grants and externally funded programs through the established grants process at the institution. Pre-award oversight of grant/external funding is provided throughout the institution from the Grants office to ensure grants that are applied for are in alignment with institutional strategic priorities and fit with the college mission. During the pre-award process, the Grants office utilizes a rubric to determine college and division fit, if the need for the grant is clearly documented, whether the grant will generate new revenues and/or additional students and what college resources are needed to deliver the grants rubric (3D10-12). Inception of the grant proposal process is done primarily through the Proposal Transmittal Form (3D10-13). An annual Grants Report is submitted to the Governing Board and the Campus Community on an annual basis (3D10-14).

EXTERNALLY FUNDED PROGRAMS: The District supports the use of categorical funds through Board Policy and Administrative Procedure 3280: Grants (3D10-9, 3D10-10). The School of Counseling and Student Support Programs secures the use of categorical funds to support its student success initiatives. Categorical programs within the school include Extended Opportunity Program and Support (EOPS), California Work Opportunity and Responsibility to Kids (CalWORKs), and Disability Support Services (DSS). The Student Equity and Achievement (SEA) Program provides financial support for personnel, operational costs, and the maintenance of contracts. Additionally, the school utilizes several grant opportunities to support student retention and completion. This includes the SWCC Foundation, grants offered by the statewide learning community offices (Umoja, Puente, and Bayan), and Federal Title V Puertas al Futuro (Doorways to the Future).

FOUNDATION: The SCCD Foundation exists for the specific and primary purpose of engaging in the receiving of contributions and the dispensing of funds received to promote the general welfare of Southwestern College (3D10-15). In 2017, the District and Foundation collaborated to develop and implement a comprehensive *Southwestern College Foundation Accounting Manual* (3D10-16). In 2016, the College District entered into a Master Agreement with the Foundation that clearly outlines the stewardship of funds, the College's responsibilities and relationship to the Foundation and vice versa (3D10-17). A Financial Audit of the Foundation is conducted each year and these reports are posted on the College District's website (3D8-1, 3D10-18).

CONTRACTS: Contractual agreements with external entities are guided by Board Policy and Administrative Procedure 6330: Purchasing Contracts and Bids (3D10-19, 3D10-20). These agreements are used as a vehicle to further the mission and goals of the College. No contract shall constitute an enforceable obligation against the College until it has been approved or ratified by the Governing Board (3D2-3). The College has two electronic platforms, ESM Procurement and ESM Contracts, that facilitate the electronic review and approval of purchases and contracts while maintaining a record of the transaction along with back up materials and notes. These systems also allow for transparency in the approval and processing of purchases. Investments: According to Board Policy 6320: Investments (3D2-4), the Superintendent/President is responsible for ensuring that the funds not required for the immediate needs of the College are properly invested. Investments shall be in accordance with law, including California Government Code Sections 53600, et seq.

This investment policy applies to all financial assets held by the College except those, if any, that are specifically exempted by statute or local policy. This policy applies to all transactions involving the financial assets and related activities of all funds of the College. The primary investment objectives, in priority order, shall be: Safety, Liquidity, Return on Investment.

Analysis and Evaluation

Southwestern Community College District has a culture of transparency and accountability with regard to the stewardship of financial resources. This extends to the management of grants, financial aid, contracts, investments, and Foundation relations. Consistent unqualified audit opinions and no material findings demonstrate a strong fiduciary acumen and responsibility.

The College District's annual audits have yielded no findings or questioned costs related to major Federal Awards in the past five years.

The Grants Office has multiple processes in place to ensure that grants and external funding requests are widely communicated and aligned with the College's mission. Proposal Transmittal Forms are reviewed at the Department level, then by Vice Presidents, Departments of Finance and Human Resources. Once the Proposal is approved, the filing of the application for grants/external funding is presented to the Governing Board for review and approval. The Governing Board approves receipt of all grant/external funding.

After the grants/external funded programs are awarded, the District ensures that funds are managed in accordance with College standards and in alignment with processes and procedures as identified in the *Grants Procedure Manual*.

The College District adheres to the yearly reporting mandates set forth by each Externally Funded program. The budget managers for each program work closely with the College District's Department of Finance to ensure the accurate and timely submission of annual reports. Policies and procedures are regularly reviewed by interdepartmental staff, faculty, and administrators.

The College uses two complimentary electronic platforms to manage disbursements and contracts.

Liabilities
Standard III.D.11

The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The College District's integrated planning and budget model provides a reasonable expectation that sufficient resources are available in both the long and short term.

Annual budgets project short-term needs. Budgets are established through a process that begins with the College District's agreed upon budget building priorities and assumptions. Assumptions are developed in an iterative process as information is available from the Governor, Chancellor, and the local operating environment. Budget priorities, informed by current fiscal realities, are founded upon the College's mission, vision, and values as expressed through various institutional plans (3D6-3, 3D1-10).

Solvency and liquidity are buttressed by BP 6300: Fiscal Management, which requires that expenses are recognized in the period in which the liability is incurred and are limited to the amount budgeted for each major classification of accounts (3D1-2) unless a budget transfer has been approved by the Governing Board (3D1-7). Once recognized, liabilities are paid in a timely manner (3D11-1).

In accordance with BP 6300: Fiscal Management, the Governing Board is presented with quarterly reports showing the financial and budgetary condition of the college. These reports include a cash flow analysis and an actual to budgeted expense analysis (3D11-2, 3D11-3).

The resource allocation process described above incorporates planning for long-term financial obligations such as post-employment benefits, capital improvements, and pension rate increases (3D11-4, 3D11-5). The College District further plans for long-term needs via BP 6210: General Fund Reserve which requires the District to maintain a minimum General Fund Balance Reserve of 7% of unrestricted general fund expenditures (3D1-3) and by complying with all new Governmental Accounting Standards Board (GASB) mandates as appropriate (3D11-6).

Analysis and Evaluation

The College utilizes multiple integrated management information systems to ensure sufficient short-term funds have been budgeted before a purchase or contract can move forward. The primary mechanism for obligating College funds for routine operational needs is eProcurement. This platform is integrated with the College District's budgeting tool, Ellucian. Purchase requisitions will not move forward if there are not adequate funds budgeted. Only when funds are sufficient in the budget does the purchase move forward to multiple approval levels.

Multi-year institutional plans such as the Facilities Master Plan, the Educational Master Plan, and the Strategic Master Plan ensure that long-term obligations are founded on the College's mission and incurred with the goal of furthering student success.

The College has maintained a healthy fund balance for several years and had clean audit reports with no material findings for at least the past five years. The College has met its financial obligations, both short and long term without the need to enter into any short-term borrowing agreements in at least the past five years.

Standard III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The district plans for the payment of Other Post-Employment Benefits (OPEB) through a contracted actuarial study of retiree health liabilities. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards. This is evidenced by more than five consecutive years of clean audit opinions with no significant findings (3D1-14).

At the time of this writing, the most recent Actuarial Study was completed on July 15, 2019. Southwestern Community College District engaged Total Compensation Systems, Inc. (TCS) to analyze liabilities associated with its current retiree health program as of June 30, 2018 (the measurement date). This valuation report is based on an earlier Governmental Accounting Standards Board (GASB) 75 (Roll-forward) valuation as of June 30, 2017 (3D12-1).

The report was prepared in compliance with GASB 74 and 75. The College has a pay-as-you-go plan funded under an irrevocable trust arrangement. The allocation method is based on actuarial assumptions used to project the College District's ten-year retiree outlay on an annual basis beginning July 1 of each year. Due to an early retirement program in 2018/19, the district anticipates an increase in the annual pay-as-you-go amounts. Therefore, in 2020, following a request for proposals, the District entered into an agreement with Nyhart for full actuarial valuation as of June 30, 2019 OPEB actuarial valuation, funding report, and report for compliance with GASB 75 for fiscal year ending 6/30/2020 (3D12-2).

Analysis and Evaluation

The College District maintains specific benefits for retirees referred to as Other Post-Employment Benefits (OPEB), which are comprised of medical benefits that the District is currently paying for retirees, as well as anticipated costs for current employees. Southwestern Community College District is due for a full actuarial valuation as of June 30, 2020. The actuarial study is intended to serve the following purposes:

- To provide information to enable Southwestern Community College District (SCCD) to manage the cost and liabilities associated with retiree health benefits.
- To provide information to enable SCCD to communicate the financial implications of retiree health benefits to internal financial staff, the Board, employee groups, and other affected parties
- To provide information needed to comply with Governmental Accounting Standards 74 and 75 related to other post-employment benefits.

Standard III.D. 13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Starting each January, the College District budgets for the payment of the annual debt service with June final approval (3D1-5). Moneys are allocated and set aside for the annual payments with no major impact on the General Fund.

Southwestern has passed three General Obligation Bond Measures in 2000 (Prop AA), 2008 (Prop R) and 2016 (Prop AA). The total par amount of bonds authorized from these three measures is $878,354,000. Activity associated with Prop AA wound up in 2015 and a final audit was issued (3D13-1). The College District has authorized, but unissued par amounts in Prop R and Prop Z combined of $358,620,676.

The College oversees the management of the bond program, assisted by its Municipal Advisor and the County of San Diego. The College District monitors its annual assessed valuations and tax rates. The County of San Diego is required by law to levy for the annual outstanding debt service from local property taxes as approved by the voter for each election. The payment of interest and principle is made through this mechanism and has no impact on the financial condition of the college. The District monitors the annual debt service and paydown as a part of the management of the bond program and in accordance with AP 6307: Debt Issuance and Management (3D13-2, 3D13-3, 3D13-4).

The College has a small refunded Certificates of Participation (COPS) issued in 1999 through the Community College League of California Joint Powers Authority with two other colleges, Miracosta and Palomar. This debt is non-callable (3D13-5).

The debt service payment schedule is discussed on page 36 & 37 of the College District's 2019 Financial Audit. The 2020 debt service amount is $123,644. The College District's debt service for this agreement ends in Fiscal Year 2023/24 (3D5-7). The College District has adequate funds to pay for the COPS. The annual budgeting process incorporates plans to service this debt. There are currently no plans to issue COPS in the future.

Analysis and Evaluation

Southwestern Community College District annually assesses and allocates resources for the repayment of locally incurred debt. The College District has two types of locally incurred debt: voter approved General Obligation Bonds and Lease Revenue Bonds issued through the Community College League of California Joint Powers Authority.

Standard III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

District Board Policies, Administrative Procedures, Participatory Governance Structures, and operational activities at the District indicate that financial resources, including short- and long-term debt instruments, enterprise services (auxiliary) activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Detailed parameters for acceptable reasons, methods, and controls of debt issued by the College District are outlined in Board Policy and Administrative Procedure 6307: Debt Issuance and Management (3D13-4, 3D14-1). Bond Funds are externally audited each year. The College District's most recent Annual Audits are attached. The opinions are clean with no material findings noted (3D13-2, 3D13-3).

The Governing Board requires the College to establish a Citizens' Bond Oversight Committee (CBOC) that is purposed to (1) inform the public about the expenditure of bond revenues, (2) review and report on the proper expenditure of taxpayers' money for school construction, and (3) advise the public as to the Southwestern Community College District's compliance with Proposition 39 requirements as contained in the California State Constitution (3D14-2, 3D14-3, 3D14-4).

The CBOC informs the public, reviews expenditures, and produces an annual report on Bond Activity. Once a quarter, a public meeting, with a published agenda, is held to review the Bond Programs' planning, design, construction and summary financial reports. A presentation is provided by the College, outlining the past, current, and future projects, including a summary of budgets and expenditures for the same (3D14-5).

The College District provides for a public website for the CBOC. This site is the repository for quarterly meeting minutes; annual reports; project updates; schedules; annual financial and performance audit reports; and other related documents. The San Diego Taxpayers Association reviews this website on an annual basis and provides a public "transparency" report. These reports are available on the District webpage for public review (3D14-6).
In compliance with Board Policy 3280:Grants (3D10-9), and Education Code Section 70902, Southwestern Community College District supports the acquisition of external funding to support the College's mission, goals, and initiatives (3D10-11).

Auxiliary services at Southwestern are referred to as Enterprise Services. These include Food Services, Bookstore, Health First Fitness Center, and Facility Leasing. These functions are accounted for correctly according to generally accepted accounting principles.

The Governing Board is informed about competitive and non-competitive grant applications submitted and received by the CollegeDistrict. The College District has established procedures to assure effective oversight and management of grants. These are spelled out in the *Grants Procedures Manual*. SCCD practices oversight of grants and externally funded programs through the established grants process.

Recognizing the potential benefit of dedicating additional leadership to these functions, in 2019, the district approved a plan to hire a Director of Enterprise Services as part of a reorganization around these functions. The proposal was vetted with the Executive Leadership Team, Planning and Budget Committee, the Southwestern Community College District Administrator Association (SDCAA), the California Service Employees Association (CSEA), and the College Management Team (CMT). At this writing, the job description for the Director is in the final approval stages and should be in recruitment before February 2020 (3D14-7, 3D14-8, 3D14-9).

Analysis and Evaluation
The College District has for more than the past five years received clean audit opinions related to bond, auxiliary, foundation, and grant programs. There have been no material findings in compliance or record-keeping. Internal controls are continually assessed for effectiveness and changes are made as necessary. In addition to external audits, the College District's Citizens' Bond Oversight Committee monitors local bond measure expenditures for appropriateness and congruence with the Facilities Master Plan. Regular presentations are made to the Governing Board and other campus constituent groups.

Standard III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College District follows established policies and procedures to monitor and manage student loans in a manner that ensures compliance with applicable regulations and standards for student eligibility (3D15-1, 3D15-2). The College District employs a number of initiatives to reduce and manage its Cohort Default Rate and ensure that students can maintain access to federal student loans while also receiving the best information, support, and tools available to be responsible borrowers. The College complies with all state and federal government mandates. The official 3-year cohort default rate for FY2016 is 15%. This places SCCD in Tier 3, as defined by the State Chancellor's Office (CCCCO) (3D15-3, 3D15-4, 3D15-5).

The College partners with Parker Pierson and Associates (Parker), a firm endorsed by the CCCCO for data analysis and projections of future years' cohort default rates. Parker provides periodic reports that the District uses to project both draft and final rates for upcoming years. Parker assists the District in determining effective default prevention strategies (3D15-6).

In 2019, the district partnered with Educational Credit Management Corporation (ECMC), a CCCCO-approved vendor who delivers default prevention services and works directly with students to create repayment plans (3D15-6A). The College also participates in the Department of Education's Experimental Sites Initiative Experiment 6, which allows limits on loan borrowing for students meeting certain thresholds, with the intention of reducing the number of students who default and/or incur excessive loan debt (3D15-7). The College District is required to submit yearly data reports to the Department of Education on all loan transactions to maintain participation in the program.

The College offers students a "Cash Course" financial literacy program from the State Chancellor's Office. This is an online program and includes information on responsible borrowing and repayment as well as other aspects of financial responsibility (3D15-8).

Analysis and Evaluation

The College District is diligent in monitoring default rates and has processes and procedures in place to ensure compliance with federal requirements regulating Financial Aid. These processes and procedures are assessed as part of the annual program review process for efficacy and adjustments are made if needed. The College District's default rates are within federal guidelines. No deficiencies in compliance with any regulation, including Title IV of the Higher Education Act, have been identified in at least the past five years.

Contractual Agreements
Standard III.D.16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College District has established processes and procedures to ensure that contracts and agreements with external entities are in line with the mission and goals of the College (3D10-19, 3D10-20). The College District uses a digital interface, ESM Contract Management (ESM), to manage the initiation and approval of contracts and agreements. All contracts and agreements, whether they are cost, no cost, or income generating, are processed through ESM. Contracts must be approved and placed on the Governing Board agenda by the area Vice President or the Superintendent/President. Through this approval process, the originator must provide a rationale for the contract and how it benefits the College in furtherance of its mission and goals (3D16-1A).

All purchases, contracts and bids are submitted for board approval and are public record (3D16-1B). Board Policies and Procedures are assessed regularly and revised as needed in accordance with Civil Code Standards, Labor Codes and Federal Regulations. Revisions are approved by the Governing Board.

In keeping with the values of equity, community, and inclusionary practice, the College District's contract process is committed to fostering equitable opportunities for all businesses (3D16-1).

The College District maintains appropriate control over contracts through multiple policies, procedures, and processes. Although the Governing Board delegates authority to the President/Superintendent to supervise the general business of the College District, no contract shall be enforceable unless it has been ratified or approved by the Governing Board (3D2-3).

The Purchasing Department monitors all contracts and procurement transactions to ensure all District-wide programs follow proper procedures related to competitive bidding, quotes (formal and informal), award of bids and contracts, sole source purchasing, piggyback awards, reimbursements for purchases, professional services and emergency repairs, as well as the purchase of computers, telecommunications and related equipment (3D16-2, 3D13-4).

The Purchasing Department provides templates and general guidelines for contracts and agreements that are developed in consultation with the College's legal counsel. Standardized templates and guidelines provide for consistency, compliance, and effective guardianship of College interests.

Analysis and Evaluation

The College District has systematic processes in place to ensure contracts with external entities are aligned with the mission and goals of the institution. Contracts are processed through an electronic contracts platform that ensures the appropriate approvals occur. Standardized agreements are used whenever possible. All agreements must be approved or ratified by the Governing Board. This approval process preserves consistency and ensures that contracts are consistent with the mission and goals of the institution.

Multiple Board Policies and Administrative Procedures are in place to govern the contracts process. These policies impose dollar limit guidelines that ensure fiscal integrity of the institution and mitigate risk while contributing to the quality of College District operations.

CONCLUSIONS ON STANDARD III.D. FINANCIAL RESOURCES

The College District's financial reporting and budgeting processes are in compliance with Generally Accepted Accounting Principles, the *Budget and Accounting Manual,* and local Governing Board Policies. Resources allocation is part of an integrated planning process that is founded upon the institution's mission, values, and goals. There are clearly defined guidelines for processes that involve appropriate constituent participation. Communication to the campus community regarding the College's budget development, resource allocation processes, and fiscal position occurs frequently and in multiple venues.

Appropriate control mechanisms are in place to ensure the integrity of resource stewardship. Internal controls are evaluated for adequacy on a regular basis and adjusted as necessary. External audits consistently yield unqualified opinions with no material findings of irregularities, weaknesses in internal controls, or non-compliance with Financial Aid program guidelines.

Policies and procedures are in place and communicated broadly to ensure that financial resources are conservatively managed and adequate to meet the current needs of the institution, as well as future liabilities and contingencies, including Other Post-Employment Benefits. The College District exercises effective oversight and management of external relationships including those involving contracts, grants, lenders (including student lenders), and foundations.

EVIDENCE LIST

3D1-1_ACCJC_Fis_Rp_1819.pdf

3D1-2_BP_6300.pdf

3D1-3_BP_6210.pdf

3D1-4_PBC_Agen_10518.pdf

3D1-5_BP_6200.pdf

3D1-6_BP_6250.pdf

3D1-7_AP_6250.pdf

3D1-8_Shd_Gv_Hdbk_47-49.pdf

3D1-9_Ad_Bgt_Cal_20-21.pdf

3D1-10_Prog_Rev_Flwcrt.pdf

3D1-11_IPRC_Agen_StrPln.pdf

3D1-12_Bdgt_Presnt_Sp20.pdf

3D1-13_BP_6400.pdf

3D1-14_Audit Finds.pdf

3D1-15_Mood_Crdit_71720.pdf

3D1-16_Rating_Report.pdf

3D2-1_PBC_Agn_10518_SCC.pdf

3D2-2_PBC_Agn_10518_IP.pdf

3D2-3_BP_6100.pdf

3D2-4_BP_6320.pdf

3D2-5_PBC_Bgt_Prnt_2218.pdf

3D2-6_20-21_Bdgt_Updt.pdf

3D2-7_Bgt_Prnt_5-2020.pdf

3D2-8_GB_Tnt_Bdgt_Prnt.pdf

3D2-9_CARES_Updt_42920.pdf

3D2-10_PBC_Ag_5319_Updt.pdf

3D3-1_AP_6200.pdf

3D3-2_IPRC_Agn_PR_Hdbk.pdf

3D3-3_IPRC_Mn_Lg_Sy.pdf

3D3-4_ATC_Agen_111919.pdf

3D3-5_ITC_Mnts_11819.pdf

3D3-6_PBC_Ag_SCC_Prg_Rv.pdf

3D3-7_PBC_Agen_111519.pdf

3D3-8_Bgt_Prnt_Complete.pdf

3D4-1_PBC_Mnts_11218.pdf

3D4-2_PBC_Adpt_Bgt_9718.pdf

3D4-3_PBC_SCFF_Pr_92118.pdf

3D4-4_ELT_Mnts_111219.pdf

3D4-5_Bdgt_Campus_Msg.pdf

3D4-6_PBC_Mnts_101918.pdf

3D4-7_Bdgt_Presnt_Sched.pdf

3D4-8_PBC_Mnts_51818.pdf

3D4-9_Grants_FY18-19.pdf

3D5-1_AP_6303.pdf

3D5-2_VPBFA_page.pdf

3D5-3_2014-2015_Audit.pdf

3D5-4_2015-2016_Audit.pdf

3D5-5_2016-2017_Audit.pdf

3D5-6_2017-2018_Audit.pdf

3D5-7_2018-2019_Audit.pdf

3D5-8_Christy_White.pdf

3D5-9_Intrnal_Adit_Pln.pdf

3D5-10_Intrnal_Adit_Csh.pdf

3D6-1_Qrtly_Expn_FY1920.pdf

3D6-2_Variance_Analysis.pdf

3D6-3_Strat_Pln_Pyramid.pdf

3D6-4_PBC_Agen_5319.pdf

3D6-5_GB_Audit_Present.pdf

3D6-6_090_Mst_Rp_FY1819.pdf

3D7-1_Dst_Fn_Audt_11420.pdf

3D7-2_Audits_VPBFA_Web.pdf

3D8-1_Found_Audit_63019.pdf

3D8-2_Audt_PropZ_FY1718.pdf

3D8-3_Audt_PropR_FY1718.pdf

3D8-4_CBOC_Bylaws.pdf

3D8-5_Cnslt_Agr_Int_Adt.pdf

3D8-6_Cdt_Crd_Pro.pdf

3D8-7_Audit_Internl_Csh.pdf

3D9-1_Csflw_Wsht_FY2021.pdf

3D9-2_Emergency_Op_Plan.pdf

3D9-3_BP_3500.pdf

3D9-4_JD_Em_Prep_Coor.pdf

3D9-5_Emer_Prep_Tips.pdf

3D9-6_BP_3501.pdf

3D9-7_BP_3505.pdf

3D9-8_BP_3510.pdf

3D9-9_AP_3515.pdf

3D9-10_BP_3515.pdf

3D9-11_AP_6800.pdf

3D9-12_AP_6540.pdf

3D9-13_BP_6540.pdf

3D9-14_SWACC_MOC_FY1920.pdf

3D10-1_FAFSA_Friday.pdf

3D10-2_Fin_Aid_Web.pdf

3D10-3_Fin_Aid_Qck_Tps.pdf

3D10-4_Atten_Cst_FY2021.pdf

3D10-5_USDE_Agreement.pdf

3D10-6_FISAP_Report.pdf

3D10-7_CSAC_Invce_Recon.pdf

3D10-8_BankMobil_Cntrct.pdf

3D10-9_BP_3280.pdf

3D10-10_AP_3280.pdf

3D10-11_Grt_Proc_Man_18.pdf

3D10-12_Grnt_Dv_Rb.pdf

3D10-13_Grnt_Pr_Trn_Fm.pdf

3D10-14_Grnt_Rp_12-2019.pdf

3D10-15_Fndtn_Bylaws.pdf

3D10-16_Act_PP_Mn_Fdtn.pdf

3D10-17_Fdtn_Mas_Agrmnt.pdf

3D10-18_Fdtn_Aud_FY1718.pdf

3D10-19_BP_6330.pdf

3D10-20_AP_6330.pdf

3D11-1_AP_6315.pdf

3D11-2_Csh_Anlys_13118.pdf

3D11-3_Act_Ex_FY1920_Q2.pdf

3D11-4_Bud_Kckoff_31219.pdf

3D11-5_Bud_Presen_41818.pdf

3D11-6_Aud_FY1718_pg37.pdf

3D12-1_Actuarial_Study.pdf

3D12-2_NYHART_FY_20-21.pdf

3D13-1_PropAA_Aud_2015.pdf

3D13-2_PropZ-Audit_2019.pdf

3D13-3_PropR_Audit_2019.pdf

3D13-4_AP_6307.pdf

3D13-5_COP_Agrmnt_pg1-2.pdf

3D14-1_BP_6307.pdf

3D14-2_BP_6740.pdf

3D14-3_AP_6740.pdf

3D14-4_CBOC_Bylaws.pdf

3D14-5_CBOC_Annual_Rep.pdf

3D14-6_Sch_Bnd_Trnsp_Rp.pdf

3D14-7_Entrprse_Prpsal.pdf

3D14-8_PBC_Agen_111519.pdf

3D14-9_ELT_Mnts.pdf

3D15-1_BP_5130.pdf

3D15-2_AP_5130.pdf

3D15-3_CDR_Data.pdf

3D15-4_Fed_Stud_Aid_Rpt.pdf

3D15-5_Pell_School_Bal.pdf

3D15-6_Parker_CDR_Proj.pdf

3D15-6A_CMC-Agrmnt.pdf

3D15-7_Exper_Site_Initi.pdf

3D15-8_Crash_Course.pdf

3D16-1_AP_6385.pdf

3D16-1A-ESM-aprvl.pdf

3D16-1B-Cntrct exmpl.pdf

3D16-2_AP_6360.pdf

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

STANDARD IV.A. DECISION-MAKING ROLES AND PROCESSES

Standard IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The College has defined operational opportunities for all constituency groups to participate in developing innovative programs and services that lead to institutional excellence. BP 2510: Shared Planning and Decision Making (4A1-1) states the Governing Board's commitment to ensure that all constituencies are represented and participate in developing recommended policies for Governing Board action and administrative procedures for Superintendent/President action under which the College District is governed and administered. AP 2510: Shared Planning and Decision Making (4A1-2) declares the purpose of shared governance, identifies operating principles, and establishes that all constituency groups shall be included in all matters of participatory decision-making in order to ensure full participation of all constituency groups.

The College is currently reviewing its governance structures and adapting them to align with Jaguar Pathways, the College implementation of the Guided Pathways Initiative. This is being directed by the Superintendent/President in collaboration with the Jaguar Pathways Steering Committee. Each of the four Jaguar Pathways Implementation Teams (Student Onboarding and Support, Guided Majors/Career Exploration, Integrated Planning and Professional Development) includes administrator, faculty, staff, and student representatives. Information about Jaguar Pathways is shared across the College via the Jaguar Pathways Newsletter (4A1-3) and reported directly to the Governing Board (4A1-4).

For institution-wide issues, the Shared Consultation Council (SCC) serves as the primary shared planning and decision-making body for the College in the areas of monitoring accreditation standards and compliance, addressing success needs, and establishing budget priorities. All constituency groups and campuses are represented at SCC (4A1-5).

Analysis and Evaluation

Innovation leading to educational excellence is encouraged by College leadership. Students, faculty, staff, and administrators have developed and are implementing programs and services to improve student access, student achievement, student economic security, and to close equity gaps. Board Policies, Administrative Procedures and district programs are reviewed and revised periodically to meet changing needs and maintain educational excellence.

Standard IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College believes that inclusive and collaborative decision-making processes result in high-quality programs and services for the community. Board Policy 2510 (4A1-1) and AP 2510: (4A1-2) Shared Planning and Decision Making, defines policy to include all constituency groups in decision-making processes and establishes constituency group roles within the decision-making processes for the College. Responsibility for creating and implementing inclusive, collaborative, and integrated decision-making processes rest on the Office of the Superintendent/President. All groups are encouraged to participate to ensure equal representation.

BP 2515 (4A2-1) and AP 2515: (4A2-2) Role and Scope of the Academic Senate: 10+1 Agreement further define the role of faculty in decision making. The faculty have primacy in curriculum development and make recommendations to the Governing Board for approval and subsequent implementation.

The students are authorized by the Governing Board to organize an association and the Governing Board recognizes the student organization, the ASO, as the official voice of the student body in all shared governance processes. BP 5400 (4A2-3) and AP 5400: (4A2-4) Associated Student Body authorize organization of the ASO, recognition as the official student body voice and establish the qualifications for serving on the ASO Executive Branch, Student Senate and Student Judicial Review Board. The ASO Executive Branch appoints student representatives to the shared-governance, Academic Senate, and institutional committees, as appropriate. BP 7120 (4A2-5), AP 7120A (4A2-6) and AP 7120B: (4A2-7) Recruitment and Hiring, include ASO representation on selection committees for Administrator and fulltime, permanent Faculty positions.

The shared-governance structure, purpose, and functions are detailed in the *Shared Governance: Decision-Making and Committee Handbook.* Faculty, administrators, staff, students and all campuses are represented at Shared Consultation Council (SCC), which serves as the primary shared planning and decision-making body for the College (4A2-8). This document also identifies the roles of faculty, administrators, staff, and students in the decision-making processes. *The Shared Governance Handbook* establishes the steps for policy/procedure creation, review, and approval as well as the decision-making process. Input to SCC flows up from sub-committees where faculty, administrators, staff , and students are all represented. All recommendations for adoption by the Governing Board flow through SCC and the Office of the Superintendent/President.

Analysis and Evaluation

The College has established and implemented policies, procedures, and processes defining, authorizing, and encouraging all college constituency groups to participate in shared governance and decision-making processes. Policy and procedures authorize the student organization and recognizes the ASO as the official representative for the student body in decision-making processes. The College has a well-defined committee structure that provides means to bring ideas forward and improve policies/procedures, participate in planning, and a variety of special-purpose committees.

Standard IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The institutional governance roles for administrators and faculty are clearly defined by BP2510 (4A1-1) and AP 2510: (4A1-2) Shared Planning and Decision Making. Governance roles for faculty are further detailed in BP 2515 (4A2-1) and AP 2515 (4A2-2) Role and Scope of Academic Senate: 10+1 Agreement. BP 2410 (4A3-1) and AP 2410 (4A3-2) Adoption of Policies and Administrative Procedures establish the foundation and outline the shared consultation procedure for development and recommendation of policies and administrative procedures by which administrators and faculty exercise a collaborative and substantial voice.

BP 3250 (4A3-3) and AP 3250 (4A3-4) Institutional Planning establish that the Superintendent/ President shall ensure that the College has and implements a comprehensive, systematic, and integrated system of planning and evaluation that includes all constituency groups. Faculty and administrators participate in policy development and review, institutional planning and budget development, and oversight through the Planning and Budget Committee (PBC) and the Shared Consultation Council. The mission, membership, and roles of PBC include oversight of institutional planning, facilitating annual review of the Mission Statement and Strategic Plan, reviewing budget assumptions, development of the tentative and adopted budgets, and reviewing quarterly budget reports of district expenditures, income, variance and actuals (4A3-5) (4A3-6).

Analysis and Evaluation

Governing Board Policies, Administrative Procedures and the shared-governance structure clearly define the role of administrators and faculty in institutional governance and ensure that administrators and faculty have a substantial voice in the development and implementation of district policy, plans, and budget.

Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Board Policy 2515 (4A2-1) Role and Scope of Academic Senate: 10+1 Agreement establishes the Academic Senate as the primary advisory body on all academic and professional matters and the corresponding administrative procedures, Administrative Procedure 2515 (4A2-2) Role and Scope of Academic Senate: 10+1 Agreement, were developed in collaboration with the Academic Senate. Board Policy 4020 (4A4-1) Educational Programs and Curriculum Development establishes that the College and Academic Senate will ensure relevant, high-quality educational programs that meet the needs of the service area and that the programs will be regularly evaluated. The College recognizes that faculty have primacy to create, review, and modify the curriculum for credit and non-credit courses in concurrence with Board Policy and Administrative Policy 2515 Role and Scope of Academic Senate:10+1 Agreement. The faculty roles in Academic Program Review are defined in Administrative Procedure 4020 (4A4-2) Educational Programs and Curriculum Development. Program Review is conducted continuously as scheduled in the Comprehensive Academic Program Review Cycle (4A4-3). *The Curriculum Committee Handbook* (4A4-4) and the Curriculum Committee Template (4A4-5) defines the committee composition, roles, and responsibilities of members, curriculum proposal and approval procedures, establishes the curriculum calendar and distance education delivery modality. The Curriculum Committee forwards recommendations on these subjects to the Academic Senate for their approval (4A4-6). Board Policy 4022 (4A4-7) and Administrative Procedure 4022: (4A4-8) Course Approval determine that all courses must be approved by the

Curriculum Committee prior to submission to the Governing Board for approval and must be submitted for approval by the Chancellor's Office before the courses are offered.

Board Policy 4105 (4A4-9) and Administrative Procedure 4105 (4A4-10) Distance Education defines distance education and provides that the district rely primarily on the Academic Senate to develop a quality distance education curriculum compliant with all relevant regulations.

Board Policy 4021 (4A4-11) and Administrative Procedure 4021 (4A4-12) Program Discontinuance establish the College's commitment to providing excellent educational programs and outlines the process to discontinue programs that are no longer viable separately from those of Program Review. Faculty, academic administrators and Governing Board roles in this process are well defined, the criteria, evidence, data and other considerations for discontinuance are identified and the steps to suspend and discontinue a program are well defined.

Analysis and Evaluation

The College has established policies, procedures, and well-defined processes that recognize faculty primacy in curriculum development. The Academic Senate has developed a thorough process for curriculum development and formulates recommendations to the Governing Board through the Curriculum Committee and its accompanying processes.

The Curriculum Committee, a standing committee of the Academic Senate and co-chaired by the Vice President of Academic Affairs and Academic Senate President, is charged to approve new and revised curriculum and academic policies to ensure compliance with Title 5 and California Education Code prior to submission to the District Governing Board for final approval.

Standard IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

To capture relevant perspectives, the College has several Board Policies and the accompanying Administrative Procedures which are organized by chapters as follows:

Chapter 1: District

Chapter 2: Governing Board

Chapter 3: General Institution

Chapter 4: Academic Affairs

Chapter 5: Student Affairs

Chapter 6: Business and Financial Affairs

Chapter 7: Human Resources

In this way, relevant administrators have primary responsibility over their areas of expertise, in particular for chapters 4, 5, 6, and 7 that are represented by the Assistant Superintendent/Vice President for each section of the College. *The Board Policies and Administrative Procedures Manual* defines and explains the purpose of policies and procedures; describes the review cycle; and provides a master list of all policies and procedures (4A5-1).

Board Policy 2410:Adoption of Policies and Administrative Procedures and the accompanying Administrative Procedure outline the process to create and revise policies and procedures (4A3-1, 4A3-2) through shared consultation and final approval by the Governing Board. Tracking these processes is the responsibility of the Superintendent/President's Office. Board Policies and Administrative Procedures reside on the College's website through Board Docs.

The College has formalized governance and decision making processes through Board Policy 2510:Shared Planning and Decision Making (4A1-1), that requires participation from faculty, staff, students, and administrators to ensure relevant expertise and responsibility are recognized and honored in the decision making process. The accompanying Administrative Procedure outlines the principles guiding participatory governance (4A1-2).

The Decision Making and Committee Handbook (4A5-2) provides further descriptions, definitions and structure to the shared governance process. It also contains a list of committees organized by source.

The Shared Consultation Council (SCC) is the primary shared planning and decision-making body for institution-wide issues and makes recommendations directly to the Superintendent/President. The SCC includes areas of Strategic Planning, Policy and Procedure Approval, Issue Management, and Campus Communication. Co-chaired by the Academic Senate President and the Superintendent/President, membership includes faculty, classified employees, students and administrators (4A5-3). The SCC has several committees that operate under its purview to further align expertise and include relevant perspectives (4A5-4). For instance, the Institutional Program Review Committee (4A5-5) has a clear purpose, responsibility, and membership designed to carry out that purpose. In addition, several subcommittees further highlight relevant perspectives (4A5-6, 4A5-7).

Policies and processes are aligned with Title 5 of the California Code of Regulations and AB 1725 ensuring faculty have significant voice in their areas of expertise. Board Policy and Administrative Procedure 2515:Role and Scope of the Academic Senate:10+1 Agreement (4A2-1) reflect and document the agreement between the Governing Board and the Academic Senate on faculty consultation. Standing committees of the Academic Senate include the Academic Technology Committee, Learning Outcomes Advisory Committee, Professional Development Committee and Curriculum Committee, among others. The Curriculum Committee meets regularly to approve curriculum and provide guidance for curriculum development that supports student goals (4A5-8).

The Integrated Planning Handbook is compliant with state statutes and codes and brings together all planning processes to acknowledge the relevance, expertise, and responsibilities of faculty, staff, students, and administrators' voices (4A5-9, 4A5-10). *The Integrated Planning Handbook* lays out times for development and implementation of College plans. Planning brings together the Statewide Framework of Vision for Success, Guided Pathways, strategic planning, and program review through an integrated model.

The College has relied primarily on the Academic Senate to develop and implement processes for ensuring distance education is integrated into the College' curriculum and processes and meets all Education Code and Title 5 requirements (4A4-9, 4A4-10).

Analysis and Evaluation

The College has established policies, procedures, committees, systems, and practices that provide for faculty, students, classified, and administrators to inform decisions, and ensure that constituency expertise and responsibilities are heard in the process of decision making.

Standard IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

To document decisions and the decision making process, the College moved to BoardDocs which is a transparent platform for storing policies, procedures, agendas and minutes from most shared governance committees and the Governing Board. These materials are open to the community and College constituencies.

Users of Board Docs as a main communication platform include the Governing Board and groups such as the Shared Consultation Council, Institutional Program Review Committee, Academic Senate, Planning and Budget Committee among others. Recently, groups such as the Learning Outcomes Advisory Committee, Academic Program Review Committee, Career Education Committee, and others have transitioned to Board Docs. All of these groups store agendas and meeting minutes in Board Docs (4A6-1).

Members of all committees have an expectation to communicate with their respective constituency group (4A6-2). Therefore, groups that are not directly under the shared governance structure mentioned above, use email to communicate with their constituents or if applicable, the entire College community. For example, the Faculty Hiring Prioritization Committee does not publicly document their meetings; however, they annually send information about the process to the entire College community (4A6-3) and later follow-up with the final prioritized list (4A6-4).

Another example of communicating and documenting a shared consultation process was the development of the Vision for Success and Student Equity Plan goals through strategy sessions. The summits were widely advertised and all constituencies were invited via email to participate (4A6-5). The final product is stored in the College website under the Institutional Research and Planning Department (4A6-6).

Analysis and Evaluation

The decision making and participative consultation processes are well documented and the results are communicated throughout the College community. The College updated its website in winter 2019, to be more student friendly and ensure the community, students, and employees have relevant and timely information.

Standard IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Governance and decision making policies and procedures are defined, documented and reviewed following Board Policy and Administrative Procedure 2410: Adoption Of Policies And Administrative Procedures (4A3-1, 4A3-2). Currently evaluation of the policies and procedures are scheduled every six years, although the district has been updating many of them more frequently because of changes in Education Code, Title 5 of the California Government Code, and federal statutes. The Governing Board's policy committee has also initiated evaluation and review of policies pertinent to Equal Opportunity, hiring, and discrimination in an effort to ensure policies and procedures are aligned with the College's vision, mission, and values.

Policies of the Governing Board may be adopted, revised, added, or amended at any regular Governing Board meeting by a majority vote in accordance with the principles of shared consultation set forth in Board Policy 2510 and Administrative Policy 2510: Shared Planning & Decision Making (4A1-1, 4A1-2). Proposed changes or additions shall be introduced for review and discussion no less than one regular meeting prior to the meeting at which action is recommended. In emergency situations, as determined using the criteria contained in Board Policy 2320: Special & Emergency Meetings of the Governing Board (4A7-1), a policy may be introduced and acted upon at the same meeting by a 4/5ths majority of voting members (4A7-2).

The Shared Consultation Council annually reviews its processes and procedures to ensure integrity and effectiveness (4A7-3). In August 2019 the SCC conducted a retreat focused on equity minded leadership and how the leadership of the group can influence the College to focus on equity. One of the outcomes was the desire of the SCC to streamline governance processes.

Analysis and Evaluation

Governance and decision-making policies, procedures, and processes are regularly evaluated through systematic processes. Policies and procedures are systematically reviewed and evaluated for relevance and updates. The decision making processes are regularly assessed through the Shared Consultation Council.

CONCLUSIONS ON STANDARD IV.A. DECISION MAKING ROLES AND PROCESSES

Southwestern College engages in shared governance and recognizes the leadership and value of participation in decision-making across the institution. Shared governance processes are defined in board policies and administrative procedures that are developed in wide consultation through the Shared Consultation Committee and its subcommittees. All work is done transparently in open meetings and all decisions are documented in minutes, available for review at any time, and communicated to the college and external community.

EVIDENCE LIST

4A1-1_BP_2510.pdf

4A1-2_AP_2510.pdf

4A1-3_JPath_News.pdf

4A1-4_JPath_SOAA_GB.pdf

4A1-5_SCC_Structure.pdf

4A2-1_BP_2515.pdf

4A2-2_AP_2515.pdf

4A2-3_BP_5400.pdf

4A2-4_AP_5400.pdf

4A2-5_BP_7120.pdf

4A2-6_AP_7120A.pdf

4A2-7_AP_7120B.pdf

4A2-8_SCC_Membership.pdf

4A3-1_BP_2410.pdf

4A3-2_AP_2410.pdf

4A3-3_BP_3250.pdf

4A3-4_AP_3250.pdf

4A3-5_PBC_Template.pdf

4A3-6_PBC _Mnts_111519.pdf

4A4-1_BP_4020.pdf

4A4-2_AP_4020.pdf

4A4-3_Progrm_Rev_Cycle.pdf

4A4-4_Curriculum_Hndbk.pdf

4A4-5_Curric_Template.pdf

4A4-6_AS_Mnts_Appr_Curr.pdf

4A4-7_BP_4022.pdf

4A4-8_AP_4022.pdf

4A4-9_BP_4105.pdf

4A4-10_AP_4105.pdf

4A4-11_BP_4021.pdf

4A4-12_AP_4021.pdf

4A5-1_BP_AP_Manual.pdf

4A5-2_Shared_Gov_Hndbk.pdf

4A5-3_SCC_Guid_Principl.pdf

4A5-4_SCC_Stand_Commit.pdf

4A5-5_IPRC.pdf

4A5-6_Agen_IPRC_82819.pdf

4A5-7_Mnts_APRC_112019.pdf

4A5-8_Agen_Curric_2620.pdf

4A5-9_Integr_Plan_Manual.pdf

4A5-10_Mnts_SCC_Integr.pdf

4A6-1_BoardDocs.pdf

4A6-2_Shared_Gov_Pg12.pdf

4A6-3_FHP_Process.pdf

4A6-4_FHP_Final.pdf

4A6-5_GB_Mnts_52819.pdf

4A6-6_VFS_Equity_Plan.pdf

4A7-1_BP_2320.pdf

4A7-2_GB_Pol_Mnts_41519.pdf

4A7-3_SCC_Mnts_81618.pdf

STANDARD IV.B. CHIEF EXECUTIVE OFFICER

Standard IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Primary responsibility for the quality of the institution is delegated to the Superintendent/ President (President) through Board Policy (BP) 2430 (4B1-1). The President's responsibility to provide effective institutional leadership in several areas is established through the following Board Policies (BP) and Administrative Procedures (AP) that delegate authority to the President for several areas:

- BP/AP 3250: Leadership in planning (4B1-2, 4B1-3);
- BP/AP 3100: Leadership in organizing (4B1-4, 4B1-5);
- BP/AP 7110 and 7120: Leadership in selecting and developing personnel (4B1-6, 4B1-7, 4B1-8).
- Finally, the college's Organizational Chart (4B1-9) displays the President's authority and oversight over all college operations.

To carry out these leadership responsibilities, the President engages in management level planning and organizing which includes college wide input from all constituency groups. At the management level the President leads three teams:

1. The Executive Leadership Team meets weekly and includes all Vice Presidents, the Dean of Research, the Executive Director of Employee Equity, and the Special Assistant to the President. This team provides recommendations to the President related to all operational matters (4B1-10).
2. The College Management Team includes all certificated and classified administrators and Vice Presidents; they meet monthly to gather input, disseminate information, and provide professional leadership development (4B1-11).
3. The Senior Leadership Team team meets periodically and includes all Deans, Public Information Officer, the Director of Finance and all members of ELT; these meetings are more informal and are viewed as informational in nature (4B1-12).

The President is co-chair of the Shared Consultation Council (SCC) and through this role provides leadership to encourage shared planning and decision-making processes that affect institution-wide issues. With membership that includes representatives from all constituency groups, the SCC provides oversight and makes recommendations in the areas of institutional planning, policies and procedures, budget, organizing and institutional effectiveness. SCC representatives are responsible for communicating and requesting input from their constituent groups (4B1-13).

Leadership in assessing institutional effectiveness is evidenced by the President's focus and commitment to creating the College's 2020-2025 Strategic Plan, which emphasizes a culture of evidence and student learning. The report includes relevant information gathered through Community Forums (4B1-14) where all college employees, students, and the community were invited to participate. A discussion about the community forums was brought to SCC on March 11, 2020 (4B1-15). Completion of the report was scheduled for May 2020, but Covid-19 delayed completion to Fall 2020.

The President's leadership in selecting personnel is evidenced by her participation in all second level interviews for faculty and management positions and commitment to revising all hiring policies and procedures as described above; systematically revising all job descriptions (4B1-16); and providing Equal Employment Opportunity & Implicit Bias Training for all hiring committee participants (4B1-17).

Under the President's leadership the College established local goals to reach the State's Vision for Success and Student Equity goals (4B1-18). Constituent group representatives were invited to participate in two Student Success Summits in March and April 2019 that informed the goal setting process while keeping the college's mission and vision in mind (4B1-19, 4B1-20). Once set, the local goals were presented to the Academic Senate on May 14, 2019 (4B1-21), to the SCC on May 15, 2019 (4B1-22), and finally adopted by the Governing Board on May 28, 2019 (4B1-23).

Analysis and Evaluation

Board policy delegates primary responsibility to the college President for the quality of the institution. The President's leadership and involvement in carrying out those policies occurs through direct participation in committees, listening to constituent groups, and encouraging participatory governance in decision making.

Standard IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The Superintendent/President (President) started reviewing and updating the management structure since she was hired in January 2017. BP and AP 3100 - Organizational Structure (4B1-4, 4B1-5) gives responsibility to the President for creating a structure that organizes areas of responsibility and related duties. The College's Organization Chart (4B1-9) shows a structure that is organized and staffed to reflect the institution's purposes, size, and complexity. Four Vice Presidents representing Human Resources, Academic Affairs, Student Affairs, and Business and Financial Affairs report directly to the President have responsibility to carry out the duties within their purview. The Dean for the Office of Institutional Effectiveness and the Chief Information Systems Officer report directly to the President also. All college operations are distributed among these direct reports. The SWC Organizational Chart and subcharts for each area are maintained by Human Resources and updated when changes are approved (4B2-1).

The President delegates authority to administrators and others consistent with their responsibilities. BP 2430 - Delegation Of Authority To The Superintendent/President (4B1-1) authorizes the President to "delegate any powers and duties authorized by the Governing Board, including the administration of education centers" while maintaining responsibility over such duties. The President delegates responsibilities as outlined in the Organizational Charts for each area of the college. BP 7110 (4B1-6) specifically delegates authority to the Vice President of Human Resources for personnel actions including employment recommendations and developing job descriptions.

Analysis and Evaluation

The President and management teams regularly evaluate the College's administrative support structure and oversight to carry out current operations and to grow programs such as Restorative Justice and Distance Education. To ensure that the College is staffed to reflect its purpose, size, and complexity, the President recently developed new positions for Title IX/ Employee Relations and Employee Equity, Inclusion and Professional Development. She also realigned the Title V grant position under Student Affairs and merged the Dean of Institutional Effectiveness with the Director of Research to create a Dean of Research and Planning position. Currently the President is in the process of reviewing strategies to create a structure for institutionalizing Jaguar Pathways and providing student economic insecurity support through a CARES coordinator position.

The President also leads efforts to update job descriptions to reflect the College's mission, vision and values. All job descriptions are maintained in the Human Resources website and are publicly available. To date, the following have been updated: Faculty, Assistant Superintendent/ Vice President of: Student Affairs, Business and Financial Affairs, Human Resources, and Student Affairs is in process. The first phase of recommendations to implement updating job descriptions for managers is in progress and an agreement is being finalized to update classifications and classified employee job descriptions.

Standard IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Southwestern College is committed to providing supportive and value-added learning experience for all students, with a focus on equity and inclusion. The College's mission, vision and value statements set in policy (4B3-1) guide institutional decisions and goal setting to improve teaching and learning. The college President has delegated authority to ensure that the business and education programs of the college are accomplished (4B1-1). She prioritizes college operations based on her Three Year goals (4B3-2), which are established with the mission, vision and values of the college in mind.

Board policy also assigns responsibility to the Superintendent/President for Institutional Planning that is data informed and in alignment with the college's mission (4B1-2). She encourages collaborative work with input from all constituency groups by co-chairing the Shared Consultation Council (SCC), which is the college's main participatory body with functions set by policy (4B3-3). The SCC provides the framework for all decision making processes and retains focus by conducting an annual evaluation on its performance in planning and implementation of its mission (4B3-4).

With leadership from the Superintendent/President and guided by the college's mission, vision and values, the Institutional Research and Planning Department (IRPD) was tasked with developing local Vision for Success and Student Equity Goals centered around student achievement, success and equity (4B1-18). Before the Governing Board approved these goals on May 28, 2019, the IRPD sought input from all constituent groups (4B3-5).

The college is currently working on the 2020-2025 Strategic Plan with input from all constituency groups and the community (4B1-15); the new Strategic Plan will be inspired by Vision for Success and Student Equity goals to reflect the college's intense focus on equity and inclusion; completion is scheduled for Fall 2020. Immediately following completion of the Strategic Plan, the college will begin the process of writing a new Educational Master Plan to replace the one written in 2013.

The IRPD provides high quality research through the college's Management Information Systems, Business Objects, and data provided from the State such as the Datamart, LaunchBoard, and ultimately federal data such as the College Scorecard and the Interpostsecondary Education Data System (IPEDs). This information provides the basis for informed decision making (4B3-6).

Recently, due to the COVID 19 impacts, the college has been monitoring and communicating with all college employees about local, state and federal data regarding transmission rates, testing numbers, increases and decreases on new cases and infected population per 100,000 (4B3-7). Review of all available data allowed the college to work together and swiftly move to remote access, while ensuring that students were cared for both academically and socio economically.

The college uses program review processes to allocate resources in alignment with planning documents to include the Strategic Plan, Educational Master Plan, the Student Equity Plan and the vision, mission, and value statements of the college. The college is currently revising the Program Review processes to streamline them, and provide more clear alignment to the planning documents (4B3-8).

Board Policy 3250 addressing Institutional Planning notes that "The Superintendent/President shall ensure that institutional plans contain goals, objectives and measurable outcomes, are integrated into the annual budget process, and that the results of institutional planning are broadly communicated." As noted earlier the Vision for Success and Student Equity Goals document is the culmination of collegial planning and working together to ensure the college has set goals to evaluate institutional planning, and a new evaluation process is under implementation in Research and Planning to streamline the evaluation of goals.

Analysis and Evaluation

Through multiple board policies and procedures that guide the institution using research, data and analysis guide institutional improvement. With the implementation of Business Objects and the emphasis the institution is ensuring on data and research, the College has made significant progress to ensure data are used to set goals, and that the goals are evaluated. The goals are used to integrate planning with budget resources.

The President together with the Executive Leadership Team, the Planning and Budget Committee, and the Shared Consultation Council monitor national, state, and local economic and budget data. The nation is entering a recession that is projected to exceed any recession in past history except the Great Depression. The College is working to ensure that their budget reduction principles guide what appears to be significant budget reductions to the College's base allocations and potentially several categorical programs.

Standard IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 3200 - Accreditation, gives the Superintendent/President primary responsibility over the accreditation process (4B4-1, 4B4-2).

Since being hired in January 2017, the Superintendent/President has considered accreditation a priority. She immediately started collaborating with the college accreditation team to ensure that the 2015-2022 cycle was complete. Under her leadership, the College completed the March 2017 Follow-up Report addressing the 2015 site visit findings and participated in the subsequent team site visit. As a result, the College was removed from "warning" and its accreditation was reaffirmed (4B4-3). The Superintendent/President ensured that the Fall 2018 midterm report was submitted timely in October 2018.

Through her leadership the college was selected to participate in a pilot program to streamline the accreditation process. She communicated with all constituent groups to request input and gather support. In November 2018, during her monthly accreditation update report, she presented this pilot program to the Governing Board (4B4-4). The President ensures that the entire college is informed about progress towards accreditation (4B4-5).

Through her delegation authority, the Superintendent/President assigned responsibility for completing the 2021 Institutional Self Evaluation Report to the Vice President of Academic Affairs (VPAA). She receives progress updates regularly from the VPAA, provides monthly reports to the Governing Board and is included in the regular Accreditation Operations Committee meetings (4B4-6).

Co-chaired by the Vice President of Academic Affairs and a faculty member, the College's Accreditation Oversight Committee (AOC) ensures compliance with accreditation requirements. Each Standard has been assigned to tri-leads from Administration, Faculty, Classified Staff groups (4B4-7) who make-up the rest of the AOC leadership team and work together to collect and analyze evidence; they have primary responsibility over writing the report by gathering input from the appropriate college personnel.

Analysis and Evaluation

The Superintendent/President has direct oversight for the entire accreditation process and appropriately delegates authority to ensure compliance. College leaders from all constituent groups participate in the process and comply with accreditation requirements on an on-going basis.

Standard IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President stays up to date on federal, state, and local regulations and statutes; in addition, the College maintains membership with the Community College League of California for guidance and resources to update policies and procedures based on statute and regulations. Board Policy indicates that the President is responsible for issuing Administrative Procedures that are used to implement board policies and that all employees are "expected to know of and observe all provisions of College District policy and federal and state law pertinent to their job responsibilities" (4B5-1). Most Board policies and procedures are reviewed regularly by the Shared Consultation Council and and the Board Policy Committee reviewed and revised to ensure compliance with regulations (4B5-2).

The President has direct responsibility to create procedures to comply with accessibility (4B5-3). With the transition to remote instruction forced by the Covid-19 pandemic, ADA compliance in instructional and non-instructional college sectors is a priority. The President and several other administrators, staff, and faculty participated in a meeting with legal counsel to obtain guidance in several issues including meeting captioning, use of third-party electronic materials in instruction, revisions to board policy and administrative procedures, and an action plan as the college moves forward with remote operations (4B5-4, 4B5-5).

Another recent example is the recent advice and guidance (4B5-6) provided on Title IX. Human resources provided an update and guidance for updating the college's Board Policies on Sexual and Other Assaults on Campus, Prohibition of Harassment, and Campus Safety (4B5-7, 4B5-8, 4B5-9, 4B5-10, 4B5-11, 4B5-12).

Board policy assigns responsibility to the President for institutional planning and practices that are in alignment with the college's mission and integrated with the budget (4B1-2). Similarly, the President has delegated authority to supervise budget and expenditures and works with the Vice President for Business and Financial Affairs in all budget matters (4B5-13). All regular Governing Board meetings include budget updates; at the January 14, 2020 meeting the Vice President for Business and Financial Affairs presented the results of an external audit of the District and Foundation (4B5-14). Similarly, budget projections and planning that incorporate projected State cuts due to Covid-19 were presented at the May 26, 2020 meeting (4B5-15). The President communicated with the college community directly about the upcoming budget complications (4B5-16).

Analysis and Evaluation

The Superintendent/President assures implementation of Board Policy by staying up to date with regulations, consulting legal council for clarification, and promoting a timely review and update of all Board Policies and Administrative procedures through the Shared Consultation Council which is the college's shared governance body. All policies and procedures are stored publicly and accessible by all college employees. The mission of the college provides the lens through which all policies are revised. Under leadership from the President and in collaboration with the Vice President for Business and Financial Affairs, the college controls budget operations and allocations with transparency.

Standard IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President communicates with the entire college community on an almost daily basis through her "Things to Know" email messages (4B6-1). She also communicates with the service area community through monthly columns in the Chula Vista Star News (4B6-2), a local community paper. Her office keeps the campus community informed about press releases and other college interest events or publications (4B6-3).

September 24, 2018; regarding Racial Experiences and Climate Assessment (USC Report): "An apology without commitment and action feels meaningless. I struggle with how to apologize and help people know I am committed and will continue to act to alleviate all injustices. I would love your thoughts on what is a meaningful apology because this must be so painful for people." (4B6-4).

November 14, 2019; regarding irregularities with the ASO Election and subsequent investigation: "Before I recap the events around the election and the findings of the investigation, I want to acknowledge and thank a strong, inclusive and positive group on this campus that has led by example—the ASO Coalition Student Government. Their support and frankly, their tough questions and their determination to carry on, helped me enormously." (4B6-5).

May 12, 2020; regarding Covid-19 budget impact: "Yesterday I sent you the kind of news that I never want to send anyone about budgets. I did that knowing that some of you will become fearful of losing your job, some of you will appreciate the straight talk, and some of you think we are overreacting. We are going to do everything possible to keep our college in as good of shape as possible in the upcoming budget reductions." (4B6-6).

She serves as Board of Director in the South County Economic Development Council which is a non-profit organization whose mission is "To improve and enhance South County's bi-national economy, image and quality of life; and to heighten public awareness of Southern California's most desirable location to live, work and dream" (4B6-7). She represents the College at several community events (4B6-8).

Analysis and Evaluation

Direct and regular communication with all communities served by the institution is a priority for the college President. The flow of information and transparency result in effective working relationships with communities served.

◾ CONCLUSIONS ON STANDARD IV.B. CEO

With clear expectations set through policies and procedures, and guided by the well-defined college mission, vision, and values, the President is focused and successful in leading the College to accomplish its goals. Since she was hired in 2017, the President has worked in a collegial manner to revise and formalize the College mission so that it is centered on equity and inclusion across the institution. Furthermore, she has reorganized the College administration structure to better support operations, established a collegial process to develop local Vision for Success and Student Equity Plan goals, and supported the College through the ongoing efforts to institutionalize Jaguar Pathways.

Her administration has not been without challenges. With internal tension due to the College's racial climate, negative press about College incidents, Covid-19, and subsequent economic uncertainty, the President has navigated tumultuous waters. However, her focus on equity and student success has remained constant throughout these challenges. Her main strengths are communication, transparency about all college matters, and straight talk. Through her "Things to Know" emails, the President communicated the following:

Even in difficult times, the President's optimism and resolve to lead the College to improvements shines through. Yet in the midst of this adversity, the President has many noteworthy accomplishments; to name a few:

- The College reaffirmed its accreditation in June 2017.
- The College is in its third year of implementing Jaguar Pathways, a transformation that will improve the educational experience and outcomes for all students.
- The College has a clear mission and focus on equity and is on the right path to reduce equity gaps and combine access with success.
- The College has developed and implemented a clear Vision for Success and Student equity metric and goals.
- She finalized a partnership with San Diego State University to offer undergraduate degrees locally through the upcoming University Center.
- Expansion of College facilities continues with several new buildings completed or in progress across all geographical areas of the campus.

The President's commitment to the college, its employees and most of all it's students is evident in all aspects of her job performance.

EVIDENCE LIST

4B1-1_BP_2430.pdf

4B1-2_BP_3250.pdf

4B1-3_AP_3250.pdf

4B1-4_BP_3100.pdf

4B1-5_AP_3100.pdf

4B1-6_BP_7110.pdf

4B1-7_AP_7120.pdf

4B1-8_AP_7120A.pdf

4B1-9_CMT_Org_Chrt.pdf

4B1-10_ELT_Min_22520.pdf

4B1-11_CMT_Min_101519.pdf

4B1-12_SLT_Agen_31920.pdf

4B1-13_SCC_Agen_21220.pdf

4B1-14_20-25_StratPln.pdf

4B1-15_SCC_Agen_31120.pdf

4B1-16_Job_Desc_SCC.pdf

4B1-17_Impl_Bias_Train.pdf

4B1-18_VFS_SEP_Plan.pdf

4B1-19_Stud_Eqty_Invite.pdf

4B1-20_Stud_Eqty_Agen.pdf

4B1-21_VFS_SEP_AS.pdf

4B1-22_VFS_SEP_SCC.pdf

4B1-23_VFS_SEP_GB.pdf

4B2-1_Org_Chart_Main_HR.pdf

4B3-1_BP_1200.pdf

4B3-2_Pres_Three-Yr_Gls.pdf

4B3-3_BP_2510.pdf

4B3-4_SCC_Retreat_82119.pdf

4B3-5_VFS_SEP_Adop_Prc.pdf

4B3-6_IRPD_Website.pdf

4B3-7_Thgs_To_Knw_Covid.pdf

4B3-8_PRev_ReOrg_SCC.pdf

4B4-1_BP_3200.pdf

4B4-2_AP_3200.pdf

4B4-3_Acc_ReAfirm_62317.pdf

4B4-4_GB_Mtg_111318.pdf

4B4-5_Thgs_To_Knw_Accr.pdf

4B4-6_AOC_GB_Acc_Mtg.pdf

4B4-7_Acred_Team_102919.pdf

4B5-1_BP_2410.pdf

4B5-2_SCC_Agen_111319.pdf

4B5-3_BP_5145.pdf

4B5-4_Capt_Com_Ag.pdf

4B5-5_Capt_Comp_Notes.pdf

4B5-6_TitleIX_Guidnce.pdf

4B5-7_BP_3540.pdf

4B5-8_AP_3540.pdf

4B5-9_BP_3430.pdf

4B5-10_AP_3430.pdf

4B5-11_BP_3500.pdf

4B5-12_AP_3500.pdf

4B5-13_BP_6100.pdf

4B5-14_GB_Dst_Fnd_Aud.pdf

4B5-15_GB_Wrkshp_52620.pdf

4B5-16_Thngs_Know_Bdgt.pdf

4B6-1_Thngs_Know_Samp.pdf

4B6-2_Star_News.pdf

4B6-3_Public_Info_Annce.pdf

4B6-4_Rac_Exp_Clm_Asmt.pdf

4B6-5_ASO_Rprt_ScrnSht.pdf

4B6-6_Thgs_To_Knw_51220.pdf

4B6-7_SCEDC_Brd_Dirctrs.pdf

4B6-8_Kindreds_Calendar.pdf

STANDARD IV.C. GOVERNING BOARD

Standard IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Southwestern Community College District has a governing board that consists of five positions (4C1-1) and one student trustee (4C1-2). Each governing board member is elected to office (4C1-3) by registered voters, and the student trustee is elected (4C1-4) by registered students of the College. The Governing Board establishes policies that define the institutional mission and set prudent, ethical, and legal standards for College District operations (4C1-5). Board Policy 2410 establishes the policy for adopting policies authored by law for the efficient operation of the College (4C1-6).

All Governing Board policies and procedures are housed on the District's website and made available to the public through BoardDocs. These policies are categorized into seven chapters: Chapter 1 – The District; Chapter 2 – Governing Board; Chapter 3 – General Institution; Chapter 4 – Academic Affairs; Chapter 5 – Student Affairs; Chapter 6 – Business and Financial Affairs; and Chapter 7 – Human Resources (4C1-7).

The Governing Board hires (4C1-8) and evaluates (4C1-9) a CEO and delegates authority (4C1-10) to the CEO for interpretation and implementation of Board Policy.

The Governing Board conducts annual self-evaluations (4C1-11, 4C1-12) for continuous improvement and evidence of their responsibility and authority for policies that assure academic quality, integrity, and effectiveness of student learning programs and services (4C1-13) and the fiscal health of the college is evident by clear audits (4C1-14), general fund reserve policy (4C1-15).

Analysis and Evaluation

The Governing Board fulfills its duties and responsibilities during monthly governance meetings that regularly review and update policies to ensure academic quality, integrity and effectiveness of the student learning programs and services, and the financial stability of the institution. All policies and procedures are made available to the public through the College District website.

Standard IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Governing Board works collegially when establishing policies that advance the mission of the College. Governing Board policies that ensure collective action include Board Policies on Quorum and Voting (4C2-1), Decorum (4C2-2), and Communications Among Board Members (4C2-3). The governing board demonstrates its commitment to acting as a collective entity by meeting annually to establish a shared commitment, guiding principles and board goals that guide their governance (4C1-13, 4C2-4).

Analysis and Evaluation

The governing board demonstrates its commitment to acting as a collective entity during their annual retreat where shared commitment, guiding principles and board goals are established. During regular monthly meetings and special meetings, the governing board engages in healthy debate that might not always result in a unanimous vote, but once the vote is taken each board member supports the collective will of the board.

Standard IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The governing board has adopted policies that outline clearly how the Superintendent/President will be selected (4C1-8) and evaluated (4C1-9). The current Superintendent/President selection was guided by these policies. A subcommittee of the governing board launched a nationwide search for a new Superintendent/President in 2016 (4C3-1). The committee selected three finalists to move forward. The finalists then had informational interviews with a community advisory board (4C3-2), select constituency groups and held three open community forums (4C3-3). The current Superintendent/President was hired in January 2017 and has been evaluated quarterly (4C3-4, 4C3-5). Through the evaluation process, the governing board works with the Superintendent/President to establish and update three-year goals for 2017-2020 (4C3-6).

Analysis and Evaluation

The governing board adheres to a clearly defined policy for the selection and evaluation of the Superintendent/President as evident in the selection of the current Superintendent/President. The Superintendent/President's performance has been evaluated quarterly since her hiring in 2017.

Standard IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The governing board is an independent, policy-making body that approves policies (4C1-6) reflective of the public's interest (4C1-5). The Governing Board meets monthly in open, public meetings. All Governing Board meeting agendas and minutes are posted publicly on the College's website through Boarddocs (4C4-1). Public Participation at Board Meetings (4C4-2), Oral Communications (4C4-3), and Recordings (4C4-4) are all policies adopted by the Governing Board to ensure the public's interest is reflected in the decision-making process.

The governing board annually assesses their performance through a self-evaluation process (4C4-4). The self-evaluation is discussed at the governing board's annual retreat and is used to help inform the board's annual goals. The self-evaluation is presented and discussed publicly at a governing board meeting (4C4-5).

Board policies addressing Ethics (4C4-6) Conflict of Interests (4C4-7) or Political Activity (4C4-8) provide the framework to protect the College from undue influence or political pressure.

The five-member governing are currently elected at-large. At the April 9, 2019 governing board meeting, the board voted to transition from at-large to by-trustee area election of Board members for the November 2022 election (4C4-9).

The governing board will at times adopt resolutions that are responsive to the public's interest. The governing board responded to the national immigration debate by passing resolutions numbers 1984, 1988 and 1992 outlining efforts the district will take to protect student information, such as immigration status, and bolster current district policies that celebrate a diverse campus culture (4C4-10).

Analysis and Evaluation

Governing Board policies ensure the work of the board is independent and focused on policy-making that advances the mission of the College and reflects the public interests of the communities it serves and protects it from undue influence or political pressure. In addition to public participation provided by governing board policies, board members stay informed on public interests by being actively engaged in the community through attendance at community events, membership in community organizations, and participating in community forums hosted by the College.

Standard IV.C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The governing board establishes policies consistent with its institutional mission, vision and values (4C5-1) and has the ultimate responsibility for educational quality, legal matters and financial integrity and stability (4C1-5). Equitable educational opportunities and providing clear educational pathways are a cornerstone of the mission, vision and values (4C5-2). Student Success (4C5-3) affirms the governing board's commitment to ensuring quality, integrity, and improvement of student learning programs, services and resources.

Every governing board meeting includes reports from the Academic Senate, California School Employees Association, Southwestern College Education Association, Southwestern Community College District Administrator Association, the Association of Student Organizations, Superintendent/President, Vice President of Student Services, Vice President of Academic Affairs, Vice President for Business & Financial Affairs, and Vice President of Human Resources (4C5-4). Regular items on the agenda include Accreditation Report, Bond Report, Financial Reports, acceptance of and application for funding, and new hires and resignations (4C5-4). Annual reports include the District audit, report from the Southwestern College Foundation, and other special programs or initiatives (4C5-2).

Analysis and Evaluation

Policies established and adopted by the Governing Board support the Mission, Vision, and Values of the College. The Governing Board demonstrates its ultimate authority on educational quality, legal matters and financial integrity and stability through actions taken and reports given at Governing Board meetings.

Standard IV. C.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Governing board policies are posted on the District's website (4C6-1). Policies are adopted by the Governing Board after being informed by the Shared Planning & Decision Making process (4C6-2). Chapter two of the policies address the structure and operation of the governing board including, Board Membership (4C1-1); Board Duties and Responsibilities (4C1-5); Committees of the Board (4C6-3); Regular Meetings of the Governing Board (4C6-4); Closed Session Meetings of the Board (4C6-5); and Annual Organizational Meeting of the Board (4C6-6).

Analysis and Evaluation

The Governing Board posts policies on the College webpage for public consumption. Adopted policies include those that clearly articulate the board's size, duties, responsibilities, structure, and operating procedures.

Standard IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

All policies that ensure the board acts in a consistent manner are posted on the college website and made publicly available through BoardDocs.

Policies and administrative procedures (4C1-6, 4C7-1) are adopted by the governing board in a manner that is consistent with its policies and bylaws. Administrative procedures are issued by the Superintendent/President (4C1-10) to implement the policies adopted by the Governing Board.

The governing board has established a standing Policy Committee that reviews and assesses policy for their effectiveness in fulfilling the College mission and revised them as necessary (4C7-2). The governing board follows the shared governance process for creating and revising policy as outlined in the *Policy and Procedure Manual* (4C7-3).

Analysis and Evaluation

Governing Board policies provide clear and consistent guidelines for how decision making occurs. All policies and procedures are regularly reviewed, assessed and revised (as needed) for their effectiveness in fulfilling the College mission.

Standard IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Governing Board commits itself to making student success an integral part of all aspects of the College's operations (4C5-3). The Governing Board established student success as its top priority when establishing annual goals (4C2-4).

Other institutional plans informing the institution in accomplishing its goals for student success and approved by the governing board include:

- **Educational Master Plan (EMP)** a comprehensive plan that guides its deliberations as well as its operational and functional level planning and decision-making. The EMP also informs the Facilities Master Plan by suggesting likely future enrollment growth and related additional facilities needs. The EMP is outdated and in the process of being redone..

- **Facilities Master Plan** guides all the construction that brings together the voices of college and community stakeholders and supports the educational master plan (4C8-1).

- **Strategic Plan** a multi-year plan to engage the college community in the challenges of the future, the lessons of the past and to sustain dialogue, consensus and collaboration in support of SWC's mission, vision, and values. The college is in the process of developing its 2020-2025 Strategic Plan.

- **Technology Plan** which is used to address college-wide technology, support, and resource planning in order to further the mission, vision, and strategic direction of the College (4C8-2).

- **Vision for Success Goals and Student Equity Plan** is responsive to Recently enacted state law (AB 1809) requires all California community colleges to adopt local goals aligned with the Vision for Success and Ed Code Section 78222 requires as a condition for receipt of Student Equity and Achievement Program funding, that colleges maintain a Student Equity Plan (SEP) to ensure equal educational opportunities and promote student success for all students regardless of race, gender, age, disability, or economic circumstances (4C8-3).

In addition, the governing board holds an annual Student Success workshop to review key indicators of student learning and achievement (4C8-4).

Analysis and Evaluation

The Governing Board prioritizes student success and regularly reviews key indicators of student learning and achievement and College plans for improving academic quality. All reviews are completed and approved at public meetings of the Governing Board.

Standard IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Governing Board is committed to ongoing training and development as a board, including new member orientation (4C9-1). Board elections are staggered as a mechanism for providing for continuity of board membership (4C1-3). Governing board members attend annual professional development conferences (4C9-2) and hold monthly Special Meetings/Workshops (4C9-3). In addition, the Superintendent/President meets with Governing Board members individually on a monthly basis to discuss issues and answer questions. The Superintendent/President also makes herself available to any candidate for the Governing Board to provide them with access to important information and policies.

Analysis and Evaluation

Governing Board policies provide guidelines and structure for professional development of board members, including new member orientation. Policies ensure continuity of board membership through staggered elections. Governing Board members participate in conferences, meetings and one-on-one meetings to ensure ongoing training is occurring.

Through conference attendance, governing board members are informed and updated on legislation, policy and issues impacting the college. The monthly meetings and workshops held by the governing board provide training and presentations on important programs, initiatives, and/or legislation that impacts the college.

Standard IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Governing Board is committed to assessing its own performance as a board in order to identify its effectiveness in promoting and sustaining academic quality and effectiveness (4C1-11). The Governing Board has full participation in the board's self-evaluation and uses the results for both short-term and long-term goals for itself and the College (4C1-12). The self-evaluation occurs at a public meeting and annual retreat of the Governing Board (4C10-1). The results of the self-evaluation is made public at a following, regularly-scheduled meeting (4C10-2) and used to establish Governing Board (4C2-4) and Superintendent/President Goals (4C3-6).

Analysis and Evaluation

The Governing Board has an established process for board evaluation to assess the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Governing Board's self-evaluation and results are presented in public meetings and are used to improve board performance, academic quality, and institutional effectiveness.

Standard IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Governing Board has adopted and adheres to a Conflict of Interest policy (4C4-7) and a Code of Ethics (4C4-5). In addition, the Governing Board has adopted a policy on the Distribution of Tickets or Passes (4C11-1). Governing Board members file a Statement of Economic Interests – Form 700 annually (4C11-2). Each meeting agenda provides an opportunity for Governing Board members to recuse themselves from an item on the agenda where they may have a conflict of interests. Currently no governing board member is employed, has family, ownership or other personal financial interest in the institution.

Analysis and Evaluation

The Governing board upholds a code of ethics and conflict of interest policy that clearly defines policy for dealing with behavior that violates its code and implements it when necessary. Board members annually complete a Statement of Economic Interests – Form 700 and recuse themselves from any meeting agenda item where a conflict of interest exists in order to secure and ensure the academic and fiscal integrity of the institution.

Standard IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Governing Board delegates full responsibility and authority to the Superintendent/President (4C1-10) for executing all decisions of the Governing Board requiring administrative action. The Superintendent/President is the only employee of the Governing Board and the only employee authorized to interpret board policy. According to the policy, the Superintendent/President may delegate any powers and duties authorized by the Governing Board but shall be responsible to the board for the execution of any delegated powers and duties. The Governing Board evaluates the performance of the Superintendent/President at least annually (4C1-9).

Analysis and Evaluation

The Governing Board follows policy delegating responsibility and authority to the Superintendent/President. The Governing Board holds the Superintendent/President accountable for the operation of the College through performance evaluations conducted at least annually.

Standard IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Governing Board is regularly informed of approved accrediting organizations and the status of accreditations; it is involved in accreditation process in which their participation is required; and is provided a summary of any accreditation report and actions taken or to be taken in response to recommendations in an accreditation report (4C13-1) and has adopted a Governing Board Accreditation Resolution on Governance (4C13-2, 4C13-3).

At its annual retreat, the Governing Board reviews and reaffirms its commitment to the accreditation process (4C13-4) through monthly accreditation reports (4C13-5) at the regular meeting the Governing Board participates in accreditation. The Governing Board's evaluation also includes components of accreditation to provide them with the opportunity to reflect on their role in the accreditation process (4C13-4).

Analysis and Evaluation

The Governing Board annually reviews and recommits to the accreditation principles, eligibility requirements, and standards at its retreat. The Governing Board also receives a monthly report on the status of accreditation.

CONCLUSIONS ON STANDARD IV.C. GOVERNING BOARD

Southwestern College's Governing Board exercises its authority, responsibility, and independence when creating policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The work of the Governing Board is conducted in public, transparently and in compliance with its bylaws, mission, code of ethics, and without conflict of interest. The Governing Board evaluates themselves and the CEO annually and engages in regular professional development and training to ensure the educational quality, legal matters, and financial integrity and stability of the College District are maintained. The Governing Board regularly reviews student success indicators and accreditation efforts.

EVIDENCE LIST

4C1-1_BP_2010.pdf

4C1-2_BP_2015.pdf

4C1-3_BP_2100.pdf

4C1-4_BP_2105.pdf

4C1-5_BP_2200.pdf

4C1-6_BP_2410.pdf

4C1-7_BoardDocs_Chpters.pdf

4C1-8_BP_2431.pdf

4C1-9_BP_2435.pdf

4C1-10_BP_2430.pdf

4C1-11_BP_2745.pdf

4C1-12_AP_2745.pdf

4C1-13_GB_Rtrt_Slf_Eval.pdf

4C1-14_District_Audit.pdf

4C1-15_BP_6210.pdf

4C2-1_BP_2330.pdf

4C2-2_BP_2355.pdf

4C2-3_BP_2720.pdf

4C2-4_GB_Goals.pdf

4C3-1_Pres_Job_Announce.pdf

4C3-2_Comm_Advis_Memb.pdf

4C3-3_Hiring_Timeline.pdf

4C3-4_GB_Agen_Pres_Eval.pdf

4C3-5_GB_Agen_Pres_Evl2.pdf

4C3-6_Three-Year_Goals.pdf

4C4-1_GB_Meeting_Agen.pdf

4C4-2_BP_2345.pdf

4C4-3_BP_2350.pdf

4C4-4_BP_2365.pdf

4C4-5_BP_2715.pdf

4C4-6_GB_Self_Eval_Agen.pdf

4C4-7_BP_2710.pdf

4C4-8_BP_2716.pdf

4C4-9_GB_Mtg_4919.pdf

4C4-10_GB_Resol_1984.pdf

4C5-1_BP_1200.pdf

4C5-2_GB_Wrkshp_52819.pdf

4C5-3_BP_2780.pdf

4C5-4_GB_Agen_22220.pdf

4C6-1_GB_Policies_Web.pdf

4C6-2_BP_2510.pdf

4C6-3_BP_2220.pdf

4C6-4_BP_2310.pdf

4C6-5_BP_2315.pdf

4C6-6_BP_2305.pdf

4C7-1_AP_2410.pdf

4C7-2_GB_Pol_Com_Agen.pdf

4C7-3_Brd_Pol_Adm_Pg12.pdf

4C8-1_Fac_Master_Plan.pdf

4C8-2_Technology_Plan.pdf

4C8-3_Final_VFS_SEP.pdf

4C8-4_GB_Wkrshp_22520

4C9-1_BP_2740.pdf

4C9-2_Cnf_Sch_20-21.pdf

4C9-3_GB_Wrkshops.pdf

4C10-1_GB_SlfEvl_92218.pdf

4C10-2_GB_SlfEvl_10918.pdf

4C11-1_BP_2714.pdf

4C11-2_Conf_Int_eDiscl.pdf

4C13-1_BP_3200.pdf

4C13-2_GB_Accr_Res_2052.pdf

4C13-3_GB_Accr_Res_2146.pdf

4C13-4_GB_Age_Acc_92218.pdf

4C13-5_GB_Age_Acc_31020.pdf

H. QUALITY FOCUS ESSAY

A. QUALITY FOCUS ESSAY
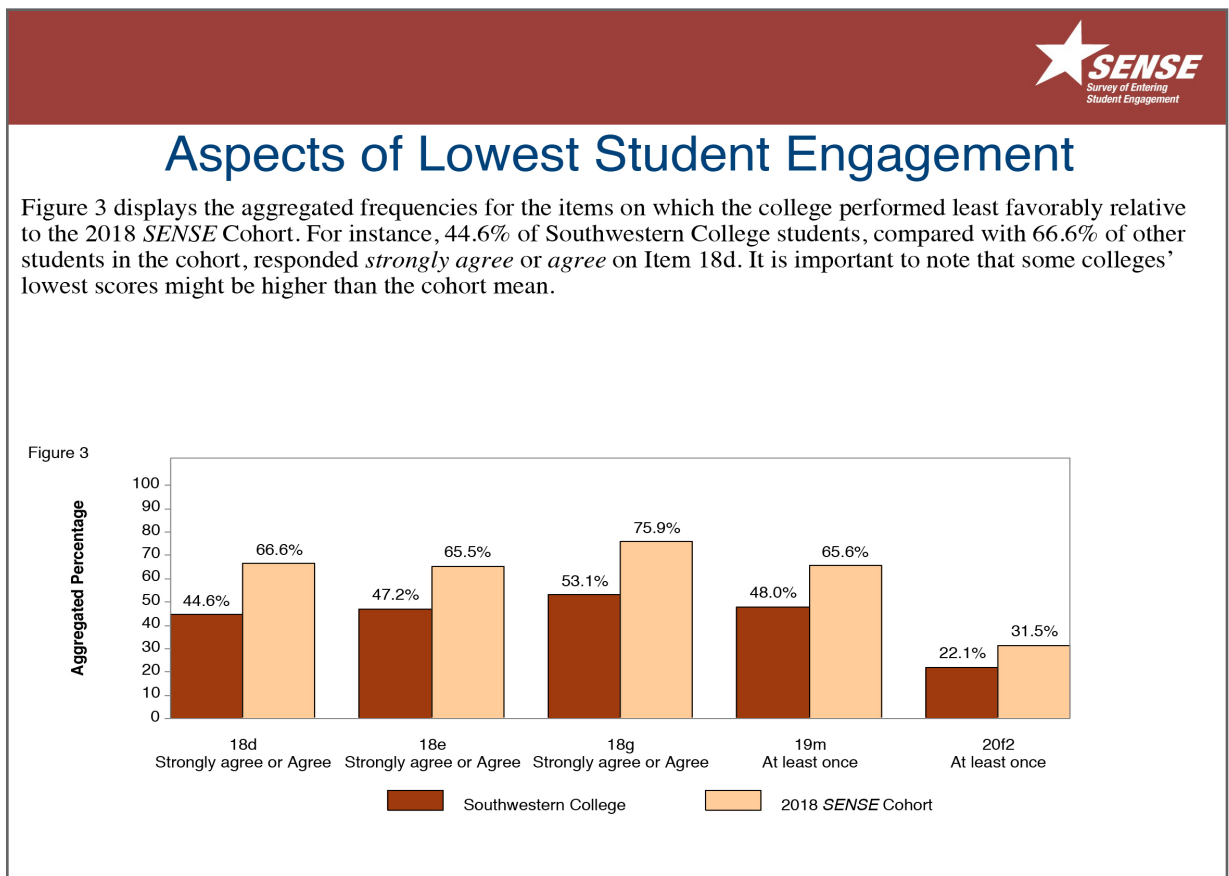
Introduction of Projects

Southwestern College consistently strives to improve student achievement and learning through self-evaluation and innovation. Southwestern College's Quality Focus Essay builds upon the self-evaluation process conducted in preparation for creating the Institutional Self-Evaluation Report, as well as data such as the College's Institution-Set Standards and The Survey of Entering Student Engagement (SENSE) conducted as part of the ongoing work related to Guided Pathways, known as Jaguar Pathways at SWC. Analysis of these data has led to efforts to redesign the College's structure, culture, policies, procedures, and processes regarding recruitment, onboarding, scheduling, retention, and student learning and assessment to ensure students can identify a clear direction and develop momentum that moves them forward with an eye on equitable outcomes for its diverse population of students. College personnel have engaged in a critical self-evaluation of practices and processes and identified several interest areas and projects where robust planning and commitment of resources can lead to increased student achievement and learning.

Theme: Clarifying Pathways and Enrollment Management

In 2017-2018, the College participated in the Survey of Entering Student Engagement (SENSE) as a participant in the Foundation for California Community Colleges' Guided Pathways Project. The data revealed some discouraging news for the college community regarding the perceptions students have in their first year experiences at Southwestern. Of particular concern was the student response to the questions related to their ability to meet with an advisor and how well students understood the requirements of their program. The table below shows that students felt that the college could improve student access to advisors/counselors, the College's efforts to help students pick a program of study, and support provided by the college for students to understand the requirements of that program. For instance, 44.6% of Southwestern College students responded "strongly agree" or "agree" to the prompt "Able to meet with an academic advisor at times convenient for me" compared with 66.6% of other students in the cohort.

Figure 1. 2018SENSE Survey Results

Aspects of Lowest Student Engagement

Figure 3 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2018 *SENSE* Cohort. For instance, 44.6% of Southwestern College students, compared with 66.6% of other students in the cohort, responded *strongly agree* or *agree* on Item 18d. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 3

SENSE Survey Item Number	Item/Prompt
18d	Able to meet with an academic advisor at times convenient for me
18e	An advisor helped me to select a course of study, program, or major
18g	An advisor helped me to identify the courses I needed to take during my first semester/quarter

In addition to the SENSE data, the College did not meet its institution-set standard regarding transfer volume in 2017-2018. The college achieved 1,096 transfers which was below the 5% range of the 1,183 standard (QFE-1). Although the College saw the 2018-2019 transfer rate fall back into the 5% range (the college achieved 1,099 transfers which is within the 5% range of the 1,140 standard (QFE-2), the data suggest that students are struggling to understand program requirements and would benefit from initiatives that make pathways to degree completion and transfer more clear.

The aforementioned data corroborated what the College learned during the self-evaluation process, specifically in regards to Standards II.A.6 and II.A.11. The self-evaluation prompted the College to reimagine ways to help students understand their academic pathways and to develop better operational practices around class schedules and student education plans. Two projects are intended to address clear pathways for students and to improve student achievement: the Program Mapping project and Technology to Support Enrollment Management project.

Program Mapping

The data prompted the College to step up efforts to help students have a more clear understanding of their program requirements. While access to advisors/counselors is an ongoing issue for all colleges due to budget limitations, the Jaguar Pathways program has already begun working with faculty to create program maps. A program map is a semester-by-semester grid of course-taking patterns that the discipline faculty in partnership with counseling faculty recommend to students for timely completion of their degree or certificate. Work on program maps began in Fall 2018 and continues today. By the end of spring 2020, the faculty had created program maps for over 80 distinct degrees and certificates and those maps are available to students on the College website and by working with counseling faculty.

The plan for improving program mapping will focus on establishing a faculty-driven, sustainable process for creating, approving and revising program maps. In addition, the goal is to establish enrollment management practices, supported by a degree audit system and a curriculum tracking system, that will inform course scheduling based on student need rather than historical patterns and the creation of accurate electronic student education plans. Specific steps and milestones for the project are explained later in the Quality Focus Essay.

Technology to Support Enrollment Management and Student Education Planning

In addition to the obvious benefit to students of program mapping to clarify pathways, the Academic Affairs division will utilize program mapping data to inform course scheduling to create a more efficient schedule that provides students with the courses they need to complete their programs in a time consistent with most standards in higher education.
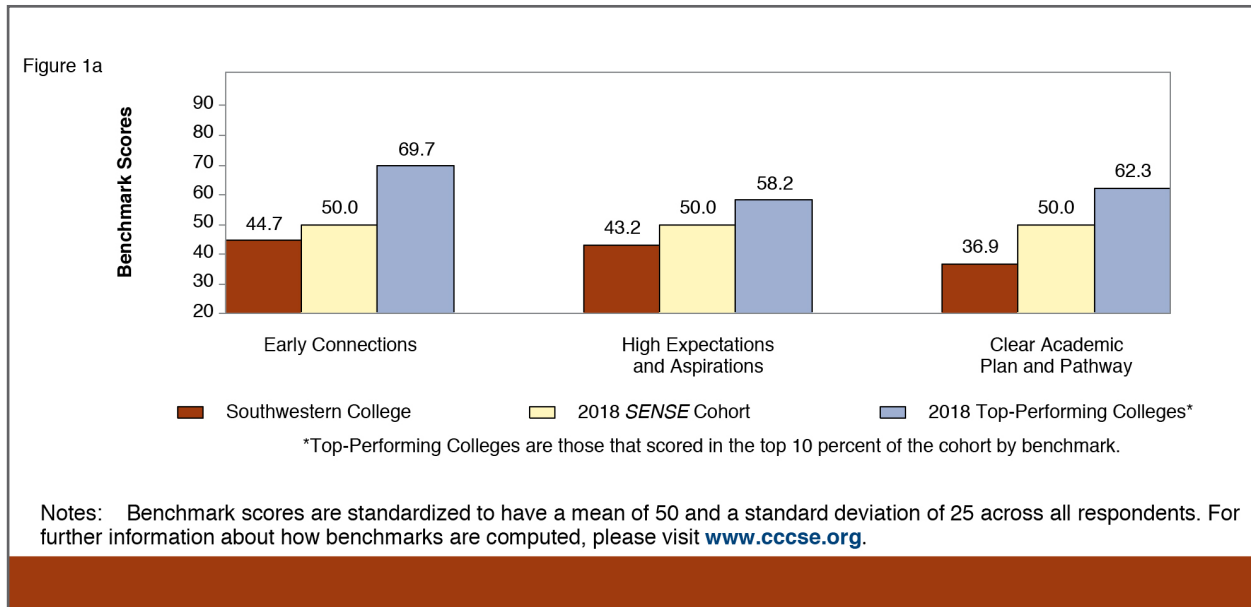
Beginning in 2019, the Office of the Vice President for Academic Affairs (VPAA) acknowledged its need for expanded technology capacity to provide more focused schedule development and enrollment management practices. In order to achieve outcomes associated with enrollment management, significant investment and training has already begun by the Office of Instructional Support Services, specifically in the use of "Degree Audit" software and "Curriculum Tracks and Blocks" software. Once implemented, these software tools will expand the ability for faculty-developed program maps to inform the types and number of courses that should be scheduled to support student completion rather than relying on historical schedules to create future ones. In addition, a fully developed Tracks and Blocks database will allow for students to create their own electronic student education plans using the same Self-Service user interface being developed for student enrollment, fee payment, and other services. The project will require collaboration between the Office of the Vice President for Academic Affairs, the Office of the Vice President for Student Affairs, the Instructional Support Services office, the Academic Senate, the Curriculum Committee, and Jaguar Pathways. A "Core Working Group" under the direction of the VPSA has been meeting since Summer 2020 to discuss logistics and long-term stability. A pilot for the project will begin with Associate Degrees for Transfer as these are popular majors at the College and will include collaboration with the Jaguar Pathways Student Success teams being developed to support students in their fields of study. Specific steps and milestones for the project are explained later in the Quality Focus Essay.

Theme: Equity in Teaching Practices and Student Services

During the preparation of the ISER and the Quality Focus Essay, the world was thrust into a global pandemic the effects of which will be felt on our students' success for years to come. Those effects are exacerbated by students' individual capacity to navigate the impact of the coronavirus on educational delivery and their personal lives, which requires the College to adopt practices that are equitable for students and meets them where they are in terms of academic preparation and basic needs.

Prior to the onset of the pandemic, the College had already been evaluating its sense of connection with students and their perceptions regarding how welcome they feel at the college. The 2018 SENSE survey showed the College scoring much lower than the cohort in areas of student engagement relevant to the early connections they make with college employees as well as their perceptions of the expectations college employees have for them. The table below shows the College scored 5.3% lower in "Early Connections' ' (how students describe their early college experiences and whether they felt encouraged by anyone at the College to continue) than colleges in the SENSE cohort and 25% lower than a cohort of high-performing colleges nationwide in 2018. The same table shows that the College scored 6.8% lower than the cohort in the area of "High Expectations and Aspirations" which captures students' perceptions regarding the clarity and extent of the expectations College staff and faculty have of students.

Figure 1a

Benchmark Scores

Benchmark	Southwestern College	2018 SENSE Cohort	2018 Top-Performing Colleges*
Early Connections	44.7	50.0	69.7
High Expectations and Aspirations	43.2	50.0	58.2
Clear Academic Plan and Pathway	36.9	50.0	62.3

■ Southwestern College   ☐ 2018 *SENSE* Cohort   ■ 2018 Top-Performing Colleges*

*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit **www.cccse.org**.

In addition to data collected regarding student engagement attitudes, the College also participated in a "Student Food and Housing Insecurities" survey in coordination with the Community College Equity Assessment Lab. This survey highlighted the importance of being aware of student environmental factors that might affect their learning and achievement as well as the need for students to feel a sense of belonging and welcome at the college. The results of the survey (QFE-3) showed that significant numbers of SWC students confront challenges related to food insecurity, housing insecurity, mental health issues, transportation issues, and sleep difficulties. This understanding of our students' struggles make clear the need to support initiatives focused on student needs beyond the classroom.

While the ACCJC Standards do not specifically call out how welcome students feel at the College, it became clear during the self-evaluation process that student psychological and physical needs are a fundamental part of the student success conversation. The clear need to address student need outside of the classroom and data that show the imbalance between the College faculty's racial demographics and the student population have prompted the College to include two projects in the Quality Focus Essay focused on expanding and enhancing professional development for faculty and staff intended to improve outcomes for all students. This theme of the Quality Focus Essay will support more equitable outcomes for students by improving student perceptions of their early connections with College staff and their sense of the staff's expectations for them as well as develop a college culture that is responsive to students' basic human needs. The Advancing Equity in Teaching Academy and Caring Campus initiatives will further that effort.

Advancing Equity in Teaching Academy

The Advancing Equity Teaching Academy (AETA) is a year-long faculty professional development program that aims to develop a teacher's awareness of equity issues in education as they develop their skills in teaching a culturally and linguistically-diverse student body through culturally responsive pedagogical tools. Faculty apply their learning to their classroom teaching and produce artifacts that will then be passed on to their colleagues in their schools and departments. AETA requires faculty to examine their student achievement data which show disaggregated success rates for their student learning to question how their pedagogical choices may lead to unintended disproportionate impact on traditionally marginalized students. These impacts become barriers to the connection and high expectation that is important for student success. Faculty in the AETA program commit to review student achievement and learning data, to engage with instruction on culturally-competent and equitable teaching strategies with an mentors, to implement reforms in their classes, and to evaluate those reforms. The College supports this innovation by agreeing to move faculty a step ahead on the salary schedule after completion of the year-long project. The first AETA cohort was disrupted by the coronavirus pandemic making the full implementation of the project in future years a priority as part of the Colleges equity goals. The cohort that was interrupted is expected to complete the project in November 2020. Specific steps and milestones for the project are explained later in the Quality Focus Essay.

Caring Campus

A second initiative related to the goal of improving how students perceive the college is an initiative primarily driven by classified professionals. The Caring Campus program began at SWC in fall 2018 in coordination with the Institute for Evidence-Based Change. Originally, a cohort of 26 classified professionals met and attended coaching sessions to develop "commitment behaviors" that are intended to create a sense of belonging among students whom they encounter. These behaviors are simple and easy to adopt, such as using a student's name frequently in a conversation to show them that the staff care about them and value their presence. These small behaviors are the foundation of a training program that has been expanded in 2019-2020 and will be a focus for the Office of Employee Equity, Inclusion, and Professional Development in the coming years.

CCC My Path

A final innovation that will support more equitable outcomes is the adoption of the CCC MyPath suite of technology tools that allow students, even before admission to the college, to be aware and take advantage of services and opportunities that are tailored to their unique academic needs, career goals and life circumstances. These tools allow for students to learn about services that support their unique academic, career, and personal goals while at the college. CCC MyPath is made available to California community colleges by the California Community Colleges Chancellor's Office and requires little resources to implement and maintain. The CCC MyPath initiative began as a reaction to student focus groups and other qualitative data collected by the Jaguar Pathways project in partnership with the School of Continuing Education and Workforce Development. Resources were identified to fund a project manager to continue to collect data and bring students and staff together to design the College's unnique CCC MyPath portal using the templates provided by the Chancellor's Office. The work began in the early months of 2019 and, despite interruptions due to the pandemic, continues into fall 2020. Specific steps and milestones for the project are explained later in the QFE.

ANTICIPATED IMPACT ON STUDENT LEARNING AND ACHIEVEMENT

The overall anticipated outcome on student learning and achievement is to improve the student experience by clarifying program requirements and student services available to support student success, while improving student learning and achievement outcomes in an equitable manner. In concrete terms, the student experience will be improved in the following ways:

- Students begin their academic careers at the College with a clear understanding of the requirements to complete their degree or certificate.
- Every degree and certificate has a program map for their declared major.
- Enrollment management decisions are made using data from program maps.
- Students have adequate information regarding course scheduling that allows them to plan to complete their degree or certificate in a timely manner.
- A majority of full-time faculty and a significant number of part-time faculty have adopted new innovations and teaching strategies in the classroom specifically intended to address equity gaps.
- Students report a more positive experience interacting with all employees and a more welcoming, inclusive, and supportive environment at points of service critical to student success and in the classroom.
- CCC MyPath is fully implemented and a process is in place for ongoing maintenance and evaluation.
- Students have easy access to consistent information regarding student services that are tailored to their needs.

OUTCOME MEASURES

Along with our established, quantifiable metrics such as Institution-Set Standards and the College's Vision for Success goals, the College will measure progress in its Quality Focus Essay projects at various milestones and through a variety of metrics and data-collection tools. The following are measurable outcomes for the areas of interest and projects for the Quality Focus Essay.

Program Mapping

- The majority of active degrees and certificates have a program map
- A sustainable process is in place for the creation, approval, and revision of program maps
- Program maps are included in locations highly visible to students
- Students report using the maps and have evaluated their effectiveness

Technology to Support Enrollment Management and Student Education Planning

- Degree Audit and Curriculum Tracks and Blocks have been implemented to support enrollment management decisions based on program maps
- Business practices and operational processes are in place to support software and technology used to support enrollment management decisions
- Degree Audit and Curriculum Tracks and Blocks support student education planning and course scheduling

CCC My Path

- CCC MyPath is operational and sustainable
- Students report having access to it and find it useful
- Business practices and operational processes are in place to ensure continued accuracy of information and upkeep of the system.

Equity in Teaching Practices and Student Services

- The Advancing Equity in Teaching Academy (ATEA) is institutionalized with a sustained annual budget
- A significant number of fulltime and part time faculty have completed AETA
- Faculty report having implemented specific strategies in the classroom intended to address equity gaps and disproportionate impact identified in their data analysis

Caring Campus

- All offices that engage with students have participated in Caring Campus training and have determined behavior commitments that support student engagement and sense of belonging
- A team of Caring Campus ambassadors is well-established and provides ongoing training
- The Caring Campus program has extended to provide training at the College's higher education centers
- The Caring Campus program has expanded to include frequent cross-training of student services and college operations to empower classified professionals to provide accurate and timely information to students rather than referring students to others

In addition to measuring progress on the projects, a list of key performance indicators is maintained to measure progress in overall student equity and success goals established in the College's Vision for Success goals, Student Equity Plan goals, and Jaguar Pathways goals. The list represents leading and lagging indicators that will help determine if these efforts combined with other efforts developed through the program review process are having a holistic impact on student achievement and learning. Some of these metrics are intended to show improvement in areas that have been targeted by specific Jaguar Pathways action steps while other metrics reflect the overall impact of Jaguar Pathways initiatives collectively. (QFE-4)

ACTION PLAN(S)

Program Mapping

	Activity	Responsible Party	Resources	Timeline
1	Conduct a comprehensive assessment of active programs that leads to a revitalized and streamlined offering of programs that lead to transfer and/or employment and establishes mapping priority	VPAA (Collaboration with Academic Senate President and Dean of Research and Planning)	Office of Research	Fall 2020– Spring 2021
2	Create a program map for each active degree and certificate	VPAA (Collaboration with Academic Senate and Jaguar Pathways)	Potential District funding or Jaguar Pathways funding	Spring 2021– Spring 2022
3	Academic Senate/ Curriculum Committee establishes faculty-driven sustainable mapping process	Academic Senate President (Collaboration with Curriculum Committee Co-chairs)	Staff time in Academic Senate	Fall 2020, early Spring 2021
4	Increase capacity in administration to support sustainable mapping process	VPAA (Collaboration with VPSA, ISS, Jaguar Pathways)	Initial funding with Jaguar Pathways and Institutional funding in later years	Fall 2021– Spring 2022

Improve Enrollment Management and Student Education Planning by Implementing Degree Audit and Curriculum "Tracks and Blocks" Software

	Activity	Responsible Party	Resources	Timeline
1	Complete installation and implementation of Ellucian "Degree Audit" module	Instructional Support Services (Collaboration with IT, VPAA, VPSA, Core Working Group, Ferrilli Consulting)	District Funds (Included in 20–21 Budget)	Fall 2020
2	Complete installation and implementation of Ellucian "Tracks and Blocks" module	Instructional Support Services (Collaboration with IT, VPAA, VPSA, Core Working Group, Ferrilli Consulting)	District Funds (Included in 20–21 Budget)	Fall 2021
3	Develop student education plan interface in Self-Service	VPSA (Collaboration with IT, VPAA, Instructional Support Services, Core Working Group, Ferrilli Consulting)		Spring 2021
4	Provide training for "End Users" in Student Affairs and Academic Affairs divisions to implement functions of "Degree Audit" and "Tracks and Blocks" to support student education planning, program mapping and enrollment management	VPSA (Collaboration with VPAA, Counseling Dept., Jaguar Pathways, Professional Development Committee, and Instructional Support Services, and Core Working Group,)	Training Services Coordinator, Training provided by Instructional Support Services, Ferilli Consulting	Spring 2022

CCC MyPath

Activity	Responsible Party	Resources	Timeline
CCC MyPath portal is available to students	VPSA (in collaboration with the CCC MyPath Project Coordinator and the Dean of Student Services and Institutional Technology)	Strong Workforce Funding and District support	Fall 2020
Establish the responsible party and and processes for ongoing maintenance of CCC MyPath	VPSA (in collaboration with the CCC MyPath Project Coordinator, the Dean of Student Services, and Institutional Technology)	District resource allocation processes	Spring 2021
Awareness campaign to help students understand the benefits of CCC MyPath and how to use it.	VPSA (in collaboration with the CCC MyPath Project Coordinator and the Chief Public Information & Government Relations Officer)	Staff time in Communications, Community & Government Relations	Spring 2021– Spring 2022
Conduct a follow-up survey and/or focus groups to determine student engagement with CCC MyPath at various points in their academic career at SWC.	VPSA (in collaboration with the CCC MyPath Project Coordinator and Institutional Research)	Staff time Institutional Research, District funding, potentially Jaguar Pathways Funding	Spring 2022

Advancing Equity in Teaching Academy (AETA) (Action Steps)

Activity	Responsible Party	Resources	Timeline
New employees have been hired to support the ongoing success of the project	Executive Director of Employee Equity, Inclusion and Professional Development	District funding	Spring 2021
A survey is conducted to ascertain faculty attitudes regarding equity-minded teaching practices (before and after)	Dean of Research and Planning (Collaboration with Executive Director of Employee Equity, Inclusion and Professional Development)	Staff time Institutional Research	Fall 2020
SWC faculty and staff are trained to conduct the academy in-house as well as with partners	Executive Director of Employee Equity, Inclusion and Professional Development (Collaboration with SCEA and CSEA)	Staff time Professional Development	Fall 2022
AETA is accessible to all faculty who are interested in participating through new faculty onboarding and professional development	Executive Director of Employee Equity, Inclusion and Professional Development (Collaboration with VPHR)	Staff time in Professional Development and Human Resources	Fall 2022

Caring Campus (Action Steps)

Activity	Responsible Party	Resources	Timeline
The College has established an ongoing team of Caring Campus Ambassadors to provide training and support when requested	Executive Director of Employee Equity, Inclusion and Professional Development (Collaboration with CSEA and VPHR)	Staff time in Professional Development	Fall 2021
The Caring Campus program provides training for employees at all College Higher Education Centers	Executive Director of Employee Equity, Inclusion and Professional Development (Collaboration with Center Deans CSEA)	Staff time in Professional Development	Fall 2022
Each office in the College District that provides services to and interacts with students holds a training for employees and establishes behavioral commitment in their areas.	Executive Director of Employee Equity, Inclusion and Professional Development (Collaboration with VPAA, VPSA, S/P)	Staff time in Professional Development	Fall 2022