

Dear SWC Family,

As the academic year draws to a close, I would like to take a moment to thank you for your efforts in supporting our community and providing a first-rate college experience for our students. While we continue to build on our solid foundation and SWC traditions, it is also important to celebrate our successes and milestones as well as communicate some timelines and process changes approved for 2023-24. This work could not have been done without the expertise and collaboration of so many colleagues on campus. I am proud and humbled by the willingness of all individuals that rolled up their sleeves and helped accomplish so much together. Next year promises to be a time where we can reap the benefits of our hard work and slow down a bit!

Faculty and Staff

In Fall 2022, we were fortunate to recruit and onboard over 40 tenure-track faculty and numerous classified staff. These new members have infused the institution with their enthusiasm and fresh ideas and will undoubtedly continue to impact various areas and programs while they grow in their roles and become better acquainted with the College.

This Fall, we will welcome a smaller group of tenure-track instructional faculty in ASL, Chemistry, Criminal Justice, Dental Hygiene, Instructional Design, Noncredit, Nursing, Social Work, and potentially a couple of others. We are also onboarding three new academic deans: Dr. Mark Butland began in his position as Dean of Languages and Literature on May 22. The Deans of Wellness, Exercise Science, and Athletics (WESA) and Education, Humanities, Social and Behavioral Sciences (EHSBS) will be announced later this summer as well.

Accreditation Matters

Follow up to our Institutional Self-Evaluation Report (ISER) - During the Spring Semester, we submitted our follow-up report to ACCJC to address one recommendation that we had received during SWC's last accreditation cycle. We should receive a response to our report by the end of May.

Substantive Change Reports - We also submitted a Substantive Change Report to ACCJC for our burgeoning Competency-Based Education (CBE) pilot, ahead of the required application process to the Department of Education.

This summer, we will work on yet another Substantive Change Report, this time for Correspondence Education, to substantiate the work done in our Restorative Justice program during the pandemic.

Program-Specific Accreditations - In addition to our districtwide accreditation processes with ACCJC, the following programs underwent a review with their respective oversight agencies:

- The Dental Hygiene Program hosted a site visit with CODA (Commission on Dental Accreditation) for its full accreditation review.
- The Automotive Program regained its ASE accreditation for the first time in six years.

Jaguar Pathways/Fields of Study

Several years of discussion and collaboration across various groups culminated last Fall in a cohesive vision for Jaguar Pathways. During this academic year we met the challenge to organize our Fields of Study (FoS) into pathways that could be aligned with Schools and serve students better. The finalized version of eight FoS was a product of sustained collaboration between the Senate Executive Team and Academic Affairs, and was subsequently endorsed by the Academic Senate. Throughout this process, feedback submitted by faculty was carefully reviewed by the group and either included or a response provided.

Following adoption, an FoS implementation team consisting of (a) faculty, (b) HR, IT, Financial Services, and Facilities colleagues, (c) Student and Academic Affairs deans and managers, and (d) various classified and confidential staff met every Thursday morning for six months to create timelines and implement necessary changes to our systems and processes. While we had set a July 1 deadline to complete the project, I am pleased to announce that we finished our task a few weeks ahead of schedule.

To successfully implement our new FoS, the following changes will be effective on or before July 1, 2023:

- Restructuring of eight FoS
- Reconfiguration of new Academic Departments and election of new Department Chairs
- Physical move of select departments/programs to new buildings/Centers
- Transition of faculty and staff supervision to new deans/departments/FoS when applicable (all affected have been officially notified)
- Notices of change of Name/Department/School/FoS to Governing Board (June agenda)
- Change of all general and categorical fund budget numbers for all eight FoS
- Changes to curriculum routing and faculty representation
- Realignment of tenure review committees with the new FoS when needed

Calendar, Curriculum and Course Scheduling

Two-Year Academic Calendar - Early in the Spring semester, the Calendar Committee recommended a combined two-year calendar for 2023-24 and 2024-25. Subsequently, during meetings held in April and May, two proposals for the new two-year calendar were thoroughly vetted by members and reviewed by their respective constituencies. Proposal One maintained a four-week Early Spring while Proposal Two suggested lengthening the term to five weeks. The final vote was in favor of Proposal One and was recommended to the Superintendent/President.

Smart Schedules - Based on the new two-year calendar, we can now develop “Smart Schedules” which are fully mapped suggested two-year schedules that lead to degree completion in four semesters. In conjunction with counseling faculty, we created 12 ADT Smart Schedules for Fall/Spring 2023-24 and 2024-25; sections within each are scheduled for all four semesters with a guarantee of no-cancellation to students.

Weekend College - We are also excited to support “nontraditional” students such as working adults and retirees by offering a Weekend College this Fall at our Higher Education Center in National City (HEC-NC). This first iteration will include 39 sections consisting of select credit, CTE, and recreation courses.

To make students aware of these new opportunities, our Marketing team is preparing a summer mailer highlighting Smart Schedules, the Weekend College, and various student support programs.

Competency-Based Education - SWC is part of a small pilot program with the Chancellor's Office tasked with the development of Competency-Based Education (CBE). SWC chose its Automotive Technology program to be part of the pilot and is currently developing the components of CBE. On April 24, SWC's Automotive Technology program was pleased to welcome a delegation of 14 mayors of Central and South American cities. The sponsors of the visit, the Development Bank of Latin America, has expressed a desire to fund a train-the-trainer program: the goal is for SWC's professors to equip a group of Latin American master mechanics with skills to provide electric vehicle training to other mechanics in their home countries.

Credit for Prior Learning (CPL) – CPL is college credit awarded for validated skills and knowledge gained outside of a college classroom. These skills may have been obtained in various settings such as in military or industry environments, government training, apprenticeships, or internships. SWC has undertaken the process of facilitating students' success and completion through CPL, augmenting the many other pathways currently available to them. To date, approximately ten courses have been approved by the Curriculum Committee for CPL assessment.

Courseleaf, aka CIM – During the pandemic, the College began the process of shifting its curriculum management system from CurricuNet to CIM. To mitigate delays encountered with our vendor, we have extended our contract with CurricuNet by an additional year, allowing for an organized transfer of our curriculum to the new system. During this transition, discipline faculty, with the assistance of the Curriculum Committee and Instructional Support Services, spent countless hours conducting a thorough review of our curriculum, leading to the discontinuance of approximately 60 programs.

Changes to Scheduling Processes and Timelines - We are also finalizing the purchase and starting the implementation of a new software system to streamline schedule building and to create better workflows for all stakeholders involved in section creation and scheduling.

While waiting to onboard this new system, we have made some changes to the existing scheduling process and timeline by:

- Reducing the number of iterations of schedule submissions from three to two;
- Moving up the deadline for final edits with the name of instructors included 30 days prior to the publication date of the schedule of classes;
- Returning to the use of established time blocks in course scheduling, a practice from which we had deviated during the pandemic.

Soon, we will work on a revised timeline for Fall 2024 with the intent to move up the start of registration and allow our Outreach team to capture the enrollment of high school students prior to the conclusion of their academic year.

Spring 2024 Schedule Production Timeline

Class Schedule Available

Date	Task
May 10	ISS rolls over class schedule
May 11- Aug 7	Class schedule available. Schools and Centers begin planning and building class schedule according to established 16-week block scheduling pattern
Aug 8	<ul style="list-style-type: none"> Schedule due from Schools/Centers with most instructor names entered in FASC screen. Classroom assignments to be completed (Ad Astra)
Aug 9 – Sept 5	ISS builds schedule

Final Schedule – Minor Changes Only

Date	Task
Sept 6	Schools/Centers receive schedule from ISS (PAO format)
Sept 7- Sept 21	Schools/Centers work on final edits
Sept 21	Final changes due from Schools/Centers
Sept 22- Oct 5	ISS final update
Oct 6	<ul style="list-style-type: none"> Schedule available on Self-Service (Publication) All instructor names are in FASC Front pages posted
Nov 7	Registration begins

FASC - Faculty Section Assignment (Colleague)

PAO - Publication-Formatted Class Schedule

Ad Astra - Classroom availability console.

Education Vision Plan (EVP) 2030

The College is in the process of developing its EVP, a document that will serve as a blueprint of our planning processes for the next seven years.

Our progress to date is as follows:

Town Halls, Community Forums, and Listening Sessions - Our planning consultants, Drs. Helen Benjamin and Debbie DiThomas, were on campus for three days between April 19 and 21 and held a meet and greet with ELT, a focus group with students, listening sessions and town halls with faculty and staff, and several data sessions with Institutional Research and Academic Affairs leadership. They also visited our four centers and met with staff. During this visit, the team had the opportunity to receive feedback from 161 students, faculty, and staff.

Our consultants returned on May 17 to hold a community forum at HEC-NC which was attended by 27 community leaders self-selected from groups of educators, business owners, nonprofits

and community advocates, the Superintendent/President Advisory Group, the SWC Foundation, Golden Jaguars, the SBDC South Bay group, and our CTE Advisory Boards.

Surveys - A Student Survey held during Spring Semester on college priorities and services garnered approximately 700 responses. Furthermore, we conducted a separate survey of students in our Restorative Justice program and received 110 responses. Finally, 194 employees provided valuable input in our faculty and staff survey conducted between May 5 and 15.

The EVP Writing Team - The following employees have been enlisted to serve on the EVP writing team: Bill Abasolo (Dean of Institutional Research and Planning), Rachel Fischer (VP of Student Affairs), Sylvia Garcia-Navarrete (Department Chair), Jonathan King (Student), Annette Rempt (Counseling Faculty), Isabelle Saber (VP of Academic Affairs), Michael Speyrer (CTE faculty), and Mink Stavenga (Academic Dean). The team will work on a draft this summer and present it to the campus community through the participatory governance process in early Fall.

Program Review (PR) and Faculty Hiring Prioritization (FHP)

During Spring 2023, IPRC committee members conducted a thorough assessment of our program review process and proposed some changes to the timeline for 2023-24. In addition, the Academic Senate endorsed the reduction of our Academic Program Review Designator List from 69 to a more manageable number of 44. The list of new Designators will be made available shortly on the Program Review website.

New Program Review Timeline (2023-24) -

The following revised timeline for 2023-24 includes moving the FHP process to Spring 2024 from its currently scheduled timeline in Fall 2023. This will avoid the workload issue raised by faculty previously when both program review and the FHP process had similar due dates.

Discussions with faculty and administrative leaders have been in process throughout Spring 2023, with a recent conclusion that phased implementation could begin in 2023. Collaboration will continue with the Senate Executive during summer to ensure mutual agreement before Fall.

The overall purpose of this timeline revision is to re-establish program review validation (ensuring compliance with accreditation standards in the quality of program reviews) and to consolidate currently independent resource funding processes such as the Strong Workforce Program (SWP) and Perkins annual funding application.

Timeline for 2023-24:

- FHP moves to Spring
- **Fall Weeks 1-2, including flex days:** Data made available, PR app opened, and training for participants begins (2 weeks)
- **Fall Weeks 3-6:** Submission of Level 3 program reviews (4 weeks)
- **Fall Week 7:** Institutional Research checks all PRs are submitted with proper documentation (1 week)
- **Fall Weeks 8-11:** Training of program review validation teams (4 weeks)
 - Validation teams:
 - One Dean/Manager
 - One faculty member

- One classified staff
 - Validation for comprehensives only in 2023-24; expand in future
 - Rubric to be developed
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- **Fall Weeks 12-15:** Conduct validation (4 weeks)
 - **Fall Weeks 16 and Winter Weeks 1-2:** Submission of Level 2 program reviews and ranking of school/department resource requests (3 weeks)
 - **Winter Week 3:** IR checks all PRs are submitted with proper documentation (1 week)
 - **Winter Week 4 and Spring Weeks 1-2:** Level 1 validates quality of Level 2 comprehensives (3 weeks)
 - **Spring Weeks 3-6:** Submission of Level 1 program reviews and Level 1 rankings of division resource requests (4 weeks)
 - **Spring Weeks 7-8:** ELT validates quality of Level 1 comprehensives (2 weeks)
 - **Spring Weeks 9-16:** Prioritization

In closing, I would like to express once again my deep gratitude to faculty, staff, and administrators who have worked tirelessly during this past year to improve our processes while keeping students as the focal point of all our efforts. I wish you all a wonderful summer and look forward to seeing you in the Fall.

Respectfully,

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