



ACCREDITATION OVERSIGHT COMMITTEE
APPROVAL 8/29/12
DRAFT

ACADEMIC SENATE ACCEPTANCE 8/28/12

Midterm Report

*Submitted to the Accrediting Commission
For Community and Junior Colleges,
Western Association of Schools and Colleges
October 15, 2012*

Southwestern Community College District
900 Otay Lakes Road
Chula Vista, CA 91910



Certification of Accreditation Follow Up Report

October 10, 2012

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

From: Southwestern Community College District
900 Otay Lakes Road
Chula Vista, CA 91910-7299

Southwestern Colleges submits the following Accreditation Midterm Report as requested by the Commission in the third year following a comprehensive evaluation.

We certify that there was broad participation by the College community, and we believe the Midterm Report accurately reflects the progress the college has made and continues to make since receiving reaffirmation of accreditation.

Signed:

Norma L. Hernandez, Governing Board President

Melinda Nish, Ed.D, Superintendent/President

Randy Beach, Academic Senate President

Ron Vess, Accreditation Oversight Committee Faculty Co-Chair

Bruce MacNintch, President, Classified School Employees Association

Eric Maag, Interim President, Southwestern College Education Association

Juan Luis Espinosa, Associated Student Organization President, Student Trustee

Silvia Cornejo, Southwestern Community College District Administrators Association

Mink Stavenga, DBA, Accreditation Liaison Officer

TABLE OF CONTENTS

CERTIFICATION OF ACCREDITATION FOLLOW UP REPORT	2
1. STATEMENT OF REPORT PREPARATION	4
PART ONE.....	5
A. RECOMMENDATION ONE:.....	6
B. RECOMMENDATION TWO:.....	8
C. RECOMMENDATION THREE:.....	12
D. RECOMMENDATION FOUR:	15
E. RECOMMENDATION FIVE:.....	20
F. RECOMMENDATION SIX:	22
G. RECOMMENDATION SEVEN:	25
H. RECOMMENDATION EIGHT (A):.....	27
I. RECOMMENDATION NINE:	33
J. RECOMMENDATION TEN:	37
PART TWO	40
GLOSSARY OF TERMS	55
LIST OF ACRONYMS FOUND IN MIDTERM REPORT	56

1. STATEMENT OF REPORT PREPARATION

This Midterm Report is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) to summarize the progress the college has made in the year since it was reaffirmed. Southwestern College (SWC) welcomes the opportunity to highlight the College's renewed commitment to successfully maintaining compliance with the ACCJC's eligibility requirements, standards, practices and policies in an ongoing effort to improve organizational effectiveness for the benefit of its students.

After Southwestern College was placed on Probation by the Commission in January 2010, the college community was forced to re-examine its purpose, values, and mission in order to address the identified deficiencies. The Team Evaluation Report and the Commission's eventual sanction were an eye-opening experience for the college community that provided the opportunity to analyze, with rigor, its institutional goals and objectives. After the initial sanction the college experienced some great challenges but those challenges proved beneficial with rewards that continue to pay dividends. Southwestern College has evolved through this process into an institution of higher learning that provides an environment for student success. All members of the college community are involved in these efforts from planning agendas to the implementation of ideas and processes and, finally, evaluating the new systems and processes to ultimately improve the institution's overall performance. Today Southwestern College is a sound institution with clearly defined pathways laying a firm foundation for its future.

The College has resolved and sustained all ten recommendations noted by the Commission and has developed plans for continuous improvement. In addition, all seventy-six Self Identified Issues from SWC's 2009 Self Study have been addressed and are included in this Midterm Report. The Superintendent/President (S/P) and the Accreditation Liaison Officer (ALO) guide the college through the ACCJC standards and are responsible for ensuring that the college maintains compliance. With the assistance of the Accreditation Oversight Committee (AOC), the Shared Consultation Council (SCC), the Superintendent/President, Governing Board members, faculty, staff, and students, the college community has a deliberate and strategic plan for continued success.

This report was prepared with broad representation from all college constituents including the following members of the Accreditation Oversight Committee:

Mink Stavenga, Accreditation Liaison Officer (AOC Co-Chair)

Randy Beach (Faculty)
Veronica Burton (Faculty)
Steven Crow (Administrator)
Michele Fenlon (Classified)
Valerie Goodwin (Faculty)
Linda Hensley (Administrator)
Eric Maag (Faculty)
Mia McClellan (Administrator)
Albert Roman (Administrator)
Ben Seaberry (Administrator)
Angelica Suarez (Administrator)
Rebecca Wolniewicz (Faculty)

Ron Vess, Faculty (AOC Co-Chair)

Susan Brenner (Faculty)
Silvia Cornejo (Administrator)
Juan Luis Espinosa (Student)
Linda Gilstrap (Administrator)
Diane Gustafson (Faculty)
Diana Kelly (Faculty)
Bruce MacNintch (Classified)
Melinda Nish (Administrator)
Marsha Rutter (Faculty)
Angelina Stuart (Faculty)
Kathy Tyner (Administrator)

Melinda Nish, Ed.D

Superintendent/President, Southwestern Community College District

PART ONE

Sustained Resolution of 10 Recommendations

a. RECOMMENDATION ONE:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends that the college systematically and regularly evaluate and update the mission statement; assure that it defines the college educational purposes, its intended student population, and its commitment to student learning; and use it to guide institutional decisions and improvement goals [1.A.3; 1.B.2; 11.A.1].

1. RESOLUTION OF RECOMMENDATION ONE:

SUSTAINED

Southwestern College *systematically and regularly evaluates and updates the Mission Statement assuring that it defines the college educational purposes and its intended student population, and its commitment to student learning.* A formal structure has been established to ensure an annual review of the college mission statement is completed. The annual review is scheduled for the Shared Consultation Council (SCC) Retreat in August, the first official meeting of the fall semester, where it is revised if needed, and is *used to guide institutional decisions and the improvement of goals.* Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

1. August 3, 2011: Policy 1200 Mission and Values reviewed at SCC Retreat [evidence attached].
2. November 16, 2011: Revised Policy and Procedures 1200 Mission and Values with new Vision Statement was presented and consultation was initiated [evidence attached].
3. January 2012: Policy 1200 Mission, Vision and Values was submitted for 1st Reading to the Governing Board [evidence attached].
4. February 2012: Policy 1200 Mission, Vision and Values was approved by Governing Board [evidence attached].
5. August 15, 2012: Mission, Vision and Values reviewed at SCC Retreat [evidence attached].

On August 3, 2011, Policy 1200 Mission, Vision, and Values was reviewed by the Shared Consultation Council at its annual retreat. The input resulted in the revision of the Mission Statement, reaffirmation of the institutional values, and a recommendation to develop procedures that would outline the proper use of the Mission Statement (full and abbreviated). It was further decided that the full Mission Statement would be reserved for posters, accreditation documents and other strategic planning documents and the agreed upon abbreviated version of the Mission Statement would be used on business cards, on agendas, and in College District emails.

The revised Full version of the Mission Statement reads as follows:

Southwestern Community College District promotes student learning and success by committing to continuous improvement that includes planning, implementation, and evaluation. We serve a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services. The College District provides educational opportunities in the following areas: associate degree and certificate programs; transfer; professional, technical, and career advancement; basic skills; personal enrichment; non-credit adult education; community services; and economic, workforce, and community development.

The abbreviated version of the Mission Statement reads as follows:

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

On September 7, 2011, the SCC [evidence attached] discussed the need for a Vision statement and formed a taskforce to bring forth recommendations for consideration. At the November 16, 2011 SCC meeting, two versions of the Vision Statement were proposed by the taskforce and then incorporated into the draft revision of Policy and Procedures 1200 Mission, Vision, and Values, which was sent out for consultation to the constituencies of SCC. After constituency input resulted in the selection of a preferred Vision Statement, Policy and Procedures 1200 Mission, Vision, and Values was approved by the SCC on December 7, 2011 and the Governing Board in February 2012 [evidence attached].

The final Version of the Vision Statement reads as follows:

Southwestern Community College District builds an exceptional community of learners and leaders who will promote social, educational and economic advancement.

It was further decided at the December 7, 2011 SCC meeting that any future changes to the Mission, Vision, or Values would be effective the following academic year to allow for a full vetting by the college community and provide the Governing Board with a full review of the recommended changes as well as printing of materials containing the Mission, Vision and Values.

On August 15, 2012, Policy 1200 Mission, Vision, and Values was reviewed by the Shared Consultation Council at its annual retreat. The input resulted in a reaffirmation of the newly approved Policy and an agreement to review the Mission again at the SCC's August 2013 retreat [evidence attached].

3. ANALYSIS OF RESULTS:

Recommendation 1 is fully resolved and its resolution has been sustained.

The College Mission is reviewed annually and updated as necessary at the SCC retreat in August, with a full consultation cycle in the fall semester. The criteria for the evaluation of the College Mission includes established institutional performance indicators, trend data, Institutional Student Learning Outcomes (ISLOs), and accreditation standards. There is commitment, awareness, and understanding that institutional decisions must be based on the College Mission.

4. ONGOING AND FUTURE PLANS:

The integrated planning process, with the Mission at the heart of the process, links the Strategic Plan, Institutional Program Review, Institutional Performance Indicators and Student Learning Outcomes (SLOs) with the allocation of resources and annual budget development process. Policies and procedures to implement this integrated process are in place and are enhancing our institutional effectiveness. The College completed another full cycle of implementation and evaluated the effectiveness of these changes during the 2011–2012 Academic Year at the SCC meeting on April 18, 2012 [evidence attached].

Once the new Policy 1200 Mission, Vision, and Values was approved in fall 2011, a comprehensive marketing campaign was launched to promote it throughout the District for the 2012–2013 Academic Year. This included displaying the Mission, Vision and Values on the College website in all publications and in highly visible areas of the College District. A Strategic Planning Brochure that clearly outlines the integrated planning cycle was first disseminated at the SCC's August 15, 2012 retreat. This brochure was widely distributed internally and externally [evidence attached].

5. SUMMARY OF SUSTAINABILITY:

Policy and Procedures 1200 Mission, Vision and Values, outlines the criteria for use of the Mission Statement (full/abbreviated) and describes the cycle for evaluation and implementation.

The Mission Statement and the Strategic Priorities, as well as Student Learning Outcomes and data, have been incorporated into the Program Review forms to ensure that all processes, are supporting the College District’s Mission in accordance with ACCJC standards. Standards I.A.3, I.B.2, and II.A.1 have now been met and resolution of this recommendation has been fully sustained and has contributed to an improvement in institutional effectiveness.

The SCC is responsible for ensuring that this recommendation remains sustained. The SCC will review and, if necessary, revise the mission statement on an annual basis at its Fall Retreat.

6. EVIDENCE:

SECTION 2.a	
Evidence Cited	
Attached	August 3, 2011: SCC Agenda/Minutes. Policy 1200 Mission & Values reviewed at SCC Retreat.
Attached	September 7, 2011: SCC Agenda/Minutes. Vision Taskforce was developed.
Attached	November 16, 2011: SCC Agenda/Minutes. Policy and Procedures 1200 was presented and consultation was initiated.
Attached	November 22, 2011: Academic Senate Agenda/Minutes
Attached	December 7, 2011: SCC Agenda/Minutes. Policy and Procedures approved by SCC.
Attached	January 2012: Governing Board Agenda. Policy was submitted for 1 st Reading to the Governing Board.
Attached	January 2012: Linda Gilstrap Memo to Superintendent/President Nish for Governing Board, subject Mission Statement Review Summary
Attached	February 2012: Governing Board Agenda/Minutes. Policy was approved by Governing Board.
Attached	April 2012: SCC Agenda/Minutes. Evaluation of Integrated Planning Cycle
Attached	August 2012: SCC Retreat Agenda. Review of College Mission.
Attached	Policy 1200 Mission, Vision, and Values
Attached	Procedures 1200 Mission, Vision and Values
Pending	Strategic Planning Brochure (Linda to provide when completed)

b. RECOMMENDATION TWO:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends that the college establish and implement a collegial and comprehensive planning process that assures improvement in student learning. Such a process integrates the various college plans; is informed by quantitative and qualitative data and analysis; systematically assesses outcome within both instruction and noninstructional services; and provides for an ongoing and systematic cycle of goal setting, resource allocation; implementation, and evaluation [Eligibility Requirement 19; Standards 1.B.2; 1.B.3.; 1.B.4; 1.B.7; 111.A.6; 111.B.2.a; III.B.2.b].

1. RESOLUTION OF RECOMMENDATION TWO:

SUSTAINED

The College’s integrated planning cycle is systemic, on-going and sustainable. This full integration of institutional planning processes has been accomplished through a collaborative effort involving the standing committees of the Shared Consultation Council (SCC). Integrated planning efforts have fortified and reaffirmed efforts towards meeting the ACCJC recommendations concerning the Mission Statement, Program Review, Student Learning Outcomes (SLOs), and the Technology Plan. Institutional dialogue and systematic analysis of outcomes, data and other evidence have supported this endeavor and made the College’s efforts to attain this integration a reality. Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

- The College Mission, Vision and Values has been reaffirmed and updated.
- Presentation of External and Internal Scans at the August 2011 SCC Retreat for institutional planning purposes.
- The SCC standing Committees have been assigned responsibilities regarding prioritization of program review requests, institutional plans, Strategic Priorities and ACCJC Self-Evaluation Standards.
- Strategic Planning Community Forum on October 1, 2011
- Approval of the 2011–2015 Strategic Planning Priorities, Objectives and Goals
- Redesign of the Integrated Planning process

At its annual Retreat on August 3, 2011, the SCC conducted its annual review of the Mission Statement and strategic planning. In the course of the review, modifications were made to the Mission Statement and it was determined that Policy and Procedures 1200 Mission and Values required a Vision Statement.

A Vision Taskforce was created by the SCC with several SCC members serving as members. The group was tasked with creating a Vision Statement and bringing it back to the SCC for review and approval. The taskforce met to review the purpose of a Vision Statement, the past Vision Statement and other institutional models. After review and discussion, the team came up with two vision statements and opted to take these out to the SCC constituencies for review and input.

The two Vision Statements were presented to the SCC and the following version of the Vision Statement was approved and sent forward to the Governing Board for approval:

Southwestern Community College District builds an exceptional community of learners and leaders who will promote social, educational and economic advancement.

The Governing Board approved the newly revised Policy and Procedures 1200 Mission, Vision and Values, which included this new Vision Statement in February 2012. Policy 1200 has been incorporated into the 2012–2015 Strategic Plan. The Mission, Vision and Values documents serve as the foundation for all institutional planning. To ensure that the new Mission Statement was widely publicized, an abbreviated version of the Mission Statement was approved by the SCC for use on email, business cards and other College documents. With the reaffirmed Mission Statement, new Vision Statement and our institutional values firmly in place, the College now has an improved process and guide for all present and future institutional planning. Policy and Procedures 1200 was also reviewed again at the SCC Retreat on August 15, 2012 with no changes recommended at that time.

The reaffirmed Mission, Vision and Values were included in the presentation of the Strategic Plan at the Strategic Planning Community Forum held at Southwestern College on Saturday, October 1, 2011. This event was well-attended by college and community members with over 150 people in attendance. In addition to the Community forum, there were also two Flex Day Forum Workshops, in October 2011. During these forums, college constituencies and community members determined priorities and needs for each strategic planning priority. Each strategic priority was presented by the Co-Chairs of the committee, who provided an introduction to the session, led group discussions, brainstormed needs and provided an overview of participant input at the end of the session. Participants were then asked to review all eight strategic areas and vote on the most important items from each of the group-generated lists.

After the workshops, the data was captured and summarized into a document that was presented to each of the committee co-chairs for review. After their input, the information was compiled and placed into the draft 2012–2015 Strategic Planning Priorities document, and presented to the SCC [date needed].

Constituent feedback revealed that more specific objectives and goals were required before they were willing to approve the document. These were added and vetted through SCC constituencies and were formally approved [evidence: SCC Minutes].

To support the strategic planning priorities, and to ensure continued compliance with all ACCJC standards, a SCC Standing Committees Responsibilities Chart was created [evidence: original SCC responsibilities chart Feb 2011-KT]. These planning committees have responsibility for prioritizing program review requests, institutional plans, strategic priorities, and ACCJC Standards. This chart was presented to the SCC, received constituency review and was granted approval.

With the arrival in January 2012 of a new permanent Superintendent/President, Dr. Melinda Nish, the SCC analyzed the SCC Standing Committees Responsibilities Chart, and found it to be cumbersome. After some dialogue and brainstorming with our new Superintendent/President, the chart was modified to include the addition of a Strategic Planning Subcommittee (SPS). This helped to alleviate the burden on some committees and equitably charged all committees, including Budget Committee, with shared responsibilities for program review, strategic planning, and accreditation. This revised document now accurately reflects the charges and has clarified the roles of each of the committees, making collaboration and integration of efforts easier [evidence: Final Standing Committees Responsibilities Chart-AES].

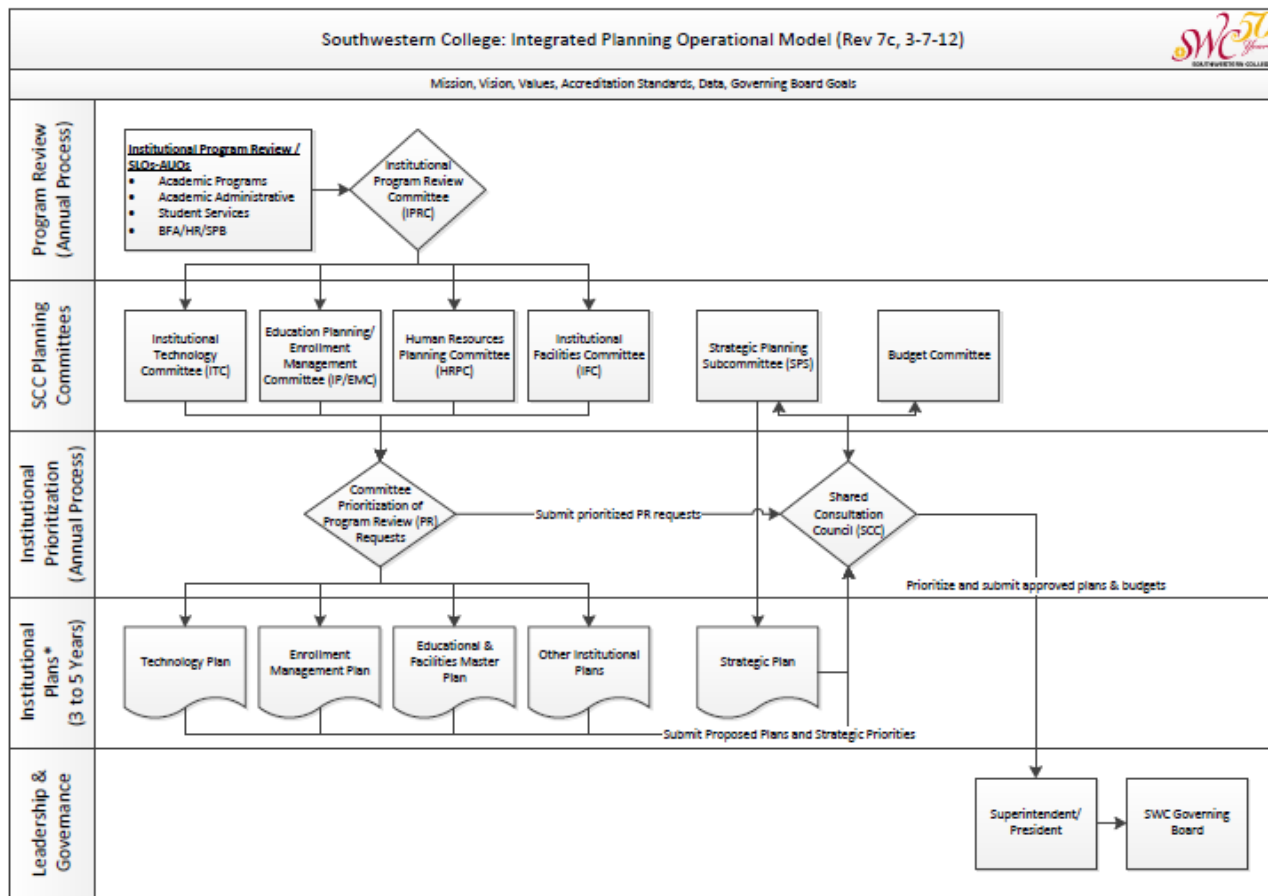
The Institutional Program Review Committee (IPRC), a standing committee of the SCC, continues to play a pivotal role in integrated planning efforts by establishing and overseeing the program review process at the institutional level. The IPRC approves and maintains the Program Review Handbook, ensures that program review reports, both comprehensive and snapshots, are completed in a timely manner and that all units are participating in program review efforts. The IPRC has reviewed and included SLOs/Administrative Unit Outcomes (AUOs) in the Snapshot, which is a component of the Comprehensive Program Review form, to ensure that program review includes assessment of learning outcomes [evidence: PR Snapshot]. The IPRC Co-Chairs are responsible for sorting out program review requests and funneling them to the respective SCC committee in charge of prioritization for those requests.

To continue with the efforts made in spring 2011 for prioritization, the membership of the Standing Committees was broadened in spring 2012 to include a majority of the members originally included in the prioritization efforts, which reflect broad-based constituency representation, and those who were unable to serve were replaced with constituents who could provide insight into needs in those areas. This task was difficult and confusing at times, but the resulting membership of each committee was sufficient in number and variety to help with the committee's new scope of responsibilities [evidence: SCC Standing Committee membership lists]

Since the spring of 2011, and on an annual cycle, the budget development process and the funding of SCC prioritized items takes place in an open-to-the-public, biweekly Budget Committee meeting. The Budget Committee, a standing committee of the SCC, is comprised of constituency representatives and aligns its decisions to SCC funding priorities, which include 1) preserve jobs, 2) preserve classes, 3) preserve support to students and 4) preserve safety. In addition, the Budget Committee receives a prioritized list of needs from the SCC after it prioritizes the top 20 needs from each Standing Committee, ensuring that program review and institutional priorities drive the budget allocation process for all budget cycles.

In the 2011–2012 academic year, the Budget Committee identifies the source of funding to provide for expenditures based upon program review and prioritization in order to meet overarching institutional

needs, such as technology infrastructure and safety. This demonstrates that the budget development cycle, as other institutional processes, is solidly based on institutional needs and reflects full constituency representation. The current Integrated Planning Process is shown in the diagram below:



* Institutional plans are guided by mission, vision, values, strategic priorities, accreditation standards, data analysis, governing board goals, CCC System Office, AB 1725, CA budget, community needs and external trends.

3. ANALYSIS OF RESULTS:

Recommendation 2 is fully resolved and its resolution has been sustained.

The College has now completed a full cycle of integrated planning, which ensures the following:

- a. All institutional planning is now based on the Mission, Vision and Values of the College, which is annually reaffirmed and updated as necessary, as well as program review and strategic planning.
- b. SCC Standing Committee responsibilities and membership have been clearly defined regarding prioritization of human resources, facilities, equipment, and technology needs; development of institutional Plans; strategic planning priorities; and maintaining compliance with ACCJC Standards.
- c. Institutional program review is based on annual assessment of quantitative and qualitative data and learning outcomes. It is linked to an established ongoing and systematic cycle of planning (i.e. goal setting and resource allocation), implementation, and evaluation (PIE).
- d. Prioritization of needs from Program Review is vetted by all constituencies in a systematic review of these needs and is funded based on our mission, vision and values; our institutional priorities; strategic goals; and internal and external data.
- e. Allocation of funds is based on prioritized needs to meet overarching institutional needs, such as technology infrastructure and safety, as well as institutional priorities with full constituency input.

- f. Through the analysis and application of data and outcomes, Program Review supports and promotes improvement of student learning as well as provides the rationale for funding of institutional needs to maintain the integrity of academic programs, services and units.
- g. The institutional planning cycle is assessed annually by the SCC and, as needed, revised to assure institutional effectiveness of the planning process.

4. ONGOING AND FUTURE IMPROVEMENT PLANS:

With each cycle of planning, the College will review the efficacy of the process and will address any changes necessary. The established integrated planning process will assure that Program Review findings are incorporated into institutional plans and that program review needs drive the allocation process. In the 2011–2012 academic year for example, the Budget Committee addressed allocation of funds based on program review, despite severe fiscal constraints, in order to meet overarching institutional needs, such as technology infrastructure and safety. This demonstrates that the budget development cycle, as other institutional processes, is solidly based on institutional needs and reflects full constituency representation.

5. SUMMARY OF SUSTAINABILITY:

The College’s integrated planning process is now at the Sustainable Continuous Quality Improvement level of the *ACCJC Rubric for Evaluating Institutional Effectiveness*. This is evidenced by both the initial spring 2011 efforts as well as the continued 2011–2012 academic year cycle of program review, SCC prioritization of needs, institutional planning, budget development, and allocation of resources. The SCC Standing Committees are now redesigned for effectiveness and constituency input, and provides the human resources and input necessary to ensure that ongoing comprehensive integrated planning takes place. This allows the College to focus on its Mission and to continually improve student learning and institutional effectiveness. The infrastructures of the SCC and its Standing Committees have been established and they work collaboratively to ensure the sustainability of these efforts. Resolution of this recommendation has been sustained. ACCJC Eligibility Requirement 19, and Standards 1.B.2, 1.B.3, 1.B.4, 1.B.7, 111.A.6, 111.B.2.a, and III.B.2.b have all been met as a result of the sustained resolution of this recommendation.

6. EVIDENCE:

SECTION 2.b	
Evidence Cited	
2.1	SCC Minutes
2.2	SCC Standing Committee Responsibility Chart (final version)
2.3	Snapshot with SLOs section included/most recent version
2.4	SCC Standing Committee membership lists revised Spring 2012

c. RECOMMENDATION THREE:

The team recommends that the college improve program review across all areas; integrate it with student learning outcomes; and ensure that it is evidence based and is occurring at regular intervals sufficient to provide a foundation for college planning and allocation of human, physical, technological, and fiscal resources. At issue since 1996, the team recommends that the college implement its policy on program discontinuance [Eligibility Requirement 19; Standards 1.A.4; 1.B.1; 1.B.5; I.B.6; II.A; II.A.1.a; II.A.1.c; II.A.2.e; II.A.2.f; II.B.4; II.C; II.C.1.a; III.B.2].

1. RESOLUTION OF RECOMMENDATION THREE:

SUSTAINED

The Program Review process is formally outlined in the Program Review Handbook retaining the spirit of the Achieving Institutional Mission (AIM) Procedural Guide from 2000. The handbook has been reviewed, updated and approved by the Institutional Program Review Committee (IPRC). In addition, the 2011–2012 Program Review/Snapshot Report cycle has been planned, implemented and evaluated

which resulted in revisions to the forms and program review process. The review and update of these forms and process provide ample evidence that resolution of Recommendation 3 is complete and that the program review process is embedded in our College culture and is fully sustainable. The utilization of data in program review and in college-wide dialogue serves as a strong foundation for quality improvement and institutional planning. Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

The College continued the processes established in spring 2011 during the academic year 2011–2012. After some minor revisions of the procedures, updated program review forms and documents were distributed to all units of the College. New processes were in place for Administrative units, some of which completed their first ever Comprehensive Program Review Reports (i.e. Human Resources and Budget and Finance), while the Snapshot Reports were familiar to all who had submitted the previous year.

Program review cycles vary by division/unit and state requirements but all units submit an annual review, either comprehensive, which includes the snapshot, or only an annual snapshot. Academic Programs are on a three-year comprehensive cycle while Student Services and Administrative Units are on six-year cycles. To ensure continuous improvement and effectiveness of all academic programs, service areas and administrative units, the SCC reviews outcomes data during its prioritization process providing a strong foundation for future institutional planning [evidence: minutes from SCC prioritization training April 2012].

Southwestern College has established a formal, ongoing Institutional Program Review process which spans all areas of the College, is integrated with Student Learning Outcomes/Assessments, and has ensured that it is evidence-based and data-driven.

- In fall of 2011, all units completed either a Comprehensive Program Review or a Snapshot, thereby completing another full cycle of institutional program review. Thus, program review reports demonstrate a rigorous institutional planning process and provide a valid, ongoing, data-driven basis for the allocation of human, physical, technological, and financial resources every fiscal year.
- Both the Snapshot and the Comprehensive Program Review provide the opportunity for reflection and assessment of key outcomes and data which supports institutional planning.
- The Data Dashboard is a key component for academic program reviews and provides an online data resource for faculty. This acquisition was another innovation to support the program review process. Student Service areas and Administrative Units received results from the Student Satisfaction Survey as well as the Campus Climate Survey, two other vital components of data for analysis and assessment.
- All program reviews were made available in Public Folders by the Office of Institutional Effectiveness. Currently, these documents are available on the Program Review Website for internal use [evidence: website link].

The five divisions (Superintendent/President, Vice President for Academic Affairs, Vice President for Business and Financial Affairs, Vice President for Human Resources and Vice President for Student Affairs) submitted program reviews for their respective areas. Each division prioritized all needs submitted through program reviews. Planning Committee Chairs electronically forwarded all program reviews for their area to the IPRC Co-Chairs.

SCC Standing Committees were responsible for prioritizing needs from different categories, including technology, supplies, human resources, facilities, that were submitted on the program review snapshots.

In addition, each standing committee established their own set of criteria to be used in the ranking process. Once the Top 20 needs were prioritized by the SCC Standing Committees, these were sent along with the rationales (provided from the snapshot) to the SCC to begin the Prioritization process. In addition, to the Top 20, the committees were required to submit all the other requests in unranked order to strengthen transparency in shared planning and decision-making.

The revision and approval of the Program Review Handbook was also completed and approved in August 2012. The *Program Review Handbook* includes the purpose of program review, procedures, and program review cycles. This document codifies the program review process and ensures that it is data-driven, tied to the allocation of resources, and allows for assessment of outcomes and other findings.

The Program Review Chairs from each division met with the IPRC Co-chairs, the Academic Senate President and the Interim Vice President for Academic Affairs on March 13, 2012 to discuss, revise and update the Program Review Forms. It was decided by this Program Review Chair sub-committee that the forms for Academic Program Review and Student Services Program Review would not be changed and that the focus would be to update the Administrative Unit Program Review form so that it would align better with the existing comprehensive and snapshot forms.

With the information received at an ACCJC Regional workshop, the ISLO Coordinator revised the previous SLO section in the Program Review forms and came up with the idea of creating an Outcome, Data and Evidence Sheet (ODE) to replace both the Comprehensive and the Snapshot forms [evidence: ODE]. This new form was presented and reviewed by the IPRC. It was determined that the new format was less cumbersome than the previous form and would now provide a more in-depth and thorough analysis and assessment of student learning outcomes and data. The recommendation was approved by the IPRC. Subsequently, this form was included in the Snapshot form, which has been incorporated into all program review comprehensive forms for the 2012–2013 academic year.

The SCC piloted the use of the Outcome, Data and Evidence form in April 2012 at its prioritization session. Data from the most recent ARCC (Accountability Report for Community Colleges) were included as well as statistics from the ISLOs. This ODE data in addition to the Top 20 list and the standing committee rationales assisted the SCC to make prioritization decisions, closes the loop on integrated planning.

To ensure the efficacy of the institution and to underscore the analysis and use of data, Policy 4021 Program Discontinuance has been implemented and the procedures for 4021 are being used to evaluate several programs which are in various stages of the process.

3. ANALYSIS OF RESULTS:

Recommendation 3 is fully resolved and its resolution has been sustained.

Program review has taken root at the College and is thriving:

- Program review processes are fully implemented by all units, ensuring that all areas, academic, student service areas and administrative units alike, are participating in the annual self-evaluation and analysis of data.
- Program Review requests play a key role in the prioritization and resource allocation process.
- The Program Review Handbook has been updated to reflect and codify the new procedures for program review.
- Both the Snapshot and the Comprehensive Program Review provide the opportunity for reflection and assessment of key outcomes and data for institutional planning.

- The Office of Institutional Effectiveness (OIE) has been designated as the keeper of all data for program reviews as well as the archival office for all reports.
- The institutional program review process has led to meaningful institutional dialogue regarding the Mission, shared planning, decision-making and data, allocation of resources.

4. ONGOING AND FUTURE IMPROVEMENT PLANS:

In summer 2012, the Director of Institutional Technology (IT) launched SharePoint, an intranet software that provides a more accessible, user-friendly, and organized method of communicating, posting, and archiving documents than the current Public Folders in Outlook. The director of IT is working on a database that can be used in program review. It will facilitate transparency in internal planning processes, including the Program Review process, and will make meetings less paper dependent, cutting District costs and supporting a greener environment. In addition, this action will provide access to data from off-campus facilitating the completion of essential reports for all constituencies. The IT department is also working on a program review database that can be used in SharePoint, and that will make the compiling of program review reports by members of committees/units much more efficient.

5. SUMMARY OF SUSTAINABILITY:

The Institutional Program Review process at our College is now at the Sustainable Continuous Quality Improvement level of the *ACCJC Rubric for Evaluating Institutional Effectiveness*. The Institutional Program Review process is fully functional, cyclical and includes all units. The established processes provide the foundation for all institutional plans in a clear, transparent manner. The implementation, analysis and revision of process is a paradigm shift sustaining integrated planning, solidifying commitment to student learning, and maintaining the integrity of our courses and services in support of our Mission, Vision, and Values.

Resolution of this recommendation has achieved sustainability. Additionally, Eligibility Requirement 19; as well as Standards 1.A.4, 1.B.1, 1.B.5, I.B.6, II.A, II.A.1.a, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, II.C, II.C.1.a, and III.B.2; have all been met as a result of the sustained resolution of this recommendation. The SCC and the Institutional Program Review Committee are responsible for ensuring that the resolution of this recommendation remains sustained.

6. EVIDENCE:

SECTION 2.c	
2.c	Evidence Cited
	To be added later

d. RECOMMENDATION FOUR:

The team recommends that the college identify SLOs for all of its courses, academic programs, learning and support services; and identify administrative unit outcomes for noninstructional areas. It is further recommended that the college use data and analysis to assess student achievement of those outcomes and use assessment results to make improvements [II.A; II.A.2.e; II.A.2.f].

1. RESOLUTION OF RECOMMENDATION FOUR:

PROFICIENCY LEVEL ATTAINED

During the 2011–12 academic year, Southwestern College has seen a dramatic increase in both awareness of and participation in Student Learning Outcome (SLO) assessment. Several factors facilitated the increase. A clearer process for using data and analysis to assess student achievement of learning outcomes is now in place. The Institutional Student Learning Outcomes Resource Center was established and assists all members of the college community in completing SLO assessments. More human resources have been allocated to support the SLO assessment process.

With the increase in awareness and participation, Southwestern College is using SLO assessment results college-wide. For instance, SLO assessment results are being used to make improvements both in and out of the classroom. Recent revisions to Program Review requirements led faculty, administrators and staff to use SLO assessment findings while reviewing their needs and processes ensuring student learning needs remain at the forefront of planning. SLO assessment results are used to make local and college-wide decisions, including decisions related to the allocation of technology, physical, financial, and human resources.

Through the use of Program Review, the College has established and implemented a collegial and comprehensive planning process that includes SLO assessment results to ensure improvement in student learning. SLO assessment and its results are a part of college-wide dialogue regarding student learning and success. Southwestern College is confident it will reach Sustainable Continuous Quality Improvement by the spring 2013 semester.

2. ACTION DEMONSTRATING RESOLUTION:

SLO Support and Assessment Planning: Every instructional program and service, and non-instructional and administrative unit is actively involved in the assessment of SLOs. One reason for this increase in participation is the newly established Institutional Student Learning Outcomes Resource Center. The center provides workshops and one-to-one training on SLO Assessment [evidence], regularly updates the college community on assessment progress and results [evidence], and offers guidance for using SLO assessment results to identify gaps in student learning. The center also offers guidance on refining teaching techniques, improving educational resources [evidence], and incorporating SLO assessment results in Program Review [evidence]. SLO resources made available during the 2011–2012 academic year include:

1. The Institutional Student Learning Outcomes (ISLO) Web Site, <http://www.swccd.edu/~islo> [evidence].
2. SLO Assessment Handbooks tailored for both SLO and Administrative Unit Outcome (AUO) assessment processes [evidence].
3. eLumen Handbooks tailored to suit both Instruction and Student Services [evidence].
4. Program Pages in the Blackboard learning system to help instructors communicate SLOs and their importance, and to conduct SLO measures.
5. The creation of the ISLO Academy—a series of 9 workshops addressing every aspect of the SLO assessment process from writing and assessing SLOs to closing the loop on assessment [evidence].

In the spring 2012 semester, the College appointed and paid 9 ISLO Point people (Points). The ISLO Points (one per School) assisted faculty in writing and measuring SLOs, creating and implementing plans for improvement, and entering data into eLumen. Having an SLO expert in each School offered faculty support tailored to their specific needs. The dramatic increase in faculty participation in SLO assessment is linked directly to support provided by ISLO Point people. In the fall 2012 semester, the Points continue to assist faculty.

As a component of Staff Development, Southwestern College has offered workshops in SLO assessment for the past several years. However, in both spring 2012 and fall 2012, Staff Development held mandatory two-hour SLO Assessment Breakout Sessions during Opening Day activities. These sessions offered the college community the time necessary to discuss SLO assessment processes, review and respond to assessment results, generate plans for improvement and deliberate over how to incorporate SLO assessment results into Program Review. In addition, the sessions provided an opportunity for college-wide dialogue of SLO assessment results and planning for improvements in student learning and support and services. Staff Development plans to offer mandatory SLO Breakout Sessions each fall during Opening Day activities and elective SLO sessions each spring on Opening Day.

In fall 2012, the Outcomes Assessment Timeline was developed and implemented college-wide [evidence]. Specifically designed to aid the assessment process, the timeline helps track when:

1. Each SLO is to be measured;
2. Colleagues will meet to review and analyze assessment results and create plans of improvement;
3. Plans of improvement are to be implemented; and
4. Colleagues will meet again to review and analyze assessment results collected after plans of improvement are executed and to close the loop of assessment.

The timeline follows the Planning, Implementation, and Evaluation (P.I.E.) procedure used in the College's integrated planning process. Beginning in fall 2012, timelines are updated yearly and submitted with Program Review.

Results from SLO measures are analyzed and used to create plans for improvement. Course-level SLO (CSLO) and Program-level SLO (PSLO) plans of improvement are entered into eLumen. Administrative Unit Outcomes (AUO) plans of improvement are stored within each unit and sent electronically to the Institutional SLO Coordinator. The Office of Institutional Research stores all plans of improvement for reference and review. The dates for implementation of each plan of improvement are listed on each area's Outcomes Assessment Timeline.

Using SLO Results for Making Improvements: Faculty have already begun to implement plans for improving student learning in their individual classrooms [evidence]. As listed on Outcome Assessment Timelines, non-instructional and instructional service areas, and administrative units will begin implementing plans of improvement in the fall 2012 semester (evidence).

In the spring 2012 semester, the Shared Consultation Council (SCC) referenced ISLO assessment results during the prioritization process. It was the first time ISLO results were used for allocating college-wide resources [evidence]. The inclusion of ISLOs in the prioritization process kept students learning needs, as identified through SLO assessment, at the forefront of the integrated Planning, Implementation, and Evaluation process.

Incorporating SLO Results into Program Review: SLOs were incorporated into the 2011–2012 Program Review cycle [evidence]. After evaluating the use and effectiveness of the SLO section in Program Review, the Institutional Program Review Committee (IPRC) was charged with revising the section. As a result, the Outcomes Data and Evidence Sheet (ODES) was developed [evidence]. The ODES more specifically focuses on integrating SLO assessment results into Program Review than its predecessor. It is specifically designed to keep student-learning needs at the forefront of review and decision-making processes. Use of the ODES is approved for use in the 2012–2013 Program Review cycle [evidence].

Using SLO Results in College Planning and in the Allocation of Resources: Program Review is an early but essential step in institutional planning at Southwestern College. SLO assessment results are used in Program Review to indicate gaps in student learning, as evidence to support requests for resources, and as a basis for decision-making at the Discipline, Department, School, and Unit levels [evidence].

Program Review documents are regularly consulted when allocating resources at all levels. Program Review documents are currently being used to develop Southwestern College's Educational and Facilities Master Plans and to update its Strategic Plan [evidence]. As student-learning needs are identified through the SLO assessment process, they are stated in Program Review. Program Review is the primary source for allocating resources at the local and college-wide levels. Further, as Program Review is consulted while writing Master and Strategic plans, Southwestern College maintains focus on its core mission, continuous quality improvement that directly supports student learning.

4. ANALYSIS OF RESULTS:

Recommendation 4 is fully resolved and its resolution has been sustained.

Southwestern College has fully complied with the ACCJC's recommendations regarding SLOs. The College has surpassed the Proficiency Level for SLOs as stated in the *Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes* and is confident it will reach Sustainable Continuous Quality Improvement by the spring 2013 semester.

SLO assessment results are being used to improve student learning at Southwestern College. All instructional, non-instructional, service, and administrative areas at the College are involved in the SLO assessment process. Every area on the college campus has completed and submitted to the Office of Institutional Effectiveness an Outcomes Assessment Timeline and Plan(s) for Improvement based on SLO assessment results [evidence]. Plans of improvement have been implemented in the 2011–2012 Academic Year and in fall 2012.

In spring 2011, Program Review and SLO assessment results were used by the SCC to drive the Prioritization process. In spring 2012, ISLO assessment results were also included in the Prioritization process [evidence]. As Program Review and ISLO assessment results are currently being used to update the College's Education and Facility Master Plans and its Strategic Plan, future planning at Southwestern College will be based on and remain focused on improving student learning and maintaining continuous quality improvement.

5. ONGOING AND FUTURE IMPROVEMENT PLANS:

Southwestern College has in place all the elements necessary to maintain sustainable continuous quality improvement using SLO assessment results to inform decision-making. Southwestern College now has in place:

- A clear process for using data and analysis to assess student learning outcomes [evidence]
- A permanent ISLO Coordinator position [evidence]
- An ISLO Resource Center to support faculty, staff and administrators in completing SLO assessment
- Outcomes Assessment Timelines, updated yearly, to track SLO assessment progress and processes [evidence]
- Clear guidelines for developing and implementing plans of improvement [evidence]
- Regular, mandatory meetings set by Staff Development to ensure all college personnel have the time necessary to participate in the SLO assessment process, discuss assessment results, and use results to design and then implement plans of improvement
- A vehicle, through Program Review, to ensure that SLO assessment results are used to drive decision making.
- Reliable systems for collecting, reviewing, and archiving SLO assessment results
- Regular opportunities to engage in college-wide dialogue about student learning at the Department, School, Division and Unit levels
- Specific language in the faculty contract for including SLOs in syllabi [evidence]
- An agreement, approved by faculty and administration, on how participation in the assessment of SLOs will be tracked

With all the necessary elements in place to sustain SLO assessment practices, the College is shifting its focus on participation. While the majority of faculty and staff participated in the SLO assessment process in 2011–2012, Southwestern College's goal is 100% participation. A recent agreement between faculty and administration for tracking participation will help the College reach this goal. Instructional service, non-instructional and administrative staff participation is tracked through supervisors. Further,

mandatory SLO sessions offered through Staff Development brings all college personnel together to discuss SLOs, ensuring robust college-wide dialogue of student learning and needed improvements.

At the beginning of each new school year, the ISLO Committee uses its first meetings to review college feedback regarding SLO assessment processes and to make or suggest improvements. ISLO Committee findings are then forwarded to other committees, including the IPRC, SCC, and Academic Senate. This yearly review process will help guarantee that structures for including SLOs in the forefront of college practices and decision-making remain firmly in place.

6. SUMMARY OF SUSTAINABILITY:

In preparing the Response for Recommendation 4, it was discovered that Southwestern College is very close to reaching Sustainable Continuous Quality Improvement as outlined in the ACCJC *Standards and the Rubric for Evaluating Institutional Effectiveness – Part III Student Learning Outcomes*. Specifically, the College already has a student learning outcome assessment process that:

- is ongoing and systematic,
- is tied into the yearly program review cycle, the starting point of integrated planning,
- includes every course, program, service area, noninstructional unit, administrative unit and student on campus,
- continually assesses how well learning is occurring,
- is supported by college leadership,
- is used to allocate human, technology, physical and financial resources that directly support student learning,
- facilitates and demonstrates the achievement of stated student learning outcomes,
- regularly evaluates student learning outcomes processes,
- regularly evaluates and fine-tunes organizational structures to support student learning, and
- specifically links outcome results to program review.

Currently, the College is working towards a student learning outcome assessment process that also:

- uses assessment results for continuous quality improvement at all levels of the institution,
- uses student learning outcome results to assess institutional effectiveness and improvement,
- makes student learning improvement a clear priority in all practices and structures across the college, and
- obtains student input on their perceptions of the SLO assessment process.

Southwestern College is confident that it will reach Sustainable Continuous Quality Improvement as outlined in the ACCJC *Standards and Rubric for Evaluating Institutional Effectiveness – Part III Student Learning Outcomes* by spring 2013.

Standards II.A, II.A.2.e, and II.A.2.f have now been met and SLO proficiency level has been attained on the ACCJC *Rubric for Evaluating Institutional Effectiveness*. The Office of Institutional Effectiveness has been given responsibility to ensure that this recommendation remains resolved and that the highest level in the Rubric is attained.

6. EVIDENCE: SECTION WILL BE UPDATED

SECTION 2.d	
2.d	Evidence Cited
Pending	The ODE sheet
Pending	eLumen Report

Pending	First Form
Pending	Room 105R and Q
Pending	Staff Development Announcements and Descriptions of ISLO Academy Workshops
Pending	http://swccd.edu/~islo
Pending	Screenshots of a program page or 2
Pending	Meeting with HECNC faculty in FA11 and mtg w/HECOM faculty FA11
Pending	2 mtgs with NC faculty one in FA11 and SP12
Pending	Political Science
Pending	Minutes from meeting with Student Affairs FA11
Pending	English and Art, (check with Pati Hinck for other Disciplines)
Pending	Workshop requests or attendance sheets
Pending	SCEA communication to Faculty
Pending	ISLO Meeting minutes
Pending	ISLO College Updates
Pending	Minutes from Committees re: ISLO
Pending	CSLO sample from Syllabi and or Program Pages in CurricUNET
Pending	Link to CurricUNET
Pending	Link to AUO section of website
Pending	SCC meeting minutes from ODE pilot acceptance
Pending	Actual recommendation sent to Enrollment Mgmt Committee
Pending	EMC minutes
Pending	Program Review/Integrated Planning Process
Pending	Timelines
Pending	Opening Day Workshops, SLO/AUO talking points in meetings
Pending	Latest letter from SCEA and other formal decisions made btwn the Union and District SLOs
Pending	SCEA contract language email from VPAA indicating approval
Pending	Attendance or requests from P. Hinck/Staff Development
Pending	Plans
Pending	ISLO Point Person List
Pending	OD Breakout Sessions, Program Review Planning, design for plans for improvement, SCC Minutes, Planning Committees
Pending	Recommendation from EPPTF and minutes from EM Committee
Pending	ISLO College Updates

e. RECOMMENDATION FIVE:

The team recommends that, in order to comply with the Commission's policies on distance learning and substantive change, the college submit a substantive change report for those programs that currently offer more than 50 percent of a program through distance education [Eligibility Requirement 21].

1. RESOLUTION OF RECOMMENDATION FIVE:

SUSTAINED

Southwestern College researched, prepared, and submitted a Substantive Change Proposal for Distance Education to the Commission's Substantive Change Committee for review at its June 2010 meeting. The College received confirmation that the Substantive Change Proposal was accepted by the Commission on July 13, 2010. Based on the acceptance of the Substantive Change Proposal, full compliance with this recommendation has been achieved. Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

During the Site Visit Team exit interview, the College learned that it was considered to be out of compliance with one of the Accrediting Commission's eligibility requirements. ACCJC Accredited Colleges are required to submit for approval a Substantive Change Proposal in advance of offering 50 percent of a program using a distance learning mode of delivery.

Southwestern College responded promptly to the comments from the visiting accreditation team during the exit interview. On October 21, 2009 the Accreditation Liaison Officer (ALO) met with the Self Study Accreditation Steering Committee Co-Chairs and other key personnel to develop a strategy for submitting a Substantive Change Proposal to the Commission. A work group was identified to explore the courses and programs that were offered at 50 percent using a distance learning mode of delivery.

During the period leading up to the Action Letter, the Office of Instructional Support Services (ISS) conducted research and prepared data to submit for the required Substantive Change Proposal. A complete audit was conducted of all distance education programs offered by Southwestern College. In addition, the College examined the curriculum approval process which applies to all College locations.

After the Action Letter was received in early February 2010, the Substantive Change work group was assigned Recommendation 5 and became an official work group of the Accreditation Oversight Committee (AOC). The Substantive Change Proposal was completed and finalized in May 2010 and submitted to the Accrediting Commission's Substantive Change Committee on May 5, 2010 for their June meeting [evidence: 2.a.1].

3. ANALYSIS OF RESULTS:

Recommendation 5 is fully resolved and its resolution has been sustained.

The College was notified on July 13, 2010 with an official letter of confirmation that the Commission had approved its Substantive Change Proposal [evidence: 2.a.2].

The College has continued to monitor programs to preclude such substantive change violations from happening in the future. The Office of Instructional Support Services and the Curriculum Committee (CC) have been tasked with the monitoring responsibilities.

The process for monitoring programs to assure no violation of the substantive change requirement occurs includes the following:

1. The Office of ISS reviews the Distance Education (DE) course proposal to assess the potential for the need for a submission of a substantive change.
2. The Curriculum Committee considers approval of DE course based on the merits of the course and is informed by ISS staff of the potential substantive change submission requirement.
3. Following CC approval, the Office of ISS consults with ACCJC, if necessary, to determine whether the new DE course requires a substantive change submission.
4. If ACCJC advises that a substantive change is required, the DE course is then reviewed by the Dean of ISS, the cognizant Dean and faculty originator(s).
5. If a substantive change is required and the District agrees to go forward with the substantive change, then the required documentation is prepared and submitted.
6. The substantive change request will be prepared by the Office of ISS in consultation with the faculty originator(s) and cognizant dean, and then presented to the ACCJC for approval.

Commencing with the 2010–2011 academic year, the Office of Instructional Support Services (ISS) has reviewed new Distance Education Course Proposals and made a determination whether or not the action being requested would potentially require that a Substantive Change Proposal be filed with the ACCJC. No new Distance Education Courses that could have triggered a Substantive Change Proposal have been

approved since 2010.

4. ONGOING AND FUTURE IMPROVEMENT PLANS:

If in the future, the CC approves a Distance Education course which triggers a Substantive Change, the Office of ISS will work with the program generating the new Distance Education course to make an assessment whether or not the program can adequately meet the requirements of an ACCJC Substantive Change Proposal. Future proposals will also address the ability of new distance education programs to provide comparable levels of student services as those provided in the face-to-face program offerings. As per the Accrediting Commission’s recommendation, any future Substantive Change Proposals related to distance education will contain a comparative analysis of face-to-face and distance education student success and retention.

Two committees have been formed. A task force of the CC is working on increasing the rigor of the DE course approval process and an SCC-approved AOC task force, The Distance Education Task Force, is working to make recommendations regarding meeting ACCJC standards as they relate to DE courses.

5. SUMMARY OF SUSTAINABILITY:

Oversight for DE course approval is provided by the Curriculum Committee, while the Office of ISS and the Accreditation Liaison Officer oversee all Substantive Change Proposals. No additional Substantive Change Proposals for Distance Education have been necessary since the submission of the May 2010 Proposal. The College now meets Eligibility Requirement 21 and the resolution of this recommendation has been sustained on an ongoing basis.

6. EVIDENCE:

SECTION 2.e	
2.e	Evidence Cited
2.e.1	Substantive Change Proposal Report: Distance Education
2.e.2	ACCJC Action Letter re: Substantive Change Proposal Acceptance: July 13, 2010

f. RECOMMENDATION SIX:

As previously identified in the 1996 and 2003 ACCJC WASC Accreditation Reports, the team recommends that the college implement a Technology Plan that is integrated with the Strategic Plan and college goals; relies on Program Review; and provides reliable budgetary process for renewing technology and for providing appropriate technology staffing, support, and training college wide [II.C.1.a, III.C.1.a, and II.C.1.c].

1. RESOLUTION OF RECOMMENDATION SIX:

SUSTAINED

By establishing that all program review reports have a section for technology requests and by naming the Institutional Technology Committee (ITC) as the responsible committee for technology-related items including program review requests and oversight of the plan, the Technology Plan has been fully integrated with the Strategic Plan and institutional goals as well as with the institutional prioritization process. In addition, the hiring of much needed new personnel in the Institutional Technology (IT) department has further increased the efficacy of the Technology Plan, supported the ITC in its efforts, and established institutional technology replacement procedures and practices, which go hand-in-hand with the efforts of integrated planning and program review. Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTIONS DEMONSTRATING RESOLUTION:

There has been ongoing significant progress in the resolution of Recommendation Six. The ITC has supported internal integrated planning efforts for program review as well as for the institutional

prioritization process by developing Technology addendums to Program Review documents, a database for cataloging hardware and software installed in computer labs, and the implementation grid for the Technology Plan to track progress on projects. [evidence: link] These efforts support the 2012–2015 Technology Plan, institutional prioritization by SCC, as well as our on-going accreditation efforts.

The Governing Board approved a new Director of Institutional Technology at its June 2011 meeting. With this hiring, the College gained an experienced and knowledgeable individual who has rapidly moved the College forward in our use of technology for academic and operational purposes.

The ITC established the Technology Plan Oversight Team (TPOT) comprised of a group of key ITC members who were tasked with reviewing and prioritizing the Technology Plan Implementation Grid Action Items (projects) for the ITC [evidence: 6.1 Tech Plan Priorities]. These projects were then tracked using an online database and monitored by the ITC for progress [evidence: 6.2 Tech Plan Implementation Grid Screenshot].

TPOT members worked diligently throughout the summer of 2011 to replace the inadequate technology section within the previous year's program review report with a new, more comprehensive Technology Addendum [evidence: 6.3 Technology Addendum]. This updated Technology Addendum was submitted along with every fall 2011 program review report for all college units. The addendum was designed to outline the request at a variety of levels from 1 to 4, with 4 being the highest need and to provide a rationale for the need which would be used for prioritization purposes. These details further enhanced the integration of all technology at the College and allowed the ITC to prioritize technology requests with all the relevant facts. Once completed, all Academic Program Review Technology Addendums from all academic program reviews were compiled into a large electronic file, which was then provided to the Academic Senate's standing committee responsible for prioritization, the Academic Technology Committee (ATC). As per the procedures set out in the Technology Plan, the ATC first prioritizes all academic technology requests. Once this is done, the requests are then sent to the ITC Co-Chairs and the ITC gathers data to incorporate institutional technology needs into the prioritized ATC list. For the first time, Survey Monkey was utilized in the spring of 2012 to assist in the accomplishment of this enormous undertaking.

Upon his arrival in June 2011, the Director of IT realized there was a crucial need for key personnel in order to fully support the Technology Plan. These key positions had also been identified in the prior year's Program Review and prioritization process. As a result, several additional IT staff members have been hired in the following positions:

- Programmer Analyst (Web), hired in October 2011
- Network Systems Analyst, hired in January 2012
- Lead Lab Technician, hired as temporary stipend position in March 2012
- A Programmer Supervisor, position is expected to be filled in fall 2012

While conducting an assessment of the 2011–2015 Technology Plan in 2012, it was determined that some important information was lacking in certain areas of the plan. As a result, the IT Director, along with his team, designed the Technology Plan Implementation Grid [evidence: 6.1 Tech Plan Priorities]. This online database catalogs and allows tracking of all technology requests and/or other technology infrastructure items that have been approved, funded, implemented and those that are now in place to meet and support the internal functions of the College. The database also provides current and transparent information for all technology decisions and users and is located on the college website [evidence: link]. Another recent improvement is the online database of all college labs [evidence: 6.4, Main College Computer Labs Online Database Screenshot]. This listing allows for all college staff to be

able to easily identify the software and hardware installed in computer labs, thereby enhancing the effectiveness of scheduling and teaching classes.

The IT department has also been designated as the repository of all software licenses and paperwork for all purchased software [evidence: 6.5 Software Library Screenshot]. This Software Library is another way that the College ensures that technology purchases are made with full knowledge of college resources and needs and further ensures that licenses are kept current and active.

The new Technology Addendum was implemented in fall 2011 with all units utilizing this new form for each technology request. While a bit burdensome on departments making many requests, the information from the Addendum was helpful to the committee members on the ATC and the ITC who had to prioritize these items. After the fall, the APR as well as the Institutional Program Review Committee (IPRC) reviewed the Addendum and decided that the form needed to include a column referencing outcomes, data and/or other evidence. The Outcomes, Data and Evidence Sheet, which has been approved by the IPRC, will be included as part of the revised and updated program review snapshot starting fall 2012.

As evidenced on the February 22, 2012 SCC minutes, the Shared Consultation Council (SCC) voted to approve a SCC Standing Committee Responsibility Chart, which details the prioritization, strategic priority, institutional plan, and accreditation self-study responsibilities of each Standing Committee [evidence: SCC minutes 2-22-12]. The alignment of the Standing Committees assures that the decisions of each standing committee focus on responsibilities that fall within their purview. Thus, technology-related decisions are made by the ITC and are based on the Institutional Technology & Research, strategic priority and ACCJC standards. In addition, identifying the ITC as the committee responsible for these items further ensures that all constituencies are involved in supporting the annual review of the implementation grid for the Technology Plan as well as the prioritization of technology needs.

In February 2012, it was discovered that the College had previously purchased SharePoint but had not yet implemented it. The Superintendent/President and the Director of IT along with the Dean of OIE and the Academic Senate President discussed launching the intranet in spring 2012. However, after discussion with all constituencies, it was decided that more time was needed for implementation and training. SharePoint was launched in fall 2012, beginning with access to SCC Standing Committee Sites. The use of SharePoint alleviated the cumbersome use of Outlook Public Folders and facilitated information-sharing as well as reduced the use of paper agendas and documents. It also provided a means for full transparency by College District committees. The use of SharePoint also helped establish protocols for posting and initiated further institutional dialogue regarding how we share information and what form information should take in order to be more user-friendly.

3. ANALYSIS OF RESULTS:

Recommendation 6 is fully resolved and its resolution has been sustained.

The ITC, as the responsible SCC Standing Committee for college-wide issues dealing with technology, annually updates and reaffirms that the Technology Plan is a living document, which supports our institution's priorities, needs and goals. In addition, the ITC provides an annual update on the Technology Implementation Grid as well as an annual report to the Governing Board on its progress [evidence: 6.7, Technology Plan Status Report to the Governing Board]. As a result of the use of a new Technology Addendum, technology requests are now fully integrated with program review needs, thereby ensuring this is a sustainable practice. The actions described in the section above assist in institutional planning and decision-making and they have contributed to bring College practices to the sustainable continuous quality improvement level according to the ACCJC rubrics.

4. ONGOING AND FUTURE IMPROVEMENT PLANS:

The ITC has plans to implement an online Program Review Database, which will make the prioritization of needs stemming from program review much easier in the near future. This is proposed to be accomplished through SharePoint and the use of an online database, but will require another year to refine, implement, provide training, and obtain formal approval of institutional procedures. The College community is looking forward to having this online database for program review as it will reaffirm and provide ongoing evidence that College processes are solidly based on data and program review.

5. SUMMARY OF SUSTAINABILITY:

The ITC has been provided its own line item in the college budget, which will ensure that the Technology Plan receives sufficient monies on an ongoing annual basis to sustain the implementation of the Plan. This budget line item, originally called the “Technology Obsolescence Fund” and recently redubbed the “Technology Replacement Fund,” was established in spring 2011 with a budget of \$100,000 and will be increased by \$100,000 per year for the next five years until there is a \$500,000 annual fund for technology items. The fund was approved by our past Interim Superintendent/President as well as by our current Superintendent/President. These practices along with this annual funding, new hires, forms and procedures guarantee that the Technology Plan and the ITC will play a strong role in decision-making at the College in order to support an effective teaching and learning environment that promotes student learning and success.

Standards II.C.1.a, III.C.1.a, and II.C.1.c have now been met and resolution of this recommendation has been fully sustained. Institutional effectiveness has been enhanced considerably as a result of the Technology Plan being implemented and fully integrated with the College’s Strategic Planning process. The ITC has been given the responsibility to ensure that this recommendation remains resolved on an on-going basis.

6. EVIDENCE:

SECTION 2.f	
2.f	Evidence Cited
6.1	Tech Plan Priorities at http://www.swccd.edu/pdfs/Technology_Plan_2011_2012_Prioritized_Action_Items.pdf
6.2	Tech Plan Implementation Grid Screenshot, http://tilde.swccd.edu/techplan/index.aspx
6.3	Technology Addendum (Available at Program Review website)
6.4	Main College Computer Labs Online Database Screenshot (http://www.swccd.edu/labs)
6.5	Software Library Screenshot (To be completed)
6.6	SCC Minutes 2-22-12
6.7	Technology Plan Status Report presentation to the Governing Board

g. RECOMMENDATION SEVEN:

The team recommends that the college plan and conduct professional development activities to meet the needs of its personnel and implement a formal evaluation process of activities [Standards III.A.5, III.A.5.a, and III.A.5.b].

1. RESOLUTION OF RECOMMENDATION SEVEN:

SUSTAINED

A comprehensive 5-year Staff Development Plan was developed by the Staff Development Committee under the leadership of the Staff Development Coordinator. This plan was reviewed and approved by the Shared Consultation Council (SCC) in May, 2011. This plan also included a detailed Implementation Plan for 2011–12, which has been used to plan and conduct professional development activities to meet the needs of all staff.

After the arrival of a permanent Staff Development Coordinator in 2009, the formal evaluation process used for professional development activities was created and includes an evaluation of each activity. In

addition, an annual evaluation of the Staff Development program is part of the annual Needs Assessment Survey each spring [evidence: Formal Evaluation of Activities, Annual Needs Assessment Survey].

2. ACTION DEMONSTRATING RESOLUTION:

A comprehensive 5-year Staff Development Plan was developed by the Staff Development Committee under the leadership of the Staff Development Coordinator. This plan was reviewed and approved by the Shared Consultation Council (SCC) in May 2011.

This plan also includes a detailed Staff Development Implementation Plan for 2011–12, which has been used to schedule, organize, and conduct professional development activities to meet the needs of all staff constituent groups: Administrators/Managers, Classified Professionals, Full-time Faculty and Part-time Faculty. [evidence: Management Training Sessions, etc]

The formal evaluation process used for professional development activities was created and includes an evaluation of each activity. In addition, an annual evaluation of the Staff Development program is part of the annual Needs Assessment Survey each spring.

The Staff Development Coordinator position was filled in November 2009. Since 2009, the budget for Staff Development has been increased. In addition, a Training Services Coordinator has been hired to coordinate and deliver software training for all staff.

- a. Five-Year Staff Development Plan: This plan was developed in spring 2011 and will be reviewed and updated each year by the Staff Development Committee. The most recent review took place in August 2012 [evidence].
- b. Annual Implementation Plan for Staff Development: The Implementation Plan for 2011–12 has been reviewed and was used to inform the planning process for 2012–13. The spring 2012 Needs Assessment Survey was conducted and the results were used in developing the Implementation Plan for 2012–13. This plan includes professional development activities to meet college-wide needs and the needs of all staff constituent groups: Administrators/Managers, Classified Professionals, Full-time Faculty, and Part-time Faculty.
- c. Evaluation of Professional Development: The evaluation of each professional development activity is used to continue to make improvements to the overall Staff Development program. In addition, the Needs Assessment Survey, administered each spring, contains questions to evaluate the overall program of Staff Development for each constituent group.

3. ANALYSIS OF RESULTS:

Recommendation 7 is fully resolved and its resolution has been sustained.

Through the efforts of representatives of all constituent groups and the work of the Staff Development Coordinator and her office, the College provides all personnel with appropriate opportunities for continued professional development. Ongoing, collaborative planning for present and future professional development activities is accomplished through the Staff Development Office. The College District has taken steps to provide an adequate budget to conduct professional development activities, even in the current tight budget environment. With the establishment of a formal evaluation process completed for the Staff Development Program, college constituents are finding ample opportunity to pursue interests, both professional and individual, through the College's well-organized and effective staff development program.

4. ONGOING AND FUTURE IMPROVEMENT PLANS:

The Staff Development planning process includes two plans that are reviewed and revised annually:

- a. The Five-year Staff Development Plan: This includes an overview of college-wide professional development goals and priorities.
- b. The Annual Staff Development Implementation Plan: This plan is informed by the annual Needs Assessment Survey of each constituent group. This plan includes professional development which addresses college-wide issues and professional development which is specific to each constituent group.

5. SUMMARY OF SUSTAINABILITY:

The Staff Development program at Southwestern College uses the “Plan – Implement – Evaluate” (PIE) model to ensure sustainability of the program. The annual cycle of Staff Development includes the following activities (example provided is for 2012–13) which are facilitated by the Staff Development Coordinator in consultation with the Staff Development Committee:

March 2012	Needs Assessment Surveys to all four constituent groups: Administrators/Managers, Classified Professionals, Full-time Faculty, Part-time Faculty.
May 2012	Needs Assessment Surveys tallied and analyzed
June 2012	Draft revisions to Five-year Plan, and draft 2012–13 Implementation Plan
Aug. 2012	Five-year Plan and Implementation Plan reviewed and approved by Staff Development Committee, with constituent group input.
Sept. 2012	Staff Development Plans reviewed and approved by Shared Consultation Council Ongoing Specific Staff Development activities are planned, delivered, and evaluated

Resolution of this recommendation has been sustained, Standards III.A.5, III.A.5.a, and III.A.5.b have now been met, and institutional effectiveness has been enhanced as a result of this recommendation’s resolution. The Staff Development Committee is responsible for ensuring that the resolution of this recommendation remains sustained.

6. EVIDENCE:

SECTION 2.g	
2.g	Evidence Cited
	Comprehensive Program Review (completed Fall 2011)
	Spring 2012 Needs Assessment Surveys and Results (available by May 2012)
	List of 2011/12 Staff Development activities and participation (available by Aug. 2012)
	Evaluations of 2011/12 Staff Development activities (available by Aug. 2012)
	Revised Five-Year Staff Development Plan (available by Sept. 2012)
	2012/13 Staff Development Implementation Plan (available by Sept. 2012)

h. RECOMMENDATION EIGHT (a):

The Team recommends that the college set as a priority fostering an environment of trust and respect for all employees and students that allows the college community to promote administrative stability and to work together for the good of the college [III.A.4.c and IV.A].

1. RESOLUTION OF RECOMMENDATION EIGHT (a)

SUSTAINED

Southwestern Community College District has achieved an environment of trust and respect among all constituencies. Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

The election of 2010 added two new Governing Board members that brought a welcome change to the makeup of the Governing Board. In addition the previous Superintendent/President resigned on November 30, 2010. The resignation was followed by a rapid and transparent process that yielded an experienced interim Superintendent/President with significant accreditation experience. She came to the College in January 2011 with a can-do attitude, mobilized faculty, staff, and students in a way no one would have believed possible. Following the resignation of the Vice President of Business and Financial Affairs (VPBFA) in February 2011, the interim Superintendent/President brought in an experienced interim VPBFA to help stabilize this area and rebuild trust in the field of budget development and Proposition R. The Technology Plan developed by a consultant was inadequate due to the minimal input from college constituencies. Despite the looming deadline, a group of dedicated individuals, staff, faculty and administrators alike, worked long hours to produce a plan which could be vetted by the various constituencies in time.

The Follow-Up Report was submitted on time after the appropriate approval process. The Interim Superintendent/President attended the meeting of the Accrediting Commission in June 2011 and made a personal appeal for the lifting of probation for Southwestern College. The entire college was elated when we were not only removed from probation but our accreditation had been fully reaffirmed.

Aware that our institution must continue to show sustainability and that trust and respect are imbedded in our culture, our Interim, and now permanent, Superintendent/President, have continued to meet regularly with constituency leaders (e.g. President of Academic Senate, President of faculty union, President of classified union). Also, the Accreditation Oversight Committee and the SCC Standing Committees have continued to meet regularly and play a vital role in implementing our integrated planning process.

Additional actions to demonstrate resolution of Recommendation Eight (a) include:

- Posters giving the ground rules for civility have been placed in most meeting rooms and public spaces.
- The new Superintendent/President, Dr. Melinda Nish, made a report on her first thirty days to the college via global email and to the community on the College website in which she stated, "I pledge to you that I will actively involve these groups in the decision-making processes at the College." She scheduled a series of "listening forums" to hear directly from individuals about Southwestern College's strengths, challenges, and how all can work together to meet those challenges. Seventeen forums were scheduled between January 19 and February 27, 2012.
- On February 28, 2012 an online survey was sent globally for those who were not able to attend a face-to-face meeting.
- Reports from constituency leaders continue to be given at the beginning of Governing Board meetings so that input from these groups can be given to the trustees before voting.
- The Governing Board President sends a monthly newsletter electronically to all staff and faculty and posts the newsletter on the College website for access by the community. This is proof of a new environment that fosters communication and informs the college community.

- At their August 2011 meeting, the Governing Board voted to give the student trustee privileges to make and second motions as well as to receive compensation for meeting attendance on a level with the other trustees, in accordance with District Policy 2015.
- A follow-up Campus Climate Survey was launched on March 12, 2012, using the same instrument that was used in fall 2010, spring 2011, and in spring 2012 for consistency and comparison. Prior to fall semester Opening Day, a hard copy of the 358-page report was placed in the Library and also was made available in Public Folders [evidence: [INSERT LINK](#)].
- Many internal promotion opportunities have improved morale. The Director of Grants, who had been dismissed by the previous administration in March 2009, competed for and was rehired as Director of Research, Planning, and Grants in January 2011. In August 2011 she was hired as Dean of Institutional Effectiveness. The Dean of Mathematics, Science, and Engineering was named Interim Vice President for Academic Affairs, and subsequently named permanent Vice President. As a result, a faculty member became Interim Dean of Mathematics, Science and Engineering (MSE). Faculty members were hired as Director of the Higher Education Center at San Ysidro, Director of Research, Planning, and Grants, and as Interim Director of Human Resources. Also, many classified professionals were promoted into administrative positions and within classified positions.
- Opening Day ceremonies in fall 2011, spring 2012, and fall 2012 were planned by the Staff Development Committee, which has representatives from all constituencies. Performances by student groups provided the opening entertainment. The spring 2012 and fall 2012 Opening Day ceremonies were held in the gymnasium to provide enough seating for all employees, and offices were closed during that time to allow all college employees to attend, something which had not been done in the past.
- The Staff Development Office foyer displays lists of employees who are former students. This was one of the original recommendations of work group 8a.
- Team building activities have been held including an Ice Cream Social in summer 2011, Accreditation Forums in fall 2011, the annual Holiday Breakfast in December 2011, and a farewell party for the outgoing Interim Superintendent/President, also in December 2011.

3. ANALYSIS OF RESULTS:

Recommendation 8a is fully resolved and its resolution has been sustained.

The Interim Superintendent/President left in December 2011 at the end of her contract amid genuine outpourings of respect and affection for the person who believed in us when we did not believe in ourselves and who led us to our accreditation goal. It is significant that our new Superintendent/President had been mentored by the Interim and exhibits many of the same qualities of leadership.

An analysis of the Superintendent/President's creation of an environment promoting trust and respect, as evidenced by Question 8e of the Campus Climate Survey (see pages 64 – 65), deserves explanation. For each of the three surveys, a different individual has been the Superintendent/President. There was a change from fall 2010, when the Superintendent/President was unpopular and autocratic, to spring 2011, when the Interim Superintendent/President rallied the college to gain reaffirmation of accreditation. There was a slight decrease, though not statistically significant, in the average score for Question 8e between spring 2011 and spring 2012. The new Superintendent/President had been in the position less than two months when the latest survey was launched and was something of an “unknown”.

It has been said that the Campus Climate Survey could have had just one very important question: “How would you describe morale at Southwestern College today as compared to five years ago?” This was included in the survey as question # 67. The percent change between fall 2010 and spring 2011 for this question was 500%, a statistically significant and impressive increase in morale. Between fall 2010 and

spring 2012, the statistically significant percent change was 478.3%. The change from spring 2011 to spring 2012 was not statistically significant.

4. ONGOING AND FUTURE IMPROVEMENT PLANS:

The Improvement Plans outlined in the evidence will ensure sustainability of a culture of mutual respect at the College [evidence: Summit I and II Matrix].

Although the College has set these short- and mid-range goals to achieve sustainability of the recommendation, the long-term goal of the college is to continuously *foster an environment of trust and respect for all employees and students that allows the college community to promote administrative stability and to work together for the good of the college.* Two all-college summits were held on February 10, 2011 and March 24, 2011. Further discussion took place and additional action plans were developed to achieve sustainability in *fostering an environment of trust and respect.*

The College re-surveyed the college community in March 2012, using the same comprehensive campus climate survey instrument used in 2010 and 2011; the results were shared with the college and the community at the beginning of fall semester 2012 [evidence: INSERT LINK HERE]. A plan has been established to continue the survey every spring for the next 3 years.

One of the goals set by work group 8a was “Faculty, Staff, and Administrators should participate in a multi-pronged effort to improve communication and promote an environment of trust and respect.” To that end, Staff Development planned leadership training (required for all supervisors, managers, deans, administrators, etc.) on characteristics of a good leader and how to deal effectively with bullying in the workplace. The first workshops were completed by the end of the fall 2011 semester and on-going sessions will be scheduled. Interpersonal communication workshops and activities to build communication skills were planned by Staff Development and first held in spring semester 2011, with on-going offerings.

The Diversity & Equity Committee, with representatives from all constituencies, has been meeting monthly. Their mission statement is “To foster cultural competence, promote equity and understanding within our multicultural environment (e.g. ethnicity, race, gender, ability, sexual orientation, socioeconomic status, religion) and keep the College in alignment with national organization standards regarding diversity and equity issues”. The Committee plans a “diversity audit” in spring 2013 to compare the diversity of faculty, staff, and of students, and the results of that assessment can be used to develop strategies for the future. In preparation for the audit, during fall 2012 the Committee will identify current data sources that can be utilized for monitoring diversity, identify an instrument to use in developing the diversity scorecard, and identify areas/programs for a nontraditional enrollment analysis. There already are many college programs that celebrate cultural diversity. While the Diversity & Equity Committee does not have a budget to sponsor such programs, it will endorse and promote such cultural activities.

Another goal that has been addressed is “a campaign to promote core values”. In addition to revisiting the College Mission Statement and adding a Vision Statement to Policy and Procedures 1200 Mission, Vision and Values, the Shared Consultation Council (SCC) also revisited and reaffirmed that our Values are the same. Thus, the Values in Policy 1200 have not changed. The SCC revisited and reaffirmed Policy 1200 at its August 15, 2012 retreat. To ensure an environment of trust and respect and to promote these values as part of our culture, posters that state the SCC-adopted rules for civility have been placed in meeting rooms and public spaces. Recognizing the need to celebrate those who have brought honor to the college, the new Director of Community & Media Relations, hired in spring 2012, is developing a database of employee, department or group profiles for a new College website. The profiles will change on a regular basis but will be a permanent fixture on the website. The monthly Governing Board newsletter already incorporates this important recognition.

Work group 8a recommended that monthly forums for staff, faculty, and students be held and attended by all Cabinet members (Superintendent/President and Vice Presidents) and that one forum per semester be held at each of the educational centers. Consequently, the new Superintendent/President held “listening forums” that served as a framework for constituency input for future forums. In March 2012, the SCC Taskforce for Reorganization was asked to conduct forums to collect ideas about a possible realignment of Academic Affairs due to two Dean vacancies. The goal of the realignment was to better utilize our resources and address program review requests identified through the SCC prioritization process [evidence: PP]. These forums were conducted in late March and early April. The results of these forums were brought to the SCC for discussion and for input at the May meeting. A final decision on realignment of Academic Affairs was shared in a college-wide email on May 24, 2012.

Yet another goal was identified as “Review human resources processes and modify if necessary; plan and implement mentoring opportunities for administrators, faculty, and classified.” Work Group 8a’s suggestions to develop 360 degree evaluations, beginning with administrators, and to consider using college employees who have appropriate expertise when seeking consultants to carry out college projects, are under consideration.

5. SUMMARY OF SUSTAINABILITY:

The Staff Development Committee, charged with planning Opening Day ceremonies, meets monthly and now includes a student representative appointed by the Associated Student Organization.

The Superintendent/President has reinstated the Leadership Team, which is a meeting of the constituency leaders outside of the SCC to address specific leadership issues and to build bridges between the constituency groups.

The Shared Planning and Decision-Making Handbook (SPDM) [evidence: INSERT LINK HERE] is being updated cyclically. The Shared Consultation Council designated the responsibility of updating the handbook to the Office of Institutional Effectiveness with participation by members from all constituencies.

In conclusion, Southwestern College has sustained its efforts in upholding the accreditation standards and improving the college’s environment of trust and respect since the reaffirmation of accreditation in June 2011. Institutional processes continue to be transparent and inclusive with constituencies providing input for decision-making. Morale is high.

This recommendation has achieved sustainability and Standards III.A.4.c and IV.A have now been met. The actions associated with resolving the recommendation have led to improved organizational effectiveness. The newly formed Human Resources committee will take responsibility for ensuring continued improvement and sustainability.

6. EVIDENCE:

SECTION 2.h	
2.h	Evidence Cited
	To be added later

h. RECOMMENDATION EIGHT (b):

The team further recommends that the college establish and follow a written process and structure providing faculty, staff, administrators, and students a substantial voice in decision-making processes.

1. RESOLUTION OF RECOMMENDATION EIGHT (b):

SUSTAINED

Southwestern College has established and is following a written process and structure providing faculty, staff, administrators, and students a substantial voice in decision-making processes. Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

Prior to 2011 the Shared Consultation Council (SCC), previously known as the College Leadership Council, met monthly for 50 minutes. The Superintendent/President and Cabinet told members what they wanted those members to know. Questions and comments were unwelcome. This is no longer true. The SCC purview was revised to include 10+1 items that are 'mutually agree' items and meetings are now held every other week for approximately two hours. Membership is made up of all constituencies. The Academic Senate paid particular attention to the diversity of the representatives within its constituency. A Request for Consultation form was revised per Policy 2510 Shared Planning and Decision-Making and Policy 2515 Role and Scope of the Academic Senate 10+1 Agreement; the form is used by members to bring an issue to the SCC, to poll constituencies, and to provide evidence that all issues have been thoroughly vetted before coming to the SCC for a vote.

Additional actions to demonstrate resolution of Recommendation 8b include:

- At their August 2011 meeting the Governing Board, in accordance with District Policy 2015, voted to give the student trustee privileges to make and second motions and to receive compensation for meeting attendance on a level with the other trustees.
- The Shared Planning and Decision-making Handbook [evidence: [INSERT LINK HERE](#)] was reviewed and updated in advance of the August 2011 Shared Consultation Council (SCC) retreat and was placed in public folders.
- Regular (monthly) statements on the progress of negotiations are sent by the members of the negotiating team.

3. ANALYSIS OF RESULTS:

Recommendation 8b is fully resolved and its resolution has been sustained.

The primary outcome of the resolution of Recommendation 8b is the approval of policies that clearly delineate the functions and voice of the constituencies, including the students. Policy 2510 Shared Planning and Decision-Making, Policy 2515 The Role and Scope of the Academic Senate, and Policy 2015 Student Trustee have been created and/or revised and are now fully implemented and imbedded in our culture. The SDPM Handbook was created to codify Policy 2510 and 2515 as well as institutional processes that support integrated planning and was presented to the SCC at their August 2011 retreat.

4. ONGOING AND FUTURE IMPROVEMENT PLANS:

The SPDM Handbook will be updated on a three-year cycle to parallel the Academic Program Review cycle to reflect any organizational changes that have taken place. A Taskforce was appointed in summer 2012 to review the SPDM Handbook and make suggestions for updates. Responsibility for the Handbook was placed with the Dean for the Office of Institutional Effectiveness. Policy 2510 and 2515 will be reviewed as part of the review of the SPDM Handbook.

5. SUMMARY OF SUSTAINABILITY:

The College has sustained resolution of this recommendation on an on-going basis, and Standard IV.A has now been met. The SCC has responsibility for ensuring that resolution of this recommendation remains sustained. Policies have been put in place to assure that all constituencies have a substantial voice in shared planning and decision-making. Processes for that substantial voice are codified in the SPDM Handbook and have become the foundation for and are deeply ingrained in our daily operations and planning. This has resulted in an improved level of organizational effectiveness.

6. EVIDENCE:

SECTION 2.h	
2.h	Evidence Cited
	SPDM Handbook
	Policy 2510
	Policy 2515, Policy 2015, SCC Retreat minutes August 2011, July 2012 SCC Minutes

i. RECOMMENDATION NINE:

As previously identified in the 2003 ACCJC WASC Accreditation Report, the team recommends the Governing Board adhere to its role as a policy-making body and not interfere with the authority and responsibility of the Superintendent/President for college operations. The team further recommends that the Governing Board act as a whole once it reaches a decision and as an advocate for the college [IV.B.1.a and IV.B.1.j].

1. RESOLUTION OF RECOMMENDATION NINE:

SUSTAINED

The Governing Board is *adhering to its role as a policy-making body and not interfering with the authority and responsibility of the Superintendent/President for College operations*. Since the change in Governing Board members in December 2010, there is demonstrated respect for each other’s opinions, even when not in agreement, and the Trustees are committed to and have *acted as a whole once decisions are reached*. They also continue to *advocate for the College*. The Governing Board has also formally established a training calendar and Board development opportunities. Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

The former Superintendent/President, the Accreditation Liaison Officer (ALO), and the previous Governing Board responded to the findings and recommendations of the 2009 ACCJC Site Visit Team and the Accrediting Commission. In early March 2010, the ALO met with the former Superintendent/President to discuss goals, objectives, and develop timelines to address the recommendations regarding the Governing Board. The strategy included the scheduling a series of Board training sessions in 2010 including the following:

- **May 18, 2010:** Role of the Governing Board (sponsored by the Community College League of California (CCLC) and facilitated by Bill McGinnis, Trustee at the Butte-Glen Community College District),
- **August 5, 2010:** Shared Decision-Making in California Community Colleges, including the role of the Governing Board in the Process (presentation by CCLC President, Scott Lay, and then state-wide President of the Academic Senate for California Community Colleges, Jane Patton, at the annual retreat of the Southwestern College Shared Consultation Council), and
- **September 23, 2010:** Accreditation and Trustee Roles and Responsibilities (presentation by ACCJC President, Barbara Beno).

As a result of the 2009 ACCJC site visit team Report, the College took a closer look at policies related to the Governing Board and their role in fulfilling the requirements of service to the College. Following the release of the 2010 ACCJC Action Letter, the Governing Board took the following actions:

- 1) Discontinued participation on the SCC Budget Committee (formerly known as the College Budget Taskforce)
- 2) Eliminated Policy 2432, Selection of Vice Presidents.

- 3) Confirmed that Board members no longer serve on, or sit in on, College committee meetings
- 4) Clarified that communications between Board members and College staff need to be channeled through the Office of the Superintendent/President.

As a result of the November 2, 2010 elections, two previous Governing Board members were not re-elected and two new Governing Board members were seated at the December 8, 2010 Governing Board meeting. In addition, as mentioned in an earlier section of this report, Superintendent/President Chopra resigned his position as of November 30, 2010.

Acting Superintendent/President Angelica Suarez arranged and led a New Governing Board Member Orientation Session for the new Governing Board members on January 12, 2011. Several sections of this session were conducted by the College's Accreditation consultant, Don Averill. Additionally, the two new Board members attended the CCLC New Trustee Workshop and Legislative Conference, January 21–24, 2011 in Sacramento, California.

Upon the arrival of the Interim Superintendent/President (IS/P) Denise Whittaker on January 24, 2011, immediate action took place to resolve further Recommendation 9. The IS/P compiled a training manual with relevant Board information and facilitated a three-hour Governing Board Study Session on February 16, 2011. The Study Session agenda covered numerous items related to the role of the trustees and included the adoption of a Governing Board Resolution to be committed to the ACCJC Accreditation Standards, particularly applicable to leadership and governance [evidence].

Since April 2011, the Governing Board has committed to establishing an annual training calendar/schedule by identifying the fourth Wednesday of each month as a Study Session to address a variety of issues such as statewide budget cuts and enrollment projections and priorities. The list of topics includes but is not limited to: Budget Development, Role of the Governing Board, Board Goals, Board Self-Evaluation, Accreditation Standards, Categorical Funding, Understanding Full-time Equivalent Student (FTES), Foundation, Strategic Planning, Program Review, SLO Assessment and Measurement.

Policy and Procedures 2715 Ethics was revised in March 2011, submitted to the Governing Board for first reading in April 2011, and approved in July 2011. At that time, all members of the Governing Board signed the Ethics Form [evidence].

A Governing Board member resigned in [date] and Humberto Peraza was appointed Board member in August 2011. Trustee Peraza was trained by Interim Superintendent/President Whittaker shortly after his appointment.

With the arrival of the new permanent Superintendent/President, Melinda Nish, in January 2012, there was a renewed and intensified effort on training and workshops for the Governing Board. Four Trustees, including Trustee Peraza, attended the CCLC New Trustee Workshops in January 2012 with the new Superintendent/President. This provided the Governing Board and the new Superintendent/President with an early opportunity to develop an understanding of their respective roles, sustaining the resolution of Recommendation 9.

In addition, a number of the monthly Governing Board workshops in 2012 have specifically addressed the role of the Governing Board, including the following sessions:

- **February 22, 2012:** Special training with CCLC President, Scott Lay, including specific discussion about Board roles and delegation of operation to the Superintendent/President.

- **April 25, 2012:** Update on the ACCJC October 15, 2012 Midterm Report and a discussion on the role of the Governing Board in resolution of Recommendations 9 and 10.
- **June 9, 2012:** Board Retreat (Board Self-Evaluation and Board Goals), facilitated by Cindra Smith, including a review of roles, delegation to Superintendent/President, and the establishment of a new training calendar.
- **August 22, 2012:** Budget and Accreditation Workshop (Update on ACCJC Midterm Report and a discussion on the ACCJC summer 2012 News Article on Accreditation and Governing Boards.
- **September 23, 2012:** Brown Act Workshop

The Annual Governing Board Retreat is held each spring, unless the entire Board mutually agrees to a change. At this meeting, annual Board goals and the Board self-evaluation are discussed. The Superintendent/President schedules the Board Retreat.

As mentioned in the previous Recommendation 8(b), the College *Shared Planning and Decision-Making Handbook* has been finalized. This handbook clarifies the role of the Governing Board [evidence: p.27 of SPDMH, overview of participants and roles] and its relationship to the College community.

The following table provides a summary of relevant policies and/or procedures that have been developed, revised or eliminated with the purpose of clarifying the role of the Governing Board:

#	Policy/Procedure	Status	GB Approval Date
2432	Selection of Vice Presidents	Eliminated	May 12, 2010
2710	Conflict of Interest Procedure (New)	Approved	June 9, 2010
2100	Board Elections Policy (Revised)	Approved	March 9, 2011
3900	Freedom of Expression Policy (Revised)	Approved	March 9, 2011
2510	Shared Planning and Decision-Making Procedure (Revised)	Approved	March 9, 2011
2320	Special Emergency Meeting Policy (Revised)	Approved	April 13, 2011
2330	Quorum Policy (Revised)	Approved	April 13, 2011
2740	Board Education Procedure (New)	Approved	June 13, 2012
2745	Board Self-Evaluation Procedure (New)	Approved	June 13, 2012

3. ANALYSIS OF RESULTS:

Recommendation 9 is resolved and its resolution has been sustained.

As a result of the activities described above and three years of sustained emphasis, there is clear understanding on the part of all current Governing Board members that the role of the Governing Board is to be a policy-making body and that it is not to interfere with the authority and responsibility of the Superintendent/President for College operations.

The departure of the former Superintendent/President and the swift hiring of the Interim Superintendent/President eliminated tension and provided a significantly improved atmosphere of trust and respect. The making and signing of the Governing Board Resolution mentioned above is one example of this atmosphere. The process to select the new permanent Superintendent/President was an example of a new commitment by the Governing Board to act in a unified manner. The Selection Committee consisted of one continuing Board member and one new Board member, as well as constituent group representatives and community members. The Board's choice of the new Superintendent/President was unanimous and all involved commented favorably on the process signaling a new positive direction for the Governing Board.

College-wide climate surveys were conducted in fall 2010, spring 2011, and spring 2012 and included the following question [question 37]: “The current Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of management in the administration of the College.” Between fall 2010 to spring 2012, there was a statistically significant increase of 37%, indicating greater satisfaction with the Governing Board’s understanding of its role [evidence: Campus Climate Survey Results]. As described in the response to Recommendation 8(a), other questions related to the Governing Board showed similar, or even greater, increases in satisfaction levels. While the satisfaction levels in spring 2012 were lower than those measured in spring 2011, there is clearly more confidence that the Governing Board understands its role as a policy-making body.

The Superintendent/President confirms that Trustees have made a commitment to their policy-making role and have made significant improvements in not interfering in the general operations of the institution. Communication is provided, in the form of written reports and updates, between the Superintendent/President and Trustees on a regular basis to keep the Trustees informed. The Superintendent/President also meets with each member as needed to review the monthly Board agenda, or on any other issue or concern as determined.

The Trustees recognize the seriousness of this obligation, are committed to adhering to Standard IV, and believe sufficient evidence has been submitted to demonstrate sustained resolution of this recommendation.

4. ONGOING AND FUTURE IMPROVEMENT PLANS:

The Superintendent/President continues to work closely with Governing Board members, individually and as a group, to identify behaviors that could be interpreted as micromanagement. The Superintendent/President will also continue to clarify the delegation of duties on an on-going basis. The Governing Board President will also continue to lead the Board in respecting the role of the Superintendent/President and to make sure the Board speaks as one voice.

It is the intention of the Governing Board to remain in compliance with Standard IV at all times. Additional policies and procedures will be developed or modified as necessary. Newly seated Governing Board members will be given extensive training, especially as it relates to ACCJC Standard IV.

5. SUMMARY OF SUSTAINABILITY:

The Governing Board has developed an annual training calendar and ongoing and systematic Governing Board Training Sessions are taking place. The Governing Board acts as a whole after a decision has been reached, conducts self evaluations on an annual basis, and continually shows a high level of respect towards one another. Extensive training has been provided for new trustees and will continue to be provided for new trustees in the future. The Governing Board selected a new permanent Superintendent/President in an open, collegial, and transparent manner. Subsequently, the Superintendent/President recommended three new permanent Vice Presidents to fill existing vacancies without any Governing Board interference. Resolution of this recommendation has been sustained, and Standards IV.B.1.a and IV.B.1.j have now been met, resulting in an improved level of organizational effectiveness.

6. EVIDENCE:

SECTION 2.i	
2.i	Evidence Cited

j. RECOMMENDATION TEN:

The Team recommends that the Governing Board establish and implement a formal procedure for handling potential conflict of interest and ethics policy violations and document adherence to the protocol [IV.B.1.a and IV.B.1.j].

1. RESOLUTION OF RECOMMENDATION TEN:**SUSTAINED**

The Governing Board's Policy and Procedures 2715 Code of Ethics are in place and the Governing Board is confident it will address any future ethics issues effectively. A revised *Code of Ethics* Policy, and a new accompanying Procedure, was approved by the Governing Board on October 13, 2010. The new Procedure 2710 *Conflict of Interest* was approved by the Governing Board on June 9, 2010. Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

Code of Ethics: The Governing Board was provided with a copy of the Southwestern Community College District (SWCCD) Board's Code of Ethics Policy and Procedures at the February 16, 2011 Governing Board Study Session. The Edits and revisions to the Ethics Policy and Procedures were completed in March 2011, submitted to the Governing Board for first reading in April 2011, and approved in July 2011 [evidence]. At that time, all members of the Governing Board also signed the new Code of Ethics Form [evidence]. The Board minutes serve as documentation when members recuse themselves due to a conflict of interest.

It has been ascertained that the process currently used regarding the Ethics Policy is consistent with Accreditation Standard IV and that this portion of Recommendation Ten has been fully resolved.

Conflict of Interest: There is clear evidence that a recusal process is followed. Two new Governing Board members received New Board Member Orientation on January 12, 2011. This Orientation Session specifically included coverage of the Governing Board Policy and Procedure related to the Conflict of Interest (2710) as well as the Code of Ethics (2715). At the Governing Board Study Session on February 16, 2011, the entire Governing Board again reviewed these two Policies and Procedures.

As agreed to at the Governing Board February 16, 2011 Study Session, commencing with the March 2011 Board Meeting, the following statement is placed on the agenda and is read by the Superintendent/President at each meeting: *The Superintendent/President respectfully asks if any of the Governing Board members need to recuse themselves from any item where there might be a potential conflict of interest.* [Evidence: GB Meeting Minutes that demonstrate recusal]

It should be noted that there previously had been awareness on the part of the former Governing Board members to recuse themselves from any Governing Board agenda items that would potentially be regarded as a conflict of interest; however, a recusal process had not been formalized.

In addition, the Trustees held a lengthy discussion at the February 16, 2011 Study Session about the Conflict of Interest Policy and Procedures, confirming there was a process in place whereby a Trustee may ask the Superintendent/President to intervene if a Trustee feels there may be a Conflict of Interest for another Trustee. The Trustees also confirmed the opportunity for any one of them to approach another Trustee individually to respectfully suggest that a potential Conflict of Interest situation exists from which he/she might want to recuse himself/herself. The Governing Board also recognizes that, as an elected body, there are external agencies that formally address Conflict of Interest allegations. At the February 16, 2011 Study Session, the Trustees were provided with the "Fair Political Practices Commission" (FPPC) statement on Conflict of Interest and they were made aware of the availability of

e-training from FPPC. They were also made aware that such allegations may be addressed by the Grand Jury or the Attorney General's Office, all of which may investigate, sanction and file penalties as well as impose other consequences.

Another example of the Governing Board's awareness in resolving potential conflicts of interest was during discussions on a new Campaign Contributions policy at the March 14, 2012 Governing Board meeting. The Governing Board grappled with the addition of a paragraph related to the enforcement of the Campaign Contributions policy. After a robust conversation, it was decided that the policy provides a sufficient self-enforcement mechanism and that the additional language was not necessary.

Board Training: The Governing Board has also fully resolved other Governing Board-related concerns expressed in the 2009 ACCJC/Site Team Report by:

- Committing to the fourth Wednesday of each month for a special training/study session in which the following topics have been presented and discussed:
 - The Board's Fiduciary Responsibilities/Budget Development Process/Budget Issues/Budget Reduction Options/College Priorities, etc.
 - Role of the Governing Board
 - Collegial Consultation/Shared Planning and Decision-Making
 - Clarification of individuals vs. the Board as a whole
 - Student Success and their achievement with various performance indicators
 - Strategic Planning
 - Program Review/SLO Assessments
 - Prop R, Facilities, and Facilities Planning
 - Centers' Status
 - Office of Institutional Effectiveness
- Committing to calendaring and holding the Annual Board Retreat.
- Providing external opportunities through CCLC or Association of Community College Trustees ACCT for ongoing Board development.
- Providing opportunities for specialized training sessions or presentations from the CCLC, ACCT, or the ACCJC to further Board development.
- Providing for the annual Board Retreat in which Board Goals and the Board's Self-Evaluations have been addressed.

3. ANALYSIS OF RESULTS:

Recommendation 10 is fully resolved and its resolution has been sustained.

The Governing Board has fully implemented formal procedures for handling potential violations of the Conflict of Interest and Ethics Policies as requested by the ACCJC. In addition, The Governing Board has established and implemented ongoing Board training in the form of monthly Study Sessions and has established a dynamic but thoughtful self-evaluation process, which integrates external feedback along with the Code of Ethics into the process. The Board has also committed to following a calendar that includes the Annual Board Retreat. The purpose of the retreat is to determine Board goals as part of the college's strategic planning efforts, and to review the Board's previous year's self-evaluation. The Board will also conduct a new self-evaluation at its annual retreat.

The Governing Board has calendared training/study sessions on the fourth Wednesday of each month during the regular academic year. Additional external development opportunities are available through the CCLC and the ACCT.

4. ONGOING AND FUTURE IMPROVEMENT PLANS:

During the summer of 2012, questions were raised regarding Policy 7310 Nepotism as it relates to Governing Board members and resulted in a review of the policy. Revisions are being made to the Nepotism Policy and it is anticipated that the revised policy will be adopted by the end of fall of 2012.

It is the intention of the Governing Board to remain in compliance with Standard IV at all times. Additional policies and procedures will be developed or modified as necessary. Newly-seated Governing Board members will be provided extensive training, especially as it relates to Standard IV.

5. SUMMARY OF SUSTAINABILITY:

The Governing Board’s updated Code of Ethics Policy and Procedure has been fully implemented and has been operational for over two years. All Governing Board members signed the newly developed Ethics Policy Declaration in July 2011 and have adhered to the Declaration. Similarly, the Governing Board updated Policy 2710 Conflict of Interest and developed an accompanying Procedure in 2010 and both have been fully operational for over two years. Governing Board members are consistently asked to recuse themselves for any potential agenda items prior to the start of each Governing Board meeting. Resolution of this recommendation has been sustained and Standards IV.B.1.a and IV.B.1.j have now been met, resulting in an improved level of organizational effectiveness.

6. EVIDENCE:

SECTION 2.j	
2.j	Evidence Cited
	To be added later

PART TWO

Progress Made On 76 Self-Identified Issues



Progress made on 76 Self-Identified Issues from 2009 Self Study

#	SELF-IDENTIFIED ISSUE <small>(original action plan from 2009 Self Study) NOTE: Associated ACCJC Standard numbers are shown in parenthesis</small>	ACTION TAKEN	RESOLUTION OF ISSUE <small>(include timeline if action is still in progress)</small>
STANDARD ONE			
43	Establish guidelines for systematic incorporation of the mission statement in the development and execution of committee work and programs [S1.A2].	Strategic Planning has been featured on the SCC agenda to present data and actions, which focus the SCC membership on the College Mission Statement. It has also been established that any change in the Mission statement that is agreed upon at the SCC Retreat will be implemented the following academic year.	Issue Resolved
76	Develop and approve policies/procedures specifying when and how the mission statement will be reviewed and published [S1.A4].	District Policy 1200 (and procedures): Institutional Mission, Vision, and Values were developed and approved by the College's Governing Board on February 2012. The Policy and Procedures specify when and how the mission statement is reviewed, revised if needed, and published.	Issue Resolved
12	Integrate the needs identified through Program Review with the Educational Master Plan, the Facilities Master Plan, and the Technology Plan [SI.B.3, SII.A.1.a & SII.A.2.f].	<p>The following information depicts the progress made in 2011–2012:</p> <ul style="list-style-type: none"> • The College's program review is a comprehensive process that provides for review, input and integration for the identified needs from the various institutional plans. • A new Educational Master Plan, and related Facilities Master Plan, is being developed in 2012–2013 and will be tied to the needs identified in Program Reviews and the Technology Plan. 	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: Spring 2013</p> <p>Responsible Party: The Educational Planning & Enrollment Management Committee Co-Chairs</p>
10	Establish a functioning Research Office and implement institutional processes for data collection, analysis, and planning as a means to evaluate and consistently improve stated student learning and administrative unit outcomes aligned to the mission; communicate outcomes to the public [SI.B1 & SIV.A2].	<p>In 2010, the Research Office was minimally staffed and institutional research was conducted on a piecemeal basis. The following progress was made during 2011–2012:</p> <ul style="list-style-type: none"> • Director of Institutional Research, Planning & Grants (IRP&G) was hired in January 2011 as well as a Research Analyst; • Dean of Institutional Effectiveness position was established, recruited and hired by August 2011; • Director of Institutional Research, Planning and Grants was recruited and hired in fall 2011; • Senior Research Analyst position was established and was filled in April 2012; • Grant writer position was established and filled by end of fall 2011; • Administrative Secretary II position was filled in October 2011. <p>Planning, Data Collection/Analysis</p> <ul style="list-style-type: none"> • Procedures and processes have been established that address data and survey requests for staff and faculty 	Issue Resolved

		<p>needs. A survey instrument has been secured which provides a resource for college needs to gather feedback data for program evaluation;</p> <ul style="list-style-type: none"> • Further, satisfaction surveys were conducted in 2010–11 and 2011–2012 that included a three-part Campus Climate Survey as well as a Student Satisfaction Survey. • SLOs and AUOs were established in Spring 2011 and assessment mechanisms and thresholds were established; • eLumen, software for SLO collection and monitoring of assessment outcomes, has been implemented as well as a robust training schedule for faculty utilization of software; • SLO website has been developed which serves as a faculty resource as well as an informational interface with the external and college community regarding SLO status; • Mission and values were reviewed at August 2011 SCC retreat for the purpose of developing the 2012–15 Strategic Plan. Resulting actions from the SCC retreat included the following: values remained unchanged and the mission statement was slightly revised and the need for an abbreviated mission statement was discussed. College consultation process occurred from September to December 2011; • SCC sub-committee to create/recommend a college vision statement was convened in September 2011; their work resulted in the recommendation of two college vision statements for SCC consideration and consultation purposes; college consultation process for the vision statement occurred November/December 2011; • 2012 satisfaction survey cycle is currently being developed. 	
11	<p>Establish a comprehensive and fully integrated institutional budget and planning process that includes a mechanism to determine the degree to which goals are met and communicate these outcomes [SI.B2].</p>	<p>Integrated planning and budget process is in a continuous improvement mode as a result of this process being implemented for the first time in fall 2011. This cycle was reviewed for its effectiveness in spring 2012. Fall 2012 will launch the second cycle for integrated planning and budget process which will represent a sustainability mode for continuous quality improvement.</p> <p>The following information depicts the progress made in 2011–2012:</p> <ul style="list-style-type: none"> • Working closely with SCC, created an integrated planning process that was launched in October 2011 to develop the 2012–15 strategic plan in which its timeline for approval is in alignment with the college’s budget process; • Institutional goals and objectives were identified, as well as measurements for goal achievements; • Unit plans have also being developed in alignment with program review needs; these unit plans will be assessed annually; • The goals and objectives in the 2012–2015 Strategic Plan will be updated once a semester (beginning in fall 2012) and the strategic plan will be revised accordingly; updated strategic plan will be found on the college website and will be emailed to the college community. 	<p>Issue Resolved</p>
<p>STANDARD TWO</p>			
1	<p>Formalize a method of evaluating teaching modes and methodologies to assess their effectiveness [S.II.A].</p>	<p>A Standing Committee of the Shared Consultation Council (SCC), The Educational Planning & Enrollment Management Committee (EP/EMC), has accepted the task of addressing the Self-Identified (SII) of evaluating teaching modes and methodologies. The EP/EMC has developed a plan to address this SII. One of the strategic goals of the EP/EMC is to “encourage innovation in teaching methodologies and/or modes”. “The evidence that is being used is a 2011 Online Learning User Satisfaction Survey. Staff Development Needs Assessment Faculty Surveys indicate interest in learning more about distance education technologies.”</p> <ul style="list-style-type: none"> • An Ad Hoc committee of the Curriculum Committee has been working diligently to develop criteria for Distance Education course including rigor and content review. The Curriculum Handbook has information on the level of rigor required at college level. 	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: It is expected that this SII will be resolved by Spring 2013.</p> <p>Responsible Parties: The Educational Planning & Enrollment Management</p>

		<ul style="list-style-type: none"> • Staff Development workshops focus on several valid methodologies that improve the efficacy of teaching and learning and which support student success in their academic careers. The workshops include; focusing on the needs of adult learners, technology & classroom instruction, classroom assessment techniques and ways to engage students in active learning. • The SCC approved a Distance Education (DE) Taskforce on March 7, 2012. The purpose of the DE Taskforce is to ensure that the college meets ACCJC standards related to Distance Education, including those assessing the effectiveness of this mode of teaching. <p>Finally, SLOs are being institutionally implemented, which will help in the assessment of the effectiveness of current methods of delivery, including online delivery, and online methodologies. The assessment of SLOs will be completed by October of 2012 and will provide a good base of data to review.</p>	Committee Co-Chairs
49	Assess the value of the Teaching Academy for newly hired full-time faculty and reinstate if needed [SII.A.2.d].	In 2010–2011 new full-time faculty were encouraged to participate in a semester-length “orientation” which included teaching and learning strategies and pertinent information about the college to help them get off to a good start in their first year. There were four monthly sessions in fall 2010, and one final session in May 2011. Overall the evaluations of the sessions were very positive, and the faculty who participated recommended continuing this process for new full-time faculty. It is planned that whenever new full-time faculty are hired again, this semester-length “orientation” will be provided and will include a mix of teaching strategies and college information.	Issue Resolved
9	Form a Curriculum Committee task force to review the associate degree requirements in physical education, health, and computer literacy and make recommendations for any modifications to the current policy [SII.A.3].	Near the end of the spring 2012 semester, the Curriculum Committee agreed to form a task force to review all associate degree requirements that are not part of a specific program, specifically the requirements in physical education, health, and computer literacy. In fall 2012, the incoming faculty co-chair will work with the VPAA to identify committee members and establish goals.	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: Spring 2013</p> <p>Responsible Parties: Curriculum Committee Co-Chairs</p>
13	Complete research utilizing existing external sources to systematically and consistently assess the needs of the community-based business and industry throughout the District service area and region in order to revise the existing programs accordingly and respond to new workforce training needs [SII.A.5].	<p>The following information depicts the progress made in 2011–2012:</p> <ul style="list-style-type: none"> • In 2011, an external environmental scan was conducted that included an analysis of business and industry needs within the College’s service region as well as an analysis of industry growth trends. • Consistent analysis re: community based business and industry needs will be included in the research agenda that is currently being developed. • In fall 2012 a Summit meeting is to be held at Southwestern College to solicit input from business and industry throughout the College District regarding their current and future needs. 	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: Spring 2013</p> <p>Responsible Party: Office of Institutional Effectiveness</p>
72	Publicize the College Source database available for remote access that lists catalogs and course descriptions from all over the country [SII.A.6.a].	Steps to Transfer Workshops provide students with the website. The link was added to the Website in fall 2011.	Issue Resolved
3	Submit as procedure for Governing Board Policy 4021 the steps already being taken with regard to program discontinuance [SII.A.6.b, SIV.2.b].	Policy 4021: Program Discontinuance was adopted in February of 2011. A corresponding Procedure 4021: Program Discontinuance was developed and was approved by the Shared Consultation Council in March 2011.	Issue Resolved

38	Review procedures for production of the class schedule to enhance efficiency, accuracy and timeliness [SII.A.6.c].	A new scheduling system is being evaluated. Feedback has been received from Deans, Department Chairs, and School office staff.	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: Spring 2014</p> <p>Responsible Party: Dean of Instructional Support Services</p>
14	Tie program review, enrollment management, faculty hiring prioritization and the strategic plan to the budget development process through CLC [SII.A.7.b].	<p>The following information depicts the progress made in 2011–2012:</p> <ul style="list-style-type: none"> The SCC has replaced the CLC and the former has initiated a prioritization process to address all program review identified human, physical, fiscal and technological needs. This process results in a prioritized list of items that are considered for funding during the budget development cycle. 	Issue Resolved
22	Add terms “plagiarism” and “cheating” to the index of the College catalog [SII.A.7.b].	This has been added to the 2012–2013 Catalog.	Issue Resolved
63	Assess the interest among faculty for a tutorial on plagiarism that can be used across the curriculum [SII.A.7.b].	The Office of Academic Affairs will address this issue as part of the Dean’s Council agenda in Academic Year 2012–2013.	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: Fall 2013</p> <p>Responsible Party: Vice President for Academic Affairs</p>
73	Add the entire text of District Policy 7029 to the Student Policy Manual [SII.A.6.a].	Policy 7029 is the Academic Integrity Policy. The full policy was added to the latest (2012 edition) Student Policy Manual.	Issue Resolved
35	Assess the staffing shortage in the Online Learning Center and respond to the recommendations of the Academic Technology Committee and the Academic Senate [SII.A1.b].	An additional staff member was added to the Online Learning Center in 2011–2012. Additional staffing needs will be evaluated by the Distance Education (DE) Task Force in the 2012–2013 AY.	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: Spring 2014</p> <p>Responsible Party: Dean of Instructional Support Services</p>
39	Explore offering a college sponsored study abroad program, as 50% of the students from consortium schools who attend are from SWC [SII.A2.a].	<p>Southwestern College is the regional host for the Study Abroad program. Additionally, the college has sponsored Study Abroad programs to South Africa, Florence, Italy; Barcelona, Spain; and currently the Coordinator is planning a return of the program to South Africa in spring 2013.</p> <p>Additional opportunities to expand and enhance this program are being explored.</p>	Issue Resolved

36	Evaluate course offerings in distance education and expand as needed, with more support given to faculty, especially adjuncts, who wish to learn Blackboard and/or enhance teaching methodologies for online student success [SII.A2.d].	The DE Task Force will conduct a comprehensive review of support provided to DE faculty in the 2012–2013 AY and make recommendations for improvement.	In Progress: Implementing Sustainability Expected Resolution: Spring 2014 Responsible Party: Dean of Instructional Support Services
6	Utilizing various media including the College website, enhance student awareness and access to college programs and services [SII.B.1].	A number of steps have been taken above the base level of college advertising and publications: <ul style="list-style-type: none"> • The college website is undergoing a restructuring that gives programs and services more authority to update their information and promote their units. The new design also features a top-level Student Services category and a web designer has been hired specifically to enhance Student Services pages. • The college has adopted social media platforms—notably Facebook and Twitter—to keep students informed about deadlines and opportunities. Community and Media Relations maintain master accounts and various departments, programs and clubs have adopted their own. • A new marketing plan is being developed to help the Higher Education Centers better communicate their offerings to potential students. 	Issue Resolved
19	Promote the values of diversity and inclusiveness for all current and prospective students [SII.B.1].	A diversity statement is added to all promotional materials including the college schedule and catalog.	Issue Resolved
75	Implement a systematic and on-going cycle of program planning, evaluation, and assessment for all Student Services and Support programs. Continue to integrate SLOs throughout the departments’ plans along with effective assessment practices and instruments to measure their success. Correlate department goals with Board Goals and the Strategic Plan [SII.B.1].	Student Affairs Division has established a cycle of planning, implementation and evaluation for SLOs/AUOs. Currently, SLOs/AUOs are being assessed, results are being discussed at departmental meetings, and program enhancement plans are being implemented (as necessary). The progress is in line with the timeframe outlined in the WASC Rubric for proficiency in fall 2012.	Issue Resolved
74	Assess the need for full time counselors to improve services to students and enhance student outcomes [SII.B.4].	As part of the program review process, this assessment has taken place. As a result, requests for counseling faculty are submitted through the Faculty Hiring Prioritization process.	Issue Resolved
23	Address the adequacy of the library budget for books, electronic resources, media and closed captioning, adjunct librarians, and ADA software [SII.C.1.a].	The book budget has still not proven to be adequate to address the ongoing demands of the college curricula. In addition the cuts to other areas of the library budget (adjunct library faculty, electronic resources, media and closed captioning) have resulted in a delay in resolving this SII. It is the intention of the College to increase the Library budget once the State of California’s budget improves and the College’s budget is replenished.	On hold due to budget constraints. Expected Resolution: Once the budget outlook improves

			Responsible Party: Dean for Instructional Support Services.
24	Identify the system with which to replace Horizon and secure funds for it [SII.C.1.a].	Library staff worked with the Office of Institutional Technology (IT) and Sirsi/Dynix to upgrade to the most current Horizon software release 7.5.2. Upgrade was completed in December 2011.	Issue Resolved
25	Provide additional college-wide software for the key server to meet increased student demand for course specific software in the open tutorial labs [SII.C.1.a].	During 2011–2012 LAS Program Review determined that the current key server software licenses suffice for student usage in the ASC and Library Interdisciplinary Tutoring Centers (ITC) locations. These are the only two computer lab locations under the LAS. ITC locations are active at all HEC sites. (NC, OM, SY), but these are not under the LAS purview.	Issue Resolved
26	Assess student needs to determine if increased tutorial services, hours and locations are needed and, if so, submit a plan for increased staffing [SII.C.1.a].	It was determined during a comprehensive Program Review of LAS that additional tutors and tutorial hours would benefit students. This finding was supported by student feedback received in LAS evaluation forms completed by students. Additional funding was provided in the 2011–2012 AY for tutoring services. Increased tutorial services will be provided in future years as budget permits.	Issue Resolved
27	Explore variants of online library orientations, such as podcasts or tailored online subject guides for classes, in addition to the present video tutorials, in-person orientations, and hand-outs [SII.C.1.b].	Measures have been taken to evaluate current trends in bibliographic instruction and information competency. These new applications will be incorporated as college funding and technology become available.	In Progress: Implementing Sustainability Expected Resolution: Fall 2013 Responsible Party: Dean of Instructional Support Services
28	Explore additional methods for publicizing library orientations to reach more faculty members and students [SII.C.1.b].	Library Faculty have been proactive in contacting (by email, flyers and word of mouth) faculty. These contacts highlight services, benefits and outcomes of the library orientations for faculty and students. Library faculty also have participated in college activities that highlight library services. Finally, library faculty have developed and implemented student/faculty contact through social networking sites.	Issue Resolved
29	Explore and obtain potential funding opportunities for ongoing specialized tutor training [SII.C.1.b].	LAS continues to pursue funding opportunities for specialized tutor training, including grants research and college resources.	In Progress: Implementing Sustainability Expected Resolution: Fall 2014 Responsible Party: Dean of Instructional Support Services
31	Continue to explore alternative delivery modes for academic support services both on the main college and at the HEC locations [SII.C.1.b].	LAS staff toured all three HEC sites to evaluate their respective tutoring needs and to explore the possible expansion of services.	Issue Resolved

30	Initiate research to assess if student needs are being met by current ASC services and, if not, respond to unmet needs [SII.C.1.c].	As determined via a Comprehensive Program Review, LAS strives to meet the needs of its students seeking tutoring and other support services such as test proctoring and discipline-specific workshops. Plans are underway to respond to unmet needs.	Issue Resolved
32	Conduct research to evaluate the services/collections of the College libraries in all locations [SII.C.2].	Research has been conducted by library faculty and staff into usage of the college library and services available to patrons. To date an extensive survey instrument has not been launched to access the services/collections at all libraries. Library Faculty and staff have discussed the development of such an instrument and with the assistance of the Office of Institutional Effectiveness this instrument will be distributed, collected, evaluated and accessed. From there, the resulting findings will be incorporated into library academic and administrative program reviews.	In Progress: Implementing Sustainability Expected Resolution: Fall 2013 Responsible Party: Dean of Instructional Support Services
33	Initiate a marketing plan utilizing various media to promote LAS programs [SII.C.2].	A Marketing Plan has been implemented and is ongoing. LAS is developing the following modes of public relations in an effort to market program offerings: <ul style="list-style-type: none"> • Updated college web page • Facebook page • Governing Board presentation • College department and school meeting presentations • Academic Senate presentations • Opening Day workshops 	Issue Resolved
STANDARD THREE			
40	Continue to develop SLOs at the course and program level [SIII.A.1.c].	In 2011–2012, the following resources were made available to assist the college community in the assessment of SLOs: <ul style="list-style-type: none"> • ISLO Web Site • ISLO Resource Center • ISLO Academy Workshops • Discipline Program Pages All required outcomes have been identified and written. Staff, faculty and administrators are in the final stages of assessing outcomes. The College has reached the Proficiency Level on the <i>ACCJC Rubric for Evaluating Institutional Effectiveness</i> .	Issue Resolved
70	Revise the Classified Staff Handbook to include the Institutional Code of Ethics policy (No. 3050) for all District employees [SIII.A.1.d].	The provisions in the CBA and in District policy and procedure sufficiently address employee issues and District processes. Policy No. 3050 is applicable and accessible to all District employees. The Classified Staff Handbook is comprised of District policies and procedures. District policies and procedures which apply to all staff are reviewed and revised with input by employee constituencies. As policies and procedures are updated, the Handbook becomes quickly outdated.	Issue Resolved
50	Explore different avenues that would increase adjunct faculty participation in staff development activities	In the annual Needs Assessment Surveys of Part-time Faculty (spring 2010 and spring 2011), two main obstacles to participation were clearly shown: 1. SWCCD does not pay part-time faculty for participation in professional development (as other local community	In Progress: Implementing Sustainability

	[SIII.A.5.b].	colleges do, through Flex credit). 2. Many part-time faculty are not available to come to the college for workshops because they are busy teaching at other colleges or they work full-time. Some have expressed interest in late afternoon or evening workshops and others are interested in online workshops. The Staff Development Coordinator developed a series of workshops that qualified for “hurdle” credit in spring 2012. The Staff Development Coordinator is currently evaluating their effectiveness in increasing participation among part-time faculty.	Expected Resolution: Spring 2013 Responsible Party: Staff Development Coordinator
51	Complete a formal evaluation of the Staff Development Program on an annual basis [SIII.A.5.b].	In spring 2010, spring 2011, and spring 2012 a comprehensive Staff Development Needs Assessment Survey was administered to the four constituent groups: Full-time Faculty, Part-time Faculty, Classified Professionals, and Administrators & Managers. These Needs Assessment Surveys included questions designed to evaluate the effectiveness of the Staff Development Program and to highlight unmet needs for each constituent group. This Needs Assessment Survey will continue to be administered each spring and will be used to develop an implementation plan for the coming year.	Issue Resolved
20	Reactivate and update Achieving Institutional Mission (AIM) Program Review Committee and conduct a department reviews [SIII.A.6, SIII.D.1.a & SIV.A.1].	The Institutional Program Review Committee (IPRC) has been meeting for over 18 months. The IPRC has implemented an Institutional Program Review cycle for all instructional and non-instructional units. The entire cycle was completed by January 31, 2012. The Program Review reports were used for Institutional Prioritizations for the 2012–2013 Academic Year (AY).	Issue Resolved
64	Assess need for additional training on emergency response and safety issues [SIII.B.1.b].	The Emergency Operations Plan (EOP) has been completed by the consultant and submitted to the Federal Emergency Management Agency (F.E.M.A.) for approval. Once the Plan has received F.E.M.A agreement, it will be sent to the Governing Board for final approval. Once approved, the EOP is expected to be rolled out to the College community in a 3-Phase process including: <ul style="list-style-type: none"> • Planning • Training • College-wide preparedness Exercises 	In Progress: Implementing Sustainability Expected Resolution: Summer 2013–Fall 2013 Responsible Parties: Vice President for Business and Financial Affairs, Chief of Police, and members of the Safety Committee
65	Establish web access for emergency response training including use of internal media [SIII.B.1.b].	The Safety Committee is interviewing prospective vendors to complete the Mass Communication Plan. A company is expected to be selected by the end of August. Once the vendor is identified the Mass Communication Plan is expected to be completed in the 2012–2013 academic year. Strategies already completed include: <ul style="list-style-type: none"> • Emergency Preparedness Quick Reference Guide for faculty and staff • Emergency Preparedness Quick Reference Guide has been added to the Student Newspaper • Emergency evacuation maps have been updated and will be displayed across the college campus 	In Progress: Implementing Sustainability Expected Resolution: Fall 2013 Responsible Parties: Vice President for Business and Financial Affairs, Chief of Police
21	Based on the approved Five Year Technology Plan, implement policies	As part of the resolution of ACCJC Recommendation 6, a completely new five-year Technology Plan was developed and implemented and integrated fully with the College’s Integrated Planning process. New policies and procedures are being developed to formalize the development and implementation of future Technology Plans.	In Progress: Implementing Sustainability

	and procedures that institutionalize ongoing replacement of desktop hardware, technology infrastructure, and academic software as well as update its technology plan on a regular basis [SIII.C.1].		Expected Resolution: Spring 2013 Responsible Party: Institutional Technology Committee Co-Chairs
4	A written policy and procedures for preliminary budget parameter development should be created, adopted and implemented [SIII.D.1.b].	Drafts have been developed of a written policy and accompanying procedures for financial management and budget parameter development.	In Progress: Implementing Sustainability Expected resolution: July 2013 Responsible Party: Vice President for Business and Financial Affairs
5	The District should establish a transparent and clear shared-governance method of developing parameters for budget planning to alleviate the perceptions that resources are distributed unfairly and without long and short range planning for fiscal stability [SIII.D.1.b].	An integrated planning process tied to program review and aligned with budget allocation was established in fall 2011. As a result of the first planning cycle, a few modifications were made and the cycle will be reviewed for its effectiveness and modified as needed until the college is able to establish a smooth and seamless process. The integrated budget planning process involves all departments, schools, offices, units, and programs. These budgetary considerations are brought forward from the Budget Committee to the Shared Consultation Council, the college's leadership committee and prioritized accordingly. The college will experience its second full cycle of integrated planning beginning in fall 2012.	Issue Resolved
STANDARD FOUR			
46	Reconfirm the shared governance process for consultation and decision-making [SIV.A.1].	It has been reconfirmed at several SCC meetings that the constituencies will vote on the basis of consensus and with full consultation of their groups. With respect to AB 1725 items, only those that are mutually agree will come before the SCC as voting items; other 10 + 1 items will be provided to the SCC as information only, thus respecting Policy & Procedures 2515, the Role & Scope of the Academic Senate - 10 + 1 Agreement.	Issue Resolved
47	Clarify the shared governance process for consultation and decision-making with a flow chart and/or diagram showing the relationship of all standing committees, constituent groups, CLC, ELT, etc. to each other [SIV.A.1].	The latest SCC chart, newly approved in fall 2011, depicts all the constituencies and provides further clarification on those subcommittees responsible for Strategic Planning, Prioritization and Accreditation Standards.	Issue Resolved
44	Institute annual Standing Committee summary reports [SIV.A.2.a].	The SCC was provided regular reports by the Standing Committees to the SCC in written emails; in addition, the Standing Committees will offer an annual presentation to the Governing Board highlighting their accomplishments and documenting their progress on institutional goals.	Issue Resolved
48	Expand the District Standing Committees to include Equivalency, Program Review, and Accreditation [SIV.A.2.a].	The Standing Committees of the SCC now include the Accreditation Oversight Committee (AOC), and the Institutional Program Review Committee (IPRC). The College has also formed the Human Resources Committee, which will umbrella the Equivalency Committee, this has been mutually agreed upon by the Academic Senate and the District.	Issue Resolved

66	Include the original policy number on all new replacement policies [SIV.A.2.a].	Each revised policy refers to the policy that is being replaced.	Issue Resolved
67	Repeal policies that are replaced by another via Governing Board action to alleviate confusion as to whether these policies are still in force or not [SIV.A.2.a].	Outdated policies are not currently posted.	Issue Resolved
7	Include state discipline as an element in the course origination form [SIV.A.2.b].	During the 2011–2012 academic year the Curriculum Committee agreed to require all course origination forms for existing and new curriculum housed in CurricUNET to indicate the state discipline and minimum qualifications for faculty who would be considered to teach the course. The committee will continue to work in the 2012–2013 academic year to develop a workable plan involving faculty, especially department chairs, for retroactively adding this information to existing curriculum.	In Progress: Implementing Sustainability Expected resolution: Spring 2013 Responsible Party: Curriculum Committee Co-Chairs
8	Investigate how to become more selective in the curricula and programs offered at the College [SIV.A.2.b].	In spring 2012, the Vice President for Academic Affairs (VPAA) and the curriculum faculty co-chair presented to the Curriculum Committee research which showed the large amount of degree and certificate programs that are currently in the college catalog, an amount that is significantly larger than other area community colleges and universities. This conversation will continue in fall 2012 as the college reviews its priorities in course and program offerings in light of current budget conditions.	Issue Resolved: Ongoing dialogue will focus on the results of the investigation.
37	Implement yearly staff development training workshops on CurricUNET and curriculum development [SIV.A.2.b].	Workshops have been held during Opening Day and Staff Development day.	Issue Resolved
15	Enhance data collection, analysis, and research capacity to allow for benchmarking and monitoring of strategic plan accomplishments [SIV.A.3].	The following information depicts the progress made in 2011–2012: Data resources for determining institutional strategic goals and program review reports included: College Data Dashboard; campus climate surveys; student satisfaction surveys and internal/external environmental scans. Next steps will include implementing a research agenda and a benchmarking system that will provide for timely and accurate analysis for evaluation of unit annual goals and institutional strategic goals.	In Progress: Implementing Sustainability Expected Resolution: Fall 2013 Responsible Party: Office of Institutional Effectiveness
16	Promote the strategic plan and accomplishments within the institution and with the community at large [SIV.A.3].	The accomplishments of the Strategic Plan for 2009–2010 have been listed on the college website; the accomplishments/outcomes for the 2010–2011 Strategic Plan were also evaluated and posted. The results from the 2011–2012 year will also be posted on the College website and will be presented to the SCC for the representatives to share with their constituency groups.	Issue Resolved
17	Engage the college community and the community-at-large in the regular	The cycle for college community and external community’s participation in developing the strategic plan has been established and implemented; Regular review of the strategic plan has been established and implemented by the	Issue Resolved

	review of the strategic plan [SIV.A.3].	<p>SCC. Office of Research's twice annual review of institutional and unit goals; updating the 2012–2015 strategic plan will occur once a semester.</p> <p>The following information depicts progress made in 2011–2012:</p> <ul style="list-style-type: none"> • Strategic planning process for 2012–2015 began in October 2011 and included over 150 people from the community and the college discussing and identifying goal concepts and objectives to be addressed in the current three year strategic plan. 	
18	Analyze the responses found in the 2008 staff survey to ascertain the reasons for a generally lower level of satisfaction among the classified staff regarding the means of communication [SIV.A.3].	A series of four employee satisfaction surveys were conducted in 2010–2012 and the results indicated great improvement in the satisfaction levels amongst all employee groups.	Issue Resolved
42	Communicate the results of evaluations of governance and decision-making structures and processes to the college [SIV.A.3].	Emails from the Superintendent/President's Office as well as announcement of SCC items in the Academic Senate President's Reports are communicated to the College Community on a regular basis.	Issue Resolved
41	Develop a methodology and timeline to regularly evaluate the institutions' governance and decision-making structures and process [SIV.A.5].	The SCC has agreed to regularly review the institutions' governance and decision-making structures and processes at its annual August Retreat. This is stated in the Shared Planning & Decision-Making (SPDM) Handbook and is decided by consensus of membership at the Retreat.	Issue Resolved
34	Provide access, e.g. through the library, to enclosures for Special Meetings of the Governing Board, with the exception of those enclosures related to closed session items [SIV.B.1.a].	Enclosures for special meetings of the GB are posted on the College website 72-hours before the meeting.	Issue Resolved
52	Recommend annual Governing Board training pursuant to Policy 2710: Conflict of Interest and Policy 2715: Code of Ethics to reduce the likelihood of public perceptions of conflicts of interests or violations of the college's code of ethics [SIV.B.1.a].	Review of 2710 and 2715 was conducted in February 2011 and was placed on the GB Training Calendar in December 2011. Brown Act training was held on November 16, 2011 and has been added to the GB training calendar. Training will occur on an annual basis.	Issue Resolved
69	Develop an easily accessible, searchable, online site for all college policies in Web Advisor [SIV.B.1.d].	After a policy is approved by the Governing Board approved, it is posted in the Public Folders and on the main College website which is accessible to all District personnel. http://www.swccd.edu/4thLevel/index.asp?L3=440	Issue Resolved
71	Assure hiring processes are conducted according to established policies and procedures in order to avoid any future instance of Chancellor's Office oversight [SIV.B.1.d].	<p>In October 2010 Policy 2432: Selection of the Vice Presidents was updated to address concerns noted in the Site Team Evaluation Report.</p> <p>Hiring Processes are following established policies and procedures as evidenced by the recent hiring of the Superintendent/President, and 3 Vice Presidential positions.</p>	Issue Resolved

68	Develop and implement a process for a systematic, 3-year cycle of policy and procedure review [SIV.B.1.e].	Procedure is in development. The newly hired Vice President of Human Resources will oversee resolution of this self-identified issue.	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: Fall 2013</p> <p>Responsible Party: Vice President for Human Resources</p>
53	Train newly elected trustees prior to assuming office, in compliance with Policy 2740 [SIV.B.1.f].	New Governing Board member Peraza met with the Superintendent/President in July 2011 to review his role as a new Governing Board member. Trustee Peraza attended CCLC New GB Member training in January 2012. Regular training sessions are held for all Board members.	Issue Resolved
54	Document all Governing Board training [SIV.B.1.f].	Regular training sessions are held and the Superintendent/President's staff documents this information.	Issue Resolved
55	Revise Policy 2740 to include an annual session in which specific on-going development needs of the Board are identified [SIV.B.1.f].	Included in newly proposed Policy language. Policy 2740 will be submitted for a 1st Reading at the August 8, 2012 and is expected to be approved in September.	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: Early Fall 2012</p> <p>Responsible Parties: Governing Board, Superintendent/President</p>
56	Codify into a formal procedure the common practice for identifying the training and education needs of the Governing Board [SIV.B.1.f].	Procedure 2740 was approved by the Governing Board on June 13, 2012. The new procedure identifies the training and education needs of the Governing Board	Issue Resolved
57	Revise Policies 2740 and 2015 to include provisions for training the student trustee and team building with the voting Governing Board members [SIV.B.1.f].	<p><i>Policy 2015:</i> Provisions for training the student trustee is included in newly proposed Policy language. This Policy is currently under review by the Associated Student Organization (ASO) and is expected to be completed and approved in the fall 2012 semester.</p> <p><i>Policy 2740:</i> Provides language to ensure student trustee training. This newly revised policy will go to the Governing Board in August 2012 for a 1st reading and is expected to be approved by September 2012.</p> <p><i>Procedure 2740:</i> This procedure was approved by the Governing Board on June 13, 2012.</p>	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: End of Fall 2012</p> <p>Responsible Parties: Governing Board, Superintendent/President</p>
58	Revise Policy 2745 to include solicitation of input from the college community at least one month prior to the self evaluation in order that these findings are utilized in the self-evaluation [SIV.B.1.g].	Revised Policy 2745 has been developed and is currently under review by the Governing Board Policy Review Committee. Self-evaluations were conducted at a special June 2012 GB meeting. Procedure 2745 was approved by the Governing Board on June 13, 2012.	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: End of Fall 2012</p> <p>Responsible Parties: Governing Board, Superintendent/President</p>

59	Document in the Governing Board minutes the discussion of the self-evaluation results [SIV.B.1.g].	Superintendent/President will ensure that a discussion of the evaluation results occurs and staff will ensure that this discussion is noted in the Governing Board minutes in fall 2012.	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: End of Fall 2012</p> <p>Responsible Parties: Governing Board, Superintendent/President</p>
60	Disseminate the results of the annual Governing Board self evaluation to the college community via the college website and public folders in a timely manner [SIV.B.1.g].	Superintendent/President staff will ensure that the Governing Board self evaluation is made available to the college community through a variety of media channels in fall 2012.	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: End of Fall 2012</p> <p>Responsible Parties: Governing Board, Superintendent/President</p>
61	Recommend the Governing Board develop a procedure for evaluating and dealing with Governing Board behavior that violates Policy 2715: Code of Ethics [SIV.B.1.h].	Completed as part of the resolution for Recommendation 10.	Issue Resolved
62	Recommend the Governing Board protect and strengthen College's image in the public's eye through vigilant compliance with Policy 2715 [SIV.B.1.h].	Superintendent/President Nish to work on an implementation plan and evidence trail.	<p>In Progress: Implementing Sustainability</p> <p>Expected Resolution: July 2013</p> <p>Responsible Parties: Governing Board, Superintendent/President</p>
2	Ensure a timely response to recommendations made in Accreditation documents [SIV.B.1.i].	The Accreditation Liaison Officer (ALO) and the Accreditation Oversight Committee (AOC) provide oversight for all Accrediting Commission recommendations and ensure that a timely and accurate response is made.	Issue Resolved
45	Investigate ways to bring greater administrative stability to the college community [SIV.B.1.i].	Vice Presidents' salaries were realigned so that they are more in line with the Statewide average. This provided a better pool of applicants, and three new permanent Vice Presidents were hired in spring 2012. Another way that the College has worked to provide better administrative stability is to hire from within. There have been at least 6 hires in the last year that have gone from faculty or classified rank to that of administrator, providing stability and building trust between the constituencies.	Issue Resolved

GLOSSARY OF TERMS

List of Acronyms found in Midterm

LIST OF ACRONYMS FOUND IN MIDTERM REPORT

ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
AIM	Achieving Institutional Mission
ALO	Accreditation Liaison Officer
AOC	Accreditation Oversight Committee
ARCC	Accountability Report for Community Colleges
ATC	Academic Technology Committee
AUO	Administrative Unit Outcomes
CC	Curriculum Committee
CCLC	Community College League of California
CSLO	Course-Level Student Learning Outcomes
DE	Distance Education
FPPC	Fair Political Practices Commission
FTES	Full-time Equivalent Student
IPRC	Institutional Program Review Committee
ISLO	Institutional Student Learning Outcomes
ISP	Interim Superintendent/President
ISS	Instructional Support Services
IT	Institutional Technology
ITC	Institutional Technology Committee
MSE	Mathematics, Science and Engineering
ODE	Outcome, Data and Evidence
OIE	Office Institutional Effectiveness
PIE	Planning, Implementation and Evaluation
PSLO	Program Student Learning Outcomes
SCC	Shared Consultation Council
SLO	Student Learning Outcomes
SPDM	Shared Planning and Decision-Making
SPS	Strategic Planning Subcommittee
SWCCD	Southwestern Community College District
TPOT	Technology Plan Oversight Team
VPAA	Vice President for Academic Affairs
VPAS	Vice President, Academic Senate
VPBFA	Vice President for Business and Financial Affairs
VPHR	Vice President for Human Resources
VPSA	Vice President for Student Affairs
WASC	Western Association of Schools and Colleges