



October 15, 2012 Midterm Report

(Draft prepared for SCC: June 5, 2012)

*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

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 implemented to ensure the annual review is completed. It is reviewed at the annual August Retreat, the first official meeting of the fall semester by the Shared Consultation Council, revised if needed, and is *used to guide institutional decisions and the improvement of goals.* Action Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

1. February 9, 2011: District Policy 1200: Mission and Values was submitted to the Governing Board for second reading (approval). The Governing Board voted to approve District Policy 1200: Mission and Values.
2. August 3, 2011: District Policy 1200: Mission & Values reviewed at SCC Retreat.
3. November 16, 2011: revised District Policy/Procedures 1200: Mission & Values with new Vision Statement was presented and consultation was initiated.
4. November 22, 2011: District Policy/Procedures 1200: Mission & Values approved by the Academic Senate.
5. December 7, 2011: District Policy/Procedures 1200: Mission & Values approved by SCC.
6. January 2012: District Policy 1200: Mission & Values was submitted for 1st Reading to the Governing Board.
7. February 2012: District Policy 1200: Mission & Values was approved by Governing Board.

ESTABLISHED INITIAL WORK GROUP 1: MEMBERS

Lisa Ballesteros*(Faculty)
Alexis Davidson (Faculty)

Viara Giraffe* (Administrator)

*Work Group Co-Leads

As progress was made with this recommendation it became evident during the spring of 2010 that Recommendations One, Two, and Three were inextricably linked. In order to achieve integration Work Groups 1, 2, and 3 realized a need to merge. To that end, a new Work Group was established in June, 2010 and became Work Group 123.

WORK GROUP 123 MEMBERS

Valerie Goodwin (Faculty)
Patti Larkin (Administrator)
Angelica L. Suarez* (Administrator)
Kathy Tyner (Administrator)
Linda Gilstrap (Administrator)

Linda Hensley* (Faculty)
Angelina Stuart* (Faculty)
Dawn Taft (Classified)
Ron Vess (Faculty)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

Southwestern College has a board-approved mission statement that is published in the catalog and on college business cards (I.A.2). The statement by itself, however, is vague and does not define the college's education purposes or intended student population. The commitment to student learning is stated as a commitment to providing an appropriate learning environment (I.A.1). The mission statement therefore lacks the specificity needed to make it a usable touchstone for determining the appropriateness of student programs and services. Some information about the college's education purposes, such as meeting the needs of under-prepared students and developing career skills, is provided in the district policy (I.A)

There is also no documented process about how the statement is reviewed, the criteria used to evaluate it, or a cycle that ensures its regular review (I.A.3).

Due to the vagueness of the mission statement and the lack of ongoing college planning, the college's assertion that the mission is central to institutional planning and decision-making could not be corroborated. The college's interpretation of using the mission statement for planning is instead the identification of the need to make the mission statement more visible. This supposes that the college community is either unaware of the mission of the college, or, once aware, will automatically consider the mission in all subsequent planning. A more concrete process needs to be established for using the mission to provide parameters for institutional plans and decisions (I.A.4).

The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION ONE:

3. DESCRIPTION OF PROGRESS:

On August 3, 2011, the College District Policy 1200: Mission 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 the need for development of 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.

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 discussed the need for a vision statement and formed a task force 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 were then incorporated into the draft revision of the

Policy and Procedures 1200, which were sent out for consultation to the constituencies of SCC. At the December 7, 2011 SCC meeting, constituency input resulted in the selection of the preferred Vision Statement and final approval of the Policy and Procedures 1200: Mission, Vision and Values.

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 so as to allow for a full vetting by the college community and to allow the Governing Board to have a full review of the recommended changes as well as printing of materials containing the Mission, Vision and Values.

4. ANALYSIS OF RESULTS:

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. As part of the integrated planning cycle to correspond with strategic planning timelines, a comprehensive review is conducted. The criteria for the evaluation of the College Mission is based upon and linked with the established institutional performance indicators and Institutional Student Learning Outcomes (ISLOs). There is commitment, awareness and understanding that decisions must be based on the College Mission.

5. ADDITIONAL ACTION 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 with the allocation of resources and annual budget process. All of the policies and procedures to implement this integrated process are now in place and are enhancing our institutional effectiveness. The College completed another full cycle of implementation and evaluated the effectiveness of these changes in the 2011–2012 Academic Year at the SCC meeting on April 18, 2012.

Once the new District Policy 1200 was approved in fall 2011, a comprehensive marketing campaign was launched to promote the Mission, Vision and Values 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 in the College District.

6. EVIDENCE OF SUSTAINABILITY:

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

The Operating Principles for the Shared Consultation Council outline as its purpose the revision of the Mission statement at its first official meeting of the Fall Semester, the annual August Retreat on August 3, 2011. The Operating Principles were updated and approved by the SCC at the September 7, 2011 meeting.

The Mission Statement and the Strategic Priorities as well as Learning Outcomes and data have been incorporated into the Program Review forms to ensure that all processes, from curriculum to unit goals to larger prioritization processes, are supporting our College District's Mission in accordance with ACCJC standards. This recommendation is fully sustainable.

7. EVIDENCE:

SECTION Evidence Cited	
Attached	August 3, 2011: SCC Agenda/Minutes. District 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. District Policy/Procedures 1200 was presented and consultation was initiated.
Pending	November 22, 2011: Academic Senate Agenda/Minutes
Attached	December 7, 2011: SCC Agenda/Minutes. District Policy/Procedures approved by SCC.
Attached	January 2012: Governing Board Agenda. District 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. District Policy was approved by Governing Board.
Attached	Policy 1200: Mission, Vision, and Values
Attached	Procedures 1200: Mission, Vision and Values
???	SCC Operating Principles revised 09-07-2011

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 only after a herculean effort and involving the standing committees of the Shared Consultation Council (SCC). Integrated planning efforts have fortified and reaffirmed efforts towards the ACCJC recommendations concerning the Mission Statement, Program Review, SLOs, and the Technology Plan. Institutional dialogue and systematic analysis of outcomes, data and other evidence have supported this effort and made the College’s efforts to attain this integration a reality. Action Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

- The SWC Mission, Vision and Values has been reaffirmed and updated at its annual review.
- Presentation of External and Internal Scans at the 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.
- Community Forum for Strategic Planning on October 1, 2011
- Approval of the 201—2015 Strategic Planning Priorities, Objectives and Goals
- Redesign of the SWC Integrated Planning process (Visio Diagram)

ESTABLISHED INITIAL WORK GROUP 2 MEMBERS - SPRING AND FALL 2010:

Angélica L. Suarez* (Administrator)
Kathy Tyner* (Administrator)
Dawn Taft (Faculty)
Rudy Villegas (Student)
Ron Vess (Faculty)
Patti Larkin (Faculty)

Valerie Goodwin-Colbert (Faculty)
Lisa Ballesteros (Faculty)
Dan Moody (Faculty)
Linda Hensley* (Faculty)
Angelina E. Stuart* (Faculty)

*Work Group Co-Leads

As progress was made with this recommendation, it became evident during the spring of 2010 that recommendations 1, 2, and 3 were inextricably linked. In order to achieve integration Work Groups 1, 2, and 3 realized a need to merge. To that end, a new Work Group was established in June, 2010 and became Work Group 123.

WORK GROUP 123 MEMBERS—SPRING & FALL 2011

Valerie Goodwin (Faculty)
Patti Larkin (Administrator)
Angelica L. Suarez (Administrator)
Kathy Tyner* (Administrator)

Linda Hensley* (Faculty)
Angelina Stuart* (Faculty)
Dawn Taft (Classified)
Ron Vess (Faculty)

*Work Group Co-Leads

WORK GROUP 123 MEMBERS—SPRING 2012

Valerie Goodwin (Faculty)
Linda Gilstrap (Administrator)
Angelica L. Suarez (Administrator)
Kathy Tyner* (Administrator)
Susie Brenner (Faculty)

Linda Hensley (Administrator)
Angelina Stuart* (Faculty)
Dawn Taft (Classified) (true?)
Ron Vess (Faculty)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

The team recommends that the college establish, implement, and make known to the college community its planning processes, integrating financial, facilities, technology, and human resources plans to support its Educational Master Plan.

From 2003 through 2005, the college engaged in a collegial and systematic planning process that resulted in a strategic plan based on enrollment trends and budget. This process appears to have stalled in 2006, probably due to a rapid succession in college leadership. Very recently (since the pre-visit in September), the Superintendent/President has restarted the planning processes by keeping the goals of the 2006–2009 Strategic Plan in an effect until an updated plan can be created. The Superintendent/President has recognized the confusion over the roles of the various college committees and has begun to distinguish the roles of the College Leadership Council (CLC) and the Executive Leadership Team (ELT) and their responsibilities in college planning. However, the team validated that recent planning processes are dominated by administrators with few opportunities for widespread input and that there is a lack of information about how financial planning occurs and is monitored by the college.

The college has made a recent push to improve planning, and it recognized the need to integrate its multiple plans and to connect planning with resource allocation. The Educational and Facilities Master Plan, approved by the Governing Board in 2008, is one element of the strategic plan and is an attempt to integrate institutional planning across two areas.

The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION TWO:

3. DESCRIPTION OF PROGRESS:

The College demonstrates its commitment to accreditation and internal processes for self evaluation in the creation and establishment of the Office of Institutional Effectiveness (OIE) (date established). This office serves as the facilitating office for internal and strategic planning, annual mission statement review, providing reliable data and research to support grants and program review. With the hiring of the Dean of OIE, January 2011, this office now has XXXXX

At its annual Retreat on August 3, 2011, the SCC conducted its annual review of the Mission Statement and strategic planning. This annual review was facilitated by the Dean of OIE and the Academic Senate President. In the course of the review, it was determined that Policy and Procedures 1200 required a Vision Statement, which had become obscured by previous administrations, so the SCC opted to add one. A Vision Task Force was created by the SCC with the Dean of OIE as the lead and with several SCC members serving as members. (Membership list needed) The group was tasked with creating a Vision Statement and bringing it back to the SCC for review and approval. The task force met on two (?) occasions to review the purpose of a Vision Statement, the past SWC 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 at the SCC on (date here), which were vetted through SCC constituency members. At the following SCC meeting, (date), the following version of the Vision Statement was approved and sent forward to the Governing Board:

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 (date), the Governing Board reviewed Policy & Procedures 1200, which included this new Vision Statement, for first reading. Policy 1200 was then approved at the (date) Governing Board meeting and will be incorporated into the 2012–2015 Strategic Plan. The Mission, Vision and Values documents serve as the base of all institutional planning. To facilitate College posting, use and recognition of the Mission Statement, an abbreviated version of the Mission Statement in the Procedures, was approved by the SCC on (date); this was approved 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.

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 as well as community members with over 150 (#?) people in attendance. The Forum was organized and facilitated by the Dean of OIE and the Academic Senate President.

In addition to the Community forum, there were also two Flex Day Forum Workshops, Tuesday, October 11, 2011 and Wednesday, October 12, 2011, at which college constituencies and community members helped determine priorities and needs for each strategic planning priority to include in the upcoming Strategic Plan. Each strategic priority was presented by the Co-Chairs of the committee responsible for that priority, who provided an introduction to the session, led group discussions on brainstorming needs and provided an overview of participant input at the end of the session. Participants were then asked to move about the room,

review all eight strategic areas and vote on the most important items from each of the group-generated list of ideas.

After the workshops, the Dean of OIE captured and summarized all the input from these two workshops into a document that was presented to each of the committee co-chairs for review. After their input, the Dean of OIE compiled this information into a draft 2012–2015 Strategic Planning Priorities document, which was presented to the SCC on (date).

With constituent input, the need for more specific objectives and goals was found to be necessary before approval of this document could proceed. These were added and the vetted through SCC constituencies and were formally approved on (date).

To support the strategic planning priorities and to ensure that all ACCJC standards are addressed for the Self Evaluation Report, Workgroup 123 created a SCC Standing Committees Responsibilities Chart, which identified prioritization of program review request items, the institutional plans, strategic priorities, and ACCJC Standards that each standing Committee of the SCC would be charged with addressing. This chart was presented to the SCC and received constituency review with approval granted on (date).

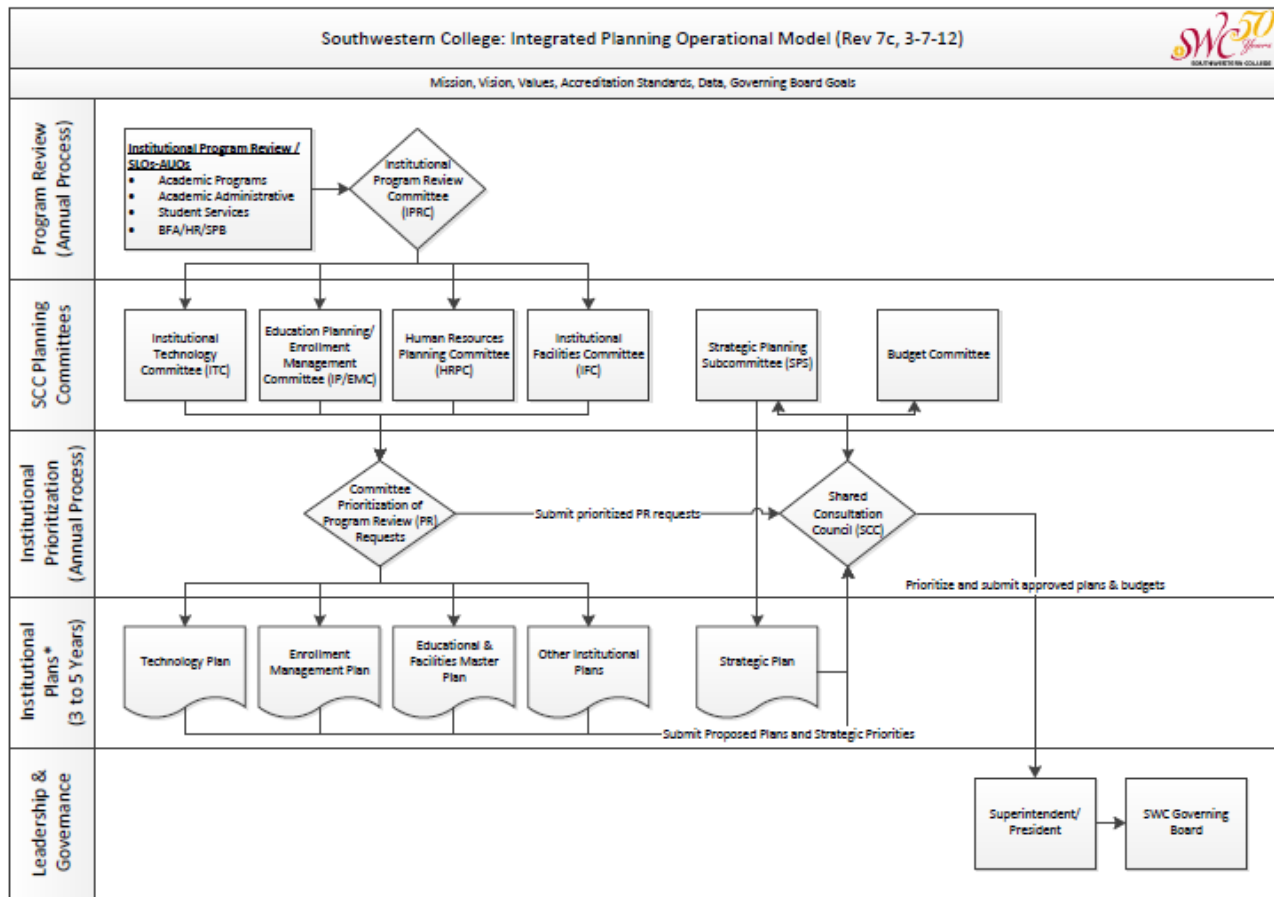
With the arrival of our new permanent Superintendent/President, Dr. Melinda Nish, the SCC reviewed and analyzed the SCC Standing Committees Responsibilities Chart, which was found to be cumbersome. After some dialogue and brainstorming with our new Superintendent/President, the chart was modified to include the addition of a Strategic Planning Subcommittee (SPS) to better focus the distinct committee charges, alleviate the burden on some committees and equitably charge all committees, including Budget Committee, with responsibilities towards 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.

The Institutional Program Review Committee (IPRC) continues to play a pivotal role in integrated planning efforts by establishing and overseeing the program review process at the institutional level. The IPRC 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 also has reviewed and included SLOs/AUOs in the Snapshot, which is a component of the Comprehensive Program Review form, to ensure that program review includes analysis of learning outcomes also. The IPRC Co-Chair is 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 to include a majority of the members originally included in the prioritization efforts, which reflect a broad constituency base, 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.

In the past, program review requests for funding were submitted by each administrative unit, which the Budget Committee prioritized, and thereafter a prioritized list showing which requests were funded was distributed to the College community. Since spring of 2011 and on an annual cycle since, the budget development and allocation process takes place in an open weekly Budget Committee meeting. The budget Committee, a standing committee of the SCC, is comprised of constituency representatives and is aligns its decisions to SCC funding priorities and has developed four budget 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 drives the budget allocation process for all budget cycles.



In the current academic year 2011–2012, the Budget Committee has addressed allocation of funds for program review despite the 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.

4. ANALYSIS OF RESULTS:

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, institutional Plans, strategic planning priorities and ACCJC Self-Evaluation Standards.
- c. Institutional program review is based on annual assessment of quantitative and qualitative data and learning outcomes and is linked to an established ongoing and systematic cycle of goal setting, resource allocation, implementation, and evaluation.
- 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, internal and external data, and ACCJC standards.

- 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 through full constituency input.
- f. Program Review assures improvement of student learning through funding of institutional needs for the integrity of academic programs, services and units as well as through the analysis and application of data and outcomes.
- g. The institutional planning cycle is assessed annually by the SCC and, as needed, revised to assure institutional effectiveness of the planning process.

5. ADDITIONAL ACTION PLANS:

With each cycle of planning, the College will review the efficacy of the process and will address any changes needed. 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 current academic year 2011-2012, for example, the Budget Committee has addressed allocation of funds for program review despite the 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.

6. EVIDENCE OF SUSTAINABILITY:

The College’s integrated planning process is now sustainable as evidenced by both the initial spring 2011 efforts as well as the continued 2011–2012 academic year cycle of program review, budget development, allocation of resources and institutional planning. The SCC Standing Committees, now empowered for effectiveness and redesigned for constituency input, provide the manpower and input necessary to ensure that ongoing comprehensive integrated planning takes place, allowing the College to focus on its Mission to constantly improve student learning and institutional effectiveness. The infrastructure with the SCC and within the College itself in the OIE have been established, which collaborate closely to ensure the sustainability of these efforts.

7. EVIDENCE:

	SECTION
	Evidence Cited

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 SWC Program Review process, formally drafted in the Program Review Handbook which retains the spirit of the Achieving Institutional Mission (AIM) Procedural Guide from 2000, has been reviewed, updated and approved by the Institutional Program Review Committee (IPRC), the Academic Senate and the SCC. In addition, the 2012–2013 Program Review/Snapshot Report cycle has been initiated with some revisions of the previous 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 fully sustainable. The utilization of data in program review and in campus-wide dialogue serves as a strong foundation for quality improvement and institutional planning. Action Plans have been developed to make sure that resolution of this recommendation remains sustainable.

To ensure the efficacy of the institution and to underscore the analysis of data, Policy and Procedures 4021 Program Discontinuance is currently being implemented. One recent example is the Electronics program, which is being assessed for viability of its certificates and degrees.

2. ACTION DEMONSTRATING RESOLUTION:

- Southwestern College has established an official, 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 programs at Southwestern College 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, technical, and financial resources for every fiscal year.
- Both the Snapshot and the Comprehensive Program Review provide the opportunity for reflection and assessment of key outcomes and data for institutional planning.
- The establishment of the Data Dashboard, a key component for academic program reviews which provides an online data resource at faculty fingertips, 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 of efficacy.
- All academic program review were made available electronically by the IPRC

There has been turnover in Senate leadership at the College, which is directly related to program review efforts. At the December 14, 2011, Governing Board meeting, the Academic Senate Vice President and Institutional Program Review Committee Co-Chair, was approved for a position as the Director of Institutional Research, Grants and Planning for the Office of Institutional Effectiveness (OIE). While this was a loss to the Senate, this move strengthened the OIE. In her place, an Interim Senate Vice President was appointed and is now co-chairing the IPRC for the spring 2012 semester while the Senate election results reveal a permanent replacement. Other than a minor delay in having prioritization information out to the SCC Standing Committees, the program review process has proceeded as expected, which is evidence once again that the process is sustainable. The Interim Senate VP is collaborating with the Senate President and the Institutional Student Learning Outcomes (ISLO) Coordinator on Institutional Program Review and the revision of the forms.

All academic program review were made available electronically by the IPRC Co-Chair via external hard drive on January 11, 2012. 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 with their own prioritized lists to their respective Program Review Chair. Each Chair electronically forwarded all program reviews for their area to the IPRC Co-Chair beginning January 21, 2012. The IPRC Co-Chair created a master template for each of the following categories: Facilities, New Equipment (more than \$5,000), Supplies and Minor Equipment (less than \$4,999), Overarching Institutional Needs, Technology Resources and Human Resources (new Classified and New Administrative positions). The Prioritized requests of each of the five Divisions were then separated into the categories previously listed. Prioritization lists were created for each type of need. For example, the prioritization lists for Facilities requests contained in this following order:

- The prioritized list of the Superintendent/President
- The prioritized list of the Vice President for Academic Affairs
- The prioritized list of the Vice President for Business and Financial Affairs
- The prioritized list of the Vice President for Human Resources

- The prioritized list of the Vice President for Student Affairs

The prioritization lists for each category were ready for distribution to each of the SCC Standing Committees responsible for prioritization. These are as follows:

SCC Standing Committee:	Program Review Prioritization Items:
EP/EMC: Educational Planning & Enrollment Management Committee	<ul style="list-style-type: none"> ▪ Supplies/Minor Equipment (Under \$4,999) ▪ Over-Arching Institutional Need
HRC: Human Resources Committee	<ul style="list-style-type: none"> ▪ New Classified Positions ▪ New Administrator Positions
IFC: Institutional Facilities Committee	<ul style="list-style-type: none"> ▪ Facilities needs ▪ Equipment (greater than \$5,000)
ITC: Institutional Technology Committee	<ul style="list-style-type: none"> ▪ Technology needs

Standing Committees met to establish criteria for their category/categories. Program Review request lists were sent to the appropriate Standing Committee Co-Chairs on February 29, 2012. Once the requests were prioritized, they were then listed in the Top 20 Form, to list the ranked items along with a rationale to help the SCC in decision-making. The addition of the rationale for the Top 20 List was a suggestion that sprung from a debriefing session from the SCC's spring 2011 prioritization process. In addition to the Top 20, the committees had to submit all the other requests in unranked order to strengthen transparency in decision-making. Standing Committee Priority Lists were due to the IPRC Co-chair by March 28, 2012.

The revision and approval of Program Review Handbook was also completed and approved in spring of 2012. The SWC *Program Review Handbook*, based on the original 1990 Program Review Guidelines titled *Achieving Institutional Mission* (AIM), includes the purpose, program review cycles and procedures. This document codifies the program review process and ensures that it is a data-driven process which is tied to the allocation of resources and allows for assessment of outcomes and other findings.

The Program Review Chairs 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 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 other two forms.

With the information from 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 to replace in both the Comprehensive and the Snapshot forms. This new form was presented and reviewed by the IPRC. It was determined that it was less cumbersome than the previous section lending itself better to the analysis and assessment of student learning outcomes and data. The recommendation was approved by the IPRC at their March 14, 2012 meeting. Subsequently, this form was included in the Snapshot form, which was then incorporated into all program review comprehensive forms for the 2012–2013 academic year.

The SCC piloted the Outcome, Data and Evidence form in April at its prioritization session. In it, the results of the most recent ARCC report were included as well as statistics from the ISLOs from the campus. This form was successful and the use of it plus the Top 20 list with Rationales provided sufficient data to the SCC to help with institutional decision-making, thus closing the loop on integrated planning.

ESTABLISHED INITIAL WORK GROUP 3: MEMBERS

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Patti Larkin (Administrator)
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Angelina E. Stuart* (Faculty)
Veronica Burton (Faculty)

*Work Group Co-Leads

As progress was made with this recommendation it became evident during the spring of 2010 that recommendations 1, 2, and 3 were inextricably linked. In order to achieve integration Work Groups 1, 2, and 3 realized a need to merge. To that end, a new Work Group was established in June, 2010 and became Work Group 123.

WORK GROUP 123 MEMBERS—SPRING & FALL 2011

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WORK GROUP 123 MEMBERS—SPRING 2012

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RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

The self study reports that there has been years of dialogue about student learning outcomes, but action to actually implement SLOs has only occurred in the past year and a half. Assessment of SLOs is a process in its infancy, so there has been no evaluation of the effectiveness of the student learning outcomes and certainly no integration into the process of determining institutional effectiveness.

The absence of a research office since 2005 has hindered the establishment of a robust culture of evidence, and there is little reference within the self study to any meaningful links between data, analysis, and planning.

As far back as 1996 the college was instructed to develop and implement a process for program discontinuance. Two issues arise regarding the college's response to meeting this recommendation. While the district approved Policy #4020 for program discontinuance in January 2006, the Governing Board then charged the Superintendent/President, Vice President of Academic Affairs, and the Academic Senate to establish procedures for program discontinuance. However, the procedures, while in place, have not been formalized. Additionally, the procedures as outlined in the self study are dependent on a fully functioning program review that includes utilizing data, assessing needs, and evaluating effectiveness in light of the evidence. Given the absence of a research office, it has not been possible for the program discontinuance process to be fully implemented. The college has not established the recommended culture of evidence and used it to ensure improvement of programs and services.

The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION THREE:

3. DESCRIPTION OF PROGRESS:

The College continued the processes established in spring 2011 for the new academic year 2011–2012. After some minor revisions of the processes, program review forms and documents were sent out by the respective program review committee chairs 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, while the Snapshot Reports were familiar to all who had submitted it the year prior.

Program review cycles vary by division/unit and state requirements but all units submit an annual review, whether comprehensive or annual snapshot. Academic Programs are on a three-year comprehensive cycle while Student Services and Administrative Units are on six-year cycles. All institutional comprehensive program review reports include the Snapshot form; therefore, a Snapshot Report is annually submitted by every discipline/unit. To maintain the integrity of all academic programs, service areas and administrative units, efficiency data is being reviewed collaboratively by the Administration and Academic Senate to ensure student learning as well as a strong foundation for future institutional planning.

To maintain the program review process, a new section regarding Student Learning Outcomes was included in the 2011 units' program review documents, both Comprehensive and Snapshot. After implementation in fall 2011 and completion of the first level of program reviews, the assessment of the efficacy of this form was discussed at the IPRC. It was determined that the original form was too cumbersome. The Institutional Student Learning Outcomes (ISLO) Coordinator, suggested replacing the original form with a simpler, more effective form, titled the Outcomes, Data and Evidence Sheet. This sheet will be included in the Snapshot, which will then be incorporated into the Comprehensive form. This simpler form allows for highlighting of pertinent outcome and data findings, which makes the process smoother and provides for more meaningful dialogue about the findings as well as ways to address the findings.

4. ANALYSIS OF RESULTS:

Program review processes have taken root at the College and are 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 have a rightful place 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 strengthened with the addition of new designated as the keeper of all data for program reviews as well as the archival office for all reports.
- Program Review has lead to meaningful institutional dialogue regarding allocation of resources, the Mission, shared planning and decision-making and data.

5. ADDITIONAL ACTION PLANS:

In summer 2012, the Director of IT will launch SharePoint, an intranet software that will provide a more accessible and user-friendly method of communicating and posting documents than the current Public Folders. With SharePoint, the posting of documents, agendas and minutes will be easier and more organized. It will facilitate transparency in all 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 database that can be used in SharePoint that will make

the compiling of program review reports by members of committees/units much easier and less stressful as well as require much less man-power to complete.

6. EVIDENCE OF SUSTAINABILITY:

The Institutional Program Review process at our College is fully functional and cyclical. Because all units are now participating in Program Review, the established processes are endemic and provide the foundation for all institutional plans, strategic planning and allocation of resources in a clear, transparent manner. The implementation, analysis and revision of both the forms and the process indicate that a paradigm shift towards deepening integrated planning, deepening commitment to student learning and maintaining the integrity of our courses and services in support of our Mission.

7. EVIDENCE:

SECTION	
Evidence Cited	

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

Southwestern College understands that it needed to be at the Proficiency Level by October 15, 2012. In accordance with the *Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes*, and ACCJC Standards the College has reached the Proficiency Level of SLO implementation, fully resolving this Recommendation.

Further, as stated in the ACCJC Follow-up Team Report, Southwestern College has resolved the following recommendations in regard to student learning outcomes:

- *The college used data and analysis to assess student achievement of those outcomes and use assessment results to make improvements.*
- *Establish and implement a collegial and comprehensive planning process that assures improvement in student learning.*
- *Improve program review across all areas; integrate it with student learning outcomes.*

Since spring 2011, Southwestern College has seen a dramatic increase in both awareness of and participation in the process of student learning outcome (SLO) assessment. As of our March 2011 report to the ACCJC, the College had identified *SLOs for all of its courses, academic programs, learning and support services; and identified administrative unit outcomes for all noninstructional areas.* By fall 2011 all these areas were participating in the assessment process. Since Spring 2012, the College has been using SLO results and analysis to assess student achievement of identified outcomes and has started using outcome assessment results to make improvements at all levels. Once all types of SLOs (CSLOs, PSLOs, AUOs, SUOs and ISLOs) were identified, our next goal was to measure and assess each of them. In early fall 2010 only about *one-third* of our instructional programs and

services and noninstructional and administrative units were fully engaged in assessing student learning outcomes; However, by early fall 2011 every single instructional program and service, and noninstructional and administrative unit was actively involved in assessing SLOs.

The largest challenge facing the College next was *closing the loop* on every SLO identified. To meet this challenge, the Outcomes Assessment Timeline [evidence: The ODE sheet] was developed in fall 2011 to help all instructional, service, and administrative areas plan for completing the assessment cycle for every SLO identified. By spring 2012 all instructional, service and administrative areas on campus had submitted a timeline to the Institutional Student Learning Outcomes (ISLO) Resource Center. All timelines are stored in the Office of Institutional Effectiveness. After a comprehensive review of the timelines submitted, all areas on campus are scheduled to complete the assessment cycle on each SLO identified by the end of spring 2013. As of summer 2012, all student services units had completed the assessment cycle on all AUOs identified. Faculty of instructional programs and services are working diligently to complete all assessments for identified SLOs. This has been an arduous task as Southwestern College has 121 academic disciplines. In the nearly 1400 courses that Southwestern College offers, over 4250 SLOs have been identified for assessment [evidence: eLumen report]. As of [insert current date] instructional programs and services have completed the following:

General Education Courses

- Courses with identified SLOs: 100%
- Courses with measured SLOs: 71%
- Courses with developed plans of improvement: 38%
- Courses with plans in place for “closing the loop” on assessment: 100%

All Courses

- Courses with identified SLOs: 99%
- Courses with measured SLOs: 39%
- Courses with developed plans of improvement: 17%
- Courses with plans in place for “closing the loop” on outcomes assessment: 100%

Instructional Support Services

- Instructional Support Services with SLOs identified: 5 (4 without)
- Instructional Support Services with measured SLOs: 2 (7 without)
- Instructional Support Services with developed plans of improvement: 9
- Instructional Support Services with plans in place for “closing the loop” on outcomes assessment: 100%

Student Support Services

- Student Support Services with SLOs identified: 23 (3 without)
- Student Support Services with measured SLOs: 21 (5 without)
- Student Support Services with developed plans of improvement: 26
- Student Support Services with plans in place for “closing the loop” on outcomes assessment: 100%

While all of our courses student learning outcomes (CSLOs) have completed a full cycle of assessment, many have [EDITOR'S NOTE: Sentence needs revising]. All course and program SLOs have been measured and have plans of improvement in place [evidence: eLumen report]. Recently designed plans are now being implemented at the course and program levels.

Assessment results obtained by the beginning of the fall 2011 semester entered the program review cycle and were used in the 2011–2012 prioritization process. Assessment results obtained by early fall 2012 were entered into program review in September and are currently moving up through the integrated planning process.

The SLO section of program review has been reviewed and revised twice since our last follow-up report—once in summer 2011 and once in spring 2012. The first revision highlighted progress in the assessment process and the reporting of results [evidence: first form]. However, after close review of the form, it was revised again to

focus primarily on SLO assessment results and to use those results as the basis for decision-making [evidence: ODE].

The Southwestern College campus community is committed to *closing the loop* on outcomes assessment. Today all academic programs, learning and support services, and administrative units are involved in planning, implementation, and evaluation process for student learning outcomes assessment. The college met the Commission's recommendations in accordance with the *Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes*:

- *Student learning outcomes and authentic assessment are in place for courses, programs and degrees.*
- *There is widespread institutional dialogue about the results of assessment and identification of gaps.*
- *Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.*
- *Appropriate resources continue to be allocated and fine-tuned.*
- *Comprehensive assessment reports exist and are completed and updated on a regular basis.*
- *Course student learning outcomes are aligned with degree student learning outcomes.*
- *Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.*

2. ACTION DEMONSTRATING RESOLUTION:

The turn towards embracing the student learning outcomes assessment process began in spring 2011. At that time, the College offered 100% reassigned time to the Institutional Student Learning Outcomes (ISLO) Coordinator. This decision afforded the coordinator the time necessary to consult with members of all campus constituencies and to develop, with members on the ISLO Committee, a variety of support services and revise the campus plan for SLO assessment. Support services and plans for SLO assessment include:

- providing more educational opportunities to learn about the assessment process,
- approving Flex and Hurdle Credit for faculty participating in ISLO workshops,
- funding more faculty at the School level to facilitate completion of the assessment process,
- increasing campus communication regarding assessment,
- assisting in immediate and long term planning for completing and closing the assessment loop,
- reviewing and revising the SLO/AUO section of Program Review,
- reviewing how SLO/AUO assessment results can be used to improve instruction and services at the course, program, service area noninstructional unit and administrative unit levels,
- reviewing and improving how SLO/AUO assessment results are used in program review, thus improving the use of results in integrated planning, and
- facilitating and maintaining institutional dialogue on SLO assessment results and their use in institutional improvement and in maintaining institutional excellence.

In fall 2011, the following educational resources were developed for the campus community:

- ISLO Resource Center staffed by the ISLO Coordinator and student worker [evidence, room 105R and Q]
- ISLO Academy Workshops educating and supporting faculty, staff and administrators at all levels of the outcomes assessment process. Workshop topics include Introduction to Assessment, Writing and Revising Outcomes, Creating Rubrics, Choosing the Right Assessment Tool(s), Using eLumen, Including Part-Time Faculty in Assessment, Running SLO/AUO Discussion Groups, and Program-Level Assessment [evidence, Staff Development announcements and sheet with descriptions of ISLO Academy workshops]
- ISLO Website addressing every aspect of student learning outcomes assessment including descriptions of the process, types of outcomes, how to assess outcomes, how assessment results are used in campus

decisions, and descriptions and links to the ACCJC Standards and website [evidence, <http://www.swccd.edu/~islo>].

- Program Pages (through Blackboard) containing all students enrolled in instructional programs by degree and certificate. These pages are used not only to inform students of SLOs, but as a general meeting place for majors to interact and become more involved on campus with discipline faculty and with their peers [evidence, screenshots of a program page or two].
- SLO and AUO Handbooks
- eLumen Handbooks for Academics and Student Services

Also, beginning fall 2011, scheduling of ISLO Academy workshops was expanded to meet the needs of all campus faculty, staff and administrators. Workshops were offered

- at Higher Education Centers upon request [evidence, meeting with HECNC faculty in FA11 and Meeting with HECOM faculty in FA11]
- in the evening to fit Non-Credit faculty schedules [evidence, 2 meetings with NC faculty one in FA11 and SP12]
- for individual discipline faculty [evidence, Political Science] and individual administrative unit personnel [evidence, minutes from meeting with Student Affairs fall 2011]
- SLO liaisons taking initiative to run workshops within their own disciplines [evidence, English and Art, check with Pati Hinck for other disciplines. [evidence: Workshop requests or attendance sheets].

In spring 2012, the College Negotiations Committee, Superintendent/President and Governing Board agreed to support SLO assessment by creating 9 paid ISLO Point Person positions—one position per School [evidence, SCEA communication to faculty]. Each ISLO Point is responsible for:

- tracking and encouraging the completion of SLO assessments and planning,
- helping train faculty to enter data into eLumen,
- facilitating ISLO Academy workshops for School faculty when requested,
- making regular announcements at School, Department and Discipline meetings regarding SLO assessment progress and results, and
- attending weekly meetings to discuss campus progress on SLO assessment, consult with Points from other Schools, assist in the alignment of assessment to meet accreditation Standards and campus Policy and Procedures 4350, assist in curriculum mapping, and assist in reviewing and revising institutional student learning outcomes when needed [evidence, meeting minutes].

In fall 2011, a conscious effort was made to regularly update the campus community on SLO progress. Communication regarding SWC's assessment progress was communicated via the following channels:

- ISLO Campus Updates sent monthly via email to all campus employees [evidence, include a few of the updates].
- Monthly and bi-monthly announcements by the ISLO Coordinator at meetings of the Academic Senate, Council of Chairs, Institutional Program Review Committee, Academic Program Review Committee and others.
- Regular announcements by ISLO Coordinator to the Shared Consultation Committee, the Enrollment Planning and Priorities Task Force, the Accreditation Oversight Committee, the Dean's Council, Student Services, Staff Development Committee and School Meetings [evidence, a sample of minutes from each of the meetings].

With both educational resources and a communication cycle in place, in spring 2012 the ISLO Committee began to focus on creating a media campaign to better inform the student body and local community of our student learning outcomes and educational goals. Currently:

- CSLOs can be found in syllabi, on Program Pages, and in CurricUNET [evidence: XXX].

- PSLOs are available for viewing on our campus website and through CurricUNET [evidence: link to CurricUNET].
- AUOs are posted on the campus website and in each noninstructional and administrative unit [evidence: link to AUO section of website].
- ISLOs available on our campus website [evidence: link to ISLO section of website].

While available for viewing in the venues listed above, the ISLO Committee felt that our SLOs should be more prominent. As ISLOs are the both the foundation from which all other outcomes are designed, and are the overarching skills our students are to achieve, the ISLO Committee decided to focus first on ISLOs in the media campaign. Emblazoned are Southwestern College's ISLOs on posters placed in key buildings all around campus, on table tents in the cafeteria and library, on bookmarks, and on flyers in all classrooms and labs. Newly printed flags hang from the Student Center, Library and other central buildings for all to see as they enter our campuses. Once the ISLO campaign was in place, it was extended to include the posting of PSLOs, AUOs and SUOs by each area on campus.

For planning purposes, in spring 2012, all instructional programs and services and noninstructional and administrative units completed an Outcomes Assessment Timeline [evidence: ODE]. The timelines, containing every SLO identified by discipline faculty, service areas, or units list when and how each outcome will be assessed. For each outcome is a listed dates for completion of major steps in the assessment process. The steps include:

- Dates when the outcome will be measured,
- Dates when colleagues will meet to review and analyze assessment results and create plans of improvement,
- Dates when plans of improvement will be implemented, and
- Dates when colleagues will meet to review and analyze results collected after plans of improvement have been implemented.

Completion of timelines is monitored by the ISLO Points of each School and the ISLO Coordinator. Timelines are updated yearly and submitted each fall with the Program Review Snapshot. In spring 2012, timelines for all areas on campus were collected by the ISLO Resource Center and are stored in the Office of Institutional Effectiveness.

Southwestern College began regularly using SLO assessment results for integrated planning in fall 2010. At this time, assessment results and progress was reported in Comprehensive Program Review and entered the planning cycle through the Program Review Snapshot. By 2011–2012, instructional programs, student service areas, noninstructional units and administrative units began writing and implementing plans of improvement based on SLO assessment results. On April 11, 2012, comprehensive ISLO results were presented to the Shared Consultation Council (SCC) for use during the Prioritization process.

At the end of the 2011–2012 Program Review process, input received from faculty and administrators regarding the SLO/AUO section of the Program Review Snapshot. It was indicated that SLO/AUO results should be more clearly linked to requests for allocation of human, physical, technology, and financial resources. In response, the Institutional Program Review Committee (in consultation with its subcommittees) created the Outcomes Data and Evidence Sheet to focus primarily on the use of SLO assessment results for decision-making.

To pilot the new Outcomes Data and Evidence Sheet, the Shared Consultation Council (SCC) used it as reference while making prioritization decisions [evidence, meeting minutes?] in April 2012. The ISLO data provided critical information regarding student learning to SCC Committee members as they prioritized campus-wide requests for human, physical, technological, and fiscal resources. A survey of SCC Committee members was conducted after completing the prioritization process to assess the validity and

usefulness of having such data available. After compiling and analyzing survey results, the Outcomes Data and Evidence Sheet was revised one last time by the IPRC (in consultation with its subcommittees) and then implemented in the fall 2012–2013 program review cycle.

Beyond using SLO assessment results in program review, in spring 2012 the Enrollment Planning and Priorities Task Force made a recommendation that SLOs be consulted when developing course schedules [evidence, actual recommendation sent to Enrollment Management Committee]. The Enrollment Management Committee accepted the recommendation [evidence: minutes] and it was forwarded to School Deans for use in scheduling beginning with the spring 2013 semester.

Campus-wide dialogue regarding student learning outcomes and assessment is becoming robust. On Opening Day for spring 2012, all instructional programs and services faculty/personnel and noninstructional/administrative personnel were invited/required to participate in Outcome Assessment Breakout Sessions. These two-hour sessions were dedicated to reviewing outcome assessment processes, analyzing assessment results, creating plans for improvement, and planning for future assessment cycles. The turnout was so successful and sessions so effective that it led to a decision by the Staff Development Committee to make outcome assessment breakout sessions a regular part of Opening Day activities for the next four semesters.

Discussion of student learning outcome assessment has become commonplace in campus-wide committees. Monthly announcements of SLO assessment progress and results are regularly consulted during decision-making. These committees include, but are not limited to, the Academic Senate, Institutional Program Review Committee, Academic Program Review Committee, Shared Consultation Council, Curriculum Committee, Enrollment Planning and Priorities Task Force, Accreditation Oversight Committee, *Institutional Finance Committee, Institutional Program Review Committee, Institutional Technology Committee and many others.*

Since our response to the Commission on Recommendation 4 in June 2011, the Southwestern College community has experienced a fundamental shift in its perceptions regarding the assessment of student learning outcomes. Not only is every institutional program and service and noninstructional and administrative unit actively participating in the assessment process, campus-wide dialogue regarding the use of assessment results to maintain institutional quality and make improvements has flourished. As a result, the institution as a whole is on its way to becoming more effective.

The Southwestern College community has made a firm commitment to student learning outcome assessment to maintain quality and make improvements. It now has in place:

- an assessment process that is ongoing and systematic, and is integrated into program review [evidence, program review/integrated planning],
- a structure/system for long-term planning of assessment cycles for each program, service and unit [evidence, timelines],
- forums for conducting campus-wide, reflective dialogue regarding outcomes assessment and using results for improvement [evidence, opening day workshops, inclusion of SLO/AUO talk in meetings for decision-making – like prioritization in SCC or in SCC standing committees],
- a clear process for using assessment results in program review and for requesting allocations of human, physical, technological, and fiscal resources, and
- a process for analyzing assessment results and using them to create plans of improvement to directly support student learning and success.

ESTABLISHED WORK GROUP 4: ISLO COMMITTEE MEMBERS

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Dagmar Fields (Faculty)

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Victoria Lopez (Faculty)

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The absence of a research office since 2005 has hindered the establishment of a robust culture of evidence, and there is little reference within the self study to any meaningful links between data, analysis, and planning.

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The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION FOUR:

3. DESCRIPTION OF PROGRESS:

After years of dialogue focusing on student learning outcomes, Southwestern College has made substantial progress in the assessment of student learning outcomes and use of its results. Evaluation of the effectiveness of student learning outcomes assessment and its integration into determining course, program, service, unit and institutional effectiveness has begun. Since fall 2011:

- The Office of Institutional Effectiveness was reinstated and is almost fully staffed.
- Requirements regarding SLOs were negotiated and entered into the faculty contract.
- Approving Flex and Hurdle credit for faculty attending ISLO Academy workshops.
- The ISLO Coordinator was offered 100% reassigned time and the ISLO Resource Center was created.
- Resources for educating the campus community about student learning outcomes assessment and facilitating the process have increased dramatically and faculty, staff, and administrative personnel are regularly using these resources.
- Student learning outcomes have been entered into eLumen for all courses and service areas measuring SLOs.
- *Through eLumen, all SLOs are mapped from the CSLO level, up to PSLO level and up, again, to ISLO level.*
- *All AUOs and SUOs are mapped from the department level, up to the division level and, again, up to the ISLO level.*
- All instructional programs and services and noninstructional and administrative units are involved in the SLO assessment process
- All instructional programs and services and noninstructional and administrative units have clear plans for completing assessment for all identified SLOs, AUOs, and SUOs.
- Appropriate resources have been allocated for SLO assessment and continue to be allocated as necessary.

- SLO assessment results are discussed at the course, program, discipline, school, and division levels are central to program review and for making improvements.
- SLO assessment results used in program review funnel up through the Shared Consultation Council (SCC) standing committees then, ultimately, up to the SCC for use in the prioritization for allocation of human, technology, physical and financial resources.
- Campus-wide dialogue of assessment results is becoming robust.
- The assessment process is now ongoing and systematic, is a key part of the program review process, and is a regular part of integrated planning at Southwestern College.
- Comprehensive assessment reports are generated through eLumen and SLO information distributed to the campus community monthly.
- Aggregated assessment results are readily available 24-hours a day for review by discipline liaisons by course, program and discipline through eLumen.
- *A measure for assessing student awareness of SLOs and PSLOs has been deployed.*
- The student learning outcome assessment process is reviewed regularly and revised as necessary.
- *In review of student learning outcome assessment results, the identification of gaps in the achievement of student learning outcomes is occurring. These gaps are addressed at the course, program, service area, school, division, and institution levels.*

Southwestern College has made tremendous progress in the assessment of student learning outcomes assessment and the integration of assessment results into its everyday campus functions. As described in the analysis below, Southwestern College firmly believes it has met the Proficiency level on the *Rubric for Evaluating Institutional Effectiveness – Part III Student Learning Outcomes* and is well on its way to Sustainable Continuous Quality Improvement.

4. ANALYSIS OF RESULTS:

In January 2011 the Office of Institutional Effectiveness (OIE) was created. Although staffed with only a director and a secretary for its first year, by spring 2012 it was staffed with a new Dean, Director of Grants, Senior Research and Planning Analyst, one fulltime and one part-time grant writer, a secretary and a clerk. Nearly fully staffed, this new research office has established itself as the center for generating campus-wide data and is ushering the College to create a culture of evidence. For the first time in years, there is a central place to store and access all institutional level data.

In fall 2011, the ISLO Coordinator was assigned to the OIE, and all ISLO assessment results and documents are compiled and stored in this new research office. The information provided by the OIE since its inception has proved an invaluable resource for institution-wide planning, program review, and the preparation of this report.

There has been tension on campus regarding the implementation of student learning outcome assessment, but that tension is loosening. Much of the tension resides in issues of workload and evaluation requirements. Almost immediately upon learning of outcomes assessment in 2003–2003, faculty members balked and the faculty union rallied against it. During 2010–2011, however, the union shifted its stance from counseling faculty against conducting student learning assessments, to “encouraging” participation in SLO assessment, but not “requiring” it. By spring 2012, the faculty union was actively negotiating for the inclusion of key language in the faculty contract in support of student learning outcome assessment [evidence, latest letter from union and any other formal decisions made between now and September]. *For example, in the newest contract language faculty are now required to include course SLOs in course syllabi.*

With the initial resistance to SLO assessment on campus, came a delay in campus-wide participation in education on student learning outcome assessment. In spring 2011, however, there was an SLO education revival. This revival was a direct result of campus leadership offering 100% reassigned time to the ISLO Coordinator and approval of Flex and Hurdle Credit for faculty attending ISLO workshops [evidence: SCEA contract language, email from VPAA approval]. Given the time necessary to develop educational resources

needed by the campus community, the ISLO Coordinator and ISLO Committee members created a variety of educational resources to facilitate the understanding, process, and use of assessment results. The educational resources developed include: ISLO Academy workshops, the ISLO website, required Opening Day SLO breakout sessions, eLumen courses and walk-in labs, and specialized workshops tailored to specific program, service area, and unit needs. Staff, faculty and administrators from all constituencies on campus regularly participate and use the resources [evidence; attendance or requests from Pati Hinck/Staff Development]. As the campus-wide understanding of the student learning outcomes assessment increased, so too did participation in the process. Now, all over campus, assessment results are used for conducting discussions, making improvements, and allocating resources.

A clear benefit of offering so many educational resources is the increased involvement of assessment campus-wide. As of fall 2012, every instructional program and service area and noninstructional and administrative unit is involved in the student learning outcomes assessment process and regularly reviews their assessment results. Based on assessment results, clear plans of improvement have been designed and many plans have been implemented and reviewed [evidence: plans].

In spring 2012, the campus community completed the mapping of all student learning outcomes. SLOs, PSLOs and ISLOs have been entered into eLumen for all instructional courses, programs and services. *Further, through eLumen, all SLOs are mapped accordingly from CSLO to PSLO up to ISLO. All AUOs are mapped from the department to division up to ISLO.*

The Staff Development Committee created a mandatory SLO breakout session on Opening Day, fall 2012. On that day, members from campus disciplines, service areas, and noninstructional and administrative units met. The purpose of the meeting was to analyze results of assessments and implemented plans of improvement, create new and revise existing plans of improvement, and complete the Outcomes Assessment Timelines in order to make plans for closing the loop on all identified SLOs, AUOs and SUOs.

At the beginning of the spring 2012 semester, it became evident that more human resource support was needed to reach our goal of Proficiency by October 2012. As a result, *the College Negotiations Committee, Superintendent/President and Governing Board* agreed to the creation of 9 ISLO Point People positions [evidence, ISLO Point Person List]. The Points, one per academic School, were paid \$2000 from March–June 2012 to facilitate the assessment process within their schools. Specifically, each Point was responsible for

- tracking and encouraging the completion of SLO assessments and planning,
- making regular announcements within his/her school,
- running discipline specific ISLO Academy workshops when requested,
- facilitating data entry into eLumen, and
- attending weekly meetings with the ISLO Coordinator and other Points to discuss topics including assessment progress, review ISLO and assessment results, participate in curriculum mapping of SLOs, and align campus assessment practices with accreditation Standards and campus policies and procedures.

Campus-wide dialogue regarding student learning assessment results is becoming robust and using results is now an essential part of program review. Assessment results are regularly discussed at the course, program, discipline, service area, unit, school, division, and institution levels [evidence, Opening Day breakout sessions, program review planning, designing plans of improvement, SCC minutes, planning committees]. Through program review our instructional programs, service areas and units enter student learning assessment data into the integrated planning process. Ultimately, student learning assessment results are used for the institutional decisions regarding the allocation of human, technology, physical and financial resources.

Assessment results are used to make improvements from the course, program, service area, or unit level up through the school, division, and institution level. They are being used to identify gaps in student achievement and being used to make plans of improvement to fill those gaps. *Most recently, SLO assessment results are being used for course scheduling [evidence, recommendation from EPPTF and minutes from EM committee]. Starting in fall 2012, SLO assessment results are being used in scheduling course offerings for the spring 2012 semester.*

Since fall 2011, reports regarding SLO assessment progress are distributed on a monthly basis to the campus community [evidence, a few ISLO Campus Updates]. Also, all discipline liaisons have access to discipline assessment results 24-hours a day through eLumen. Since mid-spring 2012, comprehensive ISLO assessment results are available for members of instructional programs and services and noninstructional and administrative units.

For the past two years the feedback regarding the student learning assessment process has been received by faculty, staff and administrators. However, what was missing was input from the student perspective. *In spring 2012, the ISLO Committee designed a student questionnaire to measure student awareness of SLOs and PSLOs. The Office of Institutional Effectiveness deployed the survey at the beginning of the fall 2012 semester. At the time this report was submitted, the ISLO Committee is waiting for the results.*

5. ADDITIONAL ACTION PLANS:

Although Southwestern College has faced challenges *closing the loop* on student learning outcomes assessment, it has made remarkable progress. *At the time this report was submitted, all administrative units, noninstructional units and student services had closed the loop on outcomes assessment. While a grand majority of the SLOs and PSLOs had been measured, faculty did not have the time necessary to close the loop on every single SLO and PSLO identified.* In a review of Outcomes Assessment Timelines submitted by all instructional program and service faculty/personnel, all SLOs and PSLOs are scheduled to complete the full assessment cycle by the end of spring 2013. *By the end of spring 2013, Southwestern College will fully complete our first round of student learning outcomes assessment.*

Originally, upon purchasing the eLumen software system, it was believed that the system could store both SLO and AUO data. Since actively using eLumen campus-wide, and working with eLumen staff to tailor the system to fit the College's needs, it was discovered that eLumen is too limited and cannot house both our SLOs and AUOs. To maintain the integrity of data entered, eLumen can only hold SLO data. eLumen is designed to house data collected from direct student contact, not data from indirect student contact (as is the case with many noninstructional and administrative units on campus). Southwestern College is currently seeking for a way to better merge SLO and AUO assessment results in order to gain a clearer view of how all the parts of our campus function as a whole in order to better meet our students' learning needs. *In fall 2012, Southwestern College began searching for alternatives to eLumen.*

While not stored in eLumen, AUO results are being stored in both noninstructional and administrative unit offices and the Office of Institutional Effectiveness. Results from AUO assessments are also reported yearly in program review.

After a review of the program review process of 2011–2012, the Institutional Program Review Committee (IPRC) and its subcommittees decided that SLO/AUO assessment results should play a more central role. In spring 2012, the SLO/AUO section of the Program Review Snapshot was completely overhauled to highlight assessment results instead of the assessment process. The new form titled, "Outcomes Data and Evidence Sheet," (ODE) asks that specific SLOs/AUOs measured be listed, their results explained, and necessary improvements stated [evidence, the ODE sheet]. The information on the form is used as the primary rationale for requests regarding the allocation of human, physical, technology and financial resources. In April 2012 the ODE was piloted in the SCC. After review and revisions, this new form entered the Snapshot in fall 2012. At

the time this report was submitted, program review was in mid-cycle. At the end of the current cycle, the new form will be reviewed and revised as necessary for future program review cycles.

Starting in fall 2012, all programs, service areas, and noninstructional and administrative units are required to submit an Outcomes Assessment Timeline with the Program Review Snapshot. This requirement allows all groups participating in program review the opportunity to review and revise their SLO assessment planning every year and keep track of their set student learning outcome assessment cycle.

6. EVIDENCE 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 campus 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
- obtaining student input on their perceptions of the SLO assessment process.

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

7. EVIDENCE:

SECTION	
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 Campus 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 Campus 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

The work group was charged with researching, preparing, and submitting a Substantive Change Proposal for Distance Education. The Proposal was submitted to the Commission's Substantive Change Committee for review at its June 2010 meeting. Action Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

A Substantive Change Proposal was submitted on May 5, 2010. The College received confirmation that the substantive change was accepted by the Commission (2.a.1). Based on the acceptance of the Substantive Change Proposal, full compliance with this recommendation has been achieved.

To assist in addressing Recommendation 5, the Accreditation Oversight Committee (AOC), established Work Group 5 representing a cross-constituency from all sectors of the College community.

Work Group (5) Membership:

Eva Hedger* (administrator)
Viara Giraffe (administrator)
Michele Fenlon (classified)
Diane Gustafson (faculty)

Mink Stavenga* (administrator)
Mary Wylie (administrator)
Lisa Ballesteros (faculty)
Gloria Castro (classified)

*Work Group 5 Co-Leads

The work group was charged with researching, preparing, and submitting a Substantive Change Proposal for Distance Education. The Proposal was submitted to the Commission's Substantive Change Committee for review at its June meeting. On July 13, 2010, the College received confirmation that the Proposal had been accepted.

Relevant Excerpts from the Evaluation Report:

The college was not able to provide documentation that a substantive change proposal to allow more than 50 percent of a program using distance learning had been submitted and approved despite having such a program in place.

The College was not in compliance with Eligibility Requirement 21 cited below:

Commission Eligibility Requirement 21:

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure To do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION FIVE:

3. DESCRIPTION OF PROGRESS:

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 (2.a.2) the 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, the Substantive Change work group was assigned Recommendation 5 and became an official work group of the Accreditation Oversight Committee (AOC). Work Group 5 was tasked with addressing the submission of a Substantive Change Proposal for Distance Education. The preliminary report was completed in March 2010 and was distributed to the college constituencies for input and review. After constituent feedback was reviewed and incorporated by Work Group 5, the draft proposal was then submitted to the AOC for review and approval and to the campus Shared Consultation Council (SCC) for input and approval as well. After receiving AOC and SCC approval, the ALO submitted the draft report to representatives from WASC. Their feedback and recommendations were incorporated into the proposal. The report 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 (2.a.3).

4. ANALYSIS OF RESULTS:

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

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 have been tasked with the monitoring responsibilities.

No new Distance Education Courses that would have triggered a Substantive Change Proposal have been approved since 2010.

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. If a Substantive Change Proposal was to have been triggered, the Office of ISS would have informed the Curriculum Committee (CC) of this situation and asked that the CC take this into consideration as it reviewed the new Distance Education course.

5. ADDITIONAL ACTION PLANS:

If in the future the CC approves the new 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. If it is determined that the program proposing to offer 50% of the units via Distance Education is ready to submit a Substantive Change Proposal, it will be prepared by the Office of ISS and presented to the ACCJC for approval.

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. Future proposals will also address the ability of new distance education programs to provide equivalent levels of student services as those provided in the face-to-face program offerings.

6. EVIDENCE OF SUSTAINABILITY:

- Oversight for DE courses provided by the Curriculum Committee.
- Oversight by the Accreditation Liaison Officer for all Substantive Change Proposals.
- No additional Substantive Change Proposals for Distance Education have been necessary.
-

7. EVIDENCE:

SECTION 2.a

2.a.1	ACCJC Action Letter re: Substantive Change Proposal Acceptance: July 13, 2010
2.a.2	SCP Task Force Meeting: October 21, 2009
2.a.3	Substantive Change Proposal Report: Distance Education

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 technology request sections 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 SWC 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, previously called Computer Support Services (or CSS), 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. Action Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTIONS DEMONSTRATING RESOLUTION:

The SWC 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 is walking our College into the twenty first century.

The ITC established the Technology Plan Oversight Team (TPOT) comprised of a group of key ITC members who are tasked with portioning out the Technology Plan Implementation Grid projects, are reviewed, approved and funded by the budget committee. These projects are then tracked and monitored by the ITC for progress on an online database.

Technology Plan Oversight Team (TPOT): Members

Paul Norris* (Administrator)
 Al Garrett (Classified)
 Patti Larkin (Administrator)
 Ben Seaberry (Administrator)

Elisabeth Shapiro* (Faculty)
 Kathleen Canney-López (Faculty)
 Claudia Durán (Student)

* TPOT Leads

TPOT members worked diligently over summer 2011 to create a new Technology Addendum to replace the woefully inadequate technology section within the current year’s program review report. A Technology Addendum was submitted along with every fall 2011 program review report for all campus units, academic, student services and administrative. The addendum is designed to outline the request at a variety of levels from 1 to 4 with four being the highest need, providing a rationale for the need which would be used for prioritization purposes. These details further the integration of all technology at the College and allow the ITC to make decisions on technology purchases with all the facts before them. Once completed, all Academic

Program Review Technology Addendums from all program reviews are compiled into a large electronic file, which is 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 this spring to assist in the accomplishment of this enormous undertaking.

The Director of IT, realizing a crucial need for key personnel in order to fully support the Technology Plan, hired several IT staff members that had been needed. These hires include the following IT staff positions:

- Programmer Analyst (Web), hired in October 2011
- Network Systems Analyst, hired in January 2012
- A Programmer Supervisor, (currently hiring this position - date to be included)
- Lead Lab Technician, hired as temporary stipend position in March 2012

In addition to these hires, the Director of IT also noticed that there was a significant lack of information available on Technology Plan items. Hence, the IT Director along with his team designed an online database for the SWC Technology Plan Implementation Grid. 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, providing current and transparent information for all technology decisions and users.

Yet another creation by the Director IT is the online database of all campus labs. This listing allows for all SWC staff to be able to view at a glance which labs have which software and/or hardware, further providing transparency in an area that had been lacking such openness previously.

The IT department was also established as the repository of all software licenses and paperwork for all purchased software. This Software Library is yet one more way that the College will ensure that technology purchases are made with full knowledge of college resources and needs and further ensures that licenses will be 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 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 form starting fall 2012. **Use of this form will assist in institutional decision-making and will bring College practices to proficiency level according to the ACCJC rubrics.**

As evidenced on the February 22, 2012 SCC minutes, the Shared Consultation Council (SCC) voted to approve an SCC Standing Committee Responsibility Chart, which details not only the institutional plans each committee is responsible for, but also the program review request items which they must prioritize, the Strategic Priority they should be addressing, as well as, the Self Evaluation ACCJC Standards they are charged with. The alignment of the Standing Committees with these areas ensures that decisions made in regards to technology are made based on the strategic priority for Institutional Technology & Research and that the goals remain focused on ACCJC standards. In addition, having the ITC become the committee responsible for these items further ensures that key constituencies are involved in supporting the annual review of the implementation grid for the Technology Plan as well as prioritization of technology needs.

In February 2012, it was discovered that the College had previously purchased SharePoint but had never implemented it. The Superintendent/President and the Director of IT along with the Dean of OIE and the Academic Senate discussed launching the intranet in spring. However, after discussion with other constituencies, it was decided that in summer 2012 SharePoint would be launched for full use by all staff and faculty in fall 2012. The use of the intranet alleviated the cumbersome use of 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 all 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.

MEMBERS OF THE INSTITUTIONAL TECHNOLOGY COMMITTEE (ITC):

Ben Seaberry, (Administrator/Co-Chair)	Kathleen Canney-Lopez (Faculty)
Angelina E. Stuart (Faculty/Co-Chair)	Elisabeth Shapiro (Faculty)
Paul Norris (Administrator /SCC Rep)	Maria Abuan (Faculty)
Jerry Gonzalez (Classified)	Scott Finn (Faculty)
Al Garrett (Classified)	Maria E. Martinez (Faculty)
Larry Lambert* (Classified)	John Vinson (Classified)
Claudia Durán (Student)	Tom Bugzavich (Classified)
Alix López (Student)	Nelson Reilly (Administrator)
Efren Barrera (Confidentials)	Kathy Tyner (Administrator)
Goldie Orvick (Classified – Recorder)	Patti Larkin (Administrator)

ITC Resource Members:

Melinda Nish, Ed.D. (Superintendent/President)
2 non-voting Vice Presidents (Joseph Quarles, Interim VPHR & C.M. Brahmbhatt, Interim VPBFA)
Linda Gilstrap (Dean of Office of Institutional Effectiveness)
Mink Stavenga (Dean of Instructional Support Services)
Wayne Yanda (Director of Financial Services)

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

The College supplies technology to support the needs of learning, teaching, and operational systems. However, technology, professional support, and technical staffing levels appear to have been reduced significantly by recent budget cuts.

The College currently is not assuring that technology support is meeting college needs (III.C.1.a). Committees are in place, but there is question regarding efficacy. The structure for technology services is not effective and the ability for Computer Support Services to replace computers is stymied by these processes, as evidenced by the inadequate Technology Plan 2005–2010.

The team feels that technology support, facilities, hardware, and software are not supporting the operation of the college. Staffing levels seem to be inadequate for the size of the institution. The college is not planning, acquiring, maintaining, upgrading, or replacing technology infrastructure or equipment to meet college needs, as evidenced by a college-wide crisis of outdated equipment. There is also no evidence that this plan has been properly vetted through the appropriate committees (III.C.1.c).

The team observed that technology planning is not aligned with college planning. Administrative program review is vital in this area and is conspicuously absent. While efforts have been initiated to integrate the college technology plan with other plans at the college, no evidence of evaluation, assessment, or analysis of how well they integrate or their efficacy was found (III.C.2).

The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION SIX:

3. DESCRIPTION OF PROGRESS:

There has been 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 the Technology addendums as well as with the approval of the created databases for tracking lab software and the implementation grid items. These efforts support the SWC 2012–2015 Technology Plan, institutional prioritization and the SCC as well as our on-going accreditation efforts.

4. ANALYSIS OF RESULTS:

The ITC, as the responsible SCC standing Committee for all issues dealing with technology, annually updates and reaffirms that the SWC Technology plan is a living College document, which reflects 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. Technology requests are now fully integrated with program review needs with the use of a new Technology Addendum, ensuring that this becomes a sustainable practice.

5. ADDITIONAL ACTION 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 for perfecting as well as some training and approval of internal 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.

6. EVIDENCE OF SUSTAINABILITY:

The ITC has been provided its own line item in the SWC budget, which will assure 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”, has been established at \$100,000 this year and will be increased by \$100,000 for the next five years until there is a \$500,000 annual fund for the technology items, as 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 will play a strong role in decision-making at the College in order to support a great teaching and learning environment that promotes student learning and success.

7. EVIDENCE:

SECTION	
Evidence Cited	

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.

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 includes 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.

The formal evaluation process used for professional development activities includes an evaluation of each activity and an annual evaluation of the Staff Development program which is included as part of the annual Needs Assessment Survey each Spring. Action Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

- 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.
- b. Annual Implementation Plan for Staff Development: The Implementation Plan for 2011–12 will be reviewed and will inform the planning process for 2012–13. The spring 2012 Needs Assessment Survey is currently underway and results will be 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.

MEMBERS OF THE STAFF DEVELOPMENT COMMITTEE

Diana Kelly (Chair)

Joseph Quarles (Administrator)

Tom Bugzavich (Classified)

Julie Villanueva (Classified)

Maria Olivas (Faculty)

Luis Osuna (Faculty)

Diana Avila (Faculty)

Rebecca Wolniewicz (Faculty)

Malia Flood (Administrator)

Patricia Hinck (Classified)

Bertha Rose Williams (Classified)

Larry Lambert (Classified)

Elsa Gerena (Confidential)

Diane Edwards-LiPeria (Faculty)

Angelina Stuart (Faculty)

S. Rob Shaffer (Faculty)

Joe Figuera (Administrator)

Jessie Ward (Student)

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

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 the activities (Standards III.A.5, III.A.5.a and III.A.5.b)

There is no evidence in the self study that the college provides all personnel with appropriate opportunities for continued professional development. The college does not plan and conduct professional development activities to meet the needs of its personnel, and to date the vacant Staff Development coordinator position has not been filled. There is no evidence of an adequate budget to conduct professional development activities. In the past five years there has not been a formal evaluation process completed for the staff development program.” (Standards III.A.5, III.A.5.a, and III.A.5.b).

The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION SEVEN:

3. DESCRIPTION OF PROGRESS:

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 plan 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.

The formal evaluation process used for professional development activities includes an evaluation of each activity and an annual evaluation of the Staff Development program which is included as 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 increased and includes the “Training Services Coordinator” position to provide for the coordination and delivery of software training for all staff.

4. 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, integrated planning for present and future professional development activities is accomplished through the Staff Development Office, and the College District has taken steps to provide an adequate budget to conduct professional development activities, when possible in the current budget environment and with the current budget challenges. With the establishment of a formal evaluation process completed for the staff development program, campus constituents are finding ample opportunity to pursue interests, both professional and individual, through our well-organized and effective staff development program.

5. ADDITIONAL ACTION PLANS:

The Staff Development planning process includes two plans which 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.

6. EVIDENCE OF SUSTAINABILITY:

The Staff Development program at Southwestern College uses the “Plan – Implement – Evaluate” 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

7. EVIDENCE:

SECTION	
	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. Action Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

Current action to demonstrate resolution of Recommendation Eight (a) includes:

- Posters giving the ground rules for civility have been placed in every meeting room.
- The new Superintendent/President, Dr. Melinda Nish, made a 30-day report to the campus 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. On February 28, 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 of transparency.

- 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.
- A follow-up Campus Climate Survey was launched on March 12, 2012, using the same instrument that has been used twice before.
- Morale has improved because of a pattern of promotion from within. The Director of Grants, who had been dismissed by the previous administration in March 2009, was rehired as Director of Research, Planning, and Grants in January 2011. In August 2011 she was named Dean of Institutional Effectiveness. The Dean of Mathematics, Science, and Engineering was named Interim Vice President for Academic Affairs, resulting in a faculty member becoming Interim Dean of MSE. A member of the counseling faculty was hired as Director of the Higher Education Center at San Ysidro. A faculty member was hired as Director of Research, Planning, and Grants.
- Opening Day ceremonies in fall 2011 and spring 2012 were planned by the Staff Development Committee, which has representatives of all constituencies. Performances by student groups provided the opening entertainment. The spring 2012 Opening Day ceremony was held in the gymnasium to provide enough seating for all employees, and offices were closed during that time to allow all to attend, something which had not been done before.
- The Staff Development Office foyer displays lists of employees who have formerly been SWC 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, and a farewell party for the outgoing Interim Superintendent/President.

ESTABLISHED WORK GROUP 8 (A and B): MEMBERS

Veronica Abitia-Rubio (Classified)	Miguel Aguilera (Classified)
Randy Beach (Faculty)	Patti Blevins (Confidential)
Maya Bloch (Faculty)	Kathleen Canney-Lopez (Faculty)
Silvia Cornejo-Darcy (Administrator)	Terry Davis (Administrator)
Michele Fenlon* (Classified)	Valerie Goodwin-Colbert (faculty)
Diane Gustafson* (Faculty)	Torrey Hubbell (Classified)
Phil Lopez (Faculty)	Joel Levine (Administrator)
Andrew MacNeill (Faculty)	Cathy Mc Jannet (Administrator)
Mark Meadows (Administrator)	Gonzalo Quintero (Classified)
Salvador Ramirez (Classified)	Marsha Rutter (Adjunct Faculty)
Angelina Stuart (Faculty)	Steve Tadlock (Administrator)
Rebecca Wolniewicz (Faculty)	Bea Zamora (Administrator)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

In 1996 and 2003 the college was given similar recommendations regarding issues of trust and creating an environment of mutual respect. Faculty, staff, and students reported to the visiting team that they operate in a “culture of fear and intimidations” and “lack of trust.” At both of the very well attended college forums, employees vocally indicated that this recommendation has not been adequately addressed. Employees stated that they were fearful for their jobs and that an atmosphere of distrust permeated the college. This negative climate was attributed to the Superintendent/President’s action to terminate some staff members following a vote of no confidence by both the faculty and the classified unions. In addition, students stated that they felt confidence by both the faculty and classified union. In addition, students stated that they felt their input in the decision-making process was not valued, their proposals were ignored, and decisions regarding class cuts and reduction in library hours were not made with their best interests in mind. The

long-standing nature of the recommendation, dating back over ten years, suggests that the negative climate is not the doing of the Superintendent/President, but the current administration has not succeeded in addressing the recommendation.

The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION EIGHT (a):

3. DESCRIPTION OF PROGRESS:

The electoral overthrow of the Governing Board majority in November 2010 was followed in quick succession by the resignations of the previous Superintendent/President and the Vice President for Business and Financial Affairs and the hiring of an Interim Superintendent/President, who was well chosen by the Governing Board. She came to the College just two months before the March 15, 2011, Follow Up Report was due and, with a can-do attitude, mobilized faculty, staff, and students in a way no one would have believed possible. The previous administration had hired a consultant to write a Technology Plan which had no input from on-campus constituencies, a plan which was inadequate. Despite the looming deadline, a group of dedicated individuals, staff, faculty and administrator 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 and made a personal appeal for the lifting of probation for Southwestern College. The entire campus was pleasantly surprised when we were not only removed from probation but fully reaffirmed citing that we had fulfilled the recommendations given to us.

Aware that we must continue to earn that trust and must show sustainability, the Accreditation Oversight Committee has continued to meet regularly, a full-time SLO coordinator was selected, and SLO workshops have been held regularly with SLO Point People who have been selected for every school.

4. ANALYSIS OF RESULTS:

The Interim Superintendent/President left in December 2011, at the end of the term for which she had been hired, 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.

Throughout the time when we had an Interim and now permanent Superintendent/President, constituency leaders (e.g. President of Academic Senate, President of faculty union, President of classified union) have met regularly with the Superintendent/President.

5. ADDITIONAL ACTION PLANS:

The Action Plans outlined in the evidence will ensure sustainability of a culture of mutual respect at SWC [2.g.31].

Although the College has set these short- and mid-range goals to achieve sustainability of the recommendation, *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* is a long term goal that will be continuously developed. An all-campus summit (Summit II) was held on 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 campus community, using the same comprehensive survey instrument used in November; the results are expected by the end of spring semester to ascertain improvement.

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” (**Where are we right now? What percentage of faculty represent the diversity of students? What areas and strategies can be identified?**) in spring semester 2012. There already are many programs on campus that celebrate cultural diversity, and while the Diversity & Equity Committee does not have a budget to sponsor such programs, they will endorse and promote them.

Another goal that has been addressed is “a campaign to promote core values”. In addition to revisiting the Campus Mission Statement and adding a Vision Statement to Policy and procedures 1200, the SCC also revisited and reaffirmed that our Values are the same. Thus, the Values in Policy 1200 have not changed. To ensure an environment of trust and respect and to promote them as part of our culture, there are now posters in all meeting rooms on campus that state the SCC-adopted rules for civility. Recognizing the need for celebrating employees, departments or groups who have brought honor to the college, the monthly Governing Board newsletter does this already, and when a new Director of Community & Media Relations is hired in spring 2012, a database of profiles will be developed for a new College website. The profiles will change on a regular basis but will be a permanent fixture on the website.

Work group 8A had 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. The “listening forums” held by the new Superintendent/President are a model for the proposed monthly forums, and the Superintendent/President has stated her intent to hold forums with the Cabinet at each site each semester. In March of 2012, the SCC task force for Reorganization discussion was asked to conduct forums to collect ideas about a possible Reorganization of Academic Affairs in an effort to streamline our effectiveness and to better utilize our resources and address program review requests that may be coming forward through the SCC prioritization process. These forums were conducted on Friday, March 23, Tuesday, March 27 and Wednesday, March 28 with additional forums being scheduled for early April. The results of these forums were brought to the SCC for discussion and for input at the (future date) meeting.

Yet another goal was identified as “Review human resources processes and modify if necessary; plan and implement mentoring opportunities for administrators, faculty, and classified.” The development of 360 degree evaluations, beginning with administrators, will be implemented in the spring 2012 semester. Work Group 8a had suggested that when seeking consultants, first consideration should be given to on-campus experts. This implies a database to be created to store the information. The Vice President for Human Resources position is in the process of being filled, as is the Public Information Officer/Community & Media Relations Director, and this is a goal to be undertaken by them as soon as possible after hiring.

6. EVIDENCE OF SUSTAINABILITY:

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

360 degree evaluations of top level administrators began in spring 2011.

The Superintendent/President has also 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 multiple groups on campus.

The Shared Planning and Decision-Making Handbook is being updated annually. The Shared Consultation Council designated the responsibility to the Office of Institutional Effectiveness with members from various constituencies.

7. EVIDENCE:

SECTION 2.g	
2.g	Evidence Cited

i. 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. Action Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

- 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 has been reviewed and updated in advance of the August 2011 Shared Consultation Council (SCC) retreat and is available in public folders.
- Regular (monthly) statements of the progress of negotiations are sent by the members of the negotiating team.

ESTABLISHED WORK GROUP 8 (b):

MEMBERS

Valerie Goodwin-Colbert (Faculty)
 Angelina Stuart (Faculty)
 Andrew MacNeill (Faculty)
 Bruce MacNintch (Classified)
 Mark Meadows (Administrator)
 Terry Davis (Administrator)
 Manuel R. López, Jr., (Student)

Randy Beach (Faculty)
 Diane Gustafson* (Faculty)
 Phil López (Faculty)
 Patti Blevins (Confidential)
 Michael Kerns* (Administrator)
 Joel Levine (Administrator)
 Nick Serrano (Student)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

In response to the last visit, the college created policies for more widespread input. Faculty and administration were given a prescribed role in governance and a voice in their areas of responsibility and expertise. Policies provided for student and staff input. However, college constituents report that, subsequent to the hiring of the current Superintendent/President, the policies which specify how information is brought forward from one committee or task force to the next level in the process have not been followed (IV.A.2, IV.A.3).

Despite policies and processes designed for college-wide participating in decision-making, these structures have not resulted in everyone working together for the good of the college. As a result of a collective inability to work together, the college has not carried through on many important issues identified in the last accreditation cycle. Faculty and students appear to want the last word on college decisions; administration appears to take a hard-line top-down approach to decisions [IV.A.1].

The 2003 team recommendations include "...that the college define the purpose and function of collegial consultation committees and councils, effectively involving faculty, staff, administrators, and students..." as well as ensuring a "...support environment of trust and respect for all employees..." While such consultation committees have either been instituted or re-purposed, it is apparent their purpose and function is unclear, and, in the midst of this confusion, collegial processes are rendered ineffective (IV.A.2). It could be construed that the college either is making a good faith effort to address the recommendation and foster collegiality, or that the college is merely, paying lip service; it is evident that too many within the campus community presume the latter. The obvious adversarial climate that exists on campus is destructive and disruptive to student learning. The college does not meet Standard IV.A. [2009 WASC Evaluation Report, pp. 33–34].

The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION EIGHT (B):

3. DESCRIPTION OF PROGRESS:

The Shared Consultation Council, earlier known as the College Leadership Council, was once a monthly 50-minute meeting in which 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, and meetings are now held weekly for approximately two hours. Membership is made up of all constituencies, and particular attention has been paid to the diversity of the representatives within a constituency. A Request for Consultation form was revised per Policies 2510 and 2515; 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.

4. ANALYSIS OF RESULTS:

One of the actions most indicative of the change at Southwestern College is the position of the student trustee (President of the Associated Student Organization) as voted by the Governing Board at their August 2011 meeting. The student trustee no longer just sits on the dais and watches, giving a constituency report at the appointed time, but now may make and second motions and receives the same compensation as the other trustees. No longer does the Governing Board pay lip service to shared governance.

5. ADDITIONAL ACTION PLANS:

The Shared Planning and Decision-making Handbook will be updated at the beginning of every academic year to reflect any organizational changes that have taken place in the previous academic year. A Task Force will be appointed in spring semester to review the Handbook and make suggestions for updates.

6. EVIDENCE OF SUSTAINABILITY:

The first update of the Handbook was presented to SCC at their August 2011 retreat. In the responsibility for the Handbook was placed with the Dean of the Office of Institutional Effectiveness.

7. EVIDENCE:

SECTION	
Evidence Cited	

j. 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, 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. Action Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

The current Board and its two newest members participated in two training/study sessions in February and March 2011 to further address and resolve Recommendation Nine. The Trustees fully understand and agree to adhere to its policy-making role and is committed to not interfering with the authority and responsibility of the Interim Superintendent/President for College operations. The *Southwestern Community College District Governing Board Accreditation Resolution on Governance* was approved by the Governing Board on February 16, 2011 as a public commitment to adhere to its policy-making role [2.i.1]. The former Governing Board also participated in five training/study sessions specifically addressing issues identified in this recommendation and several Governing Board policies and procedures have been revised in response to issues identified in the Evaluation Report [2.i.2].

Upon the arrival of the Interim Superintendent/President on January 24, 2011, immediate action took place to resolve Recommendation Nine. A training manual [2.i.3] was compiled with relevant Board information and provided to the Trustees at a three-hour Governing Board Study Session on February 16, 2011, which was facilitated by the Interim Superintendent/President. The Study Session agenda covered the following items [2.i.4]:

- Accreditation Standard IV: Leadership and Governance.
- Open discussion regarding “micromanagement.”
 - Agreement that for College business, communication between the Trustees and College staff will occur through the Superintendent/President.
- Education Code applicable to Community College Governing Boards.
- The CCLC Trustees Handbook–Tab 2: The Governing Board.
- The Governing Board Resolution to be committed to the ACCJC/WASC Accreditation Standards, particularly applicable to leadership and governance [2.i.1].
- A Training Manual of materials was prepared for each Governing Board Member and will be used as a living document [2.i.3].

- Recognition that the departure of the former Superintendent/President and the hiring of the Interim Superintendent/President has eliminated tension and has provided an atmosphere and structure for mutual trust and respect.
 - Openly commented “*that the prior tension between Board members previously existed because some trustees were prevented from having access to the former Superintendent/ President; this is no longer an issue with the prompt and respectful manner in which the Interim Superintendent/ President responds to Board requests.*”
 - Openly commented that Trustees’ “*negative comments against each other are no longer an issue; at this time, there is nothing but civility and cooperation since the incoming Trustees have been seated on the Board; there is unity of purpose and the Governing Board wants the Accreditation Commission to notice this.*”
 - Openly commented that as an example, “*the committee that President Nader formed for the selection of the Interim Superintendent/ President involved both new and previous Trustee representation working well together and included constituent participation; ... the Trustees are confident that the appointment of Trustee Hernandez and Trustee Roesch for the permanent Superintendent/ President Selection Committee will continue to work well together and demonstrates unity of purpose*”; the Trustees also noted that if there is not a unanimous vote on an item, the difference is no longer along factional lines.
- Recognition that the Trustees are committed to civility and respect, recognizing that there will be times when they have differing opinions.
- Accepted the comments from the Student Trustee that he, “*recognizes the lack of respect that divided the prior Board no longer exists*”.
- Discussion to “*acting as a whole*” once a final decision has been made without violating one’s freedom of speech.
- Recognizing the importance of not micromanaging as per the Accreditation Commission Standards and guidelines from CCLC; that these guidelines assume there is a competent Superintendent/President. However, when there are major concerns and issues with the competency or integrity of the Superintendent/President, the Governing Board agreed that what might appear as micromanagement may be their attempt to correct a problem.

All Governing Board meetings since December 2010 have been conducted in an atmosphere of civility and respect for each other and for those who participate in the meetings.

The Interim Superintendent/President confirms that Trustees are adhering to their policy-making role and not interfering in the general operations of the institution. Communication in the form of written reports and updates [2.i.5], between the Interim Superintendent/President and Trustees is provided on a regular basis to keep the Trustees informed. The Interim 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 Governing Board understands that failure to fully resolve Recommendation Nine could result in the Commission’s determination to move SWC from *Probation* to *Show Cause*. The Trustees recognize the seriousness of the situation, are committed to adhering to Standard IV, and believe they have submitted sufficient action to demonstrate compliance.

ESTABLISHED WORK GROUP 9: MEMBERS

- | | |
|--------------------------------|--------------------------------|
| Ron Vess* (Faculty) | Mink Stavenga* (Administrator) |
| Patti Blevins (Confidential) | Michele Fenlon (Classified) |
| Kimberlie Rader (confidential) | Bruce MacNintch* (Classified) |

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

There is disagreement among trustees on how the Board's role as a policy-making body reflecting the public interest is manifest. Some see themselves as budget watchdogs attending to small details of the operations of the District. Several interpret their role as a conduit for concerns from the college community, seeing a need to meet privately with college personnel (IV.B.1.a, IV.B.1.c).

There seems to be confusion among the board members over its role in setting college goals versus setting board and superintendent/president goals (IV.B.1.b).

The Board has an approved policy specifically delegating operational functions of the college to the Superintendent/President. Nevertheless, some college policies are inconsistent with the effective application of this policy. There is evidence that the Board has been kept apprised of the development of the self study (IV.B.1.i, IV.B.1.j).

Another example of Board interference occurred in 2006 when the Board insinuated itself into the hiring of the Vice President of Academic Affairs by not accepting the recommendation of the Superintendent/President and interviewing three finalists. As an apparent result of the Board selecting its own candidate, the Superintendent/President resigned. The current Superintendent/President reports that the Board elected to retain the right to interview finalists for vice president positions in its policy. According to multiple sources, under the current Superintendent/President the Board has not interviewed candidate in the hiring of the last four vice presidents. Trustees reported that they wanted the policy to remain in place until the newly hired Superintendent/President was established; the Superintendent/President has left the policy in place to build trust (IV.B.1.j).

Trustees interact regularly with college staff and think this direct communication is important; they report feedback to the rest of the Board and Superintendent/President. The Board reports that it seeks communication between its members and the college staff (IV.B.1.j).

The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION NINE:

3. DESCRIPTION OF PROGRESS:

The former Superintendent/President, the Accreditation Liaison Officer (ALO), and the previous Governing Board responded swiftly to the findings and recommendations of the site visitors and 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 of two separate Board training sessions. The first Board training session was sponsored by the Community College League of California and included the former Superintendent/President and all of the previous Governing Board members. Several outcomes were achieved as a result of the first training session [2.i.6] which took place on May 18, 2010:

- 1) The Board was given the opportunity to review and discuss its prescribed role with an objective and knowledgeable facilitator, Bill McGinnis, recommended by CCLC;
- 2) The facilitator was aware of and familiar with the concerns expressed in the Accreditation Report;
- 3) The Board was given handouts and guides to assist them throughout their tenure as members of the Governing Board; and
- 4) The Board was provided training on topics that included the following:
 - Ground Rules for discussions, meetings, and interactions
 - Board Governance

- Board Goals
- Accreditation Standards and Commission Recommendations
- Achieving High Performance
- Board Accountability

All of the previous Governing Board members also attended a presentation made at a Shared Consultation Council Retreat on August 5, 2010 [2.i.7; 2.i.8] by the President of the CCLC, Scott Lay, and the state-wide President of the Academic Senate for California Community Colleges, Jane Patton. The presentation focused on shared decision-making in California Community Colleges and addressed the roles of the Governing Board, the Administration, and faculty in the process [2.i.9].

The ALO also arranged for an intensive Board training session by Dr. Barbara A. Beno, President of the Accrediting Commission for Community and Junior Colleges, on September 23, 2010, which was attended by the former Superintendent/President and all previous Governing Board members. Dr. Beno communicated in advance with the CCLC facilitator to make sure that they were not duplicating their efforts. Dr. Beno’s presentation is included in the appendices [2.i.10, 2.i.11, 2.i.12].

The Superintendent/President’s Office also scheduled periodic Special Governing Board meetings to stay abreast of progress and Accreditation Oversight Committee work group updates (evidence cited in Section 1). During the Special Governing Board meetings, the trustees were able to discuss their concerns and receive feedback to their questions regarding the report as a whole, and this Standard in particular.

As a result of the Evaluation Report, the College has taken 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 Action Letter, the Governing Board took the following actions: 1) discontinued participation on the SCC Budget Committee (formerly known as the College Budget Task Force) and 2) eliminated Policy 2432, Selection of Vice Presidents [2.i.13]. In addition, the work group assigned to this recommendation followed up on other instances of Governing Board involvement mentioned in the Evaluation Report. It was confirmed that Board members no longer serve on, or sit in on, College committee meetings and at several Governing Board meetings it was made clear that communications between Board members and College staff need to be channeled through the Office of the Superintendent/President.

The following table provides a status report of relevant policies and/or procedures which have been reviewed, revised, approved, or eliminated:

#	Policy/Procedure	Status	GB Approval Date
2432	Selection of Vice Presidents	Eliminated	May 12, 2010
2710	Conflict of Interest Procedure [2.i.14, 2.i.15, 2.i.16]	Approved	June 9, 2010
2100	Board Elections Policy	2 nd Reading/Approval	March 9, 2011
3900	Freedom of Expression Policy	2 nd Reading/Approval	March 9, 2011
2510	Shared Planning and Decision-Making Procedure	2 nd Reading/Approval	March 9, 2011
2320	Special Emergency Meeting Policy	1 st Reading	March 9, 2011
2330	Quorum Policy	1 st Reading	March 9, 2011

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 on January 12, 2011 [2.i.17]. 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 [2.i.18].

The Interim Superintendent/President has established a strong working relationship with the Trustees, providing them with guidance and information regarding their role in policy-making. They have accepted this information and support and are committed to adhering to Standard IV.

The comprehensive November/December 2010 campus climate survey described in Recommendation 8(a) contained the following question: "The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College". Since 50% of the respondents disagreed (moderately or strongly) with this statement it was decided to include this question in the mini-survey conducted in March 2011. The results are described below.

4. ANALYSIS OF RESULTS:

As a result of the activities described above, 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 hire of the Interim Superintendent/President has eliminated tension and has already provided an atmosphere of trust and respect. The making and signing of the Governing Board Resolution mentioned above is but one example of this environment. The process to select the Interim Superintendent/ President was itself an example of a new commitment to a unity of purpose. The Selection Committee consisted of one continuing Board member and one new Board member, as well as constituent group representatives. The Board's choice on the new Interim Superintendent/ President was unanimous and all involved commented on the process signaling a new positive direction for the Governing Board.

All Governing Board meetings since December 2010 have been conducted in an atmosphere of civility and respect for each other and for those that participate in the meetings. The February 9, 2011, Governing Board meeting was one such example. Constituent group reports were moved to the beginning of the agenda, thereby allowing the Board the benefit of input from those groups in advance of their deliberations. As a result, there was not one request for public comment at the beginning of the meeting—a process that had previously taken up an hour or more. Despite some healthy debate on various issues the meeting still ended at 9:30 p.m., 30 minutes before the scheduled closing time, with the entire agenda being covered. Most of the Governing Board meetings in 2010 concluded without allowing for any constituent group input. The appendices [2.i.19] include a statement from an Associated Student Organization representative who provided a reflection on her impressions of the February 9, 2011, Governing Board meeting.

As described above a campus-wide mini-survey was conducted in March 2011 which included the following question: "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". Whereas in 2010 50% of the respondents disagreed with this statement that number was down to 12% in March 2011, a 38% decrease. Similarly, only 29% of the

respondents agreed with the statement in 2010 versus 61% in March 2011. A comparison between the 2010 and 2011 results show a statistically significant increase in the level of agreement with this statement [2.i.20]. 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.

Beginning in April 2011, the Governing Board has been 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 impending statewide budget cuts and enrollment projections and priorities [2.i.21]. The list of topics includes but is not limited to: Budget Development, Role of the Governing Board, Board Goals, Board Self-Evaluation, Accreditation, Categorical Funding, Understanding FTES, Foundation, Strategic Planning, Program Review, SLO Assessment and Measurement.

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. At that time, all members of the Governing Board signed the Ethics Form.

The Annual Governing Board Retreats are 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 is charged with making sure the annual Board Retreat is calendared.

Funding is available for additional Governing Board external workshops and training sessions, if deemed necessary.

As mentioned in the previous Recommendation 8(b), the College *Shared Planning and Decision-Making Handbook* has been finalized. This handbook further clarifies the role of the Governing Board and its individual members and will be helpful to the College community to understand the role of the Governing Board at Southwestern College and constituents' relationship to the Board.

5. ADDITIONAL ACTION PLANS:

- Maintain compliance with ACCJC Standards.
- Develop Procedure 2740: Board Education
- Develop Procedure 2745: Board Self-Evaluation

6. EVIDENCE OF SUSTAINABILITY:

- A permanent Superintendent/President was appointed.
- Governing Board has developed a training calendar.
- New Trustee Training has been provided.
- Governing Board self-evaluations are conducted on an annual basis.
- Governing Board has continually showed a higher level of respect towards one another.
- Governing Board is acting as a whole when reaching decisions.
- Governing Board members continue to be vigilant regarding behaviors that can be interpreted as micro-management.
- Ongoing and systematic Governing Board Training Sessions.

7. EVIDENCE:

SECTION 2.i	
2.i	Evidence Cited
2.i.1	SWCCD Governing Board Accreditation Resolution on Governance
2.i.2	SWC Policy 2410: Policies and Administrative Procedure
2.i.3	SWCCD Governing Board Study Session Training Manual February 16, 2011
2.i.4	SWCCD Governing Board Study Session Agenda February 16, 2011
2.i.5	Interim Superintendent/President Reports to the Governing Board
2.i.6	CCLC Board Training
2.i.7	SCC Retreat: Agenda
2.i.8	SCC Retreat: Minutes
2.i.9	SCC Retreat Presentation: Participating Effectively in College Governance
2.i.10	ACCJC Board Training—Dr. Barbara Beno: Presentation
2.i.11	ACCJC Board Training: Annotated Standards
2.i.12	ACCJC Board Training: Holding Board Presidents Accountable
2.i.13	SWC Policy 2432: Selection of Vice Presidents
2.i.14	SWC Procedure 2710: Conflict of Interest
2.i.15	Governing Board Agenda: June 9, 2010 re: 2710 Conflict of Interest Procedure
2.i.16	Governing Board Minutes: June 9, 2010 re: Approval of 2710
2.i.17	New Governing Board Member Orientation Session: January 12, 2011
2.i.18	CCLC New Trustee Workshop and Legislative Conference: January 21–24, 2011
2.i.19	Associated Student Organization: Governing Board Meeting Statement: January 2011
2.i.20	Survey Responses Comparisons
2.i.21	Governing Board Meeting Minutes: February 9, 2011

k. 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 SWCCD Board Ethics Policy and Procedures are in place and the Governing Board is confident they will address alleged violations effectively. A revised *Code of Ethics* Policy and a new accompanying Procedure were 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. The alleged situation whereby a conflict of interest with a former Trustee and a senior administrator has been eliminated, as neither are part of the College District any longer. Action Plans have been developed to make sure that resolution of this recommendation remains sustainable.

2. ACTION DEMONSTRATING RESOLUTION:

Code of Ethics: Although previously included in 2010 training, the Governing Board was provided with a copy of the SWCCD Board’s Code of Ethics Policy and Procedures at the February 16, 2011 Study Session. After considerable discussion and general comments about committing to the Code of Ethics, the Trustees were asked to sign the Code of Ethics form as required by the Board’s Code of Ethics Policy 2715. All but one member signed the form. This Trustee stated that he felt strongly about being ethical and believed he had the responsibility to act ethically at all times but he felt that signing the form would be violating his own code of ethics. He believed there were items in the Ethics Policy and procedures to protect a Board minority from the “potential unrestrained tyranny of a Board majority.” He also believed that one or more items in the Ethics

Policy were vague and potentially in violation of the U.S. and California constitutional rights to due process and until those were resolved, he declined the opportunity to sign the Ethics form but, nevertheless, was committed to ethical behavior. This Governing Board member wanted to make it very clear that not signing the form should not be construed as opposition to ethical behavior.

The other Trustees accepted this Trustee's position because of the strengthened mutual respect among Board members. Accordingly, the Ethics Policy and Procedures were referred to the Board Policy Committee for review and recommendation. The Policy and Procedure will be reviewed at the March meeting of the Board Policy Committee for presentation to the full Board in April for first reading, and at the May meeting for second reading and final approval [2.j.2]. Once this policy is revised, this Trustee feels he will be able to sign the Ethics Form at that time. The Board will not allow this matter to linger.

As an institution, SWC understands that Recommendation Ten has to be *fully resolved* for the Commission not to take further action against the College. It was ascertained that it would have been unethical to force this particular Trustee to sign the Ethics Form against his wishes as if he were being held hostage by the threat of Accreditation. It was further ascertained that the process currently used regarding the Ethics Policy is consistent with Accreditation Standard IV and that this Trustee's decision not to sign the Ethics Form, should not be used as a signal that Recommendation Ten has not been fully met.

Conflict of Interest: There is now clear evidence that a recusal process is followed. Agreed to at the February 16, 2011 Study Session, commencing with the March 2011 Board Meeting, the following statement is being placed on the agenda and will be 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.*" [2.j.3]

It should be noted that there previously had been an 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 [2.j.4].

In addition, consistent with other 2010 training, the Trustees had a lengthy discussion at the February 16, 2011 Study Session about the Conflict of Interest Policy and Procedures, confirming the 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, respectfully noting that there might be a Conflict of Interest situation that he/she might want to recuse himself/herself. Thus far, one Trustee recused himself on an item involving the acceptance of a monetary donation made to the SWC Sun student newspaper. Otherwise, there has not been a need for any current Governing Board members to recuse themselves for potential Conflict of Interest violations.

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 the availability of e-training from FPPC. They are also 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.

It should be noted that the two new Governing Board members received New Board Member Orientation on January 12, 2011 [2.j.5]. 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 [2.j.6].

Board Training: The Governing Board has also fully resolved Recommendation Ten from the 1996 and 2003 ACCJC/WASC Accreditation Report by:

- Committing to the fourth Wednesday of each month as needed, a training/study session in which such topics may be presented and discussed:
 - Budget Development Process/Budget Issues/Budget Reduction Options/College Priorities, etc.
 - Role of the Governing Board
 - Collegial Consultation/Shared Decision-making and the Academic Senate
 - 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
 - Other as identified
- Committing to calendaring the Annual Board Retreat
- Providing external opportunities through CCLC or ACCT for ongoing Board development
- Providing opportunities for specialized trainings or presentations from CCLC, ACCT, or the Accreditation Commission to further Board development
- Providing for the annual Board Retreat in which Board Goals and their Self-Evaluation will be Addressed.

Governing Board Annual Retreat, Board Goals, and Self-Evaluation: Although not noted in the actual recommendation, the Accreditation Team made the following comments: *The Board has not conducted an annual retreat; the Board has not conducted a self-evaluation since early 2009, and there is no evidence indicating integration of the Code of Ethics into the Board's self-evaluation process.*

Annual Board Retreat: Although the former Superintendent/President and Governing Board President were reminded by one Trustee to schedule the annual retreat per policy, it was not scheduled or held in 2010. The current Board understands this is a problem and has mitigated against such an omission again by establishing a firm date when Board Goals are developed and their self-evaluation will occur.

It should be noted that even though an annual retreat was not held in 2010 to develop Board Goals, in 2009, the Board developed three-year goals, which included the following mid-term goals for 2010–2011:

1. Develop and implement a timely comprehensive budget process that meets the Board's goals
2. Appraise the organizational effectiveness through assessment of at least two areas annually

After reviewing and having a thorough understanding of Governing Board roles, the current Board conducted its annual Board Retreat on March 12, 2011. Cindra Smith, consultant for CCLC served as the facilitator, putting the Board through effective processes and open discussion about applicable to their self-evaluation and the development of 2011–2012 Governing Board Goals. The facilitator also presented the Board with suggested self-evaluation modifications, based on CCLC recommendations, for enhancing their self-evaluation tool and process [2.j.7].

Addressing one of the Commission's self-evaluation comments about seeking external feedback, the Board also utilized results from the December 2010 Campus Climate Survey, the March 2011 Student Survey, and the

March 2011 Mini Survey as evidence for their self-evaluation [2.j.8]. These surveys will be completed annually to allow for external feedback to the Board in conducting their self-evaluation.

The Governing Board understands that failure to fully resolve Recommendation Ten from 1996, 2003, and 2010 ACCJC/WASC Accreditation Reports could have resulted in the Commission's determination to move SWC from *Probation* to *Show Cause*. The Trustees recognized the seriousness of the situation, are committed to adhering to Standard IV, and believe they have submitted sufficient action to demonstrate compliance.

ESTABLISHED WORK GROUP 10: MEMBERS

Ron Vess* (Faculty)

Patti Blevins (Confidential)

Kimberlie Rader (Confidential)

Mink Stavenga* (Administrator)

Michele Fenlon (Classified)

Bruce MacNintch* (Classified)

*Work Group Co-Leads

RELEVANT EXCERPTS FROM THE EVALUATION REPORT:

An ethics code and policy are in place, but the self study indicates that the Board does not deal with violations effectively. There is at least the appearance of a conflict of interest with a board member and senior administrator of the District having a personal relationship and with trustees sitting on another board that is responsible for the oversight of a fellow trustee's employer. However, there is no evidence that a recusal process is followed when decisions arise that may be impacted by these conflicts (IV.B.1.b).

The College acknowledged and accepted the findings of the Commission.

BACKGROUND AND PROCESS USED TO RESOLVE RECOMMENDATION TEN:

3. DESCRIPTION OF PROGRESS:

A subcommittee of work groups 9 and 10 was formed to review the two Governing Board Policies referenced in Recommendation Ten: No. 2710: Conflict of Interest and No. 2715: Code of Ethics [2.j.9; 2.j.10]. Upon review of the existing policies, the WASC recommendations, and sample policies and procedures from the Community College League of California (CCLC) and other community college districts, the subcommittee determined the following [2.j.11; 2.j.12; 2.j.13; 2.j.14]:

1. No revisions were necessary to Policy 2710: Conflict of Interest, which was approved by the Governing Board in March 2008 [Item 17A] [2.j.15; 2.j.16].
2. Procedure 2710: Conflict of Interest, needed to be drafted by the work group and recommended to the Governing Board;
3. Policy 2715: Code of Ethics, approved by the Governing Board in March 2008, required revision; and
4. Procedure 2715: Code of Ethics, needed to be drafted by the work group and recommended to the Governing Board [2.j.17].

Progress made and reported on in the October 15, 2010, Follow-Up Report is described in the section below.

▪ Procedure 2710: Conflict of Interest

The Work Group found that the majority of California community colleges with a Conflict of Interest procedure used the sample language provided by the CCLC, and therefore, decided to use similar language.

Because the WASC recommendation specifically stated the Board should “*establish and implement a formal procedure for handling potential conflict of interest,*” the work group decided to strengthen the CCLC language in two ways [2.j.18]:

1. Include a reference to Government Code Section 1097 which states the legal consequences of violations of conflict of interest laws; and
2. Include a procedure for monitoring and handling allegations of conflict of interest. The work group used as its model the language provided in the CCLC sample Policy 2715 regarding potential violations of the Governing Board code of ethics.

The previous Governing Board approved this Procedure at its June 9, 2010 meeting [2.j.19].

▪ Policy 2715: Code of Ethics

This policy, initially adopted by the Governing Board in March 2008, incorporated language regarding the process for handling violations. The work group removed this procedural language from the Policy. In addition to using the existing policy and the CCLC sample policy as a template, the work group also used as resources the Code of Ethics policies and procedures of West Hills Community College District and Mira Costa Community College District [2.j.20]. The revised Policy 2715 was approved by the Accreditation Oversight Committee (AOC) on July 14, 2010 and by the Governing Board Policy Review Committee on August 24, 2010. It went before the Governing Board for first reading at a special meeting on September 29, 2010; second reading and approval occurred at the following Board meeting on October 13, 2010.

▪ Procedure 2715: Code of Ethics

The new Code of Ethics Procedure 2715 is a comprehensive document supporting the Code of Ethics Policy. The work group recommended language stating the Governing Board’s commitment to the importance of using and complying with the Code of Ethics. Again, the Code of Ethics policies and procedures of West Hills Community College District and Mira Costa Community College District were vital resources. Noting the WASC Team’s recommendation to include a procedure for monitoring and handling violations of the Code of Ethics, the work group used the language provided in the CCLC sample Policy 2715 regarding potential violations of the Governing Board Code of Ethics as its model. The new Procedure 2715 was approved by the AOC on July 14, 2010 and by the Governing Board Policy Review Committee on August 24, 2010. It went before the full Board for first reading on September 29, 2010; second reading and approval occurred at the Board Meeting on October 13, 2010. The new Code of Ethics Procedure, addressed how the policy is to be enforced and how sanctions will be determined if the Policy is violated.

To avoid any potential appearances of conflicts of interest, Governing Board members have consistently followed a recusal process when decisions arose that may have been impacted by these conflicts.

4. ANALYSIS OF RESULTS:

The Governing Board has fully implemented formal procedures for handling potential Conflict of Interest and Ethics Policy violations as requested by WASC in January 2010. 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 a calendar that includes the Annual Board Retreat for the purpose of determining Board Goals and for review of the self-evaluation.

While the Governing Board conducted its self-evaluation at its retreat on March 12, 2011, it is presently revising the current self-evaluation form based on the recommendations made by the facilitator.

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.

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. At that time, all members of the Governing Board signed the Ethics Form.

The Board minutes serve as documentation when members recuse themselves due to a conflict of interest.

5. ADDITIONAL ACTION PLANS:

- Maintain compliance with ACCJC Standards.

6. EVIDENCE OF SUSTAINABILITY:

- Developed a Code of Ethics Policy and an accompanying Procedure.
- Ethics Policy and Procedure updated and implemented.
- Ethics Policy Declaration signed by all members of the Governing Board.
- Developed Conflict of Interest Policy and accompanying Procedure.
- Evidence of Governing Board member recusals.
- Superintendent/President has conducted several Special Governing Board meetings to provide additional information to assist Governing Board members in fulfilling their role to the college and community.

7. EVIDENCE:

SECTION 2.j	
2.j	Evidence Cited
2.j.1	SWC 2715 Policy and Procedure: Code of Ethics
2.j.2	Governing Board Ethics Signature Form
2.j.3	Governing Board Agenda Item 10: March 9, 2011
2.j.4	Governing Board minutes noting Recusal
2.j.5	Governing Board New Board Member Orientation: January 12, 2011
2.j.6	Governing Board Study Session: February 16, 2011 Item 10
2.j.7	Governing Board Retreat Agenda March 12, 2011: Self Evaluation
2.j.8	2010 Campus Climate Top 20, spring 2011 Student Survey; Mini Survey Results
2.j.9	Letter from Accrediting Commission for Community and Junior Colleges to Dr. Raj K. Chopra, President Southwestern College, January 29, 2010—Commission action to impose Probation on Southwestern College
2.j.10	Timeline for Work Group 9 & 10—March 16, 2010
2.j.11	Meeting Notes Work Group 9 & 10 March 12, 2010—Discussion of history and development of Board Policy and Procedure
2.j.12	Meeting Notes Work Group 9 & 10 March 23, 2010—The group’s two recommendations will be put in writing for presentation to AOC on 3/24/10.
2.j.13	Meeting Notes Work Group 9 & 10 April 13, 2010—developing language regarding the Code of Ethics Policy #2715 and Conflict of Interest Policy #2710

2.j.14	Meeting Notes Work Group 9 & 10 April 20, 2010—Draft procedures for Policy 2710 “Conflict of Interest” was reviewed and discussed. The draft incorporates language from the CCLC Procedure will be placed on the April 21 agenda for AOC.
2.j.15	SWC Procedure 2710: Conflict of Interest
2.j.16	Governing Board Minutes for Approval of Governing Board Policy 2710—Conflict of Interest, March 12, 2008
2.j.17	AOC Recommendation, Communication, and Approval Process
2.j.18	Description of violations from Evaluation Report; Southwestern College accreditation visit. This report represents the findings of the evaluation team that visited Southwestern College on October 5–8, 2009, p. 35, 38
2.j.19	Governing Board Minutes for Approval of Procedures regarding Board Policy 2710—Conflict of Interest, June 9, 2010
2.j.20	Community College League of California, Board Policy and Administrative Procedure Subscription Service. Models available via web access: http://www.ccleague.org/files/public/HowToGuide.pdf Board Policy 2710 & 2715, Administrative Policy 2710 & 2715, October 2007

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