

2009 Self Study

Institutional Self Study in Support of Reaffirmation of Accreditation



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

Website: www.swccd.edu



Institutional Self Study Report in Support of Reaffirmation of Accreditation

Submitted by:

Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910-7299

To:

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

August 1, 2009

Governing Board:

Jean Roesch, Ed.D., President

Nick Aguilar

Jorge Dominguez, Ph.D.

Yolando Salcido

Terry Valladolid

Leticia Diaz, Student Trustee
(June 2008–May 2009)

Raj K. Chopra, Ph.D., Superintendent/President



June 10, 2009

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

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

The Institutional Self Study Report is submitted for the purpose of assisting in the determination of the Institution's accreditation status.

We certify that there was broad participation by the campus community. We believe the Self Study Report accurately reflects the nature and substance of this institution.

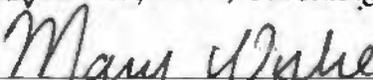
Signed



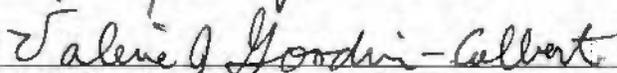
Raj K. Chopra, Ph.D., Superintendent/President



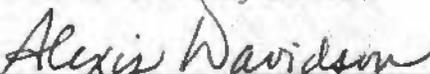
Jean Raesch, Ed.D., Governing Board President



Mary Wylie, Accreditation Liaison Officer



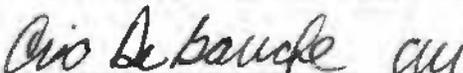
Valerie Goodwin-Colbert, Academic Senate President
Accreditation Faculty Co-Chair



Alexis Davidson, Accreditation Faculty Co-Chair



Wanda Maxwell, Classified Senate President



Chris DeBauche, Associated Student Organization President, Student Trustee

Southwestern College

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2009 Self Study

Introduction



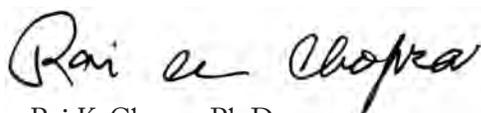
The process of accreditation provides the opportunity for a thorough self study of the institutional effectiveness of Southwestern College and through its critical review sets the planning agenda for the future.

The lead responsibilities for Accreditation were delegated to the Vice President for Academic Affairs, the Accreditation Liaison Officer, and two faculty co-chairs for the 2009 Self Study. An Accreditation Steering Committee was formed and work began in September 2007. After months of research, discussion, and evaluation, a draft document was written and distributed widely in November and December 2008. Forums were also held during this time at the Chula Vista main campus and at both Higher Education Centers. After reviewing all input received, the two co-chairs for each of the four standards updated their standard narratives. The document was forwarded to the one-voice editor for grammatical review. The draft Self Study was distributed to the Governing Board members prior to a special Board meeting held on May 21, 2009. The Self Study was brought back as an action item and was approved at the June 10, 2009 Governing Board meeting.

About two hundred college faculty, staff, administrators, and students actively participated in various aspects of the development of the Self Study, contributing their time, talent, and expertise. On behalf of the Governing Board and myself, I want to thank them for their thoughtful appraisal of the college and commend them for their willingness to work on such an important process.

For more than four decades, Southwestern College has been providing opportunities for higher education to our diverse student body, most of whom live in South San Diego County. The college has experienced many challenges over the years, but the last ten years have been turbulent in many ways. Since being hired by the Governing Board in August 2007, among my various goals have been the following: to enhance the trust relationship between the Board and its Superintendent/President; to restore continuity in upper management; to clarify the shared governance processes; to bring fiscal stability to the college despite these most troubling economic times; to require data-driven decision making at all levels of the institution; and to ensure that student success is our primary mission, one that we assess, evaluate, and improve upon each and every year.

I look forward to welcoming the ACCJC Visiting Team in October.



Raj K. Chopra, Ph.D.
Superintendent/President

ACKNOWLEDGEMENTS

We would like to thank our Self Study Steering Committee Co-Chairs and Standard team members for their participation in this endeavor. The Accreditation process on our campus is truly a labor of love and would not be possible without the dedication and commitment by our Steering Committee and the entire institution.

Each Standard Co-Chair devoted endless hours of time researching, assessing, and writing. Our thanks and appreciation are extended to the following: Viara Giraffe, Dean of Social Sciences and Humanities; Lisa Ballesteros, Professor of Sociology; Mia McClellan, Dean of Student Activities; Terry Davis, Dean of Health, Exercise Science and Athletics; Diane Gustafson, Library Faculty; Margarita Andrade-Robledo, Professor of Spanish; Kathy Tyner, Dean of Mathematics, Science, and Engineering; and Ron Vess, Library Faculty.

Additionally, we would like to thank our students, staff, faculty, and administrators for lending their voices, opinions, and suggestions for improvement so that we may continue to improve upon the quality of education and services we provide.

Southwestern College Accreditation Team

Alexis Davidson, Faculty Co-Chair

Valerie Goodwin-Colbert, Faculty Co-Chair

Mary Wylie, Accreditation Liaison Officer

The Southwestern Community College District, located south of San Diego and extending to the U.S.–Mexico border, is one of 72 community college districts in the California Community College system. It serves as the primary source of public higher education for approximately 400,000 residents of the South San Diego County area including the communities of Bonita, Chula Vista, Coronado, Imperial Beach, National City, Nestor, Otay Mesa, Palm City, San Ysidro, and Sunnyside.

The college began offering classes to 1,657 students in 1961, with temporary quarters at Chula Vista High School. Groundbreaking for the present 156-acre main campus was held in 1963; by September 1964 initial construction was completed and classes were being held at the new campus on the corner of Otay Lakes Road and H Street in Chula Vista.

In 1988, Southwestern College (SWC) established its Educational Center at San Ysidro on the memorial site of the McDonald's tragedy. The college again expanded its locations in 1998 by establishing the Higher Education Center at National City in partnership with San Diego State University. In 2004, the Higher Education Center at National City became an integral component of the Educational Village development with the construction of a new facility. A new Higher Educational Center at Otay Mesa opened its doors in 2007 as a regional center for educational training and development. In 2009, a new state-of-the-art facility replaced the previous San Ysidro site to serve its students and the community.

In addition to its Centers, SWC also provides classes at several extension sites throughout the District, and it operates an Aquatic Center in Coronado in conjunction with the California Department of Boating and Waterways/Cal Boating and the California Department of Parks and Recreation. Current enrollment, at all locations, is nearly 20,000 students. More than half of a million students have attended SWC since its inception.

The Western Association of Schools and Colleges has continuously accredited SWC. The college offers a comprehensive curriculum, preparing students for transfer to four-year colleges or universities and for jobs and career advancements. Of the more than 1,100 community colleges nationwide, SWC consistently places in the top 100 in the number of associate degrees conferred.

LOCATION OF SOUTHWESTERN COLLEGE

Southwestern College (SWC) is located in the southwestern corner of the United States, in south San Diego County, California. The college is comprised of a main campus in Chula Vista and three satellite campuses in San Ysidro, National City, and Otay Mesa. Classes are also provided at extension sites throughout the District. The main campus is in Chula Vista, twelve miles south of the City of San Diego and eight miles north of the U.S.-Mexico international border. The college serves an estimated 470,422 residents within the boundaries of the Southwestern Community College District, which encompasses the communities of Bonita, Chula Vista, Coronado, Imperial Beach, National City, Nestor, Otay Mesa, Palm City, San Ysidro, and Sunnyside. The population of San Diego County is estimated at over 3 million.

THE DIVERSE DISTRICT COMMUNITY

San Diego Association of Governments (SANDAG), the regional planning organization for San Diego County, reports that residents within SWC's service area earn less and are less educated when compared to the County as a whole. Almost 74% of the people living within the SWC District boundary are from ethnic (non-Caucasian) minority groups. Over 53% of the population is Hispanic, 13% are Asian or Pacific Islander, and 5% are African-American. Based upon the 2000 Census, SANDAG reports that the poverty rate in the District is 15% higher than the rest of the County. Only 72% of the residents over the age of 25 have completed high school, compared to the County average of 85%. In addition, only 17% of the residents have earned a bachelor's degree, compared to 36% for the County as a whole. District residents are more likely to be employed in lower paying clerical and service jobs than elsewhere in the County (40% for the District, 36% for the County).

SNAPSHOT OF THE SERVICE AREA

In developing the Southwestern Community College District Educational and Facilities Master Plan, it was determined that the "effective service area" was best represented by a 10-mile ring with the college at the epicenter as opposed to simply utilizing data from the District's official boundaries. This 10-mile ring geographical area has a current population (2006) of 954,707 people. This population is growing at an annual rate of 1.39%, below the statewide average of 1.55%. The annual rate of growth of median household income is 3.23%. This demographic marker slightly outpaces the statewide growth rate of 3.18% but falls below that of the nation, 3.32%. The analysis further discloses that households in the service area are growing at a rate of 1.23%, a rate that is a bit slower than the statewide average (1.41%). The fact that the population is growing faster than the number of households indicates that the average household size is growing. While this data is three years old, it does give a snapshot at the time the Self Study research was being conducted. Due to the current economic recession, these growth rates may certainly have slowed.



The following community demographics are also taken from the Educational and Facilities Master Plan*:

HOUSEHOLDS BY INCOME

The majority of households in the service area have incomes ranging from moderately high to very low. Over 51% of all households in the ten-mile radius earn less than \$50,000 annually and 22% earn less than \$25,000. This is in contrast to the 16.6% with a household income greater than \$100,000 annually. Nearly one-fifth (18.9%) of households earn incomes within the \$50,000-\$74,999 category. That category is projected to remain flat with little or no change over the next five years. However, upper income households are projected to substantially increase over the next five years compared to the low income categories where the percentage of households will decrease. The college service area has a median household income of \$48,519, average household income of \$64,043, and per capita income of \$20,049, which are below average compared to other areas of San Diego and neighboring counties.

AGE PROFILE

The age group that is traditionally targeted by community colleges includes individuals between the ages of 18-24 years old. This age group constitutes approximately 15% of the service area population and is projected to remain at that level through 2011. The other age categories in the Southwestern College service area reflect little or no change, with the exception of a small increase in the 55-64 age group.

RACE AND ETHNICITY

Hispanic residents currently comprise the largest percentage ethnic group in the ten-mile service area (47.6%), followed by Caucasians (45.5%). The percentage of Asians living in the service area is 12.8%, African Americans constitute 9.9%, and American Indians represent less than 1%. The percentage of Hispanics is expected to continue substantial growth, from 42.9% in 2000 to 51.5% in 2011.

STUDENT ORIGINS

Southwestern College draws the majority of its students from the cities of Chula Vista, Otay Mesa, National City and San Ysidro. Together, these four communities account for 90.4% of the total student enrollment. The majority of students attending the college are from Chula Vista accounting for 56.4% of the total enrollment. Otay Mesa provides 17.6% of the student enrollment, and National City and San Ysidro each contribute about 8%. In general, enrollment patterns appear to be fairly stable among the service area communities.

* Source: ESRI BIS Data Systems; analysis Maas Companies, Inc. for the Educational and Facilities Master Plan.

ADULT STUDENT MARKET

Given steady growth in the overall population of the region it serves, as well as the changing and ever-volatile nature of that population and the local economy, Southwestern College commissioned the Aslanian Group to conduct an adult student market analysis within its service area. The study was conducted during the winter of 2008 to ensure that institutional policies and practices continue to be responsive to changing needs and demands. The market analysis reveals the demand for first- and second-year college study among adults (21 years of age or older) who had engaged in such study in the last five years, or had firm plans to do so in the next year. It also separated the decision-making patterns of prospective students (21 years of age or older) who applied to Southwestern, but who did not enroll; students (21 years of age or older) who enrolled between July 2005 and July 2006 for credit courses, but have not enrolled since; and finally, Southwestern College's current students (21 years of age or older). An examination of the supply of degrees and certificates from other selected institutions in the region was also carried out. The analysis was preceded with a demographic profile of learning demand among adult residents of the Southwestern College District, based on census and other data. The report's Executive Summary highlights key outcomes and offers action recommendations for expanding Southwestern's market among adults 21 years of age or older in its service area, including:

- **Location:** Develop satellite campuses in new locations, such as Coronado and Imperial Beach, and expand the offerings and visibility of Otay Mesa and National City.
- **Upper-level Coursework on Chula Vista Campus:** Establish partnerships with selected four-year institutions for the offering of upper-level coursework and degree programs on the main campus to facilitate a seamless and convenient transition for baccalaureate-bound students.
- **Promotion and Marketing:** Expand and improve advertising to raise and enhance Southwestern's profile and visibility among prospective students.
- **Southwestern Website and Electronic Marketing:** Ensure that websites and search engine assistance are well-presented since many adults find colleges via those formats.
- **Nondegree Study:** Promote actively Southwestern's education options for nondegree study, providing at least equal emphasis to nondegree as degree study. Offer and emphasize study in the liberal arts (most often for transfer purposes), business, social sciences, the arts, and computer science.
- **Course Length:** Vary the length of courses by adding more short-term courses lasting 10 or fewer weeks.

- **Online Formats:** Expand the offerings of courses in hybrid formats, but also entirely online.
- **Tracking and Follow-Up:** Develop and enhance the tracking and follow-up of inquirers and applicants who do not enroll.

The full Aslanian Report can be found in the Self Study Culture of Evidence. (S1.A1.2)

SWC STUDENT DEMOGRAPHICS

The college's student population becomes more diverse each year. The proportion of Hispanic students continues to increase, with a corresponding decrease in the percent of Caucasian students. Although Hispanic students make up the majority of the student body, Southwestern College students also include higher proportions of African-American and Asian/Pacific Islander students than reside in the region, resulting in a student population more diverse than the service area.

In the fall 2008 semester, SWC's total credit enrollment was 20,242. The average age of students is 25 years old and 67% are under 25 years old. Nearly 47% of students reported on their applications that they were employed and another 33% indicated they were not employed but seeking work. The SWC student population reflects the demographic characteristics of the community it serves. Over 80% of all SWC students are ethnic minorities. Hispanics, comprising more than 60% of the student body, are the largest single ethnic group on campus. In addition, 22% of SWC students speak a language other than English as their primary language.

Southwestern College contracts with CoBRO Consulting Group to develop a variety of research data reports, one of which is entitled the Southwestern College Dashboard. This "At a Glance" one-page summary gives a summary of important information about the college.

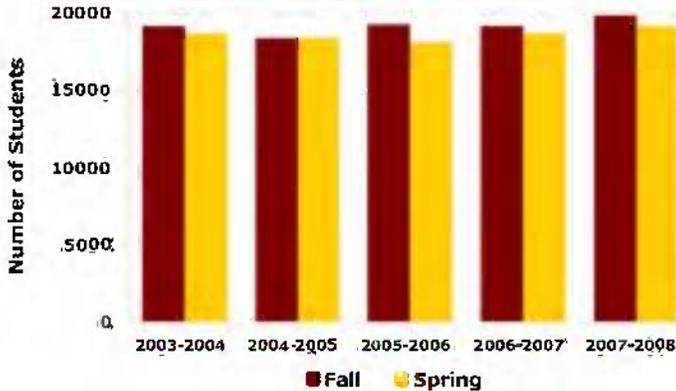




Southwestern College

DASHBOARD

Credit Student Enrollment 2003-2008



Course Summary Fall 2008

Most Popular Course Enrollments

1. Math
2. English
3. ES/A
4. Biology
5. Psychology
6. Art
7. Reading

Types of Course Enrollments

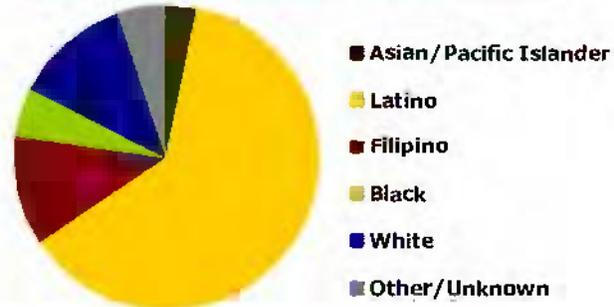
	% of Enrollments
Basic Skills	11%
Transfer	84%
Vocational	23%
Online/Hybrid	10%

Tuition: \$20 per unit

Demographic Summary Fall 2008

Credit enrollment	20,242
Credit FTES	15,215
Percent female	55%
Percent minority	88%
Percent age 25 and older	32%
Percent married	18%
Percent U.S. citizen	87%
Percent employed full-time	28%
Percent English primary language	78%
Percent transfer goal	48%

Credit Student Ethnicity Fall 2008



Student Services

- ✓ Admissions & Registration
- ✓ Assessment
- ✓ Financial Aid
- ✓ Counseling/Career Guidance
- ✓ Career Center
- ✓ Student Employment
- ✓ Center for Technical Education & Career Success
- ✓ Learning Communities
- ✓ Academic Success Center
- ✓ Transfer Center
- ✓ Extended Opportunities Programs & Services
- ✓ Disability Support Services
- ✓ Women's Resource Center
- ✓ Veteran Services
- ✓ AmeriCorps/Service Learning
- ✓ Evaluations
- ✓ Health Services
- ✓ Outreach and Recruitment
- ✓ Student Activities
- ✓ Clubs and Organizations
- ✓ Student Leadership

Academic Outcome Summary Fall 2008

Average units attempted	8.4
Average units completed	6.1
Average GPA	2.22
Course success rate	67%
AA/AS degrees prior spring	614
Certificates prior spring	198

Noncredit Courses/Students Fall 2008

Number of enrollments	18,666
Number of students	13,368
Percent minority students	88%
Percent female students	57%
Percent age 25 and older	35%

Faculty/Staff Information Fall 2008

Number of faculty	945
FTEF	446
Full-time: part-time FTEF ratio	1:1.2
Percent minority faculty	35%
Percent female faculty	52%
Number of staff/administrators	371

Southwestern College

Main Campus ...900 Otay Lakes Road, Chula Vista, CA 91910, (619) 421-6700

Higher Education Centers

National City880 National City Boulevard, National City, CA 91950, (619) 216-6665

San Ysidro460 W. San Ysidro Boulevard, San Ysidro, CA 92173, (619) 216-6790

Otay Mesa8100 Gigantic Street, Otay Mesa, CA 92154, (619) 216-6750

Governing Board of the Southwestern Community College District

Jean Roesch, Ed.D.

Terri Valladolid

Nick Aguilar

Jorge Dominguez, Ph.D.

Yolanda Salcido

Leticia A. Diaz, Student Trustee, 6/08-5/09

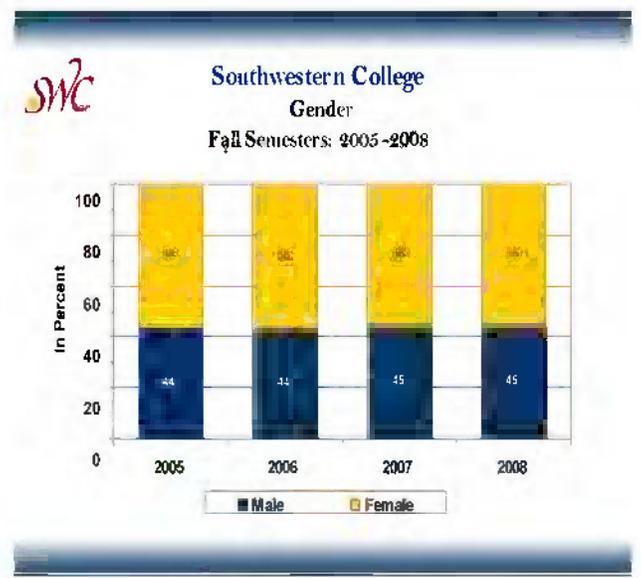
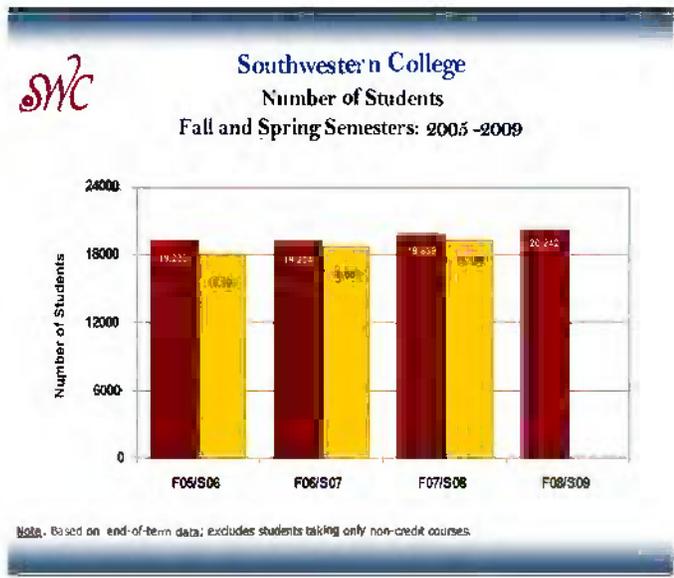
Raj K. Chopra, Ph.D., Superintendent/President

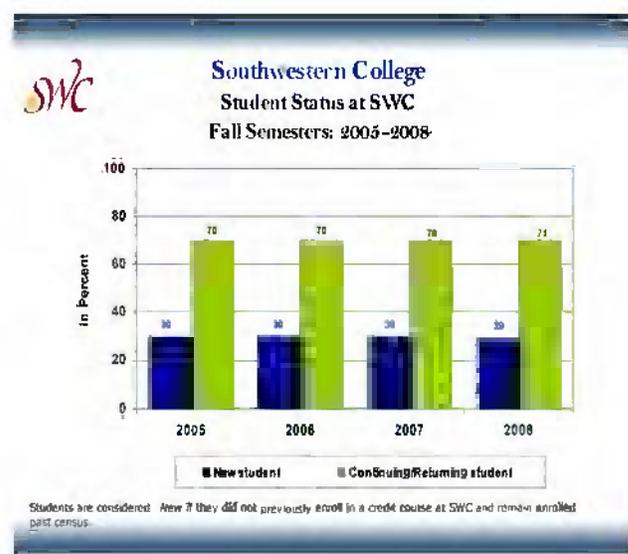
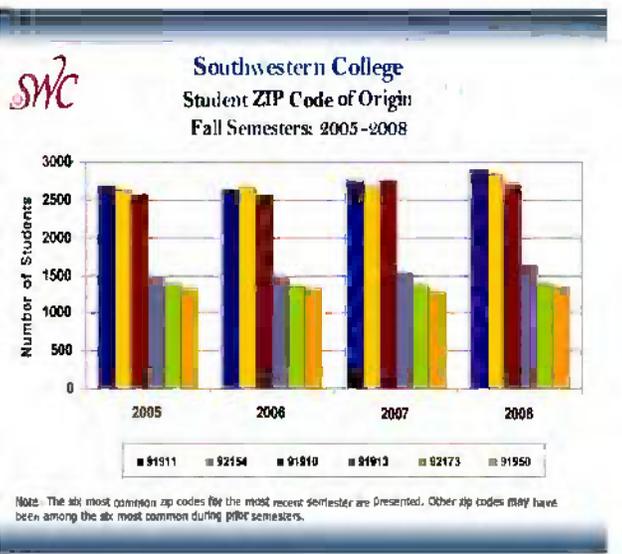
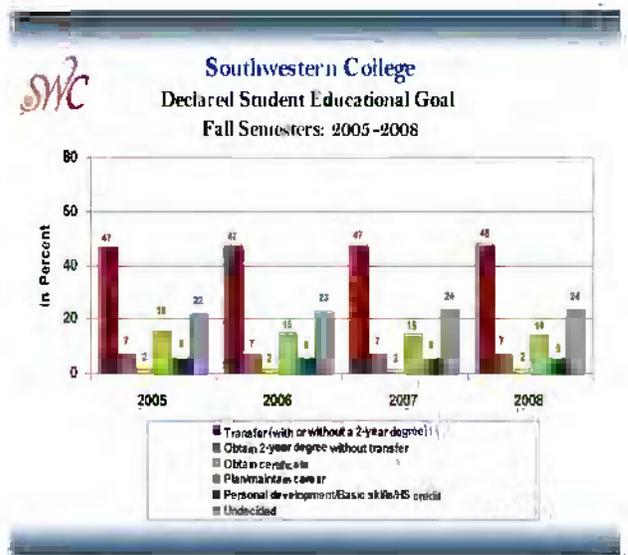
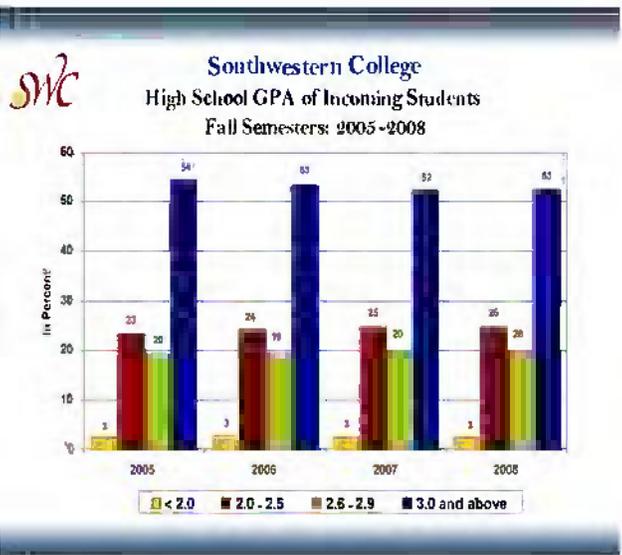
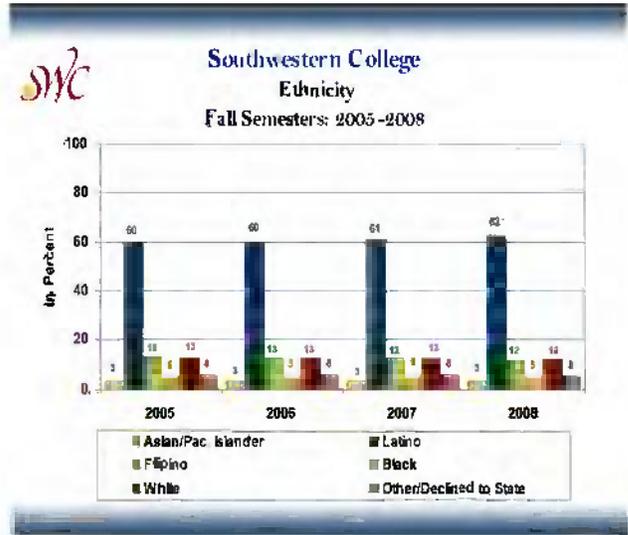
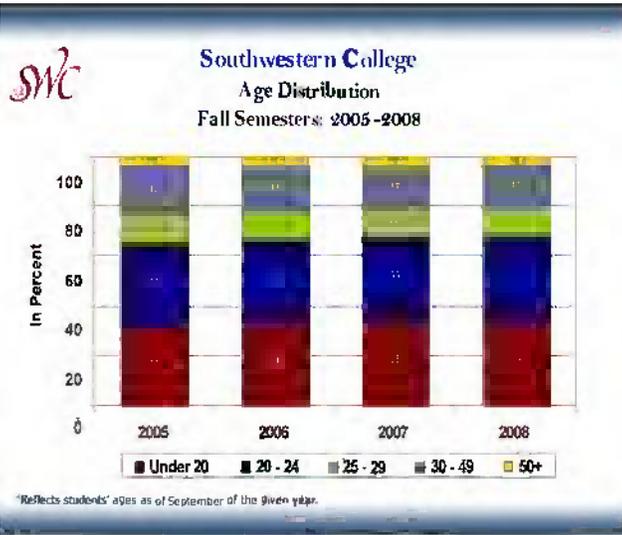
Southwestern College also contracts with the CoBRO Research firm to annually produce the Southwestern College Factbook.



Southwestern College Factbook Fall 2005 – Fall 2008

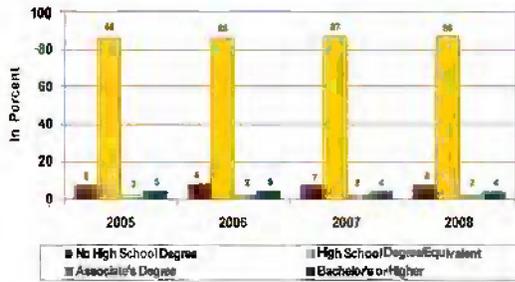
Unless otherwise specified, all Factbook charts refer only to students enrolled in at least one credit course.







Southwestern College
Prior Educational Status
 Fall Semesters: 2005-2008



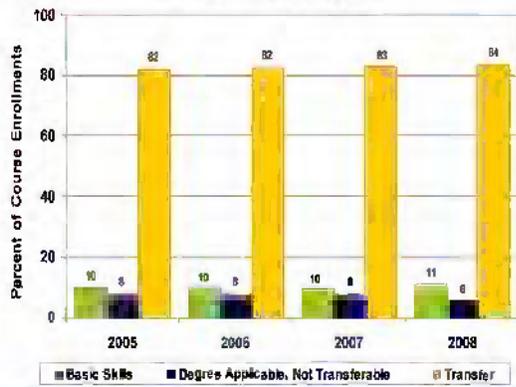
Southwestern College
Top Five Course Enrollments*
 Fall Semesters: 2005-2008

2005	2006	2007	2008
MATH	MATH	MATH	MATH
ENGL	ENGL	ENGL	ENGL
ESPE	ESPE	ESPE	ESPE
BIOL	BIOL	BIOL	BIOL
PSYC	PSYC	PSYC	PSYC

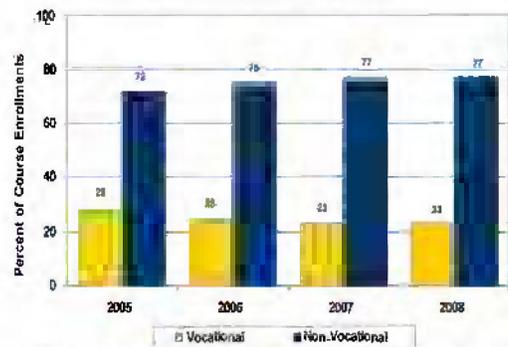
*Includes credit courses only



Southwestern College
Type of Course Enrollments
 Fall Semesters: 2005-2008



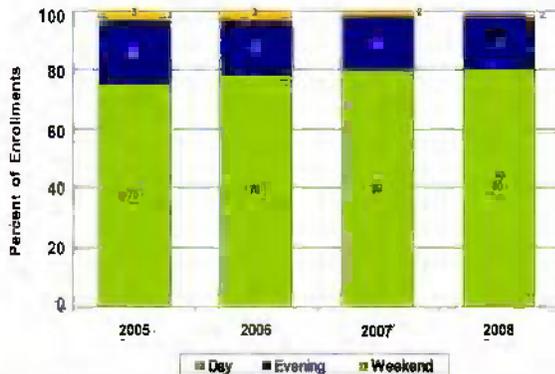
Southwestern College
Vocational Course Enrollments*
 Fall Semesters: 2005-2008



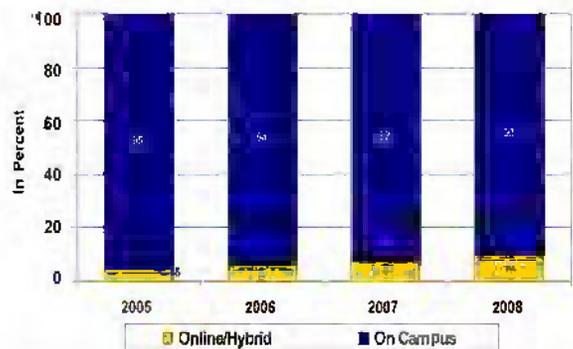
*Vocational courses are those designated by the California Community Colleges Chancellor's Office as Passively Occupational, Clearly Occupational, or Advanced Occupational.



Southwestern College
Day, Evening, and Weekend Course Enrollment
 Fall Semesters: 2005-2008

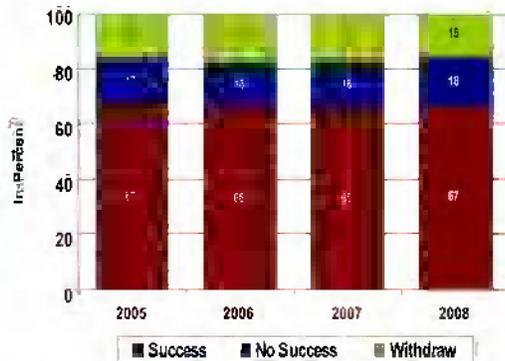


Southwestern College
Online, Hybrid, and On-Campus Course Enrollments
 Fall Semesters: 2005-2008





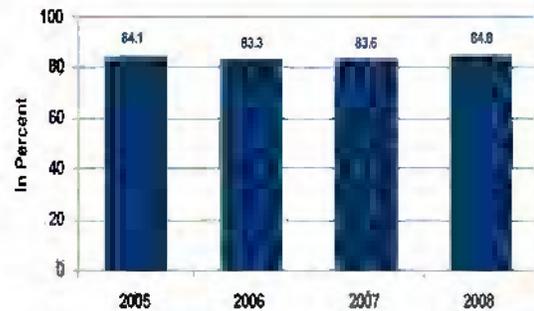
Southwestern College Course Success Rates* Fall Semesters: 2005-2008



*Success includes grades of A, B, C, or Credit. No Success includes Grades of D, F, or No credit.



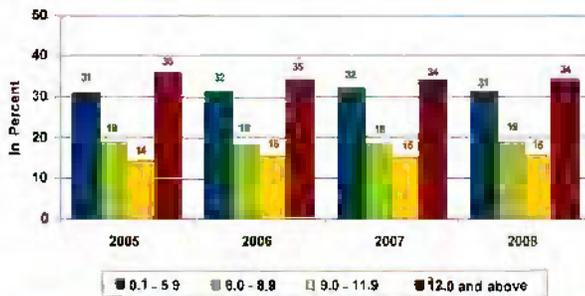
Southwestern College Course Retention* Fall Semesters: 2005-2008



*Enrollments in which the student completes the course with a valid grade (i.e., did not Withdraw).



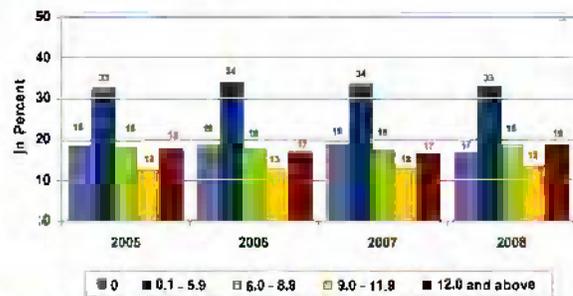
Southwestern College Semester Units Attempted* Fall Semesters: 2005-2008



*Includes only those students who attempted at least one credit course.



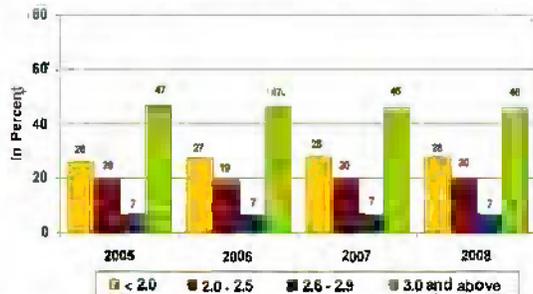
Southwestern College Semester Units Completed* Fall Semesters: 2005-2008



*Includes only those students who attempted at least one credit course.



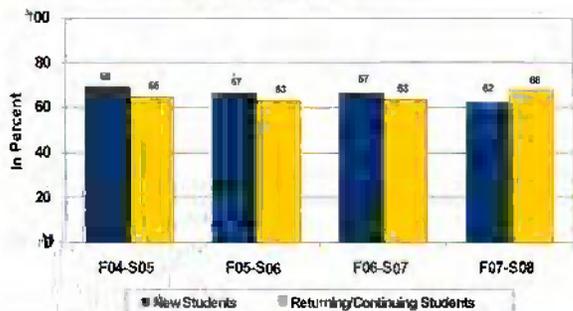
Southwestern College Semester Grade Point Average* Fall Semesters: 2005-2008



*Semester grade point average includes letter grades only.



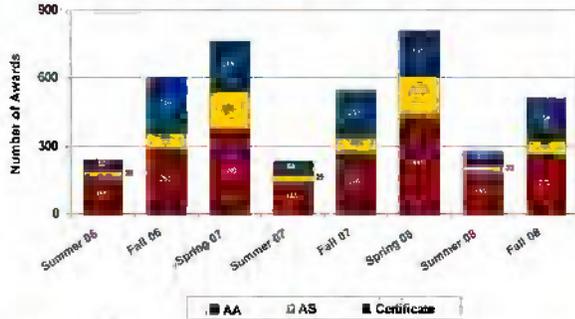
Southwestern College Persistence Rates* 2004-2005 & 2007-2008



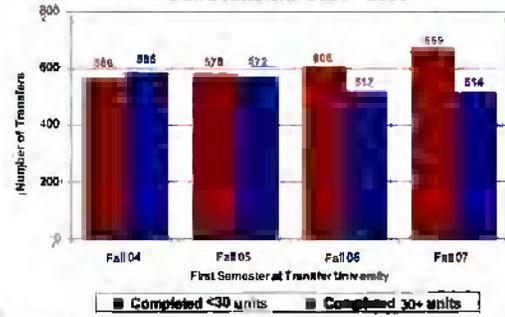
*Proportion of students enrolled in the fall term who enrolled in the subsequent spring term.
Note: Student status of New or Returning/Continuing is based on the fall semester status.



Southwestern College Degrees and Certificates 2006-2008



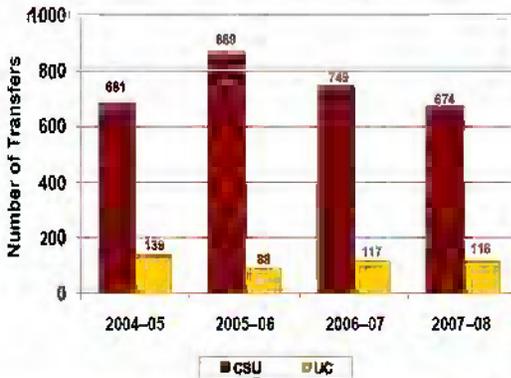
Southwestern College Transfer to Four-Year Universities Fall Semesters: 2004-2007



Notes:
Students were included who attended SWC and subsequently transferred to a four-year university within five years of their first SWC semester. Only students who completed more than 30 units at SWC are included. Transfer data are provided by the National Student Clearinghouse (NSC). Students may have attended other college (in addition to SWC) prior to transferring to a four-year college. The increase in Fall 2007 reflects students who transferred by the University of San Diego, which had not previously been a transfer partner.



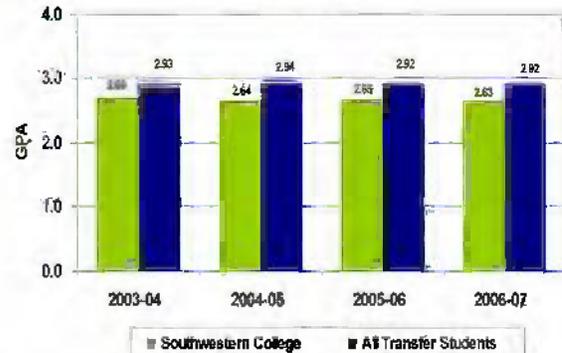
Southwestern College Transfers to California Public Universities 2004-2005 & 2007-2008*



*Most recent data as of 2/18/09, provided by the California Post-secondary Education Commission Transfer Pathways.



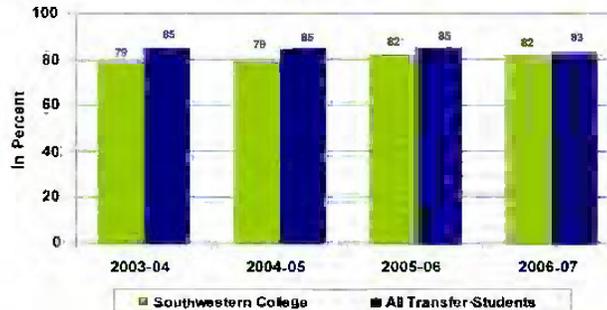
Southwestern College First Year GPA at California State Universities 2003-2004 & 2006-2007*



*Most recent data as of 2/18/09, provided by the CSU Analytic Studies Department.



Southwestern College Continuation Rates at California State Universities 2003-2004 & 2006-2007*



*Most recent data as of 2/18/09, provided by the CSU Analytic Studies Department.

Southwestern College
Accountability Reporting for the Community Colleges (ARCC)/AB 1417

Southwestern College shows ongoing above-average performance with respect to four of the established seven accountability indicators. These include student progress and achievement rates, attainment of 30 units, persistence rates, and ESL Improvement.

Accountability Reporting for the Community Colleges
2009 Report Data for Southwestern College

	Indicator	Southwestern College Indicator Ratings			Peer Group Indicator Ratings		
		SWC Yr1	SWC Yr2	SWC Yr3	Peer Ave	Peer Low	Peer High
1.1	Student Progress & Achievement	52.1	50.0	50.4	47.4	36.9	54.3
1.1a	Thirty Units	73.0	74.5	74.4	71.1	63.2	78.4
1.2	Persistence	70.3	71.0	70.2	69.3	53.8	80.6
1.3	Vocational Success	75.6	77.1	73.5	74.5	67.0	85.4
1.4	Basic Skill Success	55.7	54.5	54.5	63.7	53.9	81.5
1.5	ESL Improvement	55.0	58.6	58.7	58.4	33.1	79.2
1.5	Basic Skills Improvement	37.3	36.8	36.5	52.6	36.5	62.0
1.6	Career Devel/College Prep	5.9	4.1	7.2	N/A	N/A	N/A

Southwestern College (SWC) reported over 350 action plans (self-identified issues) within its 2003 Self Study which were in response to the ten standards then in place. Given the negative campus climate prevalent at that time, in order to establish trust and openness on the part of the participants, it seemed a reasonable strategy to assure participants that what they wrote and identified for action plans would be meaningful and presented accurately and unchanged in the Self Study. The theme often repeated was to “take a critical but loving look” at the college so that a thorough and valid assessment of the institution would result.

The college’s Midterm Report submitted in March 2006 presented a comprehensive list of 350 action plans from the Self Study and their status as of that date as completed, in progress, or other. An updated second list was created as a follow-up in April 2006 identifying 187 action plans still in progress or yet to be addressed. Due to the high turnover in upper management positions, only some of these action plans have been completed, some remain in progress, and others are simply no longer relevant.

In fall 2003, SWC undertook a major strategic planning process that culminated with the Institutional Strategic Plan: 2006 – 2009. The process involved all stakeholders within the college community, including members from the community, and utilized the services of an expert consultant. The Strategic Plan was inspired largely by core issues identified in the 2003 Self Study and was a major effort initiated subsequent to the last accreditation visit in spring 2003. The original planning group sought to align the planning process with the new accreditation standards of quality covering: institutional mission and effectiveness, student learning programs and services, resources, and leadership and governance. The primary goal was to establish an annual planning cycle to include: (1) a performance-based plan founded on accreditation standards; (2) an evaluation process; and (3) a feedback process for continuous improvement of SWC programs and services. Additionally, the planning process was designed to integrate other plans and processes such as the budget development process, technology plan, educational and facilities master plan, marketing plan, enrollment management plan as well as the accreditation self study and program review process. After initial steps were taken, the Institutional Plan and Steering Committee (IPSC) was set up to oversee the development of a finalized strategic plan document. The Strategic Plan identifies six strategic priorities each of which has action plans critical

to the achievement of the priorities: (1) Student Success; (2) Access; (3) Economic, Workforce, and Community Development; (4) Fiscal Resources and Development; (5) Organizational Effectiveness; and (6) Human Resources.

The Mission Statement was revisited by the IPSC as part of the discussion that contributed to the SWC Strategic Plan: 2006–2009. The decision was made to retain the Mission Statement as written in 1993. The Strategic Plan also addresses SWC’s core values that guide the college on how it thinks and acts.

In addition, the Strategic Plan identified the need for a review of college policies and procedures. The issue of administrative turnover caused some delay in the review being completed. At present, the new Vice President for Human Resources is overseeing completion of this project. An analysis has been completed that identifies which existing policies and procedures need updating or what policies and/or procedures need to be developed. The plan for the current review is in place and to date both policies and procedures regarding the District and the Governing Board have been completed. The procedure for an ongoing review of policies and procedures has been established to ensure the college maintains compliance with applicable laws and statutes. The District’s Policies and Procedures have a designated place on the college website and will be updated accordingly.

Largely as a consequence of turnover in college leadership, implementation of the Strategic Plan and responses to the 2003 action plans lost administrative oversight and momentum for a period of time. Fortunately, under the direction of the new Superintendent/President, the College Leadership Council (CLC) was charged with reinvigorating the priorities of the Strategic Plan in fall 2007. The CLC is actively involved in carrying out this charge.

A summary list of the remaining 187 action plans from 2003 with their current status is on file in the Accreditation Office.

(References: Midterm Report to WASC 2006, list of Action Plans; Institutional Strategic Plan 2006–2009, selected pages; CLC minutes; M. Kerns’, Vice President for Human Resources memo, 02/09/09.)

In 2003 Southwestern College staff began a dialogue to build awareness of the four new Accreditation Standards, including the requirement to implement Student Learning Outcomes (SLOs) college-wide. A campus-wide SLO committee was established. Their work resulted in the following:

1. a definition for SLOs for Academic and Student Affairs
2. comprehensive core competencies identified for students completing courses, certificates, programs, or degrees
3. SLO implementation plan and timeline
4. SLO criterion added to Component V for Academic Program Review
5. Numerous Staff Development SLO workshops held each year

The dialogue identified the need to write Academic SLOs for each course, program, degree, and certificate; to identify methods to assess student outcomes in their learning; and to use assessment results to make improvements (Std. IIA.1.c.). Student Services would write SLOs and identify assessment measures by service area.

The committee developed an SLO Assessment Philosophy in 2005 as recommended by the Chancellor's Office. The college also dialogued and developed comprehensive Core Competencies representing those critical knowledge and skill areas students need to be proficient in. These core competencies are valued by the college and have been used as the foundation for development of all SLOs.

Numerous workshops were offered on development and assessment of SLOs between spring 2004 and spring 2006. Orientations were provided on what SLOs are, how to write them, and their use in Academic and Student Services Program Review and Assessment.

During fall 2007 the SLO committee established the following:

1. Academic SLOs to be housed in CurricUNET as an addendum to each course outline as a part of the curriculum development process. The Curriculum and Academic Program Review Committees would ensure that they are completed.
2. A review of SLO results to be institutionalized as a part of the Academic Program Review process and included in each Summary Work Plan.
3. Spring semester Opening Day 2008 to include breakout sessions on writing SLOs with completion expected by the end of the spring 2008 term; implementation scheduled for fall 2008. SLO writing workshops were offered in both spring 2008 and fall 2008 semesters.
4. Fall 2008 deadline was established to develop SLOs by program.
5. SLOs inclusion strongly recommended on course syllabi so students and faculty work together on the SLOs all semester.
6. Assessment options identified for course SLOs in CurricUNET; faculty working to implement different assessment measures to refine this part of the SLO cycle.
7. Spring 2008, Administrative Unit Outcomes (AUOs) identified by campus units and implemented campus wide.
8. eLumen adopted in spring 2009 providing this web-based software as an option for tracking SLO assessment results. Eight training workshops offered to support faculty assessment of SLOs and to transition into using eLumen for mapping SLO assessment outcomes.
9. Academic SLO website developed to go live spring 2009.

While further work is needed, the committee is satisfied with the progress being made on development and assessment of SLOs and AUOs and expects to fully meet WASC standards by 2012.

MAJOR DEVELOPMENTS SINCE 2003

Since our last accreditation . . .

The **Cesar E. Chavez Student Services Center** opened as a “one-stop” facility on the main campus, which houses all services associated with the matriculation of students (such as Admissions, Counseling, Financial Aid, and Disability Support Services) within a 48,000 square-foot facility. The \$10.5 million in construction costs was covered by Prop AA funds. In 2005, the college received an Award of Excellence from the Community College Facility Coalition for the design of the Student Services Center.

The **Higher Education Center at National City** (HEC, NC) opened a \$13 million facility, part of the \$20 million Education Village project that also includes the South County Regional Educational Center, a training facility for South Bay teachers. HEC, NC has a capacity of approximately 5,000 students and features 12 classrooms, various laboratories, a lecture hall, a family resource and child-care center, and additional support facilities. The second SWC facility to be honored, the Center was given an Award of Merit for overall design and functionality from the Community College Facility Coalition.

The **Higher Education Center at San Ysidro** (HEC, SY) reopened in January 2009 to meet the current demand for higher education in this border community, which is celebrating its centennial. The Center reopened with an enrollment of a little over 1,200 students, surpassing the projected enrollment of 800. The original facility had opened in 1988 as a living tribute to the 21 victims of the 1984 tragedy on the McDonald’s restaurant site. The memorial to them was incorporated into the new facility. The \$5.6 million Center features computer labs, improved student areas, and additional classrooms.



In August of 2007, the District opened its fourth location, the **Higher Education Center at Otay Mesa** (HEC, OM). The new Center opened with 1,500 students, surpassing its projected initial enrollment of 1,000. The new \$25 million facility offers signature programs including the Police Academy, Environmental Technology, Nursing, Fire Science Technology, Paramedic, Emergency Medical Technician, and International Business.

The \$6.5 million **Child Development Center**, accredited by the National Association for the Education of Young Children, is a modern facility in a park-like setting which serves 120 children ages three to five. There are six classrooms and observation rooms for students in the Child Development Program as well as other college programs. A \$56,301 grant from the U.S. Department of Education enabled the Center to expand its services to provide child care and bilingual school readiness resources for 20 additional low income students.

The College’s **Botanic Garden** was registered as a botanic garden in the national registry of the American Public Garden Association (APGA). Now known as the “South Bay Botanic Garden at Southwestern College,” it has also been officially recognized by the National Wildlife Federation as a Certified Wildlife Habitat.

South County voters generously approved the 2008 Classroom Repair and Job Training Measure **Proposition R** with an unprecedented 71% passage rate. The \$389 million bond will fund essential upgrades to infrastructure, remodeling of outdated classrooms, and the expansion of the District over the next two decades.

The Governing Board allocated \$1.5 million from its reserve fund to support the implementation of a comprehensive **Technology Plan**. Designed to span at least a two-year period, the Plan addresses the following four critical need areas: software enhancements, infrastructure, desktop replacement, and disaster recovery.

One of Southwestern College's most critical activities in 2005 was institutional planning. A highly committed group of faculty, staff, students, and community members formed to revisit the College's mission and vision statement, discuss values and guiding principles, and create the **Strategic Plan**. Measurable institutional goals with appropriate fiscal and human resource allocations were outlined, and an evaluation cycle for effectiveness that considers change, renewal, and flexibility was also included. The Southwestern College **Educational and Facilities Master Plan**, adopted by the Governing Board in January 2008, was created in conjunction with the Strategic Plan. Developed using quantitative data and qualitative input, it projects the District's educational programs, support services, and facilities needs through 2020 and drives District-wide decision-making.

In fall 2004, Southwestern College became the first college or university in the United States to offer a **degree in mariachi music**.

The college was able to secure a number of important grants to help it accomplish its mission in 2005. They include:

- Three federal grants from the **National Science Foundation** totaling \$1.3 million dollars, which was used to expand Southwestern College's biotechnology, geographic information systems, and chemical technology programs.
- A \$1.8 million GEAR UP (Gaining Early Awareness and Reading for Undergraduate Programs) **partnership with Sweetwater Union High School District** (SUHSD) helped Southwestern College reach out to 4,000 seventh grade students in SUHSD and prepare them for college.
- A \$600,000 grant from the U.S. Department of Housing and Urban Development that allowed Southwestern College to establish the **Microenterprise Family Child Care Program**, which gives free academic and practical child care training in Spanish to National City residents interested in starting their home-based child care business.

In 2005, Southwestern College was the **sixth-highest associate degree producer in the nation for minority students** and the number three community college in the nation, number two in California, in the number of associate degree awards to Hispanic students.

Southwestern College's stellar faculty represents some of the best-of-the-best in fields ranging from architecture to theatre. More than 97 percent of the college's faculty have advanced degrees in their teaching fields, and a number come from such prestigious universities as **MIT, Columbia, and Stanford**.

Southwestern College's student newspaper, *The Sun*, and its students have earned more than 175 organizational and individual awards from state and national media organizations that recognize college journalism. The paper's advisor, Max Branscomb, received a Lifetime Achievement Award and a National Distinguished College Media Advisor Award.

The **Dental Hygiene Program** received full accreditation without reporting requirements from the American Dental Association Commission on Dental Accreditation.

The College hosted the "**Border Colleges Consortium**," which was attended by more than 40 participants from community colleges and universities on both sides of the U.S./Mexico border.

In the spring of 2006, the SWC Associated Student Organization and the Campus Store began offering a pilot **Textbook Rental Program**, the first of its kind at a San Diego County college or university. The program was initiated from a direct response to concerns from students about the rising cost of textbooks. The College was recognized by Diana Woodruff, State Chancellor for the California Community Colleges System Office, for the leadership taken to improve textbook affordability.

FINANCIAL RESOURCES

Southwestern College relies on funding from the State of California for a majority of its general fund budget. Others sources of funding include a percentage of local property taxes, other federal and state sources, grants and contracts, and the

College Foundation. The College maintains a budget reserve and conservatively manages its finances to support student learning programs and services.



Since the last Accreditation Self Study, Southwestern College has written an Educational and Facilities Master Plan, an Institutional Strategic Plan, an Online Learning Plan, and a Technology Plan; built a new Cesar Chavez Student Center; constructed a new Learning Resource Center and Library; opened a new Higher Education Center at Otay Mesa; and reconstructed the Higher Education Center at San Ysidro. With the passing of a local bond measure (Proposition R) in 2008, Southwestern College received strong community support of the college's mission and Educational and Facilities Master Plan for a multi-phase major reconstruction of the entire campus over the next several years. Major challenges ahead include allocating resources and providing faculty and staff to support new facilities, expanding programs to meet the fast growth of enrollment, and responding to the state and national fiscal recession.

STANDARD I A: MISSION

The Southwestern College Mission Statement was revisited during the year-long Strategic Plan development but was not modified. The commitment to periodically revisit the mission, vision, and goals of the college is needed for assessment of institutional effectiveness. The college's core competencies were established during campus-wide dialogue and development of Student Learning Outcomes.

STANDARD I B: IMPROVING INSTITUTIONAL EFFECTIVENESS

Southwestern College acknowledges the need for detailed processes and integrated planning as a means of assessing institutional effectiveness. The college continues to encourage dialogue among college constituencies in an effort to expand decision-making.

STANDARD II A: INSTRUCTIONAL PROGRAMS

Curriculum and instruction are the strength of Southwestern College due to its course offerings, quality faculty, and a variety of programs focused on the needs of the diverse student population. Learning communities, Academic Program Review and the early success of the Basic Skills Initiative are promoting positive teaching and learning environments throughout the campus. Committees such as Curriculum, Academic Program Review, and Enrollment Management represent various interest groups and ensure quality checks on instructional programs. Focused efforts to promote effective instruction are evident in the Writing Center, Math Center, and the Academic Success Center. Continued efforts to ensure quality online instruction and data to drive decisions will be a challenge for the newly re-established Office of Research, Evaluation and Planning.

STANDARD II B: STUDENT SUPPORT SERVICES

The Cesar Chavez Student Services Center is the heart of student support services on the Southwestern College main campus and has become the focal point of students as a one-stop location for Admission, Counseling, EOPS, Veteran's support, Disabled Student Services, Financial Services, and other services. Surveys of students show a high level of student satisfaction in the quality and quantity of services provided.

STANDARD II C: LIBRARY AND LEARNING SUPPORT SERVICES

The Learning Resource Center, built since the last accreditation, houses the Library, Online Learning Center, Staff Development, and the Interdisciplinary Tutoring Center. The Library continues to support course offerings at the Chula Vista campus and three Centers with a limited budget lower than community colleges of comparable size in the county. Learning Assistance Services offers academic tutoring on the Chula Vista campus and at all Centers and provides a variety of programs such as the Online Writing Lab, Math Lab, and Reading Center.

STANDARD III A: HUMAN RESOURCES

Technology upgrades in Human Resources for the 2008–2009 academic year were a major step for improving efficiency and service in this area. Southwestern College received affirmation of successful hiring practices in January 2009, after one year of monitoring by the Chancellor's Office. New leadership in the Vice President's position was established in December 2008. Continued efforts to establish process and procedures for operational functions are vital to Human Resources' services and their effectiveness. An ongoing challenge is the low morale of staff across campus. Strategic priorities followed up by the College Leadership Council address the morale issue by introducing an institutional comprehensive staff Wellness Program to promote a happy and healthy work environment for all employees.

STANDARD III B: PHYSICAL RESOURCES

An Educational and Facilities Master Plan was adopted in 2007 and will actively be pursued with the passage of Proposition R in 2008. Proposition AA Bond (passed by the voters in November 2000) funds were utilized to complete upgrades on the perimeter road, the construction and operational start of the Higher Education Center at Otay Mesa, and rebuilding of the Higher Education Center at San Ysidro. In addition, a \$1.3 million technology budget approval for 2008–2009 added to the upgrading of College hardware and software systems. Balancing renovation timelines without negatively impacting instruction and the continuing need to manage enrollment growth are ongoing challenges.

STANDARD III C: TECHNOLOGY RESOURCES

Technology was a top Southwestern College budget priority for 2008–2009. The Technology Plan was written since the last Self Study and is being utilized to establish a systematic plan to upgrade aging technology on campus. SMART classrooms and technically-capable meeting rooms with multi-media conferencing were major additions to the campus in recent years. The most recent budget priority focuses on institutional operational systems and a 3-year rotation for replacement. Challenges in technology resources will continue as the campus facilities change, online learning offerings expand, and the urgency to remain current in the rapidly, ever-changing state of technology are faced.

STANDARD III D: FINANCIAL RESOURCES

With the passing of Proposition R in November 2008, the District received a long-term solution to facility needs for the follow-up of the recently adopted Educational and Facilities Master Plan. Financial planning and vision have been hampered by the lack of a Vice President of Business and Financial Affairs since 2007. A renewed College Leadership Council Budget Task Force is the apex of institutional budget planning, with input from faculty and deans through the vice presidents. The need for transparent processes awaits the new Vice President who is expected to be hired by summer 2009.

STANDARD IV A: DECISION-MAKING AND PROCESSES

There has been a continued emphasis on shared governance, transparent decision making, and campus dialogue among staff and faculty. The need for integrated planning has created a campus-wide awareness for process and will be an important step toward stability and assessment of institutional effectiveness. A long-term contract was extended for the current Superintendent/President, giving the college consistent executive leadership. Three vice president positions were filled in 2008–2009, and a fourth vice president is expected to be in place by summer of 2009, further stabilizing the college. Reorganization of campus operations to streamline processes and show fiscal efficiency has occurred in key areas at Southwestern College.

STANDARD IV B: BOARD AND ADMINISTRATIVE ORGANIZATION

The Governing Board has revised board policies over the last two years. Governing Board retreats, forums, and workshops have periodically occurred since the last accreditation Self Study. Having a number of interim and acting Superintendent/Presidents and Vice Presidents since 2003 has created an unstable organizational environment, but the filling of those key positions shows the promise of a more effective organization. Southwestern College will be challenged with how to measure the effectiveness of its mission, vision and goals.

2009 Self Study

Organization for the Self Study



EARLY PLANNING

Planning for the 2009 Institutional Self Study began in August 2007 under the direction of the former Vice President for Academic Affairs Ronald Dyste. Valerie Goodwin (Academic Senate President, Professor of Health) and Alexis Davidson (faculty co-chair of the 2003 Self Study, Professor of Economics) agreed to serve as faculty co-chairs of the 2009 Self Study. Mr. Dyste was the initial Accreditation Liaison Officer (ALO).^{*} The first steps taken were: (1) to draft a timeline for the study; (2) to solicit through an open process an administrator and a faculty member to serve together as co-chairs for each standard, following the successful model of the 2003 Self Study; and (3) to hold on campus a day-long WASC training by Jack Pond. This event was attended by the standard co-chairs and provided their first orientation to the upcoming accreditation process and the new standards. The initial standard co-chairs were:

- Standard One: Robert Unger, Professor of Reading**
Viara Giraffe, Dean of Social Sciences and Humanities
- Standard Two: Diane Gustafson, Library Faculty
Mia McClellan, Dean of Student Activities
- Standard Three: Margarita Andrade-Robledo,
Professor of Spanish
Bob Edelbrock, Dean of Learning Resources**
- Standard Four: Ron Vess, Library Faculty
Kathy Tyner, Dean of Mathematics, Science and Engineering.

^{*}Mary Wylie, previously Dean of Continuing Education, Economic, and Workforce Development, replaced Mr. Dyste as the Accreditation Liaison Officer in summer 2008.

^{**}Lisa Ballesteros, Professor of Sociology replaced Professor Unger in fall 2008 and Terry Davis, Dean of Health, Exercise Science and Athletics, replaced Dean Edelbrock in spring 2008.

At the October 17, 2007 meeting of the faculty co-chairs, ALO and standard co-chairs, it was decided that this group should serve as the Accreditation Steering Committee, meeting at least once a month or more as needed, to oversee the self study process. A timeline was distributed and approved. The formation of standard teams was undertaken with the objective of each team having representation from faculty, classified staff, administrators, and students. Standard co-chairs were requested to contact and meet with their team members by November 7. It was announced that the administration would be making modifications to the campus 104 building so offices would be available for accreditation activities with a specific area to be designated as the repository for accreditation materials. Standard co-chairs met with their teams, shared information with them from the WASC workshop, and provided each team member with a binder containing information on their specific charge and on accreditation in general. During the remainder of the fall 2007 semester, the Steering Committee continued to meet and deepen their understanding of expectations for the standards, and to address any concerns or other relevant issues. The faculty co-chairs and the ALO assisted in encouraging additional participation by members of the college community and agreed to meet with the standard teams when available or as requested. Thus by the end of the fall semester 2007, both structure and membership were in place for the Self Study.

Another critical step taken by the Steering Committee was to hold a special accreditation workshop early in 2008 for the Governing Board. The objective was to inform the Board about the expectations of WASC for the Self Study and the importance of their participation. A power point presentation, specifically developed for this purpose, was given and each of the standard co-chairs reviewed their respective standard. At the close of this workshop, two of the board members, Yolanda Salcido and Jorge Dominguez, stated they would work together and be resources for information requested by the Standard co-chairs.

RESEARCH AND WRITING

The standard teams worked throughout the 2008 spring and 2008 summer on collecting data and source documents, interviewing various individuals for information, and writing first drafts. To assist in data collection and accuracy of reporting, CoBRO, an outside research company contracted by the college, conducted a college-wide survey (spring 2008) which covered topics pertinent to the Self Study. Questions were designed specifically for students, staff, faculty and administrators. (The outsourcing of the survey was necessary since the college did not have an adequately staffed research department at the time to perform the task.)

The first draft of the self study was completed October 2008 and was made available college-wide, online and in hard copy. This provided the opportunity for everyone to review the content of the Self Study draft and then offer input they might have, whether positive or negative, provide clarification, or ask questions. People were notified that they could respond via email or use drop boxes provided in various locations, and that responses could be submitted anonymously. In addition, open forums (widely announced) were held in November 2008 as a venue for communication and discussion on the draft document. Five forums were scheduled at times and locations (two at the Higher Education Centers in National City and Otay Mesa) that would best accommodate attendance by classified staff, faculty, and students. Each forum was facilitated by at least one of the faculty self study co-chairs and the standard co-chairs provided overviews of their sections. The standard co-chairs and their teams then worked on final draft revisions which were submitted to the self study co-chairs and ALO for their review prior to the winter break

in December 2008. The drafts were available afterwards for review by all members of the Steering Committee.

During the fall 2008 and spring 2009 semesters, the Steering Committee sent out newsletters electronically not only to keep the campus abreast on progress being made on the Self Study, but to inform people about the standards. To this end, each of the four newsletters featured a write-up by the standard co-chairs on their specific standard. Additionally, the Accreditation Liaison Officer provided periodic updates at Governing Board meetings.

Spring 2009 was dedicated to further discussion by the Steering Committee, revisions and editing in preparation of the final draft document. The Steering Committee made the decision for a “one-voice” editor to do the final edit. The draft Self Study was presented to the Governing Board for the first reading in May and then received final approval in June 2009.

A NOTE ON THE SELF STUDY AS A WORK IN PROGRESS

Southwestern College has been working on this report for approximately two years and many changes have taken place at the college during that time. Many of the challenges articulated in the Self Study are currently being addressed by the college leadership. Thus the Self Study is already bringing the benefit/reward of self-assessment, reflection and improvement.



Self Study Timeline

September 2007 Accreditation Liaison Officer & Faculty Coordinator organize; identify Committee Co-chairs and Steering Committee; develop timelines; establish accreditation budget Committee Co-Chairs attend WASC sponsored training	October 2007 Steering Committee has initial meeting Committee Co-chairs appoint committee members and review previous Self-Study and sample Self-Study written under new standards	November 2007 Committee Co-Chairs have initial committee Meeting Co-Chairs develop template	December 2007 Accreditation Office established Final Steering Committee meeting before Winter Break	January 2008 Accreditation Repository functioning and operating	February 2008 Standards/Steering Committee Meetings	March 2008 Standards Committee Meetings	April 2008 Standards Committee Meetings
May 2008 Steering Committee meets to monitor committees' progress	June/July 2008 Accreditation Repository Updates Co-chairs begin initial writing utilizing standardized template	August 2008 Accreditation Repository Updates Co-chairs begin initial writing utilizing standardized template	September 2008 Standards & Steering Committee Meetings Assemble 1 st draft by 9/19-1 st draft due from Standard Committees to Accreditation Office	October 2008 Accreditation Office formulates rough draft of Self-Study by early October 1 st draft of the standards are circulated for review and revisions to entire campus	November 2008 Campus Forums.	December 2008 Committee Co-chairs submit 2 nd draft of reports and copies of all referenced documents to Accreditation Office.	January 2009 Steering Committee reviews the 2 nd Draft. This draft simultaneously circulated campus wide. Opening Day Presentation Draft submitted to Self-Study editor.
February 2009 Draft in hands of Self-Study editor.	March 2009 Final draft of Self-Study completed	April 2009 Governing Board 1 st Reading	May 2009 Governing Board 2 nd Reading	June 2009 Printing of Self-Study Preparations for Site Visit	July 2009 Self-Study & catalog mailed to WASC* *Due 60 days prior to scheduled visit	August 2009 August 1, 2009 Self-Study due to WASC Opening Day Presentation	October 2009 Site visit by WASC team

Standard I: Institutional Mission and Effectiveness

CO-CHAIRS	ADMINISTRATORS	FACULTY	STAFF	STUDENTS
Lisa Ballesteros: Professor of Sociology	Patricia Bartow: Child Development Center Patti Larkin: Bookstore Operations	Raga Bakhiet: School of Mathematics, Science and Engineering Freddie Ball: School of Language and Literature	Maria Beltran: Higher Education Center at Otay Mesa James Bond: Student Activities	Leticia Diaz: ASO President Darius Hills
Viara Giraffe: Dean, School of Social Sciences and Humanities	Arthur Lopez: Financial Aid Steve Tadlock: Continuing Education Arthur Lopez: Financial Aid	Victor Chavez: School of Social Sciences and Humanities Norma Cazares: School of Counseling and Personal Development Ed Cosio: School of Counseling and Personal Development Melanie Durkin: School of Health, Exercise Science and Athletics Faustino Escalera: School of Social Sciences and Humanities Chris Hayashi: School of Social Sciences and Humanities Cher Johnson: School of Language and Literature Alex Juden: School of Mathematics, Science, and Engineering Walt Justice: School of Health, Exercise Science and Athletics	Grace Cruz: Health Yadira Garcia: School of Social Sciences and Humanities Trila Gil: Instructional Support Services Silvia Lugo: School of Arts and Communications Marisol Natividad: School of Social Sciences and Humanities Priscilla Pasana: Student Affairs Irene Plummer: School of Social Sciences and Humanities Norma Rich: School of Language and Literature	
		Meredith Morton: School of Language and Literature Thomas Murray: School of Social Sciences and Humanities Barbara Pescar: School of Language and Literature Robert Unger: School of Language and Literature Rebecca Wolniewicz: School of Arts and Communications Leslie Yoder: School of Language and Literature Susan Yonker: School of Language and Literature		

Standard II: Student Learning Programs and Services

CO-CHAIRS	ADMINISTRATORS	FACULTY	STAFF	STUDENTS
Diane Gustafson: Library Faculty	Donna Arnold: School of Arts and Communications	Dean Aragoza: School of Counseling and Personal Development	Sylvia Banda-Ramirez: CTECS and Women's Resource Center	Miguel Barnett Daniel Jovan Buildo Derrick Dudley
Mia McClellan: Dean of Student Services	Silvia Cornejo-Darcy: Higher Education Centers: San Ysidro and Otay Mesa Helen Elias: Disability Support Services Robert Hill: Extended Opportunities Programs and Services (EOPS/CARE) Michael Kerns: Human Resources William Kinney: Higher Education Center at National City Elizabeth Kozel: Tutorial Center Joel Levine, School of Language and Literature Angelica Suarez: Student Affairs Patricia Torres: Library Bea Zamora: School of Counseling and Personal Development	Veronica Burton: Articulation Cecilia Cabico: School of Counseling and Personal Development Richard Fielding: School of Mathematics, Science, and Engineering Dagmar Fields: School of Language and Literature Malia Flood: Disability Support Services Adriana Garibay: School of Counseling and Personal Development Barbara Speidel-Haughey: Learning Assistance Services Glenda McGee: School of Language and Literature Andrew Rempt: School of Language and Literature Margie Stinson: School of Mathematics, Science, and Engineering Naomi Trapp-Davis: Library Janelle Williams: School of Counseling and Personal Development	Rene Blanco: Financial Aid Janet Bynum: Student Services Adrienne Chun: Financial Aid Pearl Hibsman: Higher Education Center at National City Bruce MacNintch: Library Melody Valencia: EOPS/CARE	

Standard III: Resources

CO-CHAIRS	ADMINISTRATORS	FACULTY	STAFF	STUDENTS
Margarita Andrade-Robledo: Professor of Spanish	Miguel Aguilera: Maintenance Office Cecilia Almaraz: Support Services Tom Beasley: Fiscal Services Steve Bossi: School of Applied Technology and Learning Assistance Brent Chartier: College Police Jack Ezroj: Purchasing Joe Fighera: Food Services Michael Kerns: Vice President, Human Resources Frederick "Gus" Latham: Maintenance Jackie Osborne: Human Resources Laura Sales: Fiscal Services Gary Van Voorhis: Computer Systems and Services John Wilson: Business and Operations	Janet Mazzarella: School of Mathematics, Science, and Engineering Carol Stuardo: School of Language and Literature Susan Brenner: School of Language and Literature Corey Breninger: School of Applied Technology and Learning Assistance Bill Maddox: School of Applied Technology and Learning Assistance Eliana Santana: School of Language and Literature Angelina Stuart: School of Language and Literature	Teri Ashabraner: Human Resources Efren Barrera: Human Resources Maggie Croft: Legal Affairs Carmen Cortez: Office Support Services Clara Davis: Office Support Services Li-Lan Fishel: School of Mathematics, Science and Engineering Alexana Garcia: Human Resources Robert Graham: Fiscal Services Linda Hernandez: Business and Operations Larry Lambert: Online Learning Center Bertha "Rose" Williams: School of Language and Literature	

Standard IV: Leadership and Governance

CO-CHAIRS	ADMINISTRATORS	FACULTY	STAFF	STUDENTS
Ron Vess: Library Faculty	Irma Alvarez: School of Business and Information Systems	Esther Alonso: School of Language and Literature	Patti Blevins: Legal Affairs	Diego Preciado
Kathy Tyner: Dean, School of Mathematics, Science and Engineering	Cathy McJannet: Nursing	Patty Flores-Charter: Disability Support Services	Michele Fenlon: Accreditation	Teresa Velazquez
	Chris Perri: Higher Education Center at National City	Phil Lopez: School of Language and Literature	Andre Harris: Higher Education Center at National City	David Vo
	Greg Sandoval: Student Affairs	Marsha Rutter: School of Language and Literature	Lourdes Sevilla: School of Mathematics, Science, and Engineering	
	Mary Wylie: School of Continuing Education, Economic and Workforce Development	Edward Selby: School of Applied Technology and Learning Assistance	Patricia Soto: Staff Development	
		Patrick Staley: School of Mathematics, Science, and Engineering		
		Joan Stroh: School of Business and Information Systems		
		Jackie Thomas: School of Mathematics, Science, and Engineering		
		Carla Kirkwood: International Programs		
Governing Board Member:				
Jorge Dominguez				

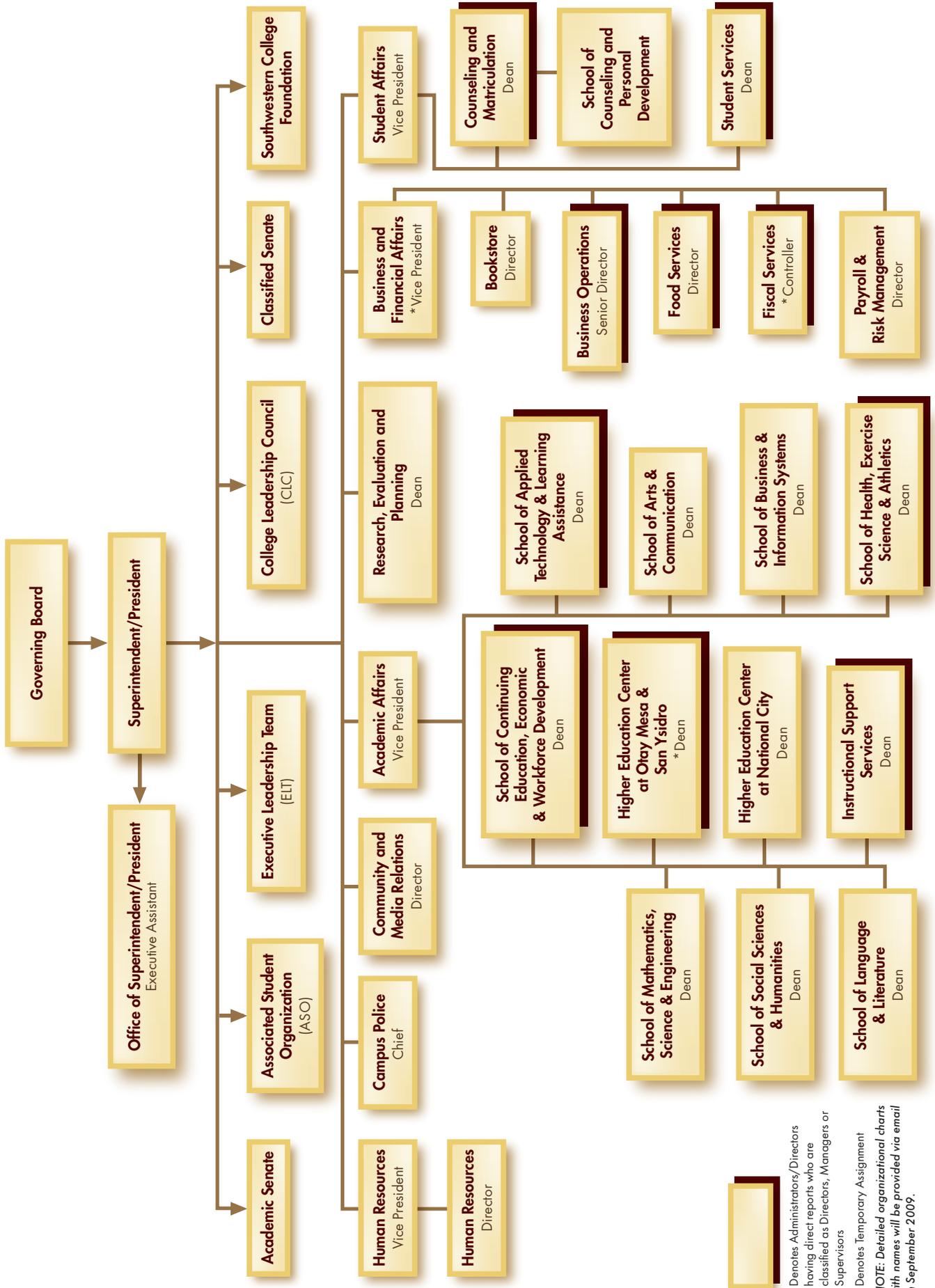
2009 Self Study

Organization of the Institution



Southwestern College Organizational Chart

Effective through June 30, 2009



Denotes Administrators/Directors having direct reports who are classified as Directors, Managers or Supervisors
 * Denotes Temporary Assignment
 NOTE: Detailed organizational charts with names will be provided via email in September 2009.

2009 Self Study

Eligibility Requirements





CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. AUTHORITY

Southwestern College, the only college of the Southwestern Community College District, is one of seventy-two districts within the State of California's community college system. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) has continuously accredited Southwestern College. The authority from WASC to operate as a degree-granting institution is noted in the college catalog.

2. MISSION

The Mission Statement, originally developed in 1993, has been reviewed several times, but was reviewed most recently as part of the strategic planning process in 2007. On August 13, 2008, the College's Governing Board, as part of its ongoing review and revision of policies, upheld the Mission Statement cited in District Policy #1200. The Mission Statement appears in the college catalog, on the website and on the back of college business cards. It is highlighted in the Strategic Plan, the Educational and Facilities Master Plan and the Technology Plan.

3. GOVERNING BOARD

A five-member elected Governing Board governs the Southwestern Community College District. There is also one non-voting student trustee. Board members serve staggered four-year terms and none have any financial interest, employment or family employed in the District. Governing Board meetings are scheduled monthly with special meetings held as needed. All meetings follow the Brown Act and the meeting notices and agendas are widely posted in advance.

4. CHIEF EXECUTIVE OFFICER

The Superintendent/President, Raj K. Chopra, Ph.D. was appointed in 2007 by the Governing Board of Southwestern Community College District and serves as the College's Chief Executive Officer. A revised District Policy #2430: Delegation of Authority to the Superintendent/President was approved by the Governing Board on March 12, 2008. This policy gives full authority, responsibility, and accountability for the proper conduct of college business and educational programs to the Superintendent/President.

5. ADMINISTRATIVE CAPACITY

Southwestern College has an experienced and qualified administration to support the college and achieve its mission. Administrative personnel include four Vice-Presidents, Deans, Directors, Managers, and Supervisory staff.

6. OPERATIONAL STATUS

The college offers a comprehensive curriculum, with students actively pursuing degrees and certificates. With approximately 20,000 credit students enrolled each year, opportunities for attainment of student goals including transfer, completion of associate degree programs, career employment, and career advancement are viable.

7. DEGREES

Southwestern College offers Associate in Arts and Associate in Science degree programs in more than 100 different majors with a majority of students enrolled in courses leading to degrees or certificates. The college catalog clearly lists and describes the requirements for these programs.

8. EDUCATIONAL PROGRAMS

Southwestern College's degree programs meet the mission of the institution and are of sufficient content, length, quality and rigor for an institution of higher education, and include student learning outcomes.

Academic departments are organized within eight schools with some signature programs housed at the three higher education centers. A broad array of educational opportunities are available to students, from noncredit continuing education to basic skills enhancement; from career technical degree and certificate programs to general education and transfer programs.

9. ACADEMIC CREDIT

Title 5 of the California Administrative Code, §55002.5, governs the basis for awarding of academic credit. The college catalog documents institutional policies for transfer and course and degree credit.

10. STUDENT LEARNING ACHIEVEMENT

Southwestern College publicizes its program and course student learning outcomes and course objectives. Program and course information is housed in CurricUNET, a software development and inventory management system utilized by the college.

Through the three-year Academic Program Review process and through the work of the college Curriculum Committee, courses and programs are evaluated on a regular basis to determine if they are achieving their stated learning outcomes. While infusion of student learning outcomes at the program level is still a work in progress, much positive progress has been made.

11. GENERAL EDUCATION

Southwestern College is committed to providing general education encompassing communication skills, natural sciences, arts and humanities, and social and behavioral sciences, which are basic to effective living and full participation in a democratic society. The purpose of general education is to enhance learning and add breadth of knowledge and promotion of intellectual inquiry to the college experience. Demonstrated competence in writing and computational skills is also a requirement at Southwestern College. A complete list of general education courses and requirements for degree and transfer is contained in the college catalog.

12. ACADEMIC FREEDOM

Southwestern College Policies #7027: Academic Freedom and #7029: Academic Integrity ensure that faculty and students are free to examine and reflect on all knowledge presented, protecting them in the learning process.

13. FACULTY

Southwestern College employs (Spring, 2008) 244 full-time faculty members and 640 adjunct instructors. The college catalog includes the names, degrees, and from which institution of higher learning their degrees were earned. The faculty serves approximately 20,000 students providing quality programs, certificates and courses for general education, transfer, and career technical. The core of full-time faculty is sufficient in size and experience to support the mission and the college's educational programs. Full-time faculty responsibilities are clearly stated and expressly outlined in the union contract.

14. STUDENT SERVICES

Southwestern College provides quality support services meeting the needs of its diverse student body. Services are evaluated and assessed through a variety of measures to ensure the programs are relevant to students. Programs and services include: Admissions and Records, Articulation, Assessment, Career Center, Cashiering, Counseling, Disability Support Services, Extended Opportunity Programs and Services, CalWORKs, Women's Resource Center, Center for Technical Education and Career Success, Evaluations, Financial Aid, Scholarships, Matriculation, Outreach, Student Activities, Student Clubs, Student Employment Services, International Student Program, Transfer Center and Veterans Services.

15. ADMISSIONS

The District admits students based on Policy #5010: Admissions and Concurrent Enrollment, as well as Education Codes §76000, §76001, §76002, and Labor Code §3077. As stated in Policy #5010, the District admits students who are capable of benefiting from the instruction offered and who meet the admission requirements as published in the college catalog, website, and in the schedule of classes.

16. INFORMATION AND LEARNING RESOURCES

Southwestern College is committed to supporting students to become efficient, independent learners. The Learning Resources building on the main campus encompasses the Library, computer labs, Staff Development, and the Online Learning Center. The Library provides materials in print and electronic formats to support course work and needs of life-long learners.

The Library, both on the main campus and at the three higher education centers, contains more than 90,000 print titles, 16,000 electronic books, 2,400 audiovisual titles and 170 periodical subscriptions. The Library joined QuestionPoint 24/7 which allows access to a librarian no matter the day or time.

Learning Assistance Services (LAS) provides tutorial services for students designed in response to diverse student needs and feature a variety of instructional approaches. LAS utilizes computer resources to supplement conventional classroom instruction, distance learning, and hybrid course work. Included in LAS are the Interdisciplinary Tutoring Center, Writing Center, Reading Center, Online Writing Lab, Math Center, Power Study Program, and Test Proctoring.

17. FINANCIAL RESOURCES

Southwestern College relies on funding from the State of California for a majority of its general fund budget. Other sources of funding include a percentage of local property taxes, other federal and state sources, grants and contracts, and the College Foundation. The College maintains a budget reserve and conservatively manages its finances to support student learning programs and services.

18. FINANCIAL ACCOUNTABILITY

The Southwestern Community College District undergoes an annual audit by an experienced independent audit firm. There have been no major audit exceptions reported in the last ten years. The auditor submits the report and makes a presentation to the Governing Board each year. The Board reviews all findings and requests follow-up action by the administration, if deemed necessary.

19. INSTITUTIONAL PLANNING AND EVALUATION

In April 2006, Southwestern College adopted a Strategic Plan that outlined priorities, goals, and mission/vision/value statements. Designed to serve as a parameter for decision-making and a guide for future planning, the document includes strategies to help the College effectively serve its expanding community. Input from faculty, staff, students, and community members was solicited and included when developing the document. Within the Plan, six areas were identified as strategic priorities that need to be addressed in the next three-to-five years: Student Success; Access; Community, Workforce, and Economic Development; Fiscal Resources and Development; Organizational Effectiveness; and Human Resources and Professional Development. The shared governance College Leadership Council is charged with implementation of the Plan and is moving forward with assessment measures and renewal cycles are being developed.

20. PUBLIC INFORMATION

Southwestern College uses a variety of media to inform the public about the college's programs and services. The college catalog is published annually in print and can be found on the college website as well. It contains precise, accurate, and current information about the college, its mission, its courses, programs and degree offerings and its academic calendar. Information about financial aid, learning resources, admissions, fees, degree/certificate requirements is all included. Major policies affecting students can also be found in the catalog. In addition, the names of governing board members, administrators, and full-time faculty are included. The college website, in addition to posting the catalog, offers current information on class schedules, Educational and Facilities Master Plan, Technology Plan, Strategic Plan, Study Abroad Programs, online learning, co-curricular events, and much more. Southwestern College's Community and Media Relations Department provides news outlets with information about the college, important dates for governing board meetings and college events.

21. RELATIONS WITH THE ACCREDITING COMMISSION

Southwestern College, accredited since 1965, adheres to the eligibility requirements and accreditation standards and policies of the Accrediting Commission for Community and Junior Colleges (AACJC).

Governing Board policy and administration directives ensure that the college complies with all Commission requests, directives, decisions, and policies.



2009 Self Study

Responses to Recommendations from 2003 Site Visit



- (1) **The Team recommends that the College establish and implement a process for regular review and revision of the Mission Statement and utilize the statement as the key planning element. (Standards 1.3 and 1.4)**

The Southwestern College (SWC) Mission Statement was revisited by the Institutional Planning Steering Committee (IPSC) as part of the comprehensive and in-depth discussion that led to the SWC Institutional Strategic Plan: 2006–2009. Also reviewed at the same time were SWC’s core values that serve to guide the college on how it thinks and acts. Based on input from a cross section of college stakeholders it was decided not to modify the mission (written and adopted in 1993) since it was judged to be effective. The Institutional Strategic Plan was adopted by the SWC Governing Board in April 2006, and the Mission Statement is an important and integral part of that document.

SWC District Policy #1200: District Mission and Philosophy addresses the mission of the college and states the Board’s commitment to making an evaluation and revision of the District Mission and Philosophy on a regular basis. As part of the ongoing review and revision of college policies, the Governing Board on August 13, 2008, upheld the Mission Statement as cited in the policy.

The Mission Statement has been utilized as a key element in important planning efforts. The Strategic Plan: 2006–2009 was the result of a broad based effort to achieve a strategic planning process that would have as its foundation the college’s mission and core values. The Governing Board on August 4, 2007, unanimously agreed upon its Vision, Mission, and Goals for annual planning. Their commitment to carrying out the mission of the College, along with short-term, mid-term, and long-term goals, was published and widely distributed in a pamphlet. This pamphlet is available on the college website, as well. The guide for Academic Program Review states explicitly that the process for program review was built upon the College Mission Statement.

(References: SWC Strategic Plan: 2006–2009; SWC District Policy #1200; Governing Board Vision, Mission, and Goals; and Academic Program Review Guide.)

- (2) **The Team recommends that the College develop and implement strategies to ensure a supportive environment of trust and respect for all employees, in which the various constituent groups assume responsibility for its maintenance. (Standard 2.6)**

Through employee participation in both formal and informal venues, as well as by means of written communications, the College ensures a supportive environment of trust and respect. At the level of the Governing Board, there are representatives at monthly board meetings from primary college employee groups. Each representative has a designated place on the agenda and is thus assured the opportunity to make a direct report to board members. Representatives included are presidents of the Academic Senate, the Classified Senate, the Southwestern College Education Association (SCEA), the California Schools Employees Association (CSEA), and the Southwestern Community College District Administrators Association (SCCDAA). Additionally, the agenda provides a place for open communication to the Governing Board by anyone within the college or from the public.

The College Leadership Council (CLC) is the primary shared governance group and is a college standing committee. The purpose of CLC is to review college-wide needs and then, by general consensus, establish priorities in alignment with college goals, and make recommendations for allocation of resources to the Superintendent/President. CLC’s recommendations relate to issues such as annual and long-term planning, college goals, and budget priorities. Membership is comprised of representatives from faculty, classified staff, administrators, academic and classified senate representatives, union representatives, and the Associated Student Organization (ASO) president. The Council is co-chaired by both the Superintendent/President and the Academic Senate President. General meetings are held on a monthly basis and individual task groups meet at other times as needed.

The Superintendent/President meets with the Executive Leadership Team (ELT), a shared governance group, on a regular basis to facilitate open and timely communication with college leadership; membership includes the college Vice Presidents, Academic Senate President, Classified Senate President, SCEA President, CSEA President, SCCDAA President, and the President of the ASO. ELT is designed to be a participative process emphasizing communication, consultation, and collaboration.

The Governing Board approved SWC District Policy #2510, Participation in Local Decision-Making, in January 2007. The Board agreed that it would not take any action on matters subject to this policy until the appropriate constituent group(s) had been provided the opportunity to participate. Those affected by this policy are students, faculty, staff, and administration. Representation for these constituencies are the ASO, the Academic and Classified Senate, and administrative groups such as the Dean's Council and the College Management Team (CMT) and the Administrator's Association.

Written communications to the college community are forthcoming on a regular basis and periodically informational open forums are held. Written communications include formal monthly publications such as the Governing Board News (GB News) and the Spirit Newsletter (distributed internally and externally). Updates on important issues are sent out electronically, such as: status of the budget from the Superintendent/President; union negotiations from Human Resources, and the Self Study from the accreditation co-chairs. Open forums have been held on timely topics such as the budget and accreditation. The Superintendent/President has held very informal events, usually at lunch time and known as "Brown Baggers" which offers an opportunity for conversation on any topic of interest to those present. Attendance by everyone is encouraged at these events.

All of the above provide members of the college community with many opportunities for open communication and exchange of ideas which serve to support an environment of trust and to promote mutual respect between the various college constituencies.

(References: SWC District Policy #2510; CLC membership; sample copies of GB News, the Spirit! Newsletters)

- (3) **The Team recommends that the College establish a culture of evidence, relying on data and analysis to ensure improvement of programs and services. In particular, the College should use student learning outcomes as the means to determine institutional effectiveness and, as previously identified in the 1996 AACJC WASC Accreditation Report, develop and implement a process for program discontinuance. (Standards 3.A.3, 3.A.4, 3.C.1, 4.D.1, 5.10, and 6.7)**

Academic Program Review, during which discipline faculty follow an established procedure to take an in-depth look at all courses and programs offered by them, has been changed from a six-year cycle to three years. In conducting their review, faculty utilize data as the basis for: analyzing the status of their respective programs (for example, is there evidence that supports a request for new faculty or equipment); judging the effectiveness of their offerings; and for assessing whether or not the needs of students and the community are being met. The possibility for program discontinuance is addressed during that process. If there is evidence that a program is no longer viable, the first step is a request for approval for discontinuance of the identified program from the Curriculum Committee. Next, the Office of Instructional Support Services inactivates the program in CurricUNET, the College's course development and management system, and notifies counselors of the change. On January 11, 2006, the Governing Board approved SWC District Policy #4020: Program and Curriculum Development, Modification and Discontinuance, which calls for the Superintendent/President, Vice President for Academic Affairs, and Academic Senate to establish procedures for program discontinuance. There is a procedure, but it needs to be formalized.

As early as 2003, the College initiated awareness of the four new Accreditation Standards through dialogue that included campus-wide discussions on Student Learning Outcomes (SLOs) and led to the formation of an SLO committee. The committee promoted dialogue in 2003, 2004, and 2005, and during that period some of their work resulted in the following: a definition for SLOs for Academic and Student Affairs; identification of comprehensive core competencies for students completing courses, certificates, programs, or degrees; a plan and timeline for SLO implementation; and the addition of SLOs as a component of Academic Program Review. It was decided that academic SLOs needed to be written for every course, program, degree, and certificate and that methods should be identified to assess student outcomes. The assessment results could then be used

to make improvements. Student Services would write SLOs specific to their offerings and identify assessment measures by service area.

As recommended by the Chancellor's Office, the SLO committee developed an SLO Assessment Philosophy in 2005, which was revised and broadened in 2008. It identifies why assessment is critical and how it is used at SWC to improve student learning and includes both the college philosophy for SLOs and for assessment. The Core Competencies developed, also in 2005, represent those critical knowledge and skill areas in which students should become proficient. These competencies serve as the foundation for developing all SLOs.

Numerous workshops were offered on SLOs between spring 2004 and 2006 providing orientations to what SLOs are, how to write them, and their use in Academic and Student Services Program Reviews. The College's Opening Day program on January 11, 2008, included breakout sessions for dialogue and initiated writing of SLOs that was completed during the semester with the goal of implementation for fall 2008. SLO writing workshops were offered again in both spring and fall of 2008. Faculty are currently working to implement different assessment measures as part of the SLO cycle. eLumen was adopted in spring 2009 as a web-based software to be offered as an option for tracking SLO assessment results. Faculty training in the use of eLumen was offered and an Academic SLO website went online in spring 2009.

Since the College has been without a fully functioning Research Office for some time, the College awarded a contract to CoBRO, a research consulting firm, to complete major projects such as campus-wide surveys (one done in spring 2008 specifically for the Self Study), data collection in support of program review, and preparation of the College's 2008 Dashboard. The Dashboard is a succinct one-page summary of statistics on enrollment, academic outcomes, faculty, student ethnicity, student services and other demographic data. At the present time, the College is pursuing a restructuring plan that would bring together planning and research under a common dean.

(References: SWC District Policy #4020; Student Learning Outcomes Summary, March 9, 2008; 2008 Dashboard for SWC)

- (4) **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. The Team further recommends that the College define the purpose and function of collegial consultation committees and councils, effectively involving faculty, staff, administrators, and students from both the main campus and the Centers. (Standards 3.B.2, 3.B.3, 3.C.3, 4.B.1, 8.5, 10.A, 10.B.6, 10.B.9, and 10.B.10)**

The College has carried out a series of master planning efforts starting in 1990. Since the Accreditation visit in 2003, the latest master planning activities have included preparation of the 2006 Strategic Plan and now the 2008 Educational and Facilities Master Plan.

The Strategic Plan was created after months of input from faculty, staff, administrators, students, and community members. One of the priorities established by the Strategic Plan was to improve and strengthen the budgeting process (Strategic Priority #4: Fiscal Resources and Development) and ensure proper involvement via the shared governance structure with representatives from administration, faculty, classified staff and students. The College Leadership Council Budget Task Force (CLCBTF) was identified as the appropriate entity to fulfill this goal. The Strategic Plan also stated the importance of integrating strategic priorities with other college plans such as the Educational and Facilities Master Plan and plans for Human Resources, Student Services, and Technology. The latter is especially critical and directly supports student success. Other objectives were to increase understanding of the budget process, identify methods for improving financial conditions of the College, and to improve the linkage between budget development and college priorities. In 2007, under the leadership of the new Superintendent/President, the College Leadership Council (CLC) was delegated responsibility for implementation of the Strategic Plan goals. The CLC has created measurements for evaluating progress in reaching the goals, and developed timelines.

In January 2008, the Governing Board adopted the Educational and Facilities Master Plan (the Master Plan), which is a comprehensive plan for the College developed in response to the 2006 Strategic Plan. The Master Plan includes educational master planning, facilities planning, and financial plans and projections. Both qualitative input and quantitative data were utilized from sources internal as well as external to the

college. It provides specific direction and parameters both for the implementation of educational programs, support services, and facilities needs through 2020, and for general guidance in college-wide decision-making.

The SWC Governing Board responded initially to the AB1725 mandate passed by the California legislature in 1988, which codified the concept of participatory governance, by approving SWC District Policy #0009: Shared Governance Philosophy in 1991. Policy #0009 was later reviewed and revised in January 1997. This policy formally established shared governance for the College. In January 1997, the Governing Board approved SWC District Policy #0011: Shared Governance Guidelines, formerly established shared governance by clarifying the manner in which collegial consultation would take place between the Governing Board and the Academic Senate in the development of policies on academic and professional matters. SWC District Policy #2510: Participation in Local Decision-Making was approved by the Governing Board in January 2007. This policy expresses the agreement that the Board will not take action on matters subject to the policy until the appropriate constituent group or groups are provided the opportunity to participate. The college constituencies that are integral to the shared governance process and have representatives on major college councils, committees, and task forces (as deemed appropriate) are the students, faculty, staff, and administration. The primary shared governance body is the College Leadership Council (CLC), which reviews college goals and makes recommendations for resource allocations to the Superintendent/President. The recommendations are reached by consensus and are the result of collegial consultation by the Council's members representing all college constituencies.

The College persists in its commitment to shared governance which fosters and enhances collegial consultation and a positive environment. Evidence that institutional leadership is making strides towards creating a more positive and empowering environment can be found in results of the college Accreditation Survey completed in spring 2008 by faculty, staff, and students. Of the faculty respondents, 64.4% indicated they had the opportunity to participate in college planning processes and 75.8% said they can clearly describe their role in helping SWC achieve its goals. Among staff respondents, 74% indicated they clearly understood their part in assisting the College to achieve its goals. Of the student respondents, 85.8% agreed the College provided a positive learning and/or work environment.

(References: 2006 Institutional Strategic Plan; 2007 Southwestern College Educational and Facilities Master Plan; CLC minutes; SWC District Policy #2510; Accreditation Survey Results, spring 2008.)

- (5) **As previously identified in the 1996 AACJC WASC Accreditation Report, the Team recommends that the College develop a comprehensive Technology Master Plan that ensures end-user training on the full functionality of Datatel's Colleague system; integrates the functions of Instructional and Distance Learning technology support; and provides a reliable budgetary process for the systematic upgrading and replacement of instructional and administrative technology. (Standards 4.A.4, 5.6, 5.9, 6.1, and 6.2)**

Since the last Accreditation, the college has formalized a comprehensive five-year Technology Plan covering the period 2005 through 2010, approved by the College Leadership Council and the Superintendent/President on November 17, 2005 and updated in July 2008 (Technology Plan 2005–2010, Update: July 2008). The Technology Plan is considered to be a living document that will be modified and improved upon as objectives, in alignment with the College's strategic planning goals, are realized. It is important to ensure that technology support meets the needs of learning, teaching, college-wide communications, research, and operational systems. Among other things, the Technology Plan documents the College's recognition that the establishment of policies and procedures for the systematic planning, acquiring, maintaining, and upgrading or replacing of technology infrastructure and equipment are significant elements of the College's comprehensive approach to meeting its technology requirements.

The initial Technology Plan listed as an objective (Action Item #4.7) the establishment of a facility to provide technology training to faculty and staff in the use of desktop applications and the Datatel Colleague system. According to the Update of the Technology Plan, Computer Systems Services (CSS) and Staff Development have created a series of courses to enhance knowledge of Colleague. The Staff Development Office identifies various technology training needs for faculty, staff, and students by means of surveys as well as by contacting directly key administrators and managers. The offerings are organized around certain core activities such as teaching, learning, and administrative support. Specific trainings are conducted for the Microsoft Office Suite, audio and video software commonly used in the

classroom, and administrative software such as Datatel Colleague and WebAdvisor. Staff have been sent to onsite Datatel trainings. Staff in Continuing Education received a special three-day training on the Continuing Education module (within the Datatel Colleague system) that was purchased in 2007 and activated in fall 2008.

The Technology Plan presented eleven Technology Goals in the final report. Among these goals, the following commitments are relevant to an integration of the functions of Instructional and Distance Learning technology support:

- (1) **Provide Access to Technology** (computers, software, and technology services) that is readily accessible and fully functional to all students, including those with disabilities;
- (2) **Provide Current and Reliable Technology to Students** inclusive of up-to-date hardware, software and communication materials;
- (3) **Provide Support for Online Degrees and Certificates** by establishing an online learning plan to render technical and pedagogical support so that online learning students will receive the same quality and breadth of courses and services as their peers who take face-to-face classes;
- (4) **Provide Access to Assistive Technology** and identify mechanisms that result in equal access and quality of instruction to students with disabilities or limitations;
- and (5) **Provide Information Resources and Materials Online and in Classrooms** such as reference materials, computers, multimedia and other technology resources (online and in classrooms) to support both online and classroom instruction.

The Technology Plan 2005–2010 sets forth four areas as Action Items and of these the following are of particular relevance to technology support for instruction and distance learning.

Action Item Two: Administrative/Student Service Applications called for technology support to be completed in the areas of curriculum (CurricUNET system), scheduling/enrollment management (Pegasus system), and provide for a positive attendance tracking and pay-for-print system in labs. All of these have been completed.

Action Item Three: Learning and Teaching Applications has resulted in the development of an online learning plan, the establishment of an Online Learning Center, installation of “SMART classrooms,” increases in the number of computers in student open labs, and a process for the acquisition, upgrade and replacement of classroom computers, peripherals, and software including a plan for

funding. Progress is being made on these action items, is underway and some problems have been encountered due to budget issues.

Action Item Four: Support for Technology called first for the establishment of a Technology Steering Committee (TSC) to be responsible for providing oversight of standards, practices, and budget planning for academic and administrative technology projects and activities. The TSC should in addition review, evaluate, and update the District technology plan annually. Also requested was the establishment of a classroom technology support department including a telephone hotline (Helpdesk) to be staffed by classified contract technical support staff. The TSC was formed in late 2006 and both the classroom technology support department and hotline were established in 2005.

At present, the Technology Steering Committee and the Academic Technology Committee (ATC) guide the review and assessment of technology needs. (The ATC is a standing committee of the Academic Senate, and its mission is to oversee and make recommendations on academic technology issues and initiatives to the Academic Senate.) The membership of these committees represents a broad range of college constituencies and thus is able to bring forward a variety of viewpoints and ensure widespread involvement in technology decisions.

With respect to a budgetary process for the systematic upgrading and replacement of instructional and administrative technology, the Technology Plan explicitly called for the development of such a plan in

Action Item One: Infrastructure and Equipment:

Item 1.1 “Develop a plan for the replacement of desktop hardware and software, including adaptive technology. Develop the process for acquiring, upgrading, and replacing desktop hardware and software. Develop a budget and policy to address the replacement of desktop hardware and software.” In the Technology Plan Update: July 2008, the status for Action Item 1.1 was reported as of March 2008 to be the following: The TSC developed a plan and procedure for hardware replacement. The monies to fund the hardware plan were put into the tentative budget for 2008–2009. Software replacement plans have not been developed.”

Item 1.3 “Develop a plan to upgrade and/or replace network and infrastructure equipment as needed.” The July 2008 Update reported that a plan was completed in April 2008 and the monies to fund the plan were included in the tentative budget for 2008–2009.

In June 2008, the Governing Board adopted the document "IT Upgrades" prepared by CSS and authorized a program to lease new desktop hardware. This plan will replace desktop hardware on a four-year leasing cycle and thus formalizes a process of consistent hardware replacement. The lease approach will result in an average desktop hardware age of approximately two years. Additionally, hardware replacement becomes an automatic transaction as monies are budgeted to service the lease on an annual basis. With respect to replacement of its network backbone, the College is implementing a five-year infrastructure replacement cycle. The plan includes leasing network backbone hardware replacement and upgrades through the year 2013. Again, leasing provides the same benefit as mentioned above for hardware replacement because it becomes an automatic transaction.

- (6) **To ensure fairness for all employees, the Team recommends that the College establish, clarify, and implement hiring, promotion, and equal employment practices and provide appropriate orientation, training, and evaluation. (Standards 2.6, 7.A.1, 7.A.2, 7.B.1, 7.B.2, 7.B.3, 7.C.2, 7.D.1, and 7.D.2)**

The Human Resources Department oversees recruitment and hiring. The established selection processes are set forth clearly in SWC District Policy #7120: Recruitment and Hiring Policy and Procedure. (Policy #7120 addresses the recruitment and hiring of all employees except for the Superintendent/President.) The procedures followed are fully compliant with Title 5. The requirements for faculty and administrators are defined under Title 5, along with the Minimum Qualifications process. The educational needs of each department provide the basis for selection of faculty. Specific job descriptions determine all other employee's requirements for employment.

SWC District Policy #7120 was developed in a shared governance environment and was updated in spring 2007 with minor changes being made in 2008. The update in spring 2007 was done in conjunction with a review of the existing staff diversity policy to ensure that the College's recruitment and hiring process would meet current regulations set forth in the guidelines for Equal Employment Opportunities. Technical definitions related to employment, as defined in the Education Code, were added to Policy #7120 as well.

Qualifications for faculty and educational administrators are clearly stated in the State Minimum Qualifications as published by the Chancellor's Office. The College's Faculty Hiring Prioritization Committee follows a process designed to be fair and to eliminate bias as much as possible in identifying a ranking for new faculty requests. The committee's final list is submitted to the Superintendent/President's cabinet and subsequently is sent to the Governing Board for approval. Job announcements contain the Mission Statement. Job descriptions clearly define the requirements and responsibilities of the positions. The College has retained the services of an outside entity since 1975 to assist with the District's published classified job descriptions so that consistency and standards are maintained. Classification and reclassification reviews for classified staff and administrator positions are conducted to ensure adherence to published job descriptions.

SWC District Policy #3420: Equal Employment Opportunity states the College's commitment to nondiscrimination on any grounds and to implementation of the Equal Employment Opportunity Plan (EEO Plan). The Governing Board adopted the EEO Plan in August 2007 and then with revisions in October 2008. The EEO Plan formalizes the District's commitment to assure good faith efforts are made to build a community in which opportunity is equalized so that faculty and staff represent a wide variety of backgrounds. The Recruitment and Hiring Policy and Procedure provides for open recruitment, applicant pools with candidates that are qualified and diverse, and for participation on selection committees from all employee groups. An adverse impact analysis of the applicant pool is conducted during the selection process as detailed in the EEO Plan. In addition, each selection committee is assigned a Hiring Compliance Officer (HCO) to ensure that fair employment practices are followed.

The Staff Development Program provides workshops and training which serve to enhance professional skills, technical knowledge, leadership development and teaching strategies. The Staff Development Coordinator works with the Staff Development Committee, comprised of staff, faculty, and administrators, to plan program offerings. Other workshops offered regularly address safety training requirements, health awareness, and topics of community and educational interest. A special orientation program (the Teaching Academy) was instituted for new faculty some years ago. Orientations are held as well for new adjunct faculty immediately before the start of both the fall and spring semesters.

Staff Development offerings provide the opportunity for faculty to earn both flex and hurdle credit. Classified staff may receive salary incentive credit for their participation at various workshops. A needs assessment survey was carried out electronically for all college entities in 2007–2008 in order to determine employee training needs and interests.

Regular evaluations are carried out for all college employees. Evaluation procedures, timelines and forms are part of the respective union contracts for faculty and staff. Classified Confidential employees are evaluated based on the Classified Confidential Employee handbook and evaluation procedures for classified administrators are set forth in the Classified Administrator Handbook. Academic Administrators are evaluated according to the process delineated in the Academic Administrator Handbook and SWC District Policy #7253: Academic Administrator Evaluations (last revised and adopted on October 8, 2008).

(References: SWC District Policy #7120, #3420 and #7253.)

- (7) To ensure the long-term fiscal stability of the institution, the Team recommends, as previously identified in the 1996 AACJC WASC Accreditation Report, that the College define and communicate budget development and budget-decision making processes to achieve College goals. (Standard 9.A.1)**

The Office of Business and Financial Affairs has established guidelines for financial planning and budget development. The development of budgetary parameters is a standardized process that begins prior to the initiation of the budget cycle itself. Once the preliminary budget parameters are approved by the Superintendent/President and the Cabinet for a given budget cycle, the guidelines and process for the upcoming fiscal year, along with a budget calendar, are sent by the Office of Business and Financial Affairs out to the Vice Presidents. This initiates the established consultation process. The Vice Presidents begin budget development discussions with Deans and Directors, who in turn consult within their respective areas. Once requests are received by the Vice Presidents from the Deans and Directors, the Vice Presidents develop budget priorities in alignment with institutional goals and submit their requests to the Controller (who serves as the Budget Officer). During this period, open forums for the college community are held to disclose draft budget requests.

The Controller presents the prioritized budget items to the Cabinet and the College Leadership Council Budget Task Force (CLCBTF) for the first formal review of the requests. The tentative budget recommendations and projections are presented to the Governing Board in June for its approval. A final budget is voted on by the Governing Board once the State of California has an approved budget.

The steps for consultation are well-defined and allow for broad-based input, discussion, and review. The College does recognize the need for a written policy and procedures on preliminary parameter development to ensure that the budget process is fully transparent.

With respect to communicating budget development and planning to the college and to the community at large, updates on the status of the budget are presented in several ways by the Office of Business and Financial Affairs in collaboration with the Office of the Superintendent/President. The Office of the Superintendent President (beginning in spring 2008) started disseminating information on the budget, including updates from the State Chancellor's office, via global emails, write-ups in the GB News and by holding campus budget workshops. Monthly financial reports, prepared by the Office of Business and Financial Affairs, are reviewed and presented to the Governing Board at its monthly meetings. This is public information and is available in the College's public folders. Financial information is accessible to faculty, staff, and administrators through Colleague, the College's general ledger accounting system. The Office of Business and Financial Affairs in 2008 reaffirmed its commitment to providing both more open budget forums and individual meetings with constituents.

(References: 2009–2010 Draft Budget Development Process and Timeline; GB News)

- (8) The Team recommends that the Governing Board establish and monitor itself as a policy-making body, delegate operational authority to the Superintendent/President, clarify management roles, and support the authority of management in the administration of the College. (Standards 10.A.3 and 10.A.4)**

SWC District Policy #2430: Delegation of Authority to the Superintendent/President was passed on March 12, 2008, and provides the job description for the Superintendent/President. This policy replaces portions of District Policy #1007: Governing Board Functions and replaced Policy #3003: Delegation of Authority to the Superintendent/President. Although the Board is legally responsible for the operation of the College, the policy delegates to the Superintendent/President full authority, responsibility, and accountability for executing all decisions of the Board requiring administrative action. He/she is also given the full authority, responsibility and accountability for the proper conduct of college business and educational programs of the District. According to the policy guidelines, the Superintendent/President implements and administers policies without undue interference or micro-management. The Superintendent/President, in turn, delegates appropriate responsibilities to the Vice Presidents of Business and Financial Affairs, Academic Affairs, Student Affairs, and Human Resources.

Also on March 12, 2008, the Governing Board replaced SWC District Policy #1007: Functions of the Governing Board with its adoption of District Policy #2200: Board Duties and Responsibilities, which included a succinct statement of its relationship to the Superintendent/President. It explicitly states that the Governing Board is committed to “hire and evaluate the Superintendent/President” and to “delegate power and authority to the Superintendent/President to effectively lead the District.”

Furthermore, on March 12, 2008, the Governing Board adopted SWC District Policy #2410: Policies and Administrative Procedures which replaced SWC District Policy #1023: Policy Adoption Policy and Policy #1007: Governing Board Functions. This new policy delegates the development and implementation of administrative procedures related to corresponding Board policies to the Superintendent/President. It further states that copies of all policies and administrative procedures shall be readily available to the District “through the Superintendent/President or designee.”

The Governing Board delegates its operational authority to the Superintendent/President and follows specific protocols that were established at the Board’s Annual Retreat in August 2003. This action was taken in response to the 2003 WASC Accreditation Recommendations. In May 2008, the Governing Board reaffirmed these protocols.

(References: SWC District Policy #2430, #2200, and #2410; Governing Board Retreat, May 15, 2008: Board Protocols August 22, 2003 reviewed and revised.)

- (9) **The Team recommends that the Governing Board systematically review and update its policies, especially those on academic honesty and academic freedom, and delegate the development and implementation of corresponding procedures to the administration. (Standards 2.9 and 10.A.3)**

The Governing Board, in compliance with Recommendation #9, established as one goal for the Superintendent/President during the academic year 2004–2005 the following: “The Superintendent/President will implement a thorough review of all District policies and procedures.” At the Governing Board Retreat in 2005–2006, the Board set a goal to review and update policies in a timely manner that pertained specifically to the Governing Board. The Board formed a sub-committee to conduct a thorough initial review of these policies, and recommendations were subsequently presented to the Governing Board for first and second readings. In 2006, the Board retained the services of the Community College League of California (CCLC Policy & Procedures Subscription) to review and update its District policies. All policies specifically related to the Board have been reviewed, revised, and adopted.

As a result of consultation between the Academic Senate and administration, the Governing Board in November 2004 adopted both SWC District Policy #7027: Academic Freedom and District Policy #7029: Academic Integrity. Policy #7027 acknowledges that academic freedom is essential to maintain academic integrity and to protect the rights of faculty and students in the learning process. SWC District Policy #7029 recognizes that academic integrity is critical in promoting student success and supporting rigor in instructional programs.



The Governing Board is committed to the systematic update of all District policies. The College receives monthly notices from CCLC to assist in ensuring ongoing compliance with changes in the law that might necessitate a new policy or changes in existing policies. Policies will be re-examined periodically and related procedures will be developed through a policy and procedures review process in accordance with SWC District Policy #2410: Policies and Administrative Procedures, which the Board approved in March 2008. The policy specifically delegates the development and implementation of procedures related to corresponding policies to the Superintendent/President: "Administrative procedures are issued by the Superintendent/President as statements of methods to be used implementing Board Policy." The policy also states that copies of all policies and administrative procedures shall be readily available to the District through the Superintendent/President or designee.

(References: SWC District Policies #7027, #7029, and #2410.)

(10) The Team recommends that the Governing Board establish and implement ongoing board training as previously indicated in the 1996 AACJC WASC Accreditation Report, and include a consistent self-evaluation process. (Standard 10.A.6)

In response to Recommendation #10, the College subscribed to the Community College League of California (CCLC) published model board policies and adopted their recommendation on a policy for board education. This includes District study sessions, reading materials, and attendance by Board members at activities that further trustee education. In March 2008, the Governing Board approved SWC District Policy #2740: Board Education, which expresses the Board's commitment to ongoing development as a board, activities that foster trustee education, and a new trustee orientation program.

The Governing Board identifies areas for ongoing training and education through discussions at Board meetings and retreats. Governing Board training has been documented since July 2004, and at its Retreat on May 15, 2008, the Board re-committed to its practice of identifying areas for ongoing training sessions. Topics covered at workshops and meetings have included budget, the Educational and Facilities Master Plan, and Accreditation. In the academic year 2008-09, additional areas for training included such topics as Board Roles and Responsibilities, Conflict of Interest, and Fiduciary Responsibilities.

In March 2008, the Board adopted SWC District Policy #2200: Board Duties and Responsibilities, replacing Policy #1007: Functions of the Board, which did not include a provision for Board self-evaluation. Also in March of 2008, the Governing Board adopted SWC District Policy #2745: Self Evaluation, which addresses an annual self-evaluation. Additionally, the Board adopted District Procedure #2745: Self-Evaluation in May 2008, which codifies the general procedure for Governing Board self-evaluation and stipulates that a summary of the self-evaluation will be posted on the College website and in the College's public folders. It should be noted that the Governing Board has conducted regular self-evaluations since 2003 during Board retreats although a procedure had not been established in a written document prior to 2008.

(References: SWC District Policies #2740, #2200, and #2745.)

Institutional Self-Evaluation Using Commission Standards

2009 Self Study

Standard I

Institutional Mission and Effectiveness



Co-Chairs:

Viara Giraffe, Dean of Social Sciences and Humanities & Lisa Ballesteros, Professor of Sociology

Standard I: Institutional Mission and Effectiveness

CO-CHAIRS	ADMINISTRATORS	FACULTY	STAFF	STUDENTS
Lisa Ballesteros: Professor of Sociology	Particia Bartow: Child Development Center Patti Larkin:	Raga Bakhiet: School of Mathematics, Science and Engineering Freddie Ball: School of Language and Literature	Maria Beltran: Higher Education Center at Otay Mesa James Bond: Student Activities	Leticia Diaz: ASO President Darius Hills
Viara Giraffe: Dean, School of Social Sciences and Humanities	Bookstore Operations Arthur Lopez: Financial Aid Steve Tadlock: Continuing Education Arthur Lopez: Financial Aid	Victor Chavez: School of Social Sciences and Humanities Norma Cazares: School of Counseling and Personal Development Ed Cosio: School of Counseling and Personal Development Melanie Durkin: School of Health, Exercise Science and Athletics Faustino Escalera: School of Social Sciences and Humanities Chris Hayashi: School of Social Sciences and Humanities Cher Johnson: School of Language and Literature Alex Juden: School of Mathematics, Science, and Engineering Walt Justice: School of Health, Exercise Science and Athletics Meredith Morton: School of Language and Literature Thomas Murray: School of Social Sciences and Humanities Barbara Pescar: School of Language and Literature Robert Unger: School of Language and Literature Rebecca Wolniewicz: School of Arts and Communications Leslie Yoder: School of Language and Literature Susan Yonker: School of Language and Literature	Grace Cruz: Health Yadira Garcia: School of Social Sciences and Humanities Trila Gil: Instructional Support Services Silvia Lugo: School of Arts and Communications Marisol Natividad: School of Social Sciences and Humanities Priscilla Pasana: Student Affairs Irene Plummer: School of Social Sciences and Humanities Norma Rich: School of Language and Literature	

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

DESCRIPTION

Southwestern College (SWC) has the following statement of mission, which has been in use since 1993: "Southwestern College is committed to meeting the educational goals of its students in an environment that promotes intellectual growth and develops human potential" (I-1).

ANALYSIS

The Mission Statement clearly describes Southwestern College as a comprehensive learning institution. This purpose is appropriate to an institution of higher learning. According to the findings of the Aslanian Group Adult Student Market Analysis (I-2), "Southwestern College has offered programs and services to meet the educational needs of its constituents in the southern portion of San Diego County for more than 45 years. It is the only provider of public higher education located in the South County region, serving more than 400,000 residents. Given that the average age of students is 25, the College has demonstrated well its attractiveness in meeting the needs of both traditional and older adult students" (I-2). The intended student population is primarily determined by geographic location, that is, those living within the College district area. Comprehensive programs meet the needs of general education, transfer, career/technical, and lifelong learning goals.

A1.

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTION

Supporting the Mission Statement is the goal of support services and learning programs essential to ensuring successful education outcomes for a diverse student body. The college offers comprehensive programs in general education, transfer studies, career and technical skill development, basic skills, and lifelong learning. Southwestern College meets these goals by offering a broad range of support services, including the Academic Success Center (I-3), the Counseling/Career Guidance Center (I-4), Disability Support Services (I-5), Extended Opportunity Programs and Services (EOPS) (I-6), Financial Aid (I-7), Student Employment Services (I-8), the Transfer Center (I-9), Veteran Services (I-10), and the Women's Resource Center (I-11).

Analyses contained in the Aslanian Study (I-2), Educational and Facilities Master Plan (I-12), Academic Program Review Procedures Guide (I-13), Accreditation Self Study Survey Results by CoBRO Consulting (I-14), and the Basic Skills Initiative 5-Year Plan (I-15) indicate SWC is addressing the needs of its student population by offering a broad range of programs and services at multiple locations and in both face-to-face and online venues.

Assessments of institutional effectiveness include Academic Student Learning Outcomes (I-16), Student Services Outcomes (I-17), Administrative Unit Outcomes (I-18), and Academic Program Review (I-13).



ANALYSIS

The institution has established student learning programs and services aligned with its purposes, its character, and its student population.

A2.

The Mission Statement is approved by the governing board and published.

DESCRIPTION

SWC District Policy #1200 (I-19) affirms the scope of the mission of the college, upon which the Mission Statement is based. It states, “The mission of Southwestern Community College District is to serve its diverse and multicultural community by providing dynamic, quality education which promotes the personal, career, and educational goals of its members. To this end, the District encourages participation by all to improve the quality of life for individuals, and to promote the social, economic and cultural development of their communities. To fulfill that mission, the District believes in:

Quality education to meet individual needs. The District recognizes that students are individuals with different degrees of preparedness and different reasons for seeking an education and, as such, respond to different instructional approaches and must have the freedom to enroll in classes appropriate to their ability levels. The District thus aims to provide excellent instruction matched to the needs and abilities of its students.

Quality education to meet educational needs. The District subscribes to the principle that each person has worth, integrity and dignity and that each can grow in the attainment of intellectual curiosity, creativity, cultural appreciation, and moral and spiritual values.

Quality education to meet career needs. The District further recognizes that community residents should have the opportunity to develop skills needed for employment and a meaningful career; these skills can be further developed, strengthened and refined at the District to meet the requirements of the dynamic and rapidly changing technological culture in which we live.

Quality education to meet community needs. The District believes that learning is a lifelong process and that the District should play an active role in stimulating the quality of life of the community through its educational endeavors. The District’s aim is to prepare students for their role as informed mature participants in a democratic society, for it recognizes that the rights of citizens

are inseparably associated with their responsibilities. Southwestern Community College District recognizes its unique role in multicultural communication and education and is committed to promoting an understanding and appreciation for the diversity of cultures in our community.

The Mission Statement appears in the SWC Catalog (I-20), is published on the College’s website (I-20), and on the back of SWC business cards (I-21). It is highlighted in the Strategic Plan (I-22); it is intrinsic to the SWC Strategic Priorities (I-23), the Educational and Facilities Master Plan (I-12), Technology Plan (I-25), and serves as the context upon which the Administrative Unit Outcome plans (I-18) are based. In the Strategic Plan, the Mission Statement is supported and augmented by the Vision Statement, Guiding Principles, and Institutional Goals (I-31). The Mission Statement is a standing citation on the documents of several units and programs such as the Academic Senate (I-25), the Nursing Program (I-26), the Health Services unit (I-27), and is implicitly incorporated into the Mission Statements of other programs or units such as the Child Development Center (I-28), the Campus Police Department (I-29), and the SWC Foundation (I-30).

ANALYSIS

The Mission Statement is approved by the Governing Board, reviewed regularly, and widely published. Although the Mission Statement is highlighted in certain official documents, it is not specifically referenced in all committees and programs. The Mission Statement should be clearly posted in key campus locations such as the Student Services Building, the Student Activities Center, the Library/LRC, the Academic Success Center, the Staff Development Office, the SWC Gymnasium and the Student Union to increase awareness of the College’s mission among the entire college community (students, staff, faculty, administrators) and the community at large. All program websites/homepages should have the Mission Statement included.

ACTION PLAN

- Establish guidelines for systematic incorporation of the Mission Statement in the development and execution of committee work and programs.

A3.

Using the institution’s governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it as necessary.

DESCRIPTION

Using the institution’s governance and decision-making processes, SWC reviews its Mission Statement on a regular basis and revises it as necessary. On August 4, 2007, the Southwestern Community College District Governing Board unanimously agreed upon its Vision, Mission, and Goals for annual planning. This was published in a widely-distributed pamphlet (I-31). On August 13, 2008, as part of the ongoing review and revision of policies, the Governing Board upheld the Mission Statement cited in SWC District Policy #1200 (I-19). According to the Academic Program Review Procedures Guide (I-13), “The review process was built upon the College Mission Statement,” and the Mission Statement is included on page 2 of the Guide.

During the Strategic Planning process, the identification of the institution’s stakeholders was broad based and thorough. The interests of the stakeholders were incorporated in the review of the Mission Statement at that time (I-23). Based on the consensus of the stakeholders, the institution was assured that the development, approval, and communication of the Mission Statement was effective.

ANALYSIS

The institution reviews its Mission Statement on a regular basis and revises it as necessary.

A4.

The institution’s mission is central to institutional planning and decision making.

DESCRIPTION

During 2003, SWC embarked on an aggressive strategic planning process, applying the “DASI³” concepts as a foundation for the institutional planning process, emphasizing: **Dynamic**—responsive to change; **Aligned**—complementary to our vision, mission, values, and goals; **Strategic**—designed to achieve SWC’s mission; **Inclusive**—involving internal and external constituents; **Inquiring**—intentional, reflective analysis for college decisions, systems, and processes for improvement; **Integrated**—interconnected planning framework that incorporates all college plans and ensures appropriate resource allocation (I-23, p. 5). SWC’s core values guide the college on how the organization thinks and acts – essentially defining the enduring character of the institution. The College’s scholarly values are **Scholarship and love of learning**—to foster and pursue one’s curiosity and passion to seek knowledge and gain deeper understandings; **Critical inquiry and thinking**—to nurture intellectual exploration and develop the analytical skills to problem-solve in new situations throughout life; **Life-long learning**—to inspire a

vital and imaginative learning environment; **Practical and responsive**—to provide practical educational experiences for SWC students so they can pursue new jobs, careers, or life experiences with dignity. The Mission Statement expresses commitment to the DASI³ concepts and values.

Once the process was established, a number of campus forums were held to ensure inclusiveness of input. Workgroups included Student Success, Access, Economic Workforce and Community Development, Fiscal Resources and Development, Organizational Effectiveness, and Human Resources. From this, a Strategic Plan based on identified priorities was established.

In 2004, an Institutional Planning Steering Committee, incorporating members from the College Leadership Council (CLC) and other constituency representatives, was initiated to establish a process by which college planning would be integrated and inclusive. In the ensuing development of the Strategic Plan, the Mission Statement was reviewed and determined to remain as stated. The College adopted the Institutional Strategic Plan at the Governing Board meeting of April 19, 2006 and the Mission Statement was prominent in that document (I-22).

With several turnovers in SWC’s executive leadership positions between 2004 and 2007, the Strategic Plan lost focused implementation. In 2007–2008, SWC Superintendent/President Raj Chopra revived the CLC as the primary entity to oversee the Strategic Plan implementation and budget planning (I-32).

ANALYSIS

The Mission Statement may need greater visibility in committees to ensure its inclusion in guiding institutional planning and decision-making.

ACTION PLAN

- Develop and approve policies/procedures specifying when and how the Mission Statement will be reviewed and published.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

B1.

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTION

A dialogue to initiate awareness about continuous improvement of student learning and institutional processes was launched in 2003, and was coordinated by the campus-wide Student Learning Outcome Committee (I-16). Over the next year, staff development activities were held to further the discussion and awareness. The Student Learning Outcomes Committee identified four core learning competencies: communication skills, thinking and reasoning, information competency, and global awareness, which would serve as the framework for all student learning outcomes (I-33). In fall 2007, the dialogue moved to the development level of implementation in the Schools' disciplines as department faculty identified relevant student learning outcomes for their respective areas.

Course-associated outcomes were developed through dialogue among discipline faculty in the spring and fall 2008 semesters. The Academic Program Review process and its ensuing course outline update process reinforced the dialogue about and development of appropriate Student Learning Outcomes (I-16). During the summer of 2008, Administrative unit Outcomes were developed in all non-instructional areas (I-18). Outcomes were stated to clearly support the institutional mission. Outcomes were written for each unit, except when a department had an outcome that needed more specificity. Administrative Units included Community and Media Relations, the Executive Office, the Bookstore, Business Operations, Fiscal Services, Food Services/Contracts Food Program Projects, Payroll and Risk Management, Human Resources and Employee Relations, and the Tenure Review Office. The plan for the college is to focus on assessments of outcomes during the 2008–2009 year and achieve the proficiency level.

The Student Learning Outcomes were developed as measurable goals. For example, one of the Student Learning Outcomes for sociology states, "Student will be able to define a research hypothesis, compose a literature review, organize and plan a research design, collect and analyze data and draw conclusions" (I-34). Administrative Unit Outcomes were also worded in measurable terms. For example, one of the outcomes for the Bookstore is to expand the Book Rental Program by 5% each year in terms of the number of courses participating and 10% each year in terms of the number of books available (I-35). Some of the goals in other institutional planning documents are worded in measurable terms. For example, in the Strategic Plan, a stated objective is "Address Basic Skills competency of under-prepared students" (Strategic Priority 1.1) (I-23). In spring 2008, the Basic Skills Initiative (BSI) Committee was formed to address this priority. The result was the development of a comprehensive Five-Year Plan, clearly listing the measurable goals and a timeline for achieving them (I-15). In addition, the Technology Plan supports goals stated in the BSI by providing Data Warehouse technology, which will be launched in fall 2009 (I-24).

ANALYSIS

The College has structured its dialogue and embraced the necessity for this dialogue well. Institutionally, the College is still at the developmental level of significantly measuring the impact of the dialogue on student learning.

ACTION PLAN

- Recreate the Research Office as a site for information sources, data collection, and data analysis strategies that will help faculty and staff in the appropriate areas of academic and student affairs ascertain student learning as it relates to the college strategic plan (also appears in IV A2).

B2.

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTION

Prior to the recent focus on Student Learning Outcomes as being the central point for all planning and processes, the primary planning processes utilized were Academic Program Review and the Strategic Plan for college-wide priorities. Criteria used to determine priorities include enrollment trends in terms of the educational needs of the students and budget.

Institutional commitment to achieve identified goals is articulated in Student Learning Outcomes for programs and Administrative Unit Outcomes for operations. The Mission Statement is the central foundation of these goals. Overarching and long range goals have been identified in the Educational and Facilities Master Plan (I-12).

At this time, the College conducts Academic Program Review, budget planning, and the development of Student Learning and Administrative Unit Outcomes as separate processes.

ANALYSIS

While the College has identified goals based on desired Student Learning Outcomes, Administrative Unit Outcomes, and Academic Program Review, the institution would benefit from further integration of these processes, coupled with planning and resource allocations based on the extent goals are achieved.

ACTION PLAN

- Establish a comprehensive and fully integrated institutional budget and planning process that includes a mechanism to determine the degree to which goals are met and communicate these outcomes.

B3.

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTION

The institution understands and is committed to ongoing planning as demonstrated by the Academic Program Review Guide (I-13), the Student Learning Outcomes Summary (I-16), the Administrative Unit Outcomes (I-18), and the SWC Strategic Plan (I-22). At this time, planning processes are not tied directly to budget planning and resource allocation. Ample quantitative data are available, such as demographic, enrollment, retention, grade distribution, and transfer rates. Academic Program Review utilizes these data and anecdotal qualitative data. Strategic Planning utilizes demographic and enrollment data.

For example, Academic Program Review is a self study conducted by discipline faculty. The purpose of the Academic Program Review process is to review, analyze and assess the content, currency, and the direction of the program in relation to student outcomes (I-13). It is designed to ensure dialogue among program faculty to facilitate program improvement in a meaningful and efficient manner. It is conducted on a three-year cycle with an action plan for years one and two. Each program submits a review in year one that consists of eight major components: Course Review, Program of Studies/ Major Review, Response to Previous Review, Review of Statistical Data, Criteria for Academic Program Review, Recommendations, Summary Work Plan, and Executive Summary (I-13). Recommendations may require allocation of fiscal resources, such as hiring new faculty or technology needs. Analyses of the demographics of students served by the program ensure that the program is meeting the educational needs of the community.

ANALYSIS

Currently, the College does not have a direct mechanism to link program goals to institutional planning and resource allocation.

ACTION PLAN

- Integrate the needs identified through Program Review with the Educational and Facilities Master Plan, and the Technology Plan (also appears in II2.f).

B 4.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTION

The primary current mechanism for participation in shared governance college planning is the College Leadership Council (CLC). The purpose of the CLC is “to provide a consensus-building forum to review college-wide needs, set priorities to meet college goals and to make recommendations for allocation of resources to the Superintendent/President. CLC (serves) as the primary shared governance body of the College” (I-36). The CLC is Co-chaired by the Academic Senate President and the Superintendent/President, and includes representation from: faculty and academic administrators; classified staff and classified administrators; and academic and classified senate representatives (I-37). The inclusion of such constituencies illustrates that this planning process is broad-based and offers ample opportunity for input.

The CLC has the responsibility of oversight and implementation of the Strategic Plan (I-22). Towards this end, the CLC identified six priorities from the existing Strategic Plan: 1. Student Success; 2. Access; 3. Community, Workforce, and Economic Development; 4. Fiscal Resources and Development; 5. Organizational Effectiveness; and 6. Human Resources and Professional Development (I-23).

As a working group of the CLC, the Budget Task Force (I-38) was charged with supporting the alignment of the Strategic Plan with distribution of resources. The Budget Task Force is comprised of ten members, whose goal is to assure that the college maximizes utilization of its fiscal resources and that expenditures remain within the Strategic Goals. However, if institutional priorities are identified by the Task Force that are not in the Strategic Plan, this information is provided to CLC for review and recommendations.

The annual District budget planning process begins in operational units but is not necessarily tied to institutional planning, outcomes or analysis (I-39). Parameters are established by the Superintendent/President based on information from the State Legislative Analyst Office and the California Community Colleges Chancellor’s Office coupled with the projected expenditures and other relevant data about the college.

ANALYSIS

At this time, the recommendations from Academic Program Review and the Strategic Plan do not have a seamless and fully integrated alignment with CLC planning and institutional resource allocation.

B 5.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTION

Assessment data are collected regularly, including reading, English and math placement assessments, standardized math final results, Nursing Board pass rates, Dental Hygiene Board pass rates, P.O.S.T. (Peace Officer Standards Training) Academy success rates, grade distribution, enrollment and completion ratios, success rates for students who transferred to a four-year institution, and career technical outcomes. Academic Program Review compiles annual data on retention and success by ethnicity, gender, and age (I-40). This research is currently done by a research consulting firm. The Assessment Center also compiles data on student placement in developmental and basic skills courses (I-41).

One example of successful summative data collection impacting instruction and student success involves the departmental finals that were implemented in fall 2000 by the Mathematics Department for all developmental mathematics courses (I-42). The main purpose of the departmental finals is to increase the cohesiveness of the developmental mathematics program in order to ensure that students who successfully complete developmental mathematics courses (Math 20, Math 35, Math 45, Math 60 and Math 70) exit with a consistent skill level, leading to increased student success in subsequent classes. The departmental final instruments clearly communicate departmental standards and expectations, content topics to emphasize, and the level of difficulty of problems for each topic to the 100 plus faculty teaching mathematics. Data analysis of the departmental finals has been outsourced and the results disseminated regularly to faculty since spring 2006. Further investigations and expansion of data analysis is underway to improve student learning and the final exam instruments. Since the Mathematics Department re-writes the finals each semester, comparing student learning from semester-to-semester is problematic. The Mathematics Department is investigating techniques that would enable such a comparison. One possible solution is to imbed a set of constant questions into the exams for specific courses that could be compared over time. The William and Flora Hewlett Foundation recently recognized SWC as a Leader in Student Success, specifically

citing the mathematics departmental finals as an example of faculty-driven strategies that have strengthened the mathematics curricula.

The Nursing Department has a systematic program of student learning outcome assessment and a formative process of intervention. When a student is not achieving a level of competency in a specific program objective, as determined by clinical observations and class practicums, the student is referred to a lab where an instructor works with that student on the area needing improvement. Another use of data collection by the Nursing Department is the Test of Essential Academic Skills (TEAS). This is a diagnostic test that covers basic math, reading, and science. Students who fail to achieve a passing score must complete additional pre-nursing course work as directed by the nursing department (I-43).

Another example of a program using student learning outcome assessment is the P.O.S.T. Academy (Peace Officer Standards and Training). Results of students' tests are compiled in a data base and related back to learning objectives (I-44).

Southwestern College communicates assessment results externally and internally in a variety of written documents and electronic media. The office of Community and Media Relations distributes 50–100 press releases a year, cooperates with media requests for information about the College, oversees the publication of the Annual Report (I-45), The Spirit (the College newsletter) (I-46), and the Governing Board News (I-47). Schedules of classes (I-48) and the annual catalog are published by the Office of Instructional Support Services with support from Community and Media Relations.

The Outreach Program communicates with high schools in the area to let them know how their students are progressing at SWC. With the initiation of CalPass (I-49), the statewide data sharing program, the College is now able to get accurate data regarding the success of SWC students once they transfer to a four-year institution, and the College's research consultants, CoBRO, utilize other sources as well. The College website is continually updated and efforts are in motion for a complete re-design, which is scheduled to launch fall 2009. The Annual Report (I-45) contains a great amount of statistical information. This publication is distributed to an internal audience, as well as all college presidents in the state, elected officials, interested community members, counselors at the local high schools, and is also used in fund-raising efforts. The College does not have a systematic process of assessing how effective communication of assessment information and institutional quality is to the public.

There is no formal assessment process; however, there are several informal assessment mechanisms. During the strategic planning process, for example, the community at large was involved in the SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis by means of surveys and participation in forums (I-50). The Outreach Director meets regularly with local high school counselors and obtains feedback regarding the college's academic programs and admissions processes. A third example is the Nursing program national board exam results. These results are announced at the public Governing Board meetings.

ANALYSIS

The College would benefit from a formal assessment process to determine effective communication about institutional quality to the public.

B6.

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTION

The Academic Program Review process is based on a three-year cycle with annual reviews of goals and objectives. Student learning outcomes reviews are incorporated in the Academic Program Review process (I-13). The Basic Skills Plan (I-15) also includes processes for ongoing evaluation, analysis, and modification. Other major institutional and research efforts do not have a formal assessment and modification process.

ANALYSIS

The institution would benefit from incorporating systematic review and modification of major institutional and research efforts.

B7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTION

Mechanisms for gathering evidence about the effectiveness of programs and services are systematic in some specific areas such as Math, Nursing, and P.O.S.T. Turnover of executive leadership at the College has resulted in rapidly changing priorities and agendas, and often deviated attention from evidence gathering and analysis.

Southwestern College has not had a fully operational Research Office since 2005, and the College has outsourced much of its data collection and reporting. The lack of consistent access to accurate research at the College is problematic and analysis of the data is sometimes lacking.

In a college-wide survey (I-14), 62% of the faculty responders and 57% of the staff (classified and administration) disagreed with the statement “Research data are analyzed and then presented for easy understanding by the SWC community.” Only 17% of the faculty responding and 16% of staff/administration responding agreed with the statement.

The dialogue and development regarding continuous improvement of student learning and institutional processes has been extensive. The institution has been actively involved in establishing goals and reviewing programs, but there is little integration with planning and resource allocation at this time. The College has not yet determined how to assess the effectiveness of its programs in achieving student learning outcomes.

In fall 2006, the Academic Program Review Committee completed a comprehensive evaluation of the Academic Program Review process, and, as a result, the process was changed from a six-year cycle to a three-year cycle (I-13). Additionally, the process now incorporates the creation and implementation of Student Learning Outcomes (I-16). The meta-evaluation indicated the need for the College to better integrate Academic Program Review with accreditation, planning, and budget development. A primary aim is to link resource allocation to the needs of a program area so that each area can meet its goals.

Many academic programs, including Automotive Technology, Child Development, Nursing, Paramedic, Dental Hygiene and Surgical Technology, are accredited and licensed by external agencies. These processes offer a systematic review of effectiveness in improving the instructional programs.

ANALYSIS

Contracting with external data providers has limited the College’s flexibility in providing data in an expedient means for analysis and decision making. Communication of the program evaluations and improvements, however, are not widely disseminated and therefore frequently do not result in coordinated efforts. There is not always a systematic process of communicating the results of data collected to appropriate constituencies for integrating those results into quality assurance goals. The Student Learning Outcomes and Administration Unit Outcomes processes do not have a meta-evaluation component at this time as the outcomes were only recently identified.

Most importantly, consistent, cyclical, accurate, and understandable measurements are needed to provide ongoing feedback regarding college effectiveness and mechanisms to ensure evidence is utilized to actually improve processes, programs, services, instruction, and learning outcomes.

Theme:

- Institutional Commitment
- Evaluation, Planning and Improvement
- Student Learning Outcomes
- Organization
- Dialogue
- Institutional Integrity

Culture of Evidence Standard I

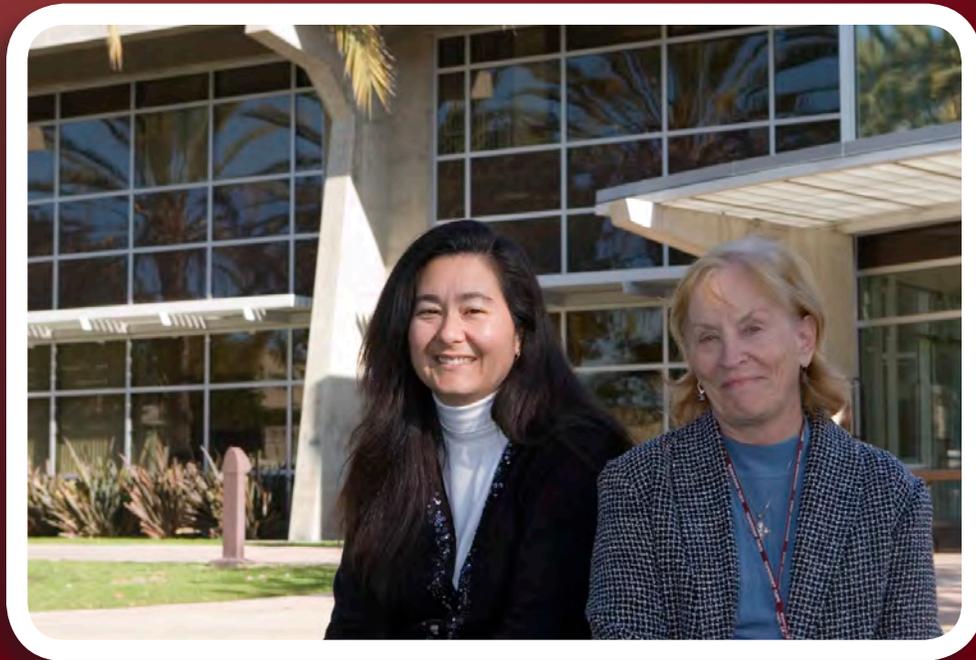
- 1.A1.1 SWC Catalog—Getting to Know Southwestern College
- 1.A1.2 Aslanian Group Adult Student Market Analysis
- 1.A1.3 Academic Success Center web site page
- 1.A1.4 Counseling/Career Guidance Center web site page
- 1.A1.5 Disability Support Services web site page
- 1.A1.6 EOPS web site page
- 1.A1.7 Financial Aid web site page
- 1.A1.8 Student Employment Services web site page
- 1.A1.9 Transfer Center web site page
- 1.A1.10 Veteran Services web site page
- 1.A1.11 Women's Resource Center web site page
- 1.A1.12 Educational and Facilities Master Plan
- 1.A1.13 Academic Program Review Procedures Guide
- 1.A1.14 Accreditation Self-Study Survey Results by CoBro Consulting
- 1.A1.15 Basic Skills Initiative 5-Year Plan
- 1.A1.16 Student Learning Outcomes Summary
- 1.A1.17 Student Services Outcomes
- 1.A1.18 Administrative Unit Outcomes
- 1.A1.19 Governing Board Policy 1200
- 1.A1.20 SWC Mission Statement web site page
- 1.A1.21 Southwestern College (SWC) Business Card
- 1.A1.22 Strategic Plan 2006–2009
- 1.A1.23 Strategic Priorities
- 1.A1.24 Technology Plan
- 1.A1.25 Academic Senate Agenda
- 1.A1.26 SWC Catalog—Nursing Program Associate in Science Degree
- 1.A1.27 Health Services web site page
- 1.A1.28 Child Development Center web site page
- 1.A1.29 Campus Police Department web site page
- 1.A1.30 SWC Foundation web site page
- 1.A1.31 Southwestern Community College District (SWCCD) Governing Board Vision, Mission & Goals
- 1.A1.32 Institutional Planning web site page
- 1.B1.33 SWC Core Competencies
- 1.B1.34 Student Learning Outcomes—Sociology 270: Statistical Methods of Sociology
- 1.B1.35 Administrative Unit Outcomes—Bookstore
- 1.B1.45 Annual Report 2007–2008
- 1.B4.36 College Leadership Council Operating Principles
- 1.B4.37 College Leadership Council—Organization and Purpose
- 1.B4.38 College Leadership Council Budget Sub Committee—Statement of Purpose
- 1.B4.39 Budget Development Guidelines—2008/2009
- 1.B5.40 Academic Program Review Statistical Data Report: 2006–2007: Psychology
- 1.B5.41 Assessment Center web site page
- 1.B5.42 Mathematics Department Standardized Final and Data Analysis
- 1.B5.43 SWC Catalog—Nursing Program Test of Essential Academic Skills (TEAS)
- 1.B5.44 P.O.S.T. Academy Standards
- 1.B5.46 The Spirit Newsletter
- 1.B5.47 Governing Board News
- 1.B5.48 Schedule of Classes
- 1.B5.49 CalPASS

Institutional Self-Evaluation Using Commission Standards

2009 Self Study

Standard II

Student Learning Programs and Services



Co-Chairs:

Mia McClellan, Dean of Student Services & Diane Gustafson, Library faculty

Standard II: Student Learning Programs and Services

CO-CHAIRS	ADMINISTRATORS	FACULTY	STAFF	STUDENTS
Diane Gustafson: Library Faculty	Donna Arnold: School of Arts and Communications	Dean Aragoza: School of Counseling and Personal Development	Sylvia Banda-Ramirez: CTECS and Women's Resource Center	Miguel Barnett Daniel Jovan Buildo Derrick Dudley
Mia McClellan: Dean of Student Services	Silvia Cornejo-Darcy: Higher Education Centers: San Ysidro and Otay Mesa Helen Elias: Disability Support Services Robert Hill: Extended Opportunities Programs and Services (EOPS/CARE) Michael Kerns: Human Resources William Kinney: Higher Education Center at National City Elizabeth Kozel: Tutorial Center Joel Levine, School of Language and Literature Angelica Suarez: Student Affairs Patricia Torres: Library Bea Zamora: School of Counseling and Personal Development	Veronica Burton: Articulation Cecilia Cabico: School of Counseling and Personal Development Richard Fielding: School of Mathematics, Science, and Engineering Dagmar Fields: School of Language and Literature Malia Flood: Disability Support Services Adriana Garibay: School of Counseling and Personal Development Barbara Speidel-Haughey: Learning Assistance Services Glenda McGee: School of Language and Literature Andrew Rempt: School of Language and Literature Margie Stinson: School of Mathematics, Science, and Engineering Naomi Trapp-Davis: Library Janelle Williams: School of Counseling and Personal Development	Rene Blanco: Financial Aid Janet Bynum: Student Services Adrienne Chun: Financial Aid Pearl Hibsman: Higher Education Center at National City Bruce MacNintch: Library Melody Valencia: EOPS/CARE	

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

DESCRIPTION

Southwestern Community College (SWC) supports the college mission whereby the students achieve their academic, transfer, workforce preparation, career advancement, and personal goals. SWC serves the community by providing programs and services that produce students who can succeed in a diverse and rapidly changing society and participate effectively in their local communities.

According to Community College Week, since 2001–2002, Southwestern College has ranked no lower than twelfth among U.S. community colleges in the number of associate's degrees awarded to Hispanic-American students. For the years 2001–2002 through 2003–2004 (the last year for which "total minority" is calculated), Southwestern College ranked no lower than 23 in the number of associate's degrees awarded to all minorities combined (IIA.1).

A1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTION

The District is comprised of the campus in Chula Vista, the Crown Cove Aquatic Center, and Higher Education Centers in National City, Otay Mesa, and San Ysidro. These combined sites served approximately 20,000 unduplicated students in the 2007–2008 academic year (IIA1.1).

Course options include credit and noncredit, community service fee-based, flexible scheduling (day, evening, weekend), full semester and short-term semester courses, and various methods of delivery (face-to-face, online, and hybrid).

The College mission and a commitment to high academic standards jointly drive the development, approval, implementation, and evaluation of all instructional programs. The design and approval of new courses and course modifications are faculty driven; course content and evaluation, as well as student learning outcomes, are the same regardless of site or mode of delivery. The means of delivery at all sites address and meet the mission of the institution.



A1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTION

Southwestern College offers lower-division courses in general education and major requirements for transfer to CSU and UC institutions. SWC offers 52 Associate in Arts degrees, 114 Associate in Science degrees, 31 Certificates of Achievement, and 55 Certificates of Proficiency. A complete list of college programs, assessment and transfer requirements are listed in the college catalog (IIA1a.1).

Many SWC students are the first in their families to attend college. In fall 2007, just 22% of SWC students reported that they were not the first in their family to attend college (IIA1a.2).

In the California community colleges, a high percentage of students need work in developmental mathematics, reading, English, and/or English as a Second Language (ESL) courses (IIA1a.3), and Southwestern is no exception. Focusing on recent high school graduates, a study of the reading and writing capabilities of students from Sweetwater Union High School District (SUHSD) revealed:

- The number of students in 2007 who placed at the lowest level of English (basic writing or ESL) decreased to the lowest level since SWC adopted the currently used English assessment; less than 32% of students placed into basic writing or ESL courses, a nearly 4% decrease as compared with 2006. In other words, more students are placing into college-level English courses.
- Fewer than 1 in 13 (7.58%) of SUHSD students placed into the lowest level of reading (RDG 52) the fewest number ever.
- Nevertheless, more than 1 of 3 SUHSD students (36%) demonstrated a reading ability below entry to College Reading (RDG 158) and required developmental reading courses.
- More than 1 of 5 SUHSD students (21%) require basic skills reading courses (RDG 52 and 54) to learn skills such as vocabulary in context, finding the main idea, understanding supporting details, and making inferences. However, on a positive note, there was a 3% decline in the percentage of students requiring basic skills reading as compared with 2006 (IIA1a.4).

To address these concerns, SWC has an extensive basic skills program including English (course numbers 61, 62, and 71), ESL (20, 30, and 40), Reading (52, 54, and 56), and Mathematics (20, 35, and 45). SWC offers three levels, soon to be four, of credit ESL courses and three levels of noncredit ESL. ESL is aligned with vocational training in fields such as office skills and web design (IIA1a.5).

The Basic Skills Initiative Steering Committee (BSI-SC) began its work at the end of fall 2007 to bring basic skills instruction to the forefront of SWC institutional priorities in a manner that is highly coordinated and that integrates instruction, student services, and supplementary services to further the academic success of this student population. One of the first steps was to complete the required Self-Assessment to establish a baseline measure and document how current practices fit with and reflect the findings from the literature regarding effective practices for basic skills students. To this end, committee members divided into four teams to mirror the assessment divisions: Organizational and Administrative Practices, Program Components, Staff Development, and Instructional Practices. A Blackboard BSI-SC site was created to be the central place for input and dissemination of relevant information (IIA1a.6). At that time, funds were designated for ongoing projects, with subsequent approval by the Superintendent/President. The faculty was surveyed to identify strategies they employ to address academic issues related to basic skills students in their classes (IIA1a.7).

In 2008, as part of the five-year plan, a model was developed for BSI implementation in future years. In addition, four Achievement Coaches for Excellence (ACE) were selected to serve as faculty resources for English, ESL, Math, and Reading (IIA1a.8). The Steering Committee received, evaluated, and recommended proposals for spring 2009.

Tutorial services are available through the Learning Assistance Services Program and the Reading, Writing, and Math/Science Centers. The Learning Assistance Services Program helps students master course material and apply effective study strategies and, therefore, succeed in college-level work. The number of students utilizing academic support services has steadily increased each year (IIA1a.9) (IIA1a.10).

Many SWC students are parents who need child care while they are attending classes. The Child Development Center provides day care for children ages 2 to 5, and currently there are 144 children enrolled. Half-day (7 a.m. to noon) and full day (7 a.m. to 6 p.m.) programs are available to students, staff, and community members. Currently-enrolled students receive a discounted rate (IIA1a.11).

Southwestern College received a Hispanic Serving Institutions Assisting Communities (HSIAC) grant in the amount of \$594,534 to fund the Family Resource Center at the Higher Education Center at National City. The Center opened in October 2004 and links the college to the community by providing access to critical health and social services, free to both students and non-students. The Center partners with more than 100 community, education, and government agencies (IIA1a.12).

The nursing programs have received a number of grants in the past five years for a total of \$1.24 million dollars. The funding was used to respond to both community need and clinical necessity. A Weekend/Evening Associate Degree Nursing (ADN) Program was developed at the request of the community and has proven to be a welcome addition to the various nursing program services. It has been a challenge for the nursing programs to utilize clinical facilities in the community at the past level of expectation. With the development of a high-fidelity Simulation Lab for nursing students, the students are now able to enhance their clinical skills and critical thinking abilities under the guidance of faculty, utilizing one of five high fidelity manikins that do everything from blink, have seizures, to delivering a baby.

Because of the generous grant funding, the nursing students also benefit from clinical teaching assistants in the hospital clinical experiences. These teaching assistants lower the student teacher ratio to five students to one instructor. This allows for focused and enhanced learning. The grants also provide for a part-time remediation nursing faculty that is available for all students but is specifically geared for students with learning issues. The addition of these faculty have demonstrated results with the national exam pass rate for the ADN Program currently being the highest it has ever been (93%).

In fall 2008, an Honors Program was initiated. Its Mission Statement is to “serve students by creating exceptional academic experiences that foster intellectual growth and scholarship while promoting admission to competitive and demanding universities.” Students can select the honors option in certain sections of the following courses: Astronomy 170, Biology 100 and 210, English 115 and 116, Italian 101, Philosophy 101, Spanish 102 and 215. Benefits of the Honors Program to the student include enhanced admission opportunities to the most selective transfer institutions; increased scholarship opportunities; special recognition on transcript; intellectual growth and exploration of new ideas and concepts; increased learning opportunities through research, study, and independent projects; one-on-one mentoring from faculty members in the field of interest; networking opportunities with faculty and students at Southwestern College, four-year institutions, and graduate schools; and career and employment networking opportunities (IIA1a.13).



Student and community needs are identified through analysis of student surveys, enrollment reports and through input from occupational program advisory committees. The information is used in ongoing instructional planning to revise existing programs and to develop new ones.

Community programs and fee-based courses, such as College for Kids and Athletic Sports Camps, include courses that cannot be offered through existing credit and noncredit college programs (IIA1a.14) (IIA1a.15).

ANALYSIS

Southwestern College, through its several sites and online learning, offers many options to students in the South Bay of San Diego County, where the College is the only public institution of higher education (IIA1a.16).

In October 2008, Southwestern College was one of only four California community colleges to be named “Hewlett Leaders in Student Success” and was honored for offering an inspiring model of institutional commitment to basic skills in mission, planning, and practice. The Basic Skills Initiative at Southwestern is centered on its proximity to the US/Mexico border and the increasing demand for a bilingual, skilled workforce. English as a Second Language provides reinforcement of language skills into every course, and several career technical programs incorporate basic skills training in communications. Of particular note is the Child Development program, where bilingual instructors start in Spanish with eventual progression to English. Other disciplines such as web design and general, medical, and legal office skills use a similar model and provide career technical and job preparation skills (IIA1a.16) (IIA1a.17).

The Honors Program is an exciting addition. Students in any of the twelve identified sections of classes may sign a contract with the professor and do extra assignments. The letter **H** on the College transcript indicates that the student has earned the grade while doing advanced work.

Instructional planning is hampered by the absence of a research office on campus. The awarding of contracts to outside consultant firms for data gathering and analysis is insufficient in both scope and speed (IIA1a.18)

ACTION PLAN

- Integrate the needs identified through Program Review with the Educational and Facilities Master Plan, and the Technology Plan (also appears in II2.f) (also appears as Action Plan IBI; IVA.2).

A1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTION

Southwestern College offers a wide range of delivery systems and modes of instruction to its students, depending on the objectives and type of course offered. In addition to the normal face-to-face (lecture) delivery system, the College offers online, web-enhanced, and computer-assisted courses with labs, lectures, discussion, and small group instruction. Two-way teleconferencing equipment is also available at the Chula Vista campus and the Higher Education Centers. The College also offers individualized, self-paced courses (e.g., developmental math), many of which incorporate computer-assisted instruction; students may complete assignments whenever labs are open. Distance education courses accommodate student preferences for asynchronous class delivery.

Noncredit and community service fee-based courses are offered to meet the needs of continuing education students. Staff and faculty partner with various community organizations/agencies to bring the appropriate courses to their neighborhoods. All courses are open to the public, and are advertised in the Continuing Education Schedule that is mailed three times per year to residents and businesses within the District and is also on the College's webpage (IIA1b.1). Some courses are offered through distance education, others in a short-term workshop format, and some are more traditional semester-length courses (IIA1b.2).

Southwestern College offers an up-to-date approach to educational offerings. Through the Curriculum and Program Review processes, the College evaluates delivery and modes of instruction on a regular basis. The College continues to make audiovisual, computerized, and other technology-based teaching/learning aids available for faculty. The Teaching and Learning Center provides opportunities for faculty to receive training in the use of computer-based delivery systems. The faculty is progressively exploring interactive and collaborative modes of teaching and learning (IIA1b.3) (IIA1b.4). Hands-on and clinical experiences are methods used in the vocational/occupational programs. The college has 175 SMART classrooms (having the ability to project from the Internet or DVD/VCR or an external source such as a laptop) (IIA1b.5).

Learning communities are two or more classes linked together, for example, Reading/Writing Connection I that links ENG 71, section 12, with RDG 56, section 17, and RDG 9, section 17. Classes are taught by two or more different instructors, with the same students attending. Content of the courses is linked through common themes and concepts. The mission of learning communities is to provide and enrich the educational environment, allowing students and faculty to integrate curriculum to develop support systems and to ensure successful completion of college courses. A list of learning communities can be found on the Learning Communities website (IIA1b.6), (IIA1b.7).

Every section of a course, no matter where or how it is taught, has the same course objectives, the same course outline approved by the Curriculum Committee, and the same student learning outcomes.

The online delivery system, Blackboard, is implemented following established state guidelines and regulations. Online courses serve the needs, expectations, and demands of the diverse student population, e.g., reentry, transfer, and working. The percent of online/hybrid course enrollments was 5% in 2005 and 10% in fall 2008 (IIA1b.8). In spring 2008, 190 sections of online courses were offered, with a total of 4,613 students at 68% capacity for the College as a whole. In spring 2009, there were 206 sections with a total of 6,162 students and 84% capacity (IIA1b.9).

Since 2005, the use of technology (computers, data projector, and audiovisual equipment) has been increased in noncredit programs.

The college website has, under "Catalog and Schedule," a useful self-survey to help the student determine whether an online or hybrid class is right for him/her (IIA1b.10).

ANALYSIS

Learning communities have created cohort groups which encourage students to develop stronger relationships and commit each student to one another and their success. In fall 2005 and spring 2006, students in learning communities had a greater percentage of success (defined as completed course enrollments resulting in a grade of A, B, C or Credit) than students not in learning communities (IIA1.b.11).

Career Technical programs in the School of Business and Information Systems have been redesigned with a career ladder approach that allows students to gain a basic certificate and to find work in the field while they continue their education toward an intermediate or advanced certificate and the associate degree. These career technical intensive programs were recognized in the late 1980s as model programs and have since been expanded.

The Academic Technology Committee, under the Academic Senate, wrote an Online Learning Plan, which went out for campus consultation and was approved in 2004 (IIA1b.12). In 2005, the Vice President for Academic Affairs (VPAA) supported an online initiative for growth and formed the Online Steering Committee, which was later disbanded and was reconstituted in November 2008 as an advisory committee to the newly-employed VPAA.

As courses are modified and new courses proposed, originating faculty are asked to consider the possibility of online learning for the course(s) and to determine the method (online, hybrid, web-enhanced) most suited to the subject matter.

In spring 2008, the Academic Technology Committee recommended to the Academic Senate that it request the College to staff the Online Learning Center with two full-time, 12-month, 40-hour classified technicians (Specialist I and Specialist II) and that a full-time classified position be established with minimum requirements of a Bachelor's Degree or some kind of training in instructional design for online learning to assist with instructional design services for online, web-enhanced, and hybrid instruction (IIA1b.13).

ACTION PLAN

- Review and appraise the Online Learning Center for staff and operational efficiency, to include a program review, student surveys, and consultation from various shared governance groups on campus.

A1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTION

Southwestern Community College District is committed to the development and assessment of Student Learning Outcomes (SLOs) for all programs and courses. Some disciplines have completed that process; for others, it is a work in progress (IIA1c.1).

In fall 2006, the Vice President for Academic Affairs provided for 20% reassigned time for each of two faculty members, one academic and one from Student Services, to serve as Student Learning Outcomes and Assessment Coordinators. They facilitated dialogue among the various voices and groups on campus and planned workshops on implementation of SLOs. The presentations provided two alternative models for developing SLOs and assessment requirements.

The Vice President for Academic Affairs continued the reassigned time for one faculty member for the Student Services SLOs for the 2007–2008 school year; 20% release time was approved for the Academic SLO Coordinator for the 2008–2009 school year. A professional development activity entitled “Working with Student Learning Outcomes” was presented on October 12, 2007. The District’s spring semester 2008 Opening Day Staff Development activities included SLO workshops for all full-time faculty.

SLOs are housed in CurricUNET, the software for course development and inventory management. Course outlines identify content, behavioral objectives, and methods of analysis for every approved course offered by the College. These are reviewed and updated during the three-year program review cycle for academic programs.

Course syllabi describe course content, course objectives, and assessment methods and provide a contract between students and teachers. Guidelines for faculty syllabi are given to all faculty. Syllabi are reviewed by Schools for consistency with course outline and college policies and are kept on file in the School and department offices.

ANALYSIS

The Opening Day SLO workshops in January 2008 assured that all full-time faculty received training and began writing SLOs. Adjunct faculty were given the opportunity to participate (IIA1c.2).

At the end of spring semester 2008, the College had made the following accomplishments in establishing and assessing student learning outcomes for the credit programs:

Course Level

- 61% have identified student learning outcomes (IIA1c.3) (IIA1c.4).
- Progress is being made in assessing student learning outcomes and in analyzing the assessment results, but not in uniform posting of results for public viewing.

Much remains to be done on the program level involving identifying student learning outcomes and assessment for degrees and certificates, as well as assessing and analyzing the assessments. At the end of fall semester 2008, of the 306 total programs, 15% had completed SLOs and 85% were incomplete (IIA1c.5). The SLO Committee has brought their recommendations to the Academic Senate, Council of Chairs, and Deans and has solicited feedback from those groups in February 2009, with final campus-wide action targeted for spring 2009.

eLumen, a rubric-based assessment for SLOs, was implemented during spring 2009. A pilot program began in early March 2009 using volunteers for Academic SLOs (represented by seven disciplines), Student Services SLOs (represented by four units), and Administrative Unit Outcomes.

Research to identify student learning needs in credit courses and analysis of outcome achievement in credit courses have been inconsistent, and dissemination of research results needs improvement. This is also needed for noncredit courses. The SLO Committee suggests that, as part of the matriculation process, every student should be assigned a SWC email address. This will serve not only as a means of disseminating information quickly and inexpensively but will also make it easier for the College to compile research on students.

The College grading system and policy statement have been reviewed on several occasions by various committees including the Curriculum Committee, which is ultimately responsible for recommending changes. On several occasions, both the local and State Academic Senates have discussed the addition of plus and minus values to the grading scale. To date, no changes have been recommended.

ACTION PLAN

- Assess the need to assign SWC email addresses for all students as part of the matriculation process, and if needed, develop a plan and implement it.

A2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The quality of instruction, academic rigor, and educational effectiveness of all SWC courses and programs is ensured regardless of service location or instructional delivery method by:

- Hiring faculty who meet State-mandated minimum qualifications. Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2006 (IIA2.1) Assembly Bill 1725, Section 87001 (IIA2.2); Minimum Qualification and Equivalency SWC District Policy 5317 (IIA2.3);
- Evaluating faculty regularly (Tenure Review Policy and Procedures-Instructional and Non-Instructional Faculty Evaluation) (IIA2.4); and
- Following a standardized curriculum approval process.

Faculty hired to teach at SWC must meet minimum qualifications established by the State. Human Resources is responsible for confirming that minimum qualifications are met based on the faculty's official transcripts.

Faculty who do not meet the minimum qualifications are required to complete a Supplemental Equivalency Application, which is referred to the Equivalency Committee and/or Superintendent/President for temporary equivalency approval (Academic Employment Authorization). In such cases, the Committee reviews the faculty's academic and work-related qualifications and determines whether these are equivalent to the established minimum qualifications. The Equivalency Committee is composed of two faculty, two administrators, and a representative from Human Resources.

In an effort to coordinate activities and create clear lines of communication between the Centers and the Schools, operational procedures were developed that addressed staffing and scheduling of classes, evaluation of faculty, hiring of full-time resident faculty, and development of curriculum.

According to these procedures, the Academic Dean is responsible for staffing all main campus and off-site classes for those disciplines within his/her School. The reason for resident faculty is to lend strong instructional support to the Centers so all hiring of resident faculty will be a consultative process involving Academic Deans, Center Administrators,

and discipline faculty from the planning and recruitment process to the hiring. Evaluation of adjunct and full-time faculty will be the responsibility of the Academic Dean of the School in which the discipline of the faculty resides. Responsibility for the curriculum of a discipline (including new program and course origination, program and course modifications, program coordination, etc.) rests with the department chair, full-time faculty in the discipline, and the Academic Deans (IIA2.5).

All credit and noncredit curricula offered through SWC are developed and approved through a standardized curriculum approval process regardless of the service location or instructional delivery method. The Curriculum Committee evaluates the overall quality of the course or program and ensures that the appropriate academic rigor is met. Approval of credit courses is based on grading policy, units, intensity, entrance requirements, basic skills requirements, difficulty, and level. Approval of noncredit courses is based on the determination that the course treats the subject matter and uses resource materials, teaching methods, standards of attendance, and achievement that are appropriate for the enrolled students.

A 2. a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTION

New courses and programs, as well as modifications to existing courses and programs, originate within the Schools by the faculty for that discipline (IIA2a.1). These proposals and modifications must be approved by the Curriculum Committee, which consists of 14 voting members (one from each school: a librarian, Vice President of the Academic Senate, Vice President for Academic Affairs, and the Articulation Officer) and 11 resource members, including the Assessment Specialist and a representative from the Deans Council (IIA2a.2). The Curriculum Committee website can be viewed at www.swccd.edu/4thLevel/index.asp?L3=713 (IIA2a.3).

Members of the Curriculum Committee receive, electronically, the proposals and modifications one or two weeks in advance of the bi-weekly meetings. Each member reads each proposal, which includes core content, course objectives, sample assignments, and textbook information. The faculty originator is invited to the meeting to answer questions from Committee members (IIA2a.4).

Once approved by the Curriculum Committee, the course proposals and modifications go to the Office of Academic Affairs and then to the Governing Board for approval. The Governing Board approves all curriculum additions and modifications at their monthly meetings. Curriculum summary reports are available in the College's Public Folders.

The College uses CurricUNET, a web-based software application for course development, which guides the faculty initiator through the process (IIA2a.5). Faculty utilizes course outlines in CurricUNET in constructing syllabi. Student Learning Outcomes are housed in CurricUNET. The faculty within a discipline determines the SLOs for each course.

Courses and programs are evaluated during the Academic Program Review, which had been on a six-year cycle but was recently changed to a three-year process.

The Academic Program Review (APR) has its own website, www.swccd.edu/3rdLevel/index.asp?L2=368 (IIA2a.6), which is also accessible from the College website. Within each discipline, faculty members conduct program review in a self study. The APR website provides faculty orientation/training PowerPoint presentations, template, timelines, etc. The Academic Program Review reports are submitted to the APR Committee with budget recommendations for personnel and instructional materials to be considered in the College's annual budget process.

Southwestern College is proud to have an academic faculty coordinator for the Study Abroad Program; many colleges do not. Every year, one college in the San Diego and Imperial Counties Community College Association (SDICCCA) consortium becomes the host college and is responsible for creating the course of study to be offered abroad and endorsed by the members of the consortium. Each of the courses must be transferable to the University of California and California State University campuses and must have been through the curriculum approval process at one of the consortium colleges. Evaluations by students are always conducted during the academic period of study. Lastly, only tenured faculty can apply and be selected to teach in these study abroad programs (IIA2a.7).

In the past few years, approximately 50% of the students from SDICCCA schools who have gone on the study abroad trips were from Southwestern College. Southwestern College was the host college in 2007–2008 and will be the host college once again in 2009–2010.

ANALYSIS

The development of new courses and programs and modifications to existing ones is truly faculty-driven at Southwestern College. The Curriculum Committee is comprised of individuals who take their work very seriously. They meet bi-weekly throughout the academic year but weekly during the month of October in order to approve as many proposals as possible before the November 1 deadline to get courses into the next year's catalog. They do this extra work without additional compensation.

The CurricUNET process is well-defined and has been streamlined to make it easy for the faculty originator to put in the information required. Changes have been made which will make CurricUNET even more user-friendly and will enable course proposals and modifications to move more quickly through the process. In spring 2009, two training videos, "Getting Started with CurricUNET" and "How to Prelaunch," were added to the SWC CurricUNET site www.curricunet.com/Southwestern.

Fee-based (individual pays) and contract (employer or organization pays) courses fall under the Title 5 provisions for community service and are not required to follow the same curriculum development and approval process as credit and noncredit courses. These courses are forwarded by the Dean overseeing Continuing Education to the Vice President for Academic Affairs and then to the Governing Board for approval.

The Academic Program Review website is excellent and provides detailed instruction and guidance for the faculty during their review.

A concern relating to Program Review is that there is an unclear budget process for assuring that adequate budgets for faculty and staff, equipment, and supplies will be earmarked for new instructional programs as they are developed and approved by the Curriculum Committee.

ACTION PLAN

- Explore offering a SWC sponsored study abroad program, as 50% of the students from consortium schools who attend are from SWC.

A 2. b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTION

Competency levels and student learning outcomes are determined by faculty in that discipline. When appropriate, advisory committees make recommendations on the design, development, operation, content, and evaluation of career technical programs. There are more than 35 advisory committees who follow guidelines presented in the Career & Technical Programs Advisory Committee Handbook (IIA2b.1).

ANALYSIS

The handbook mentioned above was approved by the Instructional Administrators' Council in fall 2007. It covers selection of members, responsibilities of the Chair, sample forms, and much more.

The template for Academic Program Review for career and technical programs provides a rubric for determining the level of involvement by the advisory committees and how well they have provided external support. For example, these are some of the rubric checkpoints:

- A minimum of five dedicated industry advisors meets at least once a year to provide input;
- Local industry provides equipment, supplies, and/or guest lecturers to the program; and
- Local industry provides cooperative education/work experience placements for students in the program.

Proposals for new vocational programs must reflect the support of an Industry Advisory Committee and contain Occupational Needs Assessment surveys and Employment Development Department (EDD) regional job data. Following program approval, follow-up reports of student success rates and occupational placement data is provided to SWC by the Chancellor's Office, is updated each year, and is used as a factor in determining which vocational education programs will be funded each year through the Perkins IV grant funds (formerly VTEA, Vocational and Technical Education Act). However, the data provided does not cover self-employment, so occupations such as commercial music, which is an industry with high self-employment, show very poor placement.

Counselors help students ensure that they enroll in courses that meet their educational goals. The Articulation Officer is diligent in maintaining transferability of courses to the four-year institutions. Students can go to www.assist.org (IIA2b.2) to see what is required for transfer.

Student Learning Outcomes are a recommended part of each syllabus. During the Tenure Review process, one of the documents reviewed is the instructor's syllabus/syllabi.

A2.c

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTION

All faculty, full-time and part-time, are evaluated on a regular basis. Those on the tenure track go through a four-year evaluative process. After tenure, they are reviewed by their peers every three years. Each semester, all syllabi must be submitted to the School office.

In order to provide students the opportunity to complete programs within a reasonable time, SWC strives to offer an adequate number of course sections and in the location, mode, and time most preferred by students (IIA2c.1).

The number of course sections offered by Southwestern College during the past two years is as follows:

<i>Fall</i>	2007	2,226	2008	2,192
<i>Spring</i>	2007	2,344	2008	2,275
<i>Summer</i>	2007	775	2008	686

In fall 2007, approximately 69 disciplines were offered at the main campus and at two education centers. (The San Ysidro facility closed in August 2007 for renovation and expansion and reopened as the Higher Education Center at San Ysidro in January 2009). The College also offered online courses that allowed students to meet general education requirements in the areas of physical science, history, psychology, economics, political science, sociology, and child development.

Southwestern College is home to outstanding faculty who are committed not only to their subject specialties but also to community college students. One prime example is Dr. David Brown, Professor of Chemistry. Dr. Brown has been awarded the Stanley C. Israel Regional Award for Advancing Diversity in the Chemical Sciences from the American Chemical Society, an award which recognizes individuals and/or institutions that have advanced diversity in the chemical sciences and significantly stimulated or fostered activities that promote inclusiveness within the region. Dr. Brown is at the forefront of a paradigm change in which faculty and students conduct authentic research at community colleges (IIA2c.2).

Max Branscomb, Professor of Journalism, is the faculty advisor to the *Southwestern Sun*, which has received more than 175 awards. These awards include the Society of Professional Journalists College Newspaper of the Year, the Pacemaker Award (the “Pulitzer Prize” of college media), and National College Newspaper of the Year for the publication itself and, for students, Outstanding College Leadership Award in

College Media, Leader of the North American Press, and Reporter of the Year (IIA2c.3).

ANALYSIS

The Academic Program Review website provides an excellent template which begins by asking when prerequisites, co-requisites, recommended preparations, etc. were last reviewed. It covers how faculty are selected, full-time to part-time faculty ratios, whether the retention rate in the discipline is in line with the college rate, etc.

The schedule patterns (times, sequencing, backups, etc.) optimize student enrollment and completion. Required courses are scheduled with adequate frequency to ensure timely completion of program requirements.

A2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTION

Southwestern College offers a wide range of delivery systems and modes of instruction to its students, depending on the objectives and type of course offered. In addition to the normal face-to-face (lecture) delivery system, the College offers online, web-enhanced, and computer-assisted courses with labs, lectures, discussion, and small group instruction. Two-way teleconferencing equipment is also available at the Chula Vista campus and the Higher Education Centers. The College offers career technical intensive training with courses that meet 16–20 hours per week and also offers individualized, self-paced courses (e.g., developmental math), many of which incorporate computer-assisted instruction; students may complete assignments whenever labs are open. Distance education courses accommodate student preferences for asynchronous class delivery.

Southwestern College offers online courses through Blackboard, a course management system. Courses can be offered entirely online, as hybrids, or web-enhanced. The number of online sections has been increasing (IIA2d.1):

<i>Spring</i>	2007	153
<i>Fall</i>	2007	159
<i>Spring</i>	2008	190
<i>Fall</i>	2008	190
<i>Spring</i>	2009	206

The College plans to expand Blackboard training for faculty, staff, and students.

Noncredit and community service fee-based courses are offered to meet the needs of continuing education students. Staff and faculty partner with various community organizations/agencies to bring the appropriate courses to their neighborhoods. All courses are open to the public and are advertised in the Continuing Education Schedule that is mailed three times per year to residents and businesses within the District. Some courses are offered through distance education, others in a short-term workshop format, and some are more traditional semester-length courses.

Southwestern College offers an up-to-date approach to educational offerings. Through the Curriculum and Program Review processes, the College evaluates delivery and modes of instruction on a regular basis. The College continues to make audiovisual, computerized, and other technology-based teaching/learning aids available for faculty. The Teaching Learning Center provides opportunities for faculty to receive training in the use of computer-based delivery systems (IIA2d.2). Faculty is progressively exploring interactive and collaborative modes of teaching and learning. Hands-on and clinical experience are methods used in the career technical programs. Career technical programs interface well with Student Support Services to provide a holistic approach to the development of students.

For many years, Staff Development has offered classes, both basic and advanced, in 4MAT, which recognizes that every student learns best in one of four methodologies and teaches instructors how to reach all four types of students (IIA2d.3) (IIA2d.4) (IIA2d.5).

Staff Development has brought Dr. Skip Downing, an international consultant in the field of faculty development and student success strategies, twice to campus for his On Course I Workshop, a three-day, highly-interactive workshop that provides educators with learner-centered strategies to help students succeed in their academic and personal lives (IIA2d.6). The combined attendance at these two presentations was 100. This initial workshop experience has been followed up by 17 on-campus workshops which are based on the success principles and learner-centered strategies modeled by On Course. Combined attendance for these workshops was 233 educators (IIA2d.7). Four faculty members have completed On Course II, a train-the-trainer program, and have helped design and facilitate these ongoing workshops. The College has sponsored one individual for advanced facilitator training with Dr. Downing.

In addition, Staff Development offers programs for which full-time faculty can fulfill their flex obligation (28 hours per year for full-time faculty, and adjunct faculty are encouraged to participate) (IIA2d.8). For example, the librarians offer workshops on EBSCOhost, a group of databases for general use as well as in nursing, medicine, health, psychology, zoology, and business.

Faculty are shown how to register for email alerts when new issues of selected journals are published; the e-mails contain links to the articles. The Vice President for Academic Affairs recently held a workshop for faculty called “Fundamentals of Online Instruction,” which examined the psychosocial and structural elements of a sound online class (IIA2d.9). Staff Development sends a global email each month to advertise the offerings, and their website shows workshops scheduled for the entire semester (IIA2d.10) (IIA2d.11) (IIA2d.12).

In the past, newly-hired faculty attended the Teaching Academy at the beginning of their first semester of instruction at Southwestern College. These instructors received a wealth of information critical to their teaching success. The Teaching Academy was discontinued after the fall 2007 semester.

Excellence is recognized with three professional awards each academic year: Teaching Excellence, Professional Leadership, and Outstanding Adjunct Faculty.

Most students fall into one of two groups in terms of their preferred class hours: traditional and non-traditional. The full-time, traditional student prefers day classes and selects morning over afternoon classes. The non-traditional students, most of whom work, prefer late afternoon, evening, weekend, and online offerings. Most programs schedule for both types of students. The College offers fast-track, accelerated short courses and other configurations that enable the non-traditional students to take more than one or two classes in a semester. A total of 444 fast track classes were offered in fall 2007 (IIA2d.13).

ANALYSIS

Of concern over many years has been the repair, maintenance, and replacement of aging technology, which is now covered in the Technology Plan (IIA2d.14). Some students do not have computers at home yet desire to enroll in online classes and self-paced courses with computer-assisted instruction creating a demand for adequate on-campus computers. The College has struggled in the past to maintain computer labs with current equipment and software. The nature of computer labs is a planned obsolescence and, until recently, there existed no reliable funding mechanism to replace these machines as necessary. As labs age and funding wanes, students are impacted in that they are no longer able to compete in an open market place that demands more current skills. The inability to keep up with emerging technology also slows faculty efforts to incorporate newer methods of delivering instruction. With the planned replacement and leasing of computers, it is anticipated the College will be able to maintain state-of-the-art labs.



4MAT was not offered in the 2007–2008 academic year. Faculty coordinators of the program retired and have now been replaced by three new certified 4MAT trainers; 4MAT classes have now been scheduled to be offered spring 2009.

The College has developed a formalized, structured enrollment management planning tool that will analyze the number of course offerings needed in response to growth and student educational needs.

The annual college catalog includes examples of prescribed semester-by-semester plans for completion of programs (IIA1a.1).

Classes for the non-traditional student, including early morning classes and online offerings, have been expanded.

Program review and other evaluation procedures are used to address problems of impacted programs and specific courses.

ACTION PLAN

- Evaluate course offerings in distance education and expand as needed, with more support given to faculty, especially adjuncts, who wish to learn Blackboard.

A2.e

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTION

Each discipline goes through Academic Program Review (APR), a Self Study, every three years (changed, since the last accreditation visit, from every six years). With this change has come the creation of a website which includes a template of questions to be answered, as well as a grid for those answers (IIA2a.6). Vocational courses are reviewed with the assistance of their advisory committees, who include information from labor market studies.

The criteria used in the program review Self Study include relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future. The process is the same for all college programs, regardless of type (collegiate, developmental, etc.).

The statistical data provided for Academic Program Review include a five-year overview of the following: Enrollment, Weekly Student Contact Hours (WSCH), Student Retention, Student Success, Full-time Efficiency Factor (FTEF), Productivity, and Success Rate. Revisions were made in fall 2008 for additional data collection.

SWC District Policy #4020: Program and Curriculum Development, Modification, and Discontinuance adopted on January 11, 2006, states: “...the Superintendent/President, in conjunction with the Vice President for Academic Affairs and the Academic Senate, shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, and discontinuance.”

At the present time, courses and programs evaluated during Academic Program Review and proposed for discontinuance are brought before the Curriculum Committee. Upon approval by that Committee, the Office of Instructional Support Services inactivates the course or program in CurricUNET (IIA2e.1).

ANALYSIS

A great deal of thought and planning has gone into the creation of the excellent Academic Program Review website. The template, sample APR, and procedure guide make it easy for discipline faculty to assess their courses and programs.

The Academic Senate passed this resolution on April 8, 2008:

“Meeting the submission deadline for Program Reviews with the report accepted as complete by the APR committee shall be a requirement for eligibility in budgetary approval processes including faculty hiring, supplemental instructional materials and technology appropriations, and other various funding sources supporting academic programs.”

This resolution recognizes the importance of Program Review and assures that disciplines will participate.

The current model of Program Review has stimulated a greater review and revision of course outlines. For example, in 2000 there were 70 course modifications, and in 2008 there were 130 (IIA2e.2) (IIA2e.3).

A2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTION

The Southwestern College timeline for SLOs began in summer 2004, when the President-elect of the Academic Senate attended a Curriculum Institute which focused on student learning outcomes. Much planning has been done on all levels (IIA2f.1).

The SLO Plan is institutionalized as a part of the campus culture impacting the efficiency, effectiveness, and excellence in every function of the college.

As of fall 2008, all Student Services units with one exception (in progress) have identified Student Learning Outcomes and have identified the methods of assessment. Several units have completed the assessments or are in progress.

All administrative units have identified their statement of purpose, mission and goals; method of assessment; criteria for success; interpretation of data; and improvements that can be made (IIA2f.2).

Academic SLO results are reviewed each semester by course. The re-creation of an Office of Research will provide the support necessary for successful reviews of SLOs. The goal is to “Close the Loop” and establish a consistent and valid/reliable cycle for the SLO process. This will include implementation of SLOs, assessment of SLOs, the review of assessment results and use of results to modify courses and instruction.

ANALYSIS

There are three Student Learning Outcomes coordinators representing Academics, Student Services, and Administration. The timelines created are realistic, the assessments measurable.

The Southwestern College Educational and Facilities Master Plan is a comprehensive plan for the College, including educational master planning, facilities planning, and financial plans and projections. This Plan has been developed in response to the 2006 Institutional Strategic Plan and provides specific direction and parameters for the implementation of programs and activities relating to the educational, support services, and facility needs of the College (IIA2f.3).

ACTION PLAN

- Integrate the needs identified through Program Review with the Educational and Facilities Master Plan, and the Technology Plan.



A 2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTION

The following disciplines have standardized testing by an outside agency:

- **Police Academy:** Standardized tests offered by the Commission on Peace Officer Standards and Training (P.O.S.T.)
- **Fire Science:** Standardized testing by the California State Fire Marshall's Office (only for certain Fire Science courses)
- **Emergency Medical Technology (EMT):** Standardized tests from the National Registry for EMTs and the San Diego County Office of Emergency Medical Services
- **Paramedic:** Standardized tests from the National Registry for EMT-Paramedic
- **LVN/ADN:** Standardized ATI (Assessment Technology Institute) test, a diagnostic test used to enhance potential with the NCLEX exam (national nursing examinations)
- **LVN/ADN:** Pre-entrance standardized test-TEAS (Test of Essential Academic Skills). This is a prescreening exam that tests students' knowledge in basic math, English, reading, and science and allows the faculty to determine students' strengths and weaknesses and to work with them to enhance their potential for success in the program.

The Math Department has developed departmental final exams (IIA2g.1) (IIA2g.2).

ANALYSIS

The effectiveness of the Mathematics Department final exams in measuring student learning has been validated through content validity. The Mathematics Department established content validity of their departmental finals by assembling a committee of two-to-three experts (i.e., full-time SWC mathematics faculty members) for each course for which a departmental exam has been written. One member had recently taught the course and one member did not usually teach the course. The committee members independently matched the items to the course outline, paying attention to both the content and the relative weight assigned to the content. Committee members made judgments as to which items should be added/deleted, which topics require additional items, and which topics are covered too heavily. Thereafter, Committee members met to exchange ideas and come to consensus regarding the adequacy and appropriateness of the items relative to the course outline.

In an effort to minimize test biases of a single instructor's style or cultural background, all the math departmental final exams are written by a team of two or more fulltime faculty members. In addition, all exams are checked by a logistics team of three additional faculty members, who work all the problems on all of the exams, check the multiple-choice answers for clarity, accuracy, and lack of duplication; proofread the instructions for each question, and provide suggestions and feedback to exam writers where appropriate. After exam administration, feedback from all mathematics faculty, including adjunct faculty, is conveyed to the exam writers to further reduce bias toward a particular instructional or cultural approach and to ensure that the exam adheres strictly to the material described in the course outline.

The Mathematics Department is still deliberating on whether and how to establish predictive validity. Establishment of predictive validity requires that test results are highly correlated with an independent measure purporting to measure the same construct. Predictive validity should be completed by fall 2009.

A 2.h

The institution awards credit based on achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTION

The criteria upon which the student is evaluated and credit is awarded are based on measurable course objectives and Student Learning Outcomes, which are contained in CurricUNET. The evaluation of student learning and the award of course credit are determined by the instructor of record.

The method of evaluating student progress toward, and achievement of, these course objectives, including the method by which the final grade is determined, is contained in the course syllabus presented to students at the beginning of the semester.

As part of the Tenure Review Process, each probationary faculty member must submit annually to his/her tenure review committee a copy of the syllabus for each course being taught. The Tenure Review website has, among its documents, a checklist of items which must be included on the syllabus (IIA2h.1). The syllabus must include the evaluation procedures (quizzes, total points, etc.) and grading criteria. At the present time, Student Learning Outcomes (SLOs) are recommended but not required to be included in the syllabus. Faculty decides how they wish to make SLOs known to students. Besides the syllabus, faculty can use in-

class projects, tests, and other assignments. Once SWC has staffed the in-house research office, a process can be developed that will document this in a standardized way.

Once tenured, a faculty member undergoes peer review every three years (IIA2h.2) and must submit his/her syllabi for comparison to the above-mentioned checklist. In addition, every syllabus must be submitted to the School office every semester.

Credits are awarded consistent with accepted norms in higher education (from pp 23–24 of the 2007–2008 Catalog): “The California Education Code defines one credit hour of community college work as approximately three hours of recitation, study, or laboratory work per week throughout a term.” According to the Carnegie Unit Standard, one hour of lecture and two hours of homework equals one unit, and this is fulfilled by Southwestern College.

ANALYSIS

Anyone can access CurricUNET for the purpose of viewing the course outline and Student Learning Outcomes.

A2.i

The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

DESCRIPTION

In 2006–2007, SWC awarded 811 Associate in Arts degrees, 247 Associate in Science degrees, and 477 certificates for a total of 1,534. In 2007–2008, Associate in Arts degrees awarded were 832, Associate in Science 260, certificates 460 for a total of 1,552 (IIA2i.1).

In December 2008, 15% of programs had identified SLOs; 85% had not (IIA1c.5). Once program SLOs have been identified, degrees and certificates will be awarded on the basis of achievement of those learning outcomes by students.

Each new program or modification to a program is reviewed and approved by the Curriculum Committee. The faculty originator for the proposed new program or modification is invited to the Curriculum Committee meeting to answer questions from Committee members and to receive suggestions, if any, for changes.

ANALYSIS

At the present time, SLOs for programs are not approved by the Curriculum Committee, the same as with course SLOs. Once they have been identified, they will be placed in CurricUNET and be accessible by anyone.

A3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

DESCRIPTION

Commitment to a general education program is found in the College Catalog (IIA1a.1) and on the College website. Title 5, Section 55806 provides the criteria for the content and methodology found in the institution’s general education coursework (IIA3.1). General Education coursework is required in eight different areas: physical and life sciences, social and behavioral studies, arts and humanities, communication in English, analytical thinking, American institutions, health education, and diversity. The College catalog is a repository for all general education information and functions as the contract with students, with regard to specific details of general education requirements, all standards for general education credit, and description of all A.A. and A.S. degrees offered by the College.

The process of developing or revising specific content for traditional General Education courses takes place among discipline faculty members, colleagues, and departmental curriculum representatives and includes the college-wide curriculum development components. For a new course to be included in the General Education requirements, it must first be approved by the Curriculum Committee, which assesses each submission in accordance with Title 5, Section 55002 (IIA3.2). After approval by the Curriculum Committee, the course is presented, through the Academic Senate, to the Governing Board for review and approval.

The purpose of general education is to enhance learning and to add breadth to the college experience to complement the specialization in the major. The general education curriculum thus provides coherence to undergraduate education, affording the student the opportunity to develop an overview of the diverse fields of human knowledge.

The general education program introduces the content and methodology of the major areas of knowledge. Program coursework requires students to develop communication ability and important social attitudes. In addition, the program requires critical thinking and computer literacy skills. These skills are summarized in the College's four Core Competencies (IIA3.3):

- Communication Skills
- Thinking and Reasoning
- Information Competency
- Global Awareness

All SLOs are based in skill development/learning in one or more of the four Core Competencies.

The general education pathways which meet the requirements for an associate degree, Plan A, Plan B, IGETC, and TAG, include courses in which students must demonstrate competency in oral and written communication, scientific and qualitative reasoning, and critical thinking (IIA3.4) (IIA3.5) (IIA3.6) (IIA3.7).

The College has a minimum proficiency requirement in reading comprehension, English writing, and mathematics (IIA3.8). The assessment of these minimum proficiencies is the responsibility of the College Assessment Office, under the direction of the Dean of Student Services.

Modification of the minimum proficiency requirements requires submission of a formal recommendation to the Curriculum Committee (IIA2a.3). If approved by this body, the recommendation is passed to the Governing Board for final approval. This same procedure is used to add or delete courses in the general education plan.

The College requires coursework in both physical education and health in order to earn an associate degree (IIA3.9). These requirements can be met through satisfactory course completion, course challenge, or an acceptable course substitution.

The College supports computer literacy as an important goal, and computer literacy is an additional requirement for an associate degree. Students may satisfy this requirement with a course selected from a list of eighteen acceptable courses found in the College Catalog. Students who have a background in computers may substitute a more advanced computer course or may have this requirement waived by verified work experience in the computer field.

ANALYSIS

The relevancy of the requirements of coursework in both physical education and health, along with the methods available to satisfy them, should be reviewed.

There has been an ongoing discussion as to the relevancy of the computer literacy requirement.

ACTION PLAN

- Form a Curriculum Committee task force to review the associate degree requirements in physical education, health, and computer literacy and make recommendations for any modifications to the current policy.

A 3. a

General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTION

General Education breadth covers major areas of knowledge and has a solid process for review and approval.

General Education coursework is required in arts and humanities, physical and life sciences, and social and behavioral studies (IIA3.4) (IIA3.5) (IIA3.6) (IIA3.7).

ANALYSIS

Courses included on the General Education plans are reviewed based on a three-year Academic Program Review cycle. The associate degree requirements at SWC are in compliance with Title 5. One option for the associate degree follows the CSU guidelines set forth in the Executive Orders 405 and 595 (IIA3.10) (IIA3.11). Another option through the IGETC pattern follows the guidelines set forth by the UC Regents.

A 3. b

General education has comprehensive learning outcomes for the students who complete it, including the following: a capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTION

The College's commitment to developing life-long learners is reflected in the Student Learning Outcomes Assessment Philosophy (IIA3.12).

The learning outcomes identified in all the General Education courses promote life-long learning skills. Courses that address skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical analysis/logical thinking are grouped into content in each of the four general education patterns.

ANALYSIS

As described in the previous analysis under 3A, courses included on the General Education plans are reviewed based on a three-year Academic Program Review cycle. The associate degree requirements at SWC are in compliance with Title 5. One option for the associate degree follows the CSU guidelines set forth in the Executive Orders 405 and 595 (IIA3.10) (IIA3.11). Another option through the IGETC pattern follows the guidelines set forth by the UC Regents. Faculty may request modification or inclusion of additional courses to the general education requirements in order to remain current.

A3.c

General education has comprehensive learning outcomes for the students who complete it, including the following: a recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTION

Twenty-one units toward the graduation requirement for an associate degree must come from General Education courses. In addition, one of the four Core Competencies of the College is Global Awareness.

ANALYSIS

Southwestern College has been designated a Hispanic Serving Institution (HSI). The general education program is culturally and educationally diverse, reflecting the population, interests, and concerns of the region. Students can develop an appreciation for cultural diversity through several ethnic and gender studies programs. Course content recognizes the unique location of the college in its proximity to the international border with Mexico. Topics of specific regional interest include Art and Culture of Pre-Hispanic Mexico, Hispanic-American Theatre, African-American Culture, Chicano Literature, Women in History, Filipino-American History, Introduction to Music of Mexico, Mariachi Performance, Elementary Tagalog, Portuguese, and others.

The College presents programs and noted speakers on issues of diversity and opens these programs to students, faculty, staff, and, in many cases, the community. Among the individuals invited to campus have been Cornel West, Dr. Eric Michael Dyson, Edward James Olmos, and Ronald Takaki (IIA3.13). Each March is observed as Women's History Month, with guest speakers and a colloquium luncheon (IIA3.14).

With the elimination of the General and Transfer Studies degrees at SWC and throughout the community college system, alternative degrees have been developed in consultation with the discipline faculty, deans, counselors, and the Articulation Officer. Drafts of these new degrees are in the process of approval at the State Chancellor's Office.

A4.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTION

In accordance with Title 5, a student may be graduated from the institution with the degree of Associate in Arts (A.A.) or Associate in Sciences (A.S.) by satisfying the requirements established by the Board of Governors of the California Community Colleges, the Governing Board of the Southwestern Community College District, and the faculty. The associate degree requires a minimum of 18 units of completed course work in one area of focused study.

ANALYSIS

In spring 2008, degrees in General Studies and Transfer Studies were eliminated from the list of majors offered by Southwestern College (IIA4.1). Students who had already declared majors in General Studies or Transfer Studies can exercise their catalog rights and continue to graduation.

The College catalog for 2007–2008 listed 152 majors, now down to 150 with the elimination of General Studies and Transfer Studies, for which a student can achieve either an A.A. or an A.S. degree. All of these majors include focused study in at least one area of inquiry (major) or in an established interdisciplinary core per the figure “How to Achieve an AA/AS Degree” on p. 22 of the 2007–2008 catalog (IIA4.2).

Some of these majors have areas of emphasis. For example, the Business Management major has a choice of the following areas of emphasis: eBusiness, Entrepreneurship and Small Business, Financial and Investment Services, International Business, Leadership and Supervision, and Management.

The catalog provides a table of majors and emphasis with the following categories possible: A.A. Degree, A.S. Degree, Certificate, Basic Certificate, Intermediate Certificate, and Advanced Certificate. An *X* in the appropriate column indicates the kind of degree or certificate offered. Beginning five years ago, the catalog arrangement was changed to integrate major and courses offered in that discipline.

A5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTION

The standards for several vocational and occupational programs are clearly defined by external regulatory agencies, such as the California Board of Registered Nursing and the American Dental Association Commission on Accreditation. For other occupational programs, the discipline faculty, with input from the respective advisory committee (IIA2b.1), establishes standards of competence based on student assessment of measurable course objectives, Student Learning Outcomes, and minimum standards found in the official course outline (IIA2a.5). Faculty members evaluate students in individual courses based on their performances in examinations, assignments, class projects, laboratory performances, field experiences, and other activities appropriate for assessing student achievement. (IIA2a.5). Further, grade summary reports and performance evaluations are used to document student success and retention/persistence.

Core measures, standards, and surveys are used to measure student retention rates, course completion rates, and employment status after completing or leaving a program. Job placement and retention indicators along with achievement and completion rates are compiled in the Perkins IV Vocational and Technical Education Act Core Indicators by TOP (Taxonomy of Programs) Code. These measures are disseminated and discussed with discipline faculty and department chairs in vocational/occupational programs to ensure that deficiency areas are targeted for improvement utilizing Perkins IV funds and other sources. Department chairs and/or lead program faculty are invited to submit Perkins IV funding proposals based on program improvement and expansion plans and Core Indicator enhancements. Several programs have acquired or upgraded technology equipment with Perkins IV funds to ensure that students receive practical training on industry standard equipment.

The College establishes and validates the technical and professional competence of students completing vocational and occupational programs in several ways:

- Discipline faculty through the curriculum development process (IIA2a.3)
- Business/industry partners
- Regulatory agencies and State entities (external agencies listed in the College catalog)
- Advisory committees (such as Fire Science, EMT/Paramedic, Administration of Justice, Dental Hygiene, Paralegal, Medical Assistant, Accounting, Computer Information Systems, Legal Office Assistant, Hospitality, Culinary Arts) (IIA2b.1).

Validation of technical and professional competency occurs through a variety of means, including:

- Program completion
- Industry-based certification (e.g. P.O.S.T., CISCO)
- State or national testing and license (e.g. Nursing, Dental Hygiene)

ANALYSIS

Students completing these programs meet or exceed the technical and professional competence required by the external agencies and standards set through the internal curriculum process.

SWC monitors students completing vocational and occupational programs and documents they are technically and professionally competent in several ways:

- a. Employer feedback: The College requests feedback from employers on SWC graduates' work performance and their observations relating to the quality of preparation of these students to enter their respective fields. This feedback is provided through advisory committees (IIA2b.1) and annual student and employer surveys.
- b. State agency regulation and oversight: Students completing the Dental Hygiene, Paramedic, LVN, and RN programs are required to pass national and/or state competency examinations and apply for licensing within the appropriate jurisdiction. These programs have standards that are required by State regulatory bodies and are reviewed systematically on a consistent schedule. Additionally, all vocational disciplines participate in the Program Review process (IIA2a.6).

In 2008, 98% of the Certified Nursing Assistant students passed the national exam, and 93% of the Associate Degree Nursing students passed their national exam (IIA5.1) (IIA5.2). The Nursing and Allied Health Programs have rigorous accreditation guidelines from various agencies that they are accountable to. These programs have done very well and have exceeded accreditation expectations in many cases. The ADN Nursing Program was granted an eight-year accreditation from NLNAC, which is the maximum time frame (IIA5.3). The Surgical Technology Program recently was awarded a ten-year accreditation from CAAHEP after their review in 2008 (IIA5.4).

The SWC Dental Hygiene program, housed at the Higher Education Center at National City, is the only dental hygiene program in San Diego County. Among Dental Hygiene students going back to 2001, 100% every year passed the national exam and the state licensing exam. In 2008, 100% passed the national exam, and three students are waiting to retake the state licensing exam, for a pass rate of 89% (IIA5.5).

The Emergency Medical Technician program reports that SWC students recently showed a pass rate of 85%, well above the national average of 70%. Paramedic students have, on the first attempt, a 95% pass rate on the written test and 75% pass rate on the skills test (IIA5.6).

- c. Job placement and retention statistics: For some programs, job placement statistics are compiled annually on the number of students successfully placed in jobs. The collection of job placement data is done by individual programs (e.g., Nursing, Dental Hygiene, Paramedic, and Police Academy). Student success rates and occupational placement data is provided to SWC by the Chancellor's Office, is updated each year, and is used as a factor in determining which vocational education programs will be funded each year through the Vocational and Technical Education Act (VTEA) grant funds (now Perkins IV). At the present time, the College is undergoing efforts to restructure the Research Office, with one of its goals to establish a centralized and systematic process of gathering student job placement information, along with other valuable student information.
- d. Work-based learning experiences and internships: Students are assigned preceptors in the workplace, primarily in the health sector, in order to develop skills and receive practical job training in the area of concentration. Cooperative Work Experience Education (CWEE) allows students with declared majors to earn college credit by engaging in paid or unpaid internship programs related to their majors. To be eligible for CWEE, the student must meet the following requirements as stated in the College catalog: be enrolled in, and successfully complete, at least seven units, including a CWEE class; have a declared major; develop job performance objectives each semester of participation; and apply during the regular college registration period. In some career technical intensive training programs, CWEE is compulsory (IIA5.7).
- e. Faculty evaluation and assessment of enrolled students: The faculty evaluates, assesses, and grades all students enrolled in vocational and occupational programs on a routine basis. Many disciplines include a work-based learning component through internships, clinical experience, or work experience. As a result, many students find employment through these practical learning experiences. Industry partners in the medical field are now asking for an increase in the minimum number of hours students must complete in their work experience assignments.

- f. Program Review process: As part of the College's regular monitoring system for program success, each program has a built-in schedule of program review (once every three years) designed to review its success and make recommendations for program improvement. Specifically, the purpose of the Academic Program Review process is to review, analyze, and assess the content, currency, direction, and quality of the program in relation to student outcomes. The review serves to facilitate program improvement in a meaningful, efficient, and timely way. The information gathered and analyzed in program review is used in planning, making budget recommendations, making personnel recommendations, and implementing program improvement (IIA2a.6).
- g. Faculty discipline meetings: Discipline faculty conduct meetings to review program goals, course objectives, and Student Learning Outcomes on a regular basis. For example, the Nursing faculty meets on a monthly basis to review the current status of any issues and student concerns in the RN, LVN, and CNA programs, and to identify potential strategies for enhancing the student's experience. The Dental Hygiene program conducts twice-yearly Curriculum Summits with all program faculty for completeness of content, relationship to goals and competencies, appropriateness of sequencing, elimination of unwarranted repetition, and achievement of stated objectives.

ACTION PLAN

- Complete research utilizing existing external sources to systematically and consistently assess the needs of community-based business and industry throughout the District service area and region in order to revise the existing programs accordingly and respond to new workforce training needs.

A6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

DESCRIPTION

Accurate, accessible, up-to-date information concerning instructional programs is important for the understanding of degree, certificate, and transfer requirements. These are communicated to prospective and current students and the public through a variety of methods and media including catalogs, schedules, website, publications, and statements.

Transfer policies are communicated to students through orientation, via the Transfer Center, and in the annual College catalog ("How to achieve a transfer to another college or university," page 22 in the 2007–2008 edition). Publications are provided by the Transfer Center, by the Counseling Center, and during orientation. General Education patterns are identified in the College Catalog, schedule, and on the Southwestern College website. Information concerning degrees, certificates, and transfer policies is communicated to students in the form of program requirement descriptions in the SWC Catalog. The SWC Catalog is produced under supervision of the Office of Instructional Support Services and is updated and printed annually. It is available in print and online.

Guidelines for faculty syllabi are found on the Tenure Review website (IIA2.4). Course syllabi describe methods and objectives, embody course outlines in practical form, and provide a contract between students and teachers. Syllabi are reviewed by schools for consistency with course outline and college policies and are kept on file in each School office. Counselors assist students in preparing course sequences that will lead to attainment of their program objectives. Southwestern College focuses on articulation with similar programs at transfer institutions. SWC faculty are working on the development of degree and certificate program outcomes that include appropriate and measurable course content, knowledge, and skills.

A6.a

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

DESCRIPTION

The Transfer Center provides information and resources to students who are considering transfer and help for students to apply online (IIA6a.1). Policies are communicated to students primarily through orientation, the annual College catalog, and the semester class schedule publications. Students are encouraged to make an appointment with a counselor for the most up-to-date information on transferring. Current catalogs to UC, CSU, and California Community Colleges as well as out-of-state and private colleges are available in hard copy in the Transfer Center and through one of the Library's databases.

General Education patterns are identified in the College catalog, the class schedule, and on the SWC website.

Orientation includes outreach to local high schools and the Early Start program, which includes assessment, in-person orientation held periodically during the year, and priority registration. Online orientations include interaction with counselors and orientation worksheets (IIA6a.2).

A student seeking transfer of credits from another institution must submit official transcripts to the Admissions and Records Office and initiate a request for evaluation. The coursework must have been completed at an accredited college. In order to have transcripts reviewed, the student must make an appointment with a counselor.

Students who wish to receive credit toward degrees at SWC for coursework taken at an accredited foreign institution must have their foreign transcripts evaluated by a foreign transcript evaluation service.

Articulation is the process of receiving four-year university acceptance of courses from community colleges. Articulation agreements are formal written agreements with courses deemed as comparable or accepted in lieu of each other, not as equivalent. These courses are lower division courses with the four types of articulation agreements as follows:

1. California State University (CSU) Baccalaureate List: All transferable courses must be included on this CSU list before consideration can be given to the other types of articulation. All potential University of California (UC) transferable courses must be included on this CSU list before being approved for the University of California Transfer Course Agreement (UCTCA). The UCTCA list is approved on an annual basis by the University of California Office of the President.

2. General Education: Courses approved on an annual basis by the CSU Chancellor's Office and the UC Office of the President for inclusion on the CSU General Education Breadth Requirements and the Intersegmental General Education Transfer Curriculum (IGETC).

3. Course-to-Course Articulation Agreements: Courses considered comparable to or "acceptable in lieu of" university lower division courses. These agreements are determined by the universities after CSU Baccalaureate List, general education and UCTCA submissions.

4. Major Preparation: Courses that are accepted by the CSU and UC to fulfill lower division major preparation requirements at the CSU and UC campuses. Typically reviewed after course submissions or upon request from four-year universities.

All agreements with public institutions in California, which includes community colleges, California State Universities and Universities of California, are published in Articulation Systems Stimulating Interinstitutional Student Transfer (ASSIST). ASSIST is recognized as the official repository for articulated courses as determined by the California Intersegmental Articulation Council (CIAC), a collaborative body consisting of California community colleges, the CSU and UC systems. ASSIST houses all of the above mentioned types of agreements and can be accessed through www.assist.org (IIA2b2).

Extensive articulation agreements assure the transferability of SWC courses with 17 CSU and 9 UC campuses and numerous private California four-year institutions. Regular CSU/UC articulation reports validate transfer of courses.

The SWC Articulation Officer sends the SWC Curriculum Summary annually to all UC and CSU campuses. Of the SWC courses currently identified as CSU and/or UC transferable, 1,392 are referenced in the most recent agreements with CSU campuses, and 595 are referenced in the most recent agreements with UC campuses.

ANALYSIS

Articulation agreements are extensive, frequently updated, and established where patterns between institutions are identified.

The SWC Articulation Officer serves as the College's representative on the California Intersegmental Articulation Council, the Southern California Intersegmental Articulation Council, the County Articulation Council, and the National Articulation and Transfer Network. The last-named group has representatives from only five California community colleges.

Students can research catalogs from other colleges and universities from home using College Source, an online library representing 43,331 college catalogs and over 36 million course descriptions. Currently-enrolled SWC students can request passwords for remote access to this and other databases from the Library (IIA6a.3).

A6.b

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

DESCRIPTION

SWC District Policy #4020: Program and Curriculum Development Modification and Discontinuance was adopted in January 2006 in response to the 1996 Accreditation Report. It states, in part: "the Superintendent/President, in conjunction with the Vice President for Academic Affairs and the Academic Senate, shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, and discontinuance."

When a program is proposed for discontinuance or there are significant changes in requirements, the Curriculum Committee must approve it. At that time, if discontinuance is approved by the Curriculum Committee, the Office of Instructional Support Services inactivates the program in CurricUNET and on Colleague. The office prepares an addendum so that counselors are made fully aware of the changes (IIA6b.1).

Arrangements are made for impacted students to complete required coursework. Students are notified in advance and in a timely manner. In order to minimize disruption and be sensitive to needs of student and faculty, students are offered alternatives such as course waivers and substitution and are permitted to finish according to the College catalog description existing at the time of the student's initial enrollment.

ANALYSIS

There are no written procedures for discontinuing a program, but they do exist, as explained above.

ACTION PLAN

- Submit as procedure for Governing Board Policy #4020 the steps already being taken with regard to program discontinuance (Also listed in IV 2b).



A6.c

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTION

Accurate, accessible, up-to-date information concerning instructional programs is important for the understanding of degree, certificate, and transfer requirements. These are communicated to prospective and current students and the public through a variety of methods and media including catalogs, schedules, website, publications, and statements. The College is highlighted via TV commercials, community outreach, and print advertisements. Student services information is communicated in the class schedules and via the website. Financial Aid and Disability Support Services communicate directly to targeted high school students through outreach.

The Director of Community and Media Relations responds to all press inquiries; designs, maintains and oversees accuracy of the SWC website; is responsible for the preparation of internal and external publications; and distributes press releases regarding instructional programs, events, and achievements of faculty, staff, and students.

The College catalog is produced under the supervision of the Office of Instructional Support Services and is updated and reprinted annually (IIA1a.1). The class schedule is printed three times a year and contains instructional program as well as mandated information (IIA6c.1). The printed schedule is mailed to District residences and provided to multiple District locations for pick up (local shopping centers, libraries, community centers, etc.). The College website features the current catalog and schedule. Deans, department chairs, and other knowledgeable college personnel review the major publications on a regular basis. The catalog is reviewed annually prior to publication; each schedule is reviewed prior to publication; the website undergoes annual comprehensive review.

ANALYSIS

The College continues to work to improve its communication. During the past year, an online newsletter, "Spirit," has been started to highlight accomplishments of the College and its faculty and staff (IIA6c.2). The School of Business and Information Systems produces a newsletter called "Connections" which showcases its faculty, students, and programs (IIA6c.3).

The Supervisor of Instructional Support Services works with a committee to make the "front" pages of the schedule and catalog (information that usually is the same from year to year: information on admissions, fees, student services, etc.) more accurate and better organized.

Timelines for producing and printing the SWC class schedules are longer than those of other area colleges and universities and are indicative of an antiquated process. Class sections, times, and all instructor assignments must be determined nearly one year in advance of the start of the semester in order to meet these deadlines. The current process involves a download from Datatel to Microsoft Word, and this document is then converted to InDesign. After the first download, all documents provided for proofreading are edited versions of the original download, rather than being from the original data source, creating multiple locations where data corrections must be made.

Input from Computer Support Services has resulted in a more highly-automated process and a smaller bulletin (with less information to be proofread), but timelines have not been adjusted by the Office of Instructional Support Services to reflect this quicker turn-around.

The class schedule would be more accurate and students would be better served if the time needed to create the schedule could be reduced.

ACTION PLAN

- Investigate the process of producing the class schedule and make recommendations to provide accurate information regarding instructors, times, etc. available for public use but in less time than is now required.

A7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

DESCRIPTION

Governing Board policies and the Academic Senate address issues of academic freedom and responsibility, including student academic honesty.

A7.a

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

DESCRIPTION

SWC District Policy #7027: Academic Freedom, adopted in November 2004, addresses academic freedom (IIA7a.1).

ANALYSIS

The Academic Freedom Policy states, “Members of the faculty are also private citizens and are not only entitled to express their own opinions in public but are encouraged to do so.”

A7.b

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTION

The Governing Board passed SWC District Policy #7029: Academic Integrity Policy, in November 2004 (IIA7b.1).

The District Policy is referenced in the annual College catalog (IIA7b.2), with an entry in the index under “Academic Integrity.” The Student Policy Manual is available to all students and mentions consequences for plagiarism and dishonesty (IIA7b.3). The Tenure Review process includes a syllabus checklist, and one of the required elements for the syllabus is a plagiarism statement, an example of which is provided on the Tenure Review website: “Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation (IIA2h.1).”

ANALYSIS

In October 2003, a conference sponsored by the Center for Academic Integrity was held in San Diego, and five Southwestern College faculty and administrators attended (IIA7b.4). The group met regularly for several semesters and made progress toward a workshop for students to introduce the concept of academic integrity.

The required plagiarism statement on all syllabi ensures that this information will reach students. The inclusion of SWC District Policy #7029 in the annual College catalog would be more effective if additional terms were added to the index. Students may not think to look under “Academic Integrity” but might look for “Plagiarism” or “Cheating.”

The Student Policy Manual doesn’t give the entire text of District Policy #7029 and should do so because the rationale for the policy as well as the consequences for violations is given. The Student Policy Manual is available in hard copy in the Office of the Dean of Student Services in the Cesar E. Chavez Building and in the Student Center. Instructors receive the Student Policy manual during training sessions and workshops. Only a few instructors pick up enough copies for their students at the beginning of the semester. There is an online version available that needs to be updated (IIA7b.5). With the most recent Title 5 changes, the Student Policy Manual will be revised to reflect those changes.

San Jose State University Library has created an excellent tutorial on plagiarism for their students that includes a quiz at the end (IIA7b.6). Students can earn extra credit for submitting the completed quiz. Southwestern College should explore the possibility of such a tutorial that can be used across the curriculum.

ACTION PLAN

- Assess the interest among faculty for a tutorial on plagiarism that can be used across the curriculum.

A7.c

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

DESCRIPTION

This does not apply to Southwestern College, which is a public community college with open access.

A 8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

DESCRIPTION

This does not apply to Southwestern College.

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

DESCRIPTION

Mission Statement: “Southwestern College is committed to meeting the educational goals of its students in an environment that promotes intellectual growth and develops human potential.”

Consistent with its mission, Southwestern College (SWC) recruits and admits diverse students who are able to benefit from its programs. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the college experience is characterized by a concern for student access, progress, learning, and success. The College systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Southwestern College provides a comprehensive, one-stop approach to Student Services that strives to meet the needs of its diverse student population in alignment with the College’s Mission Statement. Student support services are provided at four campus sites. On the Chula Vista campus, comprehensive student services are provided within the walls of two major buildings, the Student Center and the Cesar E. Chavez One-Stop Student Services Center. The up-to-date Cesar Chavez Student Services Center, located in the heart of the Chula Vista campus, is designed to guide students through the matriculation path-of-travel from admission to graduation. The building was awarded the Professional Design Award of Excellence by Community College Facilities Coalition and is a model Student Services building for community colleges throughout California. The Higher Education Centers at National City, San Ysidro, and Otay Mesa also provide state-of-the-art facilities for comprehensive student services with personnel and procedures that serve students both on site and online.

Beginning in 2008, Student Affairs has been undergoing reorganization to its structure. The Dean of Enrollment Services position was eliminated. The positions of the Deans of Student Activities and the School of Counseling and Personal Development were redefined to provide oversight to all departments and programs housed within Student Affairs with the exception of the College Police. The reorganization resulted in a change of title to the Dean of Student Services and the Dean of Counseling and Matriculation. All the departments report to the two Deans and then to the Vice President of Student Affairs (IIB.1). There is a Student Services Council, which is composed of the managers in Student Services and the College Police Chief. The two Student Services Deans participate in the college-wide Deans’ Council. The CalWORKs program (a student services, workforce development, categorically-funded program) reports to the Dean of the School of Continuing Education Economic and Workforce Development under the Vice President of Academic Affairs.

Administrative Offices within Student Affairs: The Vice President of Student Affairs (VPSA) provides overall direction to all of the departments and programs through the Deans listed below. In addition, the VPSA provides oversight to the College Police and the Department of Computer Systems Services (CSS) on an interim basis, until a VP for Business and Fiscal Affairs is hired. Direct reports include the Dean of Student Services and the Dean of Counseling and Matriculation. (See SWC Student Affairs Organizational Chart).



The Dean of Student Services is located on the first floor of the Cesar E. Chavez Student Services Center and provides direct oversight to the departments of Admissions and Records, Financial Aid, Evaluations and Veterans Services, Assessment, Outreach, Health Services, Personal Wellness, Student Activities, Student Grievance and Order, Student Development, and International Students. Direct reports include Academic Director of Student Development, Classified Director of Financial Aid, Director of Outreach, Supervisor of Evaluations and Veterans Services, Supervisor of Admissions and Records, Assessment Faculty Coordinator, and International Student Coordinator.

Dean of Counseling and Matriculation is located on the second floor of the Cesar E. Chavez Student Services Center and provides direct oversight to the departments of Counseling, Transfer Center, Career Center, Extended Opportunities Programs and Services, Women's Resource Center (WRC), Center for Technical Education and Career Success (CTECS), Student Employment, Disability Support Services (DSS), Personal Development, Cooperative Work Experience, Ameri-Corps, and Matriculation Services. Direct reports include Counseling Department Chairperson, twenty-four Counseling Faculty, EOPS Academic Director, DSS Academic Director, Transfer Center Counselor Coordinator, Career Center Counselor Coordinator, WRC/CTECS Counselor Coordinator, Noncredit Matriculation Counselor, Supervisor of Counseling Services, and Supervisor of Student Employment Services.

The State Chancellor's Office scheduled a Categorical Self-Evaluation report (IIB1.1) to be completed during the year prior to the institution's scheduled accreditation visit. During the fall of 2007, in preparation for the accreditation visit at Southwestern College, the categorically-funded programs of EOPS, DSS, CalWORKs, and Matriculation completed the Self-Evaluation Report and hosted the site visit from the Chancellor's review team in spring 2008. The commendations and recommendations were shared with SWC at the exit session; however, the formal report from the Chancellor's Office has not been received.

B 1.

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTION

Student Affairs is committed to ensuring that the student pathway through student services is focused on student access, progress, learning and success. The Cesar E. Chavez Building with the Student Center on the main campus is a consolidation of student services programs and services in one central location, which enhances student access and success.

Admissions and Records, Financial Aid, Assessment, Evaluations, Veterans, Disability Student Services, Vice President of Student Affairs and Outreach offices are located on the first floor. Counseling and Matriculation, EOPS, Transfer and Career Centers, Student Employment Services, Center for Technology Education and Career Services (CTECS) and the Women's Resource Center (WRC) are located on the second floor. Information about the programs and eligibility for specialized services are published in brochures and flyers, which are widely distributed at various reception counters and the Information Counter. Students may be referred to appropriate services by formal referral form, by a telephone call to a fellow staff member, or by personal accompaniment for an introduction to a counselor. CalWORKs collaborates with Student Affairs programs by exchanging program information and brochures and providing students with direct referral assistance.

The following student services departments comprise Student Affairs in support of student learning and achievement of the mission of the college.

Admissions and Records

The general functions of Admissions and Records are to provide services for enrollment and registration at Southwestern College (SWC). SWC provides a variety of methods to apply for admission and register in classes. Students may apply online or in person at the Chula Vista campus or at the Higher Education Centers. Residency staff review and determine eligibility requirements for residency determination or exemptions of non-resident tuition such as AB540 or military waivers. In addition, Admissions and Records reviews international student applications for those seeking full-time enrollment as well as for those who are only seeking part-time enrollment. Upon acceptance to SWC, a U.S. Citizenship and Immigration Services form (I-20), is issued to the student to apply for the F-1 Student Visa.

Students can register for classes using the online utility WebAdvisor, by telephone, or in person at the Chula Vista campus or any of the Higher Education Centers. Class registration priority is given to EOPS, DSS, Veterans and Vocational Rehabilitation students. Admissions and Records provide additional assistance through www.admissions@swccd.edu by responding to application and registration inquiries sent by students via email. Admissions applications (IIB.1.2) are available in Spanish.

Admissions and Records receives academic transcripts from other institutions, mails SWC academic transcripts to other institutions, and processes electronic Speede transcripts to San Diego State University and San Francisco State University. Documents are scanned and maintained electronically.

Online grading for faculty was fully implemented starting the fall 2006 semester. Most recently, the summer 2008 online instructor drops were implemented as well as census rosters that fully eliminated paper rosters. Staff located in Admissions and Records, at the Higher Education Centers, and school secretaries have received training in online grading and can assist instructors with questions or problems.

Record changes submitted by faculty are reviewed, processed and imaged for records retrieval. In addition, petitions for Academic Renewal, Course Audit, Course Repetition, Credit/No Credit, Credit by Examination, Independent Study, and Withdrawal for special circumstances are reviewed by Admissions and Records. All petitions are scanned and imaged for records retrieval retention.

AmeriCorps

AmeriCorps is a national, federally-funded service program that aims to bring people from diverse backgrounds together to serve their local communities. AmeriCorps members receive an educational award in exchange for their service. The SWC student serves 450 hours and receives a \$1,250 educational award. AmeriCorps promotes and assists students with finding valuable volunteer opportunities in the community. Students can earn up to two AmeriCorps Education Awards to pay for student educational expenses or to repay previous federal student loans.

Two hundred students are recruited each year to volunteer in the community. The hours they put in not only deepens their learning in a specific course area or career interest and enhances their skills and views on citizenship, but also meets a real community need by supporting important services such as tutoring children, delivering meals to homebound seniors, and educating organizations on the benefits of recycling programs. AmeriCorps and Service Learning Accomplishments for 1998–2008 can be found in the Culture of Evidence (11B.19).

Articulation

Articulation is the process of developing a formal written agreement for course transfer to colleges and universities throughout the state of California. It can also include out of state institutions. The Articulation Officer at Southwestern College develops and implements articulation agreements for the purpose of ensuring a smooth transfer process for students. Agreements can be accessed at all college locations, on the SWC website, and through www.assist.org. The Articulation Officer is a voting member of the Curriculum Committee and participates in regional and statewide councils.

Assessment and Placement

The Assessment Center provides English, ESL, reading and mathematics assessments to evaluate skill levels and to assist students in the selection of the proper level of coursework and are administered in accordance with statewide matriculation standards. Assessments, utilizing electronic testing applications, are offered to all matriculating students on a walk-in basis. Specialized accommodations (extra testing time, reader, writer, large-print tests, etc.) are provided to students with disabilities.

The basic skills assessments are recommended before enrolling in reading, English, and mathematics courses. Many courses also have a recommended reading level that may be attained on the SWC Reading Assessment prior to enrollment.

Prerequisite services are available through the Assessment Center to evaluate coursework and/or assessment completed at other colleges and universities for satisfaction of SWC prerequisites. Course prerequisites are validated and enforced through WebAdvisor registration. A student requisite challenge is provided and challenges are processed through the Assessment Center. The Center also administers an approved test for Ability to Benefit purposes.

Associated Student Organization (ASO)

The ASO provides leadership and development opportunities through Associated Student Organizations and campus clubs. ASO provides a venue for students to participate in shared governance through surveys and appointments to various campus committees. Student leadership training is provided to ASO participants. Other services include graphing calculator rental program, book rental program, and working with the Office of Student Activities in issuing Student, Faculty, and Staff IDs.

California Work Opportunity and Responsibility to Kids (CalWORKs)

CalWORKs serves TANF (Temporary Assistance to Needy Families) recipients who are participating in training and education as part of their Welfare-to-Work plan. CalWORKs offers services including academic and career counseling, grant assistance for textbooks and other needs, work study positions, job development and placement, and free childcare. CalWORKs helps students to track work participation hours and understand CalWORKs requirements. CalWORKs is not housed within the umbrella of Student Affairs, but is part of the Instructional division.

Campus Police

The Campus Police Department, in addition to its sworn police officers, utilizes a combination of non-sworn Campus Service Officers and student worker Public Safety Assistants (PSAs) to provide a presence at all District properties. Their duties include general patrol, enforcement of parking regulations, escort service, and assisting students and staff who are locked out of their vehicles or need emergency battery service. PSAs work at the Chula Vista campus and all Education Centers while classes are in session. All classroom emergency phones as well as the emergency call boxes located in all parking lots connect directly to the campus police enabling immediate police response. Public phones located on campus connect directly to campus police by dialing *91. The Police Department maintains comprehensive statistics on all campus crimes as required by the Cleary Act and makes those statistics available college-wide via an annual brochure. Generally, statistics indicate the District's crime rate is low in comparison to the surrounding communities.

The Police Department utilizes all current forms of policing including proactive patrol and community policing techniques. All officers have received updated training in tactical response techniques used to combat active shooter and violent offenders. All officers have met Federal Emergency Management Agency (FEMA) training mandates for emergency response and management. The District's Emergency Response Plan (IIB.1.3) utilizes both the California Standardized Emergency Management System and Incident Command Structure within the



National Incident Management System (NIMS) structure. The Southwestern Community College District is working in partnership with the State Chancellor's Office Emergency Management staff and the San Diego County Office of Emergency Services to improve preparation and response to emergency events. The District's emergency procedures are customized to meet the specific environment of the Chula Vista campus and each Higher Education Center.

The Campus Police Department provides non-emergency service to the College's Higher Education Centers in National City, Otay Mesa, and San Ysidro. Emergency response is provided by the police agency of jurisdiction. The Campus Police Department has agreements with the Chula Vista Police, National City Police, and San Diego Police Departments. The Campus Police Department also participates in training opportunities utilizing tactical instructors from the San Diego Sheriff's Department.

Career Center

The Career Center provides students with the opportunity to explore career options and training opportunities. Experienced career and academic counselors are on hand for individual career planning and exploration. Access to computerized workstations to assess student's interests, personality type, skill sets, and study skills is available. A variety of resources and services are available for student use, such as:

- Monthly workshops featuring career and job preparation topics;
- Major days and annual career fairs; and
- Extensive video library, software programs, electronic and hard copy programs, and Internet resource directories.

Collaborative programming with contributions from the Career Center, Transfer Center and various school disciplines provide students with exposure to new career fields. Walk-in services are also provided throughout the day during normal operational hours. To date (2008–2009), 864 student assessments have been conducted (11B1.4).

Cashier's Office

The Cashier's Office assists students with student account balance inquiries. It receives student payments for processing and disburses financial aid, student loans, and reimbursement checks as applicable. Although this office is housed within the Student Services Center at the Chula Vista campus, it falls under the Office of Business and Financial Affairs.

Center for Technical Education and Career Success (CTECS)

CTECS is a specialized support services program funded by the Vocational and Technical Education Act (VTEA)/Perkins Grant for students enrolled in vocational classes. Southwestern College's career technical education programs enable students to acquire job skills or prepare for transfer to universities. CTECS support the principle of gender equity. CTECS provides personal, academic and career counseling, and sponsors workshops, discussions and special events conducted by speakers from non-traditional careers (occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work).

CTECS develops annual goals in accordance with Perkins statewide standards. Perkins has developed new targeted standards that each college is to reach annually. One area of focus is the need for improved career placement once the student has completed technical training. During fall 2008, the CTECS counselor developed a targeted approach for reaching out to these students. Three majors have been identified for focus: Child Development, Automotive Technology, and Legal Translation. The counselor visits selected classes to share with students the availability of support services with the specific intent of helping them to complete their training and to secure employment. Before the visit, the counselor acquires a class roster. Next, an electronic degree audit is produced for each student. This audit tells the students how close they are to completing their educational goals. It specifically identifies courses completed in the major and general education and those still needed. At the class visitation, the counselor provides a copy to each student as a first draft. The students are encouraged to schedule an appointment with the counselor to review. In fall 2008, 27 classroom visits were provided to 573 students.

After a few weeks have passed, the students are contacted and asked to schedule an appointment. Once the students have completed their visit, they are then referred to the Student Employment Specialist for additional assistance in developing a job search and preparedness strategy. Here, they receive personalized services in developing a resumé, completing job applications, and practicing interviewing skills.

Counseling/Personal Development

The Counseling Center's Mission Statement declares, "At the School of Counseling and Personal Development, we value your individuality and are dedicated to your success. We are here to help you explore and achieve your personal, academic, and career goals through lifelong learning. We believe in you!"

Counselors are available to assist students with academic, career, and personal development. Students are invited to schedule individual appointments, utilize drop-in counseling, or have questions answered online using E-Counselor. Counselors develop student educational plans, outlining classes that are required for students to reach short-and long-term academic goals. Counselors are aware of changes that impact the students academic goals, including earning a certificate or Associate's degree, transfer requirements to universities, changes in professional school requirements or occupational expectations, and qualifications. The School of Counseling and Personal Development also offers courses (see the Personal Development pages of the Southwestern College catalog) that address student, career, and workplace success, and college orientation. Additional counseling information, as well as online counseling, is available through the Counseling/Guidance link on the SWC website.

Counseling faculty participate in various college-wide committees including the Curriculum Committee, the Academic Senate, the Basic Skills Committee, and various strategic planning efforts. Counselors liaison with instructional departments and provide support to special programs and learning communities.

Disability Support Services (DSS)

DSS is the office of primary responsibility designated by the Southwestern College District to provide access and accommodations for eligible students as mandated under the ADA and Sections 504 and 508 of the Federal Rehabilitation Act. Students requesting services provide documentation verifying the disability or may schedule an assessment with a Learning Disability Specialist to verify a suspected learning disability or with a Speech/Language Pathologist to verify a suspected speech/language problem. The goal of the program is to provide accommodations and resources throughout the college in support of student educational goals.

DSS offers students a variety of specialized support services and assistive technology. These include counseling, specialized assessment for learning and speech/language disabilities, sign language interpreting, notetaking assistance, test proctoring, specialized equipment loans, campus liaison, and other accommodations based on the student's educational limitations. DSS partners with community resources and state and local agencies to integrate education and rehabilitation benefits for student/clients.

The DSS High Tech Center (HTC) provides computer instruction, specialized hardware and software for Macintosh and personal computers, training with assistive technology, and open laboratory hours. The HTC Specialist serves as a resource to the District to integrate access technology in instructional and computer labs and with online access compliance.

The Adaptive Physical Education program is designed for students with disabilities. The program allows students to participate in physical education classes that include individualized exercise, sports activities, and aquatics.

In 2008, DSS submitted and was awarded a New Freedom grant through San Diego Association of Governments (SANDAG) for \$40,000 to purchase an accessible van for the students of Southwestern College. This van will supplement the College's fleet of vehicles to provide accessible transportation to educational activities for the College. DSS and the ABLE club (Abilities Beyond Limitation Through Education) are fundraising for the \$10,000 in matching funds.

DSS is promoting Universal Design in Education (UDE) at SWC. It is a conceptual framework for designing and developing inclusive learning environments that are accessible and usable by all individuals without the need for adaptation or special design. A recommended SWC policy (IIB.1.5) would apply UDE to instruction, student services, facilities, institutional technology, public information and other campus goods, services and environments.

Early Admission Program

Each year, the College hosts Orientation sessions for all incoming students. The Early Admissions Program targets incoming freshmen students from the feeder high school District. As part of this specialized effort, students and parents are invited to attend a One Stop Orientation session on a Saturday morning or afternoon while the students are still attending high school. The sessions take place the months of May and June. Over 2,000 students participate annually.

Two to three high schools are invited to each Saturday session. A typical day would include Assessment testing for Reading, Writing and Mathematics, a nutrition break, an orientation session, an advisement session, online enrollment assistance, and cashiering services. In essence, in one day the student can be assessed for skill level, oriented to college resources and expectations, advised on first semester courses based on skill levels, assisted in registering and paying for classes online, and all in one four-hour session. The program then repeats in the afternoon. In the middle of the day, parents from the high schools are invited to attend a Parent Orientation with information about the college majors and resources, financial aid, and expectations of higher education. Instructional faculty are also invited to participate in the Parent Orientations. This program has been in place for several years and has been very successful.

The One Stop Orientation is a model for collaborative approaches since Counseling, Outreach, Assessment, Admissions, Financial Aid, DSS, and Bursar all participate.

Extended Opportunity Programs and Services (EOPS)/ Cooperative Agencies Resources for Education (CARE)

EOPS is a state-funded retention program that provides support services to students who are economically disadvantaged and educationally under-prepared. Some of the services EOPS provides include: book service; academic, career, and personal counseling; transfer assistance; tutoring; job placement; career assistance; emergency loans; and priority registration. EOPS students are provided with book service and learning supplies.

EOPS also offers Learning Community Programs such as the Summer Readiness Program (SRP), Transfer Institute (TI), and The Exponential Learning Academy (TELA). The Transfer Institute is a one-year learning community designed to increase the number of EOPS students who transfer to a university. Instead of reading university catalogs or websites, students visit universities in Northern California – UC Santa Cruz (UCSC), UC Berkeley (UCB), and San Francisco State. The first semester students take English 114 (Intro to Composition), Math 35PL (Pre-Algebra with a built-in tutoring lab) and PD 100 (Lifelong Success). The second semester, they enroll in English 115 (Reading and Composition), Math 45 PL (Algebra and a built in tutoring lab), and PD 114 (Transitions in Higher Education).

In addition, EOPS has been working to identify and foster youth who are seeking a college education. Workshops are being developed for college orientation and for ongoing needs such as money skills, nutrition, study skills, and FAFSA application. These students will work directly with one designated EOPS counselor.

EOPS eligible students may also be eligible for the Cooperative Agencies Resources for Education (CARE) Program. CARE is a state-funded program to assist single parents who are attending college. If eligible, the CARE program provides the student with an educational grant each semester, a gas card or bus pass, school supplies, a loaned laptop, SWC meal tickets, and personalized counseling.

The CARE Program is part of the EOPS department and their task is to provide support to single parent students. One of the annual events that is popular among students and amongst faculty and staff is the annual Project Santa. The CARE Program serves approximately 125 students annually, and each student with young children can participate in Project Santa. The students are asked to give details as to the requests for Christmas/Holiday presents for their children. They identify the gender, age, size of clothing, and toy wish list to the program. The CARE Program solicits faculty and staff support to provide gifts for these students. The suggested amount to be donated is approximately \$35. Each gift is brought to the office already wrapped and placed inside a large plastic bag with an identifying number. Names of the students and names of the sponsor are kept confidential. Students come in to pick up the gifts for their children and are asked to write a thank you card to the donor. It is a wonderful event the College looks forward to each year and helps spread a little cheer!

Evaluations

The Evaluations Office performs activities to determine and grant the completion of Associate Degrees and Certificates of Completion by utilizing the Datatel Degree Audit system. This is accomplished by evaluating coursework for general education certification; completing proficiency in math and reading graduation requirements; and determining course-to-course equivalencies by analyzing transcripts from other institutions.

In addition, Evaluations coordinates activities for the annual commencement ceremony and prints and distributes diplomas. To improve processes required for the preparation for Student Educational Plans, beginning in fall 2008, Evaluations reviews transcripts for matriculating students prior to their counseling appointment. Data is entered into Colleague and attached to the student record. This facilitates the review process of equated courses and provides up-to-date and accurate information which increases student access and success.

Financial Aid

Financial Aid provides assistance to students to reach their educational goals by providing a wide range of financial services. These include the provision of informational literature (IIB.1.6), outreach activities on and off campus, workshops, and individual assistance. The Financial Aid Office promotes and assists students in applying for Federal and State Financial Aid, and informs students of required documentation to determine eligibility. Staff monitor students for satisfactory academic progress compliance in relation to Financial Aid mandates and awards state and federal assistance to eligible students.

Donor scholarships are incorporated into the awarding process. The Scholarship component is discussed further in this document. The programs administered by Financial Aid include the Federal Pell Grant (PELL), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study program (FWS), Academic Competitiveness Grant (ACG), CHAFEE Grant, Stafford Loan, Board of Governors Fee Waiver, California state grants, including the Cal Grant B and C program, and other off-campus resources.

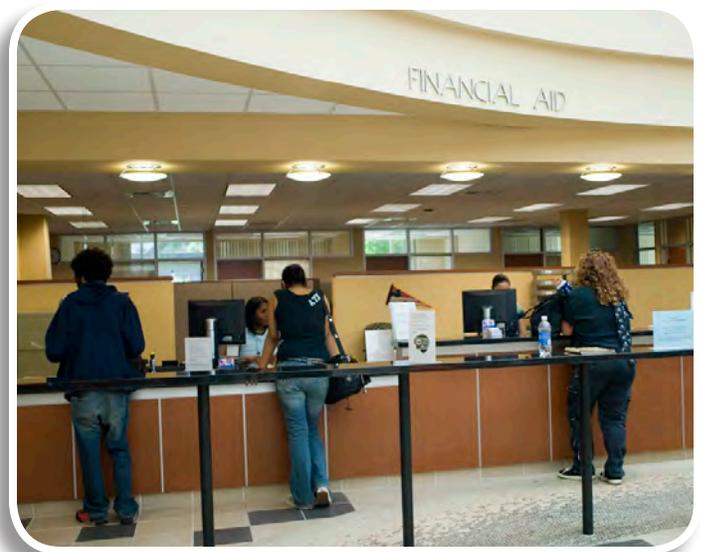
Revolving accounts of short-term emergency loan funds are also available to assist students who may be experiencing financial hardship.

Health Center

The Health Services/Wellness Center is located in the Student Center and is open Monday through Saturday. The hours vary during the week at the Higher Education Center at Otay Mesa, the Higher Education Center at San Ysidro and the Higher Education Center at National City. A registered nurse and a medical practitioner are on duty to provide emergency treatment, health counseling, and referrals to appropriate agencies. Dental consultation is available by appointment only. Immunizations and TB skin tests are available at no charge. Cholesterol, glucose, anemia testing, tetanus and Hepatitis B vaccines are available at cost.

International Programs (Study Abroad Program)

The International Studies Program at Southwestern College was established to foster cross-cultural exchanges, develop study abroad opportunities, provide support for international student recruitment, and to sponsor international events and educational activities for the entire Southwestern College campus and community. Its mission is to promote and support international education and exchange.



Matriculation

Matriculation begins with services that students receive before they attend their first class. Matriculation services continue throughout the student's educational experience. The process can be considered steps to success to ensure that students get started and stay on the right track.

Steps include Admissions, Assessment and Pre-requisite Enforcement, Orientation and pre-registration Advisement, Counseling, Registration, Follow-up Services, and Research and Evaluation. Services are provided to both credit and noncredit enrolled students. Each service is dedicated to advancing student success by providing up-front information, guidance along the way, intervention strategies for basic skills students and those students experiencing academic difficulties, and overall tracking and assessment of student services. Other services include probation and disqualification intervention and notification, Early Alert for students enrolled in basic skills courses, support for students who are undecided about their major, research and analysis of student progress, counseling support for students enrolled in noncredit coursework, transfer center services, career center services, and prospective student services at local military bases. Petitions are reviewed for students requesting to enroll in more than 18 units and for reinstatement after academic disqualification.

Outreach

The Outreach Office is the initial point of contact and source of information for Southwestern College programs and services for students, staff, counselors and administrators from the high school districts and the community in the service District. Outreach conducts an Early Admissions Program and other outreach activities for students at the local high schools. The Early Admissions Program (EAP) enables high school seniors to apply on their campus and to participate in a Saturday orientation for students to take their assessment exams, participate in a college orientation, meet with a college counselor to plan for their first semester, and register for classes. There is a parent orientation also available on this Saturday orientation to provide information that will allow them to be supportive of their student. Lastly, Financial Aid, DSS and EOPS staff are available to provide information to these incoming students and their parents. These EAP orientations are held for 14 high schools (two high schools per Saturday) in May and June and allow incoming high school seniors to complete the matriculation process before continuing and returning college students. In addition, the Outreach Office is responsible for coordinating financial aid workshops, campus tours, classroom presentations, college fairs, career fairs, and one-to-one assistance with completing college applications and other forms.

Outreach staff provides prospective students with the necessary tools to make informed decisions about current and future opportunities available at SWC. The Outreach Office provides support to annual Open House activities. Staff participate in community events held throughout the year such as festivals, parades, and other community events. Outreach also conducts targeted recruitment and oversees special programs, such as the Math Summer Bridge Program, GEAR UP, and College Bound Programs. Outreach also collaborates with the Counseling Department to coordinate formal dialogue with the local feeder high school District by sponsoring the bi-annual Southwestern College/Sweetwater Union High School District Counselors Conference.

Personal Wellness

The purpose of Personal Wellness Services is to provide high-quality behavioral health care to students in order to support student emotional well-being, academic success, and retention at the College. Personal Wellness Services are offered free of charge to enrolled students. These services include individual and group personal counseling provided by Marriage, Family Therapist interns and supervised by a licensed psychologist. Southwestern College employs a full-time mental health counselor (psychologist) as an 11-month tenure-track, non-instructional faculty member. Students may self refer or they may be referred by college personnel. The focus is to provide short-term therapeutic personal counseling to assist students in dealing with mental health issues that may impede college success. In addition, various personal wellness workshops are provided throughout the year. The psychologist is a member of the College Crisis Response Team.

Puente Project

The Puente Project is one of Southwestern College's original learning communities. Over the years, it has proven to be a very successful effort and the College currently has three teams trained and qualified to coordinate the program. Every two years, the teams rotate in or out of the program allowing each team a period of time for reflection and rest.

Additionally, the Puente Club is one of the most active clubs on campus. Often, Associated Student Organization Presidents come from the Puente class and club. It serves as a wonderful opportunity for students to build a close network of support while building excellent leadership skills.

One of the most important activities sponsored by the club and the project is the Northern California University Tour that occurs each spring. Students raise money through various fundraising activities and together with their Puente counselor and instructor, they plan for their tour to visit a minimum of three universities in Northern California. They raise money to pay for most of the expenses that include airfare, lodging, and bus transportation from campus to campus. Each university visited provides a campus tour and student-to-student dialogues. The event requires a tremendous amount of planning and coordination that requires inter-segmental dialogue and collaboration. They generally visit a University of California campus, a California State University, and a private university. The students return to campus enthusiastic about learning and transferring. They also develop a strong sense of pride for their accomplishment of planning, fundraising, and executing the event.

Scholarships and Student Recognition

In fall 2008, the scholarship program was moved from the Transfer Center to the Financial Aid Office as part of the reorganization. There are a variety of scholarships available to SWC students. Most scholarship eligibility is based on specific criteria such as major, career goal, grade point average, and/or campus involvement. The majority of on-and-off campus scholarships for continuing and transferring students are available each spring semester with an application deadline in March. Students apply online through an electronic application process. A committee of readers selects the winners through a competitive process based on specific criteria. Some of these scholarships are read by the on-campus readers, while others are selected by their donors. During the year, other scholarships are listed in a monthly bulletin published by the Financial Aid Office (IIB.1.7). Another student recognition program is the annual Student of Distinction Award (SODA). Twenty students are selected and awarded \$500 scholarships for their outstanding academic progress and service to the college community. Students are nominated for the SODA awards by faculty members on campus. The nomination applications (IIB.1.8) are reviewed by a committee comprised of faculty and staff. The SWC Foundation is the primary sponsor of these awards with \$10,000. The twenty SODA award winners and more than 150 scholarship winners are honored every May during a Student Awards Ceremony. For the past nine years, SWC has worked with Mission Federal Credit Union, SWC Foundation, and the Associated Student Organization as well as local businesses to sponsor the Student Awards Ceremony with a formal dinner on the Mayan Hall patio for students and their families to celebrate their student's accomplishments.

Service Learning

Thirty-five Service Learning classes provide students with a rigorous academic experience in the community. It allows students an opportunity to provide volunteer service to the community while working for college credit. Service Learning allows the student to make the connections from their class curriculum and apply the knowledge taught in the classroom to real experiences. AmeriCorps and Service Learning Accomplishments for 1998–2008 are included in the Culture of Evidence (IIB.1.9).

Student Activities

Student Activities can issue co-curricular transcripts and provides administrative support to the Associated Student Organization, campus clubs, Personal Wellness and Health Services. Student Activities provides general information about campus events, activities and programs, vendor requirements, and vendor forms. Student and Staff Identification cards are issued through this office.

Student Employment Services (SES)

SES is committed to matching the educational goals of its students to employment that promotes continued growth and human potential. Services include on-campus and off-campus job placement, internships (paid and unpaid), Career Placement Services for graduates, job development/referrals, employment preparation workshops, resume, interviews and portfolio assistance, Job Fairs/Career Expo, employer on-campus recruitment/interviews, student worker training, classroom presentations, website job postings, and job shadowing opportunities.

SES collaborates with Perkins, CTECS and career technology majors to improve career placement opportunities for these students.

The fall and spring Job Fairs are held each year. These job fairs are visited by more than 1,500 job seekers and between 70–100 employers/agencies. The fall Job Fair provides access to both employment opportunities as well as volunteer and community service opportunities and is sponsored by the offices of Student Employment Services (SES) and AmeriCorps/Service Learning. The spring Job Fair is one of several events occurring during Career EXPO week. Career EXPO week includes employment preparation related work shops, Career for Technical Education and Career Success (CTECS) Open House, Science Opportunity Day, and the Spring Job Fair. Career EXPO week is the result of a collaborative effort of the following departments: Career Center, CTECS, Mathematics, Science and Engineering Achievement (MESA) program, SES, AmeriCorps/Service Learning.

Office of Student Services

The Office of Student Services is administered by the Dean of Student Services. The Dean oversees the activities of the nine departments, primarily in the recruitment and access areas of matriculation as described earlier. In addition, this office also processes and investigates student grievances and misconducts primarily based on the student code of conduct. The Crisis Response team is also coordinated by this office, and they focus on problem-solving issues related to students in crisis.

Transfer Center

The Transfer Center offers students information and resources on transfer planning to the California State University and University of California Systems, the independent colleges and universities, and out-of-state, four-year institutions. SWC provides an average of three tours per semester to university campuses in the San Diego/Orange/Riverside/Los Angeles areas at no cost to students. Students find this activity to be most meaningful in realizing their transfer goals. Transfer Center resource materials include a library of college catalogs and campus videos, educational computer programs, articulation agreements, and other resource information available for student use.

Services include academic advising by transfer counselors, university advisors, and organized tours to various colleges and universities. Workshops on the application process, transfer information, scholarship information, transfer writing test preparation and Transfer Admission Guarantee (TAG) programs are also provided. In specialized workshops such as the annual “Meet and Greet,” fellow alumni return to the college to share their wisdom on transition issues with those students nearing transfer. The Transfer Center collaborates with the Career Center and various campus disciplines to provide major specific workshops and special feature days. At UC Meet & Greet, newly admitted UC-bound transfer students are invited to a reception that recognizes their academic accomplishment. They are provided with lunch as well as the opportunity to hear from UC representatives and a panel of former Southwestern College students who are currently attending or are graduates of the UC campuses.

The Transfer Center also provides advocacy for students encountering difficulty with the transfer process. Often, follow up calls and special appeals are written to assist students through the application and acceptance process.

During the commencement ceremony, students transferring to a university are recognized and presented with a SWC Transfer Medallion.

Troops to College

With the large increase in veterans returning to pursue higher education, SWC is participating in the national effort to welcome these students with a robust Troops to College program of services and activities. Disability Support Services (DSS) has taken the lead to develop a task force composed of Veterans Services, Outreach, Counseling, Personal Wellness, DSS, Student Activities, the Student Veteran Organization (SVO), and community veteran organizations. The Troops to College effort includes outreach to the community: DSS services and accommodations for veterans with disabilities; a learning community pairing basic skills and Personal Development (PD) classes; and an SVO Club chartered with the Associated Student Organization (ASO).

Veterans Services

Southwestern College is an approved institution for the training of veterans under United States and California statutes. The Veterans Office provides information regarding service-connected benefit programs, e.g., Veterans Dependents-War Orphans and Widows, Disabled Veterans and G.I. Benefits. This office is designed to serve the needs of veterans who qualify for education benefits. Students can receive assistance in filing for benefits, updating information on various forms, corresponding with the Veterans Administration, and in receiving advocacy in problem cases and related matters. Veterans Services also has a revolving account for emergency loans to assist veterans with short-term needs.

Southwestern College is a Service Members Opportunity College (SOC). It allows active duty service members, who are transient in nature due to their military service, to complete a degree through a SOC-approved school. As long as service members transfer to another SOC-approved school near their next duty station, they can complete their degree from the school that originated the SOC agreement. The veteran-student who is recalled to active duty or whose reserve unit is activated due to contingency operations can complete a student petition with a copy of their military orders to request to be dropped from all classes due to military orders. These petitions are submitted to Admissions and Records. Admissions and Records records the drop as “military withdrawal” so the student does not receive a “W” or punitive grade on the transcript, regardless of when the withdrawal occurred during the semester. The student also qualifies for a full tuition refund.

Women's Resource Center (WRC)

WRC is committed to empowering, supporting, and motivating the developmental potential of women to ensure and maintain their health and well-being and to benefit the community. WRC is the doorway through which a woman can enter Southwestern College and find the support, encouragement, information, and the help she is seeking. WRC was established to educate the college community on the value, rights, and legal responsibilities of people regardless of gender, race, age, ethnicity, political, and/or religious persuasion.

The primary goal of the Center is to serve as a referral service for all women and men on campus who are seeking information concerning academic matters, student services, crisis assistance including domestic violence, childcare, food health, legal advising, housing, multicultural organizations, and employment.

The WRC offers programs and events such as Women's History Month, Women's Math Network, National Women to Work Organization, POWER Club, scholarships and workshops, and has its own resource website available to all students. For the last several years, WRC has partnered with the Crisis Response Team to sponsor the YWCA Legal Assistance Program once a week. The YWCA Legal Assistance program provides an advocate for students and the members of the local community in domestic violence issues. This service is offered on campus once a week for two hours per week.

ANALYSIS

The Student Services Council, chaired by the VP of Student Affairs, meets weekly and provides a venue for the deans, directors, and supervisors of Student Services to discuss division goals, set plans for program review, and review SLOs. There are routine exchanges of ideas and best practices about enrollment, budget, programs, and events. There are weekly counseling meetings designed for general counselors as well as counselors in DSS, EOPS, and the Higher Education Centers to meet and exchange information relating to special projects, learning communities and/or other relevant topics. Outreach, Matriculation, EOPS, DSS, and Assessment collaborate on the mega orientations for new students and their parents during the months of May and June during the Early Admissions Program (EAP). Financial Aid and Student Employment partner with categorical programs in support of student applications and eligibility to receive federal, state, and local aid. In 2006–2007, 73% of SWC students who applied were awarded some type of financial aid.

Student data collected from the First Census Enrollment Report (IIB.1.10), the Early Admission Program, Assessment, ESL and Basic Skills persistence and retention rates, and from the department Program Reviews (IIB.1.11) comprise the bases for re-assessing how student services programs provide services. With a large percentage of entering students needing remediation and basic skills to acquire college level competencies, EOPS offers a Summer Readiness program with English and Personal Development (PD) classes; DSS offers PD strategy classes in spelling and math; and Counseling offers PD classes for college success. EOPS uses progress reports during the semester to prompt instructors to give feedback to students through their EOPS counselors. In the spring semester, all students who are placed on academic or progress probation are sent a letter through the Early Alert program advising them of their status and of the new requirement to attend an Academic Success Seminar prior to enrolling in the fall semester. Students who receive matriculation services, disabled students who use accommodations, and EOPS students who use tutoring and study in learning communities compare favorably in retention and success rates to the general college population. In addition to using student profile data, CalWORKs recently conducted a Student Satisfaction Survey (IIB.1.12) to determine student success. Students were very satisfied with all segments of the programs, and the majority of students felt extremely positive about the program.

During 2007–2008, Student Affairs underwent a re-organization that culminated with a reduction of one dean; and changes in vice-presidential leadership also occurred during this same time period. The role of the Student Services Council took on the urgent responsibility to continue providing “great programs and services” to students through collaboration, program review, shared best practices, and re-alignment of the programs from admissions to graduation. In spring 2009, the new VP of Student Affairs held a Mini-Retreat to chart a clear course for the division. A theme was developed to promote Student Affairs to the College and community: “We’re your GPS on the Road to Success: Great Programs & Services.” (IIB1.13)

ACTION PLAN

- Utilizing various media including the SWC website, enhance student awareness and access to college programs and services.
- Promote the values of diversity and inclusiveness for all current and prospective students.
- Implement a systematic and ongoing cycle of program planning, evaluation, and assessment for all Student Services and Support programs. Continue to integrate SLOs throughout the departments' plans along with effective assessment practices and instruments to measure their success. Correlate department goals with Board Goals and the Strategic Plan.

B 2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: General information, requirement, major Policies Affecting Students, Location or Other Publications Where Other Policies May Be Found.

DESCRIPTION**B.2A GENERAL INFORMATION**

The Southwestern College catalog is developed by the Office of Instructional Support Services and updated annually. Deans and department chairs and the catalog committee with representation from instructional and student services have an opportunity to review the information and to make changes to the catalog.

The following are included in the College Catalog 2007–2008 (IIB.2a.1): official name, address, telephone numbers, and website of the College; the College Mission Statement; courses, programs, and degree offerings; academic calendar and program length; Academic Freedom Policy (IIB.2a.2); information on the availability of financial aid and student services; description of available learning resources; names and degrees of faculty and administrators, including faculty emeriti; and names of Governing Board members. The catalog can be purchased at the SWC bookstores but is provided free to students who attend Orientation and Advisement sessions and is also accessible online at www.swccd.edu. Each year, the Office of Instructional Support Services distributes copies to faculty, with extra copies provided to the Library Reference Desk and College Archives. The Articulation Officer sends a copy of the catalog to every California community college, CSU, and UC.

B.2B REQUIREMENTS

The catalog's Table of Contents clearly outlines "How to Apply and Register with Steps to Success" and includes information on Admissions and residency requirements, student fees, and other financial information. Graduation Requirements and Educational Options are included with policies and regulations. The catalog is current, complete, and well-structured. Associate degree, certificate programs and courses are described in an alphabetic arrangement with a user-friendly index. The course offerings include information on credits, lecture/lab, semesters, and transfer. Dean, Department Chairs, and faculty information is listed with each program. A list of faculty, staff and administrators is included in the appendix.

B.2C MAJOR POLICIES AFFECTING STUDENTS

The catalog contains academic regulations, including a section on academic integrity. The nondiscrimination statement is prominently placed inside the front cover. The catalog also contains policies on transfer credit acceptance and sexual harassment. Student grievance and complaint procedures are explained in great detail. Refunds of fees are also included as well as policies on auditing classes, academic renewal, course repetition, credit/no credit, credit by examination, independent student, and Student Right-to-Know.

B.2D LOCATION OR OTHER PUBLICATIONS WHERE OTHER POLICIES MAY BE FOUND

The catalog is current and complete, user-friendly with a good index, and is well-structured. The course offerings are placed with the program descriptions and full-time faculty names.

Student Services administrators and faculty review the Student Affairs and Services section of the catalog for accuracy and updates. A catalog committee has been established with membership from instruction and student services to maintain currency, accuracy, and efficiency.

Students who are visually impaired can access the information with voice output software (e.g., JAWS and Kurzweil 1000) and large print software (e.g., Zoomtext), which provide visual and auditory enhancements. Assistive technology is available in the High Tech Center, the Library, and at the Higher Education Centers at National City and Otay Mesa. Some devices have also been installed in campus labs and classrooms based on student request. The High Tech Center also transcribes college materials into Braille upon request. These materials include the catalog, semester schedules, and graduation programs. Visually-impaired students who have partial vision may choose to use the large print readers or Closed Circuit Televisions (CCTVs) to enlarge and read the print copies of catalogs and schedules. There are CCTVs located in the DSS office, the High Tech Center, and at the HECs.

All catalogs dating from 2002 are available on the College website. The College Archives, housed in the Library, has copies of every catalog and every schedule since the inception of Southwestern College. Each year, the Library receives requests from former students and other institutions for information contained in the earlier catalogs and schedules.

The class schedule (IIB.2d.1) is made available in the Cesar E. Chavez Student Services Center, the SWC bookstores, Library, at all of the centers (Otay, National City, and San Ysidro) and at various community points, such as public libraries. In past semesters, class schedules have been mailed to all households in the Southwestern College service communities and to all currently-enrolled students. The current semester schedule is also available on the College website.

The Student Policy Manual is given to students in specific programs and contains relevant student policies. The publication's most recent edition is 2007–2008.

ANALYSIS

As the “academic contract” between the College and the student, the catalog is published annually with precise, accurate and current information and is distributed widely to the college constituency. The Office of Instructional Support Services facilitates a committee that makes recommendations for the new catalog each year. The committee is composed of representatives of departments, centers and schools from both instruction and student services. The monthly discussions address catalog layout, the new certificate/degree designations, assessment of the effectiveness of portions of the catalog for students, counselors and staff, and the effectiveness of the catalog for articulation.

B3.

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

DESCRIPTION

Southwestern College is committed to providing access to all individuals seeking postsecondary education. The college continuously seeks to improve appropriate, comprehensive and reliable services for the extended community regardless of location or delivery.

Language barriers, transportation factors, and information delivery methods are three areas constantly addressed to streamline services and outreach efforts. With a predominantly Hispanic student population attending Southwestern College and residing in the District, application materials, financial aid resources, and counseling services are available in Spanish and English. Satellite campus locations have been built to provide closer access to college offerings, and reductions in transportation costs have improved recruitment efforts.

B3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery.

DESCRIPTION

Online services for admissions, counseling, and registration have been improved since the last accreditation to provide alternate means of supporting students seeking matriculation and support services. Online services provided through the District website and through the Colleague Student Record System include:

- Application and admissions information in English and Spanish
- Assessment testing information with sample test guides
- Campus directions and parking information
- Registration and admissions deadlines
- Student financial aid and award letters
- Transcript and semester grade access
- Registration fees and payment instructions
- Campus directory and frequently called numbers
- Downloadable forms such as graduation and leave of absence petitions
- Online orientation.

In order to provide the appropriate services and programs to address student needs, the Counseling Department uses campus climate surveys (IIB.3a.1), student feedback, and data collection to track student satisfaction. In the Counseling Center, the enhanced reporting capabilities through the computerized Scheduling and Reporting System (SARS) has enabled Counseling to identify peak periods of service and react to student demands for counseling appointments. These reports also enable Counseling to report MIS access and services data provided to the Chancellor's Office more efficiently.

The services available in person for students on the main campus, Higher Education Centers (HEC's) in National City, Otay Mesa, San Ysidro, and for military populations on their military installations include counseling, assessment, disability support services, admissions, and advisement. The three satellite campus locations have counseling staff and are open five to six days each week throughout the semester. Through the Personal Wellness program, counseling and crisis intervention services are provided by a college psychologist and Marriage Family Therapist interns are also available.

Outreach and orientation efforts to all interested students are conducted in both English and Spanish. Materials have been developed in both languages, and online orientations are provided for students not able to attend prior to registration.

An Early Admission Program has been developed to inform and recruit high school seniors prior to graduation. These orientations take place on the Chula Vista campus and offer priority registration and counseling to all participants. Parent orientations are offered to provide guidance to the high school graduate's parents and to promote SWC offerings to interested parents. Feedback from this effort is collected each year for improved access and information. Campus branding and name recognition is ongoing to promote the College to the community through radio spots, television commercials, newspaper advertisements, and mailings.

The Career Center consistently sends postcard invitations to students who requested career counseling services on their application to the College. Additional postcards are sent to all enrolled students to inform them of career services offered at the Chula Vista campus and all Higher Education Centers. Career services that work via an online format are also available on the Career Center website. Career Center services are marketed on campus in a variety of forms of media including the website and the corner marquee.

The Career Center sends follow-up e-mails to students who have been given an access code to career center software to see if they need any additional help. The number of students who are given access codes is tracked. Based on student feedback and the responses to follow-up email, it appears that online services are meeting the needs of students. Face-to-face Career Services at the satellite locations are comparable to main campus services.

The Transfer Center produces a newsletter (IIB. 3a.2) every semester informing students about Steps to Transfer with links to transfer resources. There is also a calendar of Transfer Center activities that include college fairs, workshops, orientations, and university tours. For the past five years, the newsletter has been mailed to every registered student, distributed throughout the District at carousels, at registration counters, and information tables. It is sent to the HECs in National City, Otay Mesa and San Ysidro, and to the high school counselors in the Sweetwater Union High School District. It is also posted on the District website. For the first time, the fall 2008 newsletter was not mailed to students in order to reduce costs. During the 2007–2008 year, the newsletter included information for students in training for a new career or transferring to a university. The new iEvolue theme incorporates the services of the Transfer Center, the Career Center, CTECS, the Women's Resource Center, and Student Employment Services. It continues to be distributed widely. The Transfer Center also creates distribution email lists with email addresses collected from the College application for students expressing a need for more transfer-related information.

The Transfer Center reaches students located throughout the District and in the community through monthly presentations to the Inter-Club Council and the Associated Student Organization, Transfer Fairs, workshops on TAG agreements, campus tours, and assistance on completing applications to four-year institutions.

Outreach activities assure equitable access to all students by promoting SWC services throughout the community. Information is also posted through the website. The professionally produced outreach video is close captioned and includes students with disabilities in the interviews describing student success. Activities include campus tours, college/career fairs, and presentations at high schools in the Sweetwater Union High School District and the Coronado High School District. In addition, there is participation in the county-wide College Expo. Radio announcements, banners, postcards, brochures, catalogs, applications and class schedules are distributed to libraries, the Chambers of Commerce, high schools, information booths, and coffee shops. Telephone surveys are conducted to publicize SWC and evaluate how well the services are meeting the needs of students.

The College website reaches the global community with information about how to apply to Southwestern College and links to webpages of all student services. The catalog and semester schedule of classes are posted and updated for accurate course planning. Students may use WebAdvisor, online registration for classes.

B3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.

DESCRIPTION

In accordance with the Mission Statement of Southwestern College, the Associated Student Organization (ASO) promotes the intellectual growth and human potential of the student body of Southwestern College. The College affords many opportunities for students to take an active role in accelerating their growth and development. The Student Policy Manual (IIB.3b.1) delineates standards of student conduct; the College expectations of students and the range of corrective actions when those expectations are not met. This handbook also outlines the procedure for students to file a grievance when the College has not met their expectations.

The ASO of Southwestern College provides many leadership and community service opportunities. As stated in the preamble of the ASO Constitution and Bylaws (IIB.3b.2), "...through independent action and in concert with other constituencies of the college community, (ASO members) participate in the formation and the improvement of educational programs, protect full freedom of assembly and expression in the college community, [and] articulate and represent the student interest..." Student leaders actively participate in leadership training through several retreats and conferences throughout the year, thus providing them the understanding, skills, and knowledge of effective leadership. Concepts are then put into practice by student representation on college hiring committees, standing committees, and task forces, as well as through the Student Trustee on the Governing Board. Students are given insight to the complexities of decision making. By taking an active role, the participants learn the many stakeholders and perspectives that must be considered before viable decisions can be made.

The participation in shared governance for students has benefited the entire institution. The ASO has committed financial resources for Schools and Departments in their annual budget through a process called School Allocations. Thousands of dollars have been allocated annually to address needs in those areas that directly impact student needs in the District. Another important development through the collaboration process was the creation of the first Textbook Rental Program in the county. The findings of the campus climate survey of 2003 found that the number one concern for students was the cost of textbooks. This was the beginning of a two-year process of research and collaboration between students, faculty, staff, and administration. The desire was to create a program that was not only going to lower costs for students but more importantly have direct positive impact on student success. One outcome of reducing the financial hardship of textbook cost would be greater student retention.

The Textbook Rental Program pilot program was a major success. Since its debut in 2005, the program has been receiving ongoing financial support from the students and the District. The program has been recognized at the local, state, and national levels for its innovation and success. In fact, one former ASO President was asked to make a formal presentation to the State Legislature during one of its regular meetings at the State Capitol.

Through the creation of clubs/organizations, the ASO supports the belief that exposure to different perspectives, passions and histories, allows the members of the Southwestern College student body to experience and participate in the dynamics created by diversity within education, business, and social communities. Activities, committees, and events are designed to develop and strengthen skills for operating within these diverse communities in a way that promotes personal understanding and growth. The core of this development is the Inter-Club Council. Each club is required to have a representative designated to attend weekly Intersegmental Coordinating Council (ICC) meetings. Additionally, the District provides a small stipend to full-time faculty members serving as club advisors. Over the years, the list of clubs and organizations (IIB.3b.3) has grown to more than 40.

The clubs/organizations take advantage of the opportunity to work jointly on events, programs and activities all year round. Events include inviting national and world renowned lecturers and presenters to the college, and hosting music, heritage, and peace festivals organized by student groups and the ASO.

The ABLE Club has taken the lead with other student clubs and organizations to raise matching funds for the accessible van that was awarded by the SANDAG grant.

Other civic activities that take place through Student Activities, Student Services, and in some instructional units include Theater Productions like the "Eagles Children;" State and County internships; an award-winning college newspaper (The Sun); celebrations honoring veterans, Martin Luther King Jr., and Cesar E. Chavez; clubs providing support to orphanages located south of the border; and e-waste and recycle activities.

Intellectual development is promoted by the Academic Success Center (ASC), which serves to foster self-motivated, independent, lifelong learners through a college-wide network of academic tutoring, workshops, and advising. The programs are cooperatively designed in response to diverse student and community needs and offered to all SWC students. Students are encouraged to take advantage of tutoring services early each semester in order to maximize their full learning potential.

B3.c

The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTION

Counseling services are designed to support the academic, career, transfer and personal goals of all Southwestern College students. Services are available to students who attend classes at the Chula Vista campus, any of the Higher Education Centers and military base affiliates, and students who take online classes. Counselors meet with students individually, online, or in workshops to interpret assessment scores, explain certificate/degree requirements and transfer options, review transcripts, assist with major and course selection, and develop education plans consistent with student career interests and goals. There were 24 full-time counselors for the 17,948 students attending Southwestern College for the 2007–2008 academic year.

Counseling follow-up services include progress monitoring for students in basic skills, academic probation, Early Alert participants, students who have undecided majors and those who are eligible for graduation.

NC 19 is a four-hour, noncredit class recommended for students on probation and disqualification as follow-up to their academic and progress standing at Southwestern College. The NC 19 course provides students with an overview of campus resources and academic strategies needed to succeed in college, including identification of supportive services, introduction to study skills, financial aid, budgeting, time management, and learning enhancement strategies. The Early Alert Program provides follow-up activities geared toward getting the student to come in to see a counselor and address the reasons for the student's lower than average performance in classes. Students are also referred to workshops and additional support through tutoring.

Categorically-funded programs such as Disability Support Services (DSS), EOPS, CalWORKs and CTECS serve specific student populations and provide specialized counseling services to meet program requirements. Those services are described in the earlier section of this standard.



Personal Development (PD) courses are taught by counseling faculty and contain a counseling component. Topics range from workplace effectiveness, to college success skills, to cultural diversity and transitions in higher education. Personal Development courses taught by DSS faculty in specific disability disciplines cover topics such as speech and language, and basic college skills. In collaboration with instructional faculty, learning communities and programs, such as MESA and Puente, require students to enroll in the PD course along with the academic course (i.e., English, Math) in order to strengthen students' academic and leadership skills and/or prepare them for university transfer. During the academic years 2003–2008, 392 Personal Development classes have been taught.

All counselors are trained to handle personal or crisis situations. However, to more fully address the personal wellness of students, a full-time psychologist was hired in 2007 to provide services and supervise graduate interns from Marriage Family Therapy (MFT) programs. This service is a major component of the Southwestern College Crisis Response Team, and details are provided under the Personal Wellness section of this report.

The Counseling Department utilizes several assessments to monitor and improve services: the Program Review Process, Student Learning Outcomes (SLOs) and Assessments, Point of Service evaluations, program statistics, planning retreat recommendations, and evaluations of staff (IIB.3c.1). The Counseling Department, both the service unit and academic unit, performs Program Review as required every six years. SLOs and related assessments have been formulated to guide service expectations. Point of service evaluations are summarized every semester for discussion and analysis. During retreats and meetings, service statistics and programs are reviewed and the Counseling Department makes recommendations for improvement.

To ensure and maintain quality interactions with students and all College personnel, full-time tenured counselors are evaluated every three years through peer observation and collection of student feedback. Full-time tenure track and adjunct counselors are evaluated every year. Training for updates on vocational, transfer, degree, and program requirements takes place during weekly meetings that are open to and attended by DSS, EOPS, HECs, and general counselors. Counselors also attend UC, CSU, DSS and EOPS regional and statewide conferences each year. Counseling interns and adjunct counselors are mentored by a tenured counselor and attend a series of mandatory training sessions. All first-year, tenure-track counselors are also provided a year long mentor experience with an assigned veteran mentor.

B3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTION

Southwestern College is uniquely situated in the southwestern corner of the United States, eight miles north of the international border with Mexico, with Hispanic students representing 61% of the SWC enrollment. With the collaboration of students, staff, faculty, and administration, the institution has encouraged civic responsibility and intellectual development of the students through dialogue and discourse focused on issues critical and relevant to the region. The Southwestern College Speaker Series presented “Positive Engagement: A Speaker Series for Global Understanding.” The goal was to host a learning environment that fostered understanding of controversial yet crucial topics that affect the quality and dignity of lives in the local multicultural community. Topics included Class Matters, Immigration—the Impact of Undocumented Peoples in our Country, The Unacknowledged Crisis—Lack of African American and Latino Males in Higher Education, and the keynote speaker, Dr. Cornel West, author of “Democracy Matters.”

Opportunities to address diversity in our community were organized by and for students, such as the Human Relations Training Seminar and tour of the Museum of Tolerance in Los Angeles. As a result of developing the consciousness of students, students became more involved with communities that were in need. During the disastrous firestorms of October 2007 in San Diego County, the ASO student leaders organized a rescue mission to take food and water to undocumented workers who were still at work and trapped in fields. They also went to local shelters to assist those who had been evacuated from their homes.

The Diversity Initiative is printed on College materials to highlight the institutional view on diversity:

“Southwestern Community College District seeks to foster and engage diversity as integral to our learning community and in educational excellence. Diversity is valued as an essential cornerstone to civility, dignity, fairness, respect, and trust.”

The spirit of the statement is evidenced in numerous activities that have been coordinated and sponsored by many facets of the institution: Associated Student Organizations, Office of the Superintendent/President, Equal Employment Opportunities Advisory Committee, Diversity Advisory Committee, ADA Committee, Speaker Series Committee, Office of Student Affairs, Office of Academic Affairs, Extended Opportunities Programs and Services, School of Counseling and Personal Development, Center for Technical Education and Career Success/Women’s Center, and the Southwestern College Foundation. Activities include celebrations in honor of Cesar E. Chavez Day, Black History Month, Women’s History Month, Disability Awareness Month, and Martin Luther King Jr. Day.

A key priority of the Diversity Advisory Committee was to develop a Diversity Plan (IIB.3d.1) for the College, which is grounded in the acceptance and respect for differences, continuous self-assessment regarding campus climate, careful attention to the dynamics of differences, and continuing expansion of cultural knowledge and resources.

The College proudly hosted keynote speakers Dr. Cornel West in 2006, Edward James Olmos and Dr. Ronald Takaki during the Positive Engagement: Citizens of the World, Human Relations Conference in April of 2007, and Dr. Michael Eric Dyson, the Hip Hop Intellectual, during the spring 2008.

Many of these efforts adhere to the spirit of the Diversity Initiative and the concept of universal design to promote an institutional environment that meets the learning needs of the universal student. All programs are open to the community and are held in accessible facilities with sign language interpreting provided.

The College requires the completion of a cultural studies course as part of its general education requirements for the attainment of an A.A. or A.S. degree. Courses that satisfy this area of general education are listed on Plan A, Area C2, and are included in the College catalog and on separate planning sheets. In addition, several departments offer courses that address multi-cultural/diversity issues, e.g., African-American Studies, Asian-American Studies, Mexican-American Studies, and Women’s Studies.

In addition to the proactive Diversity Initiative statement, the College has a Nondiscrimination Statement that is referenced in the College catalog and schedule of classes: “Southwestern Community College District does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, disability, age, or marital status in any of its policies, procedures, or practices.” This nondiscrimination statement covers admission, employment, and access to all College programs and activities. Many student services publications are available in English and Spanish as are the online and parent orientations.

The Center for International Studies and Programs provides the Southwestern College Community with the following:

- Experiences that foster global perspectives, cross-cultural curriculum, and appreciation for diversity.
- Services that enhance the quality of the educational experiences and contribute to the academic goals of international students, scholars, and study abroad participants.
- An environment that fosters an appreciation of cultural diversity by providing opportunities for all segments of the campus community to participate in international education and exchange.
- Opportunities to facilitate the successful return of study abroad participants, and to provide a forum for returnees to share their international education experiences with the larger community.
- Participation of international students in contract education and forging joint agreements with other countries.

B3.e

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

DESCRIPTION

Southwestern College utilizes placement assessment instruments that have been approved by the California Community Colleges Chancellor’s Office. When adopting any assessment for placement purposes, the Assessment Center works with applicable discipline college faculty to conduct:

- (1) Thorough content validation studies to ensure that the content of the test is appropriate for the course sequence for which it is being employed; and
- (2) A comprehensive test bias review by a diverse panel.

All tests are routinely scrutinized by the College to ensure their validity and test bias is eliminated or minimized. Validation studies for each test are conducted every two-to-three years, and cut score criteria are modified as needed on the basis of these studies.

The College also conducts studies for each test to ensure that no ethnic, linguistic, gender, age, or disability group is disproportionately impacted by the assessment process.

All studies are conducted in compliance with Title 5 regulations as well as the “Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges.”

B3.f

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

DESCRIPTION

Student records have been kept on file permanently since the opening of the college in 1961. Strict confidentiality is observed regarding student records in accordance with the Privacy Act of 1974. A written release is required from students to obtain transcripts or any information regarding grades, enrollment, and records.

Records from 1961 to 1996 are housed on microfilm rolls and microfiche jackets in a walk-in vault located in Admissions. Document Imaging was implemented in 1997 as the method of records retention and retrieval. The document imaging program is backed up on a nightly basis by Computer Services. In addition, Admissions runs a separate backup of the imaging program about every two weeks. There is a backup of the backup. DSS maintains current DSS student files in the secured filing system accessed only by DSS faculty and staff. DSS implemented document imaging to retain and retrieve records. Financial Aid records are document imaged for secure records purposes. Student disciplinary records are held in the Student Activities Office in a separate place from academic student records. Past student disciplinary records have been microfilmed for backup. All users of the document imaging program are issued passwords and assigned different security levels. Identified users have access to view, and/or scan, and/or image and/or index the records. SWC District Policy #5040: Student Records and Directory Information (IIB.3f.1).

ANALYSIS

The spring 2008 Student Affairs Survey (IIB.3f.2) indicated that overall student services are effective with more than 70% of the students expressing satisfaction. However, each department responds to student comments or concerns with individual attention, review of program goals, and plans to implement actions. Self-evaluation consists of review of College orientations through assessment of whether information passed on to students is actually consistent with the matriculation process. EOPS exit interviews have been used in an effort to determine student achievement of goals. Evaluation of workshops of the Transfer Center and WRC is ongoing with feedback being gathered through surveys to determine student interest and need. The Student Services Committee is undergoing a restructure to ensure shared governance is in place and to better keep the campus involved and informed of Student Service activities and functions.

The majority of students found Counseling staff courteous and patient, had all of their concerns addressed, and would return for counseling. However, more than 50% of students were dissatisfied with the appointment scheduling system and inability to schedule appointments during times they preferred. According to the 2007–2008 Program Review, (IIB.3f.3) the number of counselors is insufficient to provide the most effective services. There are 15 full-time general counselors and 9 categorically/grant funded counselors who provide services at the Chula Vista campus and the 3 educational centers for a student population of 20,000 students. With 20,000 students and only 15 full-time general counselors, this creates a 1:1333 ratio.

In spite of this situation, in 2007–2008, over 30,000 counselor appointments, orientation, and walk-in services were provided to students and over 1,100 individuals accessed E-counselor for general academic questions. The current scheduling system allows students to schedule an appointment for the same day, the next day, or within a week, and consequently, the “no show” rate has declined significantly.

Counseling continues to improve retention strategies for academic probation and disqualified students. Aside from letters, email, and individual phone calls, disqualified students are now required to meet with a counselor to discuss reinstatement. Probation students are strongly encouraged to attend a four-hour college success seminar before permission is given to register. However, longitudinal research is needed to define how counseling support impacts student success. The implementation of Student Learning Outcomes and assessment tools will assist in collecting this important data. Interaction between Counseling and other campus constituencies appears to be effective, and many counselors, as well as the Dean, take active roles in College wide-planning. In an effort to increase communication between instruction

and student services, the newly formed Deans’ Council includes both Deans from Student Affairs as well as School/Center Deans. Counselor liaisons have been assigned to meet with individual instructional departments on a regular basis to share information related to student success.

ACTION PLAN

- Assess the need for additional full-time counselors to improve services to students and enhance student outcomes.

B.4

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

DESCRIPTION

All Student Services are evaluated through Program Review and the implementation of Student Learning Outcomes (SLOs). Campus Climate surveys and point of service surveys as well as end-of-the-year evaluations for program improvement are used to evaluate the program and make recommendations to the VPSA (IIB.4.1).

Student Services Program Reviews (IIB.4.1) are conducted every five years and the various programs are staggered with three to four programs being evaluated at a time. Committees are established for the purpose of identification of each program’s strengths and weaknesses, development of a Student Affairs program survey, and collection of supporting data for improvement and/or change.

SLOs have been completed for all Student Services programs and services. The SLOs have been developed by each department with the emphasis on how to better serve students and measure methods of service for improvement. Development of SLOs incorporates the use of the College Mission Statement, components of the Strategic Plan and the four campus-wide core competencies approved by Southwestern College. Areas such as Counseling and Student Employment have developed Mission Statements consistent with the College’s Mission Statement. Assessments for the Student Learning Outcomes have also been developed as measurement tools that will act in conjunction with support data. Four programs/services have completed data results and have established goals for the following year. The intent is to review the outcomes on a yearly basis to determine department priorities and program improvements for the next year.

A Student Affairs survey has been utilized to determine campus climate (IIB.4.2). This process included surveying students, staff, faculty, and administration. The survey results were compiled for analysis and program planning. The following programs/services were surveyed in spring 2008: Admissions and Records, Counseling Center Services, Career Center Services, Transfer Center, Women's Resource Center Services (WRCS), Center for Technical Education and Career Services (CTECS), Financial Aid, Veterans Services, Disability Support Services (DSS) and Evaluations.

ANALYSIS

The spring 2008 Student Affairs Survey (IIB.4.2) indicated that overall student services are effective and more than 70% of the students expressed satisfaction. Each department may use the data as a baseline for measuring the SLOs and focusing on the “teaching” role of non-instruction staff and faculty in student services.

Evaluation of student services includes review of SLOs, as defined by each program and service, for the purpose of closing the loop. Through retreats and meetings with the various constituent groups, assessment measurements will be developed or modified. Data from SARS for counseling, the Transfer Center, EOPS, DSS and WRC will be the basis for analyzing day-to-day operations within these programs. With the purchase of eLumen as a method to track, maintain and collect SLO and assessment data, SARS will work in concert with this system to provide verifiable student data that is useful to faculty, staff and students.

Program Review and planning rely on local and MIS data to evaluate and improve student services. At SWC, the Department of Institutional Research (IR) had been responsible for providing demographic and community data for enrollment management and student equity and strategic planning. Computer Systems and Services (CSS) is responsible for student data and MIS reporting to the Chancellor's Office. Both departments have been impacted for the last several years by the transition of administrative leadership and the re-organization of the College structure. The Superintendent/President has placed a high priority on staffing and strengthening IR and CSS.

C. Library and Learning Support Services

Library and other Learning Support Services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The primary goal of the Southwestern College (SWC) Library is to support the instructional programs of the College at the main campus and the three Higher Education Centers. As stated in the SWC Library Mission Statement: “The mission of the Southwestern College Library lies in identifying, organizing, preserving, and making accessible resources in support of the College curriculum and general enrichment for students, faculty, staff, and community.”

The Library provides materials in print and electronic formats to support course work and needs of life-long learners.

Learning Assistance Services (LAS) encompasses all tutorial services provided for SWC students on the Chula Vista campus, as well as at the three Higher Education Centers in National City, Otay Mesa, and San Ysidro. The programs are cooperatively designed in response to diverse student and community needs and feature a variety of instructional approaches appropriate for different skill levels and learning styles. Every effort in providing learning assistance services is characterized by respect for and appreciation of individual differences.

To enable students to become efficient, independent learners, LAS offers them a learning environment that is personal, caring, and accessible. Students are helped to master course material and to apply effective study strategies. Under-prepared students prepare; prepared students advance; advanced students excel (IIC 1).

C1

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

C1.a

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

DESCRIPTION: LIBRARY

The Learning Resources building on the main campus, opened in January 2003, encompasses the Library, a computer lab, Staff Development, Online Learning Center, and other programs. It has 54,236 sq. ft. assigned to library operations. There is seating for 820 in the Library part of the building, including the twenty five study rooms. The Library classroom has seats and computers for 55. There are 190 computer workstations, including those dedicated to multimedia, express email, and quick checks of the catalog and specific Reserve collections. Wireless access is available throughout. The building is located along the perimeter of the College to promote access from the campus community and the public (IIC1a.1) (IIC1a.2).

The Library maintains the College archives that have historical and current information as well as College memorabilia. Former students seeking descriptions for courses taken at SWC are referred to the Library for retrieval of catalog information from the archives.

The depth and variety of the library collection reflects diverse needs, including basic level, popular, and scholarly information resources to support the range and levels of SWC classes (developmental, ESL, pre-transfer, career technical and transfer level) as well as recreational reading.

At the end of 2006–2007, the Library had 90,079 print titles, 16,158 electronic books, 2,422 audiovisual titles, and 174 periodical subscriptions (IIC1a.2).

The book budget has actually declined since campus-wide budget cuts were ordered in 2003 (IIC1a.3).

Textbooks are a fundamental resource in a community college library, but the Library budget and frequent new editions make providing these infeasible. Many SWC faculty place their personal copies of textbooks on Reserve in the Library for one-hour, in-house use by students (IIC1a.4). In both 2003 and 2008, the Associated Student Organization made \$5,000 grants to the Library for purchase of textbooks. The librarians selected high-cost titles being used by multiple sections (IIC1a.5).

The Library also provides access to quality online information resources such as subscription databases, customized research guides, e-books (electronic books), and reference assistance, both on campus and virtually via the Library's website. The Library currently subscribes to over 20 full-text online periodical and reference databases to support the range of academic, vocational, and personal needs of SWC students. These databases offer scholarly and popular resources, recreational reading, news, and personal development materials (IIC1a.6).

Students can access the online catalog <http://swccclibrary.swccd.edu/ipac20/ipac.jsp?profile=main--4#focus> (IIC1a.7) on-and off-campus to find books and can request that the materials be collected and held for pick up (IIC1a.8).

The online catalog, as well as modules for Circulation, Acquisitions, and Reserve, is provided by the software program Horizon.

The Library employs six full-time librarians and eight adjunct librarians, two of whom work on an as-needed basis. The number of hours for adjuncts has been cut despite the additional service points at the higher education centers (IIC1a.9).

Each of the full-time librarians is responsible for selecting and maintaining the collection in defined subject areas. The current list of disciplines with the librarian assigned to each is on the Library's website <http://www.swccd.edu/~library/Lvl2/index.asp?L2=38> (IIC1a.10). One librarian is designated the Collection Development Coordinator and is ultimately responsible for material selection. Subject specialist librarians maintain contact with instructional faculty in the disciplines for which they are responsible and welcome suggestions for additions to the collection.

When a new course or course modification is proposed ("launched" in CurricUNET, the software for the curriculum development program), the librarian whose subject area includes that discipline receives the course proposal. This allows the librarian the opportunity to review the resources needed to support the course and to order materials which will be needed.

The Collection Development Policy addresses not only the acquisition of material but the weeding of outdated items from the collection in order to maintain currency and accuracy of information available (IIC1a.11).

Faculty requests to preview media go to the Library Support Services Supervisor, who notifies the subject specialist librarian. If the previewed film is purchased, that copy is retained. If it is not to be purchased, a shipping charge must be paid.

As described in the SWC District Alternate Media Policy #6081 of the Governing Board, “the Southwestern Community College District is committed to the implementation of Sections 504 and 508 of the Federal Rehabilitation Act and the 1990 Americans with Disabilities Act in providing equal opportunity in education. The District supports the use of Alternate Media as an accommodation for students with disabilities to provide access to college course materials, distance education, other college materials and technology.....All audio-visual instructional materials purchased for instructional use will be close-captioned” (IIC1a.12).

When a film is to be ordered for the collection, the Library Support Services Supervisor will contact the vendor to ascertain if a captioned version or alternate format is available and, if not, will request permission to caption. The Supervisor also consults the State listserv to ascertain if the title has been captioned by another college. If a captioned version cannot be located, the Supervisor contracts with a local company to caption the material. The Supervisor renews the College’s annual subscription to the Recordings for the Blind and Dyslexic (RFB&D) which provides texts in alternate media for students who are print-impaired. The Library has 30 DAISY players, which are required to listen to the audio textbooks and are loaned for the semester to students with documented disabilities. These services are highly used by students. While the students have disability verification on file through the Disability Support Services (DSS) program, the alternate media textbooks and library materials are coordinated and provided through the LRC in accordance with the policy of Universal Design in Education, which integrates access in the educational environment and program. Accessible equipment and materials are available throughout the LRC and include adjustable computer workstations and reading, large print and voice output software such as Kurzweil, Zoomtext, and JAWS.

The LRC/Library building is accessible and ADA compliant. When the Library building opened in January 2003, the equipment budget included funds to purchase ADA software and a two-year license.

ANALYSIS

In 2003, budgets were cut campus-wide, but, when the situation improved, the Library’s original book budget was never reinstated. At that time, the book budget was cut by 16% (reduced from \$82,840 to \$69,172). In 2008, the librarians are still working with a budget of \$69,172 (IIC1a.3).

In 2002–2003, before the cut, an average of \$5.71 per student was spent on books. In 2006–2007, the average was \$4.77 per student. The cost of materials has increased, so the same amount does not go as far as it did five years ago. Additionally, the number of service sites has increased. The Library now must purchase for the Higher Education Centers at National City, Otay Mesa, and San Ysidro. Some purchase duplication is necessary in the areas of reference materials and the core collection, which puts further strain on the budget.

Subscriptions to periodicals continue to increase in cost, and the only way the budget can be balanced is by eliminating subscriptions, databases, and standing orders. In 1997, there were 365 titles in periodical print subscriptions; in 2001, only 321; in 2006, down to 213; and in 2007, only 174 (IIC1a.2).

As the e-book collection has grown, there has been a significant increase in usage and demand. E-books are being used not just by students in online classes. SWC students and staff accessed the e-book site 12,513 times in 2007, up from just 554 accesses five years earlier. An e-book budget would allow the Library to maintain and develop this collection (IIC1a.13).

In fall 2007, due to the efforts of Superintendent/President Dr. Raj K. Chopra, the Library received an additional \$40,000 for books to bring its budget in line with those of California community colleges of similar size. The librarians requested that this new book budget total be considered the baseline, but the \$40,000 proved to be a one-time grant.

The Horizon software system used for the online catalog and modules for Circulation, Acquisitions, and Reserve, will have to be replaced. Horizon has been taken over by other companies, and technical support for it is no longer available. The librarian administrator for Horizon at SWC estimates that the current system can last a maximum of two years. Staff is in the process of investigating systems, and this will be expensive, although necessary.

Each year, the Library has provided support for the subscription to the Recording for the Blind & Dyslexic (RFB&D) and adaptive technology for the ADA workstations. In the past, Disability Support Services (DSS) has received special funding for Access to Print and Electronic Information, which contributed to closed-captioning of existing instructional videos. College policy requires new

materials to be purchased with captioning, so the number of videos needing to be captioned is diminishing. However, as the special funds have been reduced and phased into the DSS allocation, the College is responsible for ensuring that instructional materials are accessible with closed-captioning. It is important to include a line item in the Library budget to provide a stable source of funds for accessible instructional materials and adaptive technology.

Since 2003, the Library budget has not included funds to maintain additional upgrades or new releases for the ADA software. Therefore, students receiving instruction on software in the Disability Support Services lab cannot find the same software versions in the Library.

Dividing the collection development areas among the librarians is done by taking advantage of the expertise each has gained through undergraduate and graduate work and through extensive reading in the assigned subject areas. The subject specialists not only select new materials but discard outdated items and view proposals for new courses and course modifications as they go through the curriculum approval process. Instructional faculty consult directly with the subject specialist librarians.

The preview and acquisition of media is a transparent process overseen by the Library Support Services Supervisor. The College needs a larger media budget, especially if films must be closed-captioned on demand. For example, recently a film was recommended by a faculty member and was deemed by the subject specialist librarian a desirable addition to the collection. However, the closed-captioning alone would be triple the cost of the institutional copy of the film and thus the film would have cost approximately 14% of the entire media budget for the year (IIC1a.14).

ACTION PLAN

- Address an adequate budget for books, electronic resources, media and closed captioning, adjunct librarians, and ADA software.
- Identify the system and secure funds for a replacement for the library software Horizon system.

DESCRIPTION: LEARNING ASSISTANCE SERVICES (LAS)

The LAS program maintains five Interdisciplinary Tutoring Centers: two on the Chula Vista campus and one at each of the Higher Education sites in National City, Otay Mesa, and San Ysidro. LAS is administered by the Faculty Learning Assistance Coordinator and the Classified Tutorial Center Coordinator. The Academic Success Center (ASC) staff is comprised of four hourly clerical assistants and one federal student worker. In addition, one adjunct faculty member is hired to oversee the ASC in the evenings (IIC1a.15).

Five adjunct faculty cover the Interdisciplinary Tutoring Center (ITC) in the Library on the Chula Vista campus; one at the Higher Education Center at National City; two at the Higher Education Center at Otay Mesa; and one at the Higher Education Center at San Ysidro (IIC1a.16).

LAS actively utilizes computer resources to supplement conventional classroom instruction, distance learning, and hybrid course work.

The Interdisciplinary Tutoring Center (ITC) within the Academic Success Center (ASC) on the main campus maintains 56 computers, two black-and-white printers, one color printer, and two scanners, used by students for academic purposes only (IIC1a.17) (IIC1a.18).

The ITC in the Library on the main campus includes 103 computers; Higher Education Center at National City, 20; Higher Education Center at Otay Mesa, 35; and Higher Education Center at San Ysidro 25. Currently, many of the computers are out of date, with 256 MB (Library) and 512 MB (Academic Success Center) of RAM when 4 GB would more adequately meet the needs of current campus software programs. According to the SWC Technology Plan, new computers will be in place in the Library ITC by summer 2009 (IIC1a.18) (IIC1a.19) (IIC1a.20).

Accessible equipment and materials are available throughout the ITCs and include adjustable computer workstations and reading, large print, and voice output software. Pay-for-Print systems are in place and provide replacement funds for equipment and materials specific to printing.

Over 20 software programs are housed in each computer or loaded onto a key server for use by students who utilize the ITCs in the ASC and Library. Under faculty supervision, tutors are assigned to cover all ITC operational hours when apportionment is received. Recent budgetary cutbacks have reduced ITC tutorial hours at all locations. Tutors work with faculty-referred students regarding software applications, specific assignments, writing, math, and software-related disciplines.

Computers for student/tutor use in the Writing Center number five; in Test Proctoring, two; in the Open Math Lab/Women's Math Network, one. The ASC also provides ten laptops that can be checked out by tutors for individual tutorial sessions. In the ITCs in both the ASC and Library, lab technicians are assigned to maintain all electronic equipment used by students and tutors. The Computer Systems and Services department maintains all staff electronic equipment.

Four locations within the Academic Success Center house digital projection equipment: the Writing Center; the Test Proctoring/Workshop/Power Study Program sessions room; the Open Math Lab/Women's Math Network; and a large tutoring area adjacent to the Reading Center for study skills workshops and other related presentations (IIC1a.19) (IIC1a.20) (IIC1a.21).

Because the majority of specialized tutorial materials are housed within specific disciplines, Learning Assistance Services provides academic tutorial support for students in the following main campus facilities: Biology Lab, Child Development Lab, and Music Lab (IIC1a.22) (IIC1a.23).

ANALYSIS

Learning Assistance Services meets this standard. In order to address current issues, the following need to occur:

- The College must update computers and related equipment in the Interdisciplinary Tutoring Centers (ASC and Library) in a timely manner to be able to keep up with the demands of discipline computer programs and technological needs. At this time, numerous campus software programs cannot be loaded onto the key server.
- A faculty LAS Program Assistant is needed to keep up with the daily workload and supervision of the two primary campus facilities, the ASC and Library ITCs.
- While assignment of adjunct faculty to the ITCs satisfies Title 5 supervision regulations, these instructors do not assist the LAS Coordinator in any other manner. For increased effectiveness, efficiency, and continuity of mandatory record keeping, contract staff positions need to be created rather than relying on part-time hourly employees. This need is especially crucial because of the expansion of the number and kinds of tutorial programs offered over the last five years.

ACTION PLAN

- Provide additional campus-wide software for the key server to meet increased student demand for course specific software in the open tutorial labs.
- Assess student needs to determine if increased tutorial services, hours, and locations are needed and, if so, submit a plan for increased staffing.

C1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTION: LIBRARY

The librarians do not simply hand students material for their present assignments but teach them the process for finding books, articles from databases, and websites for future assignments and for evaluating and selecting the most appropriate materials. This teaching of critical thinking skills can be one-to-one at a reference point, in a library orientation given to an entire class, or in one of the two courses taught by librarians.

The Reference Desk at the Main Campus library is staffed whenever the building is open and sometimes by two librarians to handle peak hour demands (IIC1b.1). The Higher Education Center libraries also are staffed by librarians whenever the libraries are open (IIC1b.2). The librarians answer questions in person, by phone, and by email. The Library is now part of QuestionPoint 24/7, a cooperative arrangement for which the librarians, by rotation, devote a two-hour block of time each week to online reference (IIC1b.3). The librarian on 24/7 duty receives information requests from students from local community colleges and other academic institutions elsewhere in the country. Because of this participation, Southwestern College students can sign on to the service through the "Ask a Librarian" tab on the Library webpage and receive assistance from a librarian somewhere in the country no matter the day or time. The librarian answering questions for SWC students has access to the SWC databases and policies (IIC1b.4).

The librarians, both full-time and adjunct, teach, on request, library orientations tailored to the assignments of classroom faculty, who bring their students to the library classroom, which has 55 computer stations. A typical orientation will show students how to access the Library's databases, the online catalog, and the nearly 20,000 electronic books and will include suggestions for evaluating websites. The students are given hands-on time with the computers to practice using

the databases, to create accounts for remote access to the e-books, to search the library catalog for books, or to try other research topics covered in the orientation (IIC1b.5).

The librarians presented 244 library orientations to 5,821 students in 2006–2007 at the main campus library (IIC1a.2). There are increasing numbers of orientations at the Higher Education Centers. If there is not a librarian on duty at a Center when a faculty member needs an orientation, one of the librarians is sent from the Chula Vista campus (IIC1b.6).

The Library has publicized orientations at the Teaching Academy for new instructors, in the College's public folders, and at the Reference Desk and elsewhere on campus.

Beginning in fall 2007, library faculty assumed the responsibility of offering walk-in orientations to Blackboard, the College's online course management system, both at the beginning of each semester and at mid-semester when short-term classes begin (IIC1b.7).

LIB 110, Simplified Research: Print and Electronic, is a semester-long, one-unit course transferable to both the California State University (CSU) and the University of California (UC). The course teaches critical thinking; how to access, evaluate, and use library materials, both online and in hard copy. In fall 2008, the Curriculum Committee approved a proposal for modifications to LIB 110, including the option of offering the course as a hybrid (IIC1b.8).

LIB 151, Research Using the Internet, is cross-listed as CIS (Computer Information Systems) 151. It is an eight-week course transferable to the CSU. The emphasis is on critical thinking in developing search strategies, evaluating sources, and selecting appropriate sources for the information needed. The course is approved for both face-to-face and online offerings. In recent semesters this course has been taught online (IIC1b.9).

ANALYSIS

In spring 2008, library staff created a survey to be administered following orientations (IIC1b.10). There were 103 responses: 100% indicated that they were satisfied with the orientation; 32% said that everything presented was new to them, with others indicating that they were previously aware of the Library's webpage, remote access to databases, and the e-book collection. When asked to what degree they felt confident in accessing and using the databases, 89% were very or reasonably confident, with just 4% choosing "somewhat confident," and none choosing "not at all confident." In response to the question, "Will you now use the Library's services without hesitation? 70% chose "definitely yes" and 30%, "probably yes."

The librarians have become aware of misconceptions among faculty concerning orientations. Orientations at 7 a.m. have always been given on request by rescheduling a librarian's working hours. Some faculty have been surprised to learn that the Library's webpage includes online tutorials on the use of resources or that a librarian can come to a classroom instead of having the class come to L244 (IIC1b.11).

The Library's participation in QuestionPoint 24/7 offers round-the-clock access to the expertise of professional librarians and is a valuable service. SWC students are using the online chat service more than students at any of the other seven San Diego and Imperial Valley consortium community college libraries (IIC1b.12).

The partnership between library faculty and the Online Learning Center to provide drop-in orientations for online students has been successful. The orientations are well-attended and many individual questions and problems are solved during the orientation sessions. The program is now expanding to provide orientations at the Higher Education Centers (IIC1b.13).

ACTION PLAN

- Explore variants of online orientations, such as podcasts or tailored online subject guides for classes, in addition to the present video tutorials, in-person orientations, and handouts.

DESCRIPTION: LEARNING ASSISTANCE SERVICES (LAS)

The mission of LAS is to foster self-motivated, independent, lifelong learners through a college-wide network of academic tutoring, workshops and advising. LAS programs and services are part of the SWC Strategic Plan: Student Success (IIC 1) (IIC1b.14).

LAS promotes learning by offering services in the following areas: individual tutoring; small group tutoring; online tutoring (OWL); Writing Center workshops; and two current pilots, in-class basic math tutoring, and the Power Study Program (PSP). By emphasizing the process of learning, these services support students as they strive to achieve academic success, gain scholastic independence, and improve their self-esteem. As a resource for students, faculty, and staff, LAS works to provide the fullest opportunities for mastering the strategies, skills, understandings, and attitudes that foster effective and self-directed learning in college and beyond (IIC 1) (IIC1a.23) (IIC1b.15) (IIC1b.16).

LAS Goals are:

1. To introduce students to the learning expectations of the faculty and the culture of higher education;
2. To provide places where faculty members can refer students for academic support services;
3. To provide access to academic support to enable students on all levels to develop their full learning potential;
4. To foster personal responsibility and accountability for learning through the ability to plan, monitor, and evaluate one's own learning;
5. To assist students in transferring skills and strategies they have learned to academic work across the curriculum;
6. To integrate learning support services into all segments of the campus community (IIC.1).

The one tutorial variable proven to make a difference in student learning is that of tutor training (IIC1b.17). SWC tutor training and all academic support services emphasize self-directed learning, critical thinking and questioning, and metacognitive strategies. Three levels of tutor training are provided for all tutorial staff:

- ED 100: Tutor Training Level 1 is a 2-unit hybrid course that provides instruction in relation to sound tutoring philosophy, methodology, and strategies for all disciplines. Emphasis is also on working with students from a multitude of cultures and backgrounds. In addition, ongoing and specific discipline and program training exists for tutors in the form of monthly tutor meetings, role playing of difficult tutor-tutee interactions, and tutor-led demonstrations of effective tutoring techniques (IIC1a.23) (IIC1b.18).
- ED 101: Tutor Training Level 2 reinforces methodologies and strategies learned in the previous course through more in-depth focus on learning and development theories and practices, as well as an emphasis on critical thinking by the tutor and tutee (IIC1a.23) (IIC1b.19).
- Tutor Training Level 3: In spring 2009, this course was approved as ED 102, to be activated in fall 2010 with an overlay of NC 49. The level three class centers on group learning and tutoring, the group leadership role required of the tutor and a range of practical techniques and exercises to build effective group interactions (IIC1a.23) (IIC1b.20).

ANALYSIS

The first two LAS tutor training courses and supplemental training sessions address tutor training goals and outcomes; the third, when implemented, is expected to demonstrate similar results. In addition to the three formal tutor training courses, ongoing discipline-specific tutor training is needed to promote enhanced expertise in tutoring and, therefore,

furthering student success. While this training is provided for Writing Center tutors, funding limitations prevent other disciplines and centers from providing such training opportunities. There is a strong need to fund this training.

ACTION PLAN

- Explore the need for ongoing specialized tutor training and investigate funding sources.

C1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library at the main campus and other learning support services, regardless of their location or means of delivery.

DESCRIPTION: LIBRARY

The Main Campus Library is open 60.5 hours per week (Mon.–Thurs. 7:30 a.m. to 8 p.m.; Fri. 7:30 a.m. to 2 p.m.; Sat. 10 a.m. to 2 p.m.). During Finals Week, the Library expands its hours on weekday mornings (open at 7 a.m.) and Friday afternoons (open until 4 p.m.). During Finals Week of fall 2008, the Library was open 7:30 a.m. to 10 p.m., Monday through Thursday; and 7:30 a.m. to 4 p.m. on Friday.

The Library at the Higher Education Center at Otay Mesa is open 32 hours per week (Mon. and Thurs., 12 to 6:30 p.m.; Tues. and Wed., 7:30 a.m. to 5 p.m.) during the Center's instructional weeks.

The Library at the Higher Education Center at National City is open 12 hours per week (Mon., Tues., & Thurs 9 a.m. to 12 p.m.; Wed. 4 to 7 p.m.) during the Center's instructional weeks.

The District's third center, the Higher Education Center at San Ysidro, opened in January 2009, and the Library is open Tues. 9 a.m. to 1 p.m. and Wed. 2 to 6 p.m. (IIC1b.2).

Although the Library's hours of operation at the Higher Education Centers are limited compared to those at the Chula Vista campus, they are designed to provide access to both day and evening students during the days of the week in which the majority of the Center classes are scheduled.

The library website is designed to guide users easily to the library online catalog and general library information and serves as a gateway for student, faculty, and staff access to the library subscription online databases and research guides <http://www.swccd.edu/~library> (IIC1c.1).

Electronic access via the Internet is available for a wide variety of library materials. Library users may search the library catalog for books, electronic books, reserve materials, and videos. Students, staff, and faculty may also remotely access subscription databases with a password logon (IIC1c.2). More than 30 databases cover many types of research resources, from periodical articles and primary source documents to art, music, college catalogs, practice exams, and encyclopedias. The Library has an automated password request form on its website so that SWC users may obtain the database passwords 24 hours a day, 7 days a week (IIC1c.3).

Nearly 20,000 full text e-books are currently available to off-campus SWC users with a personal logon (IIC1c.4).

In addition to electronic access to resources, there also is electronic access to library services. The “Ask a Librarian” page on the website links students to librarian assistance via email, phone, chat, or in person (IIC1b.4). Chat reference help from a librarian is available 24 hours a day, 7 days a week. On the Library’s website, there are several printable instruction handouts such as, “How to Find Journal Articles” and “MLA Citation Format” (IIC1c.5). Video tutorials (in English and Spanish) teach users how to search the catalog (IIC1c.5). An online interlibrary loan request form eliminates the need to come to the Library to use this service (IIC1c.6) (IIC1c.7) (IIC1c.8). There are online subject guides for Internet research, such as “Career and Job Information” and “Law and Legislative Resources” (IIC1c.9). A virtual tour introduces patrons to library services using photos and descriptions (IIC1c.10). Regular postings are added to the library blog, linked to an RSS feed that displays on the library’s homepage. The blog is a place to share current information and announcements such as information about the latest batch of new books, a new database, or a library service (IIC1c.11) (IIC1c.12).

Higher Education Center students, faculty, and staff have the same access to online library resources as they would at the Chula Vista campus. The book collections and journals specific to the instructional programs housed exclusively at the Higher Education Center at National City and the Higher Education Center at Otay Mesa are found in those Center libraries. In addition to book collections (reference books and books to be checked out), the Center libraries encourage faculty to place textbooks on reserve for students. In the event that students, faculty or staff need access to library materials found exclusively at the Chula Vista campus Library, the Library will coordinate delivery of the desired material to the Centers within two days of the request.

The Library at the Higher Education Center at Otay Mesa is equipped with four stations for viewing multimedia, five study rooms, over 20 computers (including stations accessible for students with disabilities), a fully-functional circulation desk, and a self-check-out machine. One of the study rooms is equipped for multimedia viewing. The Center Library also has a scanner, photocopier, color and black/white printing, and a pay-for-print system available to students (IIC1c.13).

The Library at the Higher Education Center at National City is equipped with two PC terminals, one printer, two study rooms, a circulation desk, and an audio/video projection unit (IIC1c.14).

Due to space constraints, the Library at the Higher Education Center at San Ysidro shares a room with the Center’s Career and Tutoring services. The area has a librarian workstation with a printer, five PCs for student use, a scanner, three research/study tables, and cabinets for reference books, circulating books, and books on reserve (IIC1c.15).

Whenever the Center libraries are open, a reference librarian is available to assist students. In addition to assisting students in the Library, librarians at the Centers provide library orientations at the request of faculty teaching at the Center. The orientations can be general or tailored to meet the needs of a specific class. If a class meets at a time when the Center library is not open, arrangements are made to have a librarian go from the main campus to the Center for that specific purpose.

ANALYSIS

The librarians staff the Chula Vista campus library and the three Higher Education Center libraries. Although many comparable resources are available in the online Library’s resources and services (IIC1c.16), the need is still great for additional in-person librarian hours at the Centers. The librarians are dedicated to serving all students at all sites, as demonstrated by their flexibility in schedule and willingness to come early, stay late, come on Saturday for an orientation, and go to a Center for an orientation when the Center library is not open.

Hours at Otay Mesa were adjusted after the first year to meet the needs of students, who wanted more late afternoon hours.

ACTION PLAN

- Initiate research to assess if student needs are being met by current Academic Success Center (ASC) services and, if not, respond to unmet needs.

**DESCRIPTION:
LEARNING ASSISTANCE SERVICES**
Academic Success Center (ASC), Chula Vista Campus:

Open five days a week, the ASC provides individual and small group tutoring for students. Operational hours are Monday through Thursday from 8 a.m. to 8 p.m., and Friday 8 a.m. to 4 p.m. Summer session hours are 10 a.m. to 6 p.m., Monday through Thursday. In fall 2008, due to budget cuts, the ASC dropped Saturday hours (9 a.m. to 2 p.m.) (IIC1c.16).

The recently remodeled ASC supports an Accounting Lab; Foreign Language Conversation Labs; Math Lab; Reading Center; Writing Center; Power Study Program; Women's Math Network; content specific tutoring for most courses offered; Tutor, Tweens, and Teens—a fee-based program for students in grades 5-12; test proctoring; academic and study skills workshops; and the (Online Writing Lab) OWL, the Writing Center's asynchronous online tutorial service. The facility includes two large open tutoring areas, the Interdisciplinary Tutoring Center, five small and three large study rooms, the Writing Center, one office and three study rooms for Disability Support Services (DSS) test proctoring services, and the large room for ASC test proctoring and workshops (IIC1a.21) (IIC1c.17) (IIC1c.18).

Interdisciplinary Tutoring Center (ITC) in the Library:

During the 2008–2009 summer, fall, and spring semesters, hours in the ITC were reduced due to budget cuts. The ITC now operates from 7:30 a.m. to 6:30 p.m. Monday through Thursday; Friday, 7:30 a.m. to 1 p.m.; and 10 a.m. to 2 p.m. on Saturday.

Writing Center (WC): The Writing Center, located within the Academic Success Center (ASC), provides walk-in tutoring for all writing classes, as well as written assignments for courses across the curriculum. Writing Center Workshops are included within the Center's services. Again, budget cuts have curtailed WC hours, completely eliminating Saturday tutorial support. Students do have the option of using Writing Center OWL services 24/7 (IIC1a.23) (IIC1b.15) (IIC1c.19) (IIC1c.20).

Reading Center: The Reading Center, located within the ASC and adjacent to the reading classrooms, provides tutorial support for students using both reading lecture and laboratory materials, as well as for students campus-wide who desire to improve their college-level reading skills. In addition, through Basic Skills Initiative Funds, Power Study Leaders using Supplemental Instruction (SI) strategies assist reading students both within classes in the form of interactive small group sessions, as well as the traditional SI outside of class workshops (IIC1c.21).

The Online Writing Lab (OWL): The OWL provides online tutorial services. As with the Writing Center, the OWL is available to all registered SWC students. OWL tutees complete an online form into which they copy and paste their work, which triggers an email to OWL tutors that submissions have been made. The response time is within 36-48 hours (IIC1b.15) (IIC1c.22) (IIC1c.23).

ASC Data: Based on the data collected over the past seven academic years (2000–2007), the ASC has provided the following academic support (IIC1c.24) (IIC1c.25):

- Average number of students that receive tutoring services = 9,250
- Average number of tutoring hours = 35,235
- Average number of tutoring contacts = 35,687
- Number of courses tutored = 1,136
- Number of disciplines = 56
- Number of workshops = 56
- Number of students attending workshops = 644
- Average number of tutors employed in all facilities = 59

All students who are referred for learning assistance support are automatically enrolled in NC 3: Supervised Tutoring through the College Positive Attendance Tracking Software (PAT) that uses either kiosk or client-based programs and adheres to Title 5 regulations for Tutoring and Learning Assistance. Faculty members who meet the established minimum qualifications supervise all tutorial sites under the ASC umbrella. The PAT is proprietary software that is networked and integrated into the SWC Colleague database and is used to track all student participation in the ASC programs and services (IIC1a.23) (IIC1c.26) (IIC1c.27).

Power Study Program: Expansion of the ASC academic support services focused on the Power Study Program (PSP or PS). Modeled after Supplemental Instruction (SI) from the University of Missouri, Kansas City, PSP was instituted in fall 2007 for six PS Leaders holding 14 PS Sessions per week in support of Chemistry 100, 110, 170 and Biology 100. Data collected at the end of fall 2007, replicated worldwide SI evidence of significantly higher retention in PS courses, fewer D's, F's, or W's, and higher grades. As a result, spring 2008 began with an increase in PS courses (15), leaders (13), and sessions. In addition to the courses covered in fall 2007, the expanded program included Biology 190, Math 101, Math 244, and History 106. In spring and fall 2008, PSP was expanded to include basic skills courses with the number of sections reaching 40 and using three models of PSP and BSI funding (IIC1b.16) (IIC1c.28) (IIC1c.29) (IIC1c.30) (IIC1c.31) (IIC1c.32) (IIC1c.33) (IIC1c.34).

ASC Test Proctoring: The ASC provides free test proctoring for Southwestern College students in need of make-up exams or online supervised testing. In addition, students from other California colleges, universities, national, and international institutions are provided fee-based test proctoring, including online exams.

The number of ASC tests (SWC and fee-based) proctored over five academic years (2000–2006) = 6,562. The average number of ASC tests proctored per year = 1,315.

A partial list of colleges and universities served through fee-based test proctoring includes the following: Athabasca University, Barstow College, Brigham Young University, California State University–Dominguez Hills, Indiana State University, Mesa College, Rio Salado College, State University of New York, Texas State University, University of Maryland, and University of Wyoming (IIC1c.35).

MESA: Additional tutorial services are provided by MESA (Mathematics, Engineering, Science Achievement), which is funded through the School of Mathematics, Sciences, and Engineering (MSE), and by the Math Center, funded by MSE and the ASC (IIC1c.36) (IIC1c.37).

MESA continues to be recognized college and District-wide as an effective program that helps math, engineering, and science students succeed. MSE and SWC faculty acknowledge the great benefits available to students through participation in the program and recommend the program to eligible students. The MESA director continues to inform MSE faculty about MESA and its tutoring opportunities and encourages them to use the center for workshops and office hours.

Summary of Data: The number of STEM (Science, Technology, Engineering, and Mathematics) majors on campus is approximately 1,100.

26 MESA students transferred after the Summer 2007 semester, with a mean grade point average of 3.3.

Awards and Activities: The San Diego MESA Mathematics, Engineering, Science Achievement Alliance was awarded a National Science Foundation STEP (Science, Technology, Engineering, and Mathematics Talent Expansion Program) in September 2007, totaling \$1.9 million, with the SWC MESA receiving \$370,000.

Student leadership skills have increased through a myriad of rewarding experiences (for students and faculty) and confidence building events. Among these are tutoring, tutor training, Academic Excellence Workshops, counseling workshops, summer Intern presentations, Job Shadow Day, Walk On Water Competition, Calculator Olympics and Robotics competitions. Students have attended the Pre-Med Conference in Sacramento, Society of Hispanic Professional Engineers (SHPE) National Conference in Philadelphia, and Hispanic Engineer National Achievement Awards Conference (HENAAC) in San Diego. There also have been university campus tours.

Math Center: The Math Center provides one-on-one, walk-in tutorial support for basic skills math courses, as well as college level math courses. An average of seven tutors is hired per semester, with an average of two tutors available each hour the Center is open. During the fall 2008 semester, the Math Center served approximately 800 students in 57 different courses for approximately 3,400 hours (IIC1c.38).

The Math Center has three computer rooms available for student use:

- Two computer rooms have a 30-computer capacity and are primarily used for developmental math courses (Math 20, Math 35, Math 45 and Math 60).
- The third computer room is available for students from traditional lecture courses to work on their math assignments on the computer. In addition to using Internet based Math XL and CourseCompass, Geometer's Sketchpad and TI-Calculator emulators are available on all our student computers.

The Math Center also has an examination room that instructors in the Math Department may use for make-up exams. The supervising instructor, who is present during all open hours, proctors these exams (IIC1c.38).

DSS Test Proctoring: Disability Support Services proctored 2,145 exams in the 2006–2007 academic year, with the number of exams nearly doubling over a five-year period. The DSS High Tech Center Lab logged 6,630 student usage hours within this same time frame. Evidence of the expansion of DSS proctoring services and the commitment to provide this comprehensive, mandated service is shown by the establishment of a full-time contract DSS Test Proctor Coordinator position, filled in spring 2008 (IIC1c.39).

Higher Education Centers—National City, Otay Mesa, and San Ysidro: The National City facility offers academic support services 20 hours per week; Otay Mesa, 21; San Ysidro 36. Times vary based on semester class schedules. The Tutorial Center Coordinator assigns tutors and adjunct faculty to these locations based on the need of each campus. For tutoring in writing, students access the OWL, while other subject areas are tutored through face-to-face sessions (IIC1c.25).

Websites: Two ASC webpages provide information regarding the tutorial and academic support services provided to SWC students. One, located under Student Services on the SWC homepage, lists information about the Center programs and services, operational hours, and staffing. The second, located under Quick Links, focuses on learning skills handouts, materials, and links for student use. In addition, detailed Writing Center information includes the OWL and Writing Center Workshops (IIC1b.15) (IIC1c.16) (IIC1c.22).

ANALYSIS

The remodeled Academic Success Center, which opened in fall 2005, has allowed the creation of a more extensive array of tutorial services. During the last four years, however, the number of tutorial programs offered and the number of students using them have increased to the point that this facility is almost inadequate to meet program needs.

The wide variety in the delivery of learning assistance services provides viable options for students and increases student learning opportunities.

Chula Vista campus tutorial hours have historically provided SWC students with adequate access to learning assistance services. However, recent budget cuts have reduced access and have impacted student access greatly.

The three Higher Education Centers do not have access to full tutorial services at this time.

Funding for tutorial services at the three Higher Education Centers is not consistent, with two centers funded through the LAS budget and one through its own budget.

ACTION PLAN

- Continue to explore alternative delivery modes for academic support services both on the main campus and at the HEC locations.

C1.d

The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION: LIBRARY

The Learning Resource Center on the main campus (LRC, Library) is equipped with a Honeywell XLS1000 security system which monitors all entrances to the building and a motion detection system which is installed throughout the building. A web-based camera system, with more than 50 active cameras, is installed throughout the building. Monitoring can be done from employees' desks or from a recording server as needed. 3M magnetic detection gates with magnetic taping protect the library collection from theft. The LRC staff has received training in the use of the security system.

The College has purchased a Super-Trac Evacuation Chair for evacuating patrons with physical disabilities during a fire drill or when the elevators are not functioning. This device enables the person to remain in the wheelchair as it descends the stairway on treads. While the College Police are the first responders to deploy the device, Library staff has received training on the use of the Super-Trac and conduct regular drills (IIC1d.1).

LRC staff has received training in the use of the security system as well as evacuation procedures, fire alarms, and extinguishers.

In preparation for a collections' disaster, Southwestern College Library is a member of the San Diego/Imperial County Libraries Disaster Response Network (SILDRN). <http://orpheus.ucsd.edu/sildrn/list.html#prep> (IIC1d.2).

ANALYSIS

The security system and the 3M gates have proven sufficient for the building's needs. A year after installation of the original camera system, additional cameras were installed in areas that had been identified as needing additional coverage. It is recommended that a periodic review of coverage be scheduled.

DESCRIPTION: LEARNING ASSISTANCE SERVICES

The Academic Success Center (ASC) and the Interdisciplinary Tutoring Centers have access to technical support to resolve campus-based computer network issues and to maintain electronic equipment. Student copiers located in the ASC and in the Library are supported through the Friends of the Library, which contracts with an outside vendor for technical support.

In terms of security, the ASC maintains a 24-hour alarmed security system, including an automated security surveillance camera that records all entries into and exits from the building. Emergency doors to outside the building are located at the front of the facility and the back leading outside through the reading classrooms and Math Center. Signs are posted throughout the building showing the location of the evacuation area. Emergency telephones provide direct access to campus security personnel. In addition, the campus police officers routinely tour the ASC and Library throughout the day. An Emergency Response Manual establishes guidelines and procedures for the following events: crimes in progress; civil disturbance; threatened suicide or homicide; fire; bomb threat; hazardous materials; earthquake; evacuation; explosions; and utility failures. In addition, information is provided to refer students to crisis counseling, first aid, and the evacuation of disabled persons. Emergency materials are reviewed each year and updated as needed (IIC1d.3).

ANALYSIS

Learning Assistances Services facilities meet this standard.

C1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTION: LIBRARY

The Library continues to maintain an active Interlibrary Loan (ILL) program. Students, staff, and faculty may request ILL materials online via request forms on the Library's website. Detailed statistics are kept for all ILL transactions (IIC1c.8) (IIC1c.6) (IIC1c.7).

Cooperative agreements improve the Library's ability to offer a greater number and variety of resources and services to the college community. The Library participates with other institutions to enhance its resources and services. The college is a member of the Council of Chief Librarians, California Community Colleges; Electronic Access & Resources Committee (CCL-EAR); San Diego/Imperial County Community Colleges Learning Resources Consortium (SDICCLRC); Tierra Del Sol, and San Diego/Imperial County Libraries Disaster Response Network (SILDRN).

CCL-EAR

The CCL-EAR committee is a committee authorized by the Council of Chief Librarians (CCL). Southwestern College is a CCL member and is represented on the CCL-EAR committee by a librarian who is also the regional representative for the San Diego/Imperial Valley region and incoming Chair of this statewide committee. Additionally, a second librarian served on the CCL-EAR E-book Collection Development subcommittee in 2003–2004.

As a member of the CCL-EAR, SWC participates in a cooperative buying program for databases and e-books, and the majority of the databases and e-books have been purchased at a reduced price through this program (IIC1e.1).

SDICCLRC

The Joint Powers Agreement with SDICCLRC supports local cooperative development of innovative delivery of resources. The dues paid to this committee are calculated according to FTES and are used, in part, to purchase a shared media collection. The College is represented on this committee by one of the librarians (IIC1e.2).

The County media collection (IIC1e.3), provided through the agreement with SDICCLRC, is linked to the Library's website, and faculty members may search for and request materials electronically. The Library maintains usage statistics for this service (IIC1e.4).

In 2007–2008, SDICCLRC combined funds to support a 24/7 chat reference service pilot project. Because student response to 24/7 chat reference had been positive, the service was continued as Questionpoint 24/7 (IIC1b.3) (IIC1e.5).

Tierra del Sol

Tierra del Sol is a regional library network that offers training, resources, and databases. Tierra del Sol also received a grant to develop an open source ILS. They were responsible for developing a regional interlibrary loan network that has since been cut due to lack of funds. The College has, on occasion, used this network as a resource for training and supplies (IIC1e.6).

SILDRN

The purpose of the San Diego/Imperial County Libraries Disaster Response Network (SILDRN) is "to provide mutual aid in preparing for and coping with disasters affecting libraries and their collections." This is a mutual aid agreement with no official contract or by-laws. SILDRN is responsible for providing disaster preparedness training for library staff, and they maintain regional resource containers for disaster recovery (IIC1d.2).

ANALYSIS

Library faculty monitor e-book statistics annually. Since 2002, the Library has purchased the annual collection of e-books offered by the CCL-EAR committee, and SWC holdings now number just under 20,000 titles. Statistics show that student usage of e-books has increased over the past five years, going from 554 accesses per year to 12,513 accesses in 2007 (IIC1e.7) (IIC1a.13).

Library faculty analyze the usability, content, and relevance of new databases on a regular basis. They also annually review usage statistics for current databases. In addition to this analysis, library faculty consult with departmental faculty, participate in the curriculum review process, and review student feedback surveys to make informed changes to databases and selection of new resources.

The SDICCLRC 24/7 reference service was initially introduced as a pilot project so that faculty could assess whether or not student learning needs were being met. Before joining the 24/7 reference pilot project, SWC library faculty completed an in-house chat reference pilot project to determine interest in the service and its effectiveness in serving student needs. Student response to the first pilot project was positive, and expanded hours were made possible by joining the SDICCLRC project. The 24/7 reference pilot project has been a success, with usage of the service steadily increasing. In fact, SWC students use the 24/7 reference service more than any other community college in the SDICCLRC consortium. Follow up surveys with students using this service indicate strong levels of satisfaction (IIC1b.12).

**DESCRIPTION:
LEARNING ASSISTANCE SERVICES**

No formal agreements with other institutions

C2.

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

DESCRIPTION: LIBRARY

In spring 2008, the College contracted with a consulting firm to survey faculty, staff, and students. Two questions in the faculty survey pertained to the Library: "The library's collection, such as books, periodicals, media resources, and on-line databases, is adequate to meet the needs of my educational program." Of the 202 responses, 64.1% agreed or strongly agreed, and 17% disagreed or strongly disagreed with the statement. "The equipment in the library (VCRs, DVD players, CD-ROM players, televisions, etc.) is properly maintained." Of the 202 responses, 69.8% agreed or strongly agreed, and 10.1% disagreed or strongly disagreed (IIC2.1).

The following three questions were on the survey of students: "The library's collection, such as books, periodicals, media resources, and on-line databases, is adequate to meet the needs of my educational program." Of the 724 responses, 74.6% agreed or strongly agreed, and 5.8% disagreed or strongly disagreed. "The equipment in the library (VCRs, DVD players, CD-ROM players, televisions, etc.) is properly maintained." Of 724 responses, 81.2% agreed or strongly agreed, and 3.1% disagreed or strongly disagreed. "The library provides adequate access to materials (on-campus and online) to meet my educational needs." Of the 724 responses, 78.8% agreed or strongly agreed, and 5% disagreed or strongly disagreed (IIC2.2).

The Library conducts user satisfaction surveys every three years. There was a 21-question survey from 2005 that was judged too long to produce an adequate pool of responders in 2008 (IIC2.3).

ANALYSIS

At the present time, the College does not have a Research Office. The general survey conducted by the consulting firm for the College had only two questions for faculty and three for students about the Library. The hard copy library survey used in 2005 had 21 questions and is too long. A professional skilled in designing surveys could produce for the Library a concise questionnaire in both online and hard copy formats that would take less time to answer and would result in greater participation by students. As soon as there is a Research Office, the Library will submit a request for a new survey.

The surveys of faculty and students done by the consulting firm showed that 64.1% of faculty and 74.6% of students thought that the library's collections were adequate. However, it is significant to note that nearly 15% of each group did not know if the collections were adequate.

ACTION PLAN

- Conduct research to evaluate the services/collections of the College libraries in all locations.

**DESCRIPTION:
LEARNING ASSISTANCE SERVICES**

On an ongoing basis, students, faculty, and area coordinators evaluate all tutorial personnel. Electronic evaluation surveys are sent to all full and part-time faculty at all locations where tutoring services are provided. Classified personnel are evaluated using the SWC Classified Employee Performance Evaluation Form (IIC1c.28) (IIC1c.33) (IIC1c.34) (IIC2.4) (IIC2.5) (IIC2.6) (IIC2.7) (IIC2.8) (IIC2.9) (IIC2.10) (IIC2.11) (IIC2.12).

In addition, state and federal mandates require the tracking of student users of tutorial services for special programs. This data is compiled through an internal database managed by the ASC. Special programs working in collaboration with the ASC requiring mandated reports include the following: Basic Skills Initiative; State Chancellor's Report; Disability Support Services; CalWORKs; EOPS; TELA, and VTEA.(IIC1c.24) (IIC1c.25) (IIC1c.39).

Eighty-six tutors were hired for 2007–2008 for 1,136 courses under 56 SWC disciplines. Tutorial personnel are evaluated as required for assessment of the ASC adherence to state regulation and professional standards for higher education, as well as for program review. Perhaps more important to the mission, goals, and objectives of the SWC Academic Success Center is the knowledge gained through ongoing formal and informal evaluations that tutors provide academic support that leads students to independent learning (IIC1c.25) (IIC2.9) (IIC2.13).

Tutor Training: Level 1 tutors have completed ED 100: Tutor Training Level 1. Level 1 are first- or second-year tutors, who have tutored a minimum of 25 hours during fall and spring semesters, and have received satisfactory evaluations. Level 1 tutors are evaluated each semester for two years (IIC1a.23) (IIC1b.18) (IIC2.14) (IIC2.15).

Level 2 tutors have completed either ED 101: Tutor Training Level 2 or NC 49: Tutor Training Level 3. They have tutored with the ASC for at least two years, have tutored a minimum of 25 hours each semester, and have received satisfactory evaluations each semester. Level 2 tutors are evaluated once a year during the fall semester for two years using all evaluation forms, with student and peer evaluations each semester (IIC1a.23) (IIC1b.19) (IIC2.14) (IIC2.15).

Level 3 tutors have completed ED 101 and NC 49, have tutored at SWC for at least four years, have tutored a minimum of 25 hours each semester, and have received satisfactory evaluations each semester. Level 3 tutors are evaluated once every two years during the fall semester by area coordinators, with student and peer evaluations each semester. In addition, these tutors complete a self-evaluation every two years (IIC1a.23) (IIC1b.20) (IIC2.14) (IIC2.15).

Tutor Evaluation: Tutorial sessions are observed and evaluated based on the criteria listed on the Area Coordinator, Peer, and Student Evaluation Forms. Tutors also complete the Self-Evaluation Form, and all evaluation results are discussed in a tutor-supervisor meeting, with actions taken based on the information received (IIC2.9).

The Online Writing Lab and Power Study Program have their own specialized evaluation forms (IIC1c.28) (IIC1c.33) (IIC2.12).

The Academic Success Center and Writing Center conduct program evaluations by faculty. Eighty-four percent of the responding faculty stated that ASC tutorial services meet their students' needs. Sixty-eight of 85 respondents rated ASC tutorial services as Good to Excellent with 12 citing No Opinion. The results on a 5 point scale are as follows (IIC2.10) (IIC2.11):

- Average Tutor Evaluation by Area Coordinators: 4.2
- Average Tutor Evaluation by Students: 3.3
- Tutor Evaluation by Peers: Narrative
- Average Tutor Self-Evaluation: 4.0
- Faculty Writing Center Evaluation: Narrative
- Average OWL Evaluation by Students: 99% of the 31 responders agreed or strongly that their tutor acted professionally and was knowledgeable about the subject matter; the goals of the tutoring session were completed; the tutor responded to their questions and showed patience, provided examples to help them understand, and directed them to resources they could use later. They also would seek out the tutor for future tutoring and recommend OWL to other students (IIC1c.21) (IIC2.9) (IIC2.12).

Evaluation Results: OWL (IIC1c.21) (IIC2.9) (IIC2.12)

- 97% of the respondents (31) reported that response time was faster than or about what they expected.
- 100% agreed or strongly agreed the OWL site was easy to use.
- 100% agreed or strongly agreed their tutor acted professionally.
- 100% agreed or strongly agreed their tutor was knowledgeable about the subject matter.
- 97% agreed or strongly agreed the goals of the tutoring session were completed.

- 97% agreed or strongly agreed the tutor responded to their questions and showed patience.
- 100% agreed or strongly agreed the tutors provided examples to help them understand.
- 100% agreed or strongly agreed the tutor directed them to resources they could use later.
- 100% agreed or strongly agreed they would seek out the same tutor for future tutoring.
- 97% agreed or strongly agreed they would recommend OWL to other students.

Evaluation Results: Power Study

- In fall 2007, the first pilot semester, the Power Study Program (PSP) supported 12 classes with 11 instructors with a combined enrollment of 501 students and a participation level of 20%. Six SWC students were hired and trained as Power Study Leaders. Four of these Leaders continued in spring 2008; the other two were teaching assistants in the Math plus Lab Program. During the pilot semester, faculty support grew, leading to a largely instructor-initiated expansion for spring 2008 to support 15 classes. Nine new PS Leaders were hired and trained (IIC1b.16).
- To quantitatively assess the impact of PSP on student outcomes, first census rosters and graded final rosters were obtained. The outcomes for program participants and non-participants were compared for overall GPA, rate of withdrawal, and successful completion. Initial outcomes data for fall 2007 indicated that in 9 of the 11 classes¹ supported, students who participated in the Power Study Program performed better than non-participants. In 5 of those classes, PSP students demonstrated a better outcome in all 3 categories. Further data analysis for fall 2007 should include adjusting threshold levels of participation to indicate effect and the magnitude of the effect. Data should also be aggregated, regardless of instructor and/or course (IIC1c.28) (IIC1c.39).
- The following adjustments were made to PSP for spring 2008 based on fall 2007 data and experiences. A single PS Leader was linked with each daytime Chemistry 100 course, compared to the “one-session-fits-all” approach in the fall. Also, classroom attendance by the PS Leaders increased. Leaders who supported an adjunct instructor or did not take the course with that instructor were required (schedule permitting) to attend the lecture once per week (IIC1b.16) (IIC1c.28) (IIC1c.34).

- Similarly, efforts by the coordinator to increase faculty promotion of the program to students included the following: individual discussion, inclusion of a notice in the syllabus, invitation of faculty to luncheon at pre-semester training, and a pre-semester faculty meeting.

- Results of PSP Program Based on Data Collected: (IIC1b.16) (IIC1c.28) (IIC1c.34):
Baseline = PSP session attendance three or more times:

Total class withdrawal rate = 24%

PSP = 4.1%

Total class successful completion rate = 58%

PSP = 76%

Total class GPA = 2.2

PSP = 2.47

- To obtain a qualitative assessment of the Power Study Program, instructors at their discretion administered an End-of-Semester Survey in the last two weeks of the semester. Out of 186 returned surveys, 49 were from PSP participants. Those participants reported strongly positive outcomes for participation as outlined below². (IIC1c.28) (IIC1c.34)
 - I would recommend Power Study to others or attend it again for a different class.
 - 48 agree or agree strongly, 10 agree somewhat or to a small degree and 2 do not agree.
 - I believe that my learning/study skills are improving.
 - 37 agree or agree strongly, 11 agree somewhat or to a small degree and 1 does not agree.
 - I understand topics better after attending the Power Study.
 - 40 agree or agree strongly, 15 agree somewhat or to a small degree.
 - I believe my grade in the course has improved.
 - 29 agree or agree strongly, 20 agree somewhat or to a small degree and 1 does not agree.
 - I believe I gained skills that I will use in future classes.
 - 35 agree or agree strongly, 12 agree somewhat or to a small degree and 2 do not agree.

¹ Bio 100-13 & -65 with M. Stinson are analyzed together.

² Numbers do not sum to 49. Some respondents answered this portion but did not identify themselves as participants.

- Of students who did not participate (137), 102 reported time conflicts as the reason. Interestingly, 84 respondents cited using other resources on campus, such as MESA, Math Lab, and ASC tutoring, and 90 reported forming study groups of their own (IIC1c.28).

ANALYSIS

Learning Assistance Services meets this standard.

Tutors hired through the Academic Success Center are dedicated, caring, and extremely competent within their subject areas and consistently go out of their way to assist students.

The current statistics indicate that although tutors receive comprehensive training through three levels of coursework (initial training is mandatory, whereas additional training is elective), there is a need for ongoing reinforcement of effective tutoring strategies. Evaluations by tutors and supervisors have been inexplicably higher than those by students and that must be addressed (IIC2.9).

Data and statistical analyses from the recently implemented Power Study Program indicate this program is a key area for expansion. It is viewed as particularly promising for basic skills, gatekeeper, and high-risk courses across the math and science curriculum (IIC1c.21) (IIC1c.28).

Similarly, alternate tutoring models that focus on taking tutors directly to students within individual classes and learning communities should be pursued. The “Plus Tutor Program,” providing tutorial assistance within basic skills courses, was funded for spring 2008 through the Basic Skills Initiative. Data will be analyzed at the end of the spring semester, but program continuation appears likely.

Based on the ASC survey, it was found that 38% of the faculty reported they did not know how to locate or navigate the ASC website. While LAS information is distributed to all campus sites and faculty via email and flyers, it is evident a greater variety of publicity is needed. This issue is critical since program success is contingent on students, staff, and faculty being aware of available services and program schedules and faculty referrals of students to tutorial services (IIC2.10).

ACTION PLAN

- Initiate a marketing plan utilizing various media to promote LAS programs.

Summary Standard IIC

Library:

The Library is meeting the WASC Accreditation Standards. Services are offered at the main campus and at all three Higher Education Center sites. The Library has expanded its reach via the development of the Online Library. Students have access to nearly 20,000 electronic books, more than 30 databases, tutorials in both English and Spanish, selected reliable websites in all disciplines as determined by the subject specialist librarians, a blog to gain new information, and access to a librarian at any time of the day or night. The Library staff members are dedicated professionals who work exceptionally well as a team and are very committed to student success.

However, the resources for the Library are inadequate. The number of library service points has increased while the available resources have not. The number of hours for adjunct librarians has not increased even though the service points and number of students have increased. No budget has been established for purchasing materials for the higher education sites; purchases must be made out of the Main Campus materials budget, which has experienced a decrease over the past several years. There should be a separate budget for materials for these sites, as well as for e-books, which are used much and serve well the students who cannot come to campus during the available open hours. The Library has had to drop periodical subscriptions because subscription prices overall have increased while the available funds have not. Larger budgets are needed for media and for closed-captioning since the Governing Board has mandated captioning for films purchased.

Students using ADA software should be able to use the same updated versions in the Library as they have used during instruction in the DSS lab.

Students need the online catalog to find books and the Circulation and Reserve modules to use those books, so the deteriorating Horizon system must be replaced as soon as possible but definitely within the next two years.

The Library staff members do the best they can with the resources available, but the continued expansion of service points accompanied by regular budget cuts will eventually create long-term issues with respect to the Library’s ability to provide a comprehensive and balanced collection, effective student service, and instructional outreach.

Learning Assistance Services:

Learning Assistance Services has undergone extensive expansion over the last five years, a growth that reaches beyond the walls of the newly remodeled ASC facility. The resulting programs and services have proven to be an effective means for furthering the academic goals of Southwestern College's student population.

LAS has consistently offered students access to a high quality tutorial program providing assistance in basic skills through advanced coursework. This has been made possible by ongoing efforts to provide its tutors the training and specialized knowledge required for the effective implementation of tutorial program goals and independent student learning. Also key to the program, efforts toward enhancing positive student learning outcomes has been its continued collaboration with faculty and staff across the curriculum to foster cooperation and a better alignment of program objectives with academic needs. LAS is also engaged in the development of innovative and targeted academic programs to ensure student success in those courses traditionally deemed high-risk and those that are academic gateways.

The Accreditation Standards for the programs and services offered through Southwestern College's Learning Assistance Services are efficiently and effectively achieved. Nonetheless, there are several areas within the LAS tutorial programs that will benefit from revision, expansion, or updating, especially in relation to the allocation or reallocation of resources to further enhance student learning outcomes.

Theme:

- Institutional Commitment
- Evaluation, Planning and Improvement
- Student Learning Outcomes
- Organization
- Dialogue
- Institutional Integrity



Culture of Evidence Standard II

- **IIA.1** Associate Degrees awarded to Hispanics and to total minorities (source Community College Week)
- **IIA1.1** Source for 20,000 unduplicated student number
- **IIA1a.1** Southwestern College Catalog
- **IIA1a.2** Source for statistic re: first in family to attend college
- **IIA1a.3** “Basic Skills as a Foundation for Student Success in California Community Colleges”
- **IIA1a.4** Assessment and Placement Results 2007
- **IIA1a.5** Flyers “Introduction to Academic ESL,” “ESL for Technology,” and “Learning English for Academic Purposes”
- **IIA1a.6** SWC Basic Skills Initiative webpage
- **IIA1a.7** “Overview of 5-Year Plan Development Process” from the SWC Basic Skills Initiative webpage
- **IIA1a.8** Flyer “Do You Want To Learn More About Basic Skills?”
- **IIA1a.9** Academic Success Center Chancellor’s Reports 2000–2007
- **IIA1a.10** Academic Success Center Academic Year Reports 2000–2007
- **IIA1a.11** Child Development Center webpage <http://www.swccd.edu/4thLevel/index.asp?L3=298>
- **IIA1a.12** Brochure “Southwestern College Family Resource Center”
- **IIA1a.13** Honors Program webpage <http://www.swccd.edu/3rdLevel/index.asp?L2=416>
- **IIA1a.14** College for Kids webpage <http://www.swccd.edu/~cfk/index.html>
- **IIA1a.15** Flyer “Beach Buddies Day Camp/Aquatic Adventures Day Camp”
- **IIA1a.16** Southwestern College Dashboard, summary for fall 2008
- **IIA1a.17** Hewlett Leaders in Student Success announcement
- **IIA1a.18** Basic Skills Initiative Student Data, January 13, 2009
- **IIA1a.19** Minutes of the SWC Accreditation Steering Committee meetings
- **IIA1b.1** SWC Continuing Education Schedule fall 2008
- **IIA1b.2** SWC Continuing Education webpage <http://www.swccd.edu/2ndLevel/index.asp?L1=71>
- **IIA1b.3** Brochure “Teaching Learning Center”
- **IIA1b.4** Brochure “My Own SWC Site: How to Get One”
- **IIA1b.5** Brochure “SMART Classrooms: everything you need to know to launch your multimedia lesson”
- **IIA1b.6** Learning Communities webpage <http://www.swccd.edu/2ndLevel/index.asp?L1=37>
- **IIA1b.7** Brochure “Learning Communities”
- **IIA1b.8** “Southwestern College Factbook, fall 2005–fall 2008”
- **IIA1b.9** Comparison between spring 2008 and spring 2009 of Enrollments in Online Courses, All Schools
- **IIA1b.10** Catalog and Schedule webpage <http://www.swcd.edu/2ndLevel/index.asp?L1=9>
- **IIA1b.11** “Learning Communities Course Success Rates, fall 2005 and spring 2006”
- **IIA1b.12** “Southwestern College Online Learning Plan”
- **IIA1b.13** “Recommendations of the Academic Technology Committee presented to the [Academic] Senate and passed by that body on February 10, 2009”
- **IIA1c.1** SWC Student Learning Outcomes temporary webpage
- **IIA1c.2** Agenda for Opening Day, January 11, 2009, Student Learning Outcomes Breakout Session
- **IIA1c.3** SLO Courses Report December 2008, report by course
- **IIA1c.4** SLO Course Report December 2008, report by discipline
- **IIA1c.5** SLO Programs/Certificates Report December 2008
- **IIA2.1** Minimum Qualifications for Faculty and Administrators in California Community Colleges
- **IIA2.2** Assembly Bill 1725
- **IIA2.3** SWC District Policy #5317 Minimum Qualifications and Equivalency Policy
- **IIA2.4** Tenure Review webpage <http://www.swccd.edu/3rdLevel/index.asp?L2=272>
- **IIA2.5** Minutes of Centers Meeting November 17, 2008
- **IIA2a.1** Brochure for new Medical Laboratory Technician Program
- **IIA2a.2** Curriculum Committee Members fall 2008–spring 2010
- **IIA2a.3** Curriculum Committee webpage <http://www.swccd.edu/4thLevel/index.asp?L3=713>
- **IIA2a.4** Sample Curriculum Committee agenda
- **IIA2a.5** SWC CurricUNET website www.curricunet.com/Southwestern
- **IIA2a.6** SWC Academic Program Review website www.swccd.edu/3rdLevel/index.asp?L2=368
- **IIA2a.7** Sample brochures from the Study Abroad Program
- **IIA2b.1** [Career & Technical Programs Advisory Committee Handbook](#)

- IIA2b.2 ASSIST website <http://www.assist.org/web-assist/welcome.html>
- IIA2c.1 Number of course sections fall 2006–fall 2008
- IIA2c.2 “Dr. David Brown Receives Chemistry Award”
<http://www.swccd.edu/~mse/Docs/DavidBrownChemistryAward.pdf>
- IIA2c.3 County of San Diego Proclamation Honoring Southwestern Sun
- IIA2d.1 Enrollment Report for Online Learning Classes, spring 2008–spring 2009
- IIA2d.2 Brochure “Online Academy for Professional Development”
- IIA2d.3 Morris, Susan, and Bernice Mccarthy: *4MAT in Action*, 4th edition. Barrington, IL: Excel, Inc., 1999
- IIA2d.4 Brochure, “4MAT,” from Staff Development
- IIA2d.5 Flyer for 4MAT, spring 2001
- IIA2d.6 On Course website <http://www.oncourseworkshop.com/On%20Course%20I%20Workshop.htm>
- IIA2d.7 On Course Workshops offered by SWC Staff Development with dates, titles, and attendance
- IIA2d.8 Brochure, “Flex/Hurdle/Educational Incentive Guidelines”
- IIA2d.9 Staff Development programs offered on January 30, 2009
- IIA2d.10 Sample global email announcing Staff Development offerings for February 2009
- IIA2d.11 Sample calendar of Staff Development offerings for the entire semester, spring 2007
- IIA2d.12 Staff Development webpage <http://www.swccd.edu/~staffdev>
- IIA2d.13 Fast Track Classes offered in fall 2007 from the class schedule
- IIA2d.14 SWC Technology Plan 2005–2010
- IIA2e.1 SWC District Policy #4020 Program and Curriculum Development, Modification, and Discontinuance
- IIA2e.2 Curriculum and Instruction Committee Annual Report 1999–2000
- IIA2e.3 Curriculum Development Semester Summary, fall 2005 and spring 2006
- IIA2f.1 SWC Student Learning Outcomes timeline
- IIA2f.2 SWC Student Learning Outcomes Update August 28, 2008; includes Academic, Student Services, and Administrative outcomes
- IIA2f.3 Southwestern College Educational and Facilities Master Plan January 30, 2008
http://www.maasco.com/clients_southwestern.asp (Hard copy available in the Accreditation Library)
- IIA2g.1 Sample of Mathematics departmental final for Math 20
- IIA2g.2 “An Overview and Historical Perspective of the Mathematics Department Final and Data Analysis”
- IIA2h.1 Faculty Course Syllabus and Materials Review Form A
- IIA2h.2 Evaluation Procedures for Tenured Instructional Faculty
- IIA2i.1 Graduation Statistics 1993–2008
- IIA3.1 Title 5 Regulations: Minimum Requirements for the Associate Degree
- IIA3.2 Title 5, Sec. 55002
- IIA3.3 Student Learning Outcomes Core Competencies
- IIA3.4 General Education Requirements, from College catalog
- IIA3.5 Plan A
- IIA3.6 CSU General Education Breadth
- IIA3.7 IGETC (UC, CSU)
- IIA3.8 Proficiency Requirements (mathematics, reading, English writing) from College catalog
- IIA3.9 Requirements in computer literacy, physical education, and health, from College catalog
- IIA3.10 Executive Order #405
- IIA3.11 Executive Order #595
- IIA3.12 SWC Student Learning Outcomes Assessment Philosophy
- IIA3.13 Flyers for special diversity programs
- IIA3.14 Flyer and brochure for Women’s History Month
- IIA4.1 Comparison of Catalogs 2007–2008 and 2008–2009 showing the elimination of the General Studies and Transfer Studies majors
- IIA4.2 “How to Achieve an AA/AS Degree” from 2007–2008 Catalog
- IIA5.1 Report of 2008 pass rates on national tests for CNA and ADN
- IIA5.2 Report of CNA pass rates on state test as determined by the National Nurse Aid Assessment Program
- IIA5.3 Letter from the National League for Nursing Accrediting Commission reaffirming the Nursing Program’s accreditation in 2006
- IIA5.4 Letter from the Commission on Accreditation of Allied Health Education Programs reaffirming the accreditation of the Surgical Technology Program
- IIA5.5 Pass rates, state and national, for the Dental Hygiene Program
- IIA5.6 Pass rates for Emergency Medical Technicians on the county test and Paramedics on the national test
- IIA5.7 Cooperative Work Experience from 2007–2008 College catalog

- IIA6a.1 Transfer Center webpage <http://www.swccd.edu/3rdLevel/index.asp?L2=102>
- IIA6a.2 Online Pre-Registration Workshop <http://www.swccd.edu/~orientation>
- IIA6a.3 College Source Online (database) <http://www.collegesource.org/home.asp>
- IIA6b.1 Sample Catalog Addendum
- IIA6c.1 Spring 2007 Class Schedule
- IIA6c.2 “Spirit” (online newsletter) July 2008 issue
- IIA6c.3 “Connections”, fall 2008 issue
- IIA7a.1 SWC District Policy #7027 Academic Freedom Policy
- IIA7b.1 SWC District Policy #7029 Academic Integrity Policy
- IIA7b.2 Student Conduct Standards and Discipline, from 2007–08 SWC Catalog
- IIA7b.3 SWC Student Policy Manual 2007–2008
- IIA7b.4 2003 CAI (Center for Academic Integrity) Conference Welcome Newsletter
- IIA7b.5 Online version of SWC Student Policy Manual, 2002–03 <http://www.swccd.edu/PdfsSI/StudentPolicyManual.pdf>
- IIA7b.6 San Jose State University Library’s Plagiarism Tutorial (reprinted with permission)
- IIB1 Student Services Organizational Chart
- IIB1.1 Categorical Self Evaluation Report–2007
- IIB1.2 Admissions Application
- IIB1.3 District Emergency Response Plan
- IIB1.4 Career Center Assessments
- IIB1.5 Recommended UDE policy (PENDING)
- IIB1.6 Financial Aid informational literature
- IIB1.7 Financial Aid Office–scholarship monthly bulletin
- IIB1.8 Student of Distinction Awards nomination forms
- IIB1.9 AmeriCorp/Service Learning Accomplishments
- IIB1.10 First Census Enrollment Report–2008
- IIB1.11 Department Program Reviews
- IIB1.12 CalWORKs Student Satisfaction survey
- IIB1.13 Student Services Board Goals and Strategic Plan
- IIB2a.1 Southwestern College Catalog 2007–08
- IIB2a.2 Academic Freedom Policy
- IIB2d.1 Class Schedule
- IIB3a.1 Campus Climate surveys
- IIB3a.2 Transfer Center Newsletter & Calendar
- IIB3b.1 Student Policy Manual
- IIB3b.2 ASO Constitution & Bylaws
- IIB3b.3 List of ASO clubs & organizations
- IIB3c.1 Counseling Department Assessments
- IIB3d.1 Diversity Plan
- IIB3f.1 Policy #5040–Student Records and Directory Info
- IIB3f.2 Spring 2008 Student Affairs Survey results
- IIB3f.3 Program Review–Counseling Dept: 2007–2008
- IIB4.1 Program Review/SLO – Student Services
- IIB4.2 Student Affairs Survey
- IIC 1 ASC Mission Statement, Vision, and Goals
- IIC1a.1 Learning Resources brochure
- IIC1a.2 Council of Chief Librarians Annual Data Survey for 2006–2007
- IIC1a.3 Expenditures for books 1996–2007
- IIC1a.4 Southwestern College Library Course Reserve Request Form
- IIC1a.5 ASO Textbook Grant 2008–titles purchased
- IIC1a.6 List of databases from Library’s website <http://www.swccd.edu/~library/Lv11/index.asp?L1=12>
- IIC1a.7 Basic Search page from Library’s website
- IIC1a.8 Sample page for requesting an item from the online catalog
- IIC1a.9 Comparison of adjunct hours February 2007 and February 2009
- IIC1a.10 Collection Development areas and librarian assignments
- IIC1a.11 Southwestern College Library Collection Development Policy
- IIC1a.12 Southwestern Community College District Policy #6081 Alternate Media
- IIC1a.13 NetLibrary E-Book Collection accesses 2002–2007
- IIC1a.14 Emails relative to purchase suggestion from Mark Van Stone

- ❑ **IIC1a.15** ASC Reporting Structure Flow Chart
- ❑ **IIC1a.16** ASC Interdisciplinary Tutorial Center Handbook for Adjunct Faculty
- ❑ **IIC1a.17** SWC Acceptable Use Policy
- ❑ **IIC1a.18** ITC Inventories Regarding Capacity, Computers, and Software
- ❑ **IIC1a.19** SWC Technology Plan (See Culture of Evidence for Technology)
- ❑ **IIC1a.20** SWC Equipment Inventory
- ❑ **IIC1a.21** ASC Remodel records and plans for Building 420
- ❑ **IIC1a.22** ASC brochure
- ❑ **IIC1a.23** ASC Policies and Procedures
- ❑ **IIC1b.1** Main Library Reference Desk statistics 2001-08
- ❑ **IIC1b.2** Library Hours for Main Library and Center Libraries from Library website
- ❑ **IIC1b.3** QuestionPoint homepage <http://www.questionpoint.org>
- ❑ **IIC1b.4** Ask a Librarian page from Library website
- ❑ **IIC1b.5** Library Orientation Request form
- ❑ **IIC1b.6** Service statistics from Otay Mesa and National City July 2007–November 2008
- ❑ **IIC1b.7** Handout from Blackboard orientation
- ❑ **IIC1b.8** Syllabus for LIB 110
- ❑ **IIC1b.9** Syllabus for LIB 151
- ❑ **IIC1b.10** “A Quick Look at the Library Orientation You’ve Just Completed”
- ❑ **IIC1b.11** SurveyMonkey results for survey of faculty on orientations
- ❑ **IIC1b.12** Statistics of SWC student use of Questionpoint
- ❑ **IIC1b.13** Statistics of attendance at Blackboard orientations
- ❑ **IIC1b.14** SWC Strategic Plan: Student Success
- ❑ **IIC1b.15** OWL Webpage http://www.swccd.edu/~asc/owl_guidelines.html
- ❑ **IIC1b.16** Power Study Program Goals, Procedures, and Schedules
- ❑ **IIC1b.17** Boylan, H., and Bonham, B.S. (1992) *Preliminary Results of the EXXON Grant*. Paper presented at the First National Research Conference in Developmental Education, Charlotte, N.C.
- ❑ **IIC1b.18** ED 100/NC 47: Tutor Training—Level 1 Course Outline Including Student learning outcomes
- ❑ **IIC1b.19** ED 101/NC 48: Tutor Training—Level 2 Course Outline
- ❑ **IIC1b.20** ED 102/NC 49: Tutor Training—Level 3 Course Outline
- ❑ **IIC1c.1** Homepage at Library’s website <http://www.swccd.edu/~library>
- ❑ **IIC1c.2** Southwestern College Library Remote Access fall 2008
- ❑ **IIC1c.3** Form from Library website for requesting passwords <http://www.swccd.edu/~library/Password/Request>
- ❑ **IIC1c.4** Create a Free Account for netLibrary <http://www.netlibrary.com/CreateAccount.aspx>
- ❑ **IIC1c.5** Handouts & Tutorials from Library’s website <http://www.swccd.edu/~library/Lvl2/index.asp?L2=54>
- ❑ **IIC1c.6** SWC Library Interlibrary Loan Application Book Request <http://www.swccd.edu/~library/Lvl3/index.asp?L3=20>
- ❑ **IIC1c.7** SWC Library Interlibrary Loan Application Periodical Request <http://www.swccd.edu/~library/Lvl3/index.asp?L3=21>
- ❑ **IIC1c.8** Interlibrary Loan Statistics 2005–2007
- ❑ **IIC1c.9** Internet Resources from Library’s website <http://www.swccd.edu/~library/Isg>
- ❑ **IIC1c.10** SWC Library: a virtual tour <http://www.swccd.edu/~ksmith/newbldg/bldginfo.htm>
- ❑ **IIC1c.11** What’s New @ SWC Library? <http://swcwhatsnew.blogspot.com/>
- ❑ **IIC1c.12** New Items @ SWC Library <http://feeds2.feedburner.com/NewBooksSwcLibrary>
- ❑ **IIC1c.13** Brochures from the Higher Education Center at Otay Mesa
- ❑ **IIC1c.14** Brochures and flyers from the Higher Education Center at National City
- ❑ **IIC1c.15** Flyer from the Higher Education Center at San Ysidro
- ❑ **IIC1c.16** ASC Webpage under Student Services: <http://www.swccd.edu>
- ❑ **IIC1c.17** T3: Tutors, Tweens, and Teens Policies and Procedures
- ❑ **IIC1c.18** T3: Tutors, Tweens, and Teens Data and Annual Reports, 2000–2007
- ❑ **IIC1c.19** Writing Center Referral Form
- ❑ **IIC1c.20** Writing Center Workshop Schedule, 2000–2007
- ❑ **IIC1c.21** Basic Skills Initiative Funded Programs, 2005–2008
- ❑ **IIC1c.22** ASC Webpage under Quick Links: <http://www.swccd.edu/~asc>
- ❑ **IIC1c.23** OWL Submission Form
- ❑ **IIC1c.24** ASC Chancellor’s Reports, 2000–2007
- ❑ **IIC1c.25** ASC Academic Year Reports, 2000–2007
- ❑ **IIC1c.26** NC 3: Supervised Tutoring Course Outline
- ❑ **IIC1c.27** Positive Attendance Tracking Records (See CSS and PAT Administrators)

- II C1.c.28** Power Study Program Evaluations and Data, spring 2007–fall 2008
- II C1.c.29** Power Study Program Policies and Procedures
- II C1.c.30** Power Study Leader Training Manual
- II C1.c.31** Power Study Leader Application Form
- II C1.c.32** Power Study Two-day Training Schedules and Documents
- II C1.c.33** Power Study Leader Evaluation Form
- II C1.c.34** Power Study Instructor–Administered End of Semester Student Survey
- II C1.c.35** ASC Test Proctoring Semester and Annual Reports and Records
- II C1.c.36** MESA 2007 fall Report
- II C1.c.37** MESA Website
- II C1.c.38** Math Center fall 2008 Report
- II C1.c.39** ASC Special reports for Disability Support Services, CalWORKs, EOPS, TELA, VTEA, BSI
- II C1.d.1** Garaventa Evau-Trac CD7
- II C1.d.2** SILDRN San Diego/Imperial County Libraries Disaster Response Network <http://orpheus.ucsd.edu/sildrn>
- II C1.d.3** SWC Emergency Response Manual (Campus Police)
- II C1.e.1** Community College Library Consortium: CCL-EAR Committee
- II C1.e.2** Joint Powers Agreement SDICCCCLRC
- II C1.e.3** College Consortium Audiovisual Services
- II C1.e.4** SDICCCCLRC County Media Cooperative Collection: Southwestern College Usage Statistics
- II C1.e.5** Sample QuestionPoint Survey
- II C1.e.6** Southwestern College institutional membership in Tierra del Sol Library Network
- II C1.e.7** Sample of titles purchased from netLibrary
- II C2.1** Results of faculty survey by COBRO, spring 2008
- II C2.2** Results of student survey by COBRO, spring 2008
- II C2.3** Library survey used in 2005
- II C2.4** SWC Classified Employee Performance Evaluation Form
- II C2.5** ASC Coordinator Tutor Evaluation Form
- II C2.6** ASC Peer Tutor Evaluation Form
- II C2.7** ASC Student Tutor Evaluation Form
- II C2.8** ASC Tutor Self-Evaluation Form
- II C2.9** ASC Tutor Evaluations, 2000–2007
- II C2.10** ASC Tutorial Services Survey results, 2000–2007
- II C2.11** Writing Center Survey
- II C2.12** OWL Tutor Evaluation Form
- II C2.13** List of Courses Tutored by the ASC Tutors
- II C2.14** ASC Tutor Application Form
- II C2.15** ASC Tutor Manual

Institutional Self-Evaluation Using Commission Standards

2009 Self Study

Standard III Resources



Co-Chairs:

Margarita Andrade-Robledo, Professor of Spanish & Terry Davis, Dean of Health, Exercise Science and Athletics

Standard III: Resources

CO-CHAIRS	ADMINISTRATORS	FACULTY	STAFF	STUDENTS
Margarita Andrade-Robledo: Professor of Spanish	Miguel Aguilera: Maintenance Cecilia Almaraz: Office Support Services	Janet Mazzarella: School of Mathematics, Science, and Engineering Carol Stuardo: School of Language and Literature	Teri Ashabranner: Human Resources	
Terry Davis: Dean, School of Health, Exercise Science and Athletics	Tom Beasley: Fiscal Services Steve Bossi: School of Applied Technology and Learning Assistance	Susan Brenner: School of Language and Literature Corey Breiningger: School of Applied Technology and Learning Assistance Bill Maddox: School of Applied Technology and Learning Assistance	Efren Barrera: Human Resources Maggie Croft: Legal Affairs Carmen Cortez: Office Support Services	
	Brent Chartier: College Police Jack Ezroj: Purchasing Joe Figuera: Food Services Michael Kerns: Vice President, Human Resources	Eliana Santana: School of Language and Literature Angelina Stuart: School of Language and Literature	Clara Davis: Office Support Services Li-Lan Fishel: School of Mathematics, Science and Engineering	
	Frederick "Gus" Latham: Maintenance Jackie Osborne: Human Resources		Alexana Garcia: Human Resources Robert Graham: Fiscal Services	
	Laura Sales: Fiscal Services Gary Van Voorhis: Computer Systems and Services John Wilson: Business and Operations		Linda Hernandez: Business and Operations Larry Lambert: Online Learning Center Bertha "Rose" Williams: School of Language and Literature	

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

A1. Human Resources

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services

DESCRIPTION

To ensure integrity and quality of programs, the institution provides services that meet the highest level of support in the areas of education, training, and experience. This process starts with quality recruitment of faculty, staff, and administrators.

The Human Resources Department coordinates a number of different types of recruitment and selection processes, which are determined by type of employment and are structured within the Recruitment and Hiring Procedures (IIIA1.1). All recruitment and selection processes are fully compliant with Title 5, section 53000, et seq. (IIIA1.2). The educational program success is derived from thoughtful selection of individuals who have the potential to meet the goals and mission of the College (IIIA1.3).

Types of employment include academic administrators, faculty, adjunct faculty, classified administrators, classified confidential and bargaining unit members, and non-academic hourly employees. The requirements for faculty and administrators are defined under Title 5, along with the Minimum Qualifications process (IIIA1.4). The selection of faculty is based on the educational needs of each department. All other employees' requirements for employment are determined by specific job descriptions (IIIA1.5).

Hiring of faculty is designed to acquire qualified individuals with a variety of expertise and experiences to stimulate the educational process. An applicant's educational training and experience is an essential component of the selection process. Over the past few years, the District has hired a wealth of quality faculty, from a Grammy award nominee in music to national award winners in science. The College's mission in the selection process is to hire the best and brightest minds available. This has been demonstrated by the selection committees' reluctance to hire less than quality applicants. On numerous occasions, the hiring process has been reopened for solicitation of a more highly qualified and diverse pool of applicants for the current openings (IIIA1.6).

ANALYSIS

To assure the integrity and quality of its programs, the Human Resources Department uses methods of recruitment which are in compliance with the Recruitment and Hiring Procedures and Title 5. Following this process ensures that the District employs the most qualified personnel.

A1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibility, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTION

Each job announcement provides criteria and qualifications for all applicants in a clear, concise manner (IIIA1a.7). Advertisement for all positions is conducted through the institutional website, the California Community College Registry, and local and national publications (IIIA1a.8).

The District demonstrates its support of quality programs by implementing the Academic Program Review (APR) process for the areas of academics and student services (IIIA1a.9). This process has improved the overall quality of every discipline and/or program on campus. Each discipline/program participates in a self study to review, analyze, and assess its content, currency, direction, and quality in relation to student outcomes. The results are used to confirm the staffing needs within the department. APR is a mandatory requirement for budget allocation. This standard of institutional self-evaluation ensures the integrity needed to hire staff and faculty required to provide quality services and programs.

Faculty hiring is a process determined by shared governance and Title 5. The Faculty Hiring Prioritization (FHP) Committee is composed of deans and faculty from every School within the College (IIIA1a.10). The selection process has been designed to eliminate as much potential sources of bias as possible. Deans, chairpersons, and discipline faculty work together to design a proposal for the request for the new faculty. Each proposal is scrutinized by the committee to adhere to FHP guidelines. A ranking of faculty based on FHP guidelines is submitted to the Superintendent/President's cabinet, financial controller and subsequently ratified by the Governing Board (IIIA1a.11).

Title 5 mandates educational degree standards. It is the duty of the District to hire faculty and staff who meet the standards required for student success.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated:

SWC District Policy #7120 and Procedure: Recruitment and Hiring was developed in a shared governance environment and adopted in spring 2007 (minor changes made in 2008). In spring 2007, representatives from Human Resources and District employee groups (SCEA, CSEA, Academic Senate, Classified Senate, Administrators' Association, Confidentials) met regularly to revise the existing staff diversity policy and ensure that the Recruitment and Hiring Procedures comply with current regulations under Education Code and Title 5 (IIIA1a.12). Technical definitions related to employment (as defined in the Education Code) were added to Procedure #7120.

The qualifications for faculty and educational administrators are clearly stated in the State Minimum Qualifications as published by the Chancellor's Office (IIIA1a.13). Criteria and qualifications for non-academic staff and non-academic administrator positions are clearly defined in job descriptions for each classification.

Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibility, and authority:

Job announcements and descriptions are clearly defined; the purpose of each classification is identified to meet the institutional mission and operational goals of each department. Job announcements contain the Mission Statement. Job descriptions clearly define the responsibilities and authorities of the position. Job descriptions are created or modified using a third party vendor for standards and consistency. Johnson & Associates has been creating, analyzing, and modifying the District's classified job descriptions since 1995. Classification and reclassification reviews are conducted annually for classified staff and administrator positions to ensure adherence to published job descriptions. During the hiring process, an interview question regarding diversity is required for every selection process (IIIA1a.4), (111A1a.14). Workloads for faculty are defined in the SCEA Contract (Article IV: Workload).

Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution:

Once a faculty position is opened for recruitment, faculty within the discipline consult to create, develop, and modify job announcements meeting the above criteria. Selection committees create interview questions, which assist in the process of determining expertise in the discipline.

All candidates selected for interview are required to conduct a teaching demonstration and are queried as to background and qualifications that meet scholarly activities, mission of institution, and diversity of the population.

Institutional faculty plays a significant role in the selection of new faculty:

The discipline meets to nominate faculty members for all selection committees. Depending on the size of the committee, two-to-four faculty members are appointed to each faculty selection committee. Selection committees write interview questions related to the discipline, select dates of interviews, design teaching presentations, interview

the selected applicants, and forwards the names of the top three candidates to the Superintendent/President for second interviews. Each committee meets with the Superintendent/President for final consultation in the selection of new faculty; the Superintendent/President then recommends one name to the Governing Board for approval. Faculty members often act as the selection committee chair (responsible for coordinating selection process/conducting background checks). Three reference checks are conducted for each final candidate (IIIA1a.15).

Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies:

Upon receipt of applications, the Human Resource Academic Technician reviews unofficial transcripts to verify that degrees are conferred by properly accredited institutions. This initial screening allows the selection committee to interview only those candidates who either meet the published/advertised minimum qualifications or who possess qualifications equivalent to the published/advertised minimum qualifications. All selected candidates must provide official transcripts from accredited institutions, which are recognized by U.S. accrediting agencies, in order to complete the hiring process (IIIA1a.) (IIIA1a.16).

When applicants do not meet the published criteria, supplemental equivalency applications and transcripts may be forwarded to the equivalency committee for consideration.

Degrees from non-U.S. institutions are recognized only if equivalence has been established:

Applicants with foreign degrees submit an evaluation report from an agency having membership with the National Association of Credential Evaluation Services. This report translates and evaluates the coursework and/or degree for equivalency to accredited degrees conferred in the United States (IIIA1a.16).

A1.b

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

DESCRIPTION

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals.

The District establishes written criteria, listed in existing personnel handbooks, for evaluating all personnel. Included are ratings for the performance of assigned duties and participation in institutional responsibilities and other activities appropriate to the employees' expertise (IIIA1b.17).

The Tenure Review & Faculty Evaluation Manual (an addendum to the SCEA contract) provides a comprehensive description of the tenure review philosophy, evaluation procedures, and adopted forms to be used in the evaluation process (IIIA1b.18). The administrator overseeing the evaluation process of a probationary faculty member is typically a School or Center Dean, the cognizant Vice President, or a Program Director. Probationary faculty (referred to as candidates for tenure) are evaluated by each member of their tenure review committee over the course of the four-year probationary period. Once tenured, a faculty member is evaluated once every three years in the spring semester. A tenured peer evaluator is selected to oversee the evaluation process, which does include student evaluations.

All new part-time (adjunct) instructors undergo a full performance evaluation no less than three times during the first six semesters of teaching for the College. After the sixth satisfactory consecutive semester of teaching, the part-time instructor will be evaluated on an ongoing basis every sixth subsequent semester (IIIA1b.19).

In addition to the above, there are specific evaluation procedures set forth for faculty teaching online/hybrid courses and for noncredit instructors exclusively.

ANALYSIS

District Procedures follow requirements as defined in Title 5, Section 53000, and the uniform guidelines for employee selection procedures (as defined by the Federal Government 1978).

Through its hiring process and the emphasis placed on the qualifications of its faculty and staff, the District ensures that it employs the most qualified individuals, and the District employees directly contribute to the College's mission.

The faculty evaluation process is established through mutual agreement of the District and the faculty bargaining unit (SCEA) contract. The contract identifies standards of practices in the areas of curriculum development, participation in Academic Program Review, conducting peer evaluations, and serving on departmental and District-wide committees.

Scheduling of evaluations for classified contract employees is based upon requirements defined in the Classified School Employee Association (C.S.E.A.) Bargaining Contract. All classified employees are evaluated by their immediate supervisor. An official evaluation is one that is submitted on the District standard “Classified Employee Performance Evaluation” form. C.S.E.A. Contract Article IV section 4.1 provides further information (IIIA1b.20).

A new classified employee to the District serves a probationary period of 12 months from the date of employment. Progress evaluations for these employees are submitted to Human Resources on or about the end of the third, sixth, and tenth month from the date of appointment to the position. After the 12 month probationary period, the probationary employee becomes a permanent employee. Permanent employee progress evaluations are submitted once during the fiscal year at a time designated by the District. When a permanent employee promotes to a new classification through the application process, the evaluations are submitted on or about the third, sixth, and eighth month from the date of appointment into the new classification (position). Progress evaluations for permanent employees who have been in the same classification (position) for five years occur once every three years. Out of sequence evaluations are made upon request of the immediate supervisor.

The Classified Confidential Employees are evaluated based on the Classified Confidential Employee Handbook. Evaluations for classified administrators are systematically scheduled and are administered by the employee’s immediate supervisor. Scheduling of evaluations is based upon the requirements defined in the Classified Administrator Handbook (IIIA1b.17).

Academic Administrators are evaluated in the fall semester of their first year contract and thereafter every three years. An evaluation consists of self-evaluation by the administrator and a performance review by the immediate supervisor. Scheduling of evaluations is based upon the requirements defined in the Academic Administrator Handbook (p. 16 & 17) and SWC District Policy #7253: Academic Administrator Evaluations (IIIA1b.17), (IIIA1b.20).

ANALYSIS

The evaluation procedures ensure that the most qualified personnel are employed by the District to support student success. Overall, evaluations improve institutional effectiveness by formalizing goals, developing improvement in staffing plans, and increasing communication between management, faculty, and staff.

A 1. c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTION

Student Learning Outcomes (SLOs) by course/program were developed by academic department faculty and are evaluated by instructors through assessments, such as projects, exams, and in-class activities using specific rubrics (IIIA1c.21).

ANALYSIS

The data from the assessment of SLOs will be collected and analyzed by faculty in order to monitor student success and teaching effectiveness as a means of improving student learning. The faculty will review SLOs and students’ progress towards achieving SLOs to modify both curriculum and instructional priorities and practices.

It is recommended that additional meeting time be identified at the end of each semester for faculty to have the opportunity to meet to review SLOs by course and program. To be more specific, the following is suggested: (1) Faculty have meeting time for ongoing dialogue within programs and departments, in which faculty discuss, evaluate, measure the effectiveness of their SLOs, and use SLO information to improve curriculum and instruction. (2) Analysis of data concerning SLO achievement will be used in planning professional, curriculum, and instructional development activities and materials

A 1. d

The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTION

SWC District Policy #2715: Governing Board Code of Ethics, adopted March 2008 details specific standards of ethical conduct for Governing Board members (IIIA1d.22).

The Classified Staff Handbook contains a code of ethics for classified staff (IIIA1b.17). SWC District Policy #3050: Institutional Code of Professional Ethics, was approved by the Governing Board in September 2008. This policy applies to all District employees (IIIA1d.23).

ANALYSIS

District Policies and Procedures are currently being drafted regarding discipline and dismissal of Classified and Academic staff members. These policies may include violation of SWC District Policy #3050 as grounds for disciplinary action.

ACTION PLAN

- Revise the Classified Staff Handbook to include the Institutional Code of Professional Ethics SWC District Policy #3050 for all District employees.

A2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

DESCRIPTION

The District has made a valid attempt to maintain sufficient numbers of qualified faculty, staff, and administrators. Due to the constant growth of the student population, current budget crises, and loss of key personnel over the years, the District is in constant search for qualified individuals with appropriate preparation and experience to support student success.



Faculty

Due to a budget crisis in spring 2008, not all of the vacant faculty positions from spring 2007 were filled in fall 2008. Of the 12 vacancies, only three positions were approved for hiring. This caused an identifiable reduction in the College's Full-Time Obligation (FTO). A fiscal penalty for the -4.70 faculty shortage was assessed by the Chancellor's office. The institution hired one new full-time faculty member in January 2009. The District's current FTO is -2.7.

The Governing Board approved the recruitment and hiring of five new faculty positions at their January 2009 Board meeting (IIIA2.24).

Management

Over the years, the strength of the College's management team has been the Deans, Directors, and Supervisors. There has been very little turnover in this vital area of administration. With the employment of the current Superintendent/President, now in his second year, there is a strong commitment to fortifying the administrative team.

Ultimately, it is the decision of the Cabinet, Superintendent/President, and Governing Board to determine the need for management positions. In the past, there have been numerous interim administrators. Formal recruitments have resulted in the hiring of permanent administrators.

During the academic year 2007–2008, all four of the Vice President positions experienced turnover. With such a large change in Cabinet level positions, the College has not been adequately staffed with well-qualified managers. Other management positions, particularly deans and directors, have maintained a stable environment. The Superintendent/President has now hired with Board approval three of the four Vice Presidents, with the Vice President of Business & Financial Affairs to be selected by Summer 2009. With this new addition of leaders, the direction of the District is now more focused to meet the institution's mission and purpose.

Classified Staff

After the 2003 budget crisis, many classified contract positions were not filled. This caused an increased workload for employees in many departments across the campuses. In order to compensate, the District hired hourly employees to meet student needs. A limited number of employees are compensated using out-of-class payment to complete all the work required at the College.

In order to update job descriptions, identify current assignments, and update position qualifications, a Global Reclassification study has been completed (IIIA2.25).

ANALYSIS

Under the direction of the Superintendent/President, the District has taken an aggressive but thorough approach in seeking qualified personnel.

As a result of the 2008–2009 fiscal year budget crisis, the Superintendent/President and Cabinet are currently reviewing the existing organizational structure. The intent is to create more efficient workflows and streamline operations while maintaining the focus on student success.

A3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

A3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION

On August 8, 2007, the Governing Board adopted the Equal Employment Opportunity (EEO) Plan (IIIA1a.12). It was revised on October 8, 2008. The Plan reflects the District's commitment to equal employment opportunity and supports the intent set forth by the California Legislature to assure continuing good faith efforts are made to build a community in which opportunity is equalized. Its goal is to foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. The EEO Plan sets forth the District's conviction that diversity in the academic environment fosters cultural awareness, mutual understanding, harmony, respect, and student success; a diverse academic environment enables students to flourish better.

Recruitment and Hiring

SWC District Policy #7120: The Recruitment & Hiring Policy and Procedure (IIIA1.1) ensures fairness in all employment procedures by assuring compliance with the Education Code and Title 5 (IIIA1.2). The procedure provides for open recruitment, participation from all employee groups on selection committees and applicant pools that contain the most qualified and diverse group of individuals possible. All selection committees, are assigned a Hiring Compliance Officer (HCO) to ensure that the committees "follow fair employment practices and adhere to the requirements of Title 5, the Education Code, and the District's policies and procedures in screening, interviewing, discussing, and recommending candidates for employment" (IIIA1.2).

Adverse Impact Analysis

Adverse Impact Analysis means "that a statistical measure is applied to the effects of a selection procedure in order to ensure that any lack of a diverse applicant pool did not result from discriminatory recruitment procedures" (Procedure 7120). Human Resources performs adverse impact analysis during the selection process. This analysis is further detailed in the District's EEO Plan.

The District negotiates all other employment procedures with the employee constituencies. These constituencies include the classified staff (CSEA), faculty (SCEA), classified confidentials, and administrators.

The State Chancellor's Office designated a monitor to review all aspects of academic administrator hiring from February 2008 to December 2009. This included a review of job announcements, selection committee composition, application screening criteria, interview screening criteria, interview questions, and composition of the applicant pools. Because the monitor found the District's hiring processes to be fully compliant with all applicable laws and statutes, in February 2009 the Chancellor's Office determined the monitor was no longer needed (IIIA3a.26).

ANALYSIS

The District's Recruitment & Hiring Policy and Recruitment & Hiring Procedure ensure fairness in all selection processes.



A3.b

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

DESCRIPTION

Southwestern College is committed to maintaining a standard of record keeping that is confidential, accurate, and complete. Personnel files are stored securely in locked cabinets in the Human Resources Office. Information pertaining to employee disability leaves is maintained separate and apart from employee personnel files. The personnel of Human Resources ensure that all files are locked after business hours. The Human Resources area has an internal alarm system as added security and is converting from paper to a secure electronic server. Only authorized Human Resources personnel can access these documents. Employees contact the Human Resources Office to view their personnel file in the presence of an authorized Human Resources representative. Employees may have copies from their personnel file upon request. Inactive employee files are stored by disk or microfiche.

ANALYSIS

The District has provided a secure place to store personnel records and access to employees is available.

A4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

A4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTION

The institution adheres to Southwestern College Recruitment and Hiring Policy and Procedure #7120 (IIIA1.1), which includes areas of Adverse Impact Analysis (a statistical measure that is applied to the effects of the selection procedure in order to ensure that any lack of a diverse application pool did not result from discriminatory recruitment procedures). Southwestern College has established the practice of assigning a Hiring Compliance Officer (HCO), who acts as an observer and advisor in all stages of the hiring process. The HCO is a non-voting member of the selection committee and is selected by Human Resources. The HCO is charged with ensuring that the selection committee follows fair employment practices and adheres to the requirements of Education Code, Title 5, and the District's policies and procedures in screening, interviewing, and discussing candidates (IIIA4a.27).

Southwestern Community College District Policy #3430: Prohibition of Harassment and Discrimination, recognizes that harassment and discrimination on the basis of age, ancestry, color, ethnic group identification, national origin, religion, race, gender, gender identity, sexual orientation, marital status, physical or mental disability, or veteran status are violations of Federal and State laws as well as District policy (IIIA4a.28).

A District demographics study is completed annually by the Human Resources Department to evaluate hiring based on staffing diversity in relationship to the diversity demographics of our students and community (IIIA4a.29).

Pursuant to Title 5, §53005, the District has a standing Equal Employment Opportunity (EEO) Advisory Committee that meets at least quarterly throughout the year to review and revise the EEO Plan for the District (IIIA1a.12), to monitor EEO progress, and to promote activities fostering understanding and support of EEO.

Southwestern College's EEO Plan has been approved by the Chancellor's Office. The EEO Advisory Committee is responsible for proper usage of the EEO funds provided to the District by the State. Numerous events promoting diversity and the goals of equal employment opportunity have been offered, including speakers for the SWC Human Relations Conference in April 2007, the annual Martin Luther King Jr. Memorial Scholarship Breakfast, the Veterans to College program, and the Women's History Month program.

It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and that creating a working and academic environment which is welcoming to all, will foster diversity and excellence (IIIA4a.30).

The college has a Standing Diversity Advisory Committee (DAC), which has historically been influential in developing principles and guidelines significant to the diversity needs of the college (IIIA4a.31). The DAC originally included the EEO Advisory Committee mission of equal employment opportunity which was subsequently approved by the Governing Board as a separate standing committee. The DAC was responsible for the development of the Campus Climate Report and the Student Equity Plan. It also developed and implemented the District's Diversity Initiative which was approved by the Governing Board. The DAC supported an annual lecture series titled Positive Engagement: Citizens of the World. Renowned speakers were brought to the campus such as Cornell West, Ph.D., best-selling author of *Race Matters*; and Dr. Michael Eric Dyson, best-selling author of *Debating Race*. Actor/Activist Edward James Olmos and Ronald Takaki were two speakers who took part in SWC Human Relations Conference on April 28, 2007. These speakers have enriched our college and community by providing intellectual growth and passion (IIIA4a.30), (IIIA4a.31), (IIIA4a.32).

ANALYSIS

Southwestern College has a history of effective methodologies to address the concerns of equity and diversity throughout the institution.

A 4. b

The institution regularly assesses its record in employment equity and diversity consistent with its mission

DESCRIPTION

Southwestern Community College District collects ethnicity, gender, disability, and veteran status data from both applicants and employees. This information is confidential and is used only for analysis of the District workforce as required by Title 5, section 53003©(6). Reports are produced (IIIA4a.29) by Human Resources regarding diversity. The College has also established an EEO Plan, which was adopted in 2007 and then updated in October 2008. As stated in the EEO Plan, adverse impact is completed for each recruitment and maintained in a confidential file for auditing purposes (IIIA1a.2).

ANALYSIS

The District regularly collects data from applicants. Existing data for employees is based on their status at time of hire and is updated annually.

A 4. c

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTION

There are a variety of ways in which the District subscribes to, advocates, and demonstrates integrity in the treatment of its administrators, faculty, staff, and students. Policies, procedures, bargaining-unit contracts (CSEA, SCEA), administrator and confidential employee handbooks provide a foundation to ensure that all constituency groups receive equitable treatment (IIIA1a.17). Students have access to the grievance and order process through the Student Activities office, the Student Handbook and the College catalog (IIIA4c.33), (IIIA4c.34).

The District is in compliance with the requirements of shared governance with respect to standing committee composition so that the interests of all employee groups, as well as students are represented. District policies and procedures are reviewed and approved by representatives from the various constituency groups prior to submission to the Governing Board (IIIA4a.32).

The District provides avenues for conflict resolution including the Employer/Employee Relations Committee (CSEA and SCEA) and grievance procedures contained within the bargaining-unit contracts (IIIA1b.17) (IIIA1b..19)

District policies and procedures pertaining to employee complaints provide protection from reprisal and retaliation (IIIA4a.28).

ANALYSIS

The District provides numerous avenues that meets the needs of, and demonstrates integrity in, its treatment of administration, faculty, staff, and students.

A5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

A5.a

The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTION

Southwestern College has consistently offered a flexible, comprehensive Staff Development Program. The Staff Development Committee, comprised of staff, faculty, and administrators, recommends the programs and workshops each year that enhance professional skills, technical knowledge, leadership development, and teaching strategies for an improved student learning environment and for student success. Workshops are provided by Staff Development, the Teaching/Learning Center (TLC), a project-funded by the Basic Skills Initiative, and the Training Services Coordinator. The Training Services Coordinator provides training in general purpose software and microcomputer applications, including, but not limited to, multimedia and instructional technologies; creating and archiving forms and documents, and desktop publishing (IIIA5a.35). There are numerous other workshops that are regularly offered by Staff Development that meet safety training requirements, health awareness, and community interest and/or education.

The purpose of the Staff Development Program is to: (1) help faculty and staff members stay current in teaching methodologies; (2) to assist the institution achieve its Mission of “meeting the educational goals of its students in an environment that promotes intellectual growth and develops human potential;” and (3) to encourage the continuous development of diverse learning styles, adult learning principles, and their applications. In addition to the variety of professional development courses offered through Staff Development, the Teaching and Learning Center (TLC) has a lab that contains a wide variety of online programs, software and innovative instructional equipment for instructor use, in either PC or Mac platforms.

Both flex credit and hurdle credit are available for faculty for workshops provided by the Staff Development Program (IIIA5a.36). Faculty also have the opportunity to take staff development workshops and/or training outside of the college for flex credit with the approval of their School Dean and a statement of its value to their teaching. A separate form is utilized for hurdle credit and handled by Human Resources. Classified staff are able to attain salary incentive credit by attending approved courses/workshops and have a designated day for Classified Staff Development each year.

The Institution offers two, four-hour Opening Day activities, which are orchestrated between the Staff Development Office, the Academic Senate, the Office of Instructional Support Services, and the Superintendent/President’s Office. Participants are given automatic flex credit for attending up to eight hours of Opening Day activities. Faculty and staff participate and fill out an assessment survey at the end of the session (IIIA5a.37).

In the 2007–2008 academic year, a needs assessment survey was distributed electronically to all sectors of the college in order to determine employee interest and training needs for the future. This survey provided feedback from employees regarding workshop content, as well as preferred meeting times (IIA5a.38).

ANALYSIS

The full-time academic position of Staff Development Coordinator was created in 1996 in consultation with the Academic Senate, SCEA, the District, and approved by the Governing Board. The position became vacant on June 30, 2006, and was not filled again until the summer of 2007. The new Staff Development Coordinator held the position from summer 2007 to December 2008 when he resigned.

To date, the vacant Staff Development Coordinator position has not been filled. However, under the guidance of the new Vice President for Academic Affairs, with the assistance of the Staff Development Committee, the program has been successfully rebuilt. Collaboration between the Academic Senate, the Staff Development Program, and the Office of Instructional Support Services has been re-established.

A5.b

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTION

AB1725 stipulates that faculty, both full-time and part-time, shall be provided opportunities for professional development. The Staff Development Office compiles information gathered from employee surveys, Opening Day evaluation sheets filled out by faculty and staff, and workshop specific evaluations into a report, which is then shared with the Staff Development Committee. This committee uses the information to discuss, create, and design staff development calendar offerings for the upcoming academic year. In the past five years, there has not been a formal evaluation process completed for the overall Staff Development Program.

However, each individual Staff Development workshop/activity is evaluated by its participants, a summary of which is subsequently shared with the presenter. While some adjunct faculty do participate in Staff Development activities, their number is limited and efforts to involve them in meaningful ways should be explored.

Previously at SWC, there were two separate Staff Development Committees, one for Classified Staff and one for Academic Faculty. In September 2008, these were restructured into one shared-governance entity, which includes members of both areas, as well as the Academic Senate President and the Vice President for Academic Affairs. This committee was chaired by the Staff Development Coordinator.

ANALYSIS

The Staff Development Program used to implement a regular self-assessment. In order to reinstate this process again, the Staff Development Office designed and sent out an electronic Staff Development Needs Survey in fall 2008. The results of this self-assessment, while difficult to interpret due to the low volume of responses, tends to indicate that (1) work schedules interfere with participation in Staff Development activities; (2) there is significant interest in multimedia training and online instruction; (3) there is a high interest in strengthening faculty skills in their own discipline areas; (4) there is interest in further workshops focusing on student-centered teaching strategies; and (5) there is interest in classroom leadership skills (IIIA5a.38).

ACTION PLAN

- Explore different avenues that would increase adjunct faculty participation in staff development activities.
- Complete a formal evaluation of the Staff Development Program on an annual basis.

A6.

Human Resources planning is integrated with institutional planning. The institution systematically assesses the effective use of Human Resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

Human Resources planning is integrated with institutional planning.

The SWC Institutional Strategic Plan: 2006–2009 integrates aspects of Human Resources into the initiatives designed to achieve the College's long term planning goals and desired vision (IIIA6.39). In total, six Strategic Priorities are identified, the sixth being Human Resources. The action plans for Human Resources are stated as follows: 6.1 Develop a work force plan for SWC employees; 6.2 Improve morale, cultural competency, and internal organizational capabilities to implement the Strategic Plan; and 6.3 Improve staff evaluation and training.

During the fall semester of 2007, the Superintendent/President asked the College Leadership Council (CLC) to provide the leadership necessary to facilitate revitalization and implementation of the SWC Strategic Plan that had been lacking appropriate follow-up. The CLC is responsible for issuing periodic reports on progress to the Superintendent/President. Over the course of spring semester 2008, a Strategic Plan Task Group reviewed the goals of the Strategic Plan and established four sub-groups, one of which was assigned to cover Human Resources and Organizational Effectiveness. The intent of the subgroups is not to reinvent the Strategic Plan, but to take actions that will lead to results supporting the College's mission and vision.

Ten strategic priorities were established by CLC. The sixth priority under the CLC's ten strategic priorities is to review the District's shared governance structure by revising and updating the District's Standing Committees Handbook (last revised and adopted in December 2004). The CLC's Human Resources and Organizational Effectiveness (Subgroup C) charged the Human Resources Department with updating the Standing Committees Directory, particularly to review adhoc committees and avoid redundancy in District committees.

The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Each academic discipline undergoes Academic Program Review and submits a formal report once every three years with updates the other two years. A key component of a Program Review report is data supporting requests for additional faculty as well as expansion of a program or offering. The Faculty Hiring Prioritization Committee (comprised of faculty and administrators) will consider only requests for new faculty or staff in areas that have provided evidence for the need in their Program Review document. The College has a Discontinuance Policy #4020 to be followed for programs that are no longer in sufficient demand to justify continued funding and support (IIIA6.39).

To efficiently and effectively operate a system of higher education, ongoing planning and evaluation are critical and require collaboration and consultation with many campus entities. Department review must begin at the most elementary level assessing services offered to determine whether adequate staffing is provided. Consideration must be given to internal and external customers (students, staff, faculty, administration, and the public) in order to meet the educational needs of our community. Program review is currently completed for academic and student services. While other college departments had been required to carry out similar reviews, this process fell into disuse.

The hiring priorities for administrators and classified staff are reviewed annually and periodically throughout the year. Staffing requests are generated at the department level, and the cognizant Vice President's office assesses budget and staffing needs. The Superintendent/President's Cabinet reviews all requests for replacements and new positions. The Vice President for Human Resources consults with the respective bargaining units regarding the addition to staff and respective classification. The Governing Board approves all requests for additional positions.

ANALYSIS

To ensure that the College meets all the educational needs of the community, ongoing planning, collaboration, evaluation and consultation with its entire constituency are key components for Southwestern College.

Human Resources planning is integrated with institutional planning.

In May of 2008, the CLC, after reviewing the College's Strategic Plan, identified ten strategic priorities within four key areas: Student Success & Student Access; Economic, Workforce, and Community Development; Human Resources and Organizational Effectiveness; and Fiscal Resources and Development.

Objectives under Human Resources and Organizational Effectiveness are the following:

- #6. Shared Governance Structure: Review and clarify the purpose, authority, roles, and responsibilities of the College Leadership Council and campus-wide standing committees. Make recommendations to eliminate redundancy and improve effectiveness.
- #7. Establish resources and process for Strategic Plan oversight.

- #8. Improve campus morale, communications, and employee satisfaction with college processes.
- #9. Develop and Implement an institutional technology plan to address research needs and technological capacity required for efficient campus operations and instruction.

The CLC Subgroup C, Human Resources & Organizational Effectiveness, has established Measurable Outcomes and made progress on these goals:

- #6: Shared Governance Structure of the CLC has been aligned with Strategic Plan mission and vision. Standing Committees Handbook is being revised by Human Resources. (Target date for completion is June 2009. Approval by the Governing Board is required.) Fiscal Implication: \$0.
- #7: Strategic Plan Oversight is designated to CLC for implementation with support staff to prepare an academic year report (2008–2009) for the Superintendent/President and Governing Board. (Target date for completion is August 2009.) Fiscal Implication: \$5,000.
- #8: Improve Morale, Cultural Competency and Internal Capabilities with implementation of new SWC Wellness Program; improve internal communication via "The Spirit" publication; re-launch "Caught You Caring" program; support employee awards banquets; and update SWC Institutional Planning webpage to improve job satisfaction and trust. Fiscal Implication: \$28,330.
- #9: Technology Plan phase one is in process and is already being funded by the College (2008–2009 budget). Future Fiscal Implication: unknown

The CLC Budget Task Force (CLCBTF) reviewed the funding requests from the CLC Strategic Plan subgroups and agreed to the allocation of a block sum. CLC, by consensus, agreed the funds should be divided equally among three of the four groups requiring funds to move forward their agendas.

Subgroup C is using the funds in spring 2009 to implement aspects of the Wellness Program and to do the research and analysis required for the Strategic Plan Oversight report (Goal #7 above). The evidence in the report will give validation to the efforts of the CLC subgroups and assist the CLCBTF in their decision to continue funding the work of the four subgroups (IIIA6.40).

ACTION PLAN

- Reactivate and update Achieving Institutional Mission (AIM) Program Review Committee and conduct department reviews (Also appears in IV A1).

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

B 1.

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

B 1. a

The institution plans, builds, maintains and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTION: FACILITIES

The Southwestern Community College District (SWC) has five (5) sites: the Southwestern College campus in Chula Vista, the Higher Education Center in National City, the Higher Education Center in Otay Mesa, the Higher Education Center in San Ysidro, and the Crown Cove Aquatic Center in Coronado. Also, the District, in partnership with the area high schools in the Sweetwater and Coronado Union High School Districts and military bases, has classrooms throughout the District.

The District has 748,344 sq. ft. of buildings on 200 acres. The District employs 19 maintenance, 27 custodial, and 10 grounds staff. A complete athletic instructional program is provided with a baseball and football stadium, soccer, and softball fields. The District also has a gymnasium and three (3) pools, 12 tennis courts, and a track.

***Chula Vista Main Campus:***

The Chula Vista campus opened in 1961. On the current 158 acre site, the Chula Vista campus contains 73 buildings that provide for 675,319 sq. ft. of space in support of various instructional programs. In 2000, the District received approval of an \$89.4 million facility improvement bond, Proposition AA (IIIB1a.40).

The District was able to fund several improvement projects on the main campus:

- Remodel of the old library to a student services (One Stop) center.
- Installation of heating and venting equipment on 26 buildings.
- Re-roofing of 16 classroom and administrative buildings.
- Construction of a new Child Development Center.
- Upgrading of technology in 22 buildings and upgrading classrooms to be technologically SMART.
- Remodel of two (2) music buildings to include a recording music studio and advanced facilities for music instruction.
- Improvements throughout the campus to make facilities accessible to those individuals with disabilities. Restrooms were renovated, door hardware replaced, and automatic doors installed to facilitate entry and exit in selected areas.
- Widening the perimeter road and upgrade of fire services and equipment for increased safety.

Higher Education Center at San Ysidro:

The new Center in San Ysidro opened in January 2009, with classes beginning spring semester, 2009. Built to accommodate approximately 2,000 students to meet the current demand for higher education in the region, the Center's opening enrollment was a little over 1,200 students. (The projected opening enrollment had been 800.) The 19,442 sq. ft., two-story center replaces the original one-story, 7,500 sq. ft. temporary building erected in 1988. The Center has 10 classrooms, including computer labs and improved student facilities: a student center, bookstore, health services center, and a career/transfer/library center. This project was built with Proposition AA funds at an approximate cost of \$6.8 million. The formal dedication of the facility was held on February 26, 2009.

Higher Education Center at National City:

Originally established in 1998, the Higher Education Center at National City (HEC, NC) was created to serve the educational needs of the residents of National City, military personnel, and surrounding communities. During its early beginnings, the Center operated from a leased space of 10,000 sq. feet. In October 2004, the new Education Center was built to accommodate a maximum of 3,000 students, in a 48,248 sq. ft. facility. The District was able to obtain \$4.5 million through the National City Redevelopment Agency to help fund the construction of this project. This project was built with Proposition AA funds at a total cost of \$15.8 million.

The Center features an up-to-date facility that includes 16 SMART classrooms, a biology laboratory, 30-station open computer lab, a health services center, a bookstore and an 18-chair Dental Hygiene Clinic, offering free cleanings to students. It also provides the necessary support services for students: counseling, tutoring, financial aid, and disability support services. Furthermore, the facility houses a career/transfer center, library space, health services center, food services, bookstore, student center, administrative offices, and an accessible parking structure.

In 1998, the Center opened with more than 600 students registered for one or more of the 39 classes offered at the center. Today, the Center enjoys an enrollment of over 1,700 students per semester. The Center's 120 plus courses offer a full array of classes for students who wish to pursue an Associate's degree, complete general education and major preparation requirements for transfer, and/or develop occupational skills for employment, such as dental hygiene or computer programming.

Additionally, the Higher Education Center at National City houses the Family Resource Center and the Small Business Development and International Trade Center.

The Family Resource Center (FRC) opened its doors in October 2004 and was established under a Hispanic-Serving Institutions Assisting Communities (HSIAC) grant awarded by the Department of Housing and Urban Development (HUD). The mission of the FRC is to link the District with the local community by providing access to critical health and social services as poverty, unemployment, and family distress are prevailing conditions in National City; the FRC strives to serve the particular needs of this population.

The Small Business Development and International Trade Center provides a variety of services to clients in San Diego and Imperial counties. The business counseling, seminars and workshops are designed to assist small business owners manage their operations profitably. Additionally, the Center staff and counselors help businesses interested in international expansion navigate the complexities of importing and/or exporting. This program supports the economic development mission of California Community Colleges.

Crown Cove Aquatic Center

Under the auspices of the Higher Education Center in National City, the Crown Cove Aquatic Center is an off-campus facility located at the Silver Strand State Beach, between the City of Imperial Beach and the City of Coronado. The Center provides a wide range of educational and recreational activities to the surrounding communities. The primary focus is to promote boating and water safety programs with the vision to expand to other boating sites in the area.

Partnerships with California Boating and Waterways and California State Parks allow the Center to reach out to the youth at risk by providing aquatic programs throughout the year.

The Safety Afloat Program (SAP) provides lifeguard training, CPR for the professional rescuer, Automated External Defibrillator (AED), oxygen administration, pediatric CPR and first aid, CPR in the workplace, wilderness first responder training, and safety training for offshore cruising and boat racing enthusiasts.

The Marine Safety Service (MSS) Program provides emergency first responder and EMT refresher and advanced airway courses for local lifeguards. In addition, students may receive Continuing Education Units (CEUs) for work-related, new and review training, such as combitube and swift water rescue awareness. Safety training for boating and racing enthusiasts is a focal point of the Safety Afloat program.

The Youth and Group Training Program offers leader training for local youth agencies and schools. It also provides aquatic activities, such as swimming, sailing, kayaking, canoeing, surfing, Hawaiian outrigger, new games and beach activities to a diverse group of San Diego youth.

Crown Cove is an approved American Heart Association Community Training Center (an organization that provides certifications to students that successfully complete authorized courses). The Center processes over 5,000 CPR cards per year for more than 100 affiliated instructors. It serves the local communities by offering free basic life support courses, both on and off campus. The Center provides equipment rentals, card processing, and course support to all affiliated American Heart Association instructors.

Higher Education Center at Otay Mesa:

The Higher Education Center at Otay Mesa, completed during the summer of 2007, opened for classes on August 20, 2007, with an enrollment of 1,400 students during the fall semester and 1,200 in the spring semester. This new Center will be able to accommodate 5,000 students and offers signature programs as well as courses in general education and transfer studies, basic skills, and community and business interest classes. The signature programs available to students include the Police Academy, Nursing, Fire Science Technology, Paramedic and Emergency Medical Technician.

The facility features five buildings and 73,015 sq. ft. of space on 38 acres of property. The Center houses 16 classrooms, 10 laboratories (Nursing, EMT, Paramedic, Police Academy, Microbiology/Physical Science, Anatomy/Physiology, Reading, and Computer). It also provides the necessary support services for students: counseling, tutoring, financial aid, and disability support services. Furthermore, the facility houses a career/transfer center, a library, a health services center, food services, a bookstore, a student center, a conference center, a fitness center, College Police, and administrative offices. This project was built with Proposition AA funds at an approximate cost of \$39 million. Additionally, the Center was furnished and equipped with state equipment funds totaling \$3 million.

ANALYSIS

As previously noted, to fund these projects and other District facility modernizations and upgrades, the voters in the District passed an \$89.4 million Bond Measure in 2000. The Bond has been used for repairing, upgrading and installing technology in obsolete classrooms, science and computer labs, as well as site improvements in roofing, heating, venting systems and utilities. The Bond provided funding for necessary upgrades that would make the campus ADA accessible; for example, restrooms were retrofitted, electric doors installed, and door hardware replaced.

The District has received more than \$16 million in matching funds from the State in support of facility improvements. Scheduled projects included the modernization of the photography laboratory (Building 510) and upgraded electrical service.

The District completed an update of its Educational and Facilities Master Plan (Master Plan) in February 2008. The Plan identified 25 projects that were needed throughout the District. The projects range from new construction of classrooms and administrative space to modernization of existing facilities. In addition, infrastructure will be replaced to protect the investment of the existing facilities.

In August 2008, the Governing Board approved placing a \$389,000,000 general obligation bond on the November Ballot to repair, modernize, and expand facilities for the District. A breakdown of usage for bond resources are as follows: 55% is earmarked for protecting current investments in facilities through modernization, upgrade and repair; whereas 45% is slated for new construction and expansion of programs.

The Bond revenue and projects would be phased for completion within a 15-18 year period after passage of the measure.

The Bond also has \$20 million for instructional and other equipment for the new facilities. Due to the current underfunding for classroom equipment, the District has fallen behind in keeping current in this area.

In November 2008, Proposition R (IIIB1a.41), passed with 71.4% of the votes. The list of projects that will be funded through this bond measure are included in the Educational and Facilities Master Plan (IIIB1a .42).

The District continues to manage its facilities well. By keeping the Master Plan, the State Five-Year Construction Plan (IIIB1a.43), and the State Scheduled Maintenance Plan updated (IIIB1a.44), the District is positioned to provide well-maintained facilities.

The Governing Board and the Bond Oversight Committee are given updates twice annually on the status of facilities projects. Facilities maintenance is a high priority at the District. The District budgets \$683,000 annually for maintenance and facility improvements from the general fund.

Feedback on customer satisfaction is provided through surveys and various advisory committees which evaluate and recommend improvement of services throughout the District.

B1.b

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

DESCRIPTION

The District is committed to providing all students, faculty, staff, and visitors safe and easily accessible up-to-date facilities. The key departments involved in monitoring and maintaining a safe and accessible District environment include Maintenance and Facilities Operations, Health Services, and the College Police.

The District's Maintenance Department is staffed by journeyman-level employees who work with faculty and staff to maintain a safe working environment at all District facilities. Maintenance staff are trained in safety equipment usage, proper use of hand/power tools, and in reporting any possible hazardous conditions to the appropriate department or individual.

The Maintenance Supervisor oversees outsourced contracted work ensuring that the contractors are qualified, licensed and comply with all codes, such as the Occupational Safety and Health Administration (OSHA), Fire and Construction/Building. Working jointly with contractors, the maintenance staff ensures that the work is done in a manner which is least disruptive for students, faculty, and staff and that work performed is done with safety in mind.

In an effort to be responsive to the needs of the District, the Maintenance Department uses a computerized work order system, used District wide, called Helpdesk Expert Automation Tool (HEAT) for requests for maintenance and safety issues. By utilizing HEAT, the Maintenance Supervisor reviews each task and assigns it to a department staff member for completion. Items requiring immediate attention are prioritized and, if necessary, a department staff member is dispatched via two-way radio to the job. HEAT provides a thorough tracking system of all work requests and reports back to the original requester with work order status information. In addition to the above, HEAT can provide detail reports so that items such as preventative maintenance schedules and/or potential problems may be reviewed easily (IIB1b.45).

The Maintenance Department is proactive by maintaining a Preventive Maintenance Schedule (PM) on mechanical and electrical equipment. During PM inspections, equipment is maintained and also evaluated for replacement. Roofing is scheduled for regular inspection and prioritized for rework or replacement. Evaluation of space usage and needs is

ongoing. The primary focus is to remodel spaces that do not meet current needs based on class size and instructional methods. Building maintenance personnel perform routine maintenance five days per week. They are also on call seven days per week in the event of facilities emergencies. Preventive maintenance, scheduled maintenance, and deferred maintenance is planned, scheduled, and tracked by the Facilities and Operations Manager and the Maintenance Supervisor; it is performed either by District personnel or by private contractors. All projects to remodel, upgrade, and modernize the facilities are undertaken to suit the needs of programs and departments.

The remodel and/or maintenance of the facilities are conducted during times that create the least interruption to instruction. For example, building maintenance in areas closest to or in classrooms is performed prior to the start of classes and/or when classes are not in session. Larger extensive maintenance work is performed on other non-class days. The bulk of the custodial work is done at night between the hours of 10:30 p.m. and 6 a.m. when classes are not in session. Major projects are planned, if at all possible, for times during semester breaks. The maintenance staff is sensitive to not disturbing students, faculty, and staff, providing for an environment conducive to a quality learning experience.

When special events are requested, the Facilities Leasing Department uses a work order system to request services for event set-ups. These events are entered into a master calendar that is available on-line in the District's public folders. This system is called the weekly activities calendar (WAC) (IIB1b.46). Examples of these special events are registration, commencement, concerts, lectures, health fairs, job fairs, sporting events, swimming, weekly student activities, and community sponsored events.

Quality control of all District facilities is maintained through regular evaluations and inspections by the Maintenance Department. In addition, students, staff and faculty report deficiencies daily by phone or through the HEAT system. Prompt attention is given to reports and complaints of deficiencies as related to the physical plant, with health and safety issues given highest priority. Quality control of the physical plant is conducted by a well-trained, well-managed, and dedicated maintenance staff through the computer work order system (HEAT).

The Senior Director of Business, Operations & Facilities Planning, Facilities and Operations Manager, the Maintenance Supervisor, and other key personnel are on call 24 hours a day, seven days a week and are readily accessible through the use of cell phones to respond to District emergencies.

All new or remodeled buildings have to meet the accessibility standards described in the Americans with Disabilities Act (ADA). These projects consist of door hardware, sidewalks, curbs, ramp replacements, upgrades of restroom stalls, fixtures, and parking lot space additions.

The Senior Director of Business, Operations & Facilities Planning ensures that, as remodeling takes place, special attention is given to the careful removal of any asbestos that may have been installed in earlier construction.

District-wide safety is a must to provide an environment that promotes quality education

The Safety Office consists of a full-time Safety Coordinator. The Safety Coordinator oversees a variety of specialized environmental health and safety duties to ensure the District's compliance with Federal, State, County, and City environmental health and safety regulations. The Injury & Illness Prevention Plan (IIPP) (IIIB1b.47) sets the standard for various written plans and procedures into one effective, uniform IIPP with Federal and California Occupational Safety and Health Administration (CAL/OSHA) standards. The Safety Office provides the local police, fire station and County of San Diego Department of Environmental Health, Hazardous Materials Division with a copy of the District's Business Plan (IIIB1b.48), which contains basic information on the location, type, quantity, and health risks of hazardous materials stored, or disposed. This information is posted on the District's public folders along with a quarterly safety newsletter that provides additional online information, such as Utility Cart Procedure (IIIB1b.49), Hazardous Waste Management Procedure, Material Safety Data Sheets (IIIB1b.50), and online safety training class information (IIIB1b.51).

The Safety Office provides online access to the Injury & Illness Prevention Plan (IIPP) (IIIB1b.47). The IIPP is a written plan that identifies the various administrative managers who are responsible for the adherence of guidelines and procedures set forth under the IIPP. The plan also is a system for communicating with District personnel to provide procedures to identify, evaluate, and report workplace, classroom, and courtyard hazards. It has procedures to investigate injury or illness to correct unsafe or unhealthy conditions and provides training and instruction requirements.

The Safety Office is also responsible for conducting routine annual safety inspections. In addition, the Safety Office coordinates and participates in inspections conducted by a variety of City, County, and State agencies. The Safety Office also follows-up all District safety inspections through the HEAT work request system and oversees distribution of discrepancy reports to responsible department managers and

supervisors via the outlook email system. In alignment with Risk Management and Keenan & Associates, the District's insurance carrier, the Safety Office assists in conducting District Property & Liability Safety Inspection. Its purpose is to assist the District in its Property & Liability Loss Prevention Program to provide a safe environment for faculty, staff, students, and the general public. The Safety Office provides technical advice and training to meet the safety needs when new procedures are implemented at the District or anytime staff has a request. HEAT safety work requests are reviewed once a month to ensure completion or progress of work. The Safety Office schedules ergonomic evaluations for all District employees on request as well as conducting ergonomic training at all District facilities.

The Safety Committee meets to discuss the advancement and support of teaching and learning activities of the District through promotion of a safe and healthy campus environment. It reviews and revises as necessary all safety related procedures. The committee develops and makes recommendations related to campus safety, handling of hazardous and toxic materials, and conformity with applicable State and Federal regulations and guidelines. It also acts as a panel to hear employee concerns regarding possible safety hazards and security problems in District facilities or grounds. Safety committee membership incorporates the core representational members to include Campus Chief of Police (Chair), Police Sergeant, Safety Officer, Dean of Student Services or designee, Higher Education Center Administrator, ASO Representative (1), Academic Senate (1), Classified Senate (1), SCEA (1), CSEA (1).

The District's current Smoking Policy #5005 (IIIB1b.52) is in accordance with California Government Code, Sections 7596-7598 (IIIB1b.53) which states that no smoking is permitted within 20 feet of a main exit, entrance, or operable window of a public building or in District operated passenger vehicles.

The College Police Department is certified by the Commission on Peace Officer Standards and Training (P.O.S.T.) (IIIB1b.54) and Penal Code Section 830.32. The Department is budgeted for seven (7) sworn officers, one corporal, one sergeant and two non-sworn clerical positions under the direction of a sworn Chief of Police. Sworn officers are on duty at the Chula Vista campus when classes are in session, Monday through Saturday. Officers are armed with lethal, less than lethal and non-lethal weapons. They conduct preventative patrols, respond to called-for services, document crimes, enforce traffic laws and provide a presence at identified District events. Patrols are conducted with standard patrol vehicles, electric carts, and on foot. The Department oversees private security guards who provide patrol services during hours of non-operation and on Sundays.

The College Police Department provides non-emergency service to the District's Higher Education Centers in National City, Otay Mesa, and San Ysidro. Emergency response is provided by the police agency of jurisdiction. The Department has agreements with the Chula Vista Police, National City Police, and San Diego Police Departments. The College Police Department also participates in training opportunities utilizing tactical instructors from the San Diego Sheriff's Department to train on campus.

The College Police Department utilizes a combination of non-sworn Campus Service Officers and student worker Public Safety Assistants (PSAs) (IIIB1b.55) to provide a presence at all District properties. Their duties include general patrol, enforcement of parking regulations, escort service, assisting students and staff who are locked out of their vehicles, and with emergency battery service. Public Safety Assistants work at the Chula Vista campus and all Education Centers while classes are in session. All classroom emergency phones as well as the emergency call boxes located in the parking lots connect directly to the College Police enabling immediate police response. Public phones located on campus will connect directly to College Police by dialing *91. The College Police Department maintains comprehensive statistics on all campus crimes as required by the Clery Act (IIIB1b.56) and makes those statistics available District-wide via an annual brochure (IIIB1b.56). Generally, statistics indicate the District's crime rate is low in comparison to the surrounding communities.

The College Police Department utilizes all current forms of policing, including proactive patrol and community policing techniques. All officers have received updated training in tactical response techniques used to combat active shooter and violent offenders. All officers have met Federal Emergency Management Agency (FEMA) training mandates for emergency response and management. The District's Emergency Response Plan (IIIB1b.57) utilizes both the California Standardized Emergency Management System and Incident Command Structure within the National Incident Management System (NIMS) structure. The District is working in partnership with the State Chancellor's Office Emergency Management staff and the San Diego County Office of Emergency Services to improve preparation and response to emergency events. The District's emergency procedures are customized to meet the specific environment of the Chula Vista campus and each Higher Education Center.

The District's Safety Committee (IIIB1b.57) holds a minimum of three meetings each semester. While the committee will examine safety issues and recommendations affecting any of the District properties, it is currently working toward a "smoke free" District. Until that recommendation is adopted, the District enforces all current smoking restrictions. In addition to the District Safety Committee, a Campus Safety Task Force was created to determine the safety and emergency needs of the District, prioritize the identified needs, and research related budget implications. Following the Task Force report, a campus safety consultant was employed to examine the Task Force findings and present a methodology for achieving a more efficient approach to District-wide safety (IIIB1b.57).

The Health Services Department maintains trained staff at the Chula Vista campus and Education Centers to assist students, faculty, and staff with medical or crisis counseling needs and is capable of dispatching trained staff to emergency situations in order to assist, evaluate, and/or request additional assistance from local agencies.

The Crisis Response Team involves the college police, campus nurse, psychologist, counselors and the Dean of Student Services. The Crisis Response Committee is comprised of representatives from the Classified Senate, Academic Senate, Disability Support Services, Counseling, College Police, Health Services, and the Higher Education Centers, and the Dean of Student Services. This committee meets once a month to revise Crisis Response Team procedures and protocols, as well as debrief any responses to campus incidents (IIIB1b.58).

The Crisis Response Team Protocol Structure identifies the various crisis situations that may occur throughout the District and describes the response protocol. As a preventative measure and to promote a safe learning environment, a variety of workshops are provided to students, staff and faculty regarding the rights and responsibilities of all campus stakeholders. The Student Policy Manual (IIIA4c.33) is made available to students, faculty and administrators through the Student Services Office and provides Governing Board policy and procedures for Student Code of Conduct, Sexual Harassment, Academic Accommodation, etc.

ANALYSIS

The District consistently maintains its facilities to provide a safe and environmentally friendly place to learn and work.

The District is inspected by both State and County inspectors annually on hazardous materials and other related items such as water and storm drains. These reports are forwarded to the District if corrections are needed. Also, the Safety Department conducts periodic safety training for all District employees. In addition, the District has a sworn police department that is responsible for student and staff personal safety. This department meets Peace Officer Standards and Training (P.O.S.T.) State of California training requirements.

ACTION PLAN

- Assess need for additional training on emergency response and safety issues.
- Establish web access for emergency response training including use of intranet media.

B 2.

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

B 2. a

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

DESCRIPTION

The District relies on several sources of information for the development of its long range Educational and Facilities Master Plan (Master Plan) (IIB1a.42). The District embarked on the creation of a Strategic Plan that was completed in 2006 (IIIA6.39), as well as the development of the 2008 Technology Upgrade Plan (IIB2a.59). Based on the goals identified in the Strategic Plan and the Technology Upgrade Plan, the District developed the Master Plan in 2008. The District utilizes these documents to provide the framework for future facilities development. The Master Plan utilizes data and information from both inside and outside of the District to project future program of instruction needs and the space that will be required to accommodate these needs through the year 2020. The objectives of the Master Plan are:

- To bring together educational components into a long range plan that will support facility development and decision making for the future.
- To identify and allocate academic and support services through the year 2020.
- To provide the facility master planners with appropriate and quantified space that will meet state educational codes and Title 5 standards.
- To provide the District with the data to forecast space into the physical dimensions of buildings that meets State criteria and identify a finance plan and strategy to satisfy all of the facility needs of the institution.

The Master Plan utilizes many data points such as projected demographic profiles, weekly student contact hours (WSCH), full-time equivalent students (FTES) growth, and Title 5 space allocation requirements. The State has adopted the Taxonomy of Programs (TOP) Code format. The State utilizes this format to fairly assess the space needs of programs across the State in a uniform manner. The TOP format and conclusions drawn from the Master Plan are used by the District to determine space needs through the year 2020, identify physical resource priorities, capital outlay priorities, and support its 5-Year Capital Construction Plan, which is submitted annually to the Chancellor's Office. The District also uses the State Fusion Software Program to assist in the development and delineation of cost parameters and prioritization of capital outlay projects, scheduled maintenance projects, and deferred maintenance projects.

The Fusion Program identifies the capacity load ratios of the District's enrollment versus the amount of classroom and lab space that is available. This program data is used to facilitate the planning of facilities and related space requirements.

All major construction and remodel projects are developed by a requesting Department or School with input by the faculty. The proposal is then reviewed and approved by the appropriate Vice President and then forwarded for review by the Superintendent/President's Cabinet. Projects receiving approval are then reviewed by the Senior Director of Business, Operations and Facilities Planning for compliance with State construction requirements. This is a dynamic process wherein projects may be submitted at anytime during the funding cycle.

Funding through the Chancellor's Office is a long standing source of revenue utilized by the District. Through this process, an Initial Project Proposal (IPP) is submitted to the State for approval. After initial approval, the District submits a Final Project Proposal (FPP) for approval by the Chancellor's Office and ultimately for approval and funding by the state legislature. The State has historically funded the District for scheduled maintenance of facilities. Currently, this

funding is in the form of annual block grants from the State with a certain level of matching funds from the District. This process is being reviewed by the State, which may modify the level of local contributions to encourage the districts to use this source for scheduled maintenance of existing buildings. Typically not a large amount of funding, it is an option to solve minor building renovation or maintenance issues.

The District has funded major construction and building renovation through the use of the Proposition AA bond initiative since 2000. A strategy to maximize the funding under the Prop AA Bond has been to request construction funding from the State with matching funds from Prop AA. Several buildings have been remodeled under this arrangement and this strategy could be used in the future. Some funds are remaining and the District needs to assess and prioritize the use of the remaining funds. Current analysis suggests that remaining funds are not sufficient to achieve the objectives of the Master Plan and the Governing Board decided that another bond initiative would be a viable option. A poll conducted for the District concluded that there was approximately a 67% approval rating for a new bond issue among the voters in the service area. Bond Proposition R was placed on the ballot and approved November 2008. The District also receives a share of funds through assessments made primarily to businesses in established redevelopment districts. Typically, these funds are used to fund small renovation projects.

As a part of the Master Plan, the District is committed to develop a Total Cost of Ownership (TCO) strategy that will provide a systematic, District-wide approach for all planning and budgeting activities. Parameters for determining the TCO will include staffing, institutional support services, replaceable equipment, supplies, maintenance, custodial services, technological services, utilities, and related day-to-day services. There will be an agreed upon systematic procedure for the evaluation of existing and proposed District facilities. The reporting procedures will be compatible with the State reporting systems such as Fusion. The system will allow the District to annually update the information in the system as a part of the institutional planning and budgeting process.

ANALYSIS

The Educational and Facilities Master Plan and the Strategic Plan have set the planning direction for the District. Internal committees are utilized for specific project planning that are not standing committees; this, sometimes, creates a disconnect for communication throughout the District planning process. The District meets this standard.

B2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

In November 2006, the District began the process of updating its Master Plan. As part of the process, the District hired the consulting firms of MAAS Companies and LPA Architects, who have extensive experience in the development of effective and inclusive Master Plans.

This process included the formation of a steering committee composed of representatives from the various constituent groups (faculty, administrators, community, students, and staff). The latest master planning activities have included the preparation of the 2006 Strategic Plan and the 2008 Master Plan. These documents contain guidelines and parameters that the District follows in the planning of the instructional and support service programs, as well as the improvement in facilities at all educational sites throughout the District. The Master Plan provides the framework for the facilities plan. All major facility upgrades and additions are made in accordance with the Master Plan.

The Master Plan is a comprehensive document for the District that includes educational, facilities and financial plans, as well as projections. Internal and external scans were conducted to describe the changes that occurred in the past and to forecast the future. This process included a variety of meetings with the various District constituent groups and numerous workshops to seek input on the results of District educational data. The overall goal for the Plan is to project the future program of instruction and student services and determine the amount and type of space that will be required to accommodate these needs through the year 2020.

Part of the process of educational planning included a comprehensive assessment using data from the fall 2006 semester. This process was used to establish a baseline program of instruction by District departments. The District's internal organizational structure (departments) was used as the format. The key elements included the number of net sections offered, average seats per section, WSCH generated, the WSCH produced per section, the full-time equivalent students (FTES), full-time equivalent faculty (FTEF), the WSCH per FTEF (Load) attained, and the number of lecture and laboratory hours produced. A number of recommendations resulted from the assessment of this data that had implications for facility use:

1. Using the previously completed 2006 Strategic Plan and this Master Plan, establish an ongoing, District-wide master planning process that serves as the basis for all future educational and financial decisions for the District.
2. Review the curriculum offerings of the District with respect to each instructional location. Specifically, determine what classes and programs will be offered at National City, Otay Mesa and San Ysidro, as well as at the Chula Vista campus.
3. As part of the curriculum and program review processes, determine what “signature” programs will be offered at each location. The program review process is conducted by cognizant faculty in each of the disciplines offered by the District on a three-year cycle. The process allows each discipline to review its effectiveness in both its instructional paradigms and facilities requirements, as well as identifies the current state of the program and, consequently, provides direction for program modification and/or enhancement within the parameters of the Master Plan. In turn, the District develops an aggressive marketing and recruitment program for each location that will showcase these programs.
4. Continue to pursue the development of public/private partnerships for the education/job training of students. Both off-campus and on-campus locations for the training programs should be considered. Specific examples to consider include partnerships with other public agencies, such as the City of Chula Vista, San Diego Office of Education, the military, and Homeland Security. Also, continue to pursue international partnership opportunities with educational institutions in Mexico.
5. Establish a District-wide enrollment management program, including
 - a. An annual assessment of the WSCH/FTEF ratio for all instructional programs with a fall Semester 2010, District-wide objective of 525 WSCH/FTEF. To achieve the 2010 objective, the District shall implement the guidelines for enrollment management plan included in the Master Plan.
 - b. An analysis of the delivery systems for all instructional programs at the District. Identify the courses/programs that can be offered via online/web-based systems. Develop a District-wide plan and procedures for coordination of the proposed programs that shall result in the District providing a minimum of 10% of all course offerings via online/web-based systems.

The WSCH projections need to be validated periodically as the District continues to refine academic plans and has the facilities to introduce and expand academic programs. The interrelationship among enrollment projections, the present academic discipline mix, academic planning and development, and facilities restraints significantly impact the comprehensiveness of the District’s instructional and student services programs, and its potential for growth.

ANALYSIS

The 2008 Master Plan is used as a blueprint for educational and facilities master planning. Construction occurs in an organized and systematic way in response to the District’s educational needs. Passage of Proposition AA allowed the District to implement the facilities priorities outlined in the Bond: Proposition R will provide continued funding.

The District employs a variety of mechanisms to assess and evaluate its facilities and equipment. In 2000, the District passed Proposition AA, which allowed the District to make necessary repairs and upgrades to buildings and classrooms in the Chula Vista campus, and complete the construction of two Higher Education Centers in National City (2004), and Otay Mesa (2007) in order to meet the instructional needs in those geographic areas. In addition, the renovation of the Higher Education Center in San Ysidro was completed in 2008. The Bond Oversight Committee ensures that the funds are appropriated in a manner that reflects the District commitment to the community.

In addition, State equipment funds have been used to purchase the necessary furniture and equipment to support the institutional goals. Due to the budget limitations during the past few years, most of the equipment acquisition has been achieved through non-general fund sources including local and State bonds, State block grant money, Telecommunications and Technology Infrastructure Program (TTIP), Vocational and Technical Education Act (VTEA) resources, and other grant and donation resources. The District has undergone a process of evaluation for all existing equipment and is moving forward with establishing a multi-year equipment replacement plan to become part of the regular budget funding cycle. In addition, the District has adopted a Technology Plan, which outlines the replacement of instructional computing and technology infrastructure to support faculty, staff, and students.

A shared governance budget taskforce, a subgroup of the College Leadership Council, and a budget development process have been established to review and prioritize all District budgetary requests that are consistent with the District’s Strategic Plan and the respective institutional priorities.

In spring 2008, the District began the process of establishing a systematic approach to facilities allocation, utilization, and maintenance consistent with the Master Plan.

ACTION PLAN

- Develop technological infrastructure that will prompt efficiency in faculty and staff work methods, equipment, and software purchases that streamline faculty and staff work flow.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

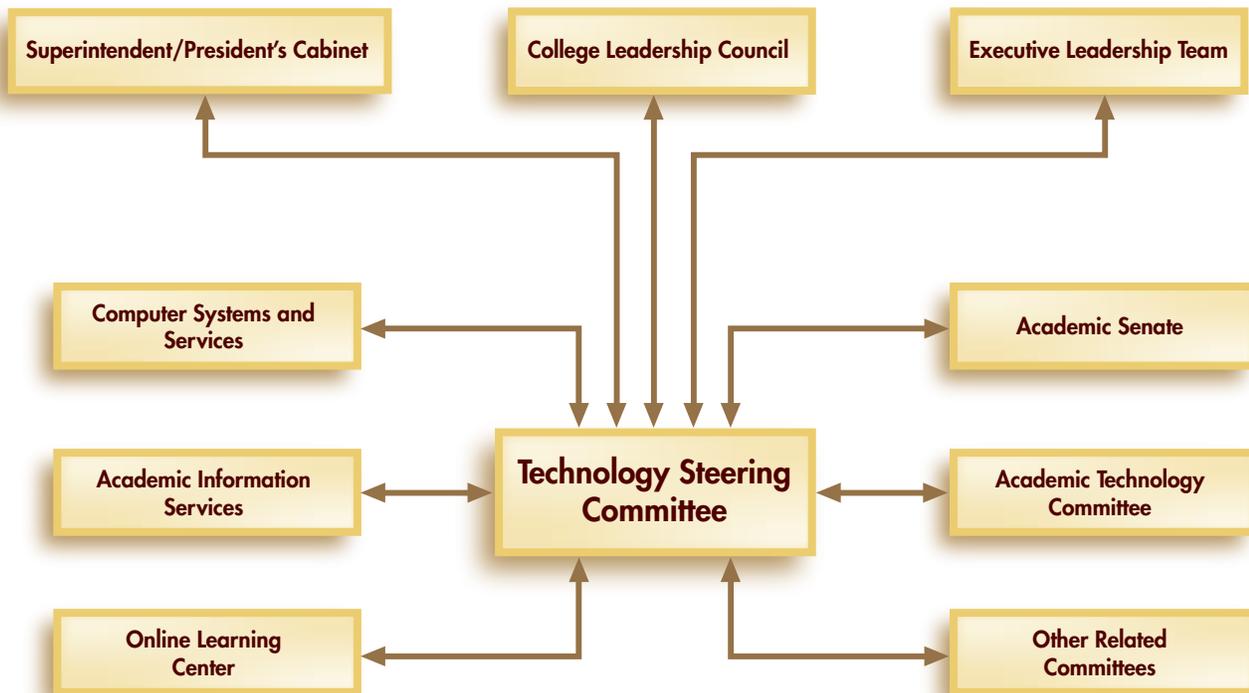
DESCRIPTION

The Academic Technology Committee is chaired by a faculty member. The faculty member is named by the Academic Senate President. The committee consists of one member from each of the schools and a member from DSS, Counseling, and Continuing Education. The Director of Instructional Technology Support serves as resource to this committee (IIIC1.61).

The Technology Steering Committee sets the technology direction for the College (IIIC1.60), (IIIC1.62). This committee and the people it represents is guided in its review of technology initiatives by the College's overall Strategic Plan, the College's Technology Plan, and the Online Learning Plan. A number of items have been extracted from the Technology Plan below for their relevance to this review:

1. Currency

The College will provide current, up-to-date hardware, software, and communication materials. Policies, procedures, and budgets will be established to ensure technology currency at the College



2. Staffing and Resources

The College will provide the staffing and resources necessary to support and maintain the technology infrastructure, including hardware, software, systems, services, and training.

3. Speed

The College will make every effort to ensure the speed of its network, computers, and telecommunications equipment is in keeping with college and state-wide standards.

4. Staff

The College will establish a permanent budget source to fund instructional and administrative technology, including hardware, software, infrastructure, and staffing

Goals: Infrastructure and Equipment

- 1.1 Develop a plan for the replacement of desktop hardware and software, including adaptive technology. Develop the process for acquiring, upgrading, and replacing desktop hardware and software. Develop a budget and policy to address the replacement of desktop hardware and software (IIIC1.66).
- 1.2 Develop a plan to upgrade and/or replace network and infrastructure equipment as needed.
- 1.3 Develop a plan to upgrade operating systems and applications that support ongoing District operations as new versions of the software becomes available. Examples include email, desktop applications, virus protection, backup and recovery applications, and network support applications.

The College relies on its two main technology committees to ensure that technology resources are utilized to improve institutional effectiveness. These committees serve as the first steps in determining prioritization of technology resource allocation and utilization. The basic premise is that the large constituent representation ensures those technology requirements that best meet the overall institutional goals, requirements, and operational needs move forward. These committees ensure that operational, instructional, and budgetary requirements and constraints are considered.

Additionally, any major project or technology initiative will be vetted through the primary management structure via the College Leadership Council (CLC) and College Management Team (CMT) followed by review and approval by the President's Cabinet before being presented to the Governing Board for final approval and funding.



ANALYSIS

In an environment where resources are scarce, the College recognizes it must allocate these resources on technology projects and initiatives that best address its requirements and desire to provide the most effective and efficient systems to students, faculty, and staff, as well as ensuring it remains in compliance with the myriad local, state, and federal operational and reporting requirements. While the Technology Steering Committee represents all constituencies, actual replacement procedures need more direct input from faculty teaching in specific computer labs. Installation of approved upgrades relies on each School's computer lab technicians to relay the needs of the faculty utilizing the hardware and software. A more formalized procedure that documents faculty input would ensure that the right mix of hardware and software is purchased and installed to meet each program's unique needs.

ACTION PLAN

- Under the auspices of the Technology Steering Committee, develop and implement a procedure for the replacement of desktop hardware and software that fully engages the instructional faculty in the decision-making process.

C1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTION

It is the goal of the College that information systems and other technological tools be used to improve operational efficiency and also provide opportunities to enhance students' education using appropriate technology. Examples of technological enhancements implemented in the past several years to improve operational efficiency include online grading, online dropping of students, online census, online rosters, and many others. Many of these are projects suggested as part of the College's technology planning process in 2005 and are reflected in the College's Technology Plan (IIIB2a.59).

The most important technological commitment to student education the College has made since 2004 has been the growth and adoption of distance education as an alternative to on-ground coursework. In 2004, approximately 2,572 students participated in "pure" distance education courses. An additional 118 students participated in "hybrid" courses. In 2008, these figures were 10,319 and 1,102, respectively (IIIC1a.63).

The Online Learning Center (OLC) was opened in 2004 as a physical location where faculty and students can receive technical support and training in the SWC Online Learning System, which is currently Blackboard. Faculty can receive specific pedagogical support and training via workshops provide by the OLC and on-site visits. To enhance the OLC, in 2007, the College outsourced its distance education infrastructure support to Blackboard. The reason for this change was to improve availability and reliability. Blackboard is contractually bound to provide 99% availability. Blackboard has also incorporated Southwestern College into their comprehensive disaster recovery plans (IIIC1a.64).

ANALYSIS

As online learning continues to grow, the College should take actions to make certain that the online program is centrally managed and coordinated by an academic administrator who is responsible for ensuring that the direction, goals, and objectives of the program reflect the College's overall educational and operational goals.

C1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTION

In April 2008, the Staff Development Office conducted a District-wide needs assessment survey, and the results of the survey identified various information technology training needs to be addressed in the 2008–2009 academic year. In the fall and spring semesters, Staff Development offers training in those areas identified as "needed" by administration, faculty, and staff throughout the District. In addition, Staff Development contacts key managers in various departments and schools regarding additional areas not identified in the needs assessment survey (IIIA5a.38).

The Staff Development Committee, working closely with the Academic Senate and Academic Technology Committee, provides mechanisms for identifying training needs. The Staff Development Coordinator frequently meets with administrators in various areas of the College to assess needs that may not have been discovered by other means (IIIC1b.65).

Training is monitored closely to ensure quality. Instructors with expertise in technology and experience in delivering training to adults are utilized in the training program. The Staff Development Office provides assistance to in-house experts who have experience in their respective field but may need assistance understanding how to deliver content successfully to adult learners.

The Staff Development Office requires that following each staff development-sponsored training activity an evaluation of the training is conducted. The results of these evaluations are tracked in a database for use in program evaluation.

The majority of technology training relates to those tools currently approved for use District-wide. For example, Staff Development conducts training in the Microsoft Office Suite, audio and video software commonly used in the classroom, and administrative software such as Datatel, Colleague, and WebAdvisor.

At the end of each academic year, beginning with the 2008–2009 school year, Staff Development evaluates its programs for continuous improvement. A needs assessment is conducted annually in April, and the program is evaluated during June of each academic year. The results of the program evaluation are used to make program improvements in the following academic year (IIIA5a.38).

The Online Learning Center trains and assists students, faculty, and staff requesting assistance in the online environment. Students with minimal exposure to computers can use the Online Learning Center as a resource to improve their computing skills in order to use the College's systems more effectively (IIIC1b.65).

The Southwestern College Library offers two courses that teach students about information technology. LIB 110, Simplified Research: Print and Electronic; focuses on access to and use of catalogs in both Dewey and Library of Congress classification systems, databases, and electronic books. LIB 151, Research Using the Internet; emphasizes the Internet as a research tool and among the topics covered are finding, evaluating, downloading, and citing Web resources, as well as search engines, Web browsers, directories, and Web pacs.

The librarians offer, at all sites, orientations by advance request. The orientations are tailored to the instructor's assignment and include instruction in utilization of the College's automated integrated library system, Horizon.

Shortly before and during the first week of each semester and short-term session, the librarians offer one-hour orientations to Blackboard. The sessions are held at the Chula Vista campus, National City, Otay Mesa, and San Ysidro.

The Southwestern College Library subscribes to net Library, a database of approximately 20,000 electronic books. Training on net Library is covered in the Library orientations and also one-on-one at the Library's Reference Desk.

Student training is also available through a variety of tutorials on the Library's website. These tutorials include instruction on the Library catalog (in both English and Spanish), Reserves, ten of the Library's databases, and four videos related to Artstor, a database of nearly one million images.

Finally, the College offers both a credit and noncredit computer literacy course for those students with limited computing experience entering the College.

ANALYSIS

The College offers a variety of avenues to meet the training needs of faculty, students and staff. The Online Learning Center has been a vital tool in assisting students, faculty, and staff in their desire to upgrade technology skills. The Staff Development Office provides current technology to staff and faculty to support the learning process.

C1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTION

The College continues to develop and refine methods to address this need. In June 2008, the Governing Board authorized a program to lease new desktop hardware (IIIC1c.66). This plan replaces desktop hardware on a four-year cycle to ensure an ongoing update cycle and, through utilization of a lease, formalizes consistent hardware replacement. Using the lease approach results in an average desktop hardware age of approximately two years. Additionally, by entering into the leasing plan, hardware replacement becomes an automatic transaction as monies are budgeted to service the lease on an annual basis. This is a significant advantage over any process that requires annual review and funding because that process is susceptible to year-to-year budget pressures and competition with other budget considerations. The lease program puts desktop computing replacement on "auto-pilot."

The College also recognizes the need to replace its network backbone. The existing network and backbone components were originally installed in 2003. The College is currently implementing a five-year infrastructure replacement cycle (IIIC1c.66). This plan includes leasing network backbone hardware replacement and upgrades through the year 2013. As mentioned above, leasing network backbone equipment provides the same "auto-pilot" functionality as desktop hardware (this is included in the Computer Services and Supports IT Upgrade document adopted as part of the tentative budget by the Governing Board at the June 2008 meeting).

ANALYSIS

The District has recognized and implemented a plan to solve infrastructure technology needs for the near future of the College.



C1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTION

The Southwestern Community College District maintains a network backbone and distribution infrastructure that provides connectivity and access to virtually every office and location, including the remote Higher Education Centers, within the District. In addition the College has an extensive wireless network that extends to virtually all parts of the campus.

The network is segregated into three logical components: student, staff, and wireless. Access to the student network is available to students and is limited to accessing educational resources—software systems installed in computer labs, the Internet, library systems, etc. The staff network is restricted to employees of the College, and access is controlled through a management approval process. The wireless network is publicly available but limits access to the Internet only.

The College also extends its technological reach via its distance education program. All credit and noncredit courses approved by the College's Curriculum Committee for Distance Education are supported through the Blackboard Course Management System. This means, any approved course can be turned into a "hybrid," web-enhanced, or fully online course by simply setting the course up as such in Blackboard (IIB2a.59) (IIC1b.66), (IIC1d.67).

As mentioned in Section 1, Southwestern College has an established committee structure that involves the senior administrative and faculty leadership in prioritizing and overseeing the technology direction of the College. Policies and procedures related to technology are vetted through this committee structure and forwarded to the Governing Board when appropriate.

To protect its information system resources, the College performs daily backups of its systems and rotates these to an offsite location. The College is also in the process of developing a disaster recovery plan and contract relationship with disaster recovery service provider, Sungard Availability Services.

C2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTION

Southwestern College's most recent Strategic Plan was adopted by the Governing Board in April 2006 and covers the period 2006–2009 (IIIA6.39). A central component of the planning process as contained in the Strategic Plan is to integrate other College plans, such as the budget development process, technology plan, Educational and Facilities Master Plan, Accreditation Self Study, Program Review, Marketing Plan, and Enrollment Management Plan.

In November 2005, the College's Technology Plan was accepted by the College Leadership Council and the President/Superintendent of the District.

One of the key components of the Technology Plan was the creation of the technology governance structure described in Figure 1 below. Technology services at Southwestern College are shared between an administrative and academic organizational structure reporting to a common dean (see organization charts below) (IIIC1.60), (IIIC1.61).

Representatives of these organizations are part of the College's technology governance structure and, as such, communicate on a regular basis with faculty and staff representatives about technological enhancements to support the College.

Two examples of how this process works are discussed here. In 2006 and 2007, the College had issues meeting the needs of its distance education students. The problems were two-fold. First, the technology infrastructure was not sufficient to support processing demands during peak periods, and, second, Help Desk service was inadequate to the needs of distance education students, particularly during non-standard hours. These issues were brought to the attention of the broader college community through its organization and governance structure and this resulted in two substantive changes. First, support for the Blackboard course management systems was outsourced to Blackboard (IIIC1d.67). This change improved the technological infrastructure available to support distance education students. Second, Help Desk support was also outsourced to Presidium to provide a 24/7, 365 days-per-year mechanism for students to have their questions answered and issues resolved (IIIC2.68).

ANALYSIS

The organizational and governance structures and their ongoing communications provide a mechanism for the College and its constituents to improve and enhance its use of technology.

Information Technology Support Organization

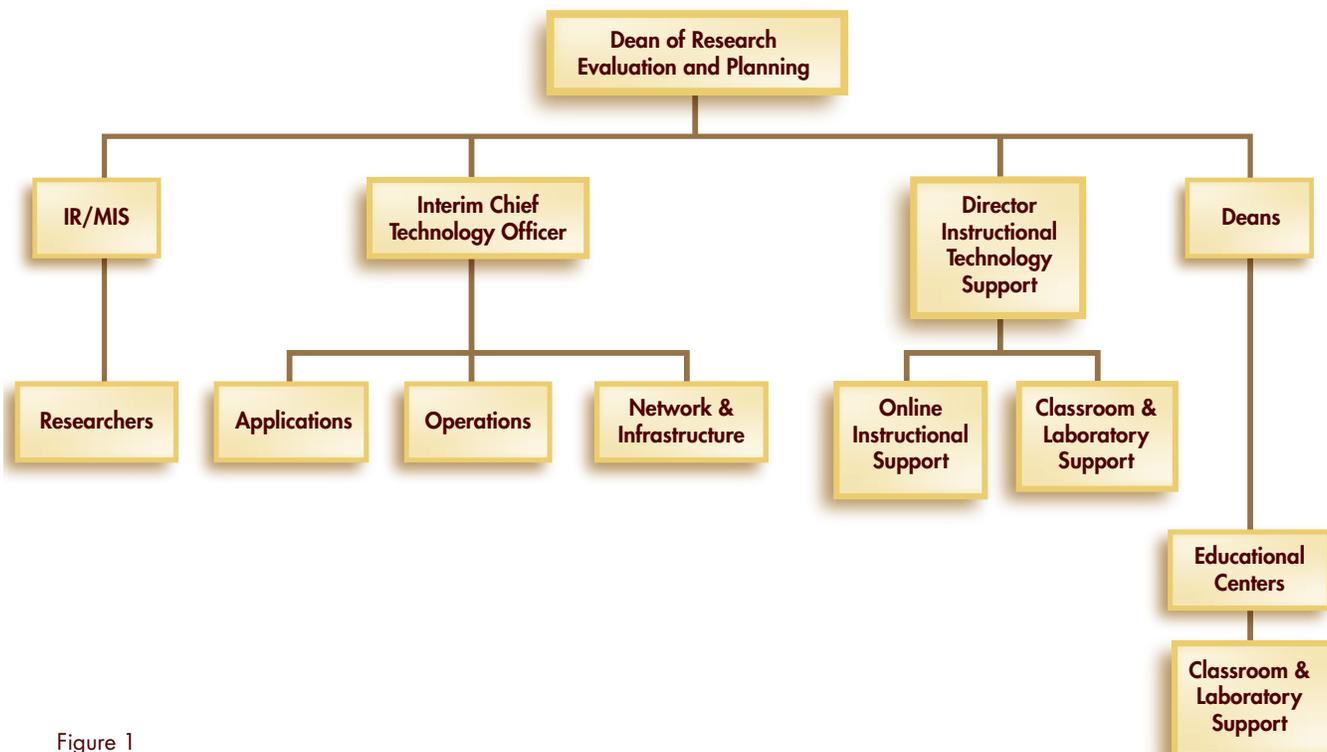


Figure 1

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term solvency. Financial resources planning is integrated with institutional planning.

D1.

The institution relies upon its mission and goals as the foundation for financial planning.

D1.a

Financial planning is integrated with and supports all institutional planning.

DESCRIPTION

The Southwestern College's (SWC) budget planning process begins with the development of parameters for the coming budget year and includes priorities approved by the Cabinet and the Governing Board. Input from Vice Presidents, Deans and department managers is part of the process. The District's Technology Plan (IIIB2a.59), Academic Program Review (IIIA1.9) reports, and the SWC Educational and Facilities Master Plan (IIIB2.42), (IIIB1.43), is integrated into the College's Board-approved Institutional Strategic Plan (IIIA6.39). The integration of these three plans into one clear, focused document assists the College in determining and assessing the need for technological upgrades, facilities needs and departmental needs, as well as personnel requests necessary to support student learning and success. Aligning all requests and expenditures with the Institutional Strategic Plan ensures both institutional as well as fiscal stability at all levels. Every June, the Superintendent/President presents a tentative yearly budget to the Governing Board for the following fiscal year based on input from all these sectors. The Southwestern College annual budget adopted for 2008–2009 was \$95,711,655.

ANALYSIS

The CLC Budget Task Force reviews the preliminary budget and makes recommendations for budget modifications to the Superintendent/President. However, it was noted by this committee that the former CLC Budget Subcommittee did not participate in Budget planning for 2007–2008. Budget decisions for that fiscal year were made at Cabinet level with input from Deans and Managers. In an effort to rectify this situation, the College has reinstated the CLC Subcommittee and has stated that it be an integral component of institutional financial planning. Restructured and renamed the CLC Budget Task Force, this committee now includes a Governing Board member, the Superintendent/President, the Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Human Resources, the Vice President for Business and Financial Affairs, the Senior Director for Business Operations and Facilities Planning, the District Controller, an accountant, an Academic Senate representative, a SCEA representative, a Classified Senate representative, a CSEA representative, and an ASO representative (IIID1a.73). With the creation of this revised CLC Budget Task Force, the District demonstrates its desire for more shared governance in decision-making as well as for transparency in financial matters at the College.

As suggested in the 2003 WASC Self Study, Academic Program Review (APR) has now been officially linked to budgetary funding. The new APR process, in which individual programs conduct a thorough Self Study to evaluate their student learning outcomes and curriculum, as well as department personnel needs, fiscal needs, facility needs and technology upgrade needs to support student learning and success, now serves as a tool to measure future financial funding needs (IIIA1.9). Prior to 2006, APR was completed every six years; however, in June 2006, APR was modified so that each program completes its Self Study every three years. In addition, an annual APR progress evaluation is also required from each program in its second and third year so as to keep all programs on target and current on projects as well as budget requests. This linking of APR to financial planning should make it an effective tool in determining the College's fiscal needs and in keeping the Institutional Strategic Plan up to date.

The College community, both off and on campus, has had input into the development of the College's Institutional Strategic Plan and review of the proposed tentative budget for the coming fiscal year. The CLC has taken on the oversight of the implementation of the Strategic Plan and the review of the tentative annual fiscal budget. Public budget forums and invitations to serve on Institutional Planning Committees and other shared-governance committees provide open opportunities for all to participate.

The Campus Accreditation Survey results from spring 2008 indicate that there is a strong perception by faculty and staff that there is a lack of adequate financial planning for resource development. The survey also indicated that there is a lack of information about how financial planning occurs and is monitored at the institution. Furthermore, there was noted concern that some areas received funding while other areas received none without explanation or reason for the funding discrepancy. As a result, a perception still exists that the budget is driving institutional planning instead of institutional planning driving budgetary resources or decisions (IIID1a.74).

Approximately ten years ago, the College had a regularly utilized, institution-wide review of all departments and academic programs, called Achieving Institutional Mission (AIM). For reasons unclear, however, the use of AIM college-wide fell by the wayside, except for Academic Program Review (APR), which continued to evaluate and identify academic personnel and budget needs; APR has met all Accreditation Standards by thorough review of all academic departments, now on a three-year review process. Student Services programs continued to complete program review on a six-year rotation. Nevertheless, there is still a need for a regular review of every non-academic department at the College in order to better gauge fiscal and budgetary needs and requests as well as for efficiency and for completion of AUOs (IIID1a.71).

ACTION PLAN

Reactivate and update Achieving Institutional Mission (AIM) Program Review Committee and conduct department reviews (also appears in III A6 and IV A1).

D1.b

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

DESCRIPTION

Prior to the initiation of the budget cycle, it has been standard practice at the College that the Vice President of Business and Financial Affairs and the Controller meet with the Superintendent/President and the Cabinet to review the development of budgetary parameters, which include the State Chancellor's Office apportionment estimates, increased state and local mandates, the Institutional Strategic Plan, the Technology Plan, the Educational and Facilities Master Plan, and local bond funding. The Vice President for Business and Financial Affairs and the Controller also brief the Superintendent/President and the Cabinet on the projected College financial outlook for the year, including beginning and ending estimated balances and the status of the budget reserve funds (IIID1b.75).

While development of budget parameters was a standardized process at the College, documentation of a written policy and procedures for preliminary budget parameter development was not found.

Once the budget parameters are approved by the Superintendent/President and the Cabinet, the Vice President of Business and Financial Affairs and the Controller prepare the budget development packet, which includes the budget calendar and process for the upcoming fiscal year (IIID1b.76). This packet is delivered to the Vice Presidents, who review and submit the information to their Deans/Managers, who in turn, consult with their school or department to draft their projected budgetary needs (IIID1b.77). The Deans and Managers collect and return their budget requests to their cognizant Vice President, who then reviews and forwards this information back to the Office of Business and Financial Affairs. Once received, the budget projections are compiled for presentation to the CLC Budget Task Force. At the next available CLC Budget Task Force meeting, future College expenditures and projected ending balances are disseminated, discussed and reviewed in a transparent fashion. The Budget Task Force recommends a preliminary budget, which is then forwarded to Cabinet. The Cabinet then discusses the Budget Task Force recommendations, as well as other CLC major institution-wide issues that have an impact on budget. Final recommendations and budget projections for the upcoming fiscal year are presented by the Superintendent/President to the Governing Board at a regularly scheduled June meeting.

ANALYSIS

The budget planning information provided to the Superintendent/President affords a maximum opportunity for innovative fiscal planning while remaining within realistic College limitations, prior to the Superintendent/President presenting the draft budget to the Governing Board for approval for the upcoming fiscal year. The College continues to follow the State budget very closely in these troubled financial times. Since Senate Bill (SB) 361 was passed during the fiscal year 2006–2007, SWC is no longer among the lowest-funded districts in the State. However, SWC remains very politically active in order to secure additional funding to serve student needs. Estimates of revenue are based on realistic projections of State apportionment, student fees, and local property taxes. The latter is problematic given the recent economic downturn in the State's revenue as well as the national mortgage and financial crisis. Proposition AA, passed in 2000 by local residents, continues to provide restricted funds for certain facility needs while a new bond measure, Proposition R, was passed by the community in November 2008. The bond passage will provide support for future improvements of equipment and facilities (IIIB1.42).

In response to the previous 2003 Self Study, SWC has developed a long-range Technology Plan, which incorporates College-wide input for funding priorities (IIIB2a.59). Input from faculty came through Subcommittee E (Technology) of the Academic Senate Curriculum and Instruction Committee, whose mandate was to address academic computing needs and issues. In 2005, Subcommittee E evolved into the Academic Technology Committee (ATC), comprised of faculty representatives from all Schools as well as the Director of Instructional Technology Support and the Interim Chief Technology Officer as resource members. Their task is to identify technology needs and solutions that meet pedagogical requirements for excellence in teaching (IIIC1.61). In addition, the Technology Steering Committee, (guided by the SWC Institutional Strategic Plan and comprised of the Vice President for Academic Affairs, Vice President for Student Services, Vice President for Business and Financial Affairs, Vice President for Human Services, the Academic Senate President, ATC Chair and an appointed Classified staff member), created guidelines which included funding technology, safety, and Strategic Plan priorities for how technology should be purchased, managed, and supported within the institution. These guidelines serve as the foundation of all technology development within the District and guide discussions on the suitability of future technology action plans. The ATC Chair, representing faculty, serves on the Technology Steering Committee and thus ensures linking of technology and pedagogical needs to the College's yearly budget. It was noted that while the Technology Steering Committee has not met on a regular basis this fiscal year, the ATC has continued to meet regularly and is one of the Academic Senate's standing subcommittees.

Under the leadership of the ATC, online learning has achieved a level of critical interest by faculty over the last eight years. Due to the ever-expanding and ever-advancing world of Internet options, faculty have recognized the need to make changes in teaching and learning pedagogies. The first critical step in moving in this direction was the establishment and funding of the Online Learning Center, a one-stop center providing a full range of services and assistance for faculty and students involved in the online arena, as well as for technical support for online learning Blackboard courses.

ACTION PLAN

- A written policy and procedures for preliminary budget parameter development should be created, adopted, and implemented.
- The District should establish a transparent and clear shared-governance method of developing parameters for budget planning to alleviate the perceptions that resources are distributed unfairly and without long- and short-range planning for fiscal stability.

D1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTION

It falls upon the Governing Board to ensure the financial stability of the College when making all its financial plans, short or long-term. The Board receives the monthly financial statements compiled by the Office of the Vice President for Business and Financial Affairs outlining the current state of the institution's finances, has the responsibility of reviewing them for accuracy, and for keeping the College solvent.

ANALYSIS

Being fiscally prudent and aware of future economic challenges, the District's Governing Board established a goal of a 7% budget reserve based on the estimated expenditures of the adopted budget. In 2008, due to these extraordinary financial times, the District found itself in a position of being able to maintain only a 4% reserve, the minimum amount recommended by the System's Office.

As proof that the institution plans for short and long-term goals, a bond measure, Proposition AA, was approved for facilities and equipment improvements in 2000. In November 2008, Proposition R was approved by the residents of the District. This new bond is designed to support the District needs of remodeling, facility development, and technology for the future.



D1.d

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

DESCRIPTION

Guidelines for financial planning and budget development do exist and are followed regularly by the College. These guidelines are set out in the annual budget development process organized by the Office of Business and Financial Affairs (IIID1d.79). Some constituencies expressed concern that the process was too dominated by the administration with few opportunities for widespread input.

ANALYSIS

Since 2003, most decisions at the College regarding financial planning and the budget development process have been made at the administrative level. Recently, there has been headway into shared governance in the area of financial planning. One significant change has been the reinstatement of the CLC Budget Task Force in April 2008 by the current Superintendent/President. This is a much-lauded step by the college community and is one that portends more equal shared governance between all sectors of the College in the future.

In the past, there have been few opportunities for stakeholder input in the development of the fiscal budget. There have been a couple of public budget forums and invitations to participate in shared governance entities on campus, such as the CLC Budget Task Force, but these have been recent. Usually, most input comes from public Governing Board meetings, which does not allow for thorough discussion or collaboration.

D2.

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

D2.a

Financial documents, including the budget and the independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services, Institutional responses to external audit findings are comprehensive, timely and communicated properly.

DESCRIPTION

As with most California Community Colleges, 81% of SWC's current budget is designated for personnel compensation. The College assures that it will continue to monitor its Full-Time Obligation number (FTO) and plans to meet future classroom and technology needs (IIIA2.24).

The District allocates monies needed for updating facilities and classrooms from Proposition AA funds. Many programs offered by the College do not require support from the District's general fund. Specific examples include the faculty-supported Learning Communities Program and the San Diego and Imperial County Community College Association (SDICCCA) Internship Program.

While it was found that there is still room for increased linking of goals for student learning to funding allocations, the District now requires faculty as well as administrators to include reference as to which of the specific Institutional Strategic Goals or APR recommendations relate to their itemized budget requests.

ANALYSIS

For the 2008–2009 fiscal year, the CLC Budget Task Force made its recommendations to the CLC and provided input to Cabinet. These recommendations were brought to the Governing Board by the Superintendent/President in July 2008. Even though the State budget crisis was of major concern to all stakeholders, the Governing Board agreed that funding technology, safety, and Strategic Plan priorities was essential to meeting the District's learning outcomes. To that end, the SWC Governing Board approved a reduction of the 7% reserve fund to the recommended State level of 4% to cover these critical proposed expenditures and much-needed improvements.

Southwestern College's administration has developed Administrative Unit Outcomes (AUOs) this past year, which were based on the goals and priorities found in SWC's Institutional Strategic Plan, the Technology Plan, and the Educational and Facilities Master Plan. It is intended that these AUOs will be reviewed, assessed, and modified annually.

Southwestern College requires an independent audit each year. The College maintains proper controls over fiscal decision-making and receives budget guidance from the San Diego County Office of Education. In addition, SWC follows the Board of Governor's adopted criteria to ensure sound management system control. Reports assessing the fiscal health of the College include the 311Q report (IIID2a.78), annual CCFS-311 report (IIID2a.79), and the annual audit report (IIID2a.80). The College consistently documents responses from the Chancellor's Office regarding specific fiscal issues, procedures, and accounting standards, and implements any needed changes.

The independent auditor makes a public annual presentation to the Governing Board with the results of the audit for that fiscal year. In addition, the auditor provides recommendations as needed, which are also reviewed at the Superintendent/President and Governing Board level. While some minor recommendations have been suggested to the Governing Board, no major audit exceptions nor need for corrective action have been reported by the auditors in recent years.

D2.b

Appropriate financial information is provided throughout the institution.

DESCRIPTION

The Office of Business and Financial Affairs in collaboration with the Office of the Superintendent/President updates the college community on the status of the budget in several ways. The Superintendent/President meets weekly with his Cabinet to keep all Vice Presidents up to date on budgetary issues. This information is then disseminated by the Vice Presidents in staff meetings within each of their areas. Beginning in spring 2008, the Office of the Superintendent/President started the practice of sending email communiqués, some of which also include updates from the State's Chancellor's Office and campus budget workshops (IIID2b.81), (IIID2b.82). Yet another method of information comes from the Office of Business and Financial Affairs, which prepares financial reports that are reviewed and presented by the Superintendent/President to the Governing Board at monthly meetings. This public information is posted in the College's public folders.

ANALYSIS

In addition to these budget communiqués, financial information is accessible to faculty, staff and administrators through Colleague, the College's general ledger accounting system. Since Deans and Managers are responsible for administering their budgets, they can monitor their accounts so that all transactions posted to their budgets are accounted for.

To further notify the college community of deadlines for various functions throughout the fiscal year, the Office of Business and Financial Affairs communicates regularly with constituent groups and/or committees regarding specific items, such as travel expenditures or purchase orders. In 2008, the Office of Business and Financial Affairs reaffirmed its commitment to providing technical assistance on budget development and management campus-wide, via email notices, open budget forums, and individual meetings with constituents.

D2.c

The institution has sufficient cash flow and reserve to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTION

The primary source of revenue for the College stems from state apportionment funds and local property tax funds, as well as federal and state private Categorical Program income. The College has sufficient cash flow to meet all its obligations during normal budget years. For the 2008–2009 academic year, since the State did not adopt a budget by September 2008, it was necessary to borrow funds from the San Diego County Office of Education in order to meet the College's obligations.

The District provides a variety of medical, health, and vision plans. The employee dental benefits plan is the only category in which the College is self-funded and self-insured. A separate fund of \$800,000 was created to cover shortages in both medical and dental premiums caused by increased costs. All other areas of insurance, such as liability, excess liability, property damage, etc, are pooled with other entities, with funds being expected to adequately cover any incurred future expenses.

ANALYSIS

In 2007–2008, the Governing Board mandated a 7% general fund reserve to ensure fiscal stability. FY 2007–2008 expenses yielded an ending balance of \$5,183,379. Ending balances were \$8,643,482 for FY 2006–2007 and \$7,511,343 for 2005–2006. Despite hard times, these reserve amounts were well above the 4% reserve factor recommended by the State.

Being prepared for financial emergencies is the focal point of the Board-approved 7% reserve fund. At the June 11, 2008, Governing Board meeting, the Board reduced its reserve funds and approved the tentative SWC Budget for 2008–2009, which included \$1.5 million of its mandated reserve fund allocated to fund the College's Technology Plan needs.

D2.d

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

DESCRIPTION

The Office of Business and Financial Affairs oversees all of the finances of the District as directed by the Governing Board and the Superintendent/President. It monitors and maintains the District in compliance with Federal and State regulations at all times. In addition, it ensures that all budgetary and financial transactions have the required signatures and are based on written request in keeping with budget parameters and constraints.

Oversight of Financial Aid is the responsibility of the Financial Aid Administrator, Vice President for Student Affairs, and the Vice President of Business and Financial Affairs, who are all required to comply with Financial Aid fund regulations (IIID2d.83). Staff in the Office of Fiscal Affairs, whose duty it is to work with these accounts, are well-acquainted with Federal, State and local laws and regulations as they relate to all forms of payments to students. In addition, they review student accounts periodically.

ANALYSIS

The Office of Business and Fiscal Affairs has established a system of accounting and reporting Student Aid. There is an established and entirely separate fund, which is handled by one of the Senior Account Clerks, designated for Financial Aid Grants. The Senior Clerk prepares all the checks, such as PELL GRANT, SEOG, and CAL-GRANT monies, and mails them to students. Another trained account clerk is responsible for reconciling the bank statements regularly on all Federal Financial and State Financial Aid Funds so that there is audit control maintained on all accounts. Fiscal Services determines applicable audit requirements and establishes effective internal control policies and procedures to ensure compliance.

The Grants Office, once part of Institutional Advancement, used to oversee all grant funding, including the Southwestern College Foundation. In February 2008, the Administrative Reorganization Plan approved by the SWC Governing Board modified the duties of the Grants Office. Now as its name suggests, the Grants Office oversees grants and has been reassigned under the Vice President for Academic Affairs primarily because more than 70% of all grants received are generated by instructional faculty and schools. In addition, the Reorganization plan also modified Southwestern College

Foundation from an independent office to a department that now reports to the Director of Media and Public Relations. All auxiliary organizations, including the SWC Bookstore, Food Services, ASO, all student clubs, etc., follow the same fiscal control procedures as other departments.

Restricted accounts, including those externally-funded, are set up for all programs, projects, and/or grants that are not part of SWC's general fund. Each fund receives a unique Project Code as well as unique account transactions, which are kept separately to ensure that funds are not commingled with the general unrestricted accounts. Reporting of these grants and contracts can be done monthly, quarterly, or yearly, according to the funding requirements. Some of these grants and contracts also require District Match, either in-kind or cash match. To help handle the number of growing restricted accounts, an accountant position was officially established and was specifically designed to administer these restricted accounts.

Reporting requirements for restricted accounts follow established SWC guidelines. Because each grant's contract often varies from quite simple to greatly detailed, they are all followed and are all binding. The Office of Fiscal Affairs is made aware of these conditions as soon as the new grant contract arrives from the College's Grants Office. The District Accountant reads these contracts and must comply with all requirements. While some grants and contracts have indirect costs that are predetermined by the funding agency, some can be negotiated by the College, resulting in income to assist in the administrative support of the grant/contract.

ACTION PLAN

- Seek new and varied sources of revenue through external resources which may include but not be limited to: fundraising efforts, dedicated grant writer, increased fee-based use of College facilities and implementing an alumni association.

D2.e

All financial resources, including those from auxiliary activities, fund-raising efforts and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTION

In keeping with the Mission of Southwestern College, the District seeks to be an institution of integrity that can meet the educational and personal needs of its students. Other external funding is sought in keeping with the Mission and Institutional Strategic Plan and in order to enhance learning opportunities for students.

ANALYSIS

To that end, the College uses its financial resources to meet students' needs. Each auxiliary enterprise is given its own unique fund and/or activity code. Each account is reconciled monthly in order to keep audit records clear.

D2.f

Contractual agreements with external entities are consistent with mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTION

As with all community colleges, the Governing Board is very clear on policies and procedures for contractual agreements with external entities. The Senior Director for Business Operations and Facilities Planning oversees the managing of contracts on behalf of the District. Only the Superintendent/President, the Vice President of Business and Financial Affairs, and the Senior Director for Business Operations and Facilities Planning have the authority to execute documents arising from purchasing or contract functions.

ANALYSIS

The College is a contributing member of a variety of consortiums and purchasing organizations. The Purchasing Department reviews approved contracts for compliance with IRS rules and regulations regarding classification of an employee vs. an independent contractor.

Southwestern College also partners with various agencies, such as San Diego State University, Housing and Urban Development (HUD), National Science Foundation, Small Business Administration, Defense Logistic Agency, and Sweetwater Union District to expand and enhance program offerings (IIID2f.83).

D2.g

The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve financial management system.

DESCRIPTION

At Southwestern College, evaluation of the financial management process includes several levels. There is an annual financial audit by professional external auditors, who suggest recommendations to improve financial management systems within the District (IIID2a-82). Their recommendations are presented at an open Governing Board meeting. The College's CMT reviews and suggests modifications and there is also a shared governance review of the budget review process.

ANALYSIS

The CLC Budget Task Force evaluates the budgeting process. As a shared-governance entity, CLC, with all internal stakeholders represented, is able to evaluate the transparency, organization of, and validity of the budget process (IIID2g.69). Lastly, the Institutional Strategic Plan, designed to be a living document, provides for constituency input on an annual basis.

D3.

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvements.

DESCRIPTION

Southwestern College uses several different methods to monitor, assess, and improve the efficient use of its financial resources. In compliance with the State Chancellor's Office, yearly independent auditors' reports are used to help monitor the District's internal controls over financial reporting (IIID2a.80). At the State level, quarterly and annual financial reports are submitted to the Chancellor's Office for evaluation of the financial well-being of the District. The County Office of Education, by reviewing all payroll and business transactions, provides a secondary audit function for the District, and serves as a valuable check and balance on all cash transactions.

Internally, the District uses the input gained through the yearly budget process from Governing Board Members, Cabinet members, Managers, Deans, Department Chairs, staff and the community, along with the results of employee surveys conducted by a hired consultant, to continually evaluate District priorities and effective resources allocations.

ANALYSIS

The audit reports and internal review mechanisms ensure that the District's financial management system complies with the State Chancellor's Office requirements and is in compliance with Federal, State and local laws.

Theme:

- Institutional Commitment
- Evaluation, Planning, and Improvement
- Student Learning Outcomes
- Organization
- Dialogue
- Institutional Integrity

Culture of Evidence Standard III

- IIIA1.1** Recruitment & Hiring Policy & Procedure (No. 7120)
- IIIA1.2** Title 5 section 53000
- IIIA1.3** College Mission Statement
- IIIA1.4** Policy #5317 Disciplines and Minimum Qualifications
- IIIA1.4** Policy #5319 Minimum Qualification Equivalency
- IIIA1.5** Job Descriptions
- IIIA1.6** Reopen Hiring Notice
- IIIA1a.7** Job Announcements
- IIIA1a.8** Hiring Advertisements
- IIIA1a.9** Academic Program Review
- IIIA1a.10** Faculty Hiring Prioritization Process Committee documents
- IIIA1a.11** Governing Board FHP Ranking
- IIIA1a.12** Equal Employment Opportunity Plan
- IIIA1a.13** State Minimum Qualifications
- IIIA1a.14** Interview Sample Questions
- IIIA1a.15** Recruitment samples/documents–HR Summary of applications and positions for 2007–2008
- IIIA1a.16** Equivalency Documentation
- IIIA1b.17** Classified Administrator Handbook
- IIIA1b.17** Classified Confidentials Handbook
- IIIA1b.17** CSEA Contract
- IIIA1a.17** Academic Administrator Handbook
- IIIA1b.18** Tenure Review & Faculty Evaluation Manual
- IIIA1b.19** SCEA Contract: Article XV-Part Time Faculty
- IIIA1b.20** Classified Employee Performance Evaluation form
- IIIA1b.20** Academic Administrator Evaluations–Policy #7253
- IIIA1c.21** CurricUNET SLO website
- IIIA1d.22** SWC Policy #2715, Governing Board Code of Ethics
- IIIA1d.23** SWC Policy #3050, Institutional Code of Ethics
- IIIA2.24** FTO reports 2002–2008
- IIIA2.25** Governing Board Agenda: Reclassification
- IIIA3a.26** Chancellor’s Hiring Monitor List
- IIIA4a.27** New Hire Orientation Packet
- IIIA4a.28** Policy #3430 Prohibition of Harassment & Discrimination
- IIIA4a.29** Demographic Study
- IIIA4a.30** Positive Engagement Speaker Series Flyers
- IIIA4a.31** SWC Diversity Initiative 2005
- IIIA4a.32** Standing Committee Directory–currently under revision
- IIIA4c.33** Student Handbook
- IIIA4c.34** College Catalog
- IIIA5a.35** CTL Brochure
- IIIA5a.36** Flex and Hurdle Credit Form
- IIIA5a.37** Opening Day Agenda samples
- IIIA5a.38** Needs Assessment Survey
- IIIA6.39** SW District Policy 4020 Discontinuance
- IIIA6.40** 2006 Strategic Plan
- IIIA6.40** Selected CLC Documents
- IIIB1a.40** Proposition AA documentation
- IIIB1a.41** Proposition R documentation
- IIIB1a.42** 2008 Educational and Facilities Master Plan
- IIIB1a.43** State Five-Year Construction Plan
- IIIBa1.44** State Scheduled Maintenance Plan

- IIIB1b.45** HEAT Maintenance System instructions
- IIIB1b.46** WAC Master Calendar (utilized by facilities staff)
- IIIB1b.47** Injury and Illness Prevention Plan (IIPP) (accessed by outlook public folders: Environmental Health and Safety <fileserver1\share\maint\safety>)
- IIIB1b.48** District Business Plan
- IIIB1b.49** Utility Cart procedures
- IIIB1b.50** Materials Safety Data Sheet (accessed by outlook public folders: Environmental Health and Safety <fileserver1\share\maint\safety>)
- IIIB1b.51** Safety Newsletter
- IIIB1b.52** SWC Policy #5005-Smoking
- IIIB1b.53** California Government Code, §7596–7598
- IIIB1b.54** P.O.S.T. Certificates
- IIIB1b.55** PSA Guidelines
- IIIB1b.56** Brochure of Clery Crime Reporting Statistics
- IIIB1b.57** District Emergency Response Plan
- IIIB1b.58** Crisis Response Team Protocol Structure
- IIIB2a.59** 2008 Technology Upgrade Plan
- IIIC1.60** Technology Steering Committee–Charter
- IIIC1.61** Academic Technology Committee–Charter
- IIIC1.62** Technology Steering Committee–Minutes
- IIIC1a.63** Academic Technology Committee–Minutes
- IIIC1a.64** Disaster Recovery Plan
- IIIC1b.65** Online Learning Plan
- IIIC1c.66** Desktop Replacement Policy
- IIIC1d.67** Blackboard Contract
- IIIC2.68** Presidium Contract
- IIID2g.69** Memo: College Leadership Council membership and structure (4-7-08)
- IIID.70** Campus Accreditation Survey Results–Spring 2008
- IIID1a.71** Administrative Unit Outcomes (AUO's)
- IIID1a.73** Budget Calendar 2007–2008
- IIID1a.74** Budget Development Packets
- IIID1b.75** Budget Development Process and Timeline: 2007–2008
- IIID1b.76** Instructions for Completing Tentative Budget Development Requests FY 2007–2008
- IIID1b.77** Instructions for Completing Tentative Budget Development Requests FY 2008–2009
- IIID2a.78** 311Q Report: 2007–2008
- IIID1d.79** CCFS-311 Annual Report
- IIID2a.80** Southwestern Community College District Audit Reports: 2003–2004; 2004–2005; 2005–2006
- IIID.81** Monthly Financial Statements submitted for Governing Board Approval
- IIID.82** Governing Board Meeting Minutes: 6-11-08
- IIID2f.83** SWC Financial Partners

Institutional Self-Evaluation Using Commission Standards

2009 Self Study

Standard IV

Leadership and Governance



Co-Chairs:

Ron Vess, Library Faculty & Kathy Tyner, Dean of Mathematics, Science and Engineering

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

A1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.



DESCRIPTION

Southwestern College (SWC) continues to work toward the concept of shared governance in which staff, faculty, administrators, and students participate in the decision-making process. The College persists in its commitment to a climate in which all college constituencies are able to influence the course of the institution by taking the initiative to bring forth for discussion and possible implementation measures that promote excellence at all levels. Such a climate allows the institution to effectively identify its values, set and achieve goals; learn and improve, and “strengthen its ability to carry out the College’s mission of educating our constituent populations” (IVA2.4). Shared governance:

- increases employee motivation and investment in the decisions of the College;
- leads to better decisions because it is based on multiple insights by area experts who have the opportunity to research, consider, and discuss issues; and
- reduces the likelihood of repeating past mistakes by including those with institutional memory in the decision-making process.

In 1988, AB1725 (IVA2.1) was passed by the California legislature codifying into law the concept of participatory governance with broad language that emphasizes and ensures the role of faculty, staff, and students in college governance. The California Education Code (IVA2.13, §70902(b)(7) calls on community college governing boards to enact regulations to “ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance” and, further, to ensure “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” SWC responded to this mandate with SWC District Policy 0009: Shared Governance Philosophy (IVA2.3), which was approved by the Governing Board in 1991 and revised in 1997, formally establishing shared governance at this institution. Procedures, structures, and committees were reviewed and revised as necessary to implement this shared governance policy. These will be described throughout this standard.

In January 1997, the Governing Board approved SWC District Policy 0011: Shared Governance Guidelines (IVA2.4) that clarified the manner in which collegial consultation would occur between the Governing Board and the Academic Senate when developing policies on academic and professional matters. The Governing Board agreed to either reach mutual agreement or rely primarily upon the advice and judgment of the Academic Senate when making decisions in eleven areas as mandated by Title 5 of the California Code of Regulations (IVA1.28, §53200 (b) (c) (d)):

Mutual Consent

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Educational programs development
- Standards and policies regarding student preparation and success
- Faculty roles and involvement in accreditation processes, including Self Study and annual reports
- Processes for Program Review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

Rely Primarily

- Degree and certificate requirements
- Grading policies
- District and college governance structures as related to faculty roles
- Policies for faculty professional development activities.

In January 2007, the Governing Board approved SWC District Policy 2510: Participation in Local Decision-Making (IVA2.5) in which it was agreed that the “Governing Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.”

Representatives of the college constituencies that are integral to the shared governance process include students, faculty, staff, and administration. These constituencies are represented by the Associated Student Organization (ASO), the Academic Senate, the Classified Senate, and various administrative groups (e.g., the Deans’ Council, and College Management Team (CMT)). As deemed appropriate, representatives from each of the constituencies are included on most major college councils, committees, and task forces as illustrated by the broad-based membership of the College’s Standing Committees, which perform a continuing function and have on-going responsibilities that are necessary to the operation of the District on a permanent basis (IVA1.1, p.4).

One primary shared governance decision-making body of the institution is the College Leadership Council (CLC), which is a college Standing Committee. “The purpose of the CLC is to provide a consensus-building forum to review College-wide needs, set priorities to meet College goals and to make recommendations for allocations of resources to the Superintendent/President” (IVA1.1, p.4; IVA2.6). The CLC is the “primary recommendation body on institution-wide issues related to annual and long-term planning, goals, and budget priorities” (IVA1.1, p.4; IVA2.6). Recommendations are made by consensus and the committee chair submits the recommendations to the Superintendent/President, who carries the recommendations to the Governing Board as deemed appropriate. “The major functions of the CLC include, but are not limited to:

- Recommend and communicate institutional priorities and goals to the Superintendent/President
- Initiate and implement institutional priorities and goals within the respective constituent units
- Evaluate a systematic way, progress being made, to achieve agreed upon institutional goals
- Review all institutional plans and planning efforts related to AB1725 and ensure that they are integrated
- Recommend to the Superintendent/President budget priorities and allocations to achieve established institutional goals
- Recommend to the Superintendent/President human resource allocation to achieve agreed upon institutional goals
- Periodically review the College committee structure and recommend modifications if necessary
- Establish subcommittees and task groups on budget, institutional planning, and other matters as deemed necessary.” (IVA1.1, p.4; IVA2.6)

The permanent membership of the CLC (IVA1.1, p.4; IVA2.6) includes the following representatives:

- Superintendent/President
- Academic Senate President
- Vice President of Academic Affairs
- Vice President of Business and Financial Affairs
- Vice President of Student Affairs
- Vice President of Human Resources
- ASO President
- Classified Senate President Elect
- Nine Faculty School Representatives
- Two Deans
- One Administrator from the Centers
- One Classified Director/Manager/Supervisory Representative
- One representative each from SCEA, CSEA, SCCDAA
- Confidential Employee Group.

The Executive Leadership Team (ELT), formerly known as the Executive Management Team (EMT), is a shared governance entity that serves as a consultative and informational body “to discuss institutional issues and topics with a global perspective and consult with respective constituency groups for input” (IVA1.2). The foundational principle of the ELT is to ensure that the consultation process is honored and utilized in all institutional matters that come before this body for consideration. ELT is designed as a two-way conduit in which ideas are brought from the grass roots (students, faculty, staff, and administrators) to the ELT and from the ELT to the grass roots. As part of its consultative process, the ELT solicits direct feedback from the Academic and Classified Senates, as well as the Administrator’s Association (SCCDAA) and the ASO (IVA1.3; IVA1.4; IVA1.5). The participative process emphasizes communication, consultation, and collaboration. Its purpose is to allow adequate but finite time for input and discussion by all affected parties. Major functions of the ELT include, but are not limited to (IVA1.2):

- Review of:
 - Policies/procedures
 - Institutional planning and approval of grant projects
 - Governing Board agenda
- Enrollment management
- Represents college at appropriate meetings and events
- Information sharing
- Consultation to Superintendent/President
- Liaison to College Leadership Council.

The permanent membership of the Executive Leadership Team includes the following representatives:

- Superintendent/President
- Vice President for Academic Affairs
- Vice President for Student Affairs
- Vice President for Business and Financial Affairs
- Vice President for Human Resources
- President of Academic Senate
- President of the SCEA
- President of Classified Senate
- President of CSEA (in compliance with SB 235)
- President of Southwestern Community College District Administrators Association (SCCDAA)
- President of Associated Student Organization.

Another shared governance body is the College Management Team (CMT), the membership of which includes all management personnel. Like the ELT, the CMT functions as an informational, consultative resource to the Superintendent/President (IVA1.7). Consistent with the previous Self Study “The CMT serves as a conduit of information from the CEO to the rank and file, as well as a means for the various departments of the college community to express issues to the Superintendent/President” (IVA1.6, Standard Ten B1 pp.235-7).

Illustrative of a systematic, participative process that assured effective discussion of ideas for improvement was the strategic planning process in which SWC embarked in fall 2003 and completed two and a half years later. The Superintendent/President charged the CMT with establishing a ‘Planning to Plan’ committee, called the Planning Process Group, to design a planning process. The Planning Process Group designed DAS13 – Dynamic, Aligned, Strategic, Inclusive, Inquiring, and Integrated – as a foundation for the institutional planning process. In addition, they recommended adoption of an institutional planning initiative that included establishment of an annual planning cycle and integration of all other college plans into one over-arching plan. These other plans included the Budget Development Process, Technology Plan, Educational and Facilities Master Plan, Accreditation Self Study, Program Review, Marketing Plan, and Enrollment Management Plan. The Planning Process Group made presentations to all college sectors and stakeholders to solicit their input into the planning process. Over twenty groups had an opportunity to provide feedback into the proposed planning process (IVA1.7). During spring 2004, SWC held an all-day forum involving 122 participants, representing a cross section of internal (77%) and external SWC stakeholders (23%). During the morning session of the forum, participants learned about: the area demographics; community development, workforce development, and transportation initiatives; trends in higher education; community college challenges in California; student profile and changing demographics; and anticipated trends. The afternoon session included an analysis of Strengths, Weaknesses, Opportunities, Trends, Threats (SWOT2) and concluded with identification of key elements to include in the mission and vision statements of the institution (IVA1.16).

Following the initial launch of the planning process in fall 2003, the CMT endorsed the recommendations of the Planning Process Group (IVA1.17) in January 2004, including establishment of an Institutional Plan Steering Committee (IPSC) (with the involvement of the Grants and Development Office). After a delay of a year, IPSC's first meeting was held in January 2005 (IVA1.18). Its membership consisted of representation from CLC and the Academic Senate, and included faculty, staff, administrators, the ASO vice-president, and additional members to fill in gaps of representation (IVA1.27). The executive committee was comprised of the Superintendent/President, the President of the Academic Senate, the Director of Grants and Development, a faculty co-chair recommended by the Academic Senate, and a dean co-chair recommended by the CLC (IVA1.18). An Institutional Planning website was established to keep all stakeholders abreast of the process (IVA1.24).

IPSC served in an advisory capacity that ultimately resulted in the development and implementation of a comprehensive institutional plan. (IVA1.8) In March 2005, SWC retained KH Consulting Group (KH) to assist IPSC and the College in developing an ongoing strategic planning process, starting with the initial development of a Strategic Plan and a Balanced Scorecard to:

- More effectively meet the needs of SWC students and the community
- Provide feedback on current efforts and performance
- Increase collaboration among programs and across services
- Ensure the Strategic Plan and Balanced Scorecard reflect SWC's multiple constituents and stakeholders.

In April 2005, SWC held an all-day retreat with 109 internal stakeholders that was facilitated by KH (IVA1.19; IVA1.20; IVA1.21). During summer and fall 2005, follow-up forums were held with approximately 47 classified staff, 50 community leaders, and 25 student leaders to solicit input. In July 2005, KH met with the IPSC where the information from the planning effort was synthesized into six strategic priorities. During fall 2005, the IPSC assigned Co-Chairs to each of SWC's Strategic Priority Work Groups. With KH as facilitators, the Co-Chairs solicited input from the respective Work Groups to identify the most beneficial initiatives and tasks on which SWC should embark. Each Work Group was composed of 10 to 30 stakeholders, including administrators, faculty, and classified staff, as well as external stakeholders from the community. The outcomes of these Work Groups are the Action Plans in the Strategic Plan (IVA1.8). The final SWC 2006-2009 Strategic Plan was approved by the Governing Board on April 19, 2006 (IVA1.8; IVA5.5).

Institutional leaders encourage faculty, staff, administrators, and students to take the initiative in improving practices, programs, and services in which they are involved. As will be described in more detail later in this standard, SWC has experienced a significant turnover of Superintendent/Presidents and Vice-Presidents since the last accreditation; however, the impact of this turnover was lessened by the stability and experience of deans, directors, and faculty at SWC who stepped in to fill the leadership vacuum by providing the continuity of leadership, institutional memory, and the oversight/management/driving force to move the College forward on a number of fronts, e.g., enrollment management, accreditation, basic skills initiative, faculty hiring prioritization, grant projects, Program Review, Proposition AA-funded buildings/remodels, and high quality instructional courses and programs.

ANALYSIS

SWC leaders continue to work toward creating an environment for empowerment, innovation, and institutional excellence. All faculty, staff, and administrators are afforded the opportunity to participate in shared governance. Shared governance committees that focus on a wide range of institutional issues, such as CLC and ELT, as well as committees with a specific focus, such as IPSC, are designed specifically to have a broad-based constituency. Representation from the ASO and staff on college-wide committees, task forces, and councils is low. Presumably this is due to work load demands and scheduling conflicts, although in 2008 classified staff participation on selection committees in which they are designated to participate made up more than 50% of all selection committee memberships in contrast to much lower participation on other shared governance committees. One indicator that institutional leadership is working towards creating an environment encouraging empowerment, innovation, and excellence can be found in the accreditation survey of faculty and staff (IVA1.10). Of the faculty respondents, 64.4% indicated they had the opportunity to participate in college planning processes and 75.8% indicated that they could clearly describe their role in helping SWC achieve its goals. Among staff respondents, 89.3% indicated they were aware of the College Mission Statement and 74% indicated they clearly understood their roles in helping the College achieve its goals. Of the student respondents, 85.8% agreed the College provided a positive learning and/or working environment (IVA1.11, IVA.12).

Systematic, participative processes are used to assure effective discussion, planning, and implementation when ideas for improvement have policy or significant institution-wide implications. For example, the CLC functions as the highest collaborative council at the college and is the most prominent shared governance decision-making committee on matters of planning and budget. The current Superintendent/President re-vitalized the CLC charging it with budget review and the oversight of the Institutional Strategic Plan, which had lain dormant since 2006 (IVA3.26). The CLC Budget Task Force (CLCBTF) and the Strategic Plan Sub-Groups are two work efforts emanating from the CLC that support the alignment of the strategic goals with the distribution of resources and collaboration across campus to meet organizational objectives. The Strategic Plan Sub-groups identified the short and long-term priorities and fiscal implications in each of their respective areas and made recommendations for implementation. These recommendations were reviewed and approved by the CLC, which finalized the priorities and forwarded them to the CLCBTF. (IVA1.26) the outcome of the CLC proceedings in spring 2008 was the identification of ten objectives from the Strategic Plan that the CLC agreed could be completed in 2008-2010 pending appropriate resource allocation (IVA1.22). The CLCBTF determined the funding necessary to implement these objectives and the CLC forwarded their recommendation to the Superintendent/President. After some negotiation, the funds were approved for inclusion in the District Budget, which was submitted to and approved by the Governing Board in October 2008 (IVA1.9). In February 2009, the funding was allocated to carry out these planned objectives over the next two years.

Concerns regarding SWC's systematic participative governance process includes the following:

- assigned duties of CLC are not consistent with other institutional documents
- at least one assigned duty of ELT is not performed consistently
- the meetings and minutes of ELT and CLC are inconsistent
- there is campus-wide confusion about the role of CLC and ELT and the process of consultation and decision-making.

For example, the description of the CLC in the District Standing Committees document (IVA1.1, p.4) does not mention its role in Program Review; however, the Academic Program Review Guidelines indicate that copies of the executive summaries for each Academic Program Review (APR) will be forwarded to CLC for inclusion in the budget planning process. Further it states, "The information gathered and analyzed in Program Review is used in planning, making budget recommendations, making personnel recommendations, and implementing program improvement"

(IVA1.13). Regarding ELT, its established role to approve grants does not appear to be taking place based on a review of ELT minutes (IVA1.5). Instead, grant proposals are vetted to the ELT via an email process in which the lack of response by an ELT member indicates approval. It is recommended that approval of grants become a formalized part of the ELT agenda in part because the discussion of grant proposals at the ELT level indicates to the college community the importance of grant-writing and of securing external funds for the benefit of the students. Another concern regarding ELT is inconsistent minutes since only those for 2005 and 2007-2008 are posted in the public folders (IVA1.14). There are no recent minutes for 2008-2009 nor are there minutes posted prior to 2005, which downgrades the relevance of ELT as a transparent, shared governance body. In addition, a review of the existing minutes does not indicate that any decisions or recommendations were approved; rather most of the business was informational and advisory to the Superintendent/President. Further, according to the ELT description (IVA1.2), meetings should be held on a weekly basis where discussion points and items of interest are distributed by way of ELT agendas and minutes and by reports to and from constituency groups, however no agendas have been posted since 2005 and in spring 2008 the ELT appears to have met only once per month.

In reviewing all of the information available, it is concluded that a great amount of confusion exists, even as recently as November 6, 2008, over whether ELT or CLC is the primary shared governance body for this institution (IVA1.15) and the process for bringing forth institution-wide initiatives for consultation and decision-making. It is recommended that the initiatives of all college committees and task forces that have an institution-wide impact and relate to college operations and policy pass through the appropriate shared governance committee and ELT for discussion prior to implementation.

One indicator of institutional recognition and utilization of leadership throughout the organization is evidenced by the leadership role taken by deans, directors, and faculty leaders. For example, a dean/faculty team led the revision of the Academic Program Review process, the Academic Senate President convened and co-chaired the meetings of the Faculty Hiring Prioritization (FHP) Committee, the Accreditation Steering Committee, and the initial meeting of the Basic Skills Initiative Steering Committee (BSI-SC); the deans/directors successfully met the enrollment/apportionment needs of the college through effective, proactive management, completed the Proposition AA building agenda on time and under budget, and obtained several millions of dollars of funding from external sources through successful grant submissions and private donations. Tasks that required engagement at the highest administrative level to implement, e.g., the Institutional Strategic Plan, institutional reorganization, and

the new bond proposal for capital improvements, lay dormant after the departure of the previous Superintendent/President. They were re-initiated by the current Superintendent/President Dr. Chopra. Program Review, once an institutional process entitled Achieving Institutional Mission (AIM), which involved all administrative units, was abandoned and only two areas continued the process. Academic Program Review was revised and successfully implemented as a three-year review process. Student Services followed the previous AIM format and reviews its programs on a six-year cycle.

As a final note, since Program Review provides a venue for faculty, staff, and administrators to take the initiative in improving practices, programs, services in which they are involved, it is strongly recommended that an Institutional Program Review process be re-established with each vice president responsible for undertaking such an effort in their respective units and reporting their findings to the CLC. As stated in the 2003 Self Study, “Used to its best advantage, the Program Review process should result in an Institutional Plan” (IVA1.6, 4D1, p.131)

ACTION PLAN

- Continue to support and encourage the participation of classified staff and students on shared governance committees.
- Establish a process whereby the initiatives of all college committees and task forces that have an institution-wide impact and relate to college operations and policy pass through the ELT for discussion prior to implementation.
- Improve transparency of ELT by posting agendas and minutes in a timely manner.
- Reconfirm and clarify the shared governance process for consultation and decision-making.
- Illustrate the shared governance process with a flow chart/diagram showing the relationship of all standing committees, constituent groups, CLC, ELT, etc. to each other.
- Reactivate and update Achieving Institutional Mission (AIM) Program Review Committee and conduct department reviews (Also listed in III A6)
- Formalize on the ELT agenda the approval of grants.

A 2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

A 2. a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTION

The Governing Board adopted Policy 0009: Shared Governance Philosophy (adopted 7/10/91, revised 7/22/97) (IVA2.1), which states:

“Southwestern College believes that the high quality of decision-making, planning, and programs and services offered by the college is dependent upon the most creative thinking, ideas, and contributions by the entire college community.

It is believed that collaborative goal setting and problem-solving will serve to emphasize and strengthen the educational mission and goals of the college. It encourages a governance structure and process that involves representation from all college constituencies to engage in full deliberation of key issues confronting the district and the formation of recommendations to be sent to the governing board for action.

In addition, shared governance shall involve the exploration of the options and priorities that foster educational excellence, access, and effective utilization of available resources in fulfillment of the college mission.”

There are four major consultative groups at SWC: faculty, staff, administrators, and students. Policy 2510: Participation in Local Decision-Making (IVA2.5), approved January 2007 by the Governing Board, re-affirms the participative role of faculty, staff, and students and stipulates that the “Governing Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate” in accordance with Title 5 of the California Code of Regulations (IVA1.28, §53200, 51023, 51023.5, 51023.7). The administration is not mentioned in the policy, although they play a vital role in the governance of SWC as the operational arm that carries out policies adopted by the Governing Board.

The following table represents the primary leadership entities at Southwestern College:

Leadership Entities	Members
Governing Board	Five Governing Board members elected by the community, and the Student Trustee representing the Associated Student Organization (ASO).
College Leadership Council (CLC)	Superintendent/President, Academic Senate President, Vice President of Academic Affairs, Vice President of Business and Financial Affairs, Vice President of Student Affairs, Vice President of Human Resources, ASO President, Classified Senate President Elect, Nine Faculty School Representatives, Two Deans, One Administrator from the Centers, One Classified Director/Manager/Supervisory Representative, One representative each from SCEA, CSEA, SCCDAA, Confidential Employee Group
Executive Leadership Team (ELT)	All Vice Presidents, Academic Senate President, Faculty Union President (SCEA), Classified Senate President, and the Classified Union President (CSEA).
Cabinet	Superintendent/President and his Cabinet (Vice Presidents)
College Management Team (CMT)	All Administrators, Directors, Managers, and Supervisors.
Academic Senate	Faculty representatives
Classified Senate	Classified representatives
Department Chairs	Faculty representing all programs and academic disciplines
Associated Student Organization (ASO)	Representation from the various student clubs

Faculty, staff, and administrators have clearly defined roles in the shared governance process within fourteen Standing Committees as delineated in the Southwestern Community College District Standing Committees 2004–2005 (IVA1.1). Standing Committees are those that perform a continuing function and have ongoing responsibilities that are necessary to the operation of the District on a permanent basis. The Governing Board is informed of, but does not approve, Standing Committees. Standing Committees usually have a legal basis for their existence, e.g. state and federal regulations, and collective bargaining contracts.

Standing Committees	Legal Basis
Academic Technology	AB 1725
Americans with Disabilities Act	State and Federal Laws
Classified Employer/Employee Relations	CSEA Contract
College Leadership Council (CLC)	AB1725
Curriculum	Title 5 53200
Diversity Advisory	Title 5
Faculty Employee Relations	SCEA Contract
Grievance and Order	Title 5
Institutional Research Review Board (IRRB)	State Law
Professional Staff Development	AB1725
Sabbatical Leave	SCEA Contract
Safety	State and Federal Laws
Student Services	Title5
VTEA Planning	Federal Law

According to the District Standing Committees 2004–2005 document (IVA1.1),

“In June of 2003, the District was notified that it had successfully reaffirmed its accreditation, providing that it follow through on several recommendations. One recommendation revolved around the purpose and function of collegial consultation committees and councils. The accreditation team recommended that it define these committees and councils and, more importantly, that it effectively involve faculty, staff, administrators and students from all sectors of the college. To reach that end, the College organized a taskforce to update a District Standing Committees Directory that had last been published in 1994–1995. The taskforce convened in October of 2003 and solicited constituent groups for information on standing committees to include, but not limited to, name, mission, method of action and recommendations.”

This 2004–2005 edition was published in spring 2005 with the caveat that the College Leadership Council would review it annually and consider and approve the Standing Committee Annual Summary Reports: “Any recommendations for modification or additions will be sent to consultation groups for review and approval” (IVA1.1).

ANALYSIS

Southwestern College works to ensure that all constituencies are actively involved in the decision and policy-making process by implementing appropriate policies and maintaining a committee structure that ensures broad-based faculty, staff, and administrator participation under the umbrella of shared governance with the goal of supporting the mission of the college to meet the educational goals of its students. Since AB 1725 (IVA2.1), shared governance at Southwestern College has made great strides towards being inclusive of all constituencies. During some leadership tenures, this has proven challenging, but, for the most part, Policies 0009, 0011, and 2510 address the spirit and intent of the legal mandates (IVA2.3), (IVA2.4), (IVA2.5)

Upon further research of district policies, it was discovered in the Policy & Procedure Manual Master Index revised December 12, 2008 (IVA2.2) that Policy 0009: Shared Governance Philosophy (IVA2.3) and Policy 0011: Academic Senate Shared Governance Guidelines (IVA2.4) were replaced in January 2007 by Policy 2510: Participation in Local Decision-Making (IVA2.5), however, the Governing Board minutes of January 2007 indicate that Policy 2510 replaced only Policy 0009. The adoption of this new policy raises the following concerns:

1. It is unclear how this revision process was initiated and the new policy approved without consultation with the Academic Senate in view of the fact that lack of consultation violated the word and spirit of the existing shared governance policy (Policy 0011).
2. It was difficult to discover that one policy had replaced another without consulting the Master Index provided by Human Resources. In addition, there is at least one inconsistency between the Master Index and the actual Governing Board minutes (regarding which policies were replaced by Policy 2510) (IVA2.2; IVA2.5; IVA2.16).
3. The Governing Board strikes policies en masse when they are replaced by new policies; however, this is not done simultaneously with the adoption of the new policy. As a result, there is some question as to when these replaced policies are no longer in effect since there may be considerable time between adoption of the new policy and striking of the replaced policy (IVA2.17). In addition, there is a question as to whether Policy 0011 is still in force or not since it has not yet been stricken.
4. Searching through the Policy Manual for specific Governing Board policies is time-consuming and tedious as it must be done page-by-page since the Governing Board Policy manual is not searchable electronically.

The leadership structure at SWC includes representation from all constituencies who may wish to provide input into institutional decisions; however, it is recommended that the process for consultation and decision-making be re-confirmed and clarified with a diagram that clearly delineates the relationship of each entity in the leadership structure to the other. With regard to consultation, a document entitled “Request for Consultation” approved by the EMT in September 2004 (IVA1.4) apparently has been implemented only one time (IVA2.14); thus, the current consultative process is not clear (14). With regard to the roles of the CLC and ELT in participatory governance, there is ample confusion as to which is the primary shared governance committee, and it has been stated that “Both CLC and ELT are functioning shared governance committees on the Southwestern College campus with different aspects and focus, but with equal importance” (IVA1.15). In the interest of clarity, it is recommended that there be only one primary shared governance committee.

The CLC and the CLC Budget Task Group (CLCBTG) are examples of participatory governance structures in which faculty and administrators exercise a substantial voice in planning and budget that relate to their areas of responsibility and expertise. The current Superintendent/President revitalized the CLC, charging it with budget review and the oversight of the Institutional Strategic Plan, which had lain dormant since 2006 (IVA3.26). The CLCBTG and the Strategic Plan Sub-Groups were formed to make recommendations to the CLC that support the alignment of the strategic goals with the distribution of resources and the collaboration across campus to meet organizational objectives. The re-establishment of the CLCBTG will allow participation and input from all constituencies, enabling the budget process to be more transparent during the trying times of this current California State budget crisis. It is recommended that Program Review, enrollment management, faculty hiring prioritization and the Strategic Plan be tied to the budget development process through CLC, which will offer the college an important and valuable perspective for prioritizing programs, courses, and disciplines.

The College's Standing Committees are an admirable attempt to finely hone the collaborative nature of shared governance at SWC; however, the College should review, evaluate, and update the representation, application to the College mission, function, and need for each Standing Committee. For example, the Institutional Research Review Board (IRRB) has not met since the retirement of the previous Director of Institutional Research on April 30, 2005. Such an entity performs critical oversight functions for research conducted on human subjects and is often required by national agencies, such as the National Science Foundation, to review and approve grant proposals as a contingency for funding (IVA1.1, p.9). Another provision of the Standing Committees 2004-2005 document states that the CLC will review and approve the Standing Committee Annual Summary Reports (IVA1.1, p.4); however, it appears that this review and approval process has never been implemented. This impedes the ability of the CLC to assess the roles of and make recommendations for modifications or additions to Standing Committees or Standing Committee structure. Lastly, since "Standing committees are constituted to perform a continuing function, and remain in existence permanently for the life of the assembly that establishes them," it is proposed the following three existing committees be added to the list of Standing Committees:

- Equivalency
- Program Review
- Accreditation

Each of these committees meets the above criteria and has a mission and role that fits within the definition of a Standing Committee as well as an ongoing responsibility that is essential to the operation of the district (IVA1.1). The necessity for an Accreditation Standing Committee has become apparent during the writing of the Self Study, the compilation of the documentation to comply with the required culture of evidence, and the preparation for the site visit. The scope of the task has increased substantially over previous accreditation cycles such that preparation for the subsequent accreditation site visit six years hence should begin immediately following the current site visit in order to have continuity from one accreditation to the next, an ongoing documentation process and accreditation library, and adequate time throughout the intervening years to prepare for the next accreditation process.

Changes in the key leadership positions of Superintendent/President and Vice Presidents have made it difficult to have a constant and reliable dialog and a sharing of ideas that leads to a participatory model. SWC has "weathered the upheaval of several short-term presidents before the arrival of its current president one year ago. More recently, the college has had a turnover among vice presidents" (IVA1.25). In May 2008, the Academic Senate passed a resolution that strongly urged the Governing Board, Superintendent/President and/or designees to consult collegially with the Academic Senate on all Academic and Professional Matters (IVA2.9). The resolution cited instances during the previous six years in which the College had "experienced problems in several critical areas that have prevented a campus culture that uses Shared Governance and Collegial Consultation effectively", e.g., the spring 2008 college reorganization (IVA2.10A; IVA2.10B). All institutions have periods of change and SWC has the greatest opportunity to demonstrate the strength of its shared governance foundation during these challenging times through its ability to cope positively with these upheavals with the least negative impact to the students (IVA1.25). For the good of the institution, it is recommended that the leadership of the College demonstrate by their actions their commitment to participatory governance.

ACTION PLAN

- Include the original policy number on all new replacement policies.
- Repeal policies that are replaced by another via Governing Board action to alleviate confusion as to whether these policies are still in force or not.
- Institute annual Standing Committee summary reports.
- Expand the Standing Committees to include Equivalency, Program Review, and Accreditation.
- Reconfirm and clarify the shared governance process for consultation and decision-making showing the relationship of all standing committees, constituent groups, CLC, ELT, etc. to each other.
- Illustrate the shared governance process with a flow chart/diagram showing the relationship of all standing committees, constituent groups, CLC, ELT, etc. to each other.
- Increase awareness of the institutional shared governance process to the campus community

A 2. b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

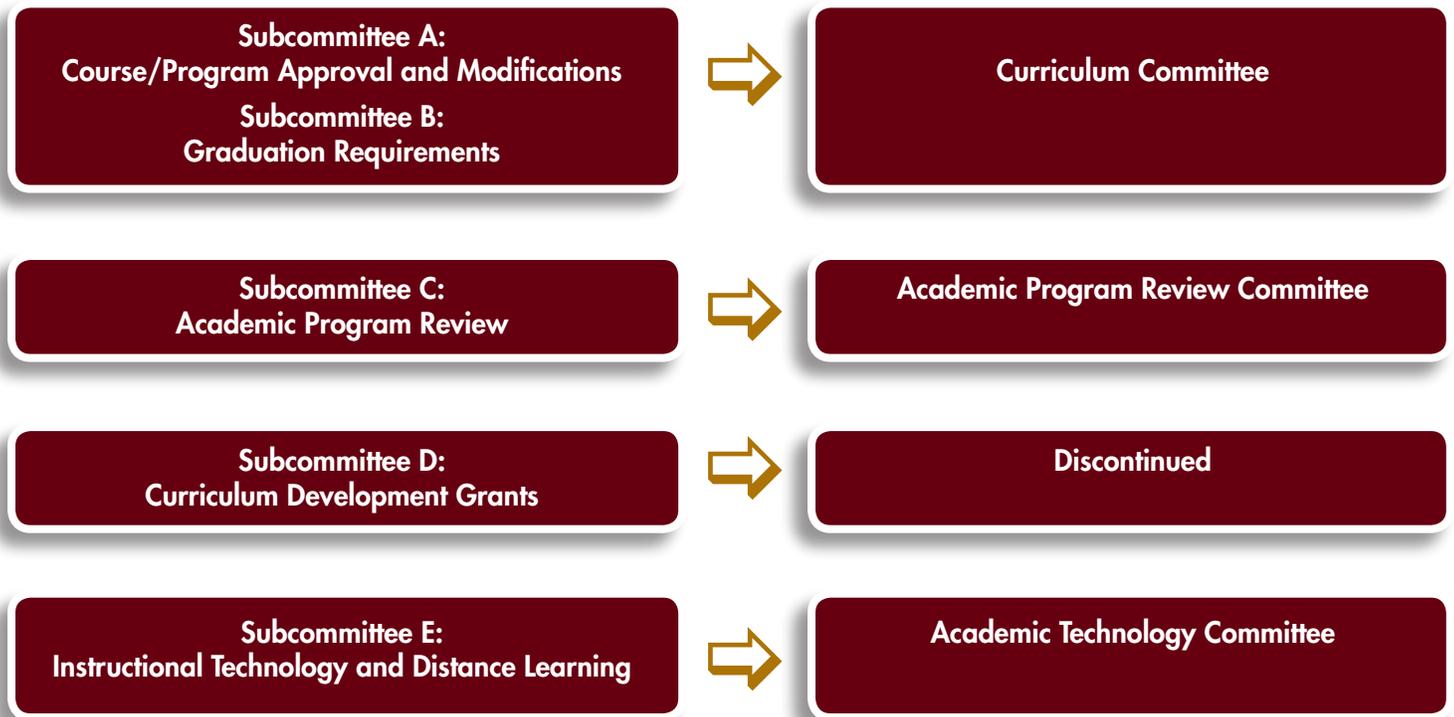
DESCRIPTION

Southwestern College relies primarily on faculty and academic administrators for recommendations about student learning programs and services through its curriculum process and Program Review. In response to the 2003 Accreditation Self Study (IVA1.6, 4D1, p.131), in which it was recommended that SWC explore alternate models for streamlining the curriculum approval process, the College responded by taking two main offensives. First was a restructure of the Curriculum Committee and second was the pursuit and development of an electronic approval process (CurricUNET). Both of these pursuits involved substantial faculty input (IVA1.6, 4D6, pp.141-2).

The reorganization of the Curriculum Committee was necessary because the Committee was too cumbersome, resulting in undue delays and confusion. What had once been five sub-committees, each meeting individually and collectively to address specific issues, was spun off into three Standing Committees displayed in table the below:

Original Curriculum Committee Structure

Revised Curriculum Committee Structure



The Curriculum Committee is led by two Co-Chairs, the Vice President for Academic Affairs and the President Elect of the Academic Senate. Except for the Vice President, the Curriculum Committee voting membership is entirely faculty, with one faculty representative per School. Resource specialists (e.g., the Articulation Officer), discipline faculty, cognizant dean, department chair, faculty originator, are also invited to attend as needed (IVA1.1 p.5).

The curriculum approval process is a faculty-driven process that starts with the individual faculty member pursuing an idea, or group of ideas for a course or program that leads to educational attainment. Often, new courses or programs are in response to needs brought forth by advisory committees or in response to industry demands (e.g., dental hygiene, medical laboratory technician, paralegal studies, and solar energy technician, among others). The faculty member then takes the idea to the department where a group of faculty will discuss it to see if it's an idea worth pursuing. Upon agreement of all of the principals involved, a meeting will be set with the School Dean so that resources and faculty assignments can be discussed. Once the logistics of the course or program are in place, the faculty member who initiated the process will meet with the other interested parties to further develop the idea into a course and 'launch' it into another series of sign-offs by faculty representing the Library, articulation, and prerequisites. Once the electronic approval process is complete, the new course or program is placed on the next available curriculum committee agenda.

The need for an electronic approval process was apparent because of the excessive amount of time required to move curriculum through the process. It was the consensus of all parties involved that curriculum shouldn't take more than 45 days to run through the whole process. CurricUNET came to the attention of members of the Curriculum Committee and Office of Instructional Services since it was used by San Diego City College (SDCC). A group of interested faculty, staff, and administrators contacted SDCC and arranged to preview the product. It was apparent that this was a viable solution to streamline the curriculum approval process, and after lengthy work sessions to customize the software to SWC's needs, it was launched on a pilot basis by the Office of Instructional Services. Following several adaptations, it was inaugurated in January 2006. Since then, it has undergone a number of revisions, such as the inclusion of examples of assignments for each of four theme areas (reading, writing, group activity, critical thinking), SLOs, and distance education components (IVA2.11; IVA2.12).

Academic Program Review (IVA1.13) is another way in which faculty make recommendations about student learning programs and services. The review of academic programs is intended to improve the overall quality of existing instructional programs offered to Southwestern College students through the Academic Affairs sector. Its purpose is to assist the faculty in conducting a self study of their programs to assure that the educational programs are responsive to the needs of students, as stated in the College's Mission Statement, and the District's diverse community.

The current Academic Program Review process was recently revised and has been shortened to three years instead of six in order to be more responsive to the changing dynamics of the transfer institutions and the workplace. The Program Review cycle is staggered so that one-third of the disciplines begin in year one, one-third begin in year two, and one-third begin in year three. All disciplines will be continuously involved in one component of the Program Review process or another at all times, which will allow for constant improvement and responsiveness to emerging needs.

The ongoing Academic Program Review process includes three components: Program Review in the first year, Program Analysis in the second year, and Program Improvement in the third year. Each discipline undergoing Academic Program Review conducts a thorough self study using available data in the first year, formulates a plan to improve the discipline and prioritizes needs in light of established data and begins to implement the plan in the second year, and evaluates the outcomes of the plan in the third year. In the fourth year, the discipline returns to the self study and so on. This review is intended to improve the overall quality of existing student learning programs and services. The data and results gleaned from the program reviews are integrated into the decision-making processes of the College (e.g., budget, staffing, faculty hiring prioritization, course offerings, and equipment).

During a previous Accreditation visit, it was recommended that the College establish objective criteria for determining which instructional programs are no longer viable (IVA2.7, #7). In response, SWC District Policy 4020: Program Discontinuance was adopted, which states "the Superintendent/President, in conjunction with the Vice President for Academic Affairs and the Academic Senate, shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, and discontinuance" (IVA2.8).

In spring 2000, SWC implemented Department Chairs to provide discipline/program oversight and cohesiveness and to assist the dean in carrying out specific administrative tasks involving the following:

- Curriculum development, course outlines, course proposals, course outline modifications/updates;
- Program development/changes, Program Review;
- Outreach and alignment of curricula with feeder schools and articulation with four-year institutions;
- Discipline-related communication, management, and planning;
- Faculty and staff hiring prioritization rationale;
- Enrollment management, e.g., scheduling; and
- Faculty staffing, adjunct evaluations.

Within each School, the dean works with two or more department chairs, each representing one or more disciplines. The chairs assist their cognizant dean in making sound management and planning decisions by providing discipline perspectives and multiple insights via a collaborative, consultative relationship.

ANALYSIS

The faculty drives the curricular process at SWC. In the Southwestern College Faculty Survey Results, spring 2008, 76.9% of the 186 faculty respondents agreed that “Procedures for developing curricula at SWC are faculty-driven” and 70% of 173 respondents agreed that “SWC has clearly defined curricular processes for developing all of its educational programs” (IVA1.11, question 45).

The Curriculum Approval Process, one of the strengths of the College, has been improved by the restructuring of the Curriculum Committee and the introduction of the electronic course approval process, CurricUNET. This is evidenced by general faculty satisfaction due to the reduced amount of time to develop, approve, and offer new courses and programs. The staff in the Office of Instructional Services, serving as a resource for faculty, has been paramount in the smooth transition from a paper process to an electronic one; however, faculty new to the curriculum process continue to need training to navigate through the course development process. Incorporation of SLOs within CurricUNET enabled SWC to quickly move toward full compliance of WASC standards, which otherwise would have been bogged down in the paper process. While the ongoing improvement of the course form in CurricUNET is laudable, one additional piece of information that should be included is the state discipline, which would aid in the production of the SWC Disciplines List.



It is too early to offer a meaningful evaluation of the new compact Program Review cycle since only one group of programs has completed its reviews due to a delay caused by the lack of data, which severely impacted the Program Review process. For example, the new three-year cycle was to have begun in the 2006-2007 academic year with one-third of the academic programs. However, the positions of Director of Institutional Research as well as a Research Analyst were vacated and not replaced. Hence, the College had to contract with an outside vendor to provide general data for program review. Implementation was delayed as it took additional time waiting for Governing Board approval of the contract. In the previous six-year program review cycle, customized data queries were allowed and supported by the in-house Research Office. Under the contracted research services, this has not been possible, with some disciplines concerned that the data provided was not adequate for planning purposes. In addition, there was confusion over the definitions of terms and the content and format of the data.

The Governing Board approved a Dean-level position in Research/Management Information System (MIS)/Computer Systems & Services (CSS); however, it was put on hold in November 2008 in order to clarify the job description because there was not an adequate pool of qualified candidates. After the job description was revised, the position was renamed Dean of Research, Evaluation and Planning and was re-advertised the first week of January 2009. Notwithstanding the reduced flexibility in requesting research data, 67% of the faculty either agree or strongly agree that “Program Review is effective in evaluating the strengths and weaknesses of SWC programs and disciplines,” according to the 2008 faculty survey results.

The body of curricula and programs that have been developed by the faculty of SWC is one of the jewels of the college and, in keeping with the SWC Mission Statement (IVB1.10), is integral to providing “an environment that promotes intellectual growth and develops human potential.” Recently the William and Flora Hewlett Foundation selected SWC as one of four community colleges in California to be recognized as “Leaders in Student Success,” specifically citing examples of faculty-driven strategies that have strengthened the curricula (IVA1.25). According to a recent “Adult Student Market Analysis” report (April 21, 2008), “Southwestern College offers the largest array of degrees – about 100 – but San Diego State is a close second, with about 90 degree offerings. University of Phoenix, San Diego Area [a for profit institution] offers the fewest number of degrees – about 20. Southwestern offers about 70 certificates, University of Phoenix and San Diego State each offer only five certificate programs” (IVA2.15).

With the current budget crisis looming, it is recommended that SWC begin to look at ways to become more selective in the programs and courses it offers. Fiscally, it will not be possible for SWC to be all things to all people; thus, the College will need to choose to implement only those programs with high priority and discontinue those programs that are no longer viable. With the adoption of SWC District Policy 4020: Program Discontinuance, it is now necessary to develop the procedures for implementing program discontinuance.

ACTION PLAN

- Implement yearly staff development training workshops on CurricUNET and curriculum development.
- Include state discipline as an element in the course origination form.
- Investigate how to become more selective in the curricula and programs offered at SWC.
- Recreate the Research Office as a site for information sources, data collection, and data analysis strategies that will help faculty and staff in the appropriate areas of academic and student affairs ascertain student learning as it relates to the College Strategic Plan. (Also appears in I-B1, II 1a)
- Submit as procedure for Governing Board Policy #4020 new steps already being taken with regard to program discontinuance. (Also appears in IIA6.b)

A3.

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

DESCRIPTION

The Governing Board, administration, faculty, staff, and students work together for the good of the institution. SWC continues to work collaboratively within established governance structures, processes, and practices. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Five current examples of this collaborative effort among SWC constituencies are highlighted:

- Strategic Planning (IVA1.8)
- College Leadership Council (CLC) (IVA1.1)
- Basic Skills Initiative (IVA3.1)
- Faculty Hiring Prioritization Process (IVA3.2)
- Land Development Steering Committee (IVA3.27) and the Educational and Facilities Master Plan (IVA3.24).

Each of these examples encompassed a unique process, but satisfied the standard by providing broad-based discussion of ideas, lively communication and collaboration among the college constituencies, and an outcome that bettered the college.

Strategic Planning: Southwestern College has been engaged in an ongoing dynamic strategic planning process for the past four years. The Strategic Plan (IVA1.8), approved by the SWC Governing Board on April 19, 2006 (IVA5.5), represents the College’s priorities and goals, and includes the mission, vision and value statements that serve as cornerstones defining this excellent institution of higher education. Input into the Plan was comprehensive and collaborative and was provided by students, faculty, administration, community, business and industry, educational entities, and government leaders. This Strategic Plan offers fresh ideas and strategies for helping the College to continue to effectively serve our community in many meaningful ways. The next phase provides for implementing the Strategic Plan and establishing the assessment measurements and the cycles for its renewal.

College Leadership Council (CLC): The College Leadership Council is the shared governance body of the College whose purpose is “to provide a consensus-building forum to review college-wide needs, set priorities to meet college goals and to make recommendations for allocations of resources to the Superintendent/President” (IVA2.6). The CLC is chaired by the Academic Senate President and the Superintendent/President and includes representation from faculty, classified staff, classified and academic administrators, and academic and classified senate representatives. (IVA1.1, pp.3-9). The CLC is presently charged with budget review and the oversight of the Institutional Strategic Plan (IVA3.26). The CLC Budget Task Force (CLCBTF) and the Strategic Plan Sub-Groups are two work efforts emanating from the CLC

that support the alignment of the Strategic Goals with the distribution of resources and the collaboration across campus to meet organizational objectives. The Sub-Groups identify the short and long-term priorities in each of their respective areas and make recommendations for implementation. These recommendations are reviewed by the full CLC, which finalizes the priorities and forwards the funding-related priorities to the CLCBTF which further reviews the funding required for implementation and submits their recommendations to the Superintendent/President and the Governing Board for their consideration (IVA1.9).

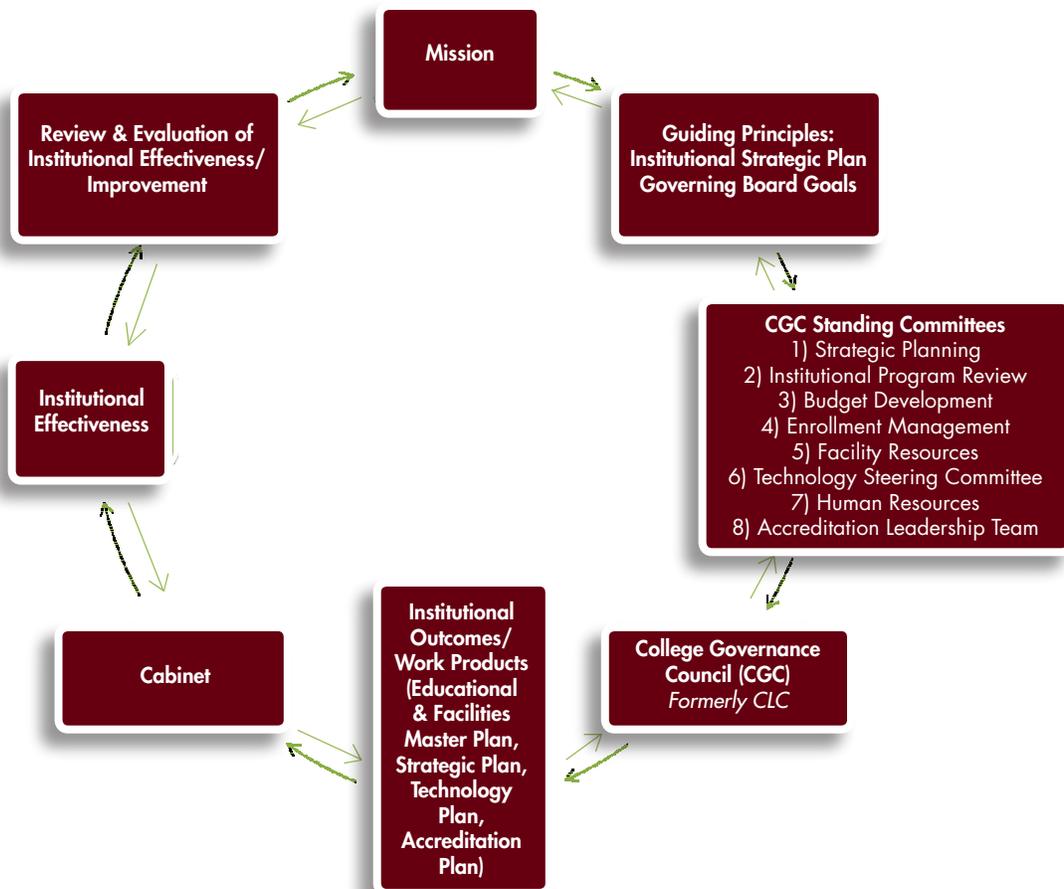
The CLC is presently charged with budget review and the oversight of the Institutional Strategic Plan (IV3.26). The CLC Budget Task Force (CLCBTF) and the Strategic Plan Sub-Groups are two work efforts emanating from the CLC that support the alignment of the Strategic Goals with the distribution of resources and the collaboration across campus to meet organizational objectives. The Sub-Groups identify the short and long-term priorities in each of their respective areas and make recommendations for implementation.

These recommendations are reviewed by the full CLC, which finalizes the priorities and forwards the funding-related priorities to the CLCBTF which further reviews the funding required for implementation and submits their recommendations to the Superintendent/President and the Governing Board for their consideration (IVA1.9).

As a result of reviewing the shared governance structure as it currently existed, efforts were begun to integrate the process for planning and budget development. A task force developed a draft conceptual model which was shared with the College Leadership Council (CLC) and with Cabinet. CLC approved the conceptual model in May 2009, with intensive consultation and implementation slated for fall 2009, starting with the August 2009 CLC Retreat.

Basic Skills: In January 2006, a comprehensive strategic plan for California Community Colleges was adopted by the Board of Governors. It includes five strategic goal areas: college awareness and access, student success and readiness, partnerships for economic and workforce development,

Conceptual Approach: Integrated Planning Model



system effectiveness, and resource development. Improving basic skills in reading, writing, mathematics, and ESL of community college students is a major focus in achieving student success and readiness. Funding has been provided by the Chancellor's Office to identify and implement effective practices to reach all students needing basic skills education.

In November 2007, the Southwestern College Basic Skills Initiative Steering Committee (BSI-SC) was convened and, in the spirit of shared governance, the membership reflected representation from faculty, administrators, and the ASO president. The committee was charged with making recommendations to the Superintendent/President and Cabinet on Southwestern College's five-year long-term goals, yearly action plans, and allocation of basic skills funding for innovative and/or research-supported basic skills approaches. Since February 2008, the BSI-SC has made recommendations to the Superintendent/President for allocation of funds for specific projects submitted through a proposal process and approved by the BSI-SC (IVA3.13). In April 2008, the College submitted its Five-Year Plan that included five-year goals and Action Plans for 2008-2009 to the Chancellor's Office (IVA3.9). These were aligned with the SWC Strategic Plan and 2008-2009 Strategic Priorities. The 2008-2009 Action Plans, which include providing a cohort of students with individualized student support services such as early alert, counseling, and assistance enrolling in basic skills courses, are in the implementation phase. A faculty professional development plan is also under development (IVA3.1).

Faculty Hiring Prioritization: In 2003, a group of faculty and administrators from Academic Affairs, Student Affairs, and the Academic Senate came together to develop a mutually agreed upon faculty staffing prioritization process that uses a campus-wide, multi-criterion approach and focuses on the overall good of the District. The goal of this effort was to create and maintain an equitable balance of faculty in basic skills, general education, transfer education, career/technical education, counseling, DSS, student development, health services, and the library. After much deliberation, a process was agreed upon and implemented in fall 2006 (IVA3.2).

Land Development Steering Committee and Educational and Facilities Master Plan: The Land Development Steering Committee included administrators, faculty, staff, a community member, and two Board members (IVA3.27) and was charged with coming up with a plan for the vacant land owned by SWC surrounding the Chula Vista campus (IVA3.28). The committee was formed in response to community members who had strongly voiced their displeasure at being excluded from involvement in the development of a previous plan for the vacant corner lot of the Chula Vista campus, which was later scrapped. Two documents, A Land Development Steering Committee Strategy and A Land Management Process for Otay Lakes Road Corner Lot Development, established guidelines for the Committee and the project, respectively (IVA3.29, IVA3.30). Parameter 11 in A Land Management Process clarified that "Community members will be involved in the discussions regarding any potential use of the property." The outcome of this effort by the Land Development Steering Committee was a corner lot design (IVA3.31) that had the consensus of the committee and eventually, with the aid of a consultant, was included in the institutional Educational and Facilities Master Plan (IVA3.24). Access to information on Land Development Steering Committee and the Educational and Facilities Master Plan is available via two links on the SWC home page (IVA3.32).

The Board is committed to ensuring that the educational programs reflect the needs of both the students and the community. The Board has made a focused effort to continuously improve communication with internal and external communities. The Board has active working relationships with the local Chambers of Commerce and the Sweetwater and Coronado Union High School Districts. One of the Board's short-term goals (IVB1.44; IVA3.3, Section E.1), adopted in August 2007, is "to improve District image by enhancing the Community Relations Department." As a result, various publications have been developed and disseminated (via the College's webpage and newsletters), including (1) the Board's Vision, Mission and Goals and (2) the Governing Board Newsletter, which is distributed on a monthly basis (IVA3.4; IVA3.3, Section E.2). The Board has also been active in attending various college, student, and community functions (IVA3.5; IVA3.3, Section E.3). The Board has made a concerted effort to attend internal and external community events. To ensure that the students' voice has a venue and is heard, Policy 2015, adopted April 19, 2006, states, "The ASO President/Student Trustee... serve[s] as the student Board Member for the next school year (June 1–May 15 annually)." (IVA3.6). In addition, the Board communicates regularly, through the Superintendent/President to various stakeholders. The Superintendent/President represents the Board at various community events.

Concern was expressed in the 2003 Accreditation Evaluation Report that there was not adequate campus-wide communication regarding goals and institutional priorities (IVA3.7, p.32). The Superintendent/President is diligently working to establish good communication by various means, including scheduling open campus forums related to governance and budget issues.

The 2003 Accreditation Evaluation Report previously noted an acrimonious relationship between the faculty union and the Board (IVA3.7, p.32). While it remains a work in progress, improving its relationship with the faculty union has been and continues to be a top priority for the Board. Towards this end, in January 2004, the Board invited the Faculty Union (SCEA) and the Classified Union (CSEA) to sit at the Reporting Table at every regular Board meeting as a means to increase communication directly to the Board (IVA5.6 (A) (B)). Additionally, the Board and Superintendent/President have provided office space to the unions and included them in the Budget Review process. The Board has also emphasized the responsibility of its Superintendent/President, Dr. Raj K. Chopra, to interact with the faculty and other constituent groups and tasked him with establishing a better understanding of the needs and desires of the faculty.

ANALYSIS

Strategic Planning: The next phase of implementing the Strategic Plan includes establishing the benchmarks for assessing outcomes as well as the cycles for review and renewal. Data and research capacity should be enhanced to allow for the effective benchmarking and monitoring of Strategic Plan accomplishments. The CLC should continue its role to shepherd the Strategic Plan through the efforts of the Strategic Plan Sub-groups. The College should continue to link the budgetary planning and development process to the Strategic Plan Priorities. Efforts should continue to promote the strategic plan within the College and with the community at large and to engage the campus community and the community-at-large in the regular review of the Strategic Plan.



CLC: The CLC and CLCBTF play a key role in assisting the college to meet its strategic priorities and improve and strengthen the budget process by facilitating the delivery of regular communication on budget status, fiscal monitoring and expenditure control (IVA3.8). The interface between the CLCBTF and the Strategic Plan Sub-groups helps to assure alignment of priorities with resources. The CLC serves as a platform for all the Sub-groups to join and share information to improve effectiveness, eliminate redundancy, and enable the institution as a whole to be more efficient in meeting objectives. Some of the other benefits of this system have resulted in linking it directly to course enrollment via shared governance and increasing the understanding of the budget development process among all stakeholders.

Basic Skills: The BSI-SC was inclusive in gathering information and ideas for preparation of the five-year goals (IVA3.9). The process used included collection and analysis of data from the Basic Skills Self-Assessment that was conducted via campus-wide surveys sent to all faculty; collection and analysis of information from BSI Advisory groups that were formed in the various disciplines; review of the District Strategic Plan; and review and analysis of data from California Partnership for Achieving Student Success (CalPASS), CoBRO Consulting, LLC, and the College's Computer Systems & Services (CSS) Department (IVA3.10). The goals and activities reflected in the BSI Five-Year Plan for Southwestern College were fashioned from this combination of data, self-assessment, current best practices, and 'wish lists.' The activities identified for year one of the plan are deliberately broad and fluid, recognizing that a great deal of the work to be completed in academic year 2008-2009 is investigative in nature. Proposals have been solicited from faculty and staff for BSI activities and projects via three request-for-proposal (RFP) cycles. The committee members read the proposals and scored them according to an established rubric (IVA3.13). Those proposals receiving the highest scores were recommended to the Superintendent for funding. The committee is in the process of refining the application process

for the fourth cycle. To date, 32 projects have been funded (IVA3.14) in areas of program and curriculum planning and development; professional development; articulation; student assessment, advisement and counseling services; supplemental instruction and tutoring; and instructional equipment and materials. The college has begun an intervention project (IVA3.15) that targets incoming high school students who participated in the early admissions program. These students receive customized services and much more. For example, students assessed into basic skills courses receive counseling assistance and priority registration to facilitate and encourage their enrollment in the basic skills courses during their first semester at SWC. These students will also be required to enroll in a newly developed New Student Seminar course (IVA3.16) to assist them in navigating the academic culture. Two Coordinators, one from Academic Affairs and one from Student Affairs, have been selected to implement the Intervention Project using an approach that integrates the efforts of these two areas (IVA3.17). In addition, five faculty have been identified to serve as Achievement Coaches for Excellence (ACE's) (IVA3.17) They will work with adjunct and full-time faculty in their discipline (reading, writing, ESL, math, career technical education) to provide discipline-based mentoring. Finally a Teaching, Learning Center (IVA3.18) has been implemented that provides professional development opportunities to faculty.

Faculty Hiring Prioritization: The Faculty Hiring Prioritization Process has been conducted three times and by all appearances was successful as concluded from the general satisfaction of the Faculty Hiring Prioritization Committee (FSPC) and a lack of complaints in the campus community. In the first cycle, twelve faculty positions of 39 (IVA3.19) on the 2006 prioritization list were recruited and hired. In the second cycle, three positions of the 34 (IVA3.20) on the 2008 prioritization list were recruited and hired. In the third cycle, 33 requests were prioritized and the Governing Board approved the FSPC Prioritized Faculty Staffing List on January 28, 2009 (IVA3.21). The determination of how many positions will be recruited and hired from this list will depend upon the budget and Full-Time Obligation (FTO) requirements. As an aside, SWC is down nineteen full-time faculty positions as of January, 2009 (IVA3.22). In February 2009 the committee met to refine and revise the procedure.

Land Development Steering Committee and Educational and Facilities Master Plan: The final version of the corner lot design (IVA3.23) was approved by the Land Development Committee, vetted to college and community constituencies, and favorably received for the most part. Thereafter a consultant was hired to write the Educational and Facilities Master Plan (IVA3.24), incorporating the corner lot design as well as other suggestions garnered from interested constituencies during several presentations to the campus,

and from meetings with the deans and other unit leaders (IVA3.33), (IVA3.34). This effort culminated in the \$389 million bond proposal, Proposition R, which was approved by the voters in November 2008 (IVA3.25).

Effective communication has improved to all segments of the college community (SWC Accreditation Progress Report, March 2004, pg.5 [8.2.6] (IVA3.11); SWC Board of Trustees Annual Goals: 2005–2006 (IVA3.12)). In the 2008 accreditation faculty survey (Question 22), 76.8% of the faculty respondents either agree or strongly agree that they are satisfied with the means of communication at SWC, such as email, mail, voicemail, school and department meetings, newsletters, websites, and forums (IVA1.11). In the classified staff survey (Question 20), 57.4% of the staff respondents either agree or strongly agree that they are satisfied with the means of communication at SWC, such as email, mail, voicemail, school and department meetings, newsletters, websites, and forums (IVA1.12). While the faculty appears to be satisfied, classified staff survey results indicate that there is still work to be done to satisfy the standard. To further improve and facilitate communication to all segments of the college community, SWC began a monthly newsletter in 2008, Spirit, which contains notable events and accomplishments.

ACTION PLAN

- Enhance data collection, analysis, and research capacity to allow for benchmarking and monitoring of Strategic Plan accomplishments.
- Engage the campus community and the community-at-large in a regular review of the Strategic Plan and communicate its accomplishments.
- Analyze the responses found in the 2008 Accreditation Staff Survey to ascertain the reasons for a generally lower level of satisfaction among the classified staff regarding the means of communication, and initiate a follow-up survey.



A 4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTION

Southwestern College demonstrates honesty and integrity in its relationships with external agencies. The College works diligently to ensure that it adheres to the eligibility requirements set forth by those agencies accrediting SWC programs (IVA4.1).

Southwestern College currently is accredited by several agencies ensuring the quality of programs. These external accrediting agencies are:

- Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC)
- National League for Nursing Accrediting Commission, Inc. (NLNAC).

Southwestern College offers programs that are approved by:

- State of California Department of Justice Commission on Peace Officers, Standards, and Training (P.O.S.T.)
- California State Approving Agency for Veterans Education
- American Dental Association; Commission on Dental Accreditation
- California Board of Registered Nursing
- California Board of Vocational Nursing
- California Department of Health Services Licensing and Certification Aide and Technician Certification Section (ATCS)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- County of San Diego Emergency Medical Services (EMS)
- International Association of Health Care Central Service Material Management (IAHCSMM)
- National Institute of Automotive Service Excellence (ASE).

In addition, SWC must meet stringent requirements for articulating courses and programs with the:

- California State Department of Education
- University of California
- California State University
- Various private institutions of higher education

The College works to ensure that eligibility requirements of external agencies are met. The college has completed the necessary documents to meet WASC Accreditation requirements including the March 2004 Self Study, Progress Report (IVA3.11), and Substantive Change Proposal (IVA4.2). Further, in compliance with WASC regulations, the college agrees to disclose any information deemed necessary to the Commission to carry out its duties in the accreditation process.

ANALYSIS

The college meets the standard.

A 5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTION

The Governing Board relies on the Superintendent/President to bring forth recommendations for Governing Board consideration. The Superintendent/President involves the college community in the decision-making process via various committees that provide all constituent groups opportunities for direct input to the Superintendent/President. Listed below are committees consisting of representatives from each group that support the governance structure:

- Executive Leadership Team (IVA5.1; IVA3.3, Section I.1)
- College Leadership Council (includes Strategic Plan) (IVA5.2; IVA3.3, Section I.2)
- College Leadership Council Budget Task Force (IVA5.3; IVA3.3, Section I.3)

Additionally, constituent groups are represented in the District Health and Welfare Benefits Committee, as well as the Safety and Emergency Task Force, which presented its recommendations to the Board (IVA5.4; IVA3.3, Section I.4). The Calendar Committee, which also consists of representatives from the various groups, meets yearly to consider and develop the academic calendar two years in advance. For example, the Governing Board was asked in January 2009 to adopt the Calendar Committee's recommendation for 2010–2011.

On April 19, 2006, the Board approved the Strategic Plan. The plan was adopted after the college undertook a two-year inclusive process to develop the Plan. During that time, staff participated in contributing to various subcommittees. The College Leadership Council subcommittee for the Strategic Plan presented a progress report of the implementation plan to the Board in July 2008 (IVA5.5; IVA3.3, Section I.5).

During every regular Governing Board meeting, all constituent groups (Academic Senate, Classified Senate, Faculty Union, Classified Union, and Administrators Association) have the opportunity to communicate and give reports directly to the Board (IVA5.6 (A) (B); IVA3.3, Section I.6). Additionally, the Superintendent/President has conducted several Brown Bagger sessions to provide opportunities for staff to have an open dialogue.

The Board has also established subcommittees (IVA5.7; IVA3.3, Section I.7) in order to participate in various matters: (1) Budget and Collective Bargaining; (2) Facilities Planning; (3) SWC Foundation; (4) Policy Review; (5) Proposition AA Advisory Committee; (6) South Bay Regional Boards of Education Joint School Boards Meeting; (7) University Center at the Chula Vista Educational Village.

ANALYSIS

Regular evaluations of the role of leadership and the institution's governance and decision-making structure and process is an area in which the College needs substantial work as there is currently no Institutional Research Office. The Director of Institutional Research position has been vacated since April 30, 2005. Plans are underway to hire a Dean of Research, Evaluation and Planning and the selection process is currently underway (IVA5.8).

Currently, some research is conducted by the Student Affairs and CSS areas, but because it is limited the College is relying on outside vendors to provide needed data analysis (e.g., CoBRO Consulting, LLC, California Partnership for Achieving Student Success (CalPASS), John Cummings at State Center Community College District). Once the Office of Institutional Research is re-established, the College will develop methodology to evaluate governance and decision-making structures and processes, for example regular surveys of faculty and staff to determine their perceptions of its integrity and effectiveness. The resulting data will be published on the web and widely distributed. In addition, the process of reviewing the results of these surveys should be formalized, for example, via retreats, to evaluate the decision-making process and to discuss ways to improve the process.

ACTION PLAN

- Develop a methodology and timeline to regularly evaluate the institution's governance and decision-making structures and process.
- Communicate the results of evaluations of governance and decision-making structures and processes to the College.

4B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

B 1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

B 1. a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTION

The Southwestern Community College District Governing Board is composed of five publicly elected members from the District. The terms are four years and are staggered to provide continuity of membership. The current Board is composed of a cross-section of professions, including three educators, a labor union official, and an attorney. There is one advisory student representative on the Governing Board. This student trustee is the elected ASO President (IVA3.6; IVB1.1). The Board holds monthly meetings, normally on the second Wednesday of the month, open to the public with notices and agendas widely posted in advance. As needed, the Governing Board also holds Special Meetings in addition to the regular monthly Governing Board meetings during which college business is conducted. All meetings are open to the public with the exception of closed sessions. The Board meets in closed sessions to discuss the business of the District relating to confidential, legal, and personnel issues. Board agendas and meeting minutes are available on the College web-site. Governing Board enclosures for regular meetings, which include documentation related to specific agenda items, are available for review in the library and in the public folders with the exception of items related to personnel. Governing Board enclosures for Special Meetings are available for public view only by request. The President's Office prepares a

Board Book for each Governing Board meeting that includes agenda, previous minutes, information and action items, as well as numerous reports and background material used for Board decision-making. Each Trustee receives a Board Book with which to prepare for the meeting. All decisions of the Governing Board are by majority vote (IVB1.2). The minutes of Governing Board meetings, including decisions made during closed sessions, are available on the College website.

The Southwestern College Governing Board develops and upholds policies regarding all aspects of the functioning of the College. The Board assures the quality of instructional programs and services and allocates the resources to support them. It operates according to policies and bylaws that are developed and reviewed on a regular basis. SWC District Policy 2200: Board Duties and Responsibilities lists the duties and responsibilities of the Board, which are in compliance with the California Education Code §70902 (IVA2.13). This list of duties and responsibilities includes determining “the broad general policies which will govern the operation of the District” (IVB1.3).

Once the Governing Board reaches a decision, it acts as a whole. As established by SWC District Policy 1029: Code of Ethics and the policy that replaced it, SWC District Policy 2715: Code of Ethics, “Members of the Governing Board are responsible....To abide by majority decisions of the Governing Board, while retaining the right to seek changes in decisions through ethical and constructive channels” (IVB1.4). The process followed by the Governing Board for making a decision includes fact-finding regarding the issue, advice by consultation groups, discussion, and opportunities for Governing Board oral communication in accordance with District Policy 2510: Participation in Local Decision-Making (IVA2.5), all leading to a decision via public voting. Once the vote is accomplished, the Governing Board follows SWC District Policy 2430: Delegation of Authority to the Superintendent/President: “The Governing Board hereby delegates to the Superintendent/President the responsibility for executing all decisions of the Governing Board requiring administrative action” (IVB1.6).

The Board is committed to institutional integrity and operates under a written code of ethics (IVB1.4). As an agent of the public, entrusted with public funds, the Board’s goal is to promote the interest of all citizens without bias. Per policy, any conflict of interest is disclosed to the Board, and interested members abstain from voting on related issues (IVB1.7).

ANALYSIS

The Board is an advocate for the District in the community and actively encourages support for and interest in the College. On occasion, the Board makes resolutions regarding matters that affect students and the College. Such resolutions are communicated to the Chancellor’s Office and/or the Legislature. The Board recently approved a \$389 million dollar bond proposal for capital improvements to the college, and in November 2008, the voters affirmed their support of the College with the passing of Proposition R (IVA3.25; IVB1.13).

In order to be accessible to community members in the South San Diego County area, the Board holds annual meetings at the Higher Education Center in National City (which encourages access to National City and Western Chula Vista residents) and at the Higher Education Center at Otay Mesa site (which allows access to Otay Mesa and San Ysidro residents.) Board members also attend faculty, student, and classified staff activities upon invitation, as well as represent the College at county-wide, off-campus events.

The Governing Board members engage in robust discussions about campus issues; however, once a decision has been made, the Governing Board acts as a whole supporting the decisions of the majority.

A recent grand jury report (IVB1.8) cited several instances of perceived conflicts of interest of Governing Board members. However, no direct evidence was found that undue influence impacted decisions made by these Governing Board members nor that their decisions resulted in improper financial gain. Several local newspaper articles (IVB1.9 (A) (B)) appearing before and after the grand jury report also cited instances of perceived conflicts of interest of Governing Board members of SWC. A review of the last three years of Governing Board minutes revealed four instances in which a Governing Board member recused himself/herself from voting due to a conflict of interest (IVB1.26 (A) (B) (C), (D)).

ACTION PLAN

- Provide access, e.g. through the library, to enclosures for meetings of the Governing Board, with the exception of those enclosures related to closed session items.
- Recommend annual Governing Board training pursuant to Policy 2710: Conflict of Interest (IVB1.7) and SWC District Policy 2715: Code of Ethics (IVB1.4).

B1.b

The governing board establishes policies consistent with the Mission Statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTION

The SWC Mission Statement was recently reviewed during the strategic planning process, but no modifications were made to the version approved in 1993. The Mission Statement is printed in the College Catalog, schedules of classes, business cards and website; and provides guidance for all actions of the Board. The Mission defines a commitment to intellectual growth and developing human potential (IVB1.10).

Southwestern College's core values are integrity, quality, and improvement of student learning programs and services. These values are stated on the College website and "guide the College on how the organization thinks and acts – essentially defining the enduring character of the institution." (IVB1.11)

The College's core values describe how business is conducted in the District:

- **Mutual respect** – to treat one another with respect, dignity, trust, and fairness, appreciating the diversity of our community, students, and work force, in a collegial and cooperative manner.
- **Integrity** – to say what we mean, to deliver what we promise, to fulfill our commitments, and to stand for what SWC values.
- **Accountability** – to assume responsibility for our College's future as stated in our mission and goals.
- **Cultural competence and commonality** – to positively engage our College community in developing a deep appreciation of and collegiality among all cultures.

The approved scholarly values include:

- **Scholarship and love of learning** – to foster and pursue one's curiosity and passion to seek knowledge and gain deeper understandings.
- **Critical inquiry and thinking** – to nurture intellectual exploration and develop the analytical skills to problem-solve in new situations throughout life.
- **Life-long learning** – to inspire a vital and imaginative learning environment.
- **Practical and responsive** – to provide practical educational experiences for SWC students so they can pursue new jobs, careers, or life experiences with dignity.

The Governing Board establishes policies consistent with the SWC Mission Statement and core values. Board policies, institutional goals, and other formal statements exist that describe Board expectations for quality, integrity, and improvement of student learning programs and services.

The Board provides the necessary resources and support to ensure the quality, integrity, and improvement of student learning programs and services. The Board reviews and approves the annual college budget. In addition, the Board reviews monthly and quarterly financial reports for the College. The Board gives approval for all educational programs and construction of physical facilities, requesting information from experts when appropriate. After passing through the College's curriculum review process, all new and modified curricula are presented to the Governing Board for approval. The course and program approval process supports Student Learning Outcomes and assures that all state requirements are met for courses, degrees, and certificates.

ANALYSIS

The Governing Board approved specific institutional plans that are guided directly by the SWC mission. The Board has established as a long-term goal improvement of student transfer eligibility by strengthening the curriculum and courses (IVB1.44; IVA3.3, Section G2). On February 13, 2008, the Board approved the SWC Educational and Facilities Master Plan that outlines capital improvements to benefit the students (IVB1.12; IVA3.3, Section G3). The SWC Educational and Facilities Master Plan was developed through institutional dialog and written by a consultant. This Master Plan is the basis for Bond Proposition R which was placed on the November 2008 ballot, and was passed by the voters of the college District (IVA3.25; IVB1.13).

The Governing Board makes specific decisions that are guided directly by the SWC mission. The Board, by its allocation of major resources to faculty positions and its constant support of basic skills, has indicated its commitment to improving student learning programs and services. The regular review of programs by faculty leading to appropriate recommendations to the Board for new and modified courses and upgrading of curriculum indicates the Board's interest in student learning and enhanced educational opportunities for all students (IVB1.14; IVA3.3, Section G1). On May 14, 2008, the Board was given a presentation on much needed improvement of technology (IVB1.19), as well as safety and emergency needs (IVA5.4). As a result, on June 11, 2008, the Board approved the tentative budget allocating \$1.1 million to support technology upgrades and \$100,000 for safety and emergency needs (IVB1.15; IVA3.3, Section G4). The Board has also fully supported recent upgrades of facilities, such as a new music building, as well as continuous maintenance and upgrade of the college perimeter road for safety and student accessibility. The opening of the Higher Education Center at

Otay Mesa and allocation of resources for reconstruction of the Higher Education Center at San Ysidro (completed in January 2009) are also indicators of the Board's commitment to provide various locations for accessibility of student programs and services for its community (IVB1.16). On November 22, 2005, the Board held a joint Board meeting with the Sweetwater Union High School District to address student outcomes (IVB1.17; IVA3.3, Section G5).

Overall, the Governing Board meets the standard. According to the data in the 2008 Faculty and Staff Surveys, approximately 71% of the faculty and 67% of the staff agreed that the Board's policies support the quality, integrity, and effectiveness of student learning programs and services (IVA1.11; IVA1.12).

B1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTION

As established by the California Education Code (IVA2.13, §70902), the Board has ultimate responsibility for educational quality, legal matters, and financial integrity of the College. The Board accepts and exercises this responsibility, as evidenced by their deliberative actions reflected in Board meeting minutes. The institution's financial integrity is reviewed by the Board on a monthly basis, including an informational report of all funds maintained by the District and approvals of warrant registers and budget transfers. By board policy and regular implementation, an annual audit is conducted, reviewed and accepted (IVB1.3).

ANALYSIS

The Board is committed to keeping a "students-first" attitude when reviewing and approving decisions about the educational programs it supports. The Board reviews and approves the Curriculum Summary Report, usually on a monthly basis. This report is a compilation of the new and revised curriculum proposed by faculty and submitted to the Curriculum Committee. The Curriculum Committee reviews and scrutinizes curriculum for academic rigor, transferability, associate degree requirements, and/or occupational competencies, student benefit, and institutional fit, as stated in Title 5 and the State Chancellor's Curriculum Handbook. Although SLOs have been incorporated into course outlines and programs as an addendum, they do not require Curriculum Committee scrutiny. Once these and other considerations are met, the Curriculum Summary Report is forwarded to the Superintendent/President and Governing Board (IVB1.18). Faculty hiring priorities are brought to the Board for approval once a year (IVA3.21).

- The college meets the standard.

B1.d

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTION

The Board's bylaws are contained in 35 policies listed in Chapter 2 of Master Policy Manual. These policies are accessible via the College website and in public folders (IVB1.20).

ANALYSIS

The Governing Board bylaws and policies specify the Board's size, duties, responsibilities, structure, and operating procedures.

Searching through the Policy Manual for specific Governing Board policies or topics is time-consuming and tedious as it must be done page-by-page since the Governing Board Policy Manual is not searchable electronically.

ACTION PLAN

- Develop an easily accessible, searchable, online site for all College policies in Web Advisor



B1.e

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTION

In compliance with Recommendation #9 of the 2003 Accreditation Evaluation Report (IVA3.7, pg. 31), which recommended that “the Governing Board systematically review and update its policies, especially those on academic honesty and academic freedom, and delegate the development and implementation of corresponding procedures to the administration,” the Governing Board consulted with the Academic Senate and administration to develop SWC District Policy 7027: Academic Freedom (IVB1.21) and SWC District Policy 7029 (IVB1.22) Academic Integrity (IVA3.3, Section C2), which were passed at the regularly scheduled Governing Board meeting in November 2004. In addition, SWC District Policy 2410: Adoption of Policies and Administrative Procedures (IVB1.23; IVA3.3, Section C3) was developed and approved on March 12, 2008, delegating the development and implementation of procedures related to corresponding policies to the Superintendent/President. Policy 2410 states that copies of all policies and administrative procedures shall be readily available through the Superintendent/President or designee. SWC Board Policies are available in paper and electronic form.

The Governing Board established goals for the Superintendent/President for academic year 2004-2005, including “The Superintendent/President will implement a thorough review of all district policies and procedures.” One of the goals of the 2005-2006 Governing Board Retreat was to review and update policies in a timely manner that pertained particularly to the Governing Board. In 2006, the Board retained the services of a consultant from the Community College League of California (CCLC) Policy & Procedures Subscription to review and update its District policies (IVB1.24; IVA3.3, Section C4). A sub-committee of the Board was formed to conduct a thorough initial review of the policies. The subcommittee subsequently presented its recommendations to the entire Board for first and second readings. The majority of the Board’s policies were adopted on or before March 2008 (IVB1.25; IVA3.3, Section C1). All policies specifically related to the Board (IVA2.2; IVA3.3, Section C5) have been reviewed, revised, and adopted. In May 2008, a Board Member, appointed as a Board representative for policies, attended a Policy & Procedures Workshop. A major portion of the policies pertaining to student services have been updated and adopted by the Board. To date, seventy policies have been revised, forwarded to the Board and approved, leaving eighty-five policies in process. Initially the remainder of the District policies was slated to be

completed and adopted by December 2008. However, these policies are progressing through the consultation process and will be adopted as soon as this is completed (IVB1.27; IVA3.3, Section C6).

New district policies are initiated and existing board Policies are reviewed and updated periodically. Additions or modifications of District policies may be initiated according to Policy 2345: Public Participation at Board Meetings (IVB1.28) or by SWC District Policy 2510: Participation in Local Decision-Making (IVA2.5). Policy 2345 states, in part, that “members of the public and District staff may bring matters directly related to the business of the District to the attention of the Governing Board....” Policy 2510 further elaborates how the Academic Senate, staff, and students may bring issues to the Governing Board: “The Governing Board honors the concept of participatory governance...while retaining its own rights and responsibilities as the ultimate decision-maker...In executing that responsibility, the Governing Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for the Superintendent/President action under which the District is governed and administered.” Proposals to establish or change policies come to the Governing Board for a “First Reading” and a “Second Reading” before the Governing Board takes action to approve or disapprove by majority vote.

ANALYSIS

The Board is committed to systematically updating all District policies on an ongoing basis to reflect any changes in prevailing laws. While District policies had been updated as needed prior to 2006, there was not a consistent process in place until 2006 when a consultant from CCLC was hired (IVB1.24). Presently, SWC receives monthly updates from CCLC pertaining to changes in the law that might affect Board policies or require a new policy be developed, which will help to ensure ongoing compliance.



The Board evaluates its policies and procedures, revises them as necessary, and is developing a process for a systematic review of all policies and procedures on a regular basis. A number of regulations and bylaws have been assigned to administrative and management personnel for review to ensure currency. The review process ensures that standards of organization, dialog, institutional integrity, evaluation, planning and improvement are addressed. Policies undergoing review and updating through the constituent shared governance process will ultimately be brought to the Governing Board for approval. Currently, Policy 2510: Participation and Local Decision-Making, which replaced Policy 0009: Shared Governance Philosophy, is under review by the Academic Senate (IVA2.5). Policies will be re-examined periodically and related procedures will be developed through a policy and procedures review process in accordance with recently adopted SWC District Policy 2410: Adoption of Policies and Administrative Procedures (IVB1.23), which states, “Administrative procedures are issued by the Superintendent/President as statements of methods to be used implementing Board Policy.”

The records of Board actions indicate that most of the time it acts in a manner consistent with its policies and bylaws; however, there have been notable exceptions. One instance in which the Board did not act in a manner consistent with its policies occurred in spring 2006 with the hiring of the Vice President for Academic Affairs. In accordance with SWC District Policy 5109: Staff Diversity Plan (IVB1.82), the selection committee for Vice President of Academic Affairs forwarded three names to the Superintendent/President. The Superintendent/President recommended one individual from this pool to the Governing Board. Rather than accepting or rejecting this recommendation, the Governing Board temporarily suspended Policy 5109 on May 19 – 20, 2006, in closed session at a Special Governing Board meeting and interviewed the three finalists for Vice President before making a final decision. The Board chose a different candidate than the one recommended by the Superintendent/President. Shortly thereafter, the Superintendent/President resigned. An interim Superintendent/President was appointed and served for approximately six months until he was terminated by the Governing Board. Another interim Superintendent/President was appointed and served until the current Superintendent/President was hired. During his first year as Vice President of Academic Affairs, the new Vice President received a vote of no confidence by the Academic Senate. He was placed on unpaid leave in June 2007 by the interim Superintendent/President and returned to full service in August 2007. He resigned effective June 30, 2008.

Following the suspension of Policy 5109 by the Governing Board, the president of the faculty bargaining unit and the Academic Senate President voiced strong objections: “The

Governing Board cannot suspend policy 5109 without consultation with the Academic Senate because it includes hiring policies for faculty which falls under the purview of the Academic Senate and can only be changed by mutual agreement.” (IVB1.81). The Board’s actions were also counter to SWC District Policy 3003: Delegation of Authority to the Superintendent/President, in force at the time, which states that the Superintendent/President is “charged to hire academic and classified employees of the District subject to ratification by the Board.”

Policy 3003 has since been replaced with SWC District Policy 2430: Delegation of Authority to the Superintendent/President, approved March 12, 2008, which clarifies the Superintendent/President’s authority and responsibility for the conduct of business and educational programs of the District. In November 2006, the Governing Board adopted SWC District Policy 2432: Selection of Vice Presidents, which allows the Governing Board to interview the finalists for Vice President positions (IVB1.30). SWC District Policy 5109 Staff Diversity Plan was replaced with Policy 7120: Recruitment and Hiring Procedure and Policy 3420: Equal Employment Opportunity.

SWC’s past hiring practices led to the imposition of Chancellor’s Office oversight on all hiring processes for administrators in the District for a two-year period. This required oversight resulted in extending the length of the hiring process and increasing the degree of documentation and scrutiny required to recruit, interview, and hire qualified applicants for administrative positions. The District was released from this oversight in February 2009, six months earlier than originally required, upon the District’s satisfactory demonstration of compliance with policy and law (IVB1.73 (A) (B)).

ACTION PLAN

- Develop and implement a process for a systematic, ongoing three-year cycle of policy and procedure review.
- Complete the current effort of updating all policies.
- Complete the current effort to establish procedures for implementing policies.
- Assure hiring processes are conducted according to established policies and procedures in order to avoid any future instance of Chancellor’s Office oversight.

B1.f

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTION

The Governing Board approved SWC District Policy 2740: Board Education (IVB1.31) on March 12, 2008, committing to ongoing development as a Board, activities that foster trustee education, and a new trustee orientation program. The Governing Board agreed to engage in study sessions, provide access to reading materials, support conference attendance and other activities that foster trustee education.

Key points of the policy regarding new trustee orientation:

“The Governing Board and the Superintendent/President shall assist each newly elected or appointed trustee to understand the Governing Board’s functions, policies and procedures before he/she takes office. The following methods shall be employed:

1. The new trustee shall be invited to meet with the Superintendent/President, the Governing Board President and appropriate administrative personnel to discuss services being performed by the Governing Board.
2. The new trustee shall be notified of Governing Board meetings prior to his/her officially taking office. The Superintendent/President or designee shall supply materials and information pertinent to meetings and shall explain their use.
3. The new trustee will be given selected materials concerning his/her responsibility as a member of the Governing Board and a copy of all Governing Board policies by the Superintendent/President.”

Governing Board members are elected to four-year terms that are staggered to ensure continuity of membership. Policy 2010: Board Membership (IVB1.1) states that the “Governing Board shall consist of five (5) members elected by the qualified voters of the District. Members shall be elected at large.” SWC District Policy 2100: Board Elections further states that the terms are four years, with elections held in even numbered years. Terms are staggered so that, as nearly as practical, two of the Governing Board members shall be elected at each election. This provides continuity of membership (IVB1.32). California Education Code (IVA2.13, §72023.5, §72103] requires the board of trustees of each community college district to have at least one non-voting student member to be chosen by the students in a manner determined by the Board. The SWC student trustee is the elected ASO President (IVA3.6). There doesn’t appear to be any provision in either Policy 2740 or Policy 2015 for student training and team building with the voting Governing Board members (IVB1.33).

ANALYSIS

In response to Recommendation #10 of the 2003 Accreditation Evaluation Report (IVA3.7), the College subscribed to the Community College League of California (CCLC) published model board policies and adopted their recommendation on a policy for board education that includes District study sessions, reading materials, and attendance at activities that foster trustee education (IVB1.24). Policy 2740 (IVB1.31) commits to the ongoing development of the Board and new Trustee orientation and stipulates the timeframe for new trustee orientation. It does not stipulate the timeframe in which the ongoing development needs of the Board are identified. It is recommended that that the policy be revised to include at least an annual cycle and a specific meeting in which this is addressed, e.g., the Annual Governing Board Retreat.

The Superintendent/President and the Board assist each new member to understand the Board’s functions, policies, and procedures before he/she assumes office. Such assistance has included written materials and encouragement to attend meetings on a regional and/or statewide basis for additional training sessions by other organizations such as the Community College League of California and Western Association of Schools and Colleges (WASC) (IVB1.32).

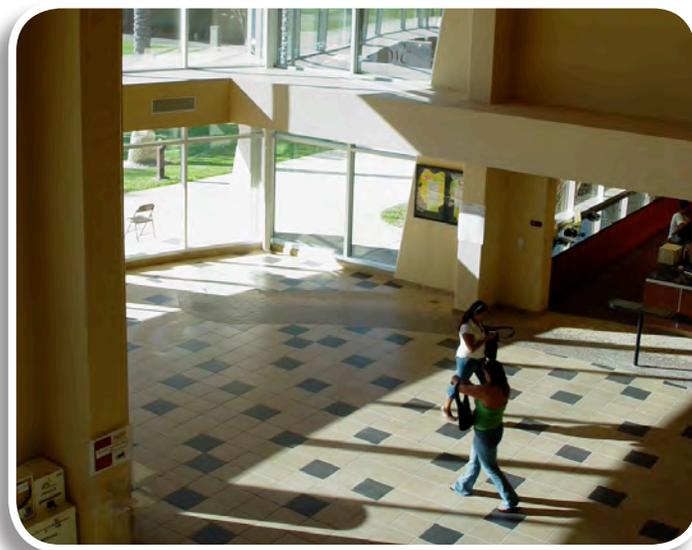
Since submission of the last accreditation Self Study to WASC, there have been three new voting Governing Board Trustees, Yolanda Salcido (2002), Jorge Dominguez (2006) and Nick Aguilar (2008), and a new student trustee each year. Board members Salcido and Dominguez received the following training after assuming office (IVB1.34):

CCLC Trustee Orientation Workshop
(Dominguez, Jan. 26–27, 2007)

CCLC Effective Trustee Workshop
(Salcido, Jan. 26–27, 2007)

In the last election year, the Superintendent/President sent information pertaining to SWC and the inner workings of the College and the Governing Board to all candidates running for SWC Governing Board Trustee (IVB1.31).

The student trustee has received training each summer through participation in the CCLC's student trustee conference as well as a booklet and orientation folder. Additionally, training is provided each summer for the ASO Executive Board, which includes the ASO President who also serves as the Student Trustee. The 2003 Accreditation Evaluation Report (IVA3.7, Standard 10, p.31) indicated that the student trustee needs orientation and team building with the Governing Board and this is now happening. The current ASO President received training from the Dean of Student Activities and Health Services, the Director of Student Development, and the Student Affairs Advisor. In addition, she attended CCLC's student trustee conference in August, 2008 and participated in a team-building retreat with the voting Governing Board members on January 17, 2009. Notwithstanding the training that has occurred, it is recommended that both Governing Board Policies 2015 and 2740 be revised to codify provisions for training the student trustee (IVA3.7).



A common practice exists in which the Governing Board identifies various needs for ongoing training and education through discussions at Board meetings and retreats. Governing Board training has been documented since July 2004. Workshops and sub-committee meetings have been conducted on topics including budget, Educational and Facilities Master Plan, and Accreditation (IVB1.35; IVA3.3, Section D1). Additionally, Board members individually attend national and state conferences and seminars (IVB1.34; IVA3.3, section D2). At its retreat on May 15, 2008 (IVB1.36), the Board re-committed to its practice of identifying desired ongoing training sessions and selected the following areas for training in 2008–2009 to include, but not be limited to:

- Fiduciary Responsibilities
- Brown Act
- Open Records Act
- Board Roles and Responsibilities
- Conflict of Interest
- Form 700 Responses
- On-going Board, Superintendent/President and Staff Communication Skills.

In addition, possible other topics of training in 2008–2009 will be determined as they prove to be beneficial to the Board in carrying out their sworn duties. It is recommended that the common practice for identifying training and education needs of the Governing Board be codified into a formal procedure.

ACTION PLAN

- Train newly elected trustees prior to assuming office, in compliance with Policy 2740.
- Document all Governing Board training.
- Revise Policy 2740 to include an annual session in which specific ongoing development needs of the Board are identified.
- Codify into a formal procedure the common practice for identifying the training and education needs of the Governing Board.
- Revise Policies 2740 and 2015 to include provisions for training the student trustee and team building with the voting Governing Board members.

B 1. g

The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTION

The Board adopted SWC District Policy 2200: Board Duties and Responsibilities (IVB1.3; IVA3.3, Section A4) in March 2008, which states the Board is committed to fulfilling its responsibilities including performing regular Board self-evaluation. This policy replaced SWC District Policy 1007: Functions of the Board, which did not include Board self-evaluation as a function of the Board. In addition, in 2008 the Governing Board adopted SWC District Policy 2745: Self Evaluation (IVB1.39; IVA3.3, Section A2) regarding annual self-evaluation (Policy 2745, adopted 12 March 2008) as part of the policy and procedures review process and in response to the following excerpts from the 2003 Accreditation Evaluation Report (IVA3.7, p.31):

“The team found evidence of Board policies in the Policy Manual related to size, duties, responsibilities and ethical conduct for the Board of Trustees; however, there is no procedure for self assessment of the Board”

“Recommendation #10: The team recommends that the governing Board establish and implement on-going Board training, as previously indicated in the 1996 AACJC WASC Accreditation, and includes a consistent self-evaluation process.”

In accordance with SWC District Policy 2745 (IVB1.39), the Board adopted District Procedure No. 2745 Board Self-Evaluation (IVB1.40; IVA3.3, Section A.3) in May 2008, which codifies the general procedure for Governing Board self-evaluation and stipulates that a summary of the self-evaluation will be posted on the College website and on the College’s public folder.

Although a procedure had not been established in a written document until 2008, the Governing Board has conducted regular self-evaluations since 2003 as part of its Board retreats. The general process for annual Governing Board self-evaluation was as follows:

1. The self-evaluation instrument (IVB1.37; IVA3.3, Section A1) is sent to the Governing Board for individual response.
2. Governing Board members complete a self-evaluation form and send to designee to compile results.
3. The Governing Board meets to discuss its self-evaluation results.

Since the 2003 Accreditation visit, the Governing Board has conducted self-evaluations on the following dates (IVB1.38; IVA3.3, Section A5):

- August 22–23, 2003
- July 28, 2004
- July 22, 2005
- 2006 None conducted
- August 4, 2007
- May 15, 2008

The Governing Board self-evaluation instrument (IVB1.37), developed between August and December 2003 (IVA3.11, p.17), has been utilized each year except 2006 and 2007 and contains items based on the criteria outlined in Board Roles and Responsibilities (IVB1.3), as well as ACCT’s statement “On the Effective Governance of Community Colleges” (IVB1.42) and the ACCT Code of Ethics (IVB1.43). These items are arranged in the following categories:

- Board Organization
 - Policy Rule
 - Community Relations
 - Policy Direction
 - Board – CEO Relations
 - Standards for College Operations
 - Institutional Performance
 - Board Leadership
 - Adopted Board Goals.

After each item, Board members are asked to select one of the following responses: meets expectations, needs improvement, unable to evaluate, average, no response. In addition, there is a free response section in which Board members are asked to identify:

- Board Strengths
- Major Accomplishments
- Areas for Board Improvement
- What Pleased About
- What Concerned About
- Recommended Changes to Board Operations
- Recommended Goals
- Major Challenges and Opportunities
- Understanding of Board’s role in Accreditation
- Comments regarding the self evaluation process

In 2007, the self-evaluation instrument used in that year only consisted of interview questions on the following topics:

- Rate Board Performance
- Key Board Strength
- Key Board Weakness
- Overall Performance of Administration
- Key Administration Strength
- Key Administration Weakness
- Goals for SWC Board and Administration
- Key Challenges for SWC , Board, and Administration to Overcome
- Key Areas of Focus for Governing Board and Administration
- Hopes for SWC
- Fears for SWC
- Personal Values to Assist Board and Administration

ANALYSIS

The Governing Board self-evaluation is scheduled to take place each July; however, this has not been implemented on a consistent annual basis. During the transitional period when the College had interim superintendent/presidents in place, the Board did not conduct formal self-evaluations as in other years. The Board's focus and urgency to move forward with the search for the new Superintendent/President took priority during 2006-2007. Although a retreat was not held in 2006, retreats were held during 2007, and an informal self-evaluation was conducted, as well as discussion of goal-setting, protocols, and the search for the Superintendent/President.

With the appointment of Dr. Raj K. Chopra as Superintendent/President in August 2007, the Board has had several retreats. On August 4, 2007, the Board met and adopted its vision, mission, and goals (IVB1.44; IVA3.3, Section A6). Subsequently, a pamphlet was developed, distributed, and posted on the College's webpage and in the public folders (IVB1.44; IVA3.3, Section A7). On May 15, 2008, the Board conducted its self-evaluation, and a summary of the self-evaluation (IVB1.45; IVA3.3, Section A8) was developed although it was never made public.

Prior to May 2008, there is no documentation of a discussion of the self-evaluation results in the minutes of the Governing Board annual retreats available on the SWC website (IVB1.46). There is no evidence that input from the College community was solicited prior to the Board's self-evaluation. With the exception of the last Governing Board retreat on May 15, 2008, no findings from the Governing Board self-evaluations conducted since the last accreditation have been made available. Procedure 2745 (IVB1.40) indicates that a summary of the self-evaluation will be posted on the College website and in the public folders; however, to date these have not been found and the dissemination has not been accomplished. It is recommended that Procedure 2745 include a timeline for solicitation of input from the College community.

The recommendations of the Governing Board self-assessments have been made into policy or into Board actions. The Board has had many discussions at its retreats that ultimately influence its decisions on policy and actions. Examples include the following:

- The Board established annual goals for the Superintendent/President.
- The Board discussed accomplishments of the goals during the Superintendent/President performance review.
- The status of the goals and new projects are presented during the Board meetings, such as Safety Task Force recommendations and proposed technology upgrades (IVB1.45; IVA3.3, Section A9).

ACTION PLAN

- Revise Policy 2745 to include solicitation of input from the College community at least one month prior to the self-evaluation in order that these findings are utilized in the self-evaluation.
- Document in the Governing Board minutes the discussion of the self-evaluation results.
- Disseminate the results of the annual Governing Board self-evaluation to the College community via the College website and public folders in a timely manner.

B1.h

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTION

The Southwestern College Governing Board Code of Ethics was adopted on March 12, 2008 (IVB1.4). It delineates the ethical standards that the members of the Board are expected to follow and spells out specific consequences for possible violations of the Code of Ethics. District Policy 2710 details the disclosure of any possible conflicts of interest (IVB1.7; IVA3.3, Section H1).

ANALYSIS

At the time of the last accreditation, SWC District Policy 1029: Code of Ethics listed the expected behaviors of a trustee, such as avoiding any conflict of interest, but did not indicate how the Governing Board would deal with behavior that violated this code of ethics (IVB1.4). Policy 2715: Code of Ethics, which replaced Policy 1029, directly addresses the issue of violations of the code of ethics by Board members:

“Violations of the code of ethics will be addressed by the President of the Board, who will first discuss the alleged violation with the Board member to reach resolution. If resolution is not achieved, and further action is deemed necessary by the President of the Board, he/she may either bring recommendations for further action directly to the full board or appoint an ad hoc committee to examine the matter and recommend further courses of action to the full board.”

Policy 2715 contains procedural instructions, however there isn't a codified procedure in the Procedures Manual or an observed common practice. No documented evidence has been found that the Governing Board has dealt with conflict of interest or code of ethics violations of its Board members.

A recent San Diego County Grand Jury report filed May 27, 2008 (IVB1.8), noted some irregularities in Governing Board actions versus the stated Board Policies on Conflict of Interest and Code of Ethics [Governing Policies 2710 (Conflict of Interest) & 2715 (Code of Ethics)]. There were two primary instances of conflict of interest:

1. “Relationship between Trustee and Senior Administrator: In one district a trustee is engaged in a romantic relationship with a senior administrator. This relationship is acknowledged by both parties and appears to be common knowledge to other personnel in the district. The administrator frequently brings major costly projects before the Governing Board. The trustee has never recused himself/herself on votes involving any of these items, nor on the administrator's scope of responsibility, nor on salary and benefit increases for the administrator.” (IVB1.8, p.7).
2. “Intertwined Trustee/Administrator Relationship between Community College District and a Local High School District: A trustee elected to a community college Governing Board in 2006 is also an administrator a high school district in the same area. Two administrators of the college, one of cabinet level, are also trustees of the high school district. This has created a reciprocal relationship whereby a trustee of the College District may have to vote on items benefiting trustees of the high school district, and vice versa. This is not illegal, but it can create the perception of a quid pro quo. To the credit of the College Trustee, when [apprised] of this situation, this Governing Board member recused himself/herself on subsequent items dealing with matters that benefit the high school district or the individuals involved.” (IVB1.8, Item #8, p.9; IVB1.26 (A) (B) (C)).

While no direct evidence was found that undue influence impacted decisions made by these Governing Board members nor that their decisions resulted in improper financial gain, there have been numerous articles in The San Diego Union-Tribune and other publications citing these concerns regarding violations of conflict of interest and code of ethics violations (IVB1.9 (A) (B)). The ramifications of this negative publicity on students, college employees, and the community are difficult to quantify; however, the impact of this on the public perception of the College, its mission, vision, and goals is cause for concern. The confidence of the community, students, and SWC employees in the leadership of the College is crucial to assure the current and future success of the College and its students.

ACTION PLAN

- Recommend the Governing Board develop a procedure for evaluating and dealing with Governing Board behavior that violates Policy 2715: Code of Ethics .
- Recommend the Governing Board protect and strengthen SWC's image in the public's eye through vigilant compliance with Policy 2715.

B1.i

The governing board is informed about and involved in the accreditation process.

DESCRIPTION

Accreditation is an institution-wide process that seeks to bring together leadership from all units of the College to study the performance of the College as it relates to a specific set of standards in order to strengthen the delivery of quality educational programs and to improve student learning. While acknowledging the designated responsibilities of the Governing Board and the Superintendent/President, the roles of the various units facilitate decision-making that support student learning programs and services, which in turn improves institutional effectiveness.

The Governing Board is informed about, involved in, and committed to the accreditation process. For the current accreditation Self Study process, a Governing Board member was initially invited to participate with the committee charged with Standard Four (IVB1.47). Governing Board training was provided to the Board concerning the accreditation process and Commission standards. The Governing Board met with the Accreditation Steering Committee on March 27, 2008, during which time the accreditation process and content of the accreditation and the standards relevant to the Board were discussed (IVB1.49; IVB1.52). In addition, two different Governing Board members were identified as liaisons with the Standard Four Committee. In May 2008, one of these liaisons attended a CCLC Accreditation session and gave a report at the May 2008 Board meeting (IVB1.55).

Board members receive regular updates and reports from the Accreditation Liaison Officer on the progress of the accreditation process. The Board members were kept informed by e-mail of each accreditation meeting and were given electronic copies of the meeting notes. The Board members have access to the accreditation home page on the College's internal website, and have been given both oral and written updates on the accreditation process at Board meetings (IVB1.50).

A presentation was made by the Accreditation Liaison Officer on October 8, 2008, at its regular Governing Board meeting (IVB1.53). Additionally, the Superintendent/President has sent the Board updates on accreditation through his Governing Board Information Flyers and one of the Board liaisons has given status reports during Board meetings on the Board's response for accreditation (IVB1.54; IVA3.3, Section F1; IVB1.55; IVA3.3, Section F2).

ANALYSIS

In January 2008, a survey developed by the Standard Four Committee was sent to the Governing Board seeking information relating to elements of Standard Four on specific policies, procedures, and Governing Board actions. In March 2008, during the training session, the Governing Board members were given a revised survey with additional questions (IVB1.51). Thereafter, further questions of the Committee were referred to the Governing Board and Superintendent/President through the Accreditation Liaison Officer. The appointed Governing Board liaisons were charged to work on gathering all the information to respond to the status of accreditation for the entire Board's consideration. The Governing Board submitted their responses, which were incorporated into the Self Study (IVA3.3, Section I).

Board actions, including planning and resource allocation, indicate a commitment to making improvements as part of institutional self-evaluation and accreditation processes. The Board has publicly acknowledged the work of the committee and offers its full support in efforts of completion of accreditation. The Board established one of three goals for this year to successfully complete the Self Study (IVB1.44; IVA3.3, Section F3). A Board member has been designated to serve on the College Leadership Council (CLC) Budget Task Force, which has provided an opportunity to listen to institutional priorities (IVB1.57; IVA3.3, Section F4). Through the budget process, a proposed budget was established for accreditation. Subsequently, the Board, at its June 11, 2008, meeting, approved the tentative budget, which included allocation of funds for accreditation (IVB1.58). The Board representative on the CLC Budget Task Force will continue to participate in the process to ensure appropriate resources are allocated for accreditation.

Board actions reflect the commitment to supporting and improving Student Learning Outcomes as reflected in the accreditation standards and expectations for institutional improvement. The Board understands the importance of Student Learning Outcomes and has expressed its full support. It is committed to closing the achievement gap with entering students. At the Accreditation Workshop, the Board again communicated the importance of student learning and success. As a result, the Board has requested a workshop or session on Student Learning Outcomes (IVB1.49).

The Governing Board has recognized the impact of the accreditation process on the ongoing improvement of the college. It is important that the recommendations in the Accreditation Reports be completed satisfactorily and in a timely manner. This could be accomplished by establishment of a Standing Committee charged with oversight of the accreditation process, similar to the structure of Accreditation Steering Committee.

ACTION PLAN

- Establish an Accreditation Standing Committee to provide ongoing continuity and responsiveness to recommendations throughout the interval between site visits.
- Ensure a timely response to recommendations made in Accreditation documents.

B1.j

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

DESCRIPTION

Southwestern is a single college district overseen by a Superintendent/President. There have been three Superintendent/Presidents and three interim Superintendent/Presidents since the last accreditation as displayed in the table below:

In compliance with Title 5 (IVA1.28, §53000), SWC District Policy 2431: Superintendent/President Selection (IVB1.59) briefly describes the process to be followed when filling vacancies in the office of the Superintendent/President. This policy replaced a portion of the Staff Diversity Plan (IVB1.82, VIIIA.d., p.6). It has been common practice that the Superintendent/President is selected via a search conducted through a consultant who works in concert with a selection committee made up of individuals representing all segments of the College. The formal procedure has not been codified in writing, however.

On August 1, 2007, the current Superintendent/President, Dr. Raj Chopra, assumed duties after a careful, thorough selection process that included a site visit to his previous school district in Arizona by representatives of the search and selection committee, including two members of the Board. The process used was developed by the Board with guidance from an outside consultant.

SWC District Policy 2430, adopted March 12, 2008, replacing Policy 1007 and 3003, outlines the job description for the Superintendent/President as the chief executive officer (IVB1.6). The Board is legally responsible for the effective operation of the District. The Superintendent/President and his/her staff are accountable for administration of the educational program and the conduct of College business. The Superintendent/President employment contract is negotiated and agreed upon by the Board and the Superintendent/President. The Superintendent/President is given an annual, confidential performance evaluation based in part on the completion of annual goals and objectives. Every three years, the Superintendent/President receives an expanded performance evaluation that includes input from administrators, managers, faculty, classified staff, students,

Superintendent/President	Status	Date Hired	Date Released
Dr. Serafin Zasueta		7/1997	5/2003
Norma Hernandez	Began as Interim	1/2003	7/2006
Greg Sandoval	Interim	7/2006	8/2006
Neil Yoneji	Interim	8/2006	2/2007
Greg Sandoval	Interim	3/2007	7/2007
Dr. Raj K. Chopra		8/2007	Present

and community members (IVB1.60). Under guidelines set by the Board, the Superintendent/President implements and administers policies without undue interference or micro-management. The Superintendent/President delegates appropriate responsibilities to the Vice Presidents of Business and Financial Affairs, Academic Affairs, Student Affairs, and Human Resources (IVB1.6).

The 2003 Accreditation Evaluation Report (IVA3.7, pp.31-32) states, “The Board appears to have expanded its policy-making role to include some management decisions. It is important that this practice be stopped as it is a direct violation of the Standard. It is also important that the Board members’ primary contact with the campus be the Superintendent/President to avoid the occurrence or appearance of micromanagement. There appears to be a breakdown in protocol related to the Superintendent/President’s function as liaison between the Governing Board and the staff” (IVB1.61).

ANALYSIS

There has been a lack of stability in the upper echelons of administration since the last accreditation. There have been three Superintendent/Presidents and three interim Superintendent/Presidents since the last accreditation; and since 2001 seven Vice Presidents and/or interim Vice Presidents as described in table below:

Recommendation #8 from the 2003 Accreditation Evaluation Report (IVA3.7, p.7) states, “The team recommends that the Governing Board establish and monitor itself as a policy-making body, delegate operational authority to the Superintendent/President, clarify management roles, and support the authority of the management and administration of the college.” The assessment that the Governing Board tended to interfere too much in the day-to-day operations of the college and that more authority should be delegated to the Superintendent/President and Vice Presidents was corroborated by the San Diego Grand Jury, 2007-2008 Report, on San Diego County Community Colleges. This report was the result of a focused study by members of the grand jury that included attendance at board meetings, review of board policies and procedures, interviews with trustees, college presidents, as well as other employees of the colleges (IVB1.8).

As stated in the 2008 Grand Jury Report entitled “Ethics 101: Course Requirement for Community Colleges,” “Since 2004 there have been four presidents, two of whom have either resigned or been dismissed as a result of conflicts with the Governing Board. In addition to the loss of key managers, some of these transitions resulted in a contract buyout and expensive legal services. There were vacancies to be filled in three of the four vice presidential positions: two of these resigned or were dismissed as a result of alleged interference by the Governing Board. This turnover in key managers has resulted in a lack of continuity in implementing programs and was cited by WASC as a factor contributing to the low morale to faculty and students.”

Vice President for Academic Affairs		Date Hired	Date Released
Dr. Jacqueline Shadko		7/1998	7/2001
Norma Hernandez	Interim	06/2001	10/2001
Bill Kinney	Interim	11/2001	12/2001
Bob Gauvreau		1/2002	3/2006
Bill Kinney	Interim	12/2005	6/2006
Ron Dyste		7/2006	6/2008
Dr. Raj K. Chopra	Interim	7/2008	9/2008
Dr. Mark Meadows		10/2008	Current

The Governing Board is required pursuant to California Penal Code 933(c) to comment on the findings and recommendations contained in the report. Their response to the Grand Jury report was approved at a special board meeting on August 6, 2008 (IVB1.63). In this report, the Governing Board disagreed with eleven of the twelve findings, while ratifying finding #4 regarding the Student Trustee playing a valuable role. In addition, the college stated that it will not implement recommendations from the Grand Jury Report Numbers 08-91 through 08-104 because SWC believes that these proposed recommendations are “not warranted or reasonable” (IVB1.64).

As described previously, one instance of Board interference that resulted in greater instability and lower morale occurred in spring 2006 with the hiring of the Vice President for Academic Affairs. In accordance with SWC District Policy 5109: Staff Diversity Plan, the selection committee for Vice President of Academic Affairs forwarded three names to the Superintendent/President. The Superintendent/President recommended one individual from this pool to the Governing Board, and the Governing Board could either accept or reject this recommendation. Instead, on May 19–20, 2006, at a Special Governing Board meeting in closed session, the Governing Board temporarily suspended Policy 5109 and interviewed the three finalists for Vice President before making a final decision. The Board chose a candidate who wasn't recommended by the Superintendent/President. (IVB1.64) Shortly thereafter, the Superintendent/President resigned (IVB1.65, IVB1.66). An interim Superintendent/President was appointed and served for approximately six months until he was terminated by the Governing Board (IVB1.67, IVB1.68). Another interim Superintendent/President was appointed and served until the current Superintendent/President was hired (IVB1.69). During his first year as Vice President of Academic Affairs, the new Vice President received a vote of no confidence by the Academic Senate (IVB1.70). He was placed on unpaid leave in June 2007 by the interim Superintendent/President and returned to full service in August 2007. He resigned effective June 30, 2008 (IVB1.71).

The turnover of Superintendent/Presidents and Vice Presidents, lengthy vacancies in these positions, as well as protracted interim administrative assignments, e.g., Dean of Counseling, Dean of Arts and Communication, Dean of Health, Exercise Science, and Athletics, have contributed to a number of consequences to the College, some of which are financial, including:

1. Potential fine for falling below FTO (IVB1.83)
2. Potential fine for Otay Mesa campus (IVB1.84)
3. Miscoding of Basic Skills courses (IVB1.85)
4. Delayed response to Accreditation recommendations,

e.g., updating policies

5. Chancellor's Office oversight on District hiring processes (please refer to IVB1.e) (IVB1.73 (A) (B)).
6. Delayed implementation of the Strategic Plan and institutional re-organization (please refer to section IVA.1)
7. Delayed integration of institutional planning and budget (please refer to IVA.2.a).

Since the hiring of the new Superintendent/President, the Governing Board and Superintendent/President recognize each other's roles and responsibilities (IVB1.45). This contributes to a healthy and positive relationship between the Board and the Superintendent/President. The Board-approved employment contract with the Superintendent/President delineates his duties and responsibilities (IVB1.75; IVA3.3, Section B5). The Board, through its revised SWC District Policy 2430: Delegation of Powers (IVB1.6; IVA3.3, Section B6) to the Superintendent/President adopted in March 2008, delegates to the Superintendent/President full authority, responsibility, and accountability for executing all decisions of the Board requiring administrative action. The Superintendent/President is also given the full authority, responsibility, and accountability for the proper conduct of business and educational programs of the District. One Governing Board member recently pointed out possible areas of the Governing Board agenda that should be changed to avoid the appearance that the Board is delving into operational matters (IVB1.86).

The Board showed its support of the Superintendent/President by extending his contract through 2011 (IVB1.76). The Board has made great efforts to give the Superintendent/President the authority so he can function and perform his operational role in an effective manner. An example is the Board's approval of the Superintendent/President's recommended reorganization in February 2008, which included the establishment of the position of Dean of Research/MIS/CSS (the new title is now Dean of Research, Evaluation and Planning) who will report directly to the Superintendent/President (IVB1.77; IVA3.3, Section B2).

The Governing Board delegates its operational authority to the Superintendent/President by adhering to protocols. These protocols were established in August 2003 at the Governing Board's annual retreat (IVA3.3, Section D) in response to the last accreditation (IVA3.11, Recommendation #8, pp.4-5) and reaffirmed on May 15, 2008, when the Board also reaffirmed its support of management in the administration of the college (IVB1.80; IVA3.3, Section B4). For example, when contacted by SWC employees, the Board refers their concerns to the Superintendent/President (IVB1.37; IVA3.3, Section B1).

ACTION PLAN

- Investigate ways to bring greater administrative stability to the College community.

B 2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

B 2 . a

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTION

Upon arrival as Superintendent/President in August 2007, Dr. Chopra began studying the structure of the organization. After evaluating the administrative structure, and with the input from his Cabinet and discussion with the various leaders from the constituent groups, he proposed operational changes that were approved by the Board on February 25, 2008. (IVB1.77) The operational changes fundamentally streamlined the administrative structure to be more efficient and effective while saving costs. The emphasis here was to remove the existing silo mind set and to create a culture of cooperation, coordination, and appreciation of interdependence.

Dr. Chopra has emphasized to his Cabinet and the College Management Team the importance of leadership, taking responsibility, and being accountable as administrators. To this end, he encourages administrators to take actions consistent with their responsibilities as appropriate.

B 2 . b

The president guides institutional improvement of the teaching and learning environment by the following:

DESCRIPTION

Establishing a collegial process that sets values, goals, and priorities.

One of Dr. Chopra's focuses has been to set out goals and priorities. He has focused on improving student success, as he has guided the Basic Skills Initiative Committee to not only identify the students in need of basic skills, but to establish a system for tracking students in order to measure their successes and remedy insufficient progress (IVA3.9). The accountability standards include assessment, intervention, and re-assessment. This ensures student learning gains and outcomes. During the Opening Day of the fall 2008 semester, Dr. Chopra's theme was "Coming Together for Student Success." This theme was in alignment with the Board goal to improve the student retention rate by reducing the student dropout rate. In accordance with the Board's goals, the deans, at Dr. Chopra's direction, provided their department goals. Other departments were also asked to develop goals. These goals are also presented to the Governing Board (IVA3.3, Section E).

Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.

The operational changes approved on February 25, 2008, took advantage of vacant administrative positions. One of the positions established included the key position of Dean of Research, MIS, CSS (the new title is now Dean of Research, Evaluation and Planning), which will report directly to the Superintendent/President. The position is integral for the College to begin making data-driven decisions. Dr. Chopra and his Cabinet also utilize market survey analyses to understand and meet the needs of communities in the District (IVA3.3, Section D).

Ensuring that educational planning is integrated with resource planning and distribution to achieve student Learning Outcomes.

The new budgeting process, which is a bottom-up approach, allows for the faculty and deans to establish budget priorities in line with Student Learning Outcomes (IVA1.1).

Establishing procedures to evaluate overall institutional planning and implementation efforts.

The Board approved the Educational and Facilities Master Plan on February 13, 2008. The plan calls for actions to reduce course sections to the level of the state average and thus redirect the resources for improving educational opportunities for students (IVA3.24). The Technology Plan also allows for orderly allocation of resources and improving technology services to staff and students. (IVB1.19)

B 2. c

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTION

The College has been undergoing a review of its policies and procedures during the past few years (IVA2.17; IVB1.25). Dr. Chopra has given priority to this process. The policies are progressing through the consultation process and will be adopted as soon as this is completed. Dr. Chopra has also been actively involved to ensure laws and regulations are followed, specifically matters related to business and fiscal affairs. An external consultant's analysis was requested to streamline financial accountability and internal controls. The recommendations will be implemented in a timely manner.

B 2. d

The president effectively controls budget and expenditures.

DESCRIPTION

Dr. Chopra has invested much of his time in fiscal matters. He carefully examined the budget and expenditures and is directly involved in budget development and management. During the time he served as Acting Vice President of Business and Financial Affairs, he took advantage of the rare opportunity to be directly involved and closely examine the budget and expenditures process. During this process, he discovered deficiencies and established or improved procedures where appropriate. Dr. Chopra has ensured that his Cabinet and the College Leadership Council Budget Task Force are involved in the budget process in a systematic way. He has been persistent in his efforts to ensure fiscal well-being of the College during challenging budget times.

B 2. e.

The president works and communicates effectively with the communities served by the institution.

DESCRIPTION

Dr. Chopra has attended many events in the community and has established positive relationships with members of the educational, political, and business communities, in the short time he has served as the Superintendent/President. He has effectively advocated for the College and the Governing Board. A monthly newsletter, *The Spirit*, is published and disseminated to the internal and external communities. This newsletter has served as a vehicle to communicate with the communities.

ANALYSIS

In the brief time that Dr. Chopra has been the Superintendent/President of the College, he has set upon a road of increased stability from top-to-bottom. His approach has not always been pleasing to the various constituencies; however, it is bringing desired results in most sectors. Initial reaction to the College reorganization (IVB1.77) was met with skepticism, but it appears to have served the purposes intended, i.e., streamlining the administration while promoting cost savings and not sacrificing efficiency. This is a work in progress and will take some time to fully realize the goals of the College.

Dr. Chopra has proven to be very student-oriented, and student success is one of his key foci as evidenced by the Basic Skills Initiative and other initiatives developed in the past year: learning communities, student tracking, and departmental goals, among others (IVA3.9).

Dr. Chopra has become an active presence in all things that go on at the College from student success to budget and facilities planning, technology upgrades, and future planning. In addition to his College-wide activities, he has been an active representative and advocate for the College in the community, be they political, social, or educational communities. These are all positive activities that in conjunction with the Governing Board should lead to the success of the College. While Dr. Chopra is proving to be a good fiscal manager, it is recommended that the same diligence afforded to those activities be expended on Shared Governance. Dr. Chopra has spoken many times of the excellent faculty, staff, and students that make Southwestern College what it is today. Continued success of the College comes from all constituency groups working together and being able to speak in open forums within the College governance structure.

3.

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

NOT APPLICABLE.

Theme:

- Institutional Commitment
- Evaluation, Planning and Improvement
- Student Learning Outcomes
- Organization
- Dialogue
- Institutional Integrity

Culture of Evidence Standard IV

- **IVA1.1** District Standing Committees 2004–05, Governing Board Approved 12-8-04.
- **IVA1.2** Executive Leadership Team, Executive Leadership Team (ELT) Approved 10-13-04.
- **IVA1.3** EMT Pilot Project: Consultation Process (Narrative), Executive Management Team (EMT) Approved 9-22-04.
- **IVA1.4** Southwestern College Executive Leadership Team: Request for Consultation, EMT Approved 9-22-04; ELT Revised and Approved 3-01-06.
- **IVA1.5** ELT Minutes: 8-2-07 to 7-2-08.
- **IVA1.6** Southwestern College Institutional Self-Study Report In Support of Reaffirmation of Accreditation, spring 2003.
- **IVA1.7** A. Fifth Tuesday [Presentation] Update on the Proposed Institutional Planning Process Tuesday, March 30, 2004.
B. Southwestern College Institutional Planning Forum April 24, 2004 Information Packet.
- **IVA1.8** Southwestern College Strategic Plan: 2006-2009. <http://www.swccd.edu/Pdfs/StrategicPlan.pdf>
- **IVA1.9** Governing Board Minutes: Item 11–Adoption of Proposed 2008-2009 Annual District Budget, 10-08-08, p.3.
- **IVA1.10** CoBro Consulting LLC, Accreditation Survey Matrix, 10-15-07.
- **IVA1.11** A. CoBro Consulting LLC, Southwestern College Faculty Survey Results, spring 2008.
B. CoBro Consulting LLC, Southwestern College Staff Survey Results, spring 2008.
- **IVA1.12** CoBro Consulting LLC, Southwestern College Student Survey Results, spring 2008.
- **IVA1.13** Southwestern College Academic Program Review Procedures Guide, June 2006, (Revised March 2008, v3).
- **IVA1.14** SWC Outlook (e-mail) system, Public Folders, ELT, Agendas/Minutes; outlook:\Public Folders\All Public Folders\ELT\Agenda%2FMinutes.
- **IVA1.15** Email from Valerie Goodwin-Colbert, 11-6-08, Re: Statement from Superintendent/President Chopra relayed through Academic Senate President.
- **IVA1.16** Institutional Planning Southwestern College [Summary of Accomplishments of the Planning to Plan Committee 2003-04].
- **IVA1.17** Institutional Planning Process: CMT Recommendations, Endorsed 1-13-04.
- **IVA1.18** [Invitation to First Meeting] Institutional Plan Steering Committee, 1-28-05.
- **IVA1.19** [Invitation] Institutional Planning Session, Saturday April 30, 2005.
- **IVA1.20** KH Consulting Group, Southwestern College Strategic Planning Retreat April 30, 2005 [Presentation].
- **IVA1.21** KH Consulting Group, Southwestern College Summary of Discussions at the Strategic Planning Retreat on April 30, 2005 [Presentation].
- **IVA1.22** 2008–2009 Southwestern College Strategic Priorities; Updated by CLC May 2008.
- **IVA1.23** Selection Committee Memberships 2008.
- **IVA1.24** Institutional Planning website <http://www.swccd.edu/2ndLevel/index.asp?L1=28>.
- **IVA1.25** Hewlett Leaders in Student Success 2008.
- **IVA1.26** Email from Debbie Trujillo, 4-22-09, Re: please confirm this is correct re CLC.
- **IVA1.27** Institutional Plan Steering Committee (IPSC) Meeting Summary, Friday, January 28, 2005
- **IVA1.28** California Code of Regulations Title 5 <http://weblinks.westlaw.com/toc/default.aspx?Abbr=ca%2Dadc&A P=CAT5&ItemKey=CAT5&RP=%2Ftoc%2Fdefault%2Ewl&Service=TOC&RS=WEBL9.06&VR=2.0&SPa=CCR-1000&fragment#CAT5>
- **IVA2.1** California Assembly, AB1725, September 19, 1988; <http://www.faccc.org/ADVOCACY/bills/historical/ab1725.PDF>
- **IVA2.2** Southwestern Community College District Policy & Procedure Manual MASTER INDEX, Revised 6-11-09; SWC Outlook (e-mail) system, Public Folders, Human Resources, Policy & Procedure Manual outlook:\Public Folders\All Public Folders\Human Resources\Policy & Procedure Manual
- **IVA2.3** Southwestern Community College District Policy: Shared Governance Philosophy–District; Policy 0009, Adopted 7-10-91, Revised Policy No. from 3025 to 0009: 7-22-97.
- **IVA2.4** Southwestern Community College District Policy: Academic Senate–Shared Governance Guidelines; Policy 0011, Adopted 1-15-97.
- **IVA2.5** Southwestern Community College District Policy: Participation in Local Decision–Making; Policy 2510, Adopted 1-10-07.
- **IVA2.6** College Leadership Council: Operating Principles, Approved May 20, 2004, Revised May 5, 2006.
- **IVA2.7** Evaluation Report [for the 1997 Accreditation Site Visit], March 17–20, 1997, Recommendation #7.
- **IVA2.8** Southwestern Community College District Policy: Program and Curriculum Development Modification & Discontinuance; Policy 4020, Adopted 1-11-06.

- **IVA2.9** Southwestern College Academic Senate Minutes: Agenda Item 2–Revision of Shared Governance Resolution Second Reading and Discussion Item, 4-22-08
- **IVA2.10** A. Southwestern College Academic Senate Shared Governance and Collegial Consultation Resolution, Academic Senate Approved 4-22-08.
B. Governing Board Minutes, Special Governing Board Meeting: Item 8–Restructure of Academic Affairs and Student Affairs; Item 9–Restructure of the Office of the Superintendent/President and Institutional Advancement; Item 10–Authorization for Reorganization, 2-25-08, pp. 3–8.
- **IVA2.11** Southwestern College CurricUNET Electronic Course Approval System Website
<http://www.curricunet.com/southwestern/>
- **IVA2.12** Southwestern College Curriculum Approval Process Flowchart and Explanation Flowchart
<http://swccd.edu/Pdfs/FlowchartCurricApprovalMay2008colors.pdf>
[Explanation http://www.swccd.edu/Pdfs/FlowChartExplCurricApproval08.pdf](http://www.swccd.edu/Pdfs/FlowChartExplCurricApproval08.pdf)
- **IVA2.13** California Education Code <http://www.cde.ca.gov/re/lr/cl/>
- **IVA2.14** Southwestern College EMT Pilot Project Request for Consultation for the SWC Online Instructional Philosophy, 11-8-04
- **IVA2.15** Aslanian Group, Adult Student Market Analysis, April 21, 2008.
- **IVA2.16** Governing Board Minutes: Item 17B – Adopt District Policy 2510: Participation in Local Decision-Making, 1-10-07.
- **IVA2.17** Governing Board Minutes: Item 17–District Policies, 5-14-08.
- **IVA3.1** Southwestern College Basic Skills Initiative website <http://www.swccd.edu/2ndLevel/index.asp?L1=70>.
- **IVA3.2** Faculty Hiring Prioritization Process and Procedures, 9-26-06.
Faculty Hiring Request Form, 4-6-06.
- **IVA3.3** Southwestern Community College District Accreditation 2008 Governing Board Response
- **IVA3.4** GB News For Friends of Southwestern College, March 2007 to June 2008.
- **IVA3.5** Southwestern Community College District Governing Board Schedule of Events, 4-25-08.
- **IVA3.6** Southwestern Community College District Policy: Student Trustee; Policy 2015, Adopted 4-19-06, Revised and Adopted 3-12-08
- **IVA3.7** Accreditation Evaluation Report, March 11–13, 2003.
- **IVA3.8** College Leadership Council Budget Task Force, Statement of Purpose Approved December 1, 2005.
- **IVA3.9** Basic Skills Initiative 5 Year Goals <http://www.swccd.edu/3rdLevel/index.asp?L2=409>
- **IVA3.10** Basic Skills Self-Assessment Tool <http://www.swccd.edu/3rdLevel/index.asp?L2=405>
- **IVA3.11** Southwestern College Progress Report to WASC Action Letter (dated June 30, 2003), March 2004
- **IVA3.12** Southwestern College Board of Trustees Annual Goals: 2005-06.
- **IVA3.13** Request for Proposals (RFP) Fall 2007 for On-Going Funding Period 1-1-08 to 6-30-08
Basic Skills Proposal Scoring Sheet – fall 2007
Prioritization and Recommended Funding of Proposals
RFP spring 2008 for Funding Period 7-1-08 to 6-30-09
Basic Skills Proposal Scoring Sheet–Spring 2008
Prioritization of Proposals for Funding Period 7-1-08 to 6-30-09
RFP Fall 2008 for Funding Period 1-1-09 to 6-30-09
Basic Skills Proposal Scoring Sheet–fall 2008 SWC
Prioritization of BSI Proposals for Funding Period 1-1-09 to 6-30-09
RFP spring 2009 for Funding Period 7-1-09 to 8-15-10
Basic Skills Proposal Scoring Sheet–spring 2009
Prioritization and Recommended Funding of Proposals
- **IVA3.14** Outcomes of 2008–2009 BSI Projects, 6-15-09.
Proposed Innovative Projects for 2009–2010.
- **IVA3.15** Basic Skills Comprehensive Overview.
High School Intervention Project.
<http://www.swccd.edu/BSIPdfs/SummaryofProjectsAttachment1and2.pdf>
- **IVA3.16** New Student Seminar (PD 295N) Course Outline, 11-4-08.
- **IVA3.17** Achievement Coaches for Excellence (ACEs) ESL, Mathematics, Reading, Writing, Career Technical Education (CTE), 7-23-08, Revised 3-13-09, Revised 6-24-09.
Basic Skills Initiative (BSI) Faculty Coordinators (Student Services and Instructional), 7-29-08.
- **IVA3.18** BSI Proposal: Center for Teaching and Learning–Year 2, 3-18-09.
- **IVA3.19** Email from Ron Dyste, 9-27-06, Re: Faculty Prioritization Process [Cycle 1, Fall 2006]
- **IVA3.20** Email from Faculty Hiring Prioritization Committee, 3-4-08, Re: Faculty Staffing Requests–spring 2008 [Cycle 2]

- **IVA3.21** Governing Board Minutes: Item 11D–Faculty, Staffing Prioritization Process [Cycle 3 fall 2008], 1-28-09, p.6.
- **IVA3.22** Meadows, Mark and Valerie Goodwin-Colbert, [Letter to Raj K. Chopra, Superintendent/President] Recommendations for Faculty Hiring, December 15, 2008.
- **IVA3.23** Chopra, Raj K., [Letter to Mark Meadows and Valerie Goodwin-Colbert] Faculty Hiring Prioritization 2009-2010, December 17, 2008.
- **IVA3.24** Educational Facilities Master Plan <http://www.maasco.com/upload/SWC%20Ed%20&%20Facilities%20Master%20Plan%20Draft%201-24-08%20FINAL.pdf>
- **IVA3.25** Proposition R <http://www.sdcountry.ca.gov/voters/Eng/proptext/R.pdf>
- **IVA3.26** CLC Minutes, 11-29-07.
- **IVA3.27** Land Development Steering Committee Membership <http://www.swccd.edu/3rdLevel/index.asp?L2=223>
- **IVA3.28** Purpose of Land Development Steering Committee <http://www.swccd.edu/2ndLevel/index.asp?L1=38>
- **IVA3.29** A Land Development Steering Committee Strategy [5-11-05] <http://www.swccd.edu/3rdLevel/index.asp?L2=223>
- **IVA3.30** Southwestern Community College District Land Management Process for Otay Lakes Road Corner Lot Development, February 9, 2005. <http://www.swccd.edu/CrPdfs/LandManagementConceptPaper.pdf>
- **IVA3.31** Corner Lot Design <http://www.swccd.edu/Pdfs/cornerlot.pdf>
- **IVA3.32** SWC Links to the Land Development and the Educational Facilities Master plan <http://www.swccd.edu/>
- **IVA3.33** Maas Companies, Inc. and LPA, Inc., Southwestern Community College District Educational / Facilities Master Planning Kick Off Presentation, November 30, 2006. <http://www.maasco.com/upload/Southwestern%20Kickoff%20Meeting%202011-30-2006.pdf>
- **IVA3.34** Maas Companies, Inc. and LPA, Inc., Southwestern College Educational and Facilities Master Plan Board Presentation, January 30, 2008. <http://www.maasco.com/upload/SWC%20board%20presentation%20201-30-08%20over-4.pdf>
- **IVA4.1** Southwestern Community College Catalog 2008–2009, Southwestern College–Accreditations and Approvals, p.5. <http://www.swccd.edu/Pdfs/Catalog200809.pdf>
- **IVA4.2** Substantive Change Proposal Higher Education Center at Otay Mesa, 9-28-07.
- **IVA5.1** ELT Minutes: 8-2-07 to 6-3-08 [See also IVA3.3, Section I1]
- **IVA5.2** College Leadership Council Minutes: 10-27-07 to 5-8-08 [See also IVA3.3, Section I2]
- **IVA5.3** College Leadership Council Budget Taskforce Committee Membership, Minutes: 5-7-08 to 5-29-08, Very Preliminary Estimates of Institutional Priorities FY 08-09. [See also IVA3.3, Section I3]
- **IVA5.4** Safety and Emergency Task Force Summary and Overview
- **IVA5.5** Governing Board Minutes: Item 16–Recommend Adoption of 2006-2009 Southwestern College Strategic Plan, 4-19-06, p. 11.
- **IVA5.6** A. Governing Board Agenda: Item 6–Senate/Union Report, 1-14-04, p.2.
B. Governing Board Agenda: Item 20–Senate/Union/Association Reports, 5-14-08, p.27
- **IVA5.7** Governing Board Minutes: Item 11–Appoint Governing Board Representatives to the Following Subcommittees, 12-12-07, p. 5
- **IVA5.8** Position announcement for Dean of Research, Evaluation and Planning, open 1-14-09 <https://jobs.swccd.edu/applicants/jsp/shared/frameset/Frameset.jsp?time=1232854061289>
- **IVB1.1** Southwestern Community College District Policy: Board Membership, Policy 2010, adopted 3-12-08.
- **IVB1.2** Southwestern Community College District Policy: Regular Meetings of the Governing Board, Policy 2310, Adopted 4-19-06, Revised and adopted 7-11-07.
- **IVB1.3** Southwestern Community College District Policy: Board Duties and Responsibilities, Board Policy 2200, Adopted 3-12-08.
- **IVB1.4** Southwestern Community College District Policy: Code of Ethics, Policy 2715, adopted 3-12-08.
- **IVB1.6** Southwestern Community College District Policy: Delegation of Authority to the Superintendent/President, Policy 2430, Adopted 3-12-08.
- **IVB1.7** Southwestern Community College District Policy: Conflict of Interest, Policy 2710, adopted 3-12-08.
- **IVB1.8** San Diego County Grand Jury report filed May 27, 2008, Ethics 101: Course requirement for Community Colleges, May 27, 2008, pg.7.
- **IVB1.9** A. Moran, Chris, School employees’ dual roles in districts raise questions. San Diego Union–Tribune, San Diego, Calif., 7-21-07, p.B4.
B. Moran, Chris, District crossover raises questions; Educators can have dual roles on boards. San Diego Union–Tribune, San Diego, Calif., 8-4-07, p.B7.
- **IVB1.10** Southwestern Community College District Policy: District Mission and Philosophy, Policy 1200, adopted 8-13-08.
- **IVB1.11** Southwestern College Strategic Framework 2006-2009, Our Values <http://www.swccd.edu/Pdfs/SWCStrategicPlanSummary.pdf>

- Southwestern College Strategic Plan: 2006-2009, p.3. <http://www.swccd.edu/Pdfs/StrategicPlan.pdf>
- **IVB1.12** Governing Board Minutes: Item 12C-2008-2020 Educational and Facilities Master Plan, 2-13-08, p.11. [Enclosure: Maas Companies, Southwestern College Educational & Facilities Master plan (Executive Summary)].
- **IVB1.13** Moran, Chris, Two tax increases for schools win easily, SignonSanDiego, 11-6-08. [Posted on College website] <http://www.swccd.edu/Pdfs/taxincrease.pdf>
- **IVB1.14** Governing Board Minutes: Item 9I-Acceptance of May 2008 Curriculum Summary Report, 5-14-08, p.7.
- **IVB1.15** Governing Board Minutes: Item 11A-Approval of Tentative Budget for 2008-09, 11A, 11B, 6-11-08. p.8. [Enclosure: Expenditure Highlights (PowerPoint presentation), 4 slides.
- **IVB1.16** San Ysidro Education Center <http://www.swccd.edu/Ecsy/>
- **IVB1.17** Governing Board Minutes, Special Governing Board Meeting: Item 6-Southwestern College-Data Sharing, Item 7-Sweetwater Union High School District, Item 8-Joint Projects, 11-22-05, p.2.
- **IVB1.18** Governing Board Minutes: Item 18J-Acceptance of December 2008 Curriculum Summary Report, 12-10-08, p.8.
- **IVB1.19** Governing Board Minutes: Item 8B-Proposed Technology Upgrades, 5-14-08, p.3. [Enclosure; Southwestern College IT Update, 4-8-08]
- **IVB1.20** SWC Outlook (e-mail) system, Public Folders, Human Resources, Policies and Procedures Manual, Chapter 2 Governing Board. Link to Governing Board Policies <http://www.swccd.edu/5thLevel/index.asp?L4=245>
- **IVB1.21** Southwestern Community College District Policy: Academic Freedom, Policy 7027, adopted 11-04.
- **IVB1.22** Southwestern Community College District Policy: Academic Integrity Policy, Policy 7029, adopted 11-04.
- **IVB1.23** Southwestern Community College District Policy: Adoption of Policies and Administrative Procedures, Policy 2410, adopted 3-12-08.
- **IVB1.24** Governing Board Minutes: Item 15C2-Human Resources, Community College League of California, Policy Consultation Services, 11-9-2005, p. 8.
- **IVB1.25** Governing Board Minutes: Item 19-District Policies-Second Reading, 4-19-06, p. 12.
- **IVB1.26** A. Governing Board Minutes: Item 12A1-Agreement with Sweetwater Union High School District, 3-14-07, p.11.
B. Governing Board Minutes: Item 14A3 - Agreement with Sweetwater Union High School District, 9-12-07, p.14.
C. Governing Board Minutes: Item 14A - Agreement with Linda Jackson, 3-12-08, p. 11. D. Governing Board Minutes: Item 12H-Resignation / Retirement, 6-11-08, p.4.
- **IVB1.27** Timeline for Board Policy Approval at Southwestern College, July 2, 2008.
- **IVB1.28** Southwestern Community College District Policy: Public Participation at Board Meetings, Policy 2345, adopted 4-19-06.
- **IVB1.29** Southwestern Community College District Policy: Equal Employment Opportunity, Policy 3420, adopted 8-13-08.
- **IVB1.30** Southwestern Community College District Policy: Selection of Vice Presidents, Policy 2432, adopted 11-08-06.
- **IVB1.31** Southwestern Community College District Policy: Board Education, Policy 2740, adopted 3-12-08.
- **IVB1.32** Southwestern Community College District Policy: Board Elections, Policy 2100, adopted 4-19-06.
- **IVB1.34** Southwestern Community College District Governing Board Conferences 2006-2007 & 2007-2008.
- **IVB1.35** Southwestern Community College District, Regular and Special Meetings of the Governing Board, 2007-2008.
- **IVB1.36** Governing Board Retreat, 5-15-08, Training Sessions for 2008-2009.
- **IVB1.37** Southwestern Community College District Governing Board Self-Evaluation Instrument [May 2008].
- **IVB1.38** Governing Board Minutes, Special Governing Board Meetings: Workshop(s): August 22-23, 2003, July 28, 2004, July 22, 2005, 2006 None conducted, August 4, 2007 and May 15, 2008.
- **IVB1.39** Southwestern Community College District Policy: Board Self-Evaluation, Policy 2745, adopted 3-12-08.
- **IVB1.40** Southwestern Community College District Procedure: Board Self-Evaluation, Procedure 2745, 5-15-08.
- **IVB1.42** Association of Community College Trustees (ACCT), Self-Assessment Item Bank Note: Items are based on criteria outlined in ACCT document "On the Effective Governance of Community Colleges" and others. Accessed 6-29-09 <http://www.acct.org/services/assessment/self-assessment-item-bank.php>
- **IVB1.43** Association of Community College Trustees, Resources; Guide to Ethical Governance. <http://www.acct.org/resources/center/ethicalguide.php> also ACCT; Membership; Code of Ethics <http://www.acct.org/membership/corporate/code-ethics.php>
- **IVB1.44** Southwestern Community College Governing Board, Vision, Mission and Goals. Adopted, August 4, 2007. [Publication]. Governing Board Retreat and Workshop on Goals, Minutes from Governing Board meeting 4 August 2007]. (See also IVA3.3, A6 & A7) Governing Board Minutes, Governing Board Retreat and Workshop on Goals: Item 3, 8-4-07, p.2.

- **IVB1.45** Governing Board Minutes, Governing Board Retreat: Item 4–Governing Board Retreat, 5-15-08, p.2. [Enclosure: Self-Evaluation Summary Results]
- **IVB1.46** Southwestern College Website: About SWC: Governing Board: Minutes
<http://www.swccd.edu/4thLevel/index.asp?L3=440>
- **IVB1.47** Email from Ron Vess to Dr. Jorge Dominguez, 11-19-07, Re: Accreditation Team Request
- **IVB1.49** Governing Board Minutes, Special Board Meeting: Item 4,–Board Workshop on Accreditation, 3-27-08, p.2.
- **IVB1.50** Accreditation Homepage, Southwestern Community College
<http://www.swccd.edu/2ndLevel/index.asp?L1=68>
- **IVB1.51** Governing Board Questions for Accreditation Self-Study
- **IVB1.52** PowerPoint Presentation to Governing Board by Accreditation Steering Committee, [3-27-08] [paper print].
- **IVB1.53** Governing Board Agenda: Item 8D–Accreditation Update, 10-808, p.2.
<http://www.swccd.edu/4thLevel/index.asp?L3=124&Year=2008>
- **IVB1.54** Governing Board Information Flyer, v1 in 13, November 2, 2007.
- **IVB1.55** Governing Board Minutes: Item 23C.1–Governing Board Reports, Board member Yolanda Salcido, Board Liaisons Accreditation Report. 5-14-08, p.29.
- **IVB1.57** A. CLC Minutes: CLC Budget Membership, 4-3-08.
B. Chopra, Raj K., [Memorandum to CLC] CLC Budget Committee, 4-3-08.
- **IVB1.58** Governing Board Minutes: Item 11–Approval of Tentative Budget for 2008-2009, 6-11-08, p.8.
- **IVB1.59** Southwestern Community College District Policy: Superintendent/President Selection, Policy 2431, adopted 11-08-06. Revised and adopted 3-12-08.
- **IVB1.60** Southwestern Community College District Policy: Evaluation of the Superintendent/President, Policy 2435, Adopted 3-12-08.
- **IVB1.63** Governing Board Minutes: Approval of Item 10–Response to San Diego Grand Jury Report “Ethics 101: Course Requirements for Community Colleges”, 8-6-08, p.2.
[Enclosure: Chopra, Raj K., [Letter to Kenneth K. So, Presiding Judge, Superior Court California, County of San Diego] Re: Southwestern College’s Response to Grand Jury Report filed May 27, 2008 Entitled: “Ethics 101: Course Requirement for Community Colleges,” 8-19-08.
- **IVB1.64** Governing Board Minutes:
Item 5–Adjourn to Closed Session, Public Employee Appointment
Item 9–Announcement of Closed Session Action(s)–Suspension of Policy #5109. 5-19-06 to 5-20-06, p.3-4.
- **IVB1.65** Moran, Chris, College president will retire early; Hiring by board factor in decision; San Diego Union–Tribune, San Diego, Calif., 6-16-06, p.B3.
- **IVB1.66** Moran, Chris, Faculty Union sues over hiring decision; Southwestern College board action criticized; San Diego Union – Tribune, San Diego, Calif., 11-2-06 p. B1.
- **IVB1.67** Moran, Chris, Interim leader hired at Southwestern, San Diego Union–Tribune. San Diego, Calif., 7-27-06, p.B6.
- **IVB1.68** Moran, Chris, Southwestern College interim president fired, San Diego Union–Tribune. San Diego, Calif., 2-16-07, p.B1.
- **IVB1.69** Moran, Chris, Southwestern’s acting president named interim chief, San Diego Union–Tribune. San Diego, Calif., 3-17-07, p.B4.
- **IVB1.70** A. Academic Senate Minutes: Item D4–Follow up on the VPAA discussion, 11-27-07, p. 2.
B. Academic Senate Minutes: Item D1–Follow-up on discussion with the VPAA (Motion of Confidence), 12-11-07, p.1.
- **IVB1.71** Moran, Chris, No. 2 administrator at Southwestern plans to step down, San Diego Union–Tribune. San Diego, Calif, 1-30-08, p.B3.
- **IVB1.73** A. Email from Steve Bruckman, Executive Vice Chancellor and General Counsel California Community Colleges to Raj Chopra, Re: Termination of Southwestern CCD Resolution Agreement, 1-29-09.
B. Governing Board Minutes: Item 19C–Administrative Reports: Michael Kerns, VP for Human Resources [Re: Termination of Southwestern CCD Resolution Agreement], 2-11-09, p. 13.
- **IVB1.75** Agreement for Employment of Superintendent/President of the Southwestern Community College District (Effective Date March 12, 2008).
- **IVB1.76** Governing Board Minutes, Special Governing Board Meeting: Item 3A–Public Employee Performance Evaluation: Superintendent/President, 11-19-08, p.2.
- **IVB1.77** Governing Board Minutes, Special Governing Board Meeting: Item 8–Restructure of Academic Affairs and Student Affairs; Item 9–Restructure of the Office of the Superintendent/President and Institutional Advancement; Item 10–Authorization for Reorganization, 2-25-08, pp. 3–8.

- **IVB1.80** Governing Board Agenda, Special Governing Board Meeting: Item 4–Retreat: Board Protocols, 5-15-08, p.2.
- **IVB1.81** Email from Janet Mazzarella and Joi Blake to the college community, Re: Report on Special Governing Board Meeting, 5-20-06.
- **IVB1.82** Southwestern Community College District Policy: Staff Diversity Plan, Policy 5109, Revised and adopted 8-11-99.
- **IVB1.83** Chopra, Raj, California Community Colleges Full-Time Faculty Obligation for Fall 2008 Amended, 2-12-09.
- **IVB1.84** Chopra, Raj K., [Memorandum to All Employees Southwestern Community College District] District Budget Update, July 1, 2008.
- **IVB1.85** Email from Ron Dyste to Lebaron Woodyard, 7-16-08, Re: Basic Skills Coding Issue.
- **IVB1.86** Governing Board Meeting November, 2008 audio tape

2009 Self Study

Summary of Action Plans



Summary of Self Study 2009 Action Plans

Establish guidelines for systematic incorporation of the mission statement in the development and execution of committee work and programs.

Develop and approve policies/procedures specifying when and how the mission statement will be reviewed and published.

Recreate the Research Office as a site for information sources, data collection, and data analysis strategies that will help faculty and staff in the appropriate areas of academic and student affairs ascertain student learning as it relates to the college strategic plan.

Establish a comprehensive and fully integrated institutional budget and planning process that includes a mechanism to determine the degree to which goals are met and communicate these outcomes.

Review and appraise the Online Learning Center for staff and operational efficiency, to include a program review, student surveys, and consultation from various shared governance groups on campus.

Assess the need to assign SWC email addresses for all students as part of the matriculation process, and if needed, develop plan and implement it.

Explore offering a SWC sponsored study abroad program, as 50% of students from consortium schools who attend are from SWC.

Evaluate course offerings in distance education and expand as needed, with more support given to faculty, especially adjuncts, who wish to learn Blackboard.

Integrate the needs identified through Program Review with the Educational and Facilities Master Plan, and the Technology Plan.

Form a Curriculum Committee task force to review the associate degree requirements in physical education, health, and computer literacy and to make recommendations for any modifications to the current policy.

Complete research utilizing existing external sources to systematically and consistently assess the needs of the community-based business and industry throughout the District service area and region in order to revise the existing programs accordingly and respond to new workforce training needs.

Submit as procedure for Governing Board Policy 4020 new steps already being taken with regard to program discontinuance.

Investigate the process of producing the Class Schedule and make recommendations to provide accurate information regarding instructors, times, etc. available for public use but in less time than now required.

Assess the interest among faculty for a tutorial on plagiarism that can be used across the curriculum.

Utilizing various media including the SWC website, enhance student awareness and access to college programs and services.

Promote the values of diversity and inclusiveness for all current and prospective students.

Implement a systematic and on-going cycle of program planning, evaluation, and assessment for all Student Services and Support programs. Continue to integrate SLO's throughout the departments' plans along with effective assessment practices and instruments to measure their success. Correlate department goals with Board Goals and the Strategic Plan.

Assess the need for additional full time counselors to improve services to students and enhance student outcomes.

Address the adequacy of the library budget for books, electronic resources, media and closed captioning, adjunct librarians, and ADA software.

Identify the system and secure funds for a replacement for the library software Horizon system.

Provide additional campus-wide software for the key server to meet increased student demand for course specific software in the open tutorial labs.

Assess student needs to determine if increased tutorial services, hours and locations are needed and, if so, submit a plan for increased staffing.

Explore variants of online library orientations, such as podcasts or tailored online subject guides for classes, in addition to the present video tutorials, in-person orientations, and handouts.

Explore the need for ongoing specialized tutor training and investigate funding sources.

Initiate research to assess if student needs are being met by current ASC services and, if not, respond to unmet needs.

Continue to explore alternative delivery modes for academic support web services both on the main campus and at the HEC locations.

Conduct research to evaluate the services/collections of the College libraries in all locations.

Initiate a marketing plan utilizing various media to promote LAS programs.

Revise the Classified Staff Handbook to include the institutional Code of Ethics policy (No. 3050) for all district employees.

Assess the value of the Teaching Academy for newly hired full-time faculty and reinstate if needed.

Explore different avenues that would increase adjunct faculty participation in staff development activities.

Complete a formal evaluation of the Staff Development Program on an annual basis.

Reactivate and update Achieving Institutional Mission (AIM) Program Review Committee and conduct department reviews.

Assess need for additional training on emergency response and safety issues.

Establish web access for emergency response training including use of internet media.

Develop a technological infrastructure that will prompt efficiency in faculty and staff work methods, and equipment and software purchases that streamline faculty and staff work flow.

A written policy and procedures for preliminary budget parameter development should be created, adopted and implemented.

The District should establish a transparent and clear shared-governance method of developing parameters for budget planning to alleviate the perceptions that resources are distributed unfairly and without long and short range planning for fiscal stability.

Seek new and varied sources of revenue through external resources which may include but not be limited to; fundraising efforts, dedicated grant writer, increased fee-based use of College facilities and implementing an alumni association.

Under the auspices of the Technology Steering Committee, develop and implement a procedure for the replacement of desktop hardware and software that fully engages the instructional faculty in the decision-making process.

Continue to support and encourage the participation of classified staff and students on shared governance committees.

Improve transparency of ELT by posting agenda and minutes in a timely manner.

Formalize on the ELT agenda the approval of grants

Include the original policy number on all new replacement policies.

Repeal policies that are replaced by another via Governing Board action to alleviate confusion as to whether these policies are still in force or not.

Institute annual Standing Committee summary reports.

Expand the Standing Committees to include Equivalency, Program Review, and Accreditation.

Reconfirm the shared governance process for consultation and decision-making.

Clarify the shared governance process for consultation and decision-making, showing the relationship of all standing committees, constituent groups, CLC, ELT, etc., to each other.

Facilitate awareness of the institutional shared governance process by creating a flow chart or visual representation of the processes for consultation and decision-making showing the relationship of all standard committees, constituent groups, CLC, ELT. Etc., to each other.

Implement yearly staff development training workshops on CurricUNET and curriculum development.

Include state discipline as an element in the course origination form.

Investigate how to become more selective in the curricula and programs offered at SWC.

Enhance data collection, analysis, and research capacity to allow for benchmarking and monitoring of strategic plan accomplishments.

Engage the campus community and the community-at-large in a regular review of the strategic plan and communicate its accomplishments.

Analyze the responses found in the 2008 staff survey to ascertain the reasons for a generally lower level of satisfaction among the classified staff regarding the means of communication, and initiate a follow-up survey.

Develop a methodology and timeline to regularly evaluate the institutions governance and decision-making structures and process.

Communicate the results of evaluations of governance and decision-making structures and processes to the college.

Provide access, e.g., through the library, to enclosures for Special Meetings of the Governing Board, with the exception of those enclosures related to closed session items.

Recommend annual Governing Board training pursuant to Policy 2710: Conflict of Interest and Policy 2715: Code of Ethics.

Develop an easily accessible, searchable, online site for all college policies on Web Advisor.

Develop and implement a process for a systematic, ongoing cycle of policy and procedure review.

Complete the current effort to establish procedures for implementing policies.

Assure hiring processes are conducted according to established policies and procedures in order to avoid any future instance of Chancellor's Office oversight.

Train newly elected trustees prior to assuming office in compliance with Policy 2740.

Document all Governing Board training.

Revise Policy 2740 to include an annual session in which specific on-going development needs of the Board are identified.

Codify into formal procedure the common practice for identifying the training and education needs of the Governing Board.

Revise Policies 2740 and 2015 to include provisions for training the student trustee and team building with the voting Governing Board members.

Revise Policy 2745 to include solicitation of input from the college community at least one month prior to the self evaluation in order that these findings are utilized in the self-evaluation.

Document in the Governing Board minutes the discussion of self-evaluation results.

Disseminate the results of the annual Governing Board self-evaluation to the college community via the college website and public folders in a timely manner.

Recommend the Governing Board develop a procedure for evaluating and dealing with Governing Board behavior that violates Policy 2715: Code of Ethics.

Recommend the Governing Board protect and strengthen SWC's image in the public's eye through vigilant compliance with Policy 2715.

Establish an Accreditation Standing Committee to provide on-going continuity and responsiveness to recommendations throughout the interval between site visits.

Investigate ways to bring greater administrative stability to the college community.

2009 Self Study

Culture of Evidence



Culture of Evidence Standard I

- 1.A1.1 SWC Catalog—Getting to Know Southwestern College
- 1.A1.2 Aslanian Group Adult Student Market Analysis
- 1.A1.3 Academic Success Center web site page
- 1.A1.4 Counseling/Career Guidance Center web site page
- 1.A1.5 Disability Support Services web site page
- 1.A1.6 EOPS web site page
- 1.A1.7 Financial Aid web site page
- 1.A1.8 Student Employment Services web site page
- 1.A1.9 Transfer Center web site page
- 1.A1.10 Veteran Services web site page
- 1.A1.11 Women's Resource Center web site page
- 1.A1.12 Educational and Facilities Master Plan
- 1.A1.13 Academic Program Review Procedures Guide
- 1.A1.14 Accreditation Self-Study Survey Results by CoBro Consulting
- 1.A1.15 Basic Skills Initiative 5-Year Plan
- 1.A1.16 Student Learning Outcomes Summary
- 1.A1.17 Student Services Outcomes
- 1.A1.18 Administrative Unit Outcomes
- 1.A1.19 Governing Board Policy 1200
- 1.A1.20 SWC Mission Statement web site page
- 1.A1.21 Southwestern College (SWC) Business Card
- 1.A1.22 Strategic Plan 2006–2009
- 1.A1.23 Strategic Priorities
- 1.A1.24 Technology Plan
- 1.A1.25 Academic Senate Agenda
- 1.A1.26 SWC Catalog—Nursing Program Associate in Science Degree
- 1.A1.27 Health Services web site page
- 1.A1.28 Child Development Center web site page
- 1.A1.29 Campus Police Department web site page
- 1.A1.30 SWC Foundation web site page
- 1.A1.31 Southwestern Community College District (SWCCD) Governing Board Vision, Mission & Goals
- 1.A1.32 Institutional Planning web site page
- 1.B1.33 SWC Core Competencies
- 1.B1.34 Student Learning Outcomes—Sociology 270: Statistical Methods of Sociology
- 1.B1.35 Administrative Unit Outcomes—Bookstore
- 1.B1.45 Annual Report 2007–2008
- 1.B4.36 College Leadership Council Operating Principles
- 1.B4.37 College Leadership Council—Organization and Purpose
- 1.B4.38 College Leadership Council Budget Sub Committee—Statement of Purpose
- 1.B4.39 Budget Development Guidelines—2008/2009
- 1.B5.40 Academic Program Review Statistical Data Report: 2006–2007: Psychology
- 1.B5.41 Assessment Center web site page
- 1.B5.42 Mathematics Department Standardized Final and Data Analysis
- 1.B5.43 SWC Catalog—Nursing Program Test of Essential Academic Skills (TEAS)
- 1.B5.44 P.O.S.T. Academy Standards
- 1.B5.46 The Spirit Newsletter
- 1.B5.47 Governing Board News
- 1.B5.48 Schedule of Classes
- 1.B5.49 CalPASS

Culture of Evidence Standard II

- **IIA.1** Associate Degrees awarded to Hispanics and to total minorities (source Community College Week)
- **IIA1.1** Source for 20,000 unduplicated student number
- **IIA1a.1** Southwestern College Catalog
- **IIA1a.2** Source for statistic re: first in family to attend college
- **IIA1a.3** “Basic Skills as a Foundation for Student Success in California Community Colleges”
- **IIA1a.4** Assessment and Placement Results 2007
- **IIA1a.5** Flyers “Introduction to Academic ESL,” “ESL for Technology,” and “Learning English for Academic Purposes”
- **IIA1a.6** SWC Basic Skills Initiative webpage
- **IIA1a.7** “Overview of 5-Year Plan Development Process” from the SWC Basic Skills Initiative webpage
- **IIA1a.8** Flyer “Do You Want To Learn More About Basic Skills?”
- **IIA1a.9** Academic Success Center Chancellor’s Reports 2000–2007
- **IIA1a.10** Academic Success Center Academic Year Reports 2000–2007
- **IIA1a.11** Child Development Center webpage <http://www.swccd.edu/4thLevel/index.asp?L3=298>
- **IIA1a.12** Brochure “Southwestern College Family Resource Center”
- **IIA1a.13** Honors Program webpage <http://www.swccd.edu/3rdLevel/index.asp?L2=416>
- **IIA1a.14** College for Kids webpage <http://www.swccd.edu/~cfk/index.html>
- **IIA1a.15** Flyer “Beach Buddies Day Camp/Aquatic Adventures Day Camp”
- **IIA1a.16** Southwestern College Dashboard, summary for fall 2008
- **IIA1a.17** Hewlett Leaders in Student Success announcement
- **IIA1a.18** Basic Skills Initiative Student Data, January 13, 2009
- **IIA1a.19** Minutes of the SWC Accreditation Steering Committee meetings
- **IIA1b.1** SWC Continuing Education Schedule fall 2008
- **IIA1b.2** SWC Continuing Education webpage <http://www.swccd.edu/2ndLevel/index.asp?L1=71>
- **IIA1b.3** Brochure “Teaching Learning Center”
- **IIA1b.4** Brochure “My Own SWC Site: How to Get One”
- **IIA1b.5** Brochure “SMART Classrooms: everything you need to know to launch your multimedia lesson”
- **IIA1b.6** Learning Communities webpage <http://www.swccd.edu/2ndLevel/index.asp?L1=37>
- **IIA1b.7** Brochure “Learning Communities”
- **IIA1b.8** “Southwestern College Factbook, fall 2005–fall 2008”
- **IIA1b.9** Comparison between spring 2008 and spring 2009 of Enrollments in Online Courses, All Schools
- **IIA1b.10** Catalog and Schedule webpage <http://www.swccd.edu/2ndLevel/index.asp?L1=9>
- **IIA1b.11** “Learning Communities Course Success rates, fall 2005 and spring 2006”
- **IIA1b.12** “Southwestern College Online Learning Plan”
- **IIA1b.13** “Recommendations of the Academic Technology Committee presented to the [Academic] Senate and passed by that body on February 10, 2009”
- **IIA1c.1** SWC Student Learning Outcomes temporary webpage
- **IIA1c.2** Agenda for Opening Day, January 11, 2009, Student Learning Outcomes Breakout Session
- **IIA1c.3** SLO Courses Report December 2008, report by course
- **IIA1c.4** SLO Course Report December 2008, report by discipline
- **IIA1c.5** SLO Programs/Certificates Report December 2008
- **IIA2.1** Minimum Qualifications for Faculty and Administrators in California Community Colleges
- **IIA2.2** Assembly Bill 1725
- **IIA2.3** SWC District Policy #5317 Minimum Qualifications and Equivalency Policy
- **IIA2.4** Tenure Review webpage <http://www.swccd.edu/3rdLevel/index.asp?L2=272>
- **IIA2.5** Minutes of Centers Meeting November 17, 2008
- **IIA2a.1** Brochure for new Medical Laboratory Technician Program
- **IIA2a.2** Curriculum Committee Members fall 2008–spring 2010
- **IIA2a.3** Curriculum Committee webpage <http://www.swccd.edu/4thLevel/index.asp?L3=713>
- **IIA2a.4** Sample Curriculum Committee agenda
- **IIA2a.5** SWC CurricUNET website www.curricunet.com/Southwestern
- **IIA2a.6** SWC Academic Program Review website www.swccd.edu/3rdLevel/index.asp?L2=368
- **IIA2a.7** Sample brochures from the Study Abroad Program
- **IIA2b.1** [Career & Technical Programs Advisory Committee Handbook](#)
- **IIA2b.2** ASSIST website <http://www.assist.org/web-assist/welcome.html>
- **IIA2c.1** Number of course sections fall 2006–fall 2008

- **IIA2c.2** “Dr. David Brown Receives Chemistry Award”
<http://www.swccd.edu/~mse/Docs/DavidBrownChemistryAward.pdf>
- **IIA2c.3** County of San Diego Proclamation Honoring Southwestern Sun
- **IIA2d.1** Enrollment Report for Online Learning Classes, spring 2008–spring 2009
- **IIA2d.2** Brochure “Online Academy for Professional Development”
- **IIA2d.3** Morris, Susan, and Bernice Mccarthy: 4MAT in Action, 4th edition. Barrington, IL: Excel, Inc., 1999
- **IIA2d.4** Brochure, “4MAT,” from Staff Development
- **IIA2d.5** Flyer for 4MAT, spring 2001
- **IIA2d.6** On Course website <http://www.oncourseworkshop.com/On%20Course%20I%20Workshop.htm>
- **IIA2d.7** On Course Workshops offered by SWC Staff Development with dates, titles, and attendance
- **IIA2d.8** Brochure, “Flex/Hurdle/Educational Incentive Guidelines”
- **IIA2d.9** Staff Development programs offered on January 30, 2009
- **IIA2d.10** Sample global email announcing Staff Development offerings for February 2009
- **IIA2d.11** Sample calendar of Staff Development offerings for the entire semester, spring 2007
- **IIA2d.12** Staff Development webpage <http://www.swccd.edu/~staffdev>
- **IIA2d.13** Fast Track Classes offered in fall 2007 from the class schedule
- **IIA2d.14** SWC Technology Plan 2005–2010
- **IIA2e.1** SWC District Policy #4020 Program and Curriculum Development, Modification, and Discontinuance
- **IIA2e.2** Curriculum and Instruction Committee Annual Report 1999–2000
- **IIA2e.3** Curriculum Development Semester Summary, fall 2005 and spring 2006
- **IIA2f.1** SWC Student Learning Outcomes timeline
- **IIA2f.2** SWC Student Learning Outcomes Update August 28, 2008; includes Academic, Student Services, and Administrative outcomes
- **IIA2f.3** Southwestern College Educational and Facilities Master Plan January 30, 2008
http://www.maasco.com/clients_southwestern.asp (Hard copy available in the Accreditation Library)
- **IIA2g.1** Sample of Mathematics departmental final for Math 20
- **IIA2g.2** “An Overview and Historical Perspective of the Mathematics Department Final and Data Analysis”
- **IIA2h.1** Faculty Course Syllabus and Materials Review Form A
- **IIA2h.2** Evaluation Procedures for Tenured Instructional Faculty
- **IIA2i.1** Graduation Statistics 1993–2008
- **IIA3.1** Title 5 Regulations: Minimum Requirements for the Associate Degree
- **IIA3.2** Title 5, Sec. 55002
- **IIA3.3** Student Learning Outcomes Core Competencies
- **IIA3.4** General Education Requirements, from College catalog
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- IIA6a.3** College Source Online (database) <http://www.collegesource.org/home.asp>
- IIA6b.1** Sample Catalog Addendum
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- IIA7b.2** Student Conduct Standards and Discipline, from 2007–08 SWC Catalog
- IIA7b.3** SWC Student Policy Manual 2007–08
- IIA7b.4** 2003 CAI (Center for Academic Integrity) Conference Welcome Newsletter
- IIA7b.5** Online version of SWC Student Policy Manual, 2002–03 <http://www.swccd.edu/Pdfs/SI/StudentPolicyManual.pdf>
- IIA7b.6** San Jose State University Library's Plagiarism Tutorial (reprinted with permission)
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- IIB.1.1** Categorical Self Evaluation Report–2007
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- IIC1a.9** Comparison of adjunct hours February 2007 and February 2009
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- IIC1a.13** NetLibrary E-Book Collection accesses 2002–2007
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- IIC1b.16** Power Study Program Goals, Procedures, and Schedules
- IIC1b.17** Boylan, H., and Bonham, B.S. (1992) *Preliminary Results of the EXXON Grant*. Paper presented at the First National Research Conference in Developmental Education, Charlotte, N.C.
- IIC1b.18** ED 100/NC 47: Tutor Training—Level 1 Course Outline Including Student learning outcomes
- IIC1b.19** ED 101/NC 48: Tutor Training—Level 2 Course Outline
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- IIC1c.1** Homepage at Library’s website <http://www.swccd.edu/~library>
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- IIC1c.10** SWC Library: a virtual tour <http://www.swccd.edu/~ksmith/newbldg/bldginfo.htm>
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- II C1d.3** SWC Emergency Response Manual (Campus Police)
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- IIIA1.3** College Mission Statement
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- IIIA1a.15** Recruitment samples/documents–HR Summary of applications and positions for 2007–2008
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- IIIA1b.19** SCEA Contract: Article XV–Part Time Faculty
- IIIA1b.20** Classified Employee Performance Evaluation form
- IIIA1b.20** Academic Administrator Evaluations–Policy #7253
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- IIIA1d.22** SWC Policy #2715, Governing Board Code of Ethics
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- IIID.81** Monthly Financial Statements submitted for Governing Board Approval
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- IVA1.1** District Standing Committees 2004–05, Governing Board Approved 12-8-04.
- IVA1.2** Executive Leadership Team, Executive Leadership Team (ELT) Approved 10-13-04.
- IVA1.3** EMT Pilot Project: Consultation Process (Narrative), Executive Management Team (EMT) Approved 9-22-04.
- IVA1.4** Southwestern College Executive Leadership Team: Request for Consultation, EMT Approved 9-22-04; ELT Revised and Approved 3-01-06.
- IVA1.5** ELT Minutes: 8-2-07 to 7-2-08.
- IVA1.6** Southwestern College Institutional Self-Study Report In Support of Reaffirmation of Accreditation, spring 2003.
- IVA1.7** A. Fifth Tuesday [Presentation] Update on the Proposed Institutional Planning Process Tuesday, March 30, 2004.
B. Southwestern College Institutional Planning Forum April 24, 2004 Information Packet.
- IVA1.8** Southwestern College Strategic Plan: 2006–2009. <http://www.swccd.edu/Pdfs/StrategicPlan.pdf>
- IVA1.9** Governing Board Minutes: Item 11–Adoption of Proposed 2008–2009 Annual District Budget, 10-08-08, p.3.
- IVA1.10** CoBro Consulting LLC, Accreditation Survey Matrix, 10-15-07.
- IVA1.11** A. CoBro Consulting LLC, Southwestern College Faculty Survey Results, spring 2008.
B. CoBro Consulting LLC, Southwestern College Staff Survey Results, spring 2008.
- IVA1.12** CoBro Consulting LLC, Southwestern College Student Survey Results, spring 2008.
- IVA1.13** Southwestern College Academic Program Review Procedures Guide, June 2006, (Revised March 2008, v3).
- IVA1.14** SWC Outlook (e-mail) system, Public Folders, ELT, Agendas/Minutes; outlook:\\Public Folders\\All Public Folders\\ELT\\Agenda%2FMinutes.
- IVA1.15** Email from Valerie Goodwin-Colbert, 11-6-08, Re: Statement from Superintendent/President Chopra relayed through Academic Senate President.
- IVA1.16** Institutional Planning Southwestern College [Summary of Accomplishments of the Planning to Plan Committee 2003-04].
- IVA1.17** Institutional Planning Process: CMT Recommendations, Endorsed 1-13-04.
- IVA1.18** [Invitation to First Meeting] Institutional Plan Steering Committee, 1-28-05.
- IVA1.19** [Invitation] Institutional Planning Session, Saturday April 30, 2005.
- IVA1.20** KH Consulting Group, Southwestern College Strategic Planning Retreat April 30, 2005 [Presentation].
- IVA1.21** KH Consulting Group, Southwestern College Summary of Discussions at the Strategic Planning Retreat on April 30, 2005 [Presentation].
- IVA1.22** 2008–2009 Southwestern College Strategic Priorities; Updated by CLC May 2008.
- IVA1.23** Selection Committee Memberships 2008.
- IVA1.24** Institutional Planning website <http://www.swccd.edu/2ndLevel/index.asp?L1=28>.
- IVA1.25** Hewlett Leaders in Student Success 2008.
- IVA1.26** Email from Debbie Trujillo, 4-22-09, Re: please confirm this is correct re CLC.

- **IVA1.27** Institutional Plan Steering Committee (IPSC) Meeting Summary, Friday, January 28, 2005
- **IVA1.28** California Code of Regulations Title 5 <http://weblinks.westlaw.com/toc/default.aspx?Abbr=ca%2Dadc&AP=CAT5&ItemKey=CAT5&RP=%2Ftoc%2Fdefault%2Ewl&Service=TOC&RS=WEBL9.06&VR=2.0&SPa=CCR-1000&fragment#CAT5>
- **IVA2.1** California Assembly, A B1725, September 19, 1988;
<http://www.facc.org/ADVOCACY/bills/historical/ab1725.PDF>
- **IVA2.2** Southwestern Community College District Policy & Procedure Manual MASTER INDEX, Revised 6-11-09; SWC Outlook (e-mail) system, Public Folders, Human Resources, Policy & Procedure Manual outlook:\Public Folders\All Public Folders\Human Resources\Policy & Procedure Manual
- **IVA2.3** Southwestern Community College District Policy: Shared Governance Philosophy–District; Policy 0009, Adopted 7-10-91, Revised Policy No. from 3025 to 0009: 7-22-97.
- **IVA2.4** Southwestern Community College District Policy: Academic Senate–Shared Governance Guidelines; Policy 0011, adopted 1-15-97.
- **IVA2.5** Southwestern Community College District Policy: Participation in Local Decision–Making; Policy 2510, adopted 1-10-07.
- **IVA2.6** College Leadership Council: Operating Principles, Approved May 20, 2004, Revised May 5, 2006.
- **IVA2.7** Evaluation Report [for the 1997 Accreditation Site Visit], March 17–20, 1997, Recommendation #7.
- **IVA2.8** Southwestern Community College District Policy: Program and Curriculum Development Modification & Discontinuance; Policy 4020, Adopted 1-11-06.
- **IVA2.9** Southwestern College Academic Senate Minutes: Agenda Item 2–Revision of Shared Governance Resolution Second Reading and Discussion Item, 4-22-08
- **IVA2.10** A. Southwestern College Academic Senate Shared Governance and Collegial Consultation Resolution, Academic Senate Approved 4-22-08.
B. Governing Board Minutes, Special Governing Board Meeting: Item 8–Restructure of Academic Affairs and Student Affairs; Item 9–Restructure of the Office of the Superintendent/President and Institutional Advancement; Item 10–Authorization for Reorganization, 2-25-08, pp. 3–8.
- **IVA2.11** Southwestern College CurricUNET Electronic Course Approval System Website
<http://www.curricunet.com/southwestern/>
- **IVA2.12** Southwestern College Curriculum Approval Process Flowchart and Explanation Flowchart
<http://swccd.edu/Pdfs/FlowchartCurricApprovalMay2008colors.pdf>
[Explanation http://www.swccd.edu/Pdfs/FlowChartExplCurricApproval08.pdf](http://www.swccd.edu/Pdfs/FlowChartExplCurricApproval08.pdf)
- **IVA2.13** California Education Code <http://www.cde.ca.gov/re/lr/cl/>
- **IVA2.14** Southwestern College EMT Pilot Project Request for Consultation for the SWC Online Instructional Philosophy, 11-8-04
- **IVA2.15** Aslanian Group, Adult Student Market Analysis, April 21, 2008.
- **IVA2.16** Governing Board Minutes: Item 17B–Adopt District Policy 2510: Participation in Local Decision–Making, 1-10-07.
- **IVA2.17** Governing Board Minutes: Item 17–District Policies, 5-14-08.
- **IVA3.1** Southwestern College Basic Skills Initiative website <http://www.swccd.edu/2ndLevel/index.asp?L1=70>.
- **IVA3.2** Faculty Staffing Prioritization Process and Procedures, 9-26-06.
Faculty Staffing Request Form, 4-6-06.
- **IVA3.3** Southwestern Community College District Accreditation 2008 Governing Board Response
- **IVA3.4** GB News For Friends of Southwestern College, March 2007 to June 2008.
- **IVA3.5** Southwestern Community College District Governing Board Schedule of Events, 4-25-08.
- **IVA3.6** Southwestern Community College District Policy: Student Trustee; Policy 2015, Adopted 4-19-06, Revised and Adopted 3-12-08
- **IVA3.7** Accreditation Evaluation Report, March 11–13, 2003.
- **IVA3.8** College Leadership Council Budget Task Force, Statement of Purpose Approved December 1, 2005.
- **IVA3.9** Basic Skills Initiative 5 Year Goals <http://www.swccd.edu/3rdLevel/index.asp?L2=409>
- **IVA3.10** Basic Skills Self-Assessment Tool <http://www.swccd.edu/3rdLevel/index.asp?L2=405>
- **IVA3.11** Southwestern College Progress Report to WASC Action Letter (dated June 30, 2003), March 2004
- **IVA3.12** Southwestern College Board of Trustees Annual Goals: 2005-06.
- **IVA3.13** Request for Proposals (RFP) Fall 2007 for On-Going Funding Period 1-1-08 to 6-30-08
Basic Skills Proposal Scoring Sheet – fall 2007
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- Basic Skills Proposal Scoring Sheet–fall 2008 SWC
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- **IVA3.14** Outcomes of 2008–2009 BSI Projects, 6-15-09.
Proposed Innovative Projects for 2009–2010.
 - **IVA3.15** Basic Skills Comprehensive Overview.
High School Intervention Project.
<http://www.swccd.edu/BSIPdfs/SummaryofProjectsAttachment1and2.pdf>
 - **IVA3.16** New Student Seminar (PD 295N) Course Outline, 11-4-08.
 - **IVA3.17** Achievement Coaches for Excellence (ACEs) ESL, Mathematics, Reading, Writing, Career Technical Education (CTE), 7-23-08, Revised 3-13-09, Revised 6-24-09.
Basic Skills Initiative (BSI) Faculty Coordinators (Student Services and Instructional), 7-29-08.
 - **IVA3.18** BSI Proposal: Center for Teaching and Learning–Year 2, 3-18-09.
 - **IVA3.19** Email from Ron Dyste, 9-27-06, Re: Faculty Prioritization Process [Cycle 1, Fall 2006]
 - **IVA3.20** Email from Faculty Hiring Prioritization Committee, 3-4-08, Re: Faculty Staffing Requests–spring 2008 [Cycle 2]
 - **IVA3.21** Governing Board Minutes: Item 11D–Faculty, Staffing Prioritization Process [Cycle 3 fall 2008], 1-28-09, p.6.
 - **IVA3.22** Meadows, Mark and Valerie Goodwin-Colbert, [Letter to Raj K. Chopra, Superintendent/President] Recommendations for Faculty Hiring, December 15, 2008.
 - **IVA3.23** Chopra, Raj K., [Letter to Mark Meadows and Valerie Goodwin-Colbert] Faculty Hiring Prioritization 2009–2010, December 17, 2008.
 - **IVA3.24** Educational Facilities Master Plan <http://www.maasco.com/upload/SWC%20Ed%20&%20Facilities%20Master%20Plan%20Draft%201-24-08%20FINAL.pdf>
 - **IVA3.25** Proposition R <http://www.sdcounty.ca.gov/voters/Eng/proptext/R.pdf>
 - **IVA3.26** CLC Minutes, 11-29-07.
 - **IVA3.27** Land Development Steering Committee Membership <http://www.swccd.edu/3rdLevel/index.asp?L2=223>
 - **IVA3.28** Purpose of Land Development Steering Committee <http://www.swccd.edu/2ndLevel/index.asp?L1=38>
 - **IVA3.29** A Land Development Steering Committee Strategy [5-11-05]
<http://www.swccd.edu/3rdLevel/index.asp?L2=223>
 - **IVA3.30** Southwestern Community College District Land Management Process for Otay Lakes Road Corner Lot Development, February 9, 2005. <http://www.swccd.edu/CrPdfs/LandManagementConceptPaper.pdf>
 - **IVA3.31** Corner Lot Design <http://www.swccd.edu/Pdfs/cornerlot.pdf>
 - **IVA3.32** SWC Links to the Land Development and the Educational Facilities Master plan <http://www.swccd.edu/>
 - **IVA3.33** Maas Companies, Inc. and LPA, Inc., Southwestern Community College District Educational / Facilities Master Planning Kick Off Presentation, November 30, 2006.
<http://www.maasco.com/upload/Southwestern%20Kickoff%20Meeting%202011-30-2006.pdf>
 - **IVA3.34** Maas Companies, Inc. and LPA, Inc., Southwestern College Educational and Facilities Master Plan Board Presentation, January 30, 2008.
<http://www.maasco.com/upload/SWC%20board%20presentation%20201-30-08%20ver-4.pdf>
 - **IVA4.1** Southwestern Community College Catalog 2008–2009, Southwestern College–Accreditations and Approvals, p.5. <http://www.swccd.edu/Pdfs/Catalog200809.pdf>
 - **IVA4.2** Substantive Change Proposal Higher Education Center at Otay Mesa, 9-28-07.
 - **IVA5.1** ELT Minutes: 8-2-07 to 6-3-08 [See also IVA3.3, Section I1]
 - **IVA5.2** College Leadership Council Minutes: 10-27-07 to 5-8-08 [See also IVA3.3, Section I2]
 - **IVA5.3** College Leadership Council Budget Taskforce Committee Membership, Minutes: 5-7-08 to 5-29-08, Very Preliminary Estimates of Institutional Priorities FY 08-09. [See also IVA3.3, Section I3]
 - **IVA5.4** Safety and Emergency Task Force Summary and Overview
 - **IVA5.5** Governing Board Minutes: Item 16–Recommend Adoption of 2006–2009 Southwestern College Strategic Plan, 4-19-06, p. 11.
 - **IVA5.6** A. Governing Board Agenda: Item 6–Senate/Union Report, 1-14-04, p.2.
B. Governing Board Agenda: Item 20–Senate/Union/Association Reports, 5-14-08, p.27
 - **IVA5.7** Governing Board Minutes: Item 11–Appoint Governing Board Representatives to the Following Subcommittees, 12-12-07, p. 5
 - **IVA5.8** Position announcement for Dean of Research, Evaluation and Planning, open 1-14-09
<https://jobs.swccd.edu/applicants/jsp/shared/frameset/Frameset.jsp?time=1232854061289>
 - **IVB1.1** Southwestern Community College District Policy: Board Membership, Policy 2010, adopted 3-12-08.

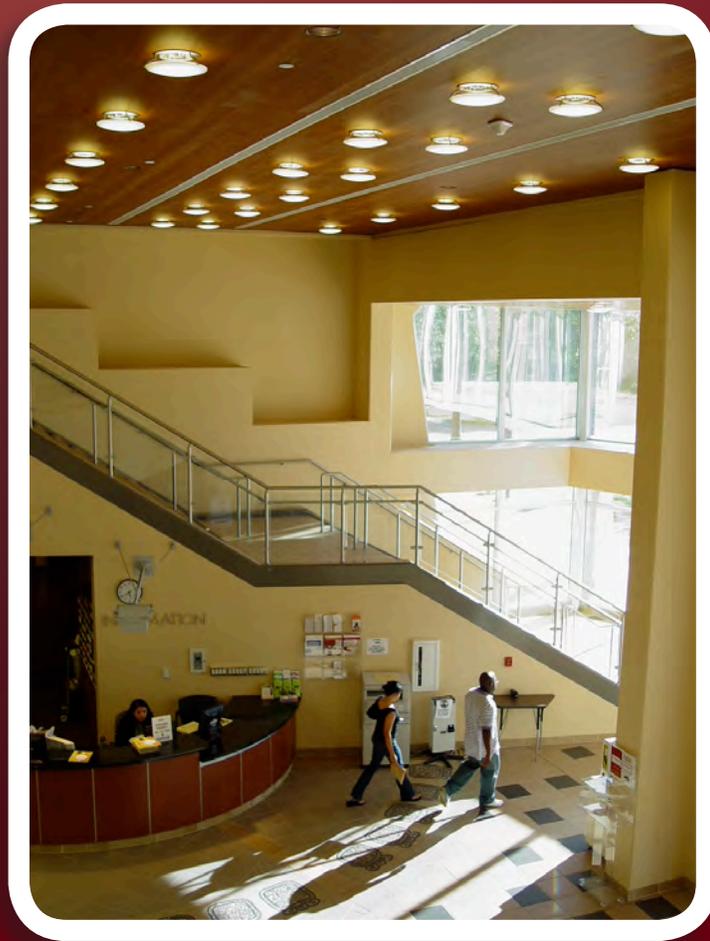
- **IVB1.2** Southwestern Community College District Policy: Regular Meetings of the Governing Board, Policy 2310, adopted 4-19-06, Revised and adopted 7-11-07.
- **IVB1.3** Southwestern Community College District Policy: Board Duties and Responsibilities, Board Policy 2200, adopted 3-12-08.
- **IVB1.4** Southwestern Community College District Policy: Code of Ethics, Policy 2715, adopted 3-12-08.
- **IVB1.6** Southwestern Community College District Policy: Delegation of Authority to the Superintendent/President, Policy 2430, Adopted 3-12-08.
- **IVB1.7** Southwestern Community College District Policy: Conflict of Interest, Policy 2710, adopted 3-12-08.
- **IVB1.8** San Diego County Grand Jury report filed May 27, 2008, Ethics 101: Course requirement for Community Colleges, May 27, 2008, pg.7.
- **IVB1.9** A. Moran, Chris, School employees' dual roles in districts raise questions. San Diego Union-Tribune, San Diego, Calif., 7-21-07, p.B4.
B. Moran, Chris, District crossover raises questions; Educators can have dual roles on boards. San Diego Union-Tribune, San Diego, Calif., 8-4-07, p.B7.
- **IVB1.10** Southwestern Community College District Policy: District Mission and Philosophy, Policy 1200, adopted 8-13-08.
- **IVB1.11** Southwestern College Strategic Framework 2006-2009, Our Values
<http://www.swccd.edu/Pdfs/SWCStrategicPlanSummary.pdf>
Southwestern College Strategic Plan: 2006-2009, p.3. <http://www.swccd.edu/Pdfs/StrategicPlan.pdf>
- **IVB1.12** Governing Board Minutes: Item 12C-2008-2020 Educational and Facilities Master Plan, 2-13-08, p.11. [Enclosure: Maas Companies, Southwestern College Educational & Facilities Master plan (Executive Summary)].
- **IVB1.13** Moran, Chris, Two tax increases for schools win easily, SignonSanDiego, 11-6-08. [Posted on College website] <http://www.swccd.edu/Pdfs/taxincrease.pdf>
- **IVB1.14** Governing Board Minutes: Item 9I-Acceptance of May 2008 Curriculum Summary Report, 5-14-08, p.7.
- **IVB1.15** Governing Board Minutes: Item 11A-Approval of Tentative Budget for 2008-09, 11A, 11B, 6-11-08. p.8. [Enclosure: Expenditure Highlights (PowerPoint presentation), 4 slides.
- **IVB1.16** San Ysidro Education Center <http://www.swccd.edu/Ecsy/>
- **IVB1.17** Governing Board Minutes, Special Governing Board Meeting: Item 6-Southwestern College-Data Sharing, Item 7-Sweetwater Union High School District, Item 8-Joint Projects, 11-22-05, p.2.
- **IVB1.18** Governing Board Minutes: Item 18J-Acceptance of December 2008 Curriculum Summary Report, 12-10-08, p.8.
- **IVB1.19** Governing Board Minutes: Item 8B-Proposed Technology Upgrades, 5-14-08, p.3. [Enclosure; Southwestern College IT Update, 4-8-08]
- **IVB1.20** SWC Outlook (e-mail) system, Public Folders, Human Resources, Policies and Procedures Manual, Chapter 2 Governing Board. Link to Governing Board Policies <http://www.swccd.edu/5thLevel/index.asp?L4=245>
- **IVB1.21** Southwestern Community College District Policy: Academic Freedom, Policy 7027, adopted 11-04.
- **IVB1.22** Southwestern Community College District Policy: Academic Integrity Policy, Policy 7029, adopted 11-04.
- **IVB1.23** Southwestern Community College District Policy: Adoption of Policies and Administrative Procedures, Policy 2410, adopted 3-12-08.
- **IVB1.24** Governing Board Minutes: Item 15C2-Human Resources, Community College League of California, Policy Consultation Services, 11-9-2005, p. 8.
- **IVB1.25** Governing Board Minutes: Item 19-District Policies-Second Reading, 4-19-06, p. 12.
- **IVB1.26** A. Governing Board Minutes: Item 12A1-Agreement with Sweetwater Union High School District, 3-14-07, p.11.
B. Governing Board Minutes: Item 14A3-Agreement with Sweetwater Union High School District, 9-12-07, p.14.
C. Governing Board Minutes: Item 14A - Agreement with Linda Jackson, 3-12-08, p. 11. D. Governing Board Minutes: Item 12H-Resignation / Retirement, 6-11-08, p.4.
- **IVB1.27** Timeline for Board Policy Approval at Southwestern College, July 2, 2008.
- **IVB1.28** Southwestern Community College District Policy: Public Participation at Board Meetings, Policy 2345, adopted 4-19-06.
- **IVB1.29** Southwestern Community College District Policy: Equal Employment Opportunity, Policy 3420, adopted 8-13-08.
- **IVB1.30** Southwestern Community College District Policy: Selection of Vice Presidents, Policy 2432, adopted 11-08-06.
- **IVB1.31** Southwestern Community College District Policy: Board Education, Policy 2740, adopted 3-12-08.
- **IVB1.32** Southwestern Community College District Policy: Board Elections, Policy 2100, adopted 4-19-06.
- **IVB1.34** Southwestern Community College District Governing Board Conferences 2006-2007 and 2007-2008.

- **IVB1.35** Southwestern Community College District, Regular and Special Meetings of the Governing Board, 2007–2008.
- **IVB1.36** Governing Board Retreat, 5-15-08, Training Sessions for 2008-2009.
- **IVB1.37** Southwestern Community College District Governing Board Self-Evaluation Instrument [May 2008].
- **IVB1.38** Governing Board Minutes, Special Governing Board Meetings: Workshop(s): August 22–23, 2003, July 28, 2004, July 22, 2005, 2006 None conducted, August 4, 2007 and May 15, 2008.
- **IVB1.39** Southwestern Community College District Policy: Board Self-Evaluation, Policy 2745, adopted 3-12-08.
- **IVB1.40** Southwestern Community College District Procedure: Board Self-Evaluation, Procedure 2745, 5-15-08.
- **IVB1.42** Association of Community College Trustees (ACCT), Self-Assessment Item Bank Note: Items are based on criteria outlined in ACCT document “On the Effective Governance of Community Colleges” and others. Accessed 6-29-09 <http://www.acct.org/services/assessment/self-assessment-item-bank.php>
- **IVB1.43** Association of Community College Trustees, Resources; Guide to Ethical Governance. <http://www.acct.org/resources/center/ethicalguide.php> also ACCT; Membership; Code of Ethics <http://www.acct.org/membership/corporate/code-ethics.php>
- **IVB1.44** Southwestern Community College Governing Board, Vision, Mission and Goals. Adopted, August 4, 2007. [Publication]. Governing Board Retreat and Workshop on Goals, Minutes from Governing Board meeting 4 August 2007]. (See also IVA3.3, A6 & A7) Governing Board Minutes, Governing Board Retreat and Workshop on Goals: Item 3, 8-4-07, p.2.
- **IVB1.45** GoverningBoardMinutes,GoverningBoardRetreat:Item4–GoverningBoardRetreat,5-15-08,p.2.[Enclosure: Self-Evaluation Summary Results]
- **IVB1.46** Southwestern College Website: About SWC: Governing Board: Minutes <http://www.swccd.edu/4thLevel/index.asp?L3=440>
- **IVB1.47** Email from Ron Vess to Dr. Jorge Dominguez, 11-19-07, Re: Accreditation Team Request
- **IVB1.49** Governing Board Minutes, Special Board Meeting: Item 4,–Board Workshop on Accreditation, 3-27-08, p.2.
- **IVB1.50** Accreditation Homepage, Southwestern Community College <http://www.swccd.edu/2ndLevel/index.asp?L1=68>
- **IVB1.51** Governing Board Questions for Accreditation Self-Study
- **IVB1.52** PowerPoint Presentation to Governing Board by Accreditation Steering Committee, [3-27-08] [paper print].
- **IVB1.53** Governing Board Agenda: Item 8D–Accreditation Update, 10-808, p.2. <http://www.swccd.edu/4thLevel/index.asp?L3=124&Year=2008>
- **IVB1.54** Governing Board Information Flyer, v1 in 13, November 2, 2007.
- **IVB1.55** Governing Board Minutes: Item 23C.1–Governing Board Reports, Board member Yolanda Salcido, Board Liaisons Accreditation Report. 5-14-08, p.29.
- **IVB1.57** A. CLC Minutes: CLC Budget Membership, 4-3-08.
B. Chopra, Raj K., [Memorandum to CLC] CLC Budget Committee, 4-3-08.
- **IVB1.58** Governing Board Minutes: Item 11–Approval of Tentative Budget for 2008-2009, 6-11-08, p.8.
- **IVB1.59** Southwestern Community College District Policy: Superintendent/President Selection, Policy 2431, adopted 11-08-06. Revised and adopted 3-12-08.
- **IVB1.60** Southwestern Community College District Policy: Evaluation of the Superintendent/President, Policy 2435, adopted 3-12-08.
- **IVB1.63** Governing Board Minutes: Approval of Item 10–Response to San Diego Grand Jury Report “Ethics 101: Course Requirements for Community Colleges”, 8-6-08, p.2.
[Enclosure: Chopra, Raj K., [Letter to Kenneth K. So, Presiding Judge, Superior Court California, County of San Diego] Re: Southwestern College’s Response to Grand Jury Report filed May 27, 2008 Entitled: “Ethics 101: Course Requirement for Community Colleges,” 8-19-08.
- **IVB1.64** Governing Board Minutes:
Item 5–Adjourn to Closed Session, Public Employee Appointment
Item 9–Announcement of Closed Session Action(s)–Suspension of Policy #5109. 5-19-06 to 5-20-06, p.3-4.
- **IVB1.65** Moran, Chris, College president will retire early; Hiring by board factor in decision; San Diego Union–Tribune, San Diego, Calif., 6-16-06, p.B3.
- **IVB1.66** Moran, Chris, Faculty Union sues over hiring decision; Southwestern College board action criticized; San Diego Union – Tribune, San Diego, Calif., 11-2-06 p. B1.
- **IVB1.67** Moran, Chris, Interim leader hired at Southwestern, San Diego Union–Tribune. San Diego, Calif., 7-27-06, p.B6.
- **IVB1.68** Moran, Chris, Southwestern College interim president fired, San Diego Union–Tribune. San Diego, Calif., 2-16-07, p.B1.

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- **IVB1.69** Moran, Chris, Southwestern's acting president named interim chief, San Diego Union-Tribune. San Diego, Calif., 3-17-07, p.B4.
 - **IVB1.70** A. Academic Senate Minutes: Item D4-Follow up on the VPAA discussion, 11-27-07, p. 2.
B. Academic Senate Minutes: Item D1-Follow-up on discussion with the VPAA (Motion of Confidence), 12-11-07, p.1.
 - **IVB1.71** Moran, Chris, No. 2 administrator at Southwestern plans to step down, San Diego Union-Tribune. San Diego, Calif, 1-30-08, p.B3.
 - **IVB1.73** A. Email from Steve Bruckman, Executive Vice Chancellor and General Counsel California Community Colleges to Raj Chopra, Re: Termination of Southwestern CCD Resolution Agreement, 1-29-09.
B. Governing Board Minutes: Item 19C-Administrative Reports: Michael Kerns, VP for Human Resources [Re: Termination of Southwestern CCD Resolution Agreement], 2-11-09, p. 13.
 - **IVB1.75** Agreement for Employment of Superintendent/President of the Southwestern Community College District (Effective Date March 12, 2008).
 - **IVB1.76** Governing Board Minutes, Special Governing Board Meeting: Item 3A-Public Employee Performance Evaluation: Superintendent/President, 11-19-08, p.2.
 - **IVB1.77** Governing Board Minutes, Special Governing Board Meeting: Item 8-Restructure of Academic Affairs and Student Affairs; Item 9-Restructure of the Office of the Superintendent/President and Institutional Advancement; Item 10-Authorization for Reorganization, 2-25-08, pp. 3-8.
 - **IVB1.80** Governing Board Agenda, Special Governing Board Meeting: Item 4-Retreat: Board Protocols, 5-15-08, p.2.
 - **IVB1.81** Email from Janet Mazarella and Joi Blake to the college community, Re: Report on Special Governing Board Meeting, 5-20-06.
 - **IVB1.82** Southwestern Community College District Policy: Staff Diversity Plan, Policy 5109, Revised and adopted 8-11-99.
 - **IVB1.83** Chopra, Raj, California Community Colleges Full-Time Faculty Obligation for Fall 2008 Amended, 2-12-09.
 - **IVB1.84** Chopra, Raj K., [Memorandum to All Employees Southwestern Community College District] District Budget Update, July 1, 2008.
 - **IVB1.85** Email from Ron Dyste to Lebaron Woodyard, 7-16-08, Re: Basic Skills Coding Issue.
 - **IVB1.86** Governing Board Meeting November, 2008 audio tape

2009 Self Study

Appendices



Acronyms for the 2007–2009 Southwestern College Self -Study

A & C	School of Arts & Communications	CDC	Child Development Center
AACC	American Association of Community Colleges	CEEWD	School of Continuing Education, Economic & Workforce Development
ABLE	Abilities Beyond Limitations through Education	CEO	Chief Executive Officer
ACCJC	Accrediting Commission for Community and Junior Colleges	CIAC	California Intersegmental Articulation Council
ACRL	Association of College and Research Libraries	CLC	College Leadership Council
ADA	American Disabilities Act	CMT	College Management Team
ADN	Associate Degree Nursing	COA	Commission on Athletics
AICCU	Association of Independent California Colleges and Universities	CPEC	California Postsecondary Education Commission
AIM	Achieving Institutional Mission	CSEA	California School Employees Association
ALA	American Library Association	CSS	Computer Systems and Services
APR	Academic Program Review	CSU	California State University
ARCCC	Accountability Report for the California Community Colleges	CTE	Career & Technical Education
ASO	Associated Student Organization	CTECS	Center for Technology Education and Career Success
AUO	Administrative Unit Outcomes	CTEP	College Tests for English Placement
ASSIST	Articulation System Stimulating Intersegmental Student Transfer	CWEE	Cooperative Work Experience Education
ATC	Academic Technology Committee	CWI	Campus Works, Incorporated
BSI	Basic Skills Initiative	DA	Discipline Assessment
CAD	Computer Aided Design	DAC	Diversity Advisory Committee
CalWORKs	California Work Opportunity and Responsibility to Kids	DSS	Disability Support Services
CAM	Computer Aided Manufacturing	ELT	Executive Leadership Team
CAN	California Articulation Number System	EMT	Executive Management Team
C&I	Curriculum and Instruction Committee	EOE	Equal Opportunity Employer
CCAC	Crown Cove Aquatic Center	EOPS	Extended Opportunity Program and Services
CCLC	Community College League of California	FERPA	Family Educational Rights and Privacy Act
CCCAA	California Community College Athletic Association	FHP	Faculty Hiring Prioritization
		FTE	Full-time Equivalency
		FTES	Full-time Equivalent Student

FTO	Full-time Obligation	SANDAG	San Diego County Association of Governments
GAAP	Generally Accepted Accounting Principles	SBDC	Small Business Development Center
GATE	Guaranteed Admission for Transfer Entry	SBIS	School of Business & Information Systems
GE	General Education	SCCC	South County Career Center
HCO	Hiring Compliance Officer	SCCD	Southwestern Community College District
HEC, NC	Higher Education Center at National City	SCEA	Southwestern College Education Association
HEC, OM	Higher Education Center at Otay Mesa	SDICCCA	San Diego/Imperial Counties Community College Association
HEC, SY	Higher Education Center at San Ysidro	SDICCLRC	San Diego/Imperial Counties Community College Learning Resources Consortium
HESA	School of Health, Exercise Science and Athletics	SDSU	San Diego State University
HIS	Hispanic Serving Institution	SEP	Student Educational Plan
HTCC	Honors Transfer Council of California	SHPE	Society of Hispanic Professional Engineers
IA	Instructional Administrators (Presently Dean's Council)	SILDRN	San Diego Imperial County Libraries Disaster Response Network
ICA	Intersegmental Committee of Academic Senates	SLO	Student Learning Outcomes
ICC	Intersegmental Coordinating Council	SMART	Science Math Articulation Resource Technology
IDNM	Interdisciplinary New Media	SRTK	Student Right to Know
IGETC	Intersegmental General Education Transfer Core Curriculum	SUHSD	Sweetwater Union High School District
ILL	Interlibrary Loan	SS & H	School of Social Science & Humanities
IMPAC	Intersegmental Major Preparation Articulated Curriculum	SWC	Southwestern College
LRC	Learning Resources Center	TAG	Transfer Admission Guarantee
MDTP	Math Diagnostic Testing Project	TCDA	Transfer Center Directors Association
MECha	Movimiento Estudiantil Chicano de Aztlan	TLC	Teaching and Learning Center
MESA	Math, Engineering, Science Achievement	TTIP	Telecommunications and Technology Infrastructure Program
MIS	Management Information Systems	TTY	Tele Communication Device for the Deaf
MSE	School of Mathematics, Science and Engineering	UCSD	University of California, San Diego
OSS	Office Support Systems	106.	UCTCA University of California Transfer Course Agreement
PCC	Pacific Coast Conference	WASC	Western Association of Schools and Colleges
POWER	Partnership Organization with Empowering Resources	VTEA	Vocational and Technical Education Act
RFP	Request for Proposal		
ROP	Regional Occupational Program		

Main Campus Chula Vista



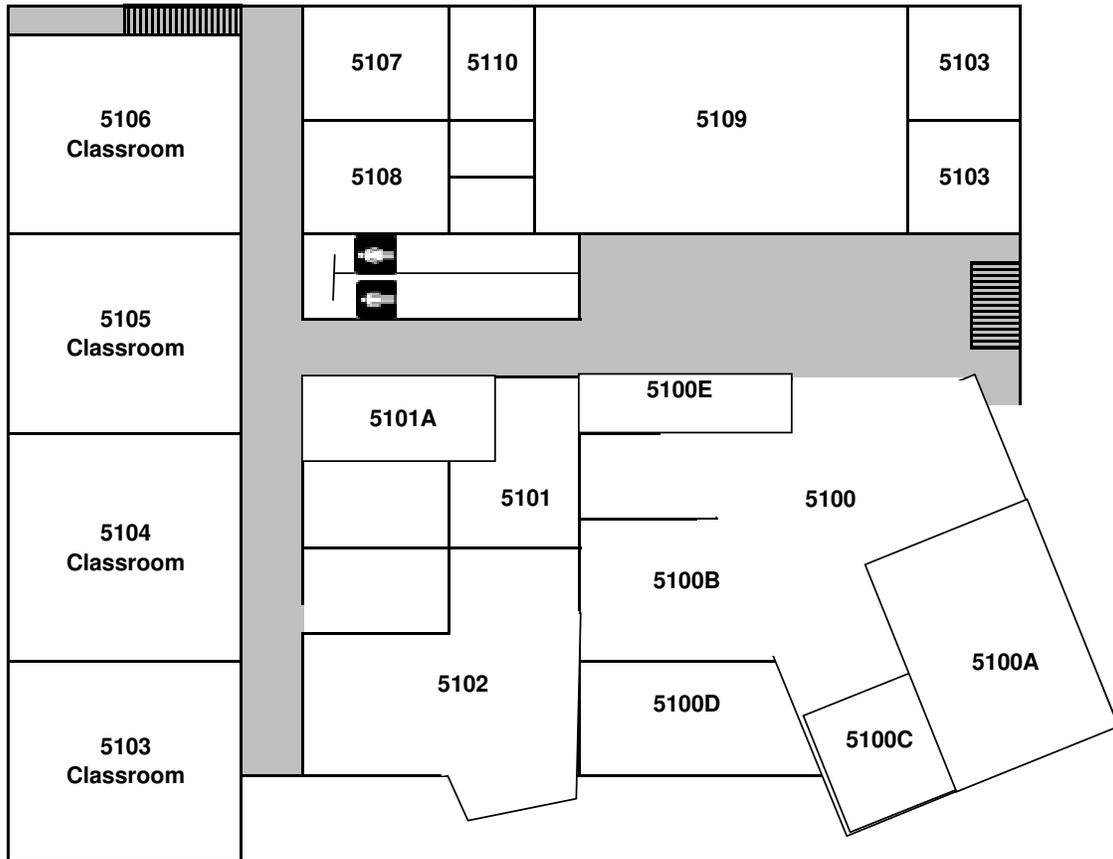
• Academic Affairs	210	• Child Development Center	2000	• Information	1900	• Reading Lab	420	• Student Affairs	1400
• Academic Information Services	620	• Coffee House	1505	• Instructional Support Services	210	• R.O.P.	660	• Student Employment Services	1400
• Academic Success Center	420	• College Police Department	1900	• Landscape & Nursery Technology	1800	School of:	• Superintendent/President	100	
• Administrative Affairs	1650	• Community and Media Relations	100	• Language Acquisition Center	440	• Arts & Communication	700	• Tennis Center	1030
• Admissions and Records	1400	• Computer Systems Services	210	• Learning Resource Center	620	• Business & Information Systems	210	• Theatre/Mayan Hall	900
• AmeriCorps/Service Learning	1400	• Custodial	1200	• Library	620	• Continuing Education, Economic & Workforce Development	660	• Transfer Center	1400
• Art Gallery	710	• Disability Support Services	1400	• Lost & Found	1900	• Counseling & Personal Development	1400	• Veterans Services	1400
• Articulation	1400	• DSS High Tech. Center	420	• Maintenance	1200	• Health, Exercise Science, and Athletics	1000	• VTEA	660
• ASO	600	• E.O.P.S.	1400	• Math Lab	420	• Languages & Humanities	430	• Warehouse/Receiving	1100
• Assessment	1400	• Evaluations	1400	• Math/Science Center	390	• Mathematics, Science, & Engineering	340	• Women's Resource Center/CTECS	1400
• Athletics	1000	• Facilities Planning	1620	• MESA Center	390	• Social Science & International Studies	470	• Writing Center	420
• Automotive Technology	590	• Financial Aid	1400	• Office of Instruction	210	• Technology and Human Services	570		
• Bookstore	630	• Fiscal Services	1660	• Office Support Services	100	• Snack Bar	480		
• Business and Operations	1650	• Fitness Center	1000	• Online Learning Support Center	620	• Staff Development	620		
• Business Resource Center	1620	• Grounds	1260	• Outreach	1400	• Student Accounts & Cashiering	1400		
• Cafeteria/Student Union	610	• Gymnasium	1500	• Payroll Services	1660	• Student Activities Center	600		
• CalWORKs	650	• Health Services/Campus Nurse	600	• Planetarium	382				
• Career Center	1400	• Human Resources	1670	• Purchasing	1650				

Higher Education Center at Otay Mesa

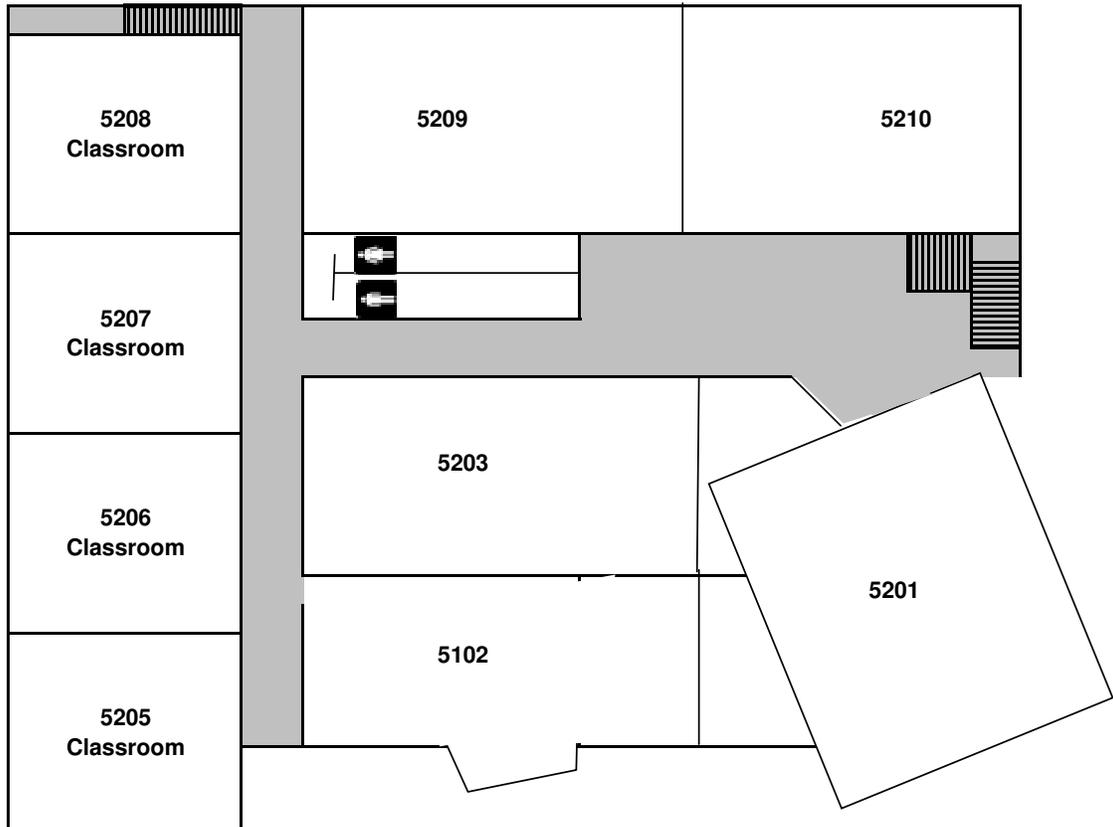


Higher Education Center at National City

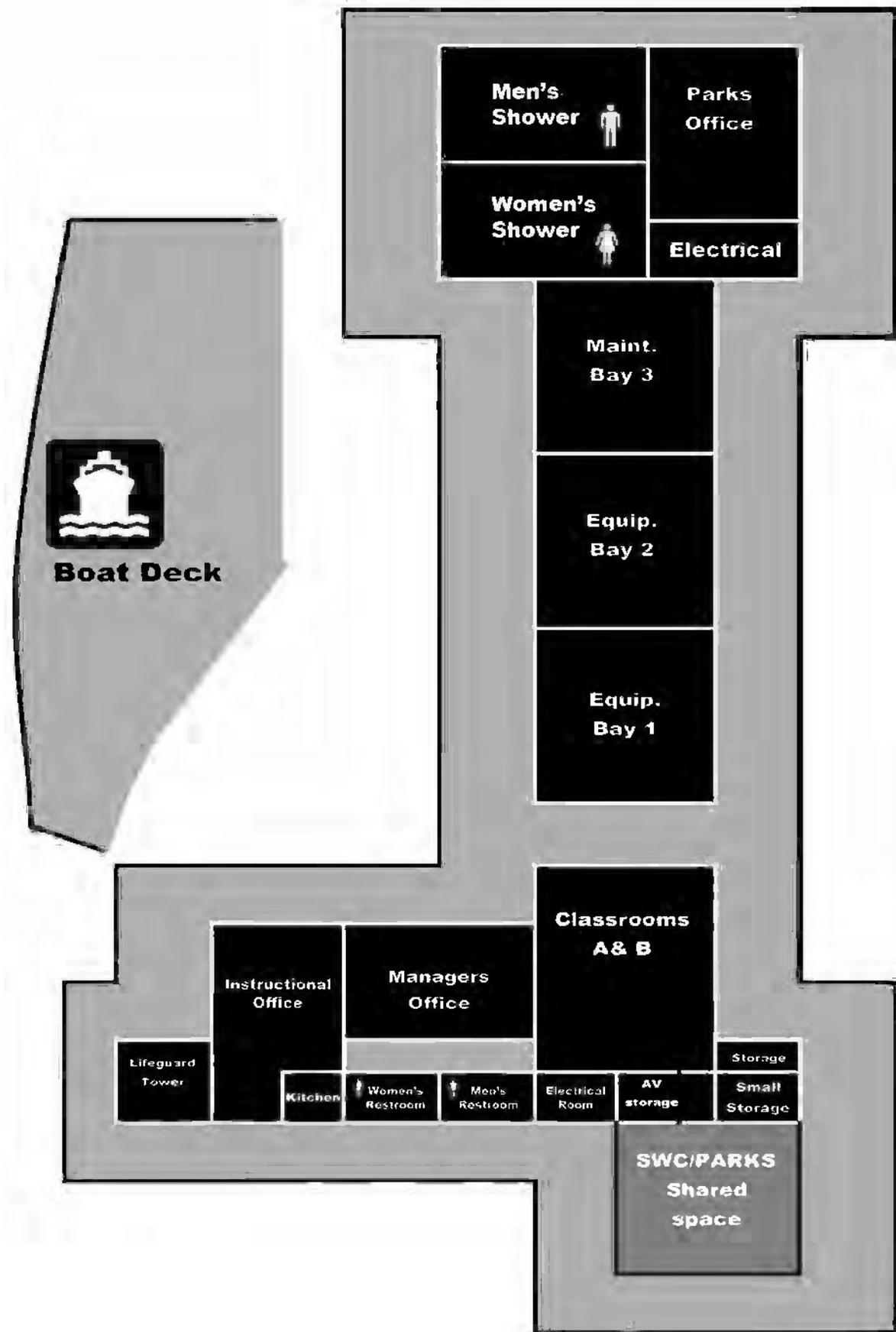
FIRST FLOOR



SECOND FLOOR



Crown Cove Aquatic Center



Shout-Outs

DEDICATED FACULTY

- ✦ **Kenneth Yanow**, geographical sciences professor, has been awarded two grants totaling nearly \$500,000 from the National Science Foundation on geospatial technology.
- ✦ **Janelle Williams-Melendrez**, counseling faculty, has been appointed by the State Academic Senate to the Equity and Diversity Action Committee (October 2008) and in March, 2007 she received the Stanback-Stroud Diversity Award by the State Academic Senate for the exceptional manner to advance intercultural harmony, equity, and campus diversity by making extraordinary contributions to the college beyond their usual obligations.
- ✦ **Jeff Nevin**, music professor, received international acclaim for the Southwestern College Mariachi Band as they participated in the Encuentro de Mariachi Festival in Guadalajara and was named Multicultural Music Teacher of the Year by the California Music Educators Association (CMEA).
- ✦ **Dr. David Brown**, professor of chemistry, was awarded the Stanley C. Israel Regional Award for Advancing Diversity in the Chemical Sciences from the American Chemical Society. This award recognizes individuals and/or institutions that have advanced diversity in the chemical sciences and significantly stimulated or fostered activities that promote inclusiveness within the region.
- ✦ **Max Branscomb**, professor of journalism and advisor to the “The Sun” (SWC’s school newspaper), received a Lifetime Achievement Award and a National Distinguished College Media Advisor Award for his work with students of journalism.
- ✦ **Cecilia Medina**, EOPS Counselor/SWC faculty member, received the 2008 Faculty Fellowships Award from the American Association of Hispanics in Higher Education (AAHHE). Medina was one of 10 non-tenured faculty selected in the nation and the only community college counselor recognized for contributing to the enhancement of Latinos in higher education.

EXCEPTIONAL PROGRAMS

- ✦ **Southwestern College Honors Program** received approval and acceptance into the Honors Transfer Council of California in January, 2009.
- ✦ **Southwestern College’s newspaper, *The Sun***, and its students earned more than 175 organizational and individual awards from state and national media organizations that recognize college journalism....including:
 - Online Pacemaker Award (the Pulitzer Prize of college media)
 - National College Newspaper of the Year
 - Gold Medals for Journalism Excellence
 - Best of Show, national Collegiate Newspaper Convention
 - Best California Collegiate Newspaper
- ✦ **Southwestern College’s Forensics Program**—the Forensics team finished second overall in the nation for community colleges and received over 40 individual and team awards throughout the 2007–2008 season including:
 - Top seed at Pepperdine
 - Semi-finalists at Diablo Valley, Novice State Champs and UNLV
 - Finalists at Cal State Fullerton
 - Champions at UNLV and Western Novice Nationals.
- ✦ **Southwestern College Center for Teacher Training**—provides faculty with the tools and strategies to enrich classroom instruction and promote high quality student learning. Focusing on the Master Teacher Toolbox this Center’s training approach includes On Course Principles and Strategies, Fair-Minded Critical Thinking Concepts and Strategies and the 4MAT Model.
- ✦ **Southwestern College’s Bilingual Paralegal Studies Program**—this bilingual degree is the only such paralegal degree offered in the United States. Over the past ten years that this program has been in existence, it has gained the respect of the legal community as a program that produces graduates who are prepared with the necessary skills to perform paralegal tasks in a law office.

- ✦ **Southwestern College's Higher Education Center at National City** is the home of the only **Dental Hygiene Program** in San Diego County. 100% of the graduates from the program have passed the National Dental Hygiene Board examination since the program began in 2000. SWC's students provide free dental hygiene services to over 1,500 patients from the community every year in their "state of the art" dental clinic.
- ✦ **Southwestern College Child Development Center** became nationally accredited by the National Association for the Education of Young Children (2007–2008).
- ✦ Southwestern College became the second community college in the nation to participate in **Posters on the Hill** which is an annual event hosted by the Council of Undergraduate Research where student research is presented on Capitol Hill...thank you to Dr. David Brown, SWC professor of chemistry, for his leadership in this project (2007–2008).
- ✦ Southwestern College hosted the "**Border Colleges Consortium,**" which was attended by more than 40 participants from community colleges and universities on both sides of the US/Mexico border (2007–2008).
- ✦ **Southwestern College's Botanic Garden** has been registered as a botanic garden in the national registry of American Public Gardens Association (APGA). Now known as the "South Bay Botanic Garden at Southwestern College," it has also been officially recognized by the National Wildlife Federation as a Certified Wildlife Habitat.
- ✦ **SWC's African American Alliance** proudly held its first Dr. Martin Luther King Jr. Scholarship Breakfast in early 2008. The breakfast was a first of its kind for southern San Diego County and Southwestern College. The event honored Dr. King's legacy, to remember the civil rights movement and to teach how the movement impacts lives today.
- ✦ **SMART (Science, Mathematics, Articulation, Resource, Technology) Conference**—this annual conference includes workshops, discussion, lecture presentations and joint meetings of math and science faculty in the Sweetwater Union High School District and Southwestern College. The collaborative conference is free of charge.

EXTRAORDINARY STAFF

- ✦ **Student Employment Services (SES) Job Fairs** are hosted by SES twice each year in which over 1,500 job seekers and between 70–100 employers/agencies are in attendance. These Job Fairs provide access to both employment opportunities as well as volunteer and community service opportunities.
- ✦ **AmeriCorps/Service Learning**—over 200 SWC students are recruited each year to volunteer in the community. The hours they put into such community endeavors serves to deepen their learning in a specific course area or career interest; additionally, the volunteer experience also enhances the students' skills and views on citizenship by meeting a real community need such as tutoring children, delivering meals to homebound seniors, and educating organizations on the benefits of recycling.
- ✦ **Textbook Rental Program**—a partnership between the Associated Student Organization (ASO) and the SWC Campus Bookstore began offering the Textbook Rental Program in 2006. It was the first of its kind at a San Diego County college or university. The program was initiated from a direct response to concerns from students about the rising costs of textbooks. SWC was recognized by Diana Woodruff, State Chancellor for the California Community Colleges System Office, for the leadership taken to improve textbook affordability.
- ✦ **Project Santa**—sponsored by the EOPS/CARE program, Project Santa invites CARE students (single parent students) to participate in this secret Santa program. SWC staff and faculty adopt families as part of Project Santa and provide gifts that have been specifically requested from the designated families. Project Santa is a wonderful event that the College looks forward to each year and helps staff and faculty to spread good cheer during the holiday season.