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

2016 Annual Report
Final Submission
03/25/2016

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Linda Gilstrap
3.	Phone number of person preparing report:	619-216-6614
4.	E-mail of person preparing report:	lgilstrap@swccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=13881 (page 11)
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.swccd.edu/index.aspx?page=265
6.	Total unduplicated headcount enrollment:	Fall 2015: 19,652 Fall 2014: 19,917 Fall 2013: 19,658
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	18,037
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	4,038
9.	Number of courses offered via distance education:	Fall 2015: 400 Fall 2014: 376 Fall 2013: 361
10.	Number of programs which may be completed via distance education:	28
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 6,332 Fall 2014: 6,657 Fall 2013: 6,949
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	64%
14b.	Successful student course completion rate for the fall 2015 semester:	67.4%

#	Question		Answer
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	958
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	312

#	Question	Answer
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,413
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,303
16c.	Number of students who received a certificate in the 2014-2015 academic year:	380
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,306
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,229
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	1. Intersegmental General Education Transfer Curriculum 2. California State University General Education Breadth
19a.	Number of career-technical education (CTE) certificates and degrees:	179
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	93
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	7
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	62
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:	

Program	CIP Code 4 digits	Examination	Institution set standard	Pass Rate (%)

	(##.##)		(%)	
Associate Degree Nursing	51.16	national	75.7 %	79.3 %
Certified Nursing Assistant	51.16	state	93.2 %	98.1 %
Dental Hygiene	61.06	national	95 %	100 %
Emergency Medical Technician	51.09	national	74.1 %	85 %
Licensed Vocational Nursing	51.16	national	66.7 %	59 %
Medical Laboratory Technician	51.10	national	91.8 %	100 %
Paramedic	51.09	national	91.4 %	93 %

21.

2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting	52.03	64.3 %	64.2 %
Administration of Justice: Corrections Emphasis	43.01	73.2 %	66.7 %
Architecture	04.09	70 %	78.6 %
Automotive Performance Systems	47.06	64.3 %	71 %
Biotechnology	15.04	78.5 %	100 %
Business Administration and Management, General	52.01	80.5 %	63.6 %
Certified Nursing Assistant	51.39	84.4 %	100 %
Child Development	19.07	59 %	58.3 %
Child Development Teacher	19.07	70.8 %	100 %
CIS---Entry Level Database Administrator	11.08	48.7 %	75 %
CIS---Internetwork Technician Emphasis	11.09	66.7 %	85.7 %
CIS---Systems Programming Emphasis	11.02	61.8 %	40 %
Community, Economic and Urban Development	52.01	77.2 %	82.4 %
Computer Aided Design and Drafting	15.13	79.8 %	71.4 %
Computer Science	11.01	76 %	62.5 %
Computer Systems Intensive Certification Training	11.10	95 %	66.7 %
Construction Inspection	46.04	79.1 %	61.5 %
Crime Scene Investigator	43.01	70.7 %	75 %
Criminal Justice	43.01	70 %	78.5 %
Culinary Arts---Baking/Pastry	12.05	47.5 %	70 %
Dental Hygiene	51.06	90 %	92.5 %
Electrical and Electronics Test Technician	47.01	52.8 %	57.9 %
Electronics---Internetwork Technician	14.10	95 %	50 %
Emergency Medical Technology and Paramedic-AS	51.09	90.3 %	90.9 %
Finance	52.08	80.8 %	55.6 %
Fire Science Technology	43.02	81.1 %	88.5 %
Fitness Specialist Certification---Advanced	31.05	83.1 %	72.7 %
Geospatial Technology Technician	45.07	47.5 %	50 %
Graphic Design	50.04	66.7 %	66.7 %
Hospitality: Travel and Tourism Management (INSUFFICIENT DATA TO CALCULATE STANDARD)	52.09	0 %	100 %
Information Systems	11.01	73.6 %	0 %
Insurance	52.17	95 %	66.7 %
Journalism	09.04	68.6 %	75 %
Landscape Occupations	01.06	75.5 %	80 %
Law Enforcement Training Academy	43.01	79.2 %	100 %
Leadership and Supervision---Intermediate	52.02	79.8 %	62.5 %

Legal Office Professional	22.03	64.4 %	75 %
Medical Assistant: Clinical	51.08	47.5 %	60 %
Medical Assistant: Coding and Insurance---Basic	51.07	62.3 %	70 %
Medical Interpreter---Basic (English/Spanish)	16.01	65.2 %	77.8 %
Medical Office Management	51.08	66.7 %	60 %
Microcomputer Office and Technical Support---Advanced	11.06	49.9 %	60 %
Microsoft Certified Systems Intensive Training---Basic	47.01	77.5 %	50 %
Music---Commercial	10.02	67.3 %	66.7 %
Nursing, Associates Degree	51.38	83.3 %	86.2 %
Nursing, Vocational	51.39	88.5 %	89.7 %
Occupational Health and Safety	15.07	95 %	100 %
Office Information Systems Professional	52.04	63.9 %	70.5 %
Paralegal Studies: Bilingual (English/Spanish)	22.03	73.6 %	63.6 %
Pharmaceutical and Laboratory Science	41.03	47.5 %	100 %
Public Administration	44.04	79.2 %	75 %
Real Estate	52.15	61.7 %	80 %
Social Work	44.00	76 %	55.6 %
Surgical Technology	51.09	90.3 %	81.8 %
Sustainable Energy Studies	15.05	68.7 %	77.8 %
Teacher Education Preparation	13.15	83.5 %	100 %
Telemedia	09.07	75.5 %	75 %
Transfer Education/Preparation for Nursing	51.11	31.7 %	66.7 %
Travel and Tourism	52.19	86.5 %	100 %
Emergency Medical Technology and Paramedic-CT	51.09	90.3 %	100 %

#		
22.	Please list any other institution set standards at your college:	

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard

#	
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words). In an effort to improve online course quality and increase student success and retention rates for online courses, Southwestern College has developed a comprehensive plan involving standards, training, and evaluation. The SWC Distance Education Plan and Handbook set forth standards for Regular Effective Contact, accessibility, instructor policies, instructional materials, and training. An online teaching certification course will be offered to provide training, resources, and support for faculty in reaching these standards; faculty will learn about current DE requirements, including accessibility, best practices, online pedagogy, utilizing the course management system, and they will create modules meeting these standards to use in their online class. As faculty becomes certified, they become mentors for their colleagues. The College is updating its faculty evaluation process and forms for distance education to align with and reinforce these standards. Evaluation criteria will address online teaching methodologies, Regular Effective Contact, instructor-created content, accessibility, and other elements unique to the DE environment. In order to gauge the effectiveness of these efforts to improve online course quality, the College plans to track success and retention rates of courses taught by certified online instructors.

Student Learning Outcomes and Assessment

#	Question	Answer

24.	Courses		
	a.	Total number of college courses:	1326
	b.	Number of college courses with ongoing assessment of learning outcomes	1318
		Auto-calculated field: percentage of total:	99.4

25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	326
	b.	Number of college programs with ongoing assessment of learning outcomes	197
		Auto-calculated field: percentage of total:	60.4

26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	24
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	24
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.swccd.edu /index.aspx?page=2857
28.	Number of courses identified as part of the general education (GE) program:	278
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	93.2%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	278
32.	Number of Institutional Student Learning Outcomes defined:	16
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	94%

35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).
	ILOs are set by faculty and reviewed by the Student Outcomes and Achievement Review (SOAR) Committee. The SOAR is a shared planning and decision-making committee of the Shared Consultation Council (SCC) with representatives from all constituent groups. SWC has GELOs for all of its GE patterns. All ILOs and GELOs are measured using assessment data from course-level SLOs (CSLOs). Each CSLO is mapped to an appropriate ILO. ILO results are distributed through an annual SOAR Report with analysis of ILO results, Institution Set Standards and other data. This report is presented to the SCC and used by programs completing annual program review. The report is posted on several sites on the District website and, is presented to the college's Governing Board. Also, many administrative and student services offices maintain administrative unit outcomes (AUOs) mapped to our ILOs. Staff development opportunities are provided for faculty and staff on SLOs and AUOs,

including a 7- workshop SLO Academy. Finally, students are made aware of CSLOs and ISLOs through the inclusion of CSLOs on all course syllabi and by banners that fly over all campuses of the District promoting ILOs. ILOs are listed in the online and print course catalogs.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).
36.	Along with curriculum mapping, all departments review outcomes as part of their cyclical review of a course outline; however, faculty may make adjustments to outcomes at any time as well if, through their review of data, it becomes clear that existing outcomes should be revised to better align with course objectives. As we mature in our understanding of outcomes assessment, faculty are reviewing the outcomes of the courses within their programs to ensure that the course outcomes support the program outcomes and vice versa. Increased training is planned for spring 2016 to support this shift. These conversations happen within department meetings and professional development activities designed to facilitate discussion among faculty of the value of the outcomes they have written for collecting data and how well they reflect the stated student learning outcomes of the program.
	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).
37.	SWC employs several strategies for communicating assessment results to internal and external audiences. For external audiences, outcomes results for programs are made available on a website through a drop-down men of programs which allows students or other external audiences to locate program outcomes results easily. This page includes an FAQ with responses intended to help students and others understand the impact of the data and how they can use it to make decisions about their academic future. Institutional learning outcomes (ISLO) assessment results are communicated to internal audiences through and annual SOAR Report. This report contains ISLO data results, key findings, and recommendations to programs and units. This report and recommendations can be found on the SOAR committee's website and the website for the Office of Institutional research. The SOAR Committee maintains an "action item grid" to track progress on the recommendations. This report also looks at Institution Set Standards data. This report is offered as an additional data resource for programs and units when completing program review.
	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).
38.	Departmental-level dialog for assessment results is documented in program review and is based on faculty dialog in meetings and in staff development activities. Recently the district paid part-time faculty to attend meetings to discuss outcomes during "opening day" activities that revolved around program review, planning, and SLO/data analysis and to discuss action steps for programs. All programs can document findings in program review and create action steps from that data analysis. Also in the program review process, actions steps can include justifications for resource allocations and become part of budget planning for the immediate and long-term future. Faculty also have the option to create action steps tied to specific results of outcomes assessment and document them in program review. All action plans based on data, including SLO data, are linked to strategic planning priorities, goals and objectives. The college intends to use eLumen to complete program review to create a more seamless integration between institutional planning, assessment data, and budget planning. A pilot group will begin using the system in fall 2016 and the expectation is that the entire district will be using the system by fall 2017.

	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).
39.	Program show different levels of engagement in outcomes assessment and the use of that assessment to make curriculum or program improvements. Exercise Science faculty have used assessment data to direct faculty to discuss outcomes with their students and now encourage all faculty to orient students to course SLOs each semester. Faculty use outcomes assessment to request additional resources. The Child Development faculty observed outcomes results that they felt could be improved by adding additional furniture where students can observe children as part of their clinical work. This furniture is now making its way through the budget allocation process. Engineering faculty recommended in their program view that faculty use more contemporary media materials to improve outcomes results based on the data. Finally, MATH faculty have been very active with outcomes assessment. MATH faculty have compared outcomes results in course sections taught by part-time faculty with no office hours to sections taught by full-time faculty. MATH faculty saw that fulltime faculty generated higher outcomes assessment scores. MATH has used these results to advocate for more full-time faculty and MATH support services.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Higher Education Center National City Higher Education Center Otay Mesa Higher Education Center San Ysidro
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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