

PEER REVIEW TEAM REPORT

Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910

This report represents the findings of the Peer Review Team that conducted a virtual visit to Southwestern College on October 12, 2021. The Commission acted on the accredited status of the institution during its January 2022 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Jill Stearns, Ph.D.
Team Chair

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**Southwestern College
Peer Review Team Roster
TEAM ISER REVIEW**

Dr. Jill Stearns, Team Chair
Cuesta College
Superintendent/President

Dr. Kevin Horan, Vice Chair
Crafton Hills College
President

ACADEMIC MEMBERS

Dr. Timothy Brown
Riverside City College
Professor

Dr. Meghan Chen
Mt. San Antonio College
Dean, Library and Learning Resources

Dr. Anna Hanlon
Orange Coast College
Professor, Public Health: Curriculum Chair:
IE Coordination

Mr. Christopher Howerton
Woodland Community College
Professor of Communication Studies: SLO
Coordinator: Senate VP

Dr. Jennifer Taylor-Mendoza
Skyline College
Vice President of Instruction

ADMINISTRATIVE MEMBERS

Dr. Leah Alarcon
Oxnard College
Dean of Student Success

Dr. Mehmet Ozturk
College of the Sequoias
Dean of Research, Planning and Institutional
Effectiveness

Dr. W. Andrew Dunn
Coast Community College District
Vice Chancellor, Finance & Administrative
Services

ACCJC STAFF LIAISON

Dr. Stephanie Droker
President

**Southwestern College
Peer Review Team Roster
FOCUSED SITE VISIT**

Dr. Jill Stearns, Team Chair
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Riverside City College
Professor

Mr. Christopher Howerton
Professor of Communication Studies: SLO
Coordinator: Senate President
Woodland Community College

ACCJC STAFF LIAISON

Dr. Stephanie Droker
President

Summary of Focused Site Visit

INSTITUTION: Southwestern College

DATES OF VISIT: October 12, 2021

TEAM CHAIR: Dr. Jill Stearns

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. On March 5, 2021, the team conducted Team ISER Review (formative component) to identify where the college meets standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries of standards that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A four-member peer review team conducted a Focused Site Visit to Southwestern College October 12, 2021, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

The Team Chair and Vice Chair held a pre-Focused Site Visit meeting with the college CEO on August 23, 2021, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 48 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Two team members met with five trustees from the College including the student trustee. The team held an open forum, which was well-attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

None

Team Recommendations

Recommendations to Meet Standards:

Recommendation 1: In order to meet the standard(s), the team recommends the College incorporate analysis of disaggregated data into program review and evaluation of goals and objectives, student learning outcomes, and student achievement including disaggregation by program type, mode of delivery, and location. (Standards I.B.5, II.A.7, II.B.1, II.C.1)

Introduction

Southwestern Community College District, a single college district, was established in 1961 and serves the southern part of San Diego County. Southwestern College is located in close proximity to two major U.S.- Mexico border crossings which provides access to a large number of binational students. The college is the only public higher education institution in the service area and plays a significant role in the educational and economic opportunity for the communities served.

The College is among the most diverse in the nation with 89% of students identifying as non-white. Southwestern College is federally designated as an Hispanic-Serving Institution and Asian American, Native American, Pacific Islander Serving Institution (AANAPISI). The College supports student basic needs with the Jag Kitchen food pantry which provides hot meals and pantry goods and is part of a larger SWC Cares hub that provides expanded basic needs supports.

Included in the nearly 30,000 students served annual are the incarcerated students at the Richard J. Donovan Correctional Facility, site of the College's Restorative Justice Program and College and Career Access Pathways students in local school districts. The College has made significant progress in the transformational effort of implementing of Jaguar Pathways.

The trust in and support of Southwestern College is demonstrated by the more than \$800M in local general obligation bonds funding capital projects.

Southwestern College's mission truly reflects the institution's commitment to broad-based educational purposes, the diversity of the student population it serves, the certificates and degrees offered, as well as other elements unique to the College and the community it serves. The College's inclusion of cultural proficiency as a core value and clear definition of Diversity, Equity, and Inclusion serve to align the institution priorities with the mission.

The Advancing Equity in Teaching Academy furthers the College's effort to address equity gaps and increase student success and completion through equity centered faculty professional development in alignment with the institutional vision.

Southwestern College welcomed a new CEO, Superintendent/President Dr. Mark Sanchez, in February 2021 between the completion of the Institutional Self-Evaluation Report and the visiting team review. The ISER evidence of meeting the Standard, Analysis and Evaluation pertain to tenure of retired Superintendent/President, Dr. Kindred Murillo.

Eligibility Requirements

1. Authority

The peer review team confirmed that Southwestern College is authorized to operate as a post-secondary degree-granting education institution under the statutory authority of the State of California and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Southwestern College has maintained accredited status since opening in 1961.

The College meets ER 1.

2. Operational Status

The peer review team confirmed that Southwestern College provided educational services leading to certificates and associate degrees, transfer preparation, and job skills to 28,397 students in in the 2018/19 academic year. Southwestern College offered 877 course sections spring 2021.

The College meets ER 2.

3. Degrees

The peer review team confirmed that Southwestern College offers 282 associate degrees and certificates including associate degrees for transfer. A significant proportion of Southwestern College students are enrolled in programs that lead to degrees and at least one degree is two academic years in length.

The College meets ER 3.

4. Chief Executive Officer

The peer review team confirmed that Southwestern College has a chief executive officer who is appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. The chief executive officer does not serve as the chair of the governing board.

The institution transitioned to a new chief executive officer between the completion of the institutional review and the comprehensive evaluation visit. The institution communicated the change to ACCJC and the governing board delegates authority to the Superintendent/President in accordance with Governing Board Policy 2430.

The College meets ER 4.

5. Financial Accountability

The peer review team confirmed that Southwestern College uses a qualified external auditor to conduct annual audits of all financial records. The audits are certified and demonstrate institutional compliance with federal requirements for Title IV eligibility. Audit reports are publicly shared at board meetings and available on the College website.

The College meets ER 5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Peer Review Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

The college meets the regulation.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student
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	achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory

	classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

A sample of fall 2020 courses representative of those intended to be fully online prior to the pandemic, and those offered online due to the College response to COVID-19 were reviewed. The team determined the courses demonstrate regular and substantive interaction between the instructor and the students. The College meets the regulation.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

The College meets the regulation.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Southwestern College demonstrates its commitment to its students through its mission, which articulates its educational opportunities available based on identified student and community needs. Through an extensive program review, planning, and resource allocation cycle, the College aligns its programs, services and resources toward its mission and the communities it serves. The mission is reviewed regularly, updated, approved by the Board of Trustees, and communicated widely.

Findings and Evidence:

Southwestern Community College's mission relates the institution's broad educational purpose to be the, "...premier institution of higher education in Southern San Diego County that serves a diverse community of students by providing quality academic programs, comprehensive student support services that ensure equitable access and clear pathways to student success." The mission identifies the intended student population and the College commitment to student learning and achievement (I.A.1, ER 6).

Southwestern Community College uses a variety of institutional data and student outcome data to determine its effectiveness in accomplishing its mission. The Institutional Research and Planning (IRP) office regularly communicates data-based findings to the Board, Superintendent/President, and governance constituents throughout its planning processes. The most recent data review served as the foundation for the development of the Vision for Success and Student Equity Plan utilizing both qualitative and quantitative findings (I.A.2).

Southwestern Community College aligns its programs and services with its mission through its integrated institutional and operations plans, including program review, curriculum approval process, and annual program assessment processes. All planning and resource allocation decisions go through an integrated planning cycle that ties together Vision for Success Goals, Strategic Priorities, Guided Pathways, and Program Review. The college utilizes a detailed *Shared Governance: Decision-Making and Committee Handbook* to document, guide and continually align planning and resource decisions back to the mission, vision, and values of the institution (I.A.3).

The mission statement is widely published via the college website and catalog and is prominently displayed in institutional plans, departmental offices, and conference rooms. The current mission statement was initiated by a college-wide Guided Pathways Summit in June 2018. A task force comprised of constituent representatives developed and presented a draft of the revised mission,

vision, values within a Guided Pathways framework to the College and Board in February 2019, which was voted on and approved by the Board in May 2019 (I.A.4, ER 6).

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Southwestern College's governance structure underscores shared decision-making and integrated planning by soliciting regular and substantive institutional dialog through a comprehensive program review process. This process focuses on the analysis of data on student learning outcomes and student achievement which leads to the identification of strategies to address equity and achievement gaps; however, the College does not consider location in the analysis of disaggregated data within their established evaluation processes. Institutional plans are supported with necessary resource allocations required to accomplish the mission, improve academic quality, and increase in institutional effectiveness. The College evaluates and implements improvements to its integrated planning processes as illustrated by the restructuring of Shared Consultation Council anticipated to be implemented fall 2021.

Findings and Evidence:

Southwestern College regularly conducts on-going, substantive, and collegial dialogue about student learning outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The committees are identified and the process is outlined in *Shared Governance: Decision-Making and Committee Handbook*. Dialogue begins each year with the release of college data on the Chancellor's Student Success Metrics dashboard. These data are presented to the district Governing Board. This dialogue continues across the college relative to student outcomes, student equity, and academic quality. One example of this dialogue is documented in the Fall 2018 Comprehensive Academic Program review of the Communication department. Communication faculty reviewed SLO data as an opening day activity in the Fall and Spring, as well as at their final school meeting of the academic year. After analysis, the faculty made recommendations in program review specifically targeted to improve students' mastery of the student learning outcomes associated with Communication 104. The College's Learning Outcomes Advisory Committee (LOAC), a subcommittee of the Academic Senate's Curriculum Committee, and the SLO Coordinators file an annual Institutional Student Learning Outcomes/ General Education Student Learning Outcomes report. The report recommending programmatic improvements is disseminated to the LOAC, Academic Senate, Shared Consultation Council, the Curriculum Committee, and to all chairs and Deans who support Program Review. Further, discussions pertaining to student outcomes and student equity data have led the Office of Equity, Inclusion, and Professional Development to develop the Advancing Equity in Teaching Academy (AETA) in 2019. This is a year-long training program designed to help faculty to improve equity-based teaching strategies to better serve all students and reduce achievement gaps. Finally, there is a record of ongoing

dialogue to support students resulting from the College's multi-year process of adopting the national Guided Pathways principles referred to at Southwestern as Jaguar Pathways. The discussions of student achievement and institutional effectiveness have led to a variety of innovations including efforts to improve student success and completion as well as an on-going effort to restructure the College's shared governance and decision-making process (I.B.1).

The College has defined Institutional Student Learning Outcomes (ISLOs) and General Education Student Learning Outcomes (GESLOs). All instructional programs and student support services across the institution have designed SLOs to align with institution-level and general education level student learning outcomes. Documented timelines show SLOs are regularly and systematically assessed across the institution upon conclusion of program review cycles. Discussion notes for SLO results are maintained in the SLO Liaison resource site. SLO liaisons have been assigned to instructional programs and a point of contact has been assigned to Student Support Service units to assist in defining, aligning, and assessing SLOs (I.B.2, ER 11).

Southwestern College established Institution-Set Standards for student achievement appropriate to its mission in Spring 2014. The College elected to use 95% of a 5-Year Average with the annual presentation a 5% plus or minus range when determining that the Institution-Set Standard was met. Beginning 2019-20, the College began publishing performance data regarding Institution-Set Standards in a stand-alone report presented to the Academic Senate and at the Career Education Committee. Subsequent assessments revealed the college transfer rate did not meet the set standard. To improve transfer rates overall, the College established a joint task force with the City of Chula Vista to develop a university transfer center on its Chula Vista campus. In addition, the College is also pursuing development of a Second Year Experience program to educate and support students who aspire to transfer (I.B.3, ER 11).

The College uses assessment and outcomes data to support student learning and student achievement. SLOs are required component of the assessment data used in program review along with course completion and success rates, degrees and certificate completion, course grade distributions, and grade point averages. The *Integrated Planning Manual* defines how the College organizes its institutional processes to support student learning and achievement. Program review templates include resource allocation requests to implement the planned improvements. Following program review, a resource allocation process is conducted to prioritize requests that both directly and indirectly promote student learning. Prioritization occurs through a shared governance process where dialogue and analysis of requests by constituencies across the institution occurs. The final prioritized list of resource requests is fulfilled to the extent possible from available funding sources. In the subsequent cycle of program review, implemented improvements based on fulfilled resource requests are included in the program's assessment data (I.B.4)

Assessment documents from the College's program review process in 2018 revealed revisions to program goals, strategies to accomplish those goals, resource requests to implement identified activities, and a justification to demonstrate how resource requests support the College's institutional plans and mission. The College provided evidence of a regular assessment through program review and evaluation of goals and objectives, student learning outcomes, and student

achievement; however, the assessments were determined to be void of quantitative and qualitative data disaggregated by program type, mode of delivery, and location (I.B.5).

Through analyzing student learning and achievement data disaggregated by nine student subpopulations, the College identified gaps in over 30 student groups belonging to those subpopulations. That analysis led to the development of the Vision for Success and Student Equity Plan where the College set student learning and achievement goals. Twelve strategies were adopted to achieve these goals, including focused professional development for faculty, support for the implementation of AB 705 and culturally relevant curriculum and teaching interventions. One specific example of implementing focused professional development for faculty is the Advancing Equity in Teaching Academy. This year-long training program focuses on improving faculty equity-based teaching skills and andragogy to better serve all students and reduce achievement gaps. The effectiveness of these strategies will be evaluated using a variety of tools such as internally generated reports and the Chancellor's Office Student Success Metrics dashboard. At the discipline level, the Vision for Success and Student Equity Plan goals have been integrated into program review (I.B.6).

The college reviews all policies and procedures on a six-year cycle, unless earlier review is initiated due to a change in the law, update from the Community College League of California (CCLC), or internal recommendation. This includes policies and procedures across all areas of the institution. The *Institutional Program Review Handbook* was reviewed and revised by the College's Institutional Program Review Committee (IPRC) in fall 2019 to include improvements to the process to be implemented spring 2021. The institutional prioritization process is driven by research, data analysis, and program review which support the resource allocation process. The Shared Consultation Council (SCC) serves in an advisory capacity to the budget development process (I.B.7).

The Office of Institutional Research and Planning communicates the Institution's assessment and evaluation results through the SWC website, distribution of global email to the College community, and via discussions at various committees in the shared decision-making process. Assessment and evaluation results are communicated via global email to the College community to ensure that results are widely disseminated and transparent (I.B.8).

The development of the College's strategic plan was a comprehensive process involving input from the community, faculty, staff, and students. The institutional planning and evaluation process includes input from constituent groups to ensure planning is comprehensive and integrated. Major planning processes are informed by data provided with support from the Office of Institutional Planning and Research and analysis of that data. Institutional short- and long-term needs are addressed through plans including the Facilities Master Plan; the Technology Plan; the Vision for Success and Student Equity Plan, and the Educational Master Plan.

Southwestern College assesses effectiveness of planning and uses the results to implement improvement. In 2018-2019 the College revised program review by implementing an online application and updating program review templates to improve analysis and goal setting. The goals were to ensure program resource requests aligned with strategic plan goals and to streamline the process for prioritizing resource needs and budget development. The revised

process removed resource requests for ongoing maintenance to focus on program improvements, innovations, and faculty hires. A new process was initiated to handle operational resource requests. Both processes encourage consideration of total cost of ownership. Academic programs complete a Comprehensive Academic Program Review that includes resource requests and planning as well as completion and student learning outcomes data (I.B.9, ER 19).

Conclusions:

The College meets the Standard except for I.B.5.

Recommendation 1: In order to meet the standard(s), the team recommends the College incorporate analysis of disaggregated data into program review and evaluation of goals and objectives, student learning outcomes, and student achievement including disaggregation by program type, mode of delivery, and location. (Standards I.B.5, II.A.7, II.B.1, II.C.1)

I.C. Institutional Integrity

General Observations:

The College has processes in place to assure the information available to the public and college personnel is clear and accurate. This includes information about programs, services, learning outcomes, and accreditation status. The College has board policies and administrative procedures (BP/AP) that address academic honesty, academic freedom, and integrity.

Findings and Evidence:

The College catalog is updated annually and is publicly available on the website. The College assures clarity, accuracy, and the integrity of information through its processes for creating, reviewing, editing, and revising all college publications, including a process for employees to request changes to webpages serving specific programs or services. Southwestern College provides professional development in support of online content meeting ADA requirements (I.C.1, ER 20).

The College website hosts the catalog, with print copies available as needed. The catalog is reviewed in a timely and systematic way for annual publication (I.C.2, ER 20).

The main vehicle to communicate the assessment of student learning to the public is the College website which makes available a wide variety of data and reports. These publications address general college demographics, student completion, student achievement, and learning outcomes. Communication to the campus is done through shared governance councils and reports to the Governing Board (I.C.3, ER 19).

The College describes its certificates and degrees on the academic program pages of the online catalog. The program information includes the purpose of the award, content and course requirements, units necessary, and program learning outcomes. Additional information about

programs is given through a career education video library, with plans to create similar videos for non-CE programs (I.C.4).

BP/AP 2410 outlines the authority of the Governing Board to adopt, revise, and delete policies for the district. Policies are reviewed on a six-year cycle, with the Superintendent/President ensuring review. The review cycle is identified and documented on the *SWC Policies and Procedures Tracking Form* (I.C.5).

Student fees are identified in board policy and are published in a variety of places on the College webpage. Students can find fee information in the class schedule and the total cost of education is available within the Financial Aid section of the website. Students are provided several options to investigate textbook costs and alternatives, with faculty being required to identify required textbooks well in advance of the start of the term (I.C.6).

Board policy and administrative procedure define the expectations of faculty related to academic freedom, making it clear that faculty should present controversial topics, but that these topics must be germane to the course. BP/AP 3900 assures the right of free expression to students, faculty members, and staff. The College includes reference to the academic freedom policy in the college catalog (I.C.7, ER 13).

The College has clear policies and procedures to assure honesty and integrity of employees, including members of the Governing Board. The policies address conflict of interest, ethical behavior, and academic integrity. Expectations for students are also clearly identified in policy addressing academic integrity, plagiarism, and disruptive behavior; consequences to the students are outlined in the policy and published in the College catalog (I.C.8).

The College has board policy that clearly acknowledges and defines the right of faculty members to academic freedom and free speech. The policy includes language delineating faculty's right to express opinion and their responsibility to indicate that they are not speaking on behalf of the College. Conduct expectations of staff, faculty, administrators, and students are outlined in board policies and administrative procedures, where ethical conduct, standards of scholarship, and computer use are addressed (I.C.9, I.C.10).

The College does not operate in foreign locations (I.C.11).

The College publishes a variety of accreditation reports and communications, including self-studies, peer-review team reports, and letters reaffirming accreditation status. They clearly state actions taken to meet accreditation standards, including eligibility requirements and Commission policies (I.C.12, ER 21).

The College demonstrates honesty and integrity in its relationships with external agencies and compliance with regulations and statutes. The College maintains a variety of third party, external programmatic accreditations, all of which are currently affirmed. The status of these accreditations is communicated to students and the public through the College website (I.C.13, ER 21).

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Southwestern College offers 282 degrees and certificates to meet a variety of student educational goals and needs. The College leverages various modalities of instruction to serve their students including options in distance education and hybrid. These various delivery methods are assessed by the college and adapt to student needs. Special educational programs including Restorative Justice and College Bound target special student populations. All curriculum and programs adhere to an expected level or rigor and compliance as overseen by the curriculum committee and the district has in place appropriate board policies and administrative procedures to ensure compliance expectations. Additional curriculum including non-credit, fee-based, ESL, and personal development are offered. Pre-collegiate curriculum is identified by a unique number system to distinguish it from transfer curriculum. Career education (CE) curriculum has additional development processes that include expected advisory committees and vetted by the regional consortium.

Findings and Evidence:

The College offers a range of academic offerings in fields of study consistent with the institution's mission and appropriate to higher education. Student learning outcomes are identified at the course level and program level. The programs of study offered lead to degree attainment, certificates, transfer and/or opportunities for employment. All courses and programs are vetted for compliance by a local faculty-led curriculum committee. The College provides continuing education and enrichment courses for the communities they serve. Notable is the use of distance education in the College's Restorative Justice program designed for the incarcerated students in partnership with the Richard J. Donovan Correctional Facility to support additional access to education for this vulnerable population (II.A.1, ER9 and ER11).

Job descriptions and contract language clearly indicate that full time faculty are responsible for assuring that courses and programs meet standards related to content and methods of instruction as required by state and federal law. Processes to assure this occurs include the curriculum development and approval processes outlined in the Curriculum Handbook. Courses and programs undergo systematic review with a comprehensive academic program review occurring every three years. The review includes faculty analyzing student achievement data to support the development of improvement strategies linked to the College's goals (II.A.2).

The College has created a sustainable curricular practice that requires all courses and programs of study to identify and catalog appropriate learning outcomes. The assessment of student learning outcomes is expected and memorialized in the collective bargaining agreement between Southwest College Education Association (SCEA) and Southwestern Community College

District (SCCD). The College annually funds 24 faculty SLO Liaisons positions to oversee and support faculty assessment of student learning outcomes. A three-year SLO assessment timeframe is incorporated in programmatic reviews. Faculty provide students official syllabi for courses that includes the course SLOs as listed on the active Course Outline of Record. Compliance with this expectation is formalized in evaluation procedures (II.A.3).

The College offers precollegiate courses in math, English, and ESL which are easily identified with course numbers less than 100. The College identifies courses that are degree applicable in the catalog. Student placement in math, English, and ESL is determined through multiple measures and/or guided self-placement. The placement tools have been developed by faculty and are available to students on the College website. The Learning Assistance Center directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level courses (II.A.4).

The team reviewed AP 4100 Graduation Requirements for Degrees and Certificates, a sample of program outlines as presented as evidence in the College's ISER and on the College's website, the college catalog, and curriculum maps by majors as part of the Jaguar Pathways effort and confirmed that the degrees and programs offered by Southwestern College follow common practices to American higher education, specifically in compliance with California regulations, CA Ed. Code, and guiding documents offered by the California Community Colleges Chancellor's Office ensuring appropriate length, breadth, depth, rigor, course sequencing, time to completion and synthesis of learning. There are minimum degree requirements of 60 semester credits for the offered associate degree level awards (II.A.5, ER 12).

The College follows a standard practice of basing course scheduling on historical fill rates and FTES projection. The implementation of the Jaguar Pathways includes development of a strategic enrollment management plan, and the College is working to improve scheduling by investing in technology that will provide data driven predictions of students' course needs to inform scheduling (II.A.6, ER 9).

Southwestern College offers curriculum in a variety of delivery modalities including face-to-face and distance education including online and hybrid. The College adapted instructional delivery to align with the changing needs of its students during the pandemic. The College increased online course offerings and dedicated support to provide increased and additional faculty trainings and staff support in their Online Learning Center to adapt to the emerging need for faculty support. The College regularly evaluates student success, retention, and persistence data disaggregated by delivery modality. During the focused site visit, the peer review team confirmed that the regular evaluation does not include data disaggregated by location (II.A.7).

The College does not use department-wide course or program examinations. The District has policies for credit by examination and credit for prior military experience. These policies outline the responsibilities of faculty and administration within the processes and include standards to assure credits given correctly reflect prior learning and skill development (II.A.8).

The College has established measurable learning outcomes and includes them in the curriculum development and review process. The curriculum handbook clarifies how units of credit are

calculated and awarded based on successful completion of expected outcomes by students. The college uses a 37.5 clock hour to 1 unit conversion in programs which require licensures (II.A.9, ER 10).

The District has policies and procedures in place to assure appropriate transfer of credits to other institutions. Information about transfer of credits is available to students on the website, including resources to determine if SWC courses transfer to CSUs and UCs. The Articulation Office serves as point of contact to assure that articulation agreements to other institutions are submitted in a correct and timely fashion. Information on policies and procedures for students submitting transcripts from other colleges, including foreign institutions, is provided to students on the website (II.A.10, ER 10).

Southwestern College has identified five overarching institutional student outcomes that are linked to the various academic programs offered by the college and mapped through curriculum development. The team reviewed the list of Institutional Learning Outcomes as provided in the ISER, and samples of program outcomes and CORs where mapping to the ISLOs are noted. Annually the Learning Outcomes Assessment Committee (LOAC) reviews all Institutional Outcomes and General Education Outcomes (II.A.11).

The College requires a standard and generally accepted pattern of general education for its degrees. The philosophy for general education is found in Board policy, the catalog, and on the *SWC Associate's General Education Requirement Request* form completed by faculty and submitted to the Curriculum Committee for consideration. Courses placed in their local general education pattern must have course learning outcomes that map to a general education learning outcome, with faculty submitting justification for placement to the Curriculum Committee for consideration. The College uses standards provided by the CSUs and UCs for placement of general education courses in their patterns (II.A.12, ER 12).

Academic programs at the College are organized by fields of study as advertised in the College catalog and presented on the College website. Each academic area of inquiry is noted by a unique identifier in the curriculum inventory. Program goals and outcomes are reviewed in the curriculum development/review process to ensure expected mastery appropriate for the award type (II.A.13).

The College offers a wide range of in-demand career education programs, as evidenced in the CE Biennial Report. The College maintains affiliations with external program accreditors as published on the College's website; pass rates for California Licensing Exams in nursing and dental hygiene are also available online. The advisory meeting with industry partners provides a mechanism for identifying competencies required for students to meet employment standards (II.A.14).

The College has Board Policies and Administrative Procedures outlining requirements if program discontinuance is activated. Part of a discontinuance plan requires an established teach out and documented conversations with academic counseling staff to ensure that enrolled students may complete their education in a timely manner with a minimum of disruption (II.A.15).

The College systematically reviews all courses and programs. Credit programs undergo program review every three years and CE program undergo Biennial Review every two years. Non-credit programs are evaluated per the processes outline in the Curriculum Committee Handbook (II.A.16).

Conclusions:

The College meets the Standard except for II.A.7.

Recommendation 1: In order to meet the standard(s), the team recommends the College incorporate analysis of disaggregated data into program review and evaluation of goals and objectives, student learning outcomes, and student achievement including disaggregation by program type, mode of delivery, and location. (Standards I.B.5, II.A.7, II.B.1, II.C.1)

II.B. Library and Learning Support Services

General Observations:

Southwestern College provides library and other learning support services to students and personnel responsible for student learning and support in sufficient quantity, currency, depts and variety to support all locations and modalities. Southwestern College relies appropriately on faculty, librarians, and other professionals to select educational equipment and materials to support student learning. Southwestern College supports student learning through its Learning Assistance Services and onsite Academic Success Center, and library technology supported by additional contracted resources to complement its learning support services to support teaching and learning.

Findings and Evidence:

Southwestern College supports student learning and achievement by providing appropriate library resources to support its faculty and students at the main campus, three Higher Education Centers, and online. The Library provides print and electronic materials, databases, computer and printing equipment, study rooms, and inter-library loan services. The Library website publicizes its resources, services, locations/modality, and respective hours. Learning Assistance Services and Onsite Academic Success Centers provide tutoring, supplemental instruction, and test proctoring services. The college uses contracted tutoring and learning platforms to augment in-house support for students. During the focused site visit, the peer review team confirmed that the regular evaluation does not include data disaggregated by location (II.B.1, ER 17).

The Library is embedded in the college's curriculum development process such that the Library has ten days to review course proposals for library materials implications. The Library's Collection Development Guidelines and librarian liaisons demonstrate appropriate reliance on faculty and librarians to select library materials. The Library and Learning Assistance Services have one representative each on the campus technology committees who provide input on the prioritization of technology needs. Both the Library and Learning Assistance Services units refer

to usage statistics of library materials and learning support services to identify need and make decisions (II.B.2).

The College evaluates library and learning support services at regular intervals to inform their program review. The Library program review shows development of student learning outcomes for effectiveness. The Learning Assistance Services demonstrates assessment of student needs and evaluation of their service effectiveness. The college uses data and evaluation results as a basis for improvement (II.B.3).

Southwestern College relies on and collaborates with other resources, and it documents formal agreements. The Library has agreements with vendors such as ExLibris library management system, and Community College Library Consortium for subscriptions to electronic resources. Learning Assistance Services has a contract with Western eTutoring Consortium for online tutoring and Learning Links for study skills. LAS reviews usage statistics and uses a campus survey about the services (II.B.4, ER 17).

Conclusions:

The College meets the Standard except for II.B.1.

Recommendation 1: In order to meet the standard(s), the team recommends the College incorporate analysis of disaggregated data into program review and evaluation of goals and objectives, student learning outcomes, and student achievement including disaggregation by program type, mode of delivery, and location. (Standards I.B.5, II.A.7, II.B.1, II.C.1)

II.C. Student Support Services

General Observations:

Southwestern College demonstrates its commitment to its students by providing student support services that are assessed, addressed, and implemented based on needs identified by students. Through student surveys, program reviews, review of services by location, offering of co-curricular and athletics programs, counseling, and with the establishment and evaluation of admissions policies, the College meets the needs of students.

Findings and Evidence:

Southwestern College evaluates the quality of its student support services to ensure they enhance the accomplishment of the mission. The College regularly evaluates the quality of its 29 student support services program via a student feedback survey that asks students their familiarity, usage, and overall satisfaction of their programs and uses the data to inform planning and implementation of improvement. During the focused site visit, the peer review team confirmed that the regular evaluation does not include data disaggregated by location (II.C.1 and ER 15).

The College identifies and assesses learning support outcomes and provides the appropriate services and programs to achieve those outcomes and continuously improve their programs.

Each program completes either a comprehensive program review or annual program reviews based on the established schedule and uses the assessment data to improve student support programs to increase student success (II.C.2).

Southwestern College provides equitable access and reliable service to students at all of its locations additionally supported by online resources through their student portal, Cranium Café and virtual Student Services platform. Students are provided with access to Educational Center Technicians who are cross-trained in multiple areas to meet student needs (II.C.3, ER 15).

The College provides co-curricular and athletics programs that suit the mission and educational experience of its students. The programs are conducted with sound educational policy and standards of integrity as well as proven responsibility for the control of these programs including finances. The College operates under the California Community College Athletics Association Constitution and Bylaws and provides revenue and expense reports on their athletics programs (II.C.4).

Counseling services are provided to new, continuing, returning and prospective students at all sites and online. There is an Academic Procedure that ensuring students are provided counseling regarding their academic goal, career assessment, personal counseling, and group counseling workshops to guide students. Faculty and staff attend weekly departmental meetings and are provided professional development opportunities (II.C.5).

The College has adopted and adheres to admissions policies consistent with its mission. Students are advised on clear pathways to completing their goals through policies related to students support services and with the implementation of the guided pathways framework (II.C.6, ER 16).

Southwestern College regularly evaluates admission and placements instruments to validate their effectiveness and to minimize bias. The College now uses multiple measure data and has guided self-placement to guide student placement in courses (II.C.7).

The College uses two-factor security to access online records and have a College Disaster and Recovery System to back up the system. Policies are published and followed for the release of student records. All student employees must complete FERPA (Family Educational Rights and Privacy Act of 1974) training prior to access to student records (II.C.8).

Conclusions:

The College meets the Standard except for II.C.1.

Recommendation 1: In order to meet the standard(s), the team recommends the College incorporate analysis of disaggregated data into program review and evaluation of goals and objectives, student learning outcomes, and student achievement including disaggregation by program type, mode of delivery, and location. (Standards I.B.5, II.A.7, II.B.1, II.C.1)

Standard III

Resources

III.A. Human Resources

General Observations:

The College has a robust framework in place that governs the recruitment and selection of employees. This framework ensures the programs and services of the College are of high quality. The College has support programs, established practices, and services to support the professional growth of personnel.

Findings and Evidence:

Established board policy and administrative procedure serve to ensure the College is recruiting, selecting, and appointing qualified faculty, staff, and administrators that meet or exceed minimum qualifications. The College provides a systematic method of review for both the creation of new job descriptions, as well as the review of appropriate reclassifications of employees within the assigned job description. The College validates that required degrees for various positions are recognized by U.S. accrediting agencies (III.A.1).

The same framework ensures the college is employing faculty that meet minimum qualifications and possess requisite subject matter expertise. The job description and the job announcement include language on development and review of curriculum and the assessment of learning (III.A.2, ER 14).

All academic administrator job descriptions and job announcements include minimum qualifications determined by the Governing Board in accordance with Education Code 87356. The Human Resources office reviews all applications and verifies that degrees are conferred and from an institution recognized as accredited by the U.S. Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA). Applications deemed not to meet the minimum qualifications are noted for the Selection Committee to review (III.A.3).

The College validates that required degrees for various positions are recognized by US accrediting agencies. Foreign degrees not recognized by DOE or CHEA are accepted, if evaluated to the equivalent U.S. degree by a member of the National Association of Credential Evaluation Services, Inc. (NACES) (III.A.4).

The college has implemented and utilizes the NeoGov platform to both track and notify employees and supervisors of upcoming and currently due evaluations. The Human Resources department provides ongoing training for NeoGov to both managers and employees (III.A.5).

The College determines sufficient full-time and part-time faculty through compliance with the State's requirement, Faculty Obligation Number (FON). The College has established a Hiring

Prioritization process and procedures that include criteria recommended by the Student Success Task Force (III.A.7).

The College supports an administrative framework for onboarding, evaluation, and professional development of its cadre of part-time faculty members. The Human Resources department and the Office of Equity and Engagement partner to solicit and assess employee training needs that meet the goals and mission of the institution (III.A.8).

The College has an established criteria and process for the review of their administrative and personnel support structure and how any restructuring impacts the resource allocation process (III.A.9, III, A.10, ER 8).

The College has established an array of policies and procedures governing its human resources activities, which includes professional development and training for employees, including trainings on collective bargaining agreements (III.A.11).

The District has board policies that govern equity and diversity in its employment practices in a manner consistent with its mission, including the hiring of a Title IX Officer and the Executive Officer of Equity and Engagement; on-boarding of new employees; affinity group support; employee climate surveys which assess employee experiences; and a yearly Faculty and Staff Diversity Report to the Governing Board (III.A.12).

The institution has established a Code of professional ethics. The institution has also instituted a program of professional development; one that is informed by annual program reviews and needs assessment surveys (III.A.13, III.A.14).

To ensure the confidentiality of personnel records, records are stored digitally with physical copies destroyed once the digital copy is confirmed. This process is reflected in various collective bargaining agreements (III.A.15).

Conclusions:

The college meets the Standard.

III.B. Physical Resources

General Observations:

The College has policies and process in place to assure safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The District is using Propositions R (\$389,000,000 in bonds) and Z (\$400,000,000 in bonds) funds to modernize, repair, or replace aging physical resources as well as funding new constructions and large-scale projects. In 2015, the College performed a full facility condition assessment, which includes mechanical, structural, electrical, and roof. The College has long-range capital plans that support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Findings and Evidence:

The College has policies and process in place to assure safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. On an annual basis, Keenan & Associates performs a Statewide Association of Community College property and liability inspection. The College uses recommendations resulting from inspection as a guide for corrections. Safety training is provided to employees. The College is using Propositions R and Z funds to modernize, repair or replace aging physical resources and new constructions and large-scale projects as presented in the Facilities Master Plan (FMP). The Vice President for Business and Financial Affairs is responsible for the planning and programming of new construction, alterations, and repairs of the facilities (III.B.1, III.B.2).

The College annually submits scheduled maintenance and new facilities plans to the California Community Colleges Chancellor's Office within the Facilities Utilization Space Inventory Options Net system database. The College reviews space utilization and other relevant data regularly to plan and to evaluate its facilities and equipment. The College employs ServiceNow as its computerized maintenance management system (III.B.3).

The College uses the FMP as a guide for long-range capital planning, space utilization, and total cost of ownership. The cost of ownership of new equipment, buildings, mechanical systems, and structural maintenance are reviewed during the design phase of new construction. The condition assessment survey is being used to prioritize repairs and for future budget planning while the FMP and the Educational Master Plan partially address long-range capital planning for space utilization and total cost of ownership planning for equipment (III.B.4).

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Southwestern College ensures that technology needs are addressed and that procedures are in place to ensure that employees are aware of policies related to the appropriate use of technology. The College uses a shared governance process to review technology requests provided through the program review process and prioritized to meet the mission and Strategic Plan. The College maintains records of technology, software and needs to be addressed in a timely manner. Support and training are available and provided to ensure that the academic and support services may continue to function.

Findings and Evidence:

The College technology plan is developed with campus wide collaboration. The Institutional Technology department uses this plan to ensure the areas are supports and aligned with goals and mission. The College uses the Total Cost of Ownership to determine the resources needed for initiatives. The Facilities Master Plan informs the Technology Plan as well as information provided by areas in their program review. The Institutional Technology Committee (ITC) is a shared governance committee and is responsible for integrating institutional needs for technology with the College's Strategic Plan. The Academic Technology Committee (ATC) works with the ITC and represents Academic Senate to assess, prioritization technology, and revise the Technology Plan as needed (III.C.1).

The College uses its Technology Plan and annual program review to identify needs and are then prioritized with the ITC and ATC. The College also implements a user survey to determine needs and keeps track of all replacements and software to ensure updates are made in a timely manner (III.C.2).

The Institutional Technology office supports all Higher Education Centers (HECs) and Distance Learning program with staff to support these efforts. The needs of each HEC is identified by program review and annual survey. The College uses the ServiceNow system to track technology, maintenance, research requests and to manage service requests for all locations. The Online Learning Center provides support to students with the learning management system and provides support in-person and online. The College network is monitored 24/7 and provides storage and back up to ensure safety and security (III.C.3).

The Institution provides appropriate instruction support for all members for the College community in the effective use of technology and systems related to programs, services and institutional operations. The College's Office of Institutional Technology, the Office of Equity Engagement and Professional Development and the Online Learning Center work together to address these needs. The Office of Institutional Technology conducts a survey of training attitudes and support needed and provides on-demand training and training videos for common applications. The SWC Technology Handbooks provides detailed instructions for key areas for new employees to be effective in their roles. The Online Learning Center provides support for faculty and students for technology concerns and issues related to online learning. The campus has identified accessibility and compliance as important and have a new Technology Specialists that identifies campus needs related to accessibility (III.C.4).

The College has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. Staff and faculty must sign the acceptable use policy before gaining access to District technology resources. The College has a policy on the management of electronically stored information (III.C.5).

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Southwestern College engages in sound financial planning processes that are well documented in both Board policies and administrative procedures and planning documents. The annual budget planning process is transparent and widely communicated to stakeholders. The College has done an excellent job of leveraging resources, including State, Federal, local, and grant resources.

Findings and Evidence:

The College has sufficient financial resources to support its mission and institutional effectiveness. Ending fund balance has ranged from a low of 12% to a high of 19% between the 2016/17 and 2018/19 fiscal years. However, FTES has fallen by approximately 1000 in this same period. The College manages its resources responsibly, has appropriate levels of internal controls, and has demonstrated links between fiscal planning and broader institutional planning efforts (III.D.1, ER 18).

The institutional Mission and Board Policy form the basis of financial planning. The College has established a standing committee (Planning & Budget Committee) to address financial planning (111.D.2).

The College follows formal budgetary and financial planning guidelines established in Board Policy and Administrative Procedures (III.D.3).

Planning reflects realistic assumptions of available resources. While reliant on apportionment-based funding for general district operations, the College has also successfully leveraged significant grant funding into the district (III.D.4).

Established Board Policy and Administrative Procedure describe an adequate internal control structure. Annual audits have yielded no significant findings (III.D.5).

Budgetary documents are credible and accurate. A Budgetary Variance report reflects close tracking of budget to actual figures and no material audit findings have been identified in the past five years (III.D.6).

The College provides timely and meaningful responses to the content of external audits. Results are presented annually to the Board of Trustees and are posted on the District's Business Services web page. (III.D.7).

The District's Financial and Internal Control systems are evaluated and assessed, most recently in 2019 (III.D.8).

Cash flow and reserves are sufficient to maintain operational integrity, stability, and effective risk management. Board Policy specifies an Unrestricted General Fund (UGF) reserve amount of 7% of (UGF) expense. Board policy also addresses matters such as Security, Access, Emergency Response, and Reporting of Crimes. The district is a member of the Statewide Association of

Community Colleges (SWACC), a Joint-Powers Authority for Property and Liability Insurance coverage (III.D.9).

The College exercises effective financial oversight across all organizational units in the district. Financial Aid assistance is made available to the students of the Southwestern Community College District. The district manages these resources prudently as evidenced by no related findings from the External Auditor and default rates that are within accepted parameters. The District seeks out grants and other externally funded program opportunities to enhance services to its students and community. The District has also formed a Foundation to support, promote instructional offerings and enhance services and other related programs and facilities (III.D.10).

Financial resources and planning reflect both short- and long-range plans and institutional solvency. To effectively manage resources, the District uses an integrated management information system. Multi-year institutional plans including a Facilities Master Plan, an Educational Master Plan and a Strategic Master Plan serve to tie together short- and long-range plans and resources (III.D.11).

The College has a plan to address long-term obligations including Other Post-Employment Benefits (OPEB) and engages the services of an actuary to help measure, manage, and budget for such liabilities (III.D.12).

The District budgets appropriately for the repayment of any locally incurred debt instruments. District voters have approved three General Obligation bond measures in 2000, 2008, and most recently in 2016. The total bond authorization under these three obligations is \$878 million with \$358 million remaining unissued. The College utilizes the services of a Financial [Municipal] Advisor and the County of San Diego to assist with management of the bond funds (III.D.13).

All financial resources are used with integrity in a manner consistent with their intended purpose or as directed by the funding source. Consistent with statutory oversight requirements concerning its bond initiatives, the District has formed a Citizens' Bond Oversight Committee as a part of required accountability measures. The District has grouped all its Ancillary Services including Food Service, Bookstore, Fitness Center, and Facility Leasing functions under an Enterprise Services umbrella (III.D.14)

The College monitors student loan default rates and financial aid allocations to ensure compliance with various federal requirements and offers students a basic financial literacy program. The district partners with external companies to prevent defaults (III.D.15).

Contractual agreements entered into by the district are consistent with institutional mission and goals and have appropriate safeguards. The college uses ESM Contract Management to manage contracts and workflow (III.D.16).

Conclusions:

The college meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Southwestern Community College District has formally adopted various policies and procedures that codify governance roles to facilitate decisions that support student learning programs and services and improve institutional effectiveness. Established governance structures, processes, and practices support the various perspectives and voices of administration, faculty, staff, and students in institution-wide decision making while delineating areas of expertise and responsibilities.

Findings and Evidence:

Southwestern College is implementing a redesign of curriculum mapping for students titled Jaguar Pathways. This is a clear example of the support by institutional leaders to encourage and support innovation toward institutional excellence. Beyond the approved policies and procedures allowing for various constituencies to participate in decision making, the design of the Jaguar Pathways embraces various perspectives and voices in the work that has institution-wide impact. Institutional leaders are involved in the discussions and provide support for implementing joint recommendations (IV.A.1).

The College establishes and implements policy and procedures authorizing administrators, faculty members, and staff participation in decision-making processes. The College formally includes student voices on matters in which students have a direct and reasonable interest. Southwestern College recognizes the Associated Student Organization (ASO) and codifies the student voice in various Board Policies and Administrative Procedures (IV.A.2)

Board Policies (BPs) and Administrative Procedures (APs) identify the role of administrators and faculty in overall institutional governance, and the development of institutional policies as supported by the evidence provided in the self-reflection report. The College has established formally recognized college governance committees such as the Planning and Budget Committee and the Shared Consultation Council provide opportunity for administration and faculty participation (IV.A.3).

Established BPs and APs clearly define faculty and academic administrators' responsibility for recommendations about curriculum and student learning programs and services. Additional processes are codified in the guiding Curriculum Committee Handbook (IV.A.4).

The District has established BP and corresponding AP which formally acknowledge the various college constituency groups included in planning and decision making. The team confirmed that 11 areas of responsibility and expertise is delineated for the Associated Student

Organization, and that the academic and professional matters in the purview of the Academic Senate were codified (IV.A.5).

The District and College use Board Docs as a main communication platform for committee work. Board Docs is accessible to the public, including members of the college community. Other broadly communicated College decisions are shared through the primary governance group, the Shared Consultation Council (IV.A.6).

The College tracks the individual review and revision cycle for all district BPs and APs which guides the regular evaluation to ensure their integrity and effectiveness. The Shared Consultation Council serves as the governance group to provide a review and make recommendations regarding college district policies and procedures (IV.A.7).

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Through policies and procedures, and guided by the Southwestern College mission, vision, and values, the President remains focused on leading the College to reaching its goals. The President has worked to revise and formalize the College mission so that it is centered on equity and inclusion across the institution. Further, the President reorganized the College administration structure to better support operations, established a collegial process to develop local Vision for Success and Student Equity Plan goals, and supported the College through the ongoing efforts to institutionalize Jaguar Pathways. While coping with the challenges associated with Covid-19, and the resulting financial insecurity, the President has remained focused on equity and student success.

Findings and Evidence:

The President engages in management level planning and organizing which includes college input from all constituency groups. At the management level, the President leads three teams and serves as co-chair of the Shared Consultation Council (SCC). Through this role, the President provides leadership to encourage shared planning and decision-making processes that affect institution-wide issues. SCC representatives are responsible for communicating and requesting input from their constituent groups. The SCC leads the assessment of institutional effectiveness and is responsible for creating the College's 2020-2025 Strategic Plan. The President participates in all second level interviews for faculty and management positions (IV.B.1).

The President is charged with organizing areas of responsibility and related duties. The College's Organization Chart illustrates four Vice Presidents which report directly to the President and have responsibility to carry out the duties within their purview. The Dean of Institutional Effectiveness and the Chief Information Systems Officer report directly to the President. All

College operations are distributed among these direct reports. Board Policy delegates authority to the Superintendent/President and authorizes the President to further delegate any powers and duties authorized by the Governing Board. The President delegates responsibilities as outlined in the Organizational Charts for each area of the college. Further, Board Policy specifically delegates authority to the Vice President of Human Resources for personnel actions including employment recommendations and developing job descriptions (IV.B.2).

The President is responsible to ensure that the business and education programs of the college are accomplished. The Superintendent/President is responsible for Institutional Planning and ensuring that planning is data informed and in alignment with the mission. The College is currently developing the 2020-2025 Strategic Plan with input from all constituency groups and the community. The new Strategic Plan will reflect the Vision for Success and Student Equity goals in accordance with the College's focus on equity and inclusion. Following completion of the Strategic Plan, the college will begin the process of writing a new Educational Master Plan to follow the one written in 2013. The College uses program review processes to allocate resources in alignment with planning documents to include the Strategic Plan, Educational Master Plan, the Student Equity Plan and the vision, mission, and value statements of the college. The Vision for Success and Student Equity Goals document is the culmination of collegial planning and working together to ensure the college has set goals to evaluate institutional planning, and a new evaluation process is under implementation in Research and Planning to streamline the evaluation of goals (IV.B.3).

The President ensures that the entire College is informed about accreditation including the 2021 Institutional Self Evaluation Report. The Vice President of Academic Affairs (VPAA) provides monthly reports to the Governing Board and each Standard has been assigned to tri-leads from Administration, Faculty, Classified Staff who work together to collect evidence in support of the ISER (IV.B.4).

The President is responsible for assuring that institutional practices are consistent with the College mission and Board Policies. The President ensures that Administrative Procedures to implement Board Policies align with effective control of the budget and expenditures. All BPs and APs are reviewed regularly by the Shared Consultation Council (IV.B.5).

The President communicated with the entire college community on an almost daily basis through "Things to Know" email messages. The President communicated with the service area community through monthly columns in the Chula Vista Star News, a local community paper. The President's office keeps the campus community informed about press releases and other college interest events or publications (IV.B.6).

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Governing Board demonstrates its commitment to students through effectively exercising its authority over and responsibility to policies, academic excellence, ethical conduct, efficiency in student and instructional programs, and fiscal stability. Through collective action and collegiality, the Governing Board fulfills its duties during monthly governance meetings in which the board regularly reviews and update policies to ensure academic quality. The Governing Board evaluates the CEO annually and engages in an annual retreat to reflect on and ensure the integrity and effectiveness of the College.

Findings and Evidence:

The Governing Board consists of five at large elected positions and one student trustee. The board has the authority over policies. Evidence is provided though BoardDocs, where all meeting agendas and minutes are available for public review (IV.C.1).

The Governing Board engages in healthy debate, quorum and voting, decorum and responsible conduct. Evidence of their annual retreats, where shared commitments and guiding principles and goals are discussed, are announced in advance to the public (IV.C.2).

The Governing Board clearly outlines and defines expectations for the selection and evaluation of Superintendent/President. The Board conducts annual evaluations (IV.C.3).

The Governing Board's work reflects the public interest. Board members stay well-informed and engaged by attending College events as well as participating in community organized activities (IV.C.4).

The Governing Board acts in the interest of the College by instituting board policies aligned to the College's mission and priorities. The Board thereby maintains educational quality and ensures clear pathways for all students (IV.C.5).

The Governing Board documents its bylaws on the District's website (IV.C.6).

The Governing Board reviews, assesses, and clearly articulates their decision-making process through their standing Policy Committee. Further, the Board follows appropriate shared governance processes as outlined in the *Policy and Procedure Manual* (IV.C.7).

The Governing Board regularly reviews College master plans and student success indicators to improve learning and achievement (IV.C.8).

The Governing Board members attend annual trainings, workshops, and conferences to ensure board effectiveness and individual currency (IV.C.9).

The Governing Board participates in a self-evaluation and uses results to set both short and long-term goals for itself and the College. Self-evaluation of the Board is public and informs Superintendent/President's goals (IV.C.10).

The Governing Board upholds a code of ethics, adhering to District policies regarding distribution of tickets or passes, nepotism, conflict of interest, including economic interests (IV.C.11).

The Governing Board delegates authority to Superintendent/President and holds them accountable for District and College operations (IV.C.12).

The Governing Board demonstrates their understanding of accreditation processes and is updated monthly on the status of accreditation by College leadership (IV.C.13).

Conclusions:

The College meets the Standard.

Quality Focus Essay

The peer review team determined the College's focus on continuing implementation of Jaguar Pathways through clarifying pathways and enrollment management and equity in teaching practices and student services to be an excellent example of improving student achievement and learning. The College made clear the intent to persist with self-evaluation and innovation as critical elements of designing, implementing, and refining a Guided Pathways framework for the institution.

The results of data analysis led the College to identify the need for students to have a clearer understanding of program requirements. The realities of budget limitations dampen the opportunity to add additional advisors and counselors, so faculty are developing program maps to provide a semester-by-semester grid of course taking patterns to support students in schedule development. The College will implement technology tools to advance program map use by students and updating by faculty.

The onset of the pandemic during the College's ISER development served to highlight the critical nature of student connections and engagement to student success. The College has identified the imbalance between the College faculty's racial demographics and those of the student population and student need outside of the classroom as high impact areas to address. The College seeks to support more equitable outcomes for students by improving student perceptions of their early connections with College staff and their sense of the staff's expectations for them in creating a culture that is responsive to students' basic human needs. This is being addressed through the year-long Advancing Equity in Teaching Academy that aims to develop a teacher's awareness of equity issues in education as they develop their skills in leading a culturally diverse classroom, launching the Caring Campus program, the adoption of the CCC My Path technology tools suite to support students in making the most of support services available to them.

Southwestern College is commended for selecting projects that are laser focused on improving student achievement and learning. The projects identified are aligned with the College's mission and will support the success of all students.

Appendix A: Core Inquiries



Formative/Summative Model for Comprehensive Review

CORE INQUIRIES

Southwestern College
900 Otay Lakes Rd., Chula Vista, CA 91910

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 5, 2021.

Dr. Jill Stearns
Team Chair

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Southwestern College

Peer Review Team Roster

Team ISER Review

March 5, 2021

Dr. Jill Stearns, Team Chair Cuesta College Superintendent/President	Dr. Kevin Horan, Vice Chair Crafton Hills College President
ACADEMIC MEMBERS	
Dr. Timothy Brown Riverside City College Professor	Dr. Anna Hanlon Orange Coast College Professor, Public Health; Curriculum Chair, IE Coordination
Dr. Meghan Chen Mt. San Antonio College Dean, Library and Learning Resources	Mr. Christopher Howerton Woodland Community College Professor of Communication Studies President WCC Academic Senate
Dr. Jennifer Taylor-Mendoza Skyline College Vice President of Instruction	
ADMINISTRATIVE MEMBERS	
Ms. Leah Alarcon Oxnard College Dean of Student Success	Dr. Mehmet Ozturk College of the Sequoias Dean of Research, Planning and Institutional Effectiveness
Dr. W. Andrew Dunn Coast Community College District Vice Chancellor, Finance & Administrative Services	
ACCJC STAFF LIAISON	
Dr. Stephanie Droker, President	

Summary of Team ISER Review

INSTITUTION: Southwestern College

DATE OF TEAM ISER REVIEW: March 5, 2021

TEAM CHAIR: Dr. Jill Stearns

Southwestern College is a participating member in the Fall 2021 pilot cohort of colleges in ACCJC's Formative/Summative Model for comprehensive review. A ten member accreditation peer review team conducted Team ISER Review of Southwestern College on March 5, 2021.

The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on December 1, 2020, and held a pre-review meeting with the college CEO on January 11, 2021. The entire peer review team received team training provided by staff from ACCJC on February 22, 2021. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further investigation, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings and developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in October 2021.

Core Inquiries are a means for communicating questions and potential areas of institutional improvement that arise during the Team ISER Review. Core Inquiries fall into two categories: Additional Information Requests or Interview/Observation Requests. Core Inquiries highlight areas in the ISER that require clarification or expansion and are used to develop both Team recommendations and commendations. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of interest for further clarification.

Core Inquiry 1: Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
Standards or Policies: Standard I.B.5
Description: <ul style="list-style-type: none">a. The peer review team reviewed program review documents, the Program Review Handbook, ISLO and GESLO Reports, and student achievement data.
Questions: <ul style="list-style-type: none">a. How will the compiled findings disseminated fall 2020 for use in program review inform analysis of program type and mode of delivery? (ISER page 61)
Request for Additional Information/Evidence: <ul style="list-style-type: none">a. Compiled findings report referenced on page 61 of the ISERb. An example of the data set that is provided to faculty to initiate the program review
Request for Observations/Interviews: <ul style="list-style-type: none">a. Dean of Institutional Research and Planning