

Accreditation Follow-up Report

SUBMITTED BY:

Southwestern College

MARCH 2023

900 Otay Lakes Road, Chula Vista, CA 91910

SUBMITTED TO:

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





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CERTIFICATION OF THE FOLLOW-UP REPORT

Date: March 2023

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

From: Mark Sanchez, Ed.D., Superintendent/President
Southwestern College
900 Otay Lakes Road, Chula Vista, CA 91910

This Follow-Up Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in determining the resolution of recommendations identified during the 2021 site visit.


I certify that there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.



Mark Sanchez, Ed.D., Superintendent/President
Date February 27, 2023



Roberto Alcantar, Governing Board President
Date 02/27/23



Isabelle Saber, Accreditation Liaison Officer
Date 2/27/23



Jessica Posey, Ed.D., President, Academic Senate
Date 2/27/23



Patrice Milkovich, President, Southwestern Community College District
Administrators' Association (SCCDAA)
Date 2.27.23



S. Rob Shaffer, President, Southwestern College Education Association (SCEA)
Date 2.27.23



Silvia Nogales, President, California State Employee Association (CSEA)
Date 2/27/23

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GLOSSARY OF TERMS

ACPR	Academic Comprehensive Program Review
AETA	Advancing Equity Teaching Academy
AOC	Accreditation Oversight Committee
BAYAN	Bayan is a learning community that focuses on the Filipino-American experience.
CHEL	Chel is a learning community that focuses on the LGBTQIA+ experience.
IPRC	Institutional Program Review Committee
ISLO	Institutional Student Learning Outcome
LOAC	Learning Outcomes Advisory Committee
PSLO	Program Student Learning Outcome
PUENTE	Puente is a learning community focusing on the Mexican-American/Latinx experience.
SCC	Shared Consultation Council
SLO	Student Learning Outcome
UMOJA	Umoja is a learning community focusing on the African-American experience.

ACKNOWLEDGEMENTS

A SPECIAL THANK YOU TO:

Shared Consultation Council (SCC)

Accreditation Oversight Committee (AOC)

Learning Outcomes and Advisory Committee (LOAC)

The following individuals provided narrative, evidence, editing, and/or support in the development of this report:

RECOMMENDATION #1

Bill Abasolo, Dean of Institutional Research and Planning

Elena Arteaga, Professor of Accounting

Anna Banda Flores, Research and Planning Coordinator

Melody Frio, Administrative Secretary II

Tanya Haddad, Academic Senate Vice President

Joachim Lazter, SLO Coordinator

Brenda Mora, Publications Associate

Jessica Posey, Academic Senate President

John Rieder, Chair of English

Margarita Scavone, Clerical Assistant II

Shannon Schiele, Professor of Family Studies

Briana Todhunter, Principal Researcher

Rebecca Wolniewicz, Presiding Chair

STATEMENT OF FOLLOW-UP REPORT PREPARATION

Southwestern College participated as one of four community colleges to pilot the new formative/summative model of comprehensive review created by the Accrediting Commission for Community and Junior Colleges. This new approach consisted of a team Institutional Self Evaluation Report (ISER) review and a site visit. During the review, from January 12-14, 2021, the accreditation team validated the institution's alignment with Accreditation Standards using the narrative, analysis, and evidence provided in the ISER. They then developed a series of core inquiries that would serve as the focus of the site visit. The site visit took place on October 12, 2021. In the Action letter received on January 27, 2022, the Commission acted to reaffirm accreditation for 18 months and require a Follow-Up Report due no later than March 1, 2023.

In the Follow-Up Report, the Commission requires that the College District demonstrate compliance with Standard I.B.5, as identified in the requirements below.

Standard I.B.5 (College Requirement 1): In order to meet the standards, the Commission requires the College to 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.

Upon receipt of the Action Letter referenced above, Southwestern College's Accreditation Liaison Officer (ALO) met with the Dean of Institutional Research and Planning, and the Academic Senate President to identify a workgroup and create a plan that would accomplish the resolution of the one recommendation by Fall 2022. This workgroup consisted of the Dean of Research and Planning, the Academic Senate President, the SLO Coordinator, and the Principal Researcher. Between February and October of 2022, the workgroup met regularly to collaborate on addressing the items identified in the recommendation.

On October 11, 2022, the workgroup presented the draft of the follow-up report and accompanying evidence to the Accreditation Oversight Committee (AOC) for input. The follow-up report was then moved through the College's established constituency review process. The report was shared and accepted at the Academic Senate on November 8, 2022, the Shared Consultation Council on November 9, 2022, and the Governing Board on February 13, 2023 to keep the College Community apprised of Accreditation progress and efforts as well as to indicate areas that required further attention.

RESPONSE TO RECOMMENDATION

■ RESOLUTION OF RECOMMENDATION ONE

Southwestern College has incorporated 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.

■ ACTION DEMONSTRATING RESOLUTION

The workgroup tasked with addressing the resolution of Standard I.B.5 created a plan to improve availability of disaggregated data, create and facilitate training, and streamline processes for integration of disaggregated student learning outcome data and student achievement data into program review by program type, mode of delivery, and location.

AVAILABILITY OF DISAGGREGATED DATA

Student learning outcomes (SLO) data are available to faculty and staff at the institutional level, as well as disaggregated by program, modality, location, race/ethnicity, gender, age, and economically disadvantaged status (1B5-1). Following correction of integrity and reliability issues in SWC's student learning outcomes data management system in 2019 through 2020, disaggregated SLO data is available as follows:

- Disaggregation by program is available for all terms
- Disaggregation by modality and by location is available for Summer 2016 and all following terms
- Disaggregation by race/ethnicity and by gender is available for Fall 2019 and all following terms
- Disaggregation by age and by economically disadvantaged status is available for Spring 2020 and all following terms

Student Achievement data is available to faculty and staff through internal reports and on publicly available data dashboards located on the SWC website. Student achievement data includes credit course completion and success disaggregated by TOP code (California Taxonomy of Programs), discipline, course, modality, location, race/ethnicity, gender, and age, as well as the award of degrees and certificates, disaggregated by TOP code, degree/program type, major, race/ethnicity, gender, and age (1B5-2).

Analysis of Disaggregated Data in Program Review and Evaluation of Goals and Objectives, Student Learning Outcomes, and Student Achievement Data

Academic Comprehensive Program Review (ACPR) requires analysis of disaggregated SLO and student achievement data in the process of self-assessment with respect to goals and objectives. Question 4.1-4.2 of the comprehensive review form asks:

- How do your programs' goals support the College District's overall mission?
- In your program, how have course success and completion and certificate and/or degree completion contributed to meeting relevant Institutional initiatives, such as the Institution-Set Standards, Vision for Success goals, and others? [Be sure to include in your analysis any trends you notice in enrollment, completion, and success overall, by mode (face-to-face, online, hybrid), by location (district onsite, community offsite), and by student characteristics (race/ethnicity, gender, etc).]

Informed by these analyses, programs must then develop goals to drive improvements toward the achievement of SWC's institutional mission, goals, and objectives. This is demonstrated by the Family Studies 2020-2021 program review (1B5-3) where the discipline analyzed student learning outcome data disaggregated by race/ethnicity and modality, as well as their 2022-2023 program review (1B5-4) where the discipline analyzed student achievement data disaggregated by program type, modality, and location.

In the 2020-2021 Family Studies comprehensive program review, their data analysis of student learning outcomes revealed that, "When using the Percentage Point Gap (PPG) method, results indicate that two ethnicities' groups have a negative PPG suggesting a lower proficiency rate for "Black/African American students", and "2 or more races" as well as for the age groups "20-24" and "25-29". They also noted that:

Regarding modality, according to the [Family Studies] ISLO performance data (2020-2021), hybrid classes are performing at 91.18% mastery/high proficiency/proficiency. Online classes are performing at 91.8% proficiency and above, and remote classes are performing at 93.37% proficiency and above. Family Studies programs are performing slightly above the SWC overall institution wide data which indicates hybrid classes performing at 90.99% proficiency and above; online courses at 87.40% proficiency and above, and remote classes at 85.68% proficiency and above.

Based on this data analysis, the discipline is working on reaching higher student learning outcome achievement and closing equity gaps by encouraging faculty to participate in the Advancing Equity Teaching Academy (AETA), promoting learning communities offered on campus (BAYAN, CHEL, Puente, Umoja), practicing culturally responsive teaching methods, encouraging students to utilize tutoring services, and collaborating with campus librarians to improve students' research assignments.

In the 2022-2023 Family Studies program review, they examined disaggregated student achievement data and determined that:

When reviewing disaggregated number of certificate awards by ethnicity and gender, 100% of the certificates were earned by female, Hispanic students; however, by age only approximately 5 awards were earned by students younger than 35 years old. A review of the student achievement data reveal some patterns that are noteworthy. Student Achievement Data by Modality: The Spanish to English program is the only CD program taught 100% face-to-face. Data reveal that this mode of delivery has the highest percentages of success (84.18% average in the last five years) and completion rates (93.18% average in the last five years), compared to hybrid and online CD courses which are less successful. Difference by Location: Up until Spring 2022, this program was taught exclusively at the HECSY. Completion and success data by location reveals that courses taught at HEC San Ysidro have higher completion rates (97.8% compared to 91.1%) and success rates (87% as compared to 77.7%) compared to courses taught at Chula Vista.

As a result of this analysis of data, Family Studies set a goal to "Enhance the educational experience for students in the Spanish to English Certificate Program through redesigning instruction and course materials". They posit that "By updating the curriculum and aligning it to the active course outlines for all four courses and providing OER materials in Spanish (where available), the quality of instruction will improve greatly, and the program will continue to be one of the top and most successful certificate programs that the college offers to students."

The process delineated in the analysis of disaggregated data for Family Studies serves as a template for all academic program assessments.

To further strengthen its use of disaggregated data in program review and evaluation of goals and objectives, student learning outcomes, and student achievement data, SWC has developed and implemented the following innovative training, coaching, and support processes:

TRAINING

To support faculty in program review, SWC created two SLO coordinator positions to manage and oversee 15 SLO liaisons who work directly with program faculty on the analysis of SLO data in program review. In Spring/Summer of 2022, the SLO Coordinator and the Academic Senate President developed a training that is used to empower SLO liaisons to help faculty with the creation of program review proposals. The training was provided on Opening Day Fall 2022 titled "Analyzing PSLO Data for Program Review" (1B5-5). The purpose of this session was twofold: to provide participants with a demonstration of how to analyze disaggregated PSLO data, and to teach participants how to utilize the data in Program Review. In the training, the use of SLO data in program review was broken down into three examples: to support a goal, to justify a resource request, and to describe the major findings and planned or implemented program improvements based on the review of SLO data since the last comprehensive program review. Participants of the session viewed the training and then were broken up into groups and provided discipline-specific data and a worksheet titled "Opening Day FA22 Worksheet for PSLO Workshop" (1B5-6). The worksheet outlined the steps for acquiring, analyzing, and utilizing the data in Program Review.

SLO Liaisons received the training on October 7, 2022 during a regularly scheduled Learning Outcomes and Advisory Committee (LOAC) meeting (1B5-7). SLO Liaisons help faculty in the assessment cycle of student learning outcomes, initiate conversations among faculty regarding learning outcomes, provide data and support for data-informed and evidence-based changes in courses, and compile and provide data for program review. Further, liaisons are experts at identifying and addressing equity gaps in education, and during LOAC meetings, learning outcome data is analyzed and discussed collaboratively and effectively to improve teaching and learning, especially in areas where equity gaps have been determined. Training liaisons on how to effectively analyze student learning outcome data by program type, mode of delivery, and location ensures that dissemination of the training occurs across disciplines and that faculty have subject matter experts to assist with analysis of this data and utilizing it in program review.

A video titled "PSLO Data for Program Review" was created based on the same training that was delivered on Opening day and to the SLO liaisons (1B5-8). The purpose of this video is to ensure that the process for analyzing disaggregated PSLO data by program type, mode of delivery, and location and integrating that data into program review is consistent and accessible at any time by the campus community. The video was disseminated to the campus via global email and posted to the SWC website on the page for Institutional Program Review (1B5-9).

THE DATA COACH PROGRAM

Southwestern college is offering a data coach program to train future field of study data coaches. Each field of study will be served by at least one data coach. The data coaches work closely with the Office of Institutional Research and the Student Learning Outcomes Liaisons to improve data literacy and to support faculty and staff to understand SLO and student achievement data, identify equity gaps from disaggregated data, and to propose interventions in program review to attempt to close equity gaps. The data coach program is offered every semester and Fall 2022 two cohorts limited to 15 participants per cohort were offered. In the program, faculty go through six modules that prepare them for their role as data coach (1B5-10). In the first module, faculty are introduced to the concept of data literacy and discuss how data can be used to improve programs and plan interventions. Faculty are then given a module that contains an introduction to research which will help faculty interpret and analyze data, and even propose their own research questions. To acquaint faculty with sources of data, module 3 serves as an introduction to dashboards that house both student learning outcome and course completion data as well as data related to student achievement and success. Faculty also learn to obtain course and program student learning outcomes disaggregated by race/ethnicity, age, gender, modality of teaching, and location. In module 4, faculty engage in equity work by training to identify equity gaps in disaggregated student learning outcome and student achievement data. In module 5, faculty lead and facilitate effective conversations about equity data in their field of study through the power of storytelling. In module 6, faculty learn more about the role of a data coach in their respective field of study and complete a capstone project to identify an equity gap, describe an intervention to address the equity gap, and propose data to be collected to assess the efficacy of the intervention. The capstone project requires completion of a program review request using disaggregated student learning data and/or student achievement data (1B5-11). The data coach program is a rigorous program that prepares faculty to mentor their peers in all departments of the field of study and assist them in submitting program review proposals that have identified equity gaps from disaggregated data.

PROCESSES FOR INTEGRATION OF DISAGGREGATED DATA INTO PROGRAM REVIEW

Integration of disaggregated data into program review has been institutionalized by a collaborative process implemented by the Institutional Program Review Committee (IPRC) Co-Chairs, the SLO Coordinator, and Level 2 program reviewers (i.e. Deans, Supervisors, Directors).

The first step is a unified message delivered to campus constituents regarding the use of disaggregated data in program review. The message is posted on the Institutional Program Review Website and sent out via email at the onset of the program review cycle each fall (1B5-12). The message details resources for faculty to examine student learning outcome and student achievement data to determine student learning or equity gaps. It highlights the role of SLO Liaisons in providing support for all departments for the systematic collection of student learning outcomes and the analysis and identification of equity gaps in learning. Furthermore, it explains that Data Coaches are available to engage with program review leads, discipline Chairs/faculty, and Deans to use student achievement data and assessment results to identify program improvements and include them in program review. Finally, a chart is linked in the message that highlights the various data sources available for analyzing data (1B5-13).

The second step is a validation process carried out during the program review cycle to ensure that student achievement and SLO data have been disaggregated, analyzed, and integrated into program review. At Southwestern College, program review is organized by three levels. Level 3 includes Academic Programs and Identified Administrative Units, Level 2 includes Deans, Directors, and Supervisors, and Level 1 includes Vice Presidents and the Superintendent/President. The aforementioned validation process is initiated when Level 3 program reviews are submitted to their respective Level 2 reports. Level 2s will use a validation checklist (tailored for their area) to determine if the program review submitted has addressed each question and included analysis of disaggregated student learning outcome and student achievement data where applicable (1B5-14).

Finally, to further encourage the use of data analysis in program review, the IPRC updated the rubric used by the Program Review Prioritization Taskforce. The new area added to the rubric puts an emphasis on the use of data when requesting resources to support goals. The updated rubric was vetted through the shared governance process with acceptance at the Academic Senate on September 27, 2022, and the Shared Consultation Council on October, 2022 (1B5-15). The updated rubric will be utilized for the 22-23 program review prioritization cycle.

EVIDENCE LIST

[1B5-1_eLumen_Dissagregation.pdf](#)

[1B5-2_DshBrd_Disaggregation.pdf](#)

[1B5-3_FS-CAPR-20-21.pdf](#)

[1B5-4_FS-APR-22-23.pdf](#)

[1B5-5_Analyzing_PSLO_Data.pdf](#)

[1B5-6_OD_FA22_PSLO_Wkst.pdf](#)

[1B5-7_LOAC_Minutes_10-7-22.pdf](#)

[1B5-8_Training_Vid.pdf](#)

[1B5-9_Web_SS_Training_Vid.pdf](#)

[1B5-10_Data_Coach_Cnv_Mod.pdf](#)

[1B5-11_Data_Literacy_Proj.pdf](#)

[1B5-12_Email_Rsrc_PR_Data.pdf](#)

[1B5-13_PR_Data_Rsrc.pdf](#)

[1B5-14_Lvl_2_PR_Valid_CL.pdf](#)

[1B5-15_PR_Rubric.pdf](#)