

STANDARD I – INSTITUTIONAL MISSION AND EFFECTIVENESS

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

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

Descriptive Summary

Southwestern College has implemented a comprehensive mission statement that identifies its educational priorities and emphasizes its commitment to student learning. The College is dedicated to meeting the needs of its diverse community through its relevant academic programs and its responsive student support services. The mission statement reads as follows:

“Southwestern Community College District, the only public institution of higher education in southern San Diego County, provides services to a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services, including those offered through distance education. The College District also stimulates the development and growth of the region through its educational, economic and workforce opportunities, community partnerships and services.

Southwestern Community College District promotes student learning and success and prepares students to become engaged global citizens by committing to continuous improvement that includes planning, implementation and evaluation. The College District provides educational opportunities in the following areas: associate degree and certificate programs; transfer; professional, technical, and career advancement; basic skills; personal enrichment and continuing education.”

The College’s mission statement is codified in Board Policy 1200, Institutional Mission, Vision, and Values. ([Policy 1200](#)). The Board of Trustees (Board) revised Policy 1200 on January 14, 2015. ([GB Minutes](#)). Its accompanying Administrative Procedure 1200, guides the use of the mission statement. ([Procedure 1200](#)). The revision of the procedure began in February/March 2015 and is expected to be completed with review and input from SCC and the Governing Board in April 2015.

Policy 1200 includes a vision for the College that promotes individual advancement and community development while establishing the College’s Institutional Student Learning Outcomes (ISLOs) and performance indicators. In addition, Policy 1200 defines the values that

guide how the institution acts -- the enduring character of the College. The following is the College's Vision and Values Statement:

"Southwestern Community College District builds an exceptional community of learners and leaders who will promote social, educational, and economic advancement."

The following are the College's Values as codified in Policy 1200:

- Mutual respect – to treat one another with respect, dignity, trust, and fairness, appreciating the diversity of our community, students, and work force, in a collegial and cooperative manner
- Shared planning and decision making – to engage in a collaborative process in which creative thinking, ideas and perspectives contribute to the well being of the entire College community
- Integrity – to say what we mean, to deliver what we promise, to fulfill our commitments, and to stand for what SWC values
- Accountability – to assume responsibility for our College's future as stated in our mission and goals
- Cultural competence and commonality – to positively engage our College community in developing a deep appreciation of and collegiality among all cultures
- Scholarship and love of learning – to foster and pursue one's curiosity and passion to seek knowledge and gain deeper understanding
- Critical inquiry and thinking – to nurture intellectual exploration and develop the analytical skills to problem-solve in new situations throughout life
- Life-long learning – to inspire a vital and imaginative learning environment
- Practical and responsive – to provide practical educational experiences"

Self Evaluation

As evidenced in the mission statement, Southwestern College values and acknowledges its diverse student population. District-wide boundaries are determined at the state level; yet, in actuality, the College's service area encompasses a larger share of San Diego County. A new analysis for the Educational Master Plan concluded that in 2011, 12.3% of the student population lived outside of District's boundaries. This demographic shift required the College to expand its mission to address student needs beyond the local service area. ([Evidence: Educational Master Plan, page 89](#)). Further, due to the College's distance education offerings, student access to the College's courses stretches to locations across the world. ([Educational Master Plan page 72](#)). Even with this influx of students from outside of the established service area, the identified population is a reasonable match for the College's location, its resources, and its role in higher education. The Chula Vista campus and the three Higher Education Centers complement distance education offerings to provide access to higher education for those residing in wider areas of the District.

As the College's service area expands, the foundation of the College's mission remains aligned with the three primary goals of community college education as established by the California Community College Chancellor's Office (CCCCO): transfer preparation, career technical

education, and basic skills instruction. The mission statement also reaffirms the College's commitment to workforce development and community education. Finally, the mission statement specifically includes distance education to acknowledge and ensure the College focus on its various online offerings.

The College meets the Standard.

Actionable Improvement Plans

None

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Southwestern College relies on a number of planning initiatives to ensure that student learning programs and services support the purposes and character of its student population. For instance, the College recently completed an Educational Master Plan that defined its service region based on key demographics, economic drivers, and geography. (Evidence: [Educational Master Plan](#)). The College's [Facilities Master Plan](#) creates a vision for facility planning based on the findings of the Educational Master Plan. In fall 2015, the College will complete a revision of its Strategic Plan for 2016-2019. These plans, combined with the College's annual program review process, create opportunities to assess ongoing programs and services and anticipate student and community need.

At the core of planning processes used to ensure that student learning programs and services align with the College's purposes, character, and student population is program review. Academic disciplines review their programs comprehensively every three years, while student services and administrative offices review their programs comprehensively every six years. Every discipline and unit completes an annual program review snapshot that is used to review goals and data, as well to request resources. The annual snapshot requires disciplines and departments to align goals and resource requests to strategic planning priorities and data including, but not limited to, student learning outcomes (SLOs), student achievement, and regional data. This alignment helps to ensure planning at all levels of the institution reflects the mission of the College in support of institutional effectiveness (Evidence: IPRC Handbook: <http://www.swccd.edu/modules/showdocument.aspx?documentid=10367>). Annually, the Board of Trustees (Board), the Superintendent/President, and the Cabinet set goals and review, renew, and revise the goals for their respective areas, all of which are directed by the College's mission statement and Strategic Plan priorities. (<http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=7392>) (Evidence: [Governing Board Performance Goals](#)) (Evidence: [Superintendent/President Goals](#))

In the case of academic programs, the Academic Senate and its Curriculum Committee have worked to ensure that the programs available to students are relevant to their needs and are properly supported by student services and learning support services. With this goal in mind, the

Senate recently voted to align its associate degree programs with Title 5 mandates by removing requirements not specifically required in the regulations. Further, in order to streamline currently-offered courses, the Academic Senate established a “Criteria for Core Curriculum.”

Based on higher education trends for program development, efficiency, and student needs, the College has also worked to redesign the academic calendar. The Academic Senate, in collaboration with other constituency groups in the College, approved an accelerated “compressed calendar,” set to launch in fall 2015. The newly designed calendar was implemented to assist both traditional and non-traditional students, including students who attend more than one college.

Finally, the College has focused on improving facilities to better meet the needs of its student population. The Facilities Master Plan revealed that major revisions were necessary. The Plan highlighted the need to expand the Higher Education Center at National City in order to meet its growing educational programs and services. The Plan also identified the need to create a central learning hub to support student programs in STEM fields. The College is in the process of finalizing plans for a new Math, Science, and Engineering (MSE) building on the Chula Vista campus. This new building will offer instructors and students the facilities necessary to ensure competitiveness in STEM fields and transfer degrees. Groundbreaking for the new MSE building is planned for the coming year. A third facilities project includes two buildings to support Health, Exercise Science, and Athletics programs. The College recently completed a new Field House that includes state-of-the-art classroom space. In addition, plans for a student and community Wellness Center are near completion and will serve to complement to the Field House facilities. Instructional programs will be housed in both the Field House and Wellness Center.

The Office of Institutional Effectiveness has also contributed to the effort to improve student learning. The Office is actively engaged in identifying external funding, securing over \$3,770,399 in grants in 2012-13. ([Evidence: 2012-2013 Grants Report](#)) In 2014, the College was the recipient of a five-year Title V Puertas al Futuro Grant for over two million dollars. Puertas al Futuro aims to increase student success and completion rates in basic skills and developmental level courses including English/Writing, English as a Second Language, Reading, and Mathematics. Another goal of the grant is to increase student completion rates through a First Year Experience program (<http://www.swccd.edu/index.aspx?page=3327>). In 2016-2017, the College will implement an outreach initiative to support Latino males to reach higher retention and success rates (<http://www.swccd.edu/index.aspx?recordid=686&page=25>).

Self Evaluation

The College’s student learning programs and services are aligned with its purposes, character, and student population. As a result of aligning the program review process with institutional planning processes, the College has made improvements to student learning programs and the academic calendar, and is making improvements to College facilities at both the Higher Education Center in National City and the Chula Vista campus. Further, the College has obtained grants to support learning programs for groups within the student population with special needs, specifically first year students and Latino males. These improvements to student

learning programs and services are aligned with the College's mission and strategic priorities in program review and in institutional plans, and they align with the institution's character and purposes. These changes are enabling the District to better serve its student population.

The College meets the Standard.

Actionable Improvement Plans

None

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

District Policy 1200 Mission, Vision and Values is regularly and systematically reviewed by the Shared Consultation Council (SCC), then readopted by the Board of Trustees (Board). Policy 1200 was last approved by the Board on January 14, 2015. ([BP 1200 Mission, Vision, and Values](#)) (Board Minutes 1-14-15, item 21)

The College follows guidelines stated in Administrative Policy 1200 for posting and communicating the mission statement. An effort is made to promote and publicize the mission through marketing materials posted in offices and in the community. The mission statement is published in the College catalog and on the website. Furthermore, an abbreviated version of the mission is included on business cards, on College stationary, and in institutional planning documents. ([BP 1200 Mission, Vision, Values](#))

Self Evaluation

The Board is committed to using the mission statement to guide all College planning and decision making. The Board develops goals at a retreat each summer that align directly with the mission ([Evidence: link to GB Goals 2013-2014](#)).

The College meets the Standard.

Actionable Improvement Plans

None

I.A.3. Using the institution's governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

The institution regularly reviews its mission statement while following established governance and decision-making processes. Processes are revised through the use of the Plan, Implement, and Evaluate (P.I.E.) Model. The College systematically collects, analyzes, and discusses

various institutional and community data during this process. The mission's review process leads to a collaborative and substantive strategic planning process that maintains alignment of the College's mission, vision, and values with the needs of its students and community. An annual review of the mission statement is conducted in the Strategic Planning Committee and presented to the Shared Consultation Council for approval ([Evidence: Mission Statement Feedback from Constituency Review Oct. 15, 2014](#)).

In response to the 2010 ACCJC Action Letter ([Evidence: 2010 ACCJC Action Letter](#)), a formal structure was established to ensure that an annual review of the College's Mission Statement is completed. Collegial discussion and review of the mission occurs on an annual basis by the Shared Consultation Council (SCC) during its August retreat. SCC members are required to consult with their constituency group regarding suggested updates to the Mission Statement. Since all constituencies are represented on the SCC, the process results in a vigorous dialogue about the goals and objectives necessary to fulfill the mission. Additionally, the SCC has promoted the use of the mission and strategic planning in all areas of decision making by working to link them to budget development and the resource allocation processes. ([Evidence: Budget Development Calendar with joint meetings with Strategic Planning Committee-pending](#)).

The Strategic Planning Committee (SPC), a standing committee of the Shared Consultation Council (SCC), reviews the input generated at the annual SCC August retreat. One of the primary duties of the SPC is to report its analysis to the SCC as part of the three-year mission renewal process ([Evidence: SPC minutes and SCC minutes](#)). The SCC reviewed the mission statement at its retreat on August 15, 2012, and on August 15, 2013. After thorough discussion at both retreats, the SCC deemed that changes were not necessary at that time. ([Evidence: minutes from SCC retreat August 2012 and August 2013](#)). In 2013, the SPC recommended that the SCC review the mission to ensure it aligned with the three-year strategic planning cycle ([Evidence: minutes of SPC presented its findings to SCC](#)).

The provisions for the annual review of the mission statement can be found in the Shared Planning and Decision Making Handbook in the SCC Guiding Principles and Operating Procedures. ([Evidence: Shared Planning and Decision Making Handbook, pages 11-13](#)).

Self Evaluation

The mission statement is reviewed annually following the governance and decision-making processes stated in Policy and Procedure 1200: Mission, Vision, and Values. Provisions for annual review are stated in the Shared Planning and Decision Making Handbook. The College regularly and systematically reviews the mission in the Strategic Planning Committee and in the Shared Consultation Council. The mission statement is revised in alignment with the strategic planning cycle when deemed necessary during the formal review process and, when necessary, Policy and Procedures 1200 are updated to reflect the changes.

The College meets the Standard.

Actionable Improvement Plans

None

I.A.4. The institution's mission is central to institutional planning and decision making.

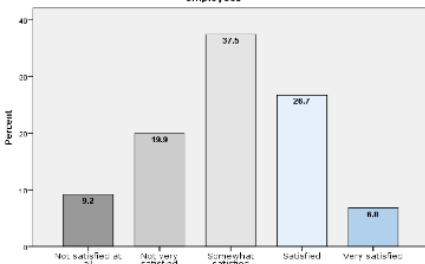
Descriptive Summary

Southwestern College's mission statement is the primary driver of the Strategic Plan and the Strategic Plan is central to institutional planning and decision making. Through the guidance of the Strategic Planning Committee (SPC), the College develops and revises strategic planning priorities, goals, and objectives ([Evidence: Strategic Plan](#)) every three years in support of the College mission. In addition, strategic priorities are fundamental elements of program review, which provides a clear link between strategic planning and goal-setting, data analysis, and resource allocation. ([Evidence: Annual Program Review Snapshot](#)). All goals and requests for resources in program review must align with at least one priority listed in the Strategic Plan. Aligning all goals and requests to strategic priorities help to ensure the College mission remains central to institutional planning and decision making.

The College continues to evaluate its program review process to ensure that strategic planning and the mission are central to goal-setting and resource allocation across all units and departments within the District. According to the most recent College Employee Satisfaction Survey, in response to the statement "The mission, purpose, and values of this institution are well understood by most employees," 71% of employees surveyed responded with "somewhat satisfied," "satisfied," or "very satisfied." Conversely, 19.9% responded with "not very satisfied," and 9.2% responded with "not satisfied at all."

4. The mission, purpose, and values of this institution are well understood by most employees

The mission, purpose, and values of this institution are well understood by most employees



	Frequency	Percent
1 Not satisfied at all	23	9.2
2 Not very satisfied	50	19.9
3 Somewhat satisfied	94	37.5
4 Satisfied	67	26.7
5 Very satisfied	17	6.8
Total	251	100.0

During the 2014-15 cycle of renewal for the Strategic Plan, the College highlighted the awareness of the mission in an attempt to maintain positive perceptions of and a clear understanding of the mission statement. Also, the College continues to make efforts to reach the approximately one-third of employees who expressed dissatisfaction due to limited knowledge of the mission and its use. For example, the College is improving training for budget managers regarding budget preparation in alignment with the mission ([Evidence: _____](#)). The College also emphasizes the use of the mission to all staff responsible for

completing program review. Further, the College, working with the Academic Senate, created the Institutional Program Review and Outcomes Coordinator position to assist the Office of Institutional Effectiveness in ensuring that department and unit planning in program review is based on the mission and that each department and unit uses student learning outcomes in program review. ([Evidence: Institutional Program Review and Outcomes Coordinator Job Description](#)). One of this position's representative duties is to ensure the College's Strategic Plan's priorities are used in the development program review. Aligning goals, plans, and requests for allocations of resources in program reviews ensures of that the mission remains central to department and unit planning.

Self Evaluation

The College ensures that its mission is central to institutional planning and decision making. This mission has an essential role in the development and use of the Strategic Plan which is specifically designed to fulfill the mission and strengthen the institution. Further, the mission fundamentally influences the information and analysis found in program review and other planning documents. Aligning program review goals and requests for allocation of resources with the Strategic Plan ensures that the mission remains at the center of institutional planning and decision making across the campus. To assist employees in the use of the mission in planning and decision making, the College created the new Institutional Program Review and Outcomes Coordinator position (IPROC). A main task of the IPROC is to assist all employees in the use of Strategic Plan and student learning outcomes and achievement data in their planning, goal setting, and resource requests stated in program review. The College reviews employee perceptions of the mission and its use annually. The College uses the College Employee Satisfaction survey's results to improve communication and use of the mission across the District.

The College meets the Standard.

Actionable Improvement Plans

None

I.B. Improving Institutional Effectiveness

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

Descriptive Summary

Southwestern College is dedicated to producing and supporting student learning. The College measures learning, assesses how well learning is occurring, and makes changes to improve learning as necessary. Further, the College organizes its key processes and allocates its resources to effectively support student learning. It demonstrates its effectiveness by providing evidence of the achievement of student learning outcomes and program and institution performance.

Student learning is measured regularly through a variety of assessment methods, including student learning outcomes (SLOs). Assessment results are used to discern how well students are learning and, as necessary, used to develop plans and request resources that support student learning. Plans and allocation requests developed after analysis of learning assessments are reported in program review. Actions for the improvement of student learning that do not require additional or reallocation of resources to implement are put into practice as teaching and learning cycles allow. Actions for improvement that require new or additional resources enter the program review prioritization cycle for institutional resource allocation. Allocations of resources are distributed as funding is available.

The resource allocation process is driven by program review. It is in program review that departments and units report results of data analysis, state goals and plans, and request resource allocations. The reviews are forwarded to supervisors to offer an indepth overview how how well programs under their perview are supporting student learning. The reviews are also used as guides during the supervisors' planning for School and Division improvements. As per program review requirements, requests for allocations of resources must be aligned with at least one strategic priority, goal, and objective listed in the Strategic Plan. This alignment of strategic priorities to allocation requests helps supervisors ensure that the resources they distribute effectively support student learning.

The College demonstrates its effectiveness at producing student learning in a variety of formats. Documents that report effectiveness at producing student learning include program review, the Student Equity Plan ([link to plan](#)), and the Student Outcomes and Achievement Review Report ([link to report](#)). Other reports demonstrating the College's effectiveness at producing student learning can be found on the SWC website on the Program Student Learning Outcomes page (<http://swccd.edu/index.aspx?page=2857>) in the Student Learning and Success area (<http://swccd.edu/index.aspx?page=2719>) and in ACCJC Annual Reports ([Evidence: 2015 ACCJC Annual Report](#)) posted on the SWC Accreditation page (<http://swccd.edu/index.aspx?page=265>).

Self Evaluation

The College regularly and systematically measures student learning and assesses how well learning is occurring. Learning assessment results are analyzed, discussed, and consulted during annual reviews of departments and units. Conclusions drawn from analysis of learning assessments are used to make changes to improve student learning. Descriptions and plans for changes are reported in program review, and program review is used across the institution for systematic evaluation of programs, planning for improvements, resource allocations, and refining key processes that support student learning. The College demonstrates its effectiveness in producing student learing in a variety of internal and external publications.

The College meets the Standard.

Actionable Improvement Plans

None

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Southwestern College is committed to maintaining ongoing, collegial, self-reflective dialogue to support its institutional processes and continuous improvement of student learning. Through open dialogue and consensus building, the College supports continuous improvement of student learning and institutional processes. Since the 2009 ACCJC Self Study, the College has made great strides in developing practices that encourage and support collegial and self-reflective dialogue. These practices include are rooted in consensus and civility.

The Shared Consultation Council (SCC) is the model for consensus building for all shared planning and decision making committees across the institution. The SCC's Operating Principles for achieving consensus are detailed in the Shared Planning and Decision Making Handbook (<https://www.swccd.edu/modules/showdocument.aspx?documentid=11539>). The principles state the following:

“All SCC actions are taken through interest-based problem solving. The intent of interest-based problem solving is to reach consensus through discussion until all members present can support the decision, even though they may not believe it is the ideal choice. Consensus is demonstrated by a show of hands: The co-chairs will ask for a show of hands for those who agree; a show of hands for those who can support the decision, even though they may not believe it is the ideal choice; and a show of hands of those who object. In the context of the SCC, interest-based problem solving shall be defined as the right of any member to prevent the passage of a motion by voting against it if they feel they cannot support such a decision.”

In such cases where consensus is not reached through normal deliberation procedures, proposals may be postponed until the next appropriate meeting based on the nature of the item. At that time, discussion will resume on a second attempt at consensus. If unable to reach consensus at a second attempt during the second meeting, a final vote with a 2/3 majority of voting members (4-4-4-1-1) will pass the proposal. Each individual's vote will be recorded in the minutes. This will not only document the outcome of the vote, but also provide evidence that SWC follows a process of shared planning and decision making. Failed proposals through this process may be re-introduced in future meetings at the decision of the co-chairs.” ([Shared Planning and Decision Making Handbook page 14](#)).

In addition to the SCC's process, the College has developed rules of civility ([Shared Planning and Decision Making Handbook page 13](#)) to support a sustainable, safe environment for open dialogue and consensus building. Posters listing the rules of civility are posted in meeting rooms across the District.

The College's commitment to using open dialogue and consensus building for continuous improvement of student learning and institutional effectiveness is evident in several specific examples. The first example is the institutional program review process. Each department and

unit engages in open dialogue during the program review process by reviewing data and outcomes, then aligning goals to the strategic plan and the College's mission in order to improve programs and services. A second example of this meaningful dialogue is the Student Outcome and Achievement Review (SOAR) Committee. The SOAR Committee discusses Institutional Student Learning Outcomes (ISLOs) and achievement data and makes recommendations regarding the data in its annual SOAR Report. The Report is then presented to the SCC to continue the dialogue. SCC discusses the recommendations and provides additional input prior to approving the Report. After SCC approves the report, it is made available to all staff to assist in program review, planning, and decision making. A final example of the institution's commitment to dialogue is found in its response to the CCCCCO's Student Success Task Force Initiative's recommendations released in 2011. In spring 2013, college leadership hosted several workshops and two retreats that included representatives of all the College's constituency groups. During these meetings, constituency groups discussed the statewide recommendations and established local student success initiatives, based on data about the District. The goal of the initiatives is to support student success in ways best suited for the unique student population. The results were presented to the Board of Trustees (Board) on April 30, 2014 as part of a "Student Success Summit" presentation. (minutes from Summit and meetings). As a result of this process, the College was made aware of gaps in student learning and support services. With areas in need of improvement unveiled, the College developed then implemented plans to better support student learning.

Self Evaluation

Southwestern College systematically engages in dialogue about the improvement of student learning and institutional processes across the institution, in individual departments and units, in committees, and up through the SCC and Board. As noted in the examples above, the College has devoted ample attention to increasing authentic dialogue about student learning and data findings that inform of the progress being made to improve and better support student learning.

Open, collegial dialogue has helped to improve trust and respect across the institution and has inevitably led to a better environment for fostering student learning and achievement. According to the Spring 2014 Campus Climate Report, "There is a six (6%) percent increase from spring 2013 to spring 2014 in respondent agreement to Q12, 'I feel that institutional leaders make optimal use of existing shared planning and decision making processes to assure effective discussion, planning, and implementation of ideas for improvement.'" (Evidence: <http://www.swccd.edu/modules/showdocument.aspx?documentid=9351>, page 89)

In 2010, Southwestern College made significant strides to improve collegial dialogue across the institution. As referenced in Standard IV (pg. #) the College is enabling sustained and continuous quality improvement through shared planning and decision making and meaningful dialogue.

The College meets the Standard.

Actionable Improvement Plans

None

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The Shared Consultation Council (SCC), the Board of Trustees (Board), the Superintendent/President and Vice Presidents, and individual departments and all actively set goals. Institution-level goals are stated in the Strategic Plan, Institution Set Standards, and Institutional Student Learning Outcomes (ISLOs).

All goal setting is guided by the mission statement and strategic priorities, goals, and objectives stated in the Strategic Plan ([link to Strategic Plan](#)). The Office of Institutional Effectiveness helps to establish the Strategic Plan that directly supports the mission of the College. The Strategic Priorities identified in the Strategic Plan are as follows:

- Teaching and Learning
- Student Access
- Student Success
- Economic, Workforce and Community Development
- Organizational Effectiveness
- Institutional Technology and Research
- Physical and Financial Resources
- Human Resources

A complete list of all priorities, goals, and objectives identified in the Strategic Plan and are posted on the College's website (http://www2.swccd.edu/pdfs/Strategic_Plan_2012-15.pdf).

The current Strategic Plan spans three academic years, 2012-2015. The development of the current Strategic Plan began in October 2011. The development process was collaborative and involved College employees as well as community members. The plan lists eight strategic priorities that align with ten goals that support 21 institutional objectives (<http://www.swccd.edu/modules/showdocument.aspx?documentid=1979>).

The College invests in integrated planning by aligning program review goals and requests for allocations with the Strategic Plan. During the program review process, all departments and units establish goals that align with the College's strategic priorities, goals, and objectives. Units are required to connect all goals and requests for resource allocations to at least one priority listed in the Strategic Plan. This alignment also includes links to one goal and one objective listed within the selected priority.

The Strategic Planning Committee (SPC) and Institutional Program Review Committee (IPRC) follow the Planning, Implement, and Evaluate (P.I.E.) Model to assess the College's goal-setting processes. Recent evaluations of goals and objectives by the SPC and IPRC found that some objectives reported in campus documents were not stated in clear and measurable

terms. In response to this conclusion, the two groups integrated training in SMART objective setting into staff development workshops. SMART objective setting encourages individuals to write objectives and action plans that are specific, measurable, action- oriented (assignable), relevant, and timely.

SMART goal setting was formally introduced to the program review process in the 2014-2015 cycle, and the IPRC began SMART goal setting trainings in fall 2014. SMART goal and action plan setting is a permanent addition to program review trainings and will remain a component of all future workshops.

Additionally, the SPC and Office of Institutional Effectiveness are using SMART objective setting during forums for the renewal of the 2016-2019 Strategic Plan.

In order to show progress toward achieving stated goals, program review requires disciplines and units to review and update the status of their goals and action plans each year. Also, the IPRC maintains an updated list of resource allocations, as determined by its prioritization process, which is posted on the IPRC's website ([link to Prioritization list](#)). This prioritization list is updated regularly and assists in the tracking of how funds are used to support goals and strategic priorities at the discipline, unit, school, and division levels.

The Strategic Plan is posted on the website and is distributed in print form to all College offices. During the program review process, workshops are conducted via Staff Development for employees in all departments and units. The workshops instruct employees on how to use strategic priorities, goals, and objectives and institutional data to develop department and unit goals and to support requests in human, facility, financial, and technology resources. (Evidence: [Staff Development Schedule of workshops](#)).

In support of the integrated planning process, other planning efforts are made to manifest the goals of the Strategic Plan.

- Governing Board Goals
- SCC
- Superintendent/President Goals
- VP and the SP goals
- Student Equity Plan
- Student Success Plan
- Institutional Technology Plan
- Goal-setting in program review

Self Evaluation

The College sets goals to improve its effectiveness that are aligned with its stated purposes. Goal and objective setting is guided by the Strategic Plan, which is developed to support the mission. Employees are trained in the SMART objective setting process to ensure that objectives are specific, measurable, assignable, realistic, and timely. SMART objective setting is practiced as part of the renewal of the Strategic Plan at both the institutional level and the program/unit level where action plans are developed in alignment with institutional objectives.

In program review, units and department staff review goals and report each stated goal's progress. Employees throughout the District understand College goals, how to set them, and work collaboratively toward their achievement.

The College meets the Standard.

Actionable Improvement Plans

None

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

The College regularly assesses its progress toward achieving its stated goals and makes decisions for improving institutional effectiveness using the established Plan, Implement, and Evaluate (P.I.E.) Model. This model is used to ensure a systematic cycle of evaluation, integrated planning, and resource allocation. All analyses are based on quantitative and qualitative data. Personnel in departments and units are involved in the integrated planning process.

Program review acts as the foundation for the integrated planning process. (Evidence: [Updated Integrated Planning diagram](#) http://www2.swccd.edu/Pdfs/Integrated_Planning_Operational_Model.pdf) All employees are invited to participate in the annual program review of their departments and units. Information across the campus is gathered via program review and is used as input for other institutional planning processes, including those related to strategic planning, educational master planning, the technology planning, and facilities planning. The College's program review process (<http://www.swccd.edu/index.aspx?page=1500>) and the strategic planning process (<http://www.swccd.edu/index.aspx?page=910>) are posted on the website.

Planning processes throughout the College are reiterative in order to ensure transparency and adhere to the P.I.E. model of assessment. The College encourages the community to participate in the P.I.E. process. Employees of the College and members of its service area communities are invited to forums and workshops to develop the mission statement and the Strategic Plan. (Evidence: e.g., [minutes of meetings, forums, agendas](#)). Other feedback is acquired from the Shared Consultation Council (SCC), which receives input from the public at large every three years as part of the strategic planning cycle. Additionally, the Strategic Planning Committee (SPC) collects and formats feedback into a report. (Evidence: [SCC minutes and agenda](#) ; [SPC minutes of forums and retreat](#))

In all of the College's planning efforts, qualitative and quantitative data is central. Institutional data is available to employees engaged in planning efforts on the Office of Institutional Effectiveness website. (<http://www.swccd.edu/index.aspx?page=3212>)

This site provides access to internal performance reports including, but not limited to, the following metrics:

- Student Achievement and Student Learning (SOAR Report, Data Dashboard)
- Student Satisfaction (Student Satisfaction Survey)
- Employee Satisfaction (Noel-Levitz College Employee Satisfaction Survey)
- Distance Education (2014 Distance Education Report)

These reports are provided to constituents with easy-to-understand explanations regarding methodology and results. An example of a user-friendly report is the SOAR Committee's analysis of student learning and achievement data in its annual SOAR Report, which includes a review of Institutional Student Learning Outcomes (ISLO) data, the CCCCO Scorecard, and the Institution Set Standards (Link to 2014-2015 SOAR Report once it is posted to website). The process for calculating ISLO data and the CCCCO Scorecard results is determined for the District; however, the calculations for the Institution Set Standards are left up to individual districts to decide. To determine what data would be used to measure the district's Institution-set Standards, the College's Accreditation Liaison Officer worked with the Office of Institutional Effectiveness to discuss different metrics for setting Institution-set Standards. The various metrics were brought to and discussed at SCC, Academic Senate, and the Accreditation Oversight Committee (AOC). After all input was received, the College decided to calculate each standard at 95% of a 5-year average for that metric. The results of the Institution-set Standard calculations are discussed, described, and interpreted in the annual SOAR Report, and were presented to SCC. The report is posted on the College website and the information is used in program review training.

A second example of an easy-to-digest institutional data report is the 2014 Distance Education Report. This report focuses on student academic performance in distance education in three academic metrics, "Grade Point Average," "Course Success Rate," and "Course Completion Rate" in distance education ("online"), lecture ("face-to-face"), and hybrid instruction. Each of these delivery modes is examined at both the institutional- and course-level. This report provides useful data for curriculum review and professional development ([Evidence: DE Report, http://www.swccd.edu/modules/showdocument.aspx?documentid=10486](http://www.swccd.edu/modules/showdocument.aspx?documentid=10486), pages 7-11)

In addition to institutional performance reports, the website for the Office of Institutional Effectiveness includes links to external, related data to guide planning, including the following:

- Education to workforce data (Cal-PASS Plus)
- Workforce development data (Doing What Matters)
- District Demographic information (Environmental Scans, SANDAG)

Self Evaluation

The College uses the P.I.E. model for assessing progress toward achieving its stated goals. P.I.E. is used in annual updates of program review, in strategic planning, and in institutional reports. As program review is used to generate information from institutional reports and plans, so too are institutional reports and plans used when completing program review. Review of qualitative and quantitative data results that indicate level of goal attainment are widely discussed across

committees such as the SCC, Academic Senate, and SOAR Committee.

Reports developed and distributed by the Office of Institutional Effectiveness support integrated planning by providing the information required for evaluation processes. Data presented in institutional reports are used as evidence during systematic cycles of evaluation, for assessing progress toward achieving stated goals, and for the allocation of resources. They are also used to guide planning and are a key component during re-evaluation cycles. Institutional reports are available for campus employees and surrounding communities via the Southwestern College website. (Evidence: Resource Unit website <http://www.swccd.edu/index.aspx?page=1862> Data Resources website <http://www.swccd.edu/index.aspx?page=2572>).

The College meets the Standard.

Actionable Improvement Plans

None

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

As described in detail in Standard I.B.1, the College provides opportunities for input from all constituent groups as part of a comprehensive planning process used to determine long and short-term plans and resource allocations. Policy and Procedure 2510: Shared Planning and Decision Making sets the standard for constituency participation in college planning (Evidence: Policy 2010: <http://www.swccd.edu/modules/showdocument.aspx?documentid=4394>, Procedure 2510 <http://swccd.edu/modules/showdocument.aspx?documentid=4395>). In addition, all constituents established under Policy and Procedure 2510 are represented at the Shared Consultation Council (SCC). All staff are encouraged to serve on SCC and its standing committees or task forces, in order to improve constituency involvement. The membership of SCC's standing committees also reflects the constituent representation of SCC. In addition, SCC representatives share meeting summaries and minutes with their constituencies to receive feedback and input prior to making decisions.

This broad-based planning process is practiced across the institution and includes appropriate constituency input. Examples include the budgeting processes, prioritization process, and the Faculty Hiring Prioritization (FHP) process. All these processes are rooted in program review.

The first example, budget preparation and management, involves participation by all constituent groups. Budget decisions rely on program review evaluations for making decisions for resource allocations. As described in Policy and Procedure 6200: Budget Preparation (policy 6200 <http://swccd.edu/modules/showdocument.aspx?documentid=5756>; Procedure 6200)) and Policy and Procedure 6250: Budget Management (Policy 6250 <http://swccd.edu/modules/showdocument.aspx?documentid=5755>; Procedure 6250), the annual budget supports the College's mission, vision, and values, is linked to strategic planning, and is

based on institutional planning efforts such as program review and outcomes assessment.

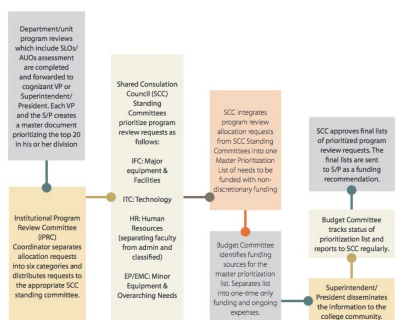
Image: process for budget preparation at SWC



Program Review website

A second example of broad-based participation in resource allocation is the prioritization process ([link to description of Prioritization process](#)). This process is used when new resource allocations for program needs are not addressed within existing budgets. Prioritization involves several SCC standing committees which include members from all constituency groups. The committees are responsible for prioritizing resource needs identified in program review. Then the SCC further prioritizes resource needs by integrating all major categories of need into one master prioritized list to be funded when money is available. As the SCC's membership is representative of all constituency groups on campus, there is broad-based participation by all stakeholders in this resource allocation process ([link to description of SCC membership](#)).

PROCESS FOR ALLOCATING DISCRETIONARY FUNDING



A third example of broad-based participation in resource allocation is the Faculty Hiring Prioritization (FHP) Process ([link to description of FHP process](#)). FHP Committee membership includes faculty, academic administrators, and the Vice Presidents of Academic Affairs and Student Affairs. School representation follows an annual rotation to ensure faculty and administrators from every academic School and Higher Education Center has opportunity to participate in the process. FHP Committee members determine the criteria by which discipline requests for additional fulltime faculty will be evaluated. The criteria include analysis of workload data, enrollment data, and departmental hiring history. Committee members review applications from academic disciplines, rank each position, and then create a list that prioritizes new faculty positions each year.

By maintaining broad-based planning processes, the College supports maximizing institutional effectiveness. The College is committed to sustainable, continuous quality improvement in assessing institutional processes. This commitment is evident across College planning processes that include budgeting, prioritization, and FHP. These critical processes are vital to the health of

the institution.

Self Evaluation

The College's broad-based, inclusive, and comprehensive planning processes lead to institutional effectiveness. The results of utilizing a sustainable continuous quality approach to planning has yielded the following:

- All institutional planning is based on the Mission, Vision, and Values of the College, which is reviewed and discussed annually and updated in accordance with the Strategic Planning cycle.
- Planning processes offer opportunities for input by appropriate constituencies when shaping institutional goals and objectives.
- Program review continues to serve as the basis for institutional planning and allocation of resources.
- The institutional planning cycle is assessed annually by the SCC and, as needed, revised to assure institutional planning is effective.

The College meets the Standard.

Actionable Improvement Plans

None

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College uses documented assessment results when communicating with constituencies. This dialogue is guided by the College's mission statement and College planning documents, and it is rooted in the review and analysis of student learning and achievement data. Communication and discussion of student learning and achievement occurs at all levels of the institution among appropriate constituencies.

One important element of the College's effort to document and communicate District wide data regarding assessment and achievement is the annual SOAR Report. The report is created by the Student Achievement and Outcomes Assessment (SOAR) Committee, a standing committee of the SCC. This committee first reviews, analyzes, and discusses institutional level student learning and achievement results. The data reviewed by the committee includes Institutional Student Learning Outcomes (ISLO), Institution Set Standards, and CCCCO Scorecard results. The committee is tasked with submitting an annual data report with analysis to the Shared Consultation Council. The report contains a breakdown of student learning and achievement data. It also describes results of committee deliberations, and provides suggested recommendations for the improvement of student learning and achievement. Once approved, the annual SOAR Report is posted on the College website under Data Resources for use in all levels of program review and institutional planning. ([Link to the SOAR report](#))

(<http://www.swccd.edu/modules/showdocument.aspx?documentid=11804>). In addition, students have access to program SLO results on a separate website.

<http://www.swccd.edu/index.aspx?page=2857>. Course-level SLO results are available to faculty, by discipline, via eLumen® (<https://swccd.elumenapp.com/elumen/>).

All institutional reports documenting assessment results are presented at the Board of Trustees (Board) meetings. A few examples of presentations provided to the Board are the following:

- Educational Master Plan
- CCCCO Scorecard
- Institution Set Standards

The College regularly communicates documented assessment results regarding the quality of student learning and achievement to the public through a variety of channels. One example of how the College communicates quality assurance is the the posting of SLO assessment results. SLO assessment results are stated in the annual SOAR Report (2015 SOAR). Program-level SLO assessment results are available on the Student Learning and Success page on the College website (<http://www.swccd.edu/index.aspx?page=2857>). The College also communicates and promotes dialogue regarding quality by using the Institution-set Standards. This dialogue played a vital part in the renewal of the College’s 2016-2019 Strategic Plan and in the 2014 and 2015 SOAR Reports. This dialogue led to a greatly improved collective understanding of the meaning of evidence, data, and research used in the evaluation of student learning.

The institution also communicates matters of quality assurance regarding student assessment and student achievement during Opening Day activities provided by Staff Development. Activities have focused on the design, analysis, discussion, and use of learning outcome and achievement results in planning and program review ([link to Staff Development announcement](#)). Activities also have focused on how to generate authentic dialogue surrounding student learning and achievement results, thereby impacting plans for improvement and requests for resource allocations that directly support student learning

In addition to staff workshops on Opening Day, the Superintendent/President’s Opening Day “State of the District” address regularly includes analysis of institutional achievement metrics reported in the Student Success Scorecard ([Evidence: past Opening day agenda](#)). “State of the District” addresses have led to increased dialogue among College employees regarding how well we are achieving the mission. “State of the District” addresses are available to the public at the Superintendent/President’s website ([Link: http://www.swccd.edu/index.aspx?page=2161](#)). The Superintendent/President frequently meets with external groups in order to communicate information provided in “State of the District” addresses to promote awareness of Southwestern College’s commitment to quality to the community at large. ([Superintendent/President’s presentation page http://www.swccd.edu/index.aspx?page=2161](#)).

Finally, the Office of Communications, Community, and Government Relations provides external communication via press releases, social media, the college website, and printed materials. The website contains regular newsletters from the Superintendent/President on a variety of topics including student learning and success. The Office of Communications,

Community, and Government Relations has created a communication plan (**Communication Plan**) that outlines the audiences to whom we wish to communicate matters of quality assurance and strategies on how to communicate effectively.

The College assesses the effectiveness of its internal and external communication efforts in various ways. For example, the Office of Communications, Community and Government Relations collects page view analytics on major portions of the College's website and social media websites such as Facebook and Twitter in order to assess the effectiveness of these tools at communicating with students and the community. The office also maintains a database of community contacts. As the database grows, the College infers that collaboration with the community increases and, as collaboration increases, that community members feel a stronger connection to the institution.

To ensure clarity of communication, the Office of Communications, Community and Government Relations holds focus groups. Focus group makeup includes both students and faculty. The forums are assembled to collect feedback regarding usability of the website and to determine which communication channels should be emphasized. Beginning in fall 2015, the office will launch several awareness campaigns regarding campus safety and smoking regulations, which will include a pre- and post-measurement of student awareness of these issues (**Evidence**). Recently, the College hosted town hall meetings to solicit input and communicate plans for execution of its most recent facilities bond program (**Evidence**).

Self Evaluation

The College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. For the public, the College posts assessment results regarding student learning and achievement on the webpage, the Superintendent/President meets frequently with external groups to discuss matters of quality assurance, student learning and achievement results are presented regularly to the Governing Board, and the Office of Communications, Community, and Government Relations provides information via press releases, social media, and print materials.

For the internal community, the Superintendent/President offers a "State of the College Address" twice a year at Opening Day events and the Office of Institutional Effectiveness posts documented assessment results on the College website in a variety of reports including the annual SOAR Report and program-level SLO results. All communication regarding quality assurance presented to appropriate constituencies is based in documented assessment results.

The College meets the Standard.

Actionable Improvement Plans

None

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

Southwestern College understands the importance of ongoing planning and the necessity to review and make changes in planning processes to ensure institutional effectiveness. This systematic review and ongoing planning is pervasive throughout the College. Two specific examples are the processes for institutional program review and for research planning to support institutional accountability.

The Institutional Program Review Committee (IPRC), a standing committee of the Shared Consultation Council (SCC), is responsible for the review and modification of the institutional program review process to assure that ongoing integrated planning and resource allocation processes are effective. The IPRC meets regularly and determines if changes are needed in the program review process as well as the SCC's prioritization process for resource allocations. The committee also has the responsibility to monitor the execution of the SCC's prioritization List and communicate how resource needs identified in program review are addressed. Within the IPRC, representatives from the Student Affairs Division, the Business and Finance/Employee Services Division and the Academic Program Review Divisions discuss elements of the process as they affect their areas. The Academic Program Review Committee (APRC), a standing committee of the Academic Senate, is represented at the IPRC to provide input for the annual program review process known as the snapshot, which supports goal-setting through data analysis and resource allocation. In addition, the College's Budget Committee, a standing committee of the SCC, guides the process for budget preparation and annually reviews the process and approves a budget preparation calendar. This committee makes modifications to the process in consultation with the Strategic Planning Committee (SPC). The Budget Committee and the SPC meet monthly to support integrated planning and to assure links between planning and resource allocation support the mission.

Each passing year has seen minor and major changes in both the snapshot and comprehensive program reviews. Changes made were in response to staff comment at the end of each annual program review cycle. In addition the IPRC has set a goal to increase efficiency by moving to an electronic program review process in fall 2015. The IPRC has made significant changes in the program review process since the committee was founded in 2011 to improve the efficiency of the program review and prioritization processes.

The Office of Institutional Effectiveness creates an annual research agenda that contains all major reporting documents pertaining to student achievement as well as institutional effectiveness. The agenda is made public on the Office's website ([link: https://www.swccd.edu/index.aspx?page=1862](https://www.swccd.edu/index.aspx?page=1862)). The agenda establishes a timeline for research projects to be completed alongside research support for departments and units. After consultation with the cognizant division Vice Presidents and Superintendent/President, the Dean of Institutional Effectiveness meets with the Director of Research, Planning and Grants to assess the effectiveness of the choices made on the previous year's agenda when creating the next

year's agenda. This process is important for assuring the effectiveness of planning and resource allocation since research and data are integrated with all planning efforts.

As a result of reviewing the research agenda, additional research projects have been added to address accreditation issues and new completion initiatives, such as the Student Success Initiative and Student Equity. The flexibility of the research agenda allows the College to take advantage of new opportunities from federal and state initiatives regarding completion while complying with institutional reporting obligations. This assures that research efforts support ongoing planning.

Finally, Southwestern College supports continuous quality improvement by surveying staff annually to determine overall effectiveness and awareness of planning and operational procedures. Every spring the Office of Research, Planning and Grants administers the Noel-Levitz Employee Satisfaction Survey and uses that data to make plans for improvement. Past employee satisfaction surveys have shown dips in employee morale. In response to that data, information on how to improve morale was sought at managerial levels. The data prompted discussions at SCC and led to the committee developing goals to determine ways to improve morale ([link to SCC Goals](#)). In addition, presentations were made to the College Management Team (CMT) and SCC on improving morale ([link to CMT agenda](#)). The Superintendent/President established the SWC Fun Committee in fall 2014. This committee is tasked with developing creative ways to improve employee morale. One example of this committee in action is from the fall 2014 Opening Day ceremony in which employees were invited to join a drum circle. Video for this event is on the website. ([Link:](#))

Self Evaluation

Southwestern College regularly and systematically assesses the effectiveness of its ongoing planning and resource allocation processes. As described above, the program review process is reviewed annually, at the end of each review cycle, by the Institutional Program Review Committee (IPRC). As needed, the IPRC makes changes to program review documents and processes to ensure improved efficiency in future review cycles. The end of the program review cycle is Prioritization. Prioritization is the means by which new resources are allocated. The annual review of the program review planning process helps to ensure Prioritization results in the effective distribution of resources across the institution.

While program review is a primary mechanism for evaluation of departments and units across the institution, it is not the sole process of institutional evaluation. The institution also conducts annual reviews of its research agenda and of staff perceptions regarding College processes to ensure institutional procedures are effective, supportive of student learning, and meeting department, unit, and institutional goals. As information regarding processes is collected, it is reviewed, used in plans to modify institutional procedures and practices.

The College meets the Standard.

Actionable Improvement Plans

None

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The institution regularly and systematically assesses its evaluation mechanisms to ensure their effectiveness in improving instructional programs, student support services, and library and other learning support services. As part of its self-evaluation, the College assesses goal achievement and program improvement at the discipline and unit, department, school, and division levels through the annual review of progress toward achievement of its Strategic Plan goals. The College also assesses the alignment and accomplishment of goals in annual program review, as well as the planning infrastructure supported by the SCC standing committees.

As mentioned in I.B.1 and I.B.2, every unit completes an annual program review, and as a part of that review, units are required to assess the status of their goals set in previous years and align all goals with College wide strategic planning priorities, goals, and objectives. This creates an opportunity for units to discuss the extent to which they have improved the quality of their programs, to ensure plans in process are meeting their needs, and to re-evaluate their planning processes.

In addition, standing committees of the SCC that prioritize program review resource allocation requests give input to the Institutional Program Review Committee (IPRC) to further review and improve the planning process. Finally, the SCC reviews all planning processes and achievements, such as technology planning, enrollment management, and other planning processes in its standing committees, throughout the year and at its annual retreat, which includes a review of the mission statement and strategic planning goals and objectives.

Self Evaluation

The institution works to continually improve its evaluation mechanisms. Assessment of planning mechanisms for instructional programs, student support services, library and other learning support services occurs annually via program review. Improvements to the program review process has helped the College to more readily identify department and unit needs which has lead to more efficient distribution of resources.

The College meets the Standard.

Actionable Improvement Plans

None